

ROSTRUM

VOLUME 72

NUMBER 6

FEBRUARY 1998



Dr. Jane Eldridge



Focus on Cross-Examination

CDE Debate and Extemp Camps. The Best in the Nation.

More rounds, More classes, More success, Guaranteed.

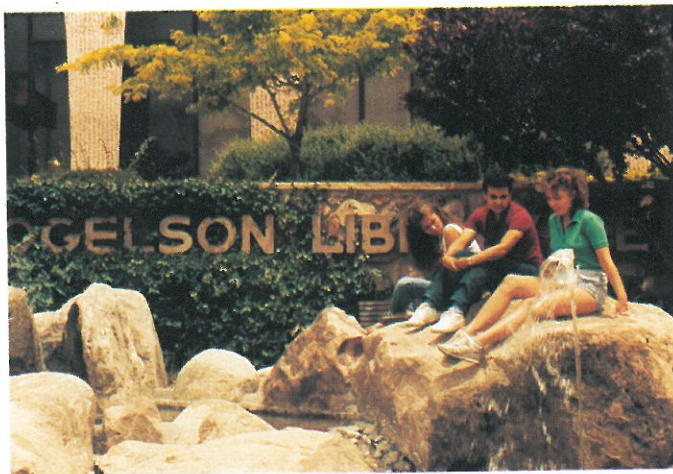
- * In 1990 became the first U.S. debaters to win the World College Debate Championship.
- * In 1991 CDE graduates won two events at Nationals plus second and fourth place trophies.
- * In 1993 CDE graduates won three events at Nationals plus two second places and two third place trophies.
- * In 1994 CDE graduates were the first U.S. team to ever win the World High School Debate Championships. And at N.F.L. Nationals 5 of the 12 Lincoln Douglas finalists were CDE graduates!
- * **In 1995 CDE graduates won three National Championships.**
- * **In 1996 CDE graduates took second in L.D. Nationals, won three National Extemp Championships, and second in debate nationals.**

This year YOU are invited to join us.

Lincoln Douglas and Extemp Camps: July 2-July 17, 1998. \$1,125.
(Held at Northern Arizona Univ. in Flagstaff).

Team Debate Camp: July 19-August 8, 1998. \$1,125.
(Held at the University of Utah, Salt Lake City).

Costs include tuition, room, meals, free tourist day, 1,500 debate blocks or 400 articles, 24 critiqued practice rounds. Acceptance guaranteed or money refunded.
Alumni get 10% price reduction, commuters charged 40% less.



Both camps will be headed by WILLIAM H. BENNETT, the former national debate champion, author of over 50 texts and books, and coach of 9 national champions and championship debate teams.

Teacher-student ratio is guaranteed to be 8-1 or lower. Class actions are monitored.

Each camp is limited to the first 60 applicants. An \$85 application fee must accompany entry. Check or credit card accepted.

Mail to: **CDE**, P.O. Box Z, Taos, N.M. 87571
Phone: (505) 751-0514 Fax: (505) 751-9788



☐ Team Debate

Name _____

☐ Lincoln Douglas

Mailing Address _____

☐ Foreign Extemp

☐ Domestic Extemp

Phone # _____

☐ Generic Extemp

☐ I have enclosed my \$85 application check (or CC # and expiration). Send me my full packet today.

NEW

THE CRUCIAL COACHING TEXT AND TOOL FOR DRAMATIC INTERPRETATION

A beautiful book full of insight, knowledge, and guidance. One of America's premiere theatre and coaching figures shares the essentials and learning and winning.

Sections include:

- History and Purpose
- Rules and Purpose
- Finding and Selecting the Cutting(s)
- Writing the Introduction
- Using Your Body
- Using Your Face and Voice
- Creating and Perfecting the Theme
- Character creation and separation
- Developing the plan to perfect the presentation
- A source list of cutting possibilities

Also included are rule variations, regional variations, differences between high school and college interpretation, and articles on poetic interp, interpretation controversies, and coaching hints from national award winners.
Place your order today.

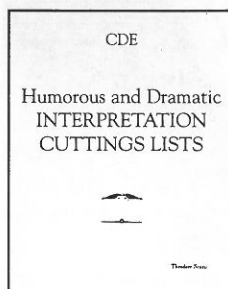
\$24.00 for one book. \$16.00 each for six or more. Use the order form (insert).

DRAMATIC and Poetic INTERPRETATION



CDE

Betty Whitlock



Nationally successful Interpretation competitors know that recent material has an advantage. In these two publications Ted Scutti lists and carefully describes contemporary material, what type of personality and desired effects each best fits, and what the setting and central idea are.

Mr. Scutti, a multiple National Champion, also provides the sources the material can be obtained from. Approximately 200 cuttings described in each.

\$16 for either the DRAMATIC INTERPRETATION CUTTINGS LISTS or the HUMOROUS INTERPRETATION CUTTINGS LISTS, or both for \$26.00.

SUCCESSFUL SPEECH 40 Activities For The Beginning Class



CDE

Carol Anderson
Cat Bennett
Norma Garrett
Bob Jones
James Menchinger
L.D. Naegelin
Noel Trujillo
Cal Vandehoff
Et Al.

A WONDERFUL TEXT FOR YOUR CLASS

Your beginning speech class will learn more and enjoy doing it with this marvelous new textbook. Written by some of America's finest speech teachers the 40 activities are easily organized and brilliantly explained.

From a first section on "Getting Students Started" to the last page each of the 40 parts is simple yet complete, fun, and a pleasure to use. Activities include: giving an informative speech, the sales speech, mock trials, speech as a career tool, appearance as a communication tool, ice breakers, impromptu speeches, the auction speech, group work, an introduction to student congress, and the current events speech.

Available plastic bound and paperback. Single copies are \$29. 10 or more \$24 each. To order use the order form. Teacher's Edition free with order of ten books or more. Single Teacher's Edition copy \$45.00.

SECTIONS ON

Starting Off On The Right Foot
Practical Public Speaking
Communication Concerns
Group Communication
The Speech Teacher

CHAPTERS ABOUT

Getting Students Started
Breaking The Ice
Utilizing Video Portfolios
Humor in Public Speaking
Nonverbal Communication
Appearance as Communication

Impromptu Speaking
Storytelling
Current Events Speeches
Poetry Interpretation
Eulogy: A Fond Farewell
Informative Speeches
The Persuasive Speech

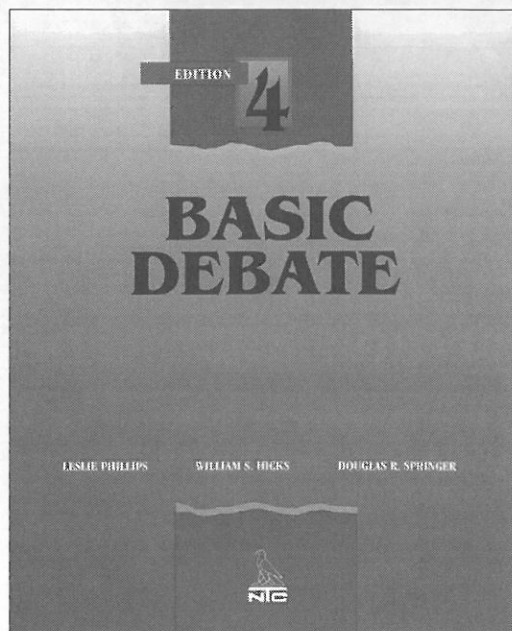
Sales Presentation
Lincoln Douglas Debate
Rhetorical Criticism
Policy Debate
Speech and Politics
Advertising
Speech As A Career Tool

Scholarships
The Salesman's Last Name
Mock Trial
Group Communication
Student Congress
Constructing A Speech Course

CDE, P.O. Box Z, Taos, NM 87571
Phone: 505-751-0514 Fax: 505-751-9788

**From a beginner's first argument
to tournament level competition...**

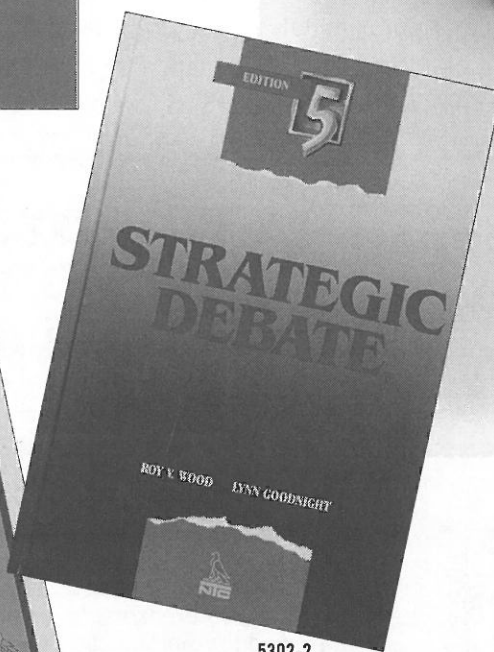
NTC Tops the Ballot!



5981-0



5252-2



5302-2

**For details on our extensive line
of debate products,
call 1-800-323-4900.
Ask for Cherlyn Data, Ext. 302**



National Textbook Company
a division of *NTC /Contemporary Publishing Group*

1-800-323-4900 • Fax: 1-800-998-3103 • e-mail: ntcpub@tribune.com • <http://www.ntc-school.com>

AD1292

MR. L.D. NAEGELIN, PRESIDENT
NORTHEAST IND. SCHOOL DISTRICT
FINE ARTS, 8961 TESORO DRIVE
SAN ANTONIO, TEXAS 78217
PHONE: 210-804-7142
FAX: 210-804-7146

MR. FRANK SFERRA
MULLEN HIGH SCHOOL
3601 S. LOWELL BLVD.
DENVER, CO 80236
PHONE: 303-761-1764
FAX: 303-761-0502

MR. DONUS D. ROBERTS
WATERTOWN HIGH SCHOOL
200 - 9TH STREET N.E.
WATERTOWN, SD 57201
PHONE: 605-882-6316
FAX: 605-882-6327

MRS. GLENDA FERGUSON
HERITAGE HALL HIGH SCHOOL
1800 N. W. 122ND
OKLAHOMA CITY, OK 73120
PHONE: 405-749-3033
FAX: 405-751-7372



MR. HAROLD KELLER
DAVENPORT-WEST HIGH SCHOOL
3505 W. LOCUST STREET
DAVENPORT, IA 52804
PHONE: 319-386-5500 EXT. 357
FAX: 319-386-5508

MR. BILLY TATE, VICE-PRESIDENT
MONTGOMERY BELL ACADEMY
4001 HARDING
NASHVILLE, TN 37205
PHONE SAME AS FAX
615-269-3959

BRO. RENE STERNER, FSC
LA SALLE COLLEGE HIGH SCHOOL
8605 CHELTENHAM AVE.
WYNDMOOR, PA 19038
PHONE: 215-233-2911
FAX: 215-233-1418

MR. DON CRABTREE
PARK HILL HIGH SCHOOL
7701 N.W. BARRY ROAD
KANSAS CITY, MO 64153
PHONE: 816-741-4070
FAX: 816-741-8739

MR. TED BELCH
GLENBROOK NORTH HIGH SCHOOL
2300 SHERMER ROAD
NORTHBROOK, IL 60062
PHONE: 847-272-6400
FAX: 847-509-2676

THE ROSTRUM

Official Publication of the National Forensic League

(USPS 471-180) (ISSN 1073-5526)

James M. Copeland

Editor and Publisher

P.O. Box 38

Ripon, Wisconsin 54971-0038

(920) 748-6206

The Rostrum (471-180) is published monthly, except July and August each school year by the National Forensic League, 125 Watson St., Ripon, Wisconsin 54971. Periodical postage paid at Ripon, Wisconsin 54971. POSTMASTER: send address changes to THE Rostrum, P.O. Box 38, Ripon, Wisconsin 54971.

SUBSCRIPTION PRICES

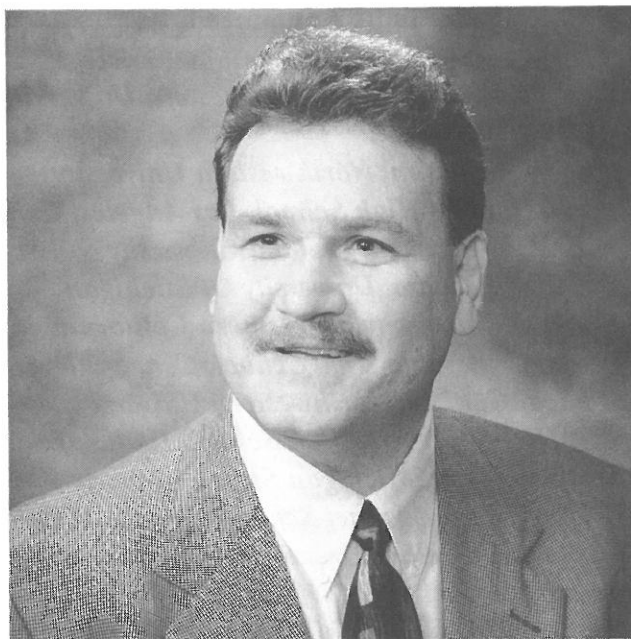
Individuals: \$10 one year; \$15 two years. Member Schools \$5.00 each additional sub.

On the Cover: Six Diamond Coach Jane Eldridge.

Next Month: Focus on Lincoln Life Lincoln-Douglas Debate. Council Candidates' Statements.

TWO NFL LEGENDS EARN DIAMONDS

Dr. Jane Eldridge (cover) and NFL Councilor Don Crabtree (photo below) recently were awarded NFL diamonds: Eldridge's 6th and Crabtree's 5th. The great teaching and coaching careers of these preeminent NFL citizens have much in common. Both have hosted two Nationals - Jane in 1967 and 1988, Don in 1983 and 1994. Both have coached National Champions - Jane in 1980 (Congress) and 1981 (Mundt Congress Sweepstakes), Don in 1986 (Dramatic Interp). Both direct large and successful programs: Jane's two schools, Madison HS and Hunters Lane HS (TN) have earned three Leading Chapter Awards, won the district plaque and four district trophies; Don's program at Park Hill HS (MO) has garnered three LCA's, three district plaques and three district sweepstakes trophies. Jane has been a member of the NFL Hall of Fame since 1988; Don's first year of eligibility is this year. Both have served as district chairs receiving the Gold Award and have been awarded the NFL distinguished service key and plaque. Jane was awarded the Ralph E. Carey Trophy for Distinguished Career Service as District Chair in 1992. Don was first elected to the Executive Council in 1988.



Don Crabtree

Once a premier debate coach whose teams won national tournaments like the Barkley Forum and the Bi-Centennial Forum, Jane currently coaches L/D and events but concentrates on Congress. Don coaches all events but is a national expert in

Interp. He has been instrumental in establishing Duo Interp as an NFL event and has narrated a Duo teaching video.

At nationals Dr. Eldridge for many years was co-chair of the Extemp Prep Room. This year she will chair the Congress House. Mr. Crabtree has chaired National's speech tabulation and is currently associate ombudsman.

Dr. Eldridge has qualified students to 27 tournaments, including Luther Wright who qualified to four Nationals.

Don has coached thirty one students to 17 National tournaments. He has been selected as Outstanding Speech Educator by the Speech and Theater Association of Missouri.

In 1996, Dr. Eldridge was awarded the Pelham Award by the

Barkley Forum. Both Don and Jane continue to direct programs and serve NFL. Like the diamonds they have earned, their brilliant careers will continue to sparkle.

MARCH - APRIL LINCOLN LIFE LINCOLN DOUGLAS DEBATE TOPIC

Resolved: Civil disobedience is justified in a democracy.

The Rostrum provides an open forum for the forensic community. The opinions expressed by contributors to the Rostrum are their own and not necessarily the opinions of the National Forensic League, its officers or members. The National Forensic League does not recommend or endorse advertised products and services unless offered directly from the NFL office.

Northwestern University

is pleased to announce

The Clarion Dewitt Hardy National High School Tournament
April 17 through April 19, 1998

The National High School Debate Institute
June 28 through July 25, 1998

The Coon-Hardy Program for Rising Seniors
July 12 through August 8, 1998

The Zarefsky Scholars Program for Rising Juniors
Dates to be Announced

Scott Deatherage, Director, Northwestern University

Matthew Anderson, Northwestern University
Chuck Ballingall, Damien High School, Los Angeles, California
Bridget Brocken, Indiana University
Adrienne Brovero, University Of Michigan
John Day, University of Southern California
Marie Dzuris, Centerville High School, Centerville, Ohio
Micheal Gottlieb, Northwestern University
Jim Hunter, Highland Park High School, Dallas, Texas
Terry Johnson, Michigan State University
Les Lynn, Whitney Young Magnet School, Chicago, Illinois
Gordon Mitchell, University Of Pittsburgh
Brian McBride, University Of Texas
Alex Pritchard, The Greenhill School, Dallas, Texas
Frank Seaver, Woodward Academy, Atlanta, Georgia
Nate Smith, Northwestern University
Ryan Sparacino, Northwestern University
Aaron Timmons, The Greenhill School, Dallas, Texas
Dana Vavroch, Bettendorf High School, Bettendorf, Iowa
Leslie Wexler, University Of Michigan

For Brochures and Applications Contact
The National High School Institute, Northwestern University
617 Noyes Street, Evanston, IL 60208
Phone: 1-(800)-662-NHSI Fax: 1-(847)-467-1057
Web Page <http://www.nwu.edu/summernu/nhsi>

A NEW PERSPECTIVE ON CROSS EXAMINATION: USING A MODEL OF RELATIONAL CONTROL

by Norah E. Dunbar

The practice of cross examination in debate is certainly not a new idea. In fact, cross examination has been used in debate for quite some time, however, it is evident that the knowledge debaters and coaches have about the process of cross examination is still quite limited. For example, there are few comprehensive theories on the subject and so coaches have a difficult time teaching the art of cross examination and it is rarely used by debaters to its full strategic potential. In addition, little has been written in the field on cross examination. Only four articles have been published on the subject in the CEDA Yearbook. Even after the adoption of cross-examination in the National Forensic League (NFL) and the National Debate Tournament (NDT), little attention was directed toward teaching cross examination properly. Only one book has ever been published exclusively on cross examination in debate--that of James Copeland in 1981--and most debate texts only dedicate a few pages or a chapter to this difficult and crucial process. More in-depth study into the nature of cross examination could provide insight we need to understand and use this process more fully.

Cross examination is a structured conversation between two people, and so it provides us with a unique opportunity for a rhetorical analysis of dyadic communication. Conversational analysis is a useful tool for analyzing such dyads and thus seems quite useful for evaluating cross examination. The same types of statements and questions that exist in traditional interpersonal conversations are also present in cross examination and the basic premise of relational control is the same. Debaters wish to control cross examination in order to establish credibility and a strategic advantage over their opponent. This study of cross examination conversations should be well suited to rhetorical analysis since the specialized and public nature of cross examination makes it open for easy scrutiny by others. Transcripts of debates are readily available, and so conducting conversational analysis should not be difficult.

Review of Relevant Literature

My purpose in this paper is to further extend the study of cross examination through a new type of analysis. While the strategic function of cross examination seems to have been lost, relational control has never been used to analyze this process. This is a pilot study to determine whether relational control techniques are in fact appropriate to study cross examination. The literature review will be divided into four main parts. First, I will examine how cross examination in debate became the current debate style. Second, I will discuss lack of strategy that exists within the current use of the process. Third, I will look at the unusual communication situation of cross examination in team debating, and the potential use of relational control as a strategy. Finally, research questions for the application of relational control to cross examination in this pilot study will be discussed.

The History of Cross Examination

Gray (1926) introduced the Oregon Plan of debating in an effort to increase the popularity of academic debate for audiences. He proposed that a ten minute period of cross-questioning after each of the twenty-minute constructive speeches made by affirmative and negative speakers would keep the audience more interested in the debate. Gray found that "the audience is always intensely interested in the periods of cross-questioning and may attend the debates just for this feature."

Even in these early trials of cross-questioning, Gray (1926) recognized its benefits. "It requires thorough preparation, skill in keen and quick thinking, ability to make speech adjustments to unusual and unexpected situations, and the ability to establish and maintain a communicative contact with the audience". His early experimentation with cross-questioning revealed benefits for debate that made it attractive for others to study.

At Montana State University, Parker (1932) agreed with Gray's philosophy re-

garding the benefits of cross-questioning and the cross-examination process used in the legal system. As a result, Parker preferred to use the legal term "cross-examination". Parker shortened the constructive speeches to twelve minutes and included four periods of cross-examination so that all four speakers would have a chance to ask questions:

If the cross-examination affords the valuable training (which it assuredly does), all participants should share in that training. Each speaker should have the opportunity to participate both in the capacity of examiner and examined. More-over, this modification still allows all speakers an opportunity for practice in constructive argument. Each speaker is subjected to cross-examination immediately upon concluding his main speech.

Parker's changes in cross-examination were the true start of "cross-examination" debate and closely resembles modern debate.

Changing from the traditional academic debate format was arduous, but the National Forensic League finally adopted cross-examination in 1952 into standard high-school debate practice. The acceptance of cross-examination at the collegiate level, however, was adopted at a much slower rate (Freshley, 1965). Once guidelines for cross-examination in debate were established, certain members of the college debate community tried to make the practice of cross-examination more widespread. Fuge and Newman (1956), from the University of Pittsburgh, were two such people. They encouraged more colleges who hosted regular tournaments in the Pittsburgh area to include cross-examination tournaments and wrote articles for scholarly journals to "provide thorough and systematic instruction in this difficult technique". They outlined what they believed to be necessary rules for cross-examination including proper delivery, types of appropriate questions and responses, and what should be accomplished through cross-examination. [See page 24]

Freshley (1965) also tried to encourage more schools to teach the cross-exami-

nation type of debate. He summarized the advantages of cross-examination including the need for speakers to think on their feet, learn the use of facts, and articulate clearly their point of view in order to prepare them for future careers (usually in law or politics). He summarized that, "if properly taught, cross-examination is superior to the orthodox system. In the years that followed, more coaches and tournament directors began to agree with Freshley (1965) and Fuge and Newman (1956). During the late 1960's and early 70's, for example, cross-examination flourished in debate in the U.S.

In 1971, under the direction of Howe, a new debate organization was formed -- the Cross-Examination Debate Association (CEDA) -- as a reaction against the prevailing form of intercollegiate debate (Schiappa & Keehner, 1990). CEDA had gradually built support for the wider use of cross-examination, but its influence at the time was limited to the southwestern states (Ziegelmueller, 1983). Soon after the creation of CEDA, the NDT realized that the value of cross-examination "because its use is expected to sharpen the contest among arguments in debate. . . the NDT utilized a cross-examination format for the first time in its history in April, 1976" (Boaz, 1977). At that time, NDT exerted great influence on the practices of other tournaments, and as a result, their use of cross-examination in 1976 meant the rapid acceptance of cross-examination across the country (Ziegelmueller, 1983). With both CEDA, NDT, and virtually all high school tournaments still using cross-examination today in competitive debate, it seems that it is here to stay, but there are still problems with the way cross examination is used today. Specifically, many coaches have agreed that there is a decided lack of strategy in the use of cross examination (Larson, 1987).

The Lack of Strategy With Cross Examination

Many argumentation instructors and debate coaches have difficulty teaching strategic cross examination to students, which might be due to the lack of literature on the subject.

Despite the existence of an organization which calls itself the Cross Examination Debate Association, cross examination is still one of the most difficult arts for the debate student to learn. . . A comprehensive examination of current debate and argumentation texts clearly

reveals that cross examination remains a largely underdeveloped area of forensics instruction. (Miller & Caminker, 1982)

Henderson (1978) was one of the first to seriously address the subject when he suggested the idea of cross-examination be extended to argumentation theory in general: "Few college instructors of argumentation courses recognize cross examination as more than rhetorical embellishment. Yet cross examination should be a basic goal of teaching argument". He articulated one of the first systems of teaching cross-examination to argumentation students. Ziegelmueller (1983) expanded on Henderson's idea by suggesting that cross-examination be taught as it was practiced in debate by making implicit norms and rules explicit:

Most works on cross examination advise students to ask only factual questions to which they know the answer and to avoid open-ended questions and undirected "fishing" inquiries. While this advice is generally sound, scrutiny of both the NDT cross-examination and sample cross-examinations offered as models in legal articles and textbooks reveals that, in practice, this advice is often ignored.

Based on his observations of actual debates, Ziegelmueller created a format for teaching cross-examination which focused on how likely the answer to cross examination questions will be what the questioner expects. Ziegelmueller divided the questions into "High Safety Questions", "Medium Safety Questions" and "Low Safety Questions" based on the predictability or "safety" of the responses so that debaters could learn some of the tricks of cross examination which were practiced in tournaments but rarely taught in the argumentation classroom (Ziegelmueller, 1983).

In order to help us better understand the function of cross examination, Simerly and Crenshaw (1991) did an empirical study of several cross examination periods and determined that there were three different types of questions. The first type is the "X or wh-questions" which generally ask where, when, who, whose, which, what, how. The second type is the "yes/no questions" which are questions asked that expect a yes or no answer, and the third type is "tag questions" which also expect a yes or no answer

but are generally declarative statements that are followed by a tag such as "isn't it"? Debaters are taught that cross-examination is a time to ask questions, not make speeches, so often try to get their point across by making statements disguised as questions.

While effective and strategic ways of using cross examination are not easy to teach to novices, many coaches of advanced debaters are trying to make it more useful. "The greatest challenge to critics of cross-examination has been 'how to teach it' without being there" in the debate round (Berube, 1994). Alan Cirlin (1988) feels that any teaching of cross examination is too comprehensive because debaters are unable to employ more than a couple of ideas in any given session. He says, "very little has been written about the fundamental strategic problem which is created by the three minute time limit -- specifically, how to use that limited period of time to its best advantage" (Cirlin, 1988). Cirlin believes that

cross-examination is generally acknowledged to be an extremely important and yet an extremely weak element in the average debate. There is a general agreement concerning the theoretical importance of cross-examination, while at the same time coaches tend also to agree that the average quality of cross-examination sessions is quite poor. (Cirlin, 1988)

Simerly and Crenshaw (1991) agree:

The extent to which students effectively utilize cross-examination, no matter what its purpose, is arguable. After more than a few years of participation in the activity as debater, coach, and critic, we feel that the vast majority of participants do *not* use the cross-examination periods for any strategic advantage. In fact, debaters hardly seem to consider cross-examination as a valuable argumentation tool.

While strides toward teaching cross examination are a positive step, there is another difficulty with cross examination today -- it is rarely used for strategic purpose. It would be more beneficial to the students and the activity in general, if we look for a more strategic way of using cross examination.

One of the reasons for the poor quality of cross examination sessions is the fact that cross examination rarely becomes relevant to the outcome of the round. The

weaknesses in the opponent's case exposed in cross examination are often not used as arguments in later speeches because the person who speaks next is rarely involved in the cross examination. Norton (1983) says the major problem with cross-examination is that it has become "prep time in drag" because debaters simply use the time to ask meaningless questions while their partners prepare for the next speech. "Even though a strong theoretical case can be built in favor of questioning prior to one's own speech, debaters insist that the practicalities of modern debate -- spread debating, briefs, hundreds of pieces of evidence, and primary source checks -- make it more convenient to have one's colleague do the questioning" (Copeland, 1981). While it is not practical for judges to expect debaters to question immediately before they speak, cross examination should not be a waste of time.

In a survey conducted in 1985 by Suzanne Larson using a Likert-type scale, debate coaches made it apparent that they were dissatisfied with the use of cross examination:

Responses to the question "Overall in CEDA debate, how would you rate the effectiveness of cross examination" revealed that cross examination as currently practiced, is not very effective. . . . Respondents were overwhelmingly in disagreement that "Debaters know how to use cross-question effectively" while only 5% of the respondents agreed. . . .

Clearly, there is a need for some improved strategy in cross examination beyond the simple use of it as extra preparation time. The twelve minutes of cross examination in every round are a way for each team to take control and win extra time for themselves. "Each side is guaranteed twenty-four minutes to speak, and an additional twelve minutes, the cross-exam periods, are 'up for grabs'. The team which is able to 'capture' these minutes for the advancement of its position or the destruction of the opponent's position has won a significant advantage over its opponents" (Copeland, 1981).

Even though cross-examination has become the norm for contemporary debate style, there is still much more to learn. The complications of strategy and technique for cross examination are definitely appreciated by most coaches but sadly under-utilized

by debaters. While certain people have tried to develop a way to teach the art of cross examination to debaters, little has actually been done to further the strategic use of cross examination. The use of relational control analysis in these interactions could be a way to help us to further understand the problems.

Relational Control in Cross Examination

Every communication event takes place in a context that Bitzer (1992) refers to as a rhetorical situation: "It seems clear that rhetoric is situational. . . . Virtually no utterance is fully intelligible unless meaning-context and utterance are understood". Each situation is very different and may be either simple or complex. Some situations, like the courtroom or a debate round, are highly structured and often repeated. "From day to day, year to year, comparable situations occur, prompting comparable responses; hence rhetorical forms are born and a special vocabulary, grammar, and style are established" (Bitzer, 1992). Cross examination is a rhetorical situation that occurs frequently (four times every debate round) and has highly specialized rules such as controlled time limits, and generally agreed-upon norms about who asks and answers the questions.

The rhetorical situation of cross examination is much more structured than an interpersonal conversation. Most critics of debate would agree that the questioner may only ask questions and the respondent may only answer questions -- neither side may make arguments except as part of questions and answers (Cirlin, 1986). It is very frustrating to watch a cross examination session in which the respondent does not answer any questions or responds with more questions, or the questioner makes long statements with no questions. Interpersonal situations on which relational control methods are based are not governed by such rules, but we should be able to study control issues in cross examination through discourse analysis, much like we study interpersonal conversations. There are similarities between cross examination and conversation which support the notion that relational control analysis is appropriate in both circumstances. Debaters are trying to direct, delimit, and define the progress of the cross examination session despite the fact that they need to operate within certain norms and rules for behavior.

In conversational analysis, we can specifically study interactants in a conversation in a variety of ways in order to understand message exchange (Poole, Folger, & Hewes, 1987). Message exchange is the key to discovering the systematic and orderly properties which are meaningful to the conversants and researchers. Conversation analysts generally focus on understanding the content, function, structure, and effects of conversation (Frey, O'Hair, & Kreps, 1990). Hopper, Koch, and Mandelbaum (1986) describe five subjects that are generally discussed in conversational analysis research:

- (1) How do participants in conversation achieve turn-taking?
- (2) How do partners accomplish utterance sequences across turns?
- (3) How do speakers coordinate talk with gaze, movement, and other action?
- (4) How do partners identify and repair problems in interaction?
- (5) How does conversation function in particular settings, such as interviews, court hearings, or card games?

Even though cross examination is a very different rhetorical situation than interpersonal conversation, some of the same elements exist in both. Cross examination participants are also concerned with turn-taking, sequences of utterances, and other aspects of communication that exist in interpersonal interaction. If the cross examination is not productive, they identify and repair the problems in the interaction. Debaters change their behavior in cross examination for various judges by deciding to sit or stand, and by their choice of questions and so also change their conversation in particular settings. It seems obvious through the application of Hopper, Koch, and Mandelbaum's five subjects (above) that both conversation and cross examination have similar goals and so we may be able to use a similar method for evaluating both.

One way to use conversational analysis to study cross examination is to consider relational control. Control is a part of every interpersonal interaction: "relational communication refers to the control aspects of message exchange by which interactors reciprocally define the nature of their relative "position" or dominance in their interaction" (Rogers & Farace, 1975). In interpersonal conversation and in cross examination, establishing control is an integral part of the interaction. While trying to get

information out, cross examination participants also want to convey their position of dominance in the debate, and establish credibility with the critic by using the "command" aspects of their communication which are directions for action, usually a demand for an answer to a question.

Perhaps the one idea that debaters grasp immediately is that their credibility is on the line with cross examination. No one wants to look like a fool when they are speaking directly to their opponent, and debaters usually want to impress the critic in order to improve their speaker points, or in very close rounds, win the decision on their ethos (Miller & Caminker, 1982). Many texts speak to the crucial role of cross examination to make the opponent's logic look flawed, a debater can simultaneously boost her or his own credibility.

Therefore, one of the key components of establishing credibility is maintaining control of the cross examination period. Questioners want to have their questions answered, respondents want to use as much time as possible to re-state their position, and even partners not officially involved in the cross examination tend to jump in and make sure their partners are answering questions correctly. These days, cross examination can turn into a four-way conversation with all four debaters fighting for control of the interaction, although most debaters still stick to the traditional format with one questioner and one respondent.

In referring to control in interpersonal relationships, Millar and Rogers (1976) say: "The control dimension is concerned with who has the right to direct, delimit, and define, the action of the interpersonal system in the presently experienced spatial-temporal situation". The key aspect of any relational communication is the control aspects of message exchange. Interactants continually define the nature of the interaction by their dominance. Communicators do not necessarily simply state the content of the message when they speak, but also convey information about the relationship itself. "This is another way of saying that communication not only conveys information, but at the same time it imposes behavior. . . . These two operations have been known as the 'report' and the 'command' aspects, respectively, of any communication" (Watzlawick, Beavin, & Jackson, 1967).

The Relational Communication Control Coding Scheme (RCCCS) was developed

by Ericson and Rogers (1973) and Rogers and Farace (1975) to study the use of relational control by people in dyadic interactions. Wiemann and Widenmann call this coding scheme "the most well-developed system for the structural analysis of transactions" (1981). This method uses a relational communication approach that focuses directly on interaction and is outlined in a number of articles (Ericson & Rogers, 1973; Millar & Rogers, 1976; Millar & Rogers, 1987; Rogers & Farace, 1975). The analysis used in the RCCCS "focuses on message sequences, rather than on individual message units; on indexing relational control, rather than the content of messages; and on mapping transactional patterns as they unfold over time" (Rogers & Farace, 1975).

The emphasis in the RCCCS is on the "command" rather than the "report" aspect of communication, meaning the interactants are not only trying to convey information, but are using commands to impose action. Commands are usually a controlling maneuver. This same type of analysis used in the RCCCS to study conversation can also be used in the study of cross examination since the interactants are both trying to assert their dominance in either a reciprocal or symmetrical way. In interpersonal communication, "there is a similarity of conduct between the two individuals; there is a symmetry of relational control" (Ericson & Rogers, 1973, p.247). This relational control is also present in cross examination and often has little to do with the content of the messages and much to do with the transactional pattern of relational control. For example, due to the increase in the practice of pre-round disclosure where opponents disclose their strategy before the round starts, most debaters are already familiar with their opponents' arguments. In cross examination, they are not always asking questions to find out what their opponents' arguments are, but to enhance their credibility with the judge, trap their opponents, and establish control of the interaction.

The same types of conversational situations in interpersonal discussions that Rogers and Ericson (1973) and Rogers and Farace (1975) examined also exist in cross examination. They delineate 50 different category combinations using the five grammatical forms of questions and nine response modes that are possible in the model (Ericson & Rogers, 1973). Verbalizations are classified as one-up, which assert defini-

tional rights, one-down, which are requests or acceptance of the other's definitional rights, and one-across, which is a leveling maneuver. One-up moves are control maneuvers such as questions demanding an answer, nonsupport responses, answers with substance, complete statements that initiate an interaction, and all talk-overs except supportive talk-overs. One-down moves include support responses, noncomplete phrases that seek others to take control, and supportive talk-overs. One-across are control-leveling maneuvers such as assertions of extension and noncomplete phrases (Rogers & Farace, 1975). Only one-up moves are associated with control. The interactant with the most one-up moves is generally considered to be the one with the most control in the interaction (Millar & Rogers, 1987). Questions are almost always one-up moves such as those that demand an answer, but questions that seek supportive responses or that continue the dialogue (extension) are coded as one-down (Ericson & Rogers, 1973).

The relational control model, however, extends beyond simply coding individual messages as one-up, one-down, or one across, but also allows for transactional analysis. We can look at pairings of messages or even long sequences to determine if patterns exist in the interactions (Rogers & Farace, 1975). Looking at the transaction rather than individual messages is important to relational analysis since the entire interaction can have different control elements than the individual messages. "Sometimes communicators choose to perform speech acts indirectly rather than directly" (McLaughlin, 1984). The individual messages may appear to be relinquishing control, but looking at the entire transaction clearly shows the opposite. The two main types of control-defining categories are symmetrical, both parties using one-up or one-down or one-across moves, and complementary, both using opposite moves. The addition of a third direction, one-across, is an attempt to sensitize the control measure because it allows some messages to simply continue the conversation and be coded as neither one-up nor one-down. For example, any statement that is coded as a "noncomplete extension" of conversation is neither one-up nor one-down because it is an extension of a previous statement that isn't completed. To code it one-up or one-down would be inaccurate, so it is one-across. The one-across direction produces

an additional type of symmetry and a third type of transactional exchange -- the transitory category (Ericson & Rogers, 1973). Symmetry and complementarity help us to understand how the participants each try to control the transactional pattern.

In cross examination, it can be often effective to hide the real goal of the question, since the goal of some questions is to open up the opponent to a future question or argument. These are indirect speech acts in which the speaker does not mean literally what s/he says, are used to set up a strategy (Bierwisch, 1980). Therefore, it is only by examining the overall transaction instead of the individual messages, can we see who, if anyone, has the control in a cross examination interaction. Once it is determined which participant has control and how that control is established, we can more fully understand the situation of cross examination and move towards answering questions about the strategy involved.

Summary and Research Questions

Using the relational control model to further study this process can help us teach students to use cross examination because the same types of assertions and questions that exist in interpersonal conversations also exist in cross examination and the basic premise of relational control is the same. For coding control messages, the context of cross examination seems to be close enough to the interpersonal communication context that this model will be useful.

In both cross examination and interpersonal contexts, messages that allow someone else to take control are one-down and messages that attempt to acquire control are one-up. Even though most cross examination periods are attempts to gain control and achieve higher credibility, there must be some relinquishment of control if the time is to be productive at all. At some point, a question must be asked and answered. This context, though it is bound by more rules and norms, is similar to an interpersonal argument -- both members want control and to have their point heard.

The relational control model creates the possibility for further study of cross examination. If we can use conversational analysis to understand how control is established in this special rhetorical situation, then perhaps we are on the way to making cross examination a valuable strategic tool for debaters. Once we understand the rela-

tionship between control and strategy, cross examination can be used more effectively in academic debate and could prove to make the activity easier to teach, more useful, and more educational. This leads us to the research question in this study:

RQ: Can relational control be used to evaluate cross examination in academic debate?

Methods

Sample

In order to test the theory of conversational analysis uses for studying cross examination, I examined the four cross examination periods in the 1994 Cross Examination Debate Association Nationals final round transcript, between Johnson and Genco from the University of Missouri at Kansas City and the hybrid team of Repko and Devereaux from Michigan State and Kansas State Universities. The resolution for Spring 1994 was, *Resolved: that US military intervention to foster democratic government is appropriate in the post-cold war world*. The affirmative in this particular debate argued that the US should intervene militarily in Haiti, and the negative argued intervention is inappropriate because it threatens our relationship with China.

The final round can probably be assumed to have high caliber debaters, and its cross examination might likely be representative of most cross examination that occurs among experienced debaters in the United States.

The debate round is recorded, transcribed, and verified by Patrick M. Jablonski of the University of Alabama.

Procedures

Since this was designed as a pilot study, only the researcher coded the interactions according to the RCCCS. The transcript was first compared to the video for accuracy, and then coded according to the utterances on the transcript. "The category decisions involve very little inference on the part of the coder" (Ericson & Rogers, 1973). Wiemann and Widenmann (1981) found both the inter-coder reliability and intra-coder reliability for this coding scheme to be estimated at .81.

Coding Scheme

The Relational Communication Control Coding Scheme describes messages in the cross examination periods of debate in terms of control direction. The coding sys-

tem involves three steps (see table 1). In the first step,

each utterance of an interaction is assigned a three digit code. The first digit denotes the speaker. The second digit describes the form of speech. The third digit describes the response mode of the speech. Second-digit category decisions are based only on the message being coded. Third-digit category decisions are based on consideration of the preceding message, as well as the message being coded. In this manner, any two-person communication exchange can be represented by a series of sequentially ordered three-digit codes (Ericson & Rogers, 1973).

The code categories under the second digit refer to the form of speech and there are five possible types of utterances. A "talk-over" is any distinguishable interruptive manner of coming into a conversation. Whether a talk-over is successful or not, both messages indicate attempts to control. An "assertion" is any completed referential statement that is not a talk-over. A "question" is any speech, that is not a talk over, which takes interrogative grammatical form. "Noncomplete" utterances are those initiated but not expressed in a complete format such as "Well, I . . ." or "What I thought was . . .". The category "other" refers to verbal utterances that are unclassifiable (Ericson & Rogers, 1973).

In the third-digit categories, which refer to how the speech responds to the previous message, there are ten categories. The "support" category refers to the giving and seeking of agreement, assistance, acceptance, and approval. The "nonsupport" code is used for disagreement, rejection, demands, and challenges. An "extension" is a message that continues the flow or theme of the preceding message, while an "answer" is a response to a question that has substance and/or commitment. To clarify these two categories which have different control-defining natures, a noncommittal response such as "It was July 4th" is coded as an answer (Ericson & Rogers, 1973).

Like extension and answer, some categories are similar but are coded differently. The fifth category, "instruction" is a suggestive statement often accompanied by qualification and clarification such as "I think you should go to bed now because

UNIVERSITY OF KENTUCKY

Home of The National Tournament of Champions

THE 1998 KENTUCKY INSTITUTES

Two Person Debate

Regular Three Week Institute
June 19 - July 12, 1998

One Week Institute
June 19 - June 28, 1998

Lincoln-Douglas Debate

Three Week Institute
June 19 - July 12, 1998

Two Week Institute
June 19 - July 5, 1998

1997 TWO PERSON STAFF

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

Daniel Davis	University of Georgia
Paul Derby	University of Southern Cal
Dan Fitzmier	Emory University
David Genco	University of Missouri - Kansas City
David Heidt	Emory University
Josh Hoe	N. Texas State University
Aaron Kall	University of Kentucky
George Kouros	Emory University
Jason Trice	Michigan State University
Leslie Wade	Emory University

1997 L/D STAFF

(Some will be returning.)

Micheal Dietz (new)	Hopkins School
Jason Baldwin	Wheaton College
Nancy Khalek	Princeton University
Scott Robinson	University of Texas

Division limited to 40 students with 5 instructors.

1997 L/D Fellows



1997 L/D Institute fellows were, (from left to right): Back row: **Marc Wallenstein**, (Greenhill); **Shankar Duraiswamy**, (Randolph); and **Andrew Vaden**, (Newman Smith); Front row: **Brian Hull**, (R. L. Turner); **Lisa Friscia**, (Stuyvesant); and **Louise Sandberg**, (Miami Palmetto)

1997 INSTITUTE FELLOWS

The Institute Director is currently recruiting eight to ten of the nation's top 1997-98 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**.



1997 Institute Policy Fellows were (from left to right): Back row: **Nathan Sabel**, (Montgomery Bell Academy); **Jonathan McCartney**, (Caddo Magnet); **Tom Bevan**, (Highland); Front row: **Art Broadwater**, (Damien); **J. T. Sherman**, (Heritage Hall); **Radha Iyengar**, (Lakeland); **Carrie Reilly**, (Stuyvesant); **Geoff Lundeen**, (East Grand Rapids)..



Other 1997 Institute Policy Fellows were (from left to right): Back row: **Matt Stolbach**, (Greenhill); **Eric Tucker**, (Iowa City West); **Sebastian Kaplan-Sears**, (Head Royce School); Front row: **Eric Zampol**, (Woodward Academy); **Amand Singh**, (Georgetown Day); **Erin Abrams**, (Glenbrook North); **Josh Hildreth**, (Montgomery Bell Academy).

**CONTACT: Dr. J. W. Patterson, Intercollegiate Debate, 205 Franzee Hall,
University of Kentucky, Lexington, Kentucky 40506 - Phone: (606) 257-6523**

"TRADITIONS OF EXCELLENCE CONTINUE"

"you have to get up early for school." An 'order', however, is a more intense, unqualified demand such as "Go to bed." The 'disconfirmation' category denotes as message that ignores the request made of the other individual. The response, "Look! It's snowing!" to the question "Where are we going to eat lunch today?" is a disconfirmation. A "topic change" is similar to disconfirmation, but is a response that has no continuity with the previous messages when no response continuity is requested (Ericson & Rogers, 1973). Farace and Rogers (1975) give this example of a topic change: "Where is tonight's paper?" in response to "The baby is learning to walk."

The last two third-digit codes are simpler. The "initiation-termination" code is a message that begins or attempts to end an interaction. "Other" is a category for any response that is indistinguishable or unclear. It is clear that the third-digit categories are more complex than the second-digit categories. "These classifications involve more inference than the previous categories. However, careful delineation of the meaning of each of these categories lowers the subjectivity of the coding". The average reliability for the coding procedures was measured at .86 (Ericson & Rogers, 1973).

In the second step of the coding process, once the initial coding is completed, the transformation of the data into relational categories is completely determined by the rule system developed by Ericson and Rogers (1973) and Rogers and Farace (1975). One of the three control messages (one-up, one-down, one-across) are assigned to these categories based on whether they are controlling moves, relinquish control, or are leveling maneuvers. The first digit is irrelevant to this step because the code translations are the same for both speakers.

In the third step of the coding process, the control direction of individual messages are combined into transaction codes. Symmetrical transaction are paired messages with similar control directions (up, up; down, down; and across, across) complementary transactions have a pair of messages with dissimilar control direction (up, down and down, up), and transitory transactions are paired messages in which one of the messages are one-across (up, across; down, across; across, up; and across, down).

Analysis

The purpose in this study was to test the theory that the RCCCS could be applied to cross examination. I assigned message codes to the individual utterances of each person in the four cross examination periods using the video and transcript. There seemed to be the same type of topics in the model as in the debate and so finding the appropriate codes was relatively easy and I did not find it necessary to create new codes. Next, I assigned the control codes to the message codes (one-up, one-down, etc.) and again, the control possibilities seemed to be the same as the RCCCS.

Code Categories

1st Digit:

- 1 = Speaker A
- 2 = Speaker B

2nd Digit:

- 1 = Assertion
- 2 = Question
- 3 = Talk-over
- 4 = Noncomplete
- 5 = Other

3rd Digit:

- 1 = Support
- 2 = Nonsupport
- 3 = Extension
- 4 = Answer
- 5 = Instruction
- 6 = Order
- 7 = Disconfirmation
- 8 = Topic change
- 9 = Initiation-termination
- 0 = Other

The transactional directions of the RCCCS (symmetry and complementariness) are also present in cross examination, since the goal of some questions is to open up the opponent to a future question or argument. These are indirect speech acts in which the speaker does not mean literally what he or she says, are used to set up a strategy (Bierwisch, 1980). For example, in the following dialogue from the 1994 CEDA final round, Devereaux asks Genco a simple question in order to open up a future question:

Devereaux: What's a surgical strike?

Genco: It's a strike that uses troops and some air support in order to remove. . .

Devereaux: How many troops. . .

Genco: A specified power. Our solvency. . .

Devereaux: . . . and where do they come from? (Jablonski, 1994)

While all conversational analysis requires some level of interpretation, it can be reasonably assumed that Devereaux knew what a surgical strike was -- one does not debate a topic for four months and become one of the best debaters in the country without this rudimentary knowledge -- but he wanted Genco to say that the affirmative's plan was indeed to use troops. He did not literally want the definition of a surgical strike, but was more interested in finding out how many troops the US would need to use for a successful intervention into Haiti. His initial question may not have seemed like it was a controlling question, but the entire interaction sequence displays that he is trying to get Genco to commit to a specified number of troops -- a definite one-up move. The RCCCS codes question demanding answers such as this one, one-up moves, and so the model seems to produce the same control dimension as does a reflection of Devereaux's purpose.

In a Rogers-style relational analysis of an interaction, patterns of control similarity or dissimilarity between the dyadic members can indicate more about the control in the interaction than looking at isolated messages. In symmetrical transactions, both members of the interaction are trying to exert the same type of control. In one instance of this, Devereaux is asking Genco about where the troops necessary for the affirmative's proposed intervention into Haiti will come from:

Devereaux: Would they come from elsewhere?

Genco: I think some of our solvency evidence indicates that they would come from Guantanamo Bay.

Devereaux: Guantanamo Bay. Are they ready? Are they prepared? How quickly could they be there?

Genco: Ah, yes they are. Yes they're prepared and they could be there as quick as we read solvency evidence as soon as you read solvency answers for. . .

Devereaux: Sure, what about public support before. . .

Genco: . . . we're reading cards in the 1AC that says we could do it in a couple of hours.

Devereaux: I hear ya! What about public support? (Jablonski, 1994)

A series of talk-overs (verbal intervention made while another is talking) occur in this sequence because both men are trying to control the exchange. Genco is determined to finish his statement about the readiness of the American military despite the fact that Devereaux has already asked a new question. Devereaux sees Genco is confident about the fact that the military can complete the Haiti mission swiftly so he tries to move Genco to another topic that he may be more vulnerable on -- the American support for a Haitian intervention. In this interaction, both men want control of the exchange and so they are competing for control symmetrically. The model codes both of their messages as one-up because Devereaux is asking questions that demand answers and Genco is providing responses with substance.

In complementary transactions, the two interactants are not competing for control, rather, one person relinquishes control and allows the other to define the interaction. In cross examination, this type of dialogue also tends to occur:

Repko: The study was done by the Canadians, right?

Johnston: You're correct.

Repko: And they decided that you could use their force to go in and you'd take 7,000 of them and you could storm into Haiti, right?

Johnston: No, there's 7,500 members of the Haitian army. They do not have heavy weaponry. They are not trained, and they do not have support. Their conclusion is any intervention force would be effective. They have no way of defend -- standing up against it. The evidence is not specific to Canada, it says any invasion force.

Repko: All right. Now, isn't -- there is a dis -- a different historical relationship between the United States and Haiti as there is between Canada. . .

Johnston: You're correct.

Repko: . . . and Haiti, right?

Johnston: You're right. . .

Repko: The United States. . .

Johnston: . . . the study does not answer the nationalism debate, but my evidence I read down below does.

Repko: All right. So so OK so it doesn't. All right. (Jablonski, 1994)

Repko automatically has control with the initiation of the interaction and Johnston does not try to take that away. The goal is

to clarify Johnston's position and Johnston agrees with much of what she says, since most of Johnston's answers are support responses such as "you're right" and "you're correct". Repko is making one-up moves and Johnston is answering with one-down moves. In the second question in this example, however, Johnston does disagree with and offers a nonsupport answer (a one-up move) to which Repko agrees (one-down). Near the end of the series, Johnston qualifies his answer about the nationalism debate (another one-up) and again Repko accepts his statement (one-down).

Throughout this exchange, one interactant is offering one up-moves and the other is responding with one-down moves. One person makes a statement that the other person agrees to. Even though each person makes the one-up move at some point in the sequence, it is constant complementary transaction since neither person seems to completely take the control away from the other.

Conclusion

To answer the research question in this study, the relational control model can be quite useful for evaluating cross examination. The same types of assertions and questions that exist in interpersonal conversations also exist in cross examination and the basic premise of relational control is the same. As far as the coding of control messages was concerned, the context of cross examination seemed to be close enough to the interpersonal communication context that this model was useful. There was no need to create new codes or a new translation of the message codes to a control dimension.

In both cross examination and interpersonal contexts, messages that allow someone else to take control are one-down and messages that attempt to acquire control are one-up. Even though most cross examination periods are attempts to gain control and achieve higher credibility, there must be some relinquishment of control if the time is to be productive at all. At some point, a question must be asked and answered. This context, though it is bound by more rules and norms, is similar to an interpersonal argument -- both members want control and to have their point heard.

I hope that this examination of the relational control model will create the possibility for further study of cross examination. If we can use conversational analysis

to understand how control is established in this special rhetorical situation, then perhaps we are on the way to making cross examination a valuable strategic tool for debaters.

References

- Berube, D. (1994). Non-Policy debating. Lanham, MD: University Press of America.
- Bierwisch, M. (1980). Semantic structure and illocutionary force. In J.R. Searle, F. Kiefer, & M. Bierwisch (Eds.), *Speech act theory and pragmatics*. Boston: D. Reidel Publishing Company.
- Bitzer, L.F. (1992). The rhetorical situation. *Philosophy and Rhetoric*, (Suppl. 1), 1-14.
- Boaz, J. (1977). Cross-examination debating. *Communication*, 6 (2), 68-78.
- Cirlin, A. (1986). Evaluating cross-examination in CEDA debate: On getting our act together. *CEDA Yearbook*, 43-50.
- Copeland, J. M. (1981). Cross-examination in debate. Stokie, IL: National Textbook Company.
- Ericson, P. M., & Rogers, L. E. (1973). New procedures for analyzing relational communication. *Family process*, 12, 245-267.
- Freshley, D. (1965). A case for more cross-examination debating. *Journal of the American Forensic Association*, 2 (1), 21-24.
- Frey, L., O'Hair, D., Kreps, G. L. (1990). Applied communication methodology. In D. O'Hair and G. L. Kreps (Eds.), *Applied communication theory and research* (pp.23-56). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Fuge, L. H., & Newman, R. P. (1956, January). Cross-examination in academic debating. *Speech Teacher*, 5, 66-70.
- Gray, J. S. (1926). The Oregon plan of debating. *Quarterly Journal of Speech Education*, 11 (2), 175-180.
- Henderson, B. (1978). A System of teaching cross examination techniques. *Communication Education*, 27, 112-118.
- Hopper, R., Koch, S., & Mandelbaum, J. (1986). Conversation analysis methods. In D. G. Ellis & W. A. Donohue (Eds.), *Contemporary issues in language and discourse processes* (pp. 169-186). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Jablonski, P.M. (1994). The 1994 Cross Examination Debate Association Final Round Transcript, Evidence, Critiques, and Flowsheet. Alabama: Jablonski.
- Larson, S. (1987). Cross-examination in CEDA debate: A survey of coaches. *CEDA Yearbook*, 33-41.
- McLaughlin, M. L. (1984). *Conversation: How talk is organized*. Beverly Hills, CA: Sage.
- Millar, F. E. & Rogers, L. E. (1976). A relational approach to interpersonal communication. In G. R. Miller (Ed.), *Explorations in interpersonal communication* (pp.67-86). Newbury Park, CA: Sage.
- Millar, F. E. & Rogers, L. E. (1987). Relational dimensions of interpersonal dynamics. In M. E. Roloff & G. E. Miller (Eds.), *Interpersonal processes: New directions in communication research*. (pp. 117-139). Newbury Park, CA: Sage.
- Miller, T. H. & Caminker, E. H. (1982). The art of cross examination: An essential skill for debaters and attorneys. *CEDA Yearbook*, 4-15.
- Norton, R. (1983). Remembering what the C. E. stands for: Toward a greater role for cross-examination in CEDA debate. *CEDA Yearbook*, 29-31.
- Parker, D. R. (1932). The use of cross-examination in debate. *Quarterly Journal of Speech*, 18 (1), 97-103.
- Poole, M. S., Folger, J. P., & Hewes, D. E. (1987). Analyzing interpersonal interaction. In M. E. Roloff & G. E. Miller (Eds.), *Interpersonal processes: New directions in communication research* (pp. 220-256). Newbury Park, CA: Sage.
- Rogers, L. E. & Farace, R. V. (1975). Analysis of relational communication in dyads: New measurement procedures. *Human Communication Research*, 1, 222-239.
- Schiappa, E., & Kechnner, M. F. (1990). The promise of the Cross Examination Debate Association. *Argumentation and Advocacy*, 27, 78-85.
- Simerly, G. & Crenshaw, A. C. (1991, November). Uses and abuses of cross-examination: Preliminary descriptive analysis and pragmatic considerations of question and answer types in intercollegiate debate. A paper presented at the Speech Communication annual convention, Atlanta, GA. (ERIC Document Reproduction Service No. ED 339 057)
- Watzlawick, P., Beavin, J. H., & Jackson, D. D. (1967). *Pragmatics of human communication*. New York: W. W. Norton & Co.
- Wiemann, J. M. & Widenmann, S. J. (1981, May). Self-disclosure and relational control. A paper presented at the annual meeting of the International Communication Association, Minneapolis, MN. (ERIC Document Reproduction Service No. ED 202 068)
- Ziegelmueller, G. (1983). Cross examination re-examined. *Argument in transition: Proceedings of the third summer conference on argumentation*. Annandale, VA: Speech Communication Association.

(Norah E. Dunbar, doctoral candidate at the University of Arizona, presented this paper at the 1996 SCA Convention.)

WAKE FOREST UNIVERSITY

announces

The Summer Debate Workshop, June 21st to July 10th, 1998

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

The Policy Project, July 5th to July 31st, 1998

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

Policy Analysis and Strategy Seminar, June 28th to July 4th, 1998

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

The Fast-Track, June 21st to July 31st, 1998

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

All Wake Forest Workshops feature. . .

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

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

Phone: 910-759-5405 Fax: 910-759-4691 E-mail: debate@wfu.edu

Web Page address is <http://wfu.edu/~debate>

CROSS EXAMINATION IN EXTEMP

by James M. Copeland

Twice each year -- and only twice -- does CX enter the world of extemp: the final round of the NFL district tournament and the final round of the NFL national tournament.

Occasionally, as with Rufus T. Wright in the 1967 NFL national final, the questioner stuns an answerer with a brilliant dilemma. Once in a while, as with Adam Schwartz in the 1984 NFL national final, the answerer skewers the questioner with a great retort. More often though both questioners and answerers in final rounds prove what trial attorney Emory Bruckner opined at the turn of the century: "More Cross Examinations are suicidal than homicidal!"

Rules of Cross Examination

In NFL extemp the rules governing the cross examination period are simple:

10. Finals. For the final contest, each speaker shall be assigned a position in the speaking order. Drawing shall take place at twelve minute intervals. Thirty minutes after speaker number first has drawn, speaker last shall enter the contest room. Speaker first shall give a speech and speaker last shall take notes and/or listen. At the conclusion of speaker first's speech, speaker last shall pose a question of not more than one minute in length. Speaker first will have two minutes to answer. Speaker last shall return to the prep room and speaker first shall stay to listen to and question speaker second. Speaker second will question speaker third, etc. Where less than 5 students are in the final round, there will be gaps of time between some contestants so that all have equal preparation time. Questioners may make notes during the speaker's speech but not use them in questioning.

(NFL District Tournament Manual, Section 10: 10)

Goal in CX

An extemper who makes the final round must decide what his/her goal is in the CX period. If s/he had a good solid speech in the final round and good speeches earlier, and probably will win, a conservative approach -- brief sensible question, solidly evidenced answer -- will probably suffice. But if s/he is quite unsure of winning then perhaps a "home run" is needed in CX: an unanswerable dilemma question and a brilliant "turn" (retort) as an answer!

Common Errors in Questioning

Two kinds of contestants enter the extemp contest -- debaters and non debaters -- and each makes distinct errors in questioning.

Debaters' questions are always too long and too complicated, full of clauses and phrases, qualifiers and modifiers. A clever answerer may ridicule the question (Is that a question or a sermon?; How many questions is that?, etc.), reinterpret the question to his/her advantage (the question probably confused the judge enough to accept the answerer's reinterpretation) or to answer the question only selectively ("since I don't have time to answer everything you ask, I will answer [my choice of] what is critical).

Non-debaters usually ask the wrong kinds of questions: open ended puff balls which allow the answerer to filibuster (Why ...? and Can you explain ...?); and meaningless minor quibbles ("Wasn't the date of the report you quoted really 1994, not 1996?...").

Construction of Questions

Unlike debate, where a contestant has three minutes to build a series of questions into an inextricable dilemma, extemp offers the questioner only one bite at the apple. According to NFL rules the questioner has one minute to pose one question. There are no follow up questions to expose superficial, misleading or untruthful answers. Hence the question, if it is to have impact on the judges, must preempt evasive answers and force the answerer to take a position of weakness. Easier said than done!

Questions come in a number of forms: direct, leading and suggestive, according to British barrister John H. Munkman. A direct question simply asks for information (Is violent crime rising in the U.S.?, Why

did Asian stock markets fall?, Can Gore be elected President?) Such questions have little use in extemp CX, as they make the questioner look uninformed and the answerer erudite.

A suggestive question implies an answer (Even after Tiananmen Square, you assert we should trust the Chinese government to recognize human rights?)

A leading question presents facts in evidence and then demands a yes or no answer. (The economy has little inflation, productivity is rising, the dollar is strong, do you still envision the recession your speech predicted?)

Both suggestive and leading questions are good for extemp CX. The former selects a major example contrary to the answerer's speech and asks how s/he could hold such a view in light of the powerful contrary example. The latter marshals many known facts and presents the answerer with the dilemma of either admitting the facts (and contradicting his/her speech) or denying known facts and looking foolish!

Common Errors in Answering

Most answerers are truly on their own. At least some books, legal texts, and articles have been written about asking questions. Virtually none coach the answerer. Common faults in extemp final round answers include verbosity (many words hiding a simple point), diversion (canned stories or quotes instead of specific content), irrelevance (straying from the point of the question), and quibbling (centering on a minor point rather than the heart of the question).

Construction of Answers

The most effective answer is what debaters call a "turn" or logicians call a retort. In the one minute available the answerer responds to the question by 1) presenting new evidence that leads to a contrary conclusion ("Yes, the economy appears strong, but because of massive currency deflation in Asia and billions in bad bank loans in Asia and South America, these areas will 'export' a recession to America as cheap imports rise and American exports fall!") 2) reinterpreting evidence that leads to a contrary conclusion ("Since China lost 'face' and prestige due to the Tiananmen (Copeland to Page 29)

The Michigan Classic

July 12 - August 8

Founded in 1989, the Michigan Classic is a four-week policy debate workshop designed for students who desire a challenging summer workshop experience and who wish to engage in competition at an advanced level the following year. The Classic offers separate divisions for rising Seniors, Juniors and Sophomores. Students who are admitted to the Classic and The Preparatory Institute are able to participate in cohesive, continuous Seven-Week Lab Groups.

The Classic curriculum is an intensive and innovative format implemented through lectures, small group discussions and lab groups. The curriculum focuses on topic-specific argumentation, applications of debate theory, and effective debating and communication skills. The faculty is comprised of highly accomplished college and high school coaches and outstanding college debaters. The student to faculty ratio is 8 to 1.

The cost of the Classic is \$2600 which includes tuition, room, meals and class fees. Financial aid is available. Admission is selective. A \$50 application fee must accompany all applications.

www.umich.edu/~debate

To receive a complete informational brochure and application form please write to:
(available approximately February 1, 1998)

Michigan Debate Institutes

530 South State Street #382

University of Michigan

Ann Arbor, MI 48109

The Lincoln-Douglas Institute at Michigan

July 12 - July 25

The Michigan Lincoln-Douglas Institute is a two week workshop designed for LD debaters of all experience levels. Its format is designed by its Director, Kandi King of San Antonio Clark HS, and Senior Lecturer Marilee Dukes of Vestavia Hills HS in Alabama. Bryce Pashler of Valley High School will serve on the Faculty once again.

The Lincoln-Douglas Institute curriculum stresses three components: an extensive lecture series, lab groups which analyze and research topic-specific arguments, and cultivation of an effective speaking style. Last year students representing 18 states and 33 schools attended this Institute.

The cost of the LD Institute is \$1200 which includes tuition, room, meals and class fees. Financial aid is available.

www.umich.edu/~debate

To receive a complete informational brochure and application form please write to:
(available approximately February 1, 1998)

Michigan Debate Institutes
530 South State Street #382
University of Michigan
Ann Arbor, MI 48109

The Michigan National Debate Institute

June 21-July 11

Founded in 1985, the Michigan National Debate Institute is a three-week policy debate workshop designed for students of all experience levels. The workshop offers a strong faculty, innovative course design, and the tremendous resources of the University of Michigan.

The MNDI curriculum emphasis is on the teaching of effective debating and communication skills. MNDI participants begin debating on the fourth day of the workshop, after a comprehensive speaker position lecture series and introductory instruction about the national topic. Students participate in 15 fully critiqued debates, including individualized rebuttal rework sessions. Student to faculty ratio is 12 to 1.

The cost of the MNDI is \$1275 which includes tuition, room, meals and class fees. Financial aid is available.

www.umich.edu/~debate

To receive a complete informational brochure and application form please write to:
(available approximately February 1, 1998)

Michigan Debate Institutes
530 South State Street #382
University of Michigan
Ann Arbor, MI 48109

The Michigan Preparatory Debate Institute

June 21-July 11

The Preparatory represents a new institute concept formatted exclusively for students who are attending a second workshop later in the summer. It is a three-week policy debate workshop for students of any grade level. Only students who also attend the Michigan Classic, IRUM, Dartmouth, Northwestern, Wake Forest, or similar workshops will be offered admission to The Preparatory.

Students who are admitted to The Preparatory and The Classic will be placed in special Seven-Week Labs with a cohesive, non-duplicative curriculum; and featuring continuity in Lab Leader instruction.

The cost of The Preparatory is \$1800 which includes tuition, room, meals and class fees. Students who attend Michigan Institutes for seven weeks will receive a \$400 package discount.

www.umich.edu/~debate

To receive a complete informational brochure and application form please write to:
(available approximately February 1, 1998)

Michigan Debate Institutes
530 South State Street #382
University of Michigan
Ann Arbor, MI 48109

The Institute in Residence at Michigan

July 12 - August 8

The Institute in Residence at the University of Michigan (IRUM) is a four-week policy debate workshop designed exclusively for rising Senior debaters. The workshop offers a strong teaching staff, innovative course design, and the tremendous resources of the University of Michigan.

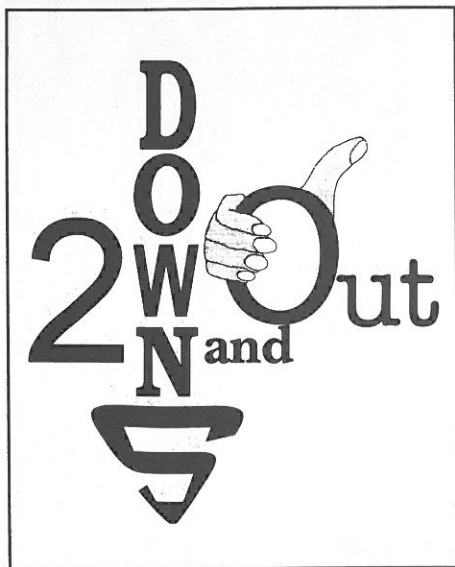
The IRUM curriculum emphasis is on dialogue-based instruction by Harvard University debate coach Dallas Perkins. The IRUM student to faculty ratio is 5 to 1 or better. The IRUM Teaching Staff is comprised of accomplished college debate coaches and debaters. The curriculum also emphasizes electronic evidence collection and processing techniques.

The cost of the IRUM is \$2600 which includes tuition, room, meals and class fees. Financial aid is available.

www.umich.edu/~debate

To receive a complete informational brochure and application form please write to:
(available approximately February 1, 1998)

Michigan Debate Institutes
530 South State Street #382
University of Michigan
Ann Arbor, MI 48109



OF STRATEGY, TACTICS, AND O. J.

Every once in a while, it's worthwhile for a debater to read the works of famous attorneys. Last year, Gerry Spence's *How to Argue and Win Every Time* was required reading. His major arguments, such as supporting the truth, "the story", would, if applied faithfully, lead to better debating.

But last weekend, I picked up *Outrage*, the harsh indictment of the prosecutors in the O. J. Simpson case. I have to admit I have been a fan of the author, Vincent Bugliosi, ever since the appearance of *Helter Skelter*, his account of his prosecution of Charles Manson. Bugliosi makes two points that got me excited. One relates to strategy, the other to tactics.

The Strategy - The Final Summation

Strategy, of course, is the grand scheme by which a debate round is won by the negative. Most strategy in high school rounds is crushingly orthodox -- run disads, make multiple responses, and force an error by the 1AR. You force the error, you win. If the 1AR covers everything, you lose. Both Mr. Spence and Mr. Bugliosi would be appalled; after all, what the negative chooses to argue is the reasonable doubt that finally sinks the affirmative case. You've no doubt encountered the judge for whom, in the absence of T, a critique, or a D/A, writes that he/she/it cannot vote negative.

For the moment, consider the disadvantage as the reasonable doubt that demonstrates that the status quo is acting intelligently and good faith. Consider the inherent barrier as the mechanism that pre-

vents the disadvantage from occurring in the status quo - that is, the status quo anticipates the disadvantage and does not allow it to occur.

Examples on the renewable energy topic:

A nuclear accident that turns a breeder reactor into an environmental catastrophe is avoided by the status quo's demand for reasonable safety of breeder reactors. Perhaps reasonable is not enough - we would condemn the FDA for approving a drug that was "reasonably safe".

But you say, fossil fuels reactors blow up, and yet they continue to be built in the status quo. Precisely. It is the agony that these explosions have caused that leads to our determination that a BIGGER release of energy does not occur.

Here then comes the disadvantage - the techno-fix. The affirmative says all of our environmental problems are based on a "reasonably safe" breeder reactor. The judge should beware - after the breeders are built is too late to determine their safety. And recall, the affirmative never said that these were itty bitty babies that wouldn't be missed if they blew up or shut down. It's Chernobyl all over again, except worse.

Because we succumbed to the cheap techno-fix, we do not adequately consider the FIRST consideration of an electricity generator, SAFETY. The heavy price we pay results from too much haste.

Consider wind power. Advocates of wind power tell us that this simple, proven energy can provide a huge chunk of our energy market.

Assume this is true. Grant the inherency whatever it may be and claim that this barrier is all that stands between a gold rush into wind energy. What would be wrong with that?

A. the development of other energies ceases. Why would any one invest?

B. the study of the macro-impacts of wind could be determined. Even the "giant" wind farm in Altamont Pass in California cannot show you what a forest of these generators will produce in a giant park in Kansas. But most importantly,

C. the energy needs of the United States continue to grow apace. These needs are for peak power, times when the major "base load" plants cannot churn out enough power because of air conditioners, appliances, etc. The consequences of not providing peak power are brown outs and blackouts, which already cause billions of dollars in damages to computer systems.

Thereby, consider Kansas City in June, 1997. Three weeks of stifling heat, with no wind. Under the affirmative, no peak power, not only in K.C. but in the rest of the United States, waiting for that peak load supply. The results "rolling brownouts" that cross the country at the speed of light. No generator could possibly respond in time. No one can tell people to turn off their computers in time.

The affirmative leads the United States at the mercy of the wind.

Status quo is smarter than that. Its researching all the alternatives, and the mix of research guarantees that we do not become dependent on a narrow technology.

I told you that so I can tell you what Bugliosi wrote on page 148.

"Usually, the very first thing I think about when I get on a case and begin to learn the facts is: What am I going to argue, and how can I best make the argument to obtain a favorable verdict? In other words, I work backwards from my summation, the exact reverse of what is normally recommended."

I was intrigued, and here are my thoughts.

1. Any tactic that does not lead to a part of the summation is a flaw.

2. Any argument that cannot play a part of the summation if it is not dropped by the 1AC is A REVERSE TIME SUCK.

3. A critique, since it is developed as a "dead end" argument, is an aberration that eventually will hurt the negative.

4. "Ballooning a disad" by running it in the 1NC and blowing it up in the 2NC would hurt any negative if the affirmative only presents "reasonable doubt" about it. If the negative lives by risk, it can die by risk. What Bugliosi would teach keeps the argument simple, even when the other side throws ink at it, and then set everything all right in the last rebuttal.

The Tactic - Why Ask Why?

All the books of advice for cross-examination preach that the advocate should never ask an open ended question. In particular, the sages tell us never to ask "why". Louis Nizer, the famous trial attorney, wrote that he could always tell a bad attorney when he asked "why?"

Bugliosi disagrees. He says the question "why?" is the most common question (Davis to Page 29)



The 67th

NATIONAL SUMMER INSTITUTE IN FORENSICS

THE UNIVERSITY OF IOWA
Iowa City, Iowa

POLICY DEBATE

June 22 - July 11, 1998

LINCOLN-DOUGLAS DEBATE

June 22 - July 5, 1998

TEACHERS' INSTITUTE

June 22 - July 5, 1998

Paul Slappey
A. Craig Baird Debate Forum
12 International Center
University of Iowa
Iowa City, Iowa 52242-1802
319/335-0621 • FAX 319/335-2111
E-MAIL slappey@blue.weeg.uiowa.edu
Application materials available January 31



MOCK TRIAL PART VI - CROSS EXAMINATION

by M. Donna Ross

Mock Trial Law of the Positive Spin
For every vision there is an equal and opposite revision.

Cross examination is the part of trials most like debate. The purpose of C-X is to bring out evidence from hostile witnesses that will help your side or to impeach the witness by showing that he should not be believed. You must be in total control. Start by taking center stage. Place your notes on a table or podium (do not hold them) that is directly in front of the jury and 8 feet from the witness. You want the jury to look at you, not the witness. While it is best not to use any notes at all, here are a couple of things that may help if you think you have to. First, write out all anticipated questions word-for-word. Then, use the inside of one manila folder for each witness and write one word for each question which will jog your memory if you forget what comes next. Leave it down and open where you can refer to it if you need to.

Do's and Don'ts

1. Ask only questions you absolutely know the answers to or questions that will help you no matter how the witness answers.

2. Ask yes-or-no questions. Ask them in a coherent series that will end up accomplishing a main purpose. Lead the witness to give the answers you want. Never ask open-ended questions, i.e., how, why, describe, etc. These will waste your time. Ask a series of "Did you--" questions, then point up the key thing you want people to remember by starting the "killer" question with "Isn't it true that--"

3. Don't be too pushy when asking questions. It makes you look really bad if you don't let the witness answer. The key is to ask the question so that he has to answer it briefly and in a way that helps you or look sneaky.

4. Always listen to the answers to the questions and follow up with another question based on the answer if possible. Always be ready to cite the testimony page and placement for every question. Have a highlighted and notated copy of the witness testimony ready.

5. If the witness is being unrespon-

sive to a question, then:

a. Let him babble on, then

b. Complete the answer for him.

For example, "So the answer to {restate the question} is yes (or no), correct?"

c. If he still goes off, ask the judge to direct the witness to reply.

d. If the witness persists in stalling on the next question, condescend to him by pointing out his lack of forthrightness. For example, say, "I know you are not used to testifying and that you must be very nervous, so I will try to ask questions that can be answered simply. Most of my questions can be answered with a 'yes' or 'no.' Would you please answer my questions that way? The prosecution/defense will have a chance to ask you to explain more later on redirect/recross." Then, ask the question again. If there is no improvement, ask the judge to instruct the witness to answer.

6. Talk slowly and make sure your questions are understandable.

7. Ask short questions.

8. Watch your time. Don't be afraid to request more time if there have been delays.

9. On witness character, never ask a guy to admit he's a scumbag or to admit anything directly that would really hurt his side. Don't ask that "one question too

many" which will allow the witness to weasel out. Save your conclusion for the closing. Of course, you want the jury to see it from your questioning. Create a picture for the jury of bad things that the witness cannot deny. Then the jury will see that he's not to be trusted. You bring up the facts. The jury will do the interpreting.

Cross examination is crucial in establishing a strong case. Know what you want your witness to say, then get him to say it.

The Lawbster's CX

In Neptune's court, a high-profile legal lawbster named Crabowitz was cross-examining Mr. Monkfish, a stand-up comic who imitated crustaceans for a living.

Lawb: Mr. Monkfish, do you or do you know who poisoned the Seaweed King, Senor Conch?

Monk: Yes.

Lawb: Is that, "Yes, you do know," or "Yes, You don't know?"

Monk: Yes.

Lawb: Please tell us clearly. Do you

know or not?

Monk: Yes.

Lawb: You're making me crabby, Monk. Will you answer me or will you not?

Monk: I am answering you. But your questions are full abalone, and I must say I don't much like your tuna.

(Mary Donna Ross, co-host of the 1998 Gateway Nationals, is currently working on a book on Mock Trial.)

'98 - TNT

'98

TOURNAMENT NEWS TIME

by M. Donna Ross

Did you name the celebrity commentator from Cape Girardeau? Preen yourself on your trivia if you came up with the famous name of that antitheses of liberalism — Rush Limbaugh. Yes, we have room for everyone in NFL.

Get ready to celebrate with us at the 1998 Nationals. Not only is St. Louis hosting for the first time since 1947, we are also celebrating our district's 20th birthday. The NFL Executive Council made East Missouri the fourth NFL district in our state as we split what had been the Ozark district. Approval came during the 1978 Nationals at Northwestern University. Hall of Fame coach Ron Shafer chaired the first district committee composed of Randy Pierce and Donna Ross. Say hello to all three who will meet you in St. Louis next June, and don't forget to wish a happy birthday to East Missouri.

Gateway Nationals
Website

[http://www.geocities.com/
Athens/Forum/1093](http://www.geocities.com/Athens/Forum/1093)

Presenting the

National Forensic Consortium

1998 Summer Debate and Events Institutes

- **CALIFORNIA NATIONAL FORENSIC INSTITUTE**

Located at Univ. of CA, Berkeley
Dates: June 13 - June 27
Policy & LD Debate: \$1,185
1-week, June 20 - 27; LD: 13-20 \$625

- **AUSTIN NATIONAL DEBATE INSTITUTE**

Located adjacent to UT Austin
Policy Debate, July 2 - July 18: \$895
LD Debate, July 2 - 15: \$725
One-week, July 11 - 18; LD: 2-9: \$495

- **STANFORD NATIONAL FORENSIC INSTITUTE**

Located at Stanford University
Policy Debate, July 26 - August 14: \$1,575
LD & IE, August 1 - August 14: \$1,225
LD swing lab week, August 14-21: \$750

- **NATIONAL DEBATE INSTITUTE, D.C.**

Located at U of MD, Washington, D.C.
Policy Debate, June 30 - July 18: \$1,175
Policy 30-round technique session: \$1,435
LD Debate, June 30 - July 13: \$925

All of the above listed prices include tuition, housing, and meals. Note our value-priced, national caliber programs in Austin & Washington, D.C. Prices and dates are tentative.

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

Reasons to Choose an NFC Summer Camp

• **Tried and True Programs.** Last year more than 500 students from throughout the nation chose NFC summer camps over other options. Over the last two years NFC students have participated in late elimination rounds of such tournaments as: Wake Forest, Bronx, the Glenbrooks, Greenhill, St. Mark's, Loyola, Redlands, Emory, the Tournament of Champions, NFL Nationals and virtually every other major national circuit tournament. We encourage you to seek out former NFC participants and discover for yourself why NFC camps are superior. You can get the same quality experience!

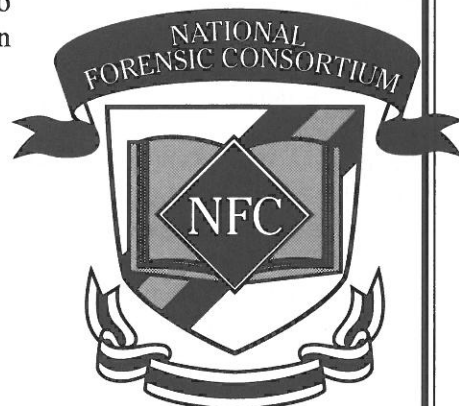
• **Staff/Student Ratio.** Attend a program where you will get access to personalized debate and events instruction. Last year's NFC camps averaged staff to student ratios of 1:7. *This is based on primary instructors only, and does not even include access to supplemental staff.*

• **Experienced, National Caliber Instructors.** Our staff is composed of instructors who have achieved the pinnacle of success in every important aspect of the forensic community, including collegiate and high school coaches who have led their students to final rounds at most major national tournaments and former competitors who have attained similar success, including NFL and TOC final round participants. Our staff is hand-picked for their ability to teach their successful techniques to students of every level of experience.

• **Unique Combination of Value & Quality.** The NFC understands that at the end of the summer you would like to have enough money remaining to attend tournaments and use your new skills. We also realize that you don't want to sacrifice high quality for low cost. NFC camps provide an optimal combination of quality instruction, individualized attention, and value.

For free brochures and applications,
and financial aid forms on request
(brochures available in February):

National Forensic Consortium
1678 Shattuck Avenue, Suite 305
Berkeley, California 94709
or call: (510) 548-4800



CROSS-EXAMINATION DEBATING

by Lloyd H. Fuge and Robert P. Newman

Cross-examination is more than the art of debate. All the essential elements of good debater are necessary: A strong case, good adaptation to the audience, adequate evidence, and skillful delivery. Good cross-examination demands, in addition, a quick wit and a facile tongue.

General

A. Purpose of Cross-examination

To clarify an obscure point in an opponent's case, to expose factual error or unsupported assertion, or to obtain damaging admissions. It should not be used (as it is in law) to attack the witness' personal integrity.

B. Attitudes of Questioner and Witness

Both should appear to be reasonable, co-operative and eager to please. Either one should be "marked down" for unpalatable sarcasm, obvious "stalling" or appearing to browbeat.

C. Relation to Case

The value of any cross-examination decreases unless the results are tied in to later speeches. The cross-examination should be an integral part of the debate, not a sideshow.

D. Delivery

Both speakers must talk to the audience. Cross-examination takes the form of an exchange between two debaters, but basically it is for the benefit of the listeners. In public debates it is vital that both speakers face the audience while questioning or responding.

The Questioner

A. Controls the time, and may interrupt the witness to request shorter or more direct answers or to indicate that the answer he has given is insufficient.

B. Must ask fair and relevant questions. He should neither comment on the answers, argue with the witness nor make speeches. He should use his time for questioning alone, not for either constructive argument or summary. In fact, a conclusion is all the more effective if the audience reaches it without the questioner's help.

C. Should have considerable scope in the questions he asks. Since the time is his, he may waste time if he wants to. The witness should answer even if the significance or relevance of the question is not immediately apparent to him.

D. Should begin with common ground on which agreement may be expected, and proceed to areas in which disagreement develops or the witness makes significant admissions. The questioner may well begin with questions which reveal his purpose: "Do you maintain that the Nationalist Chinese Army stand as a bulwark against Communism in Asia?" "Yes." "And do you further maintain that recognition of Red China would weaken or destroy this bulwark?" "Yes." Agreement on such questions is almost certain, and the questioner clearly indicates the direction of his inquiry.

E. Should develop his attack along the lines of his basic case. He should limit the number of objectives he tries to reach; a series of at least five questions, probing a single issue of the debate thoroughly and following up the leads which the witness' answers provide, is preferable to miscellaneous questions lacking interrelation and adaptation to the witness' answers.

F. May not insist on a simple "Yes" or "No" answer unless his question is simple, direct and factual. Questions about why something is true are necessarily complicated and the questioner cannot expect the witness to answer them briefly. Factual questions are best, and the questioner can ask them in enough different ways to lend variety to the cross-examination.

G. Should phrase questions with the verb first, then the subject, and finally the object or modifying phrase: e.f. "Do you admit that Joseph R. McCarthy is the junior senator from Wisconsin?" He should avoid negative questions, or any phrasing with "not"; "Do you not know that there have been thirty-seven violations of the Korean truce by the Red Chinese?" The answer to this can only be confusing.

H. May remind the audience and the witness of a relevant fact by beginning the question: "Are you aware that ..." or "Are you familiar with ...". However, the questioner's motive in putting such questions should be to put the witness on record, concerning the statement involved, and not to present materials of his own.

I. Should summarize a series of questions on an issue by repeating an opening question: "Do you still consider, in light of these facts, that the Chinese Nationalist Army stands as a bulwark against Communism in Asia?" This calls for a "Yes" or "No" answer, clearly indicates that the Questioner has concluded that particular approach and allows the members of the audience to draw their own conclusions.

The Witness

A. Must answer directly and briefly any legitimate question susceptible to a simple answer. He should not question the questioner (except in using a rhetorical question as an answer, nor should he engage in "stalling" tactics.

B. May refuse to answer a tricky or unfair question -- "When did you stop beating your wife?" -- if he states a good reason.

C. May ask questions to clarify a question, possibly giving his reasons for considering the question obscure, or may ask the questioner to stop making speeches and continue questioning.

D. May clarify a question, if to do so is appropriate. He should state the qualification before his answer: "Do you believe in the desirability of democratic elections?" "For people educated in the tradition and practice of democracy, yes."

E. Can exercise some control over the question period by controlling the timing of his answers. If he feels that the questioner is dragging out the question period, he can answer rapidly, exposing the questioner's ineptitude.

F. Should not be afraid to admit ignorance if the question demands knowledge of an obscure fact.

G. Must answer without consulting his colleague or receiving help from him.

(Adapted from Cross Examination Debating by Dr. Robert Newman and Lloyd Fuge, University of Pittsburgh.)

Idea House

HS Debate

ENERGIZE YOUR *RENEWABLE ENERGY RESEARCH!*

The National Center for Policy Analysis has assembled valuable information for high school debaters on the renewable energy topic. Highlights include:

- Explanations of various sources of renewable and nonrenewable energy.
- **MUST HAVE MATERIAL FOR THE NEGATIVE CASE:** A study by Robert Bradley, Jr. (Institute for Energy Research) on *Why Renewable Energy is not Cheap and Not Green*.
- **UNIQUE MATERIAL FOR THE NEGATIVE SIDE:** *Rebuttal to Specific Affirmative Arguments*, including: why we're never going to run out of energy, why energy independence is a mistaken goal and why we shouldn't do anything in the near future about global warming.
- Links to many other useful sites.

The www.ncpa.org site is well organized. It allows you to go in, get your needs met and get out quickly. It's ideal for people just beginning research. It covers all the main renewable technologies, and has superb glossaries for people who don't know the meaning of key terms. It's also a quick way to learn the legislative environment of the energy market to get a firm grip on its nature.

As many will remember from the health care topic a few years back and the crime topic last year, NCPA's powerful market-oriented analysis proved useful both in preparing market-based affirmatives and in attacking new government programs. NCPA's pro-market approach to public policy comes through, but our webmaster is unstinting in providing links to a wide variety of different kinds of sources.

Visit the NCPA's Website at <http://www.ncpa.org>

Click on the HS Debate icon and you're there!

NATIONAL CENTER FOR POLICY ANALYSIS

12655 North Central Expressway, Dallas, Texas 75243 • 972-386-6272 • Fax: 972-386-0924

The Economics of Debate

Adding a powerful perspective to your arguments

1998 Economics for Leaders Summer Programs

ABOUT THE PROGRAM

Economics for Leaders, a one-week, residential, summer program, helps prospective leaders discover how and why free market economics works and integrates economic decision-making theory with leadership training. At each program, thirty students explore basic economic theories, taught by nationally-acclaimed economics professors, through the use of simulation, discussion, and debate. Further, students develop leadership skills by partaking in highly interactive leadership exercises. The program is free. Students only pay travel expenses.

WHO SHOULD ATTEND

High school juniors who have leadership experience are eligible to attend. Students will learn how to think critically about current events through the lens of economic analysis. They will also broaden their understanding of leadership by learning to use different leadership styles. Program sessions are designed to demonstrate the importance and efficacy of free-market economic theories, increase leadership abilities, and provide a forum for in-depth discussion of current national and international events.

PROGRAM BENEFITS

Students will develop an economic way of thinking about socio-political issues. Further, they will develop the leadership and communications skills necessary to effectively discuss economic theory as related to public policy. Finally, students will gain a greater understanding of human interaction and group dynamics.



ECONOMIC TOPICS

- Scarcity and choice
- Markets in action
- Labor markets
- Inflation and money
- Government actions
- International markets
- Competition and market power
- Incentives, profit and the entrepreneur
- Externalities, property rights and pollution



LEADERSHIP GOALS

- Foster a greater understanding of self potential
- Improve the ability to work effectively in groups and teams
- Develop an awareness and understanding of the principles of group dynamics
- Teach the value of diverse leadership styles
- Demonstrate the worth of individuals with differing talents
- Practice and explore communication skills, both verbal and non-verbal
- Facilitate reflective learning that can be applied to real life situations
- Consider how decisions are made, to articulate a framework for decision-making, and to increase confidence in making decisions
- Promote a commitment to good citizenship

FOR APPLICATION AND FURTHER INFORMATION

Steve Gerhart
Vice President
Foundation for Teaching Economics
260 Russell Boulevard, Suite B
Davis, California 95616
(800) 383-4335
<http://www.fte.org> (for more details)



We take the "eek" out of economics

THE CASE FOR ECONOMIC THEORY STATISTICS ARE NOT ENOUGH

By Gary M. Walton

One of the great assets forensics teaches is the need for fortifying an argument with reliable evidence. Without strong empirical or at least testimonial proof, one cannot maintain a viable case.

However, while empirical evidence certainly cannot be discounted, understanding the theory behind the evidence is equally as important.

How can one effectively judge a piece of evidence without understanding from where the evidence was derived?

Forensics is a field where one need not only learn the specific process required of the field (formation of persuasive arguments, specific terminology, etc.), but must also have a thorough, liberal understanding of numerous related areas of study.

The best orators command a knowledge of not only the technique of public speaking, but also of history, philosophy, the natural and social sciences, that is: whatever field the subject on which they are addressing requires.

One area of study, economics, is particularly useful in analyzing an immense variety of current issues. Economics is essentially a study of human nature. It is the study of how individuals make decisions in an impersonal context and how to manipulate those decisions for the greatest benefit to general society.

Therefore, one would not be exaggerating were one to claim that all socio-political events are fundamentally economic issues.

Students of forensics would do well to acquire a basic comprehension of the economic theories which guide public choice.

How much stronger would your arguments be were you not only able to quote statistics, but also able to expound on the underlying theory behind those statistics?

Because far too few individuals understand the basics of economics, the Foundation for Teaching Economics (FTE) has created Economics for Leaders, a one-week, residential, summer program for high school juniors to improve their command of economic theory.

During the week, thirty high school students gain a knowledge of economics as a decision-making theory. They are taught by nationally-acclaimed professors, who not only lecture, but also elicit student discussion and use active simulations to prove the efficacy of basic economic theories.

Students will learn about the relationship between supply and demand, the effect of incentives, and scarcity's role in decision-making. Moreover, they will participate in simulations which illustrate the reasons why cartels are formed and participate in a mock election which shows the effect of money on politics.

To augment the classroom economics sessions, students also partake in highly interactive leadership simulations, which challenge them to resolve group conflicts in an effective manner.

Students will learn how to develop different leadership styles and how to deal with various group dynamics. They will discover the importance of maintaining the proper balance between completing a group task and ensuring that the members of the group are satisfied with the outcome and process.

Both the economics discussions and leadership simulations help students heighten their communication skills.

In 1998, the FTE will run fourteen programs at universities across the country. Each program accommodates thirty students and is free to those who are accepted. Students only need pay travel costs.

"I learned so much about myself, my role as a leader, and economics, that

it is inconceivable that I got all of this out of a one-week program. If only school could be this great," remarks Brian Barnes, a past student participant.

For a student of forensics, a program like this one is invaluable. Never again will economic statistics appear as numbers derived from some mysterious and ethereal force of economic principle. Rather, students will gain insight into public policy options by understanding economic concepts and justifications.

Further, students will gain an invaluable understanding of human interactions and become more effective leaders and better communicators.

"EFL (Economics for Leaders) was the most incredible experience of my life. It has changed me, and in doing so, changed the person I would have been. I have more to offer. I'm stronger, more confident, more motivated," writes Meghan Blake, a 1997 student participant.

Economics for Leaders gives students a chance to not only benefit academically, but also to grow as individuals. Students of forensics will gain a great ability to understand and use economic theory in competitions. They will further their leadership skills by gaining an understanding of group dynamics and individual communication styles. Plus, they will have an opportunity to spend time with other high school students who are not interested in maintaining the status quo, but hope to effect real change in society.

(Dr. Gary M. Walton is author of Beyond Winning: The Timeless Wisdom of Great Philosopher Coaches, as well as several economics texts. He was founding dean of the School of Management at the University of California Davis and is President of the Foundation for Teaching Economics.)



Baylor University's 62nd Annual SUMMER DEBATER'S WORKSHOP

Two 1998 sessions:

- June 21 - July 3
- July 19 - July 31

Highly Motivated Students & Nationally Recognized Teachers

This summer... Align yourself with excellence

Baylor workshops consistently produce nationally prominent debaters and many state champions

- Since 1937, Baylor University has extended a commitment to excellence into high school forensics. Each year over 600 students from over 40 states participate in the Baylor Debaters' Workshop.

Baylor workshops offer excellence at every level

- Large enough to encourage a diversity of ideas, but small squads facilitate individual instruction.

- Largest library of resource material on this year's topic that you will find!

Baylor workshops attract nationally prominent faculty

- Champion debaters and coaches, our faculty includes Karla Leeper, Kelly Dunbar, Lee Polk, William English, Josh Zive, Bill Trapani, Ryan Galloway, John Fritch, Rod Phares, Heath Dixon, Jay Hudkins, Joe Johnson, Win Hayes and many others.

Baylor workshops are an outstanding value

- Our low cost of \$825 per student includes ALL costs of tuition, room and board in air-conditioned dorms, photocopying briefs, and a variety of handbooks.

Lincoln-Douglas Workshop

- Instruction at the novice and advanced levels in both L/D debate techniques and in analyzing values & value propositions.
- Numerous practice debates and practice speeches, critiqued by experienced coaches.
- Each student receives complete positions with evidence and analysis on a wide variety of values and value debate propositions, as well as affirmative & negative value arguments that can be used on virtually any topic.

**Ask about our Special Opportunity
for ADVANCED L/D debaters**

Policy Debate Workshop

- Classes offered on the novice, intermediate and advanced levels.
- Each student will participate in *at least* 10 practice debates.
- Lecture series by recognized debate theorists who have published in scholarly journals and have participated in numerous conferences on argumentation and debate.
- The most extensive library of material on the upcoming topic.
- Top coaches in both the high school and college ranks.

**Ask about our Special Opportunity
for ADVANCED policy debaters**

Teachers Workshop

- Lectures by directors of the nation's leading high school and college forensics programs on:
 - coaching
 - administering a squad
 - administering a tournament
 - argumentation and debate.
- Graduate or undergraduate level credit of three college hours.
- Participants receive extensive instructional material, including debate course lesson plans, syllabi, discussion guides, sample cases, affirmative/negative briefs, and computer assistance.
- Excellent networking opportunities within the forensics circuit.

For application and additional information, please contact:

Dr. Karla Leeper • BAYLOR DEBATORS' WORKSHOP • Department of Communication Studies
P.O. Box 97368 • Baylor University • Waco, TX 76798-7368

PHONE: (254) 710-1621 • Fax: (254) 710-1563 • e-mail: Karla_Leeper@baylor.edu

(Copeland from Page 14)

attack, and since the Chinese leader 'admitted error' to American audiences in his recent trip, China will improve her human rights record.") or 3) Slipping between the horns of a dilemma with a third alternative ("You predict a Republican presidential loss by asserting the GOP will nominate an unelectable far right winger or a GOP centerist who can't hold the right wing faithful in the general election, but haven't you failed to consider social conservatives with mainstream appeal, like Elizabeth Dole?").

The Best

The two best CX performances at NFL nationals in extemp, alluded to earlier, are reproduced below. In 1967 an extemper from New York chose the topic "Is NATO obsolete". He began his speech with the riddle of the Sphinx: What animal walks on all fours when young, two legs when mature, and three legs (two legs and a staff) when old. The answer for the Sphinx was "man". For the New York extemper it was "Europe", who needed NATO in the rebirth after WWII but now, rebuilt and powerful, Europe no longer needed NATO's aid. Rufus Wright from Louisiana posed this question: "Once NATO is gone and Europe reaches old age, as did the man in your introduction, what nation or organization will serve as the cane to which Europe looks for support?" The New York contestant was stunned to have his analogy shattered.

In 1984 the brilliant Bill Thompson of Texas was seeking his second extemp national championship in three years (the other year he tied for first but dropped to second after a tie break). He posed an unwisely phrased question to Adam Schwartz of Wisconsin: "Adam, before I retire from extemp and become a normal person again, I want to ask you one question ..." Schwartz deftly retorted "Well Bill, nobody more than I would like you to become a normal person again..." and received widespread laughter and a huge ovation from the crowd!

Dilemma and retort are the keys to cross-examination success -- especially in CX extemp!

(James Copeland was the 1957 Michigan State Champion in Extemp. He coached NFL National Champions in Boys' Extemp in 1966, 1972, and 1977. His book *Cross Examination in Debate* is published by the National Textbook Company. Copeland has been NFL Secretary since 1987.)

(Davis from Page 20)

in reality to determine truth. Examples: Parent to son: Q: You're late. The library closed at 9PM, which is where you claimed to be; why weren't you home then? Q: If using marijuana and other drugs is bad, and assuming these users are rational, why do they do it?

Yes, asking the question "why?" allows the respondent to "take off" and waste your cross ex. But the questions before the "why" question demonstrate the reasonable alternatives that the respondent cannot take.

Example (on wind energy)

Q: you say that wind energy is an economical, highly valuable source.

A: Yo.

Q: And wind energy was developed in the status quo?

A: Yo. But not being used enough.

Q: Are utilities' executives rational?

A: I dunno. Maybe.

Q: Do they know wind power is great? Do they read the sources you do?

A: I dunno if they can read or not.

Q: Why do they act irrationally?

Example (Business Confidence D/A)
Q: Are business people rational? Do they make intelligent decisions?

A: Well, they kinda follow the herd.

Q: Even if they know better?

A: They panic.

Q: Then why have investors been putting their money into fossil fuels, if one little rumor can topple an economy?

Example (Global Warming)

Q: Is global warming happening?

A: Yes.

Q: And it's a disaster?

A: Yep.

Q: And we must act NOW to stop it?

A: Uh-huh.

Q: Are the scientists that claim this rational?

A: Of course.

Q: And do world politicians respond to the pleas of scientists?

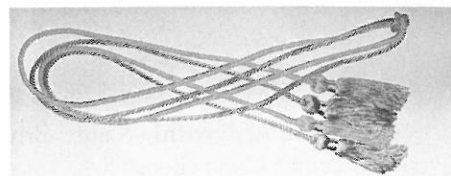
A: Not always.

Q: So why do you think it will be different this time?

If you want to increase your enjoyment of debate by transfusing more of your intelligence into the round, consider the strategy and the tactic.

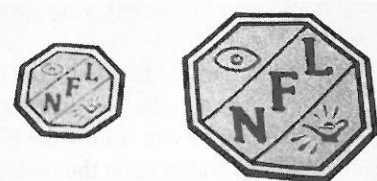
(Bill Davis coaches at Blue Valley North, (KS) and is the Rostrum's permanent columnist. His book, *A Fool for Forensics*, is a collection of his columns.)

NFL HONOR AWARDS



HONOR CORDS

Where allowed, these entwined silver and ruby cords may be worn with cap and gown at graduation ceremonies to signify the graduate has earned NFL membership. Silver is the color of the student key and Ruby the color of NFL's highest degrees. New silver and ruby colors will not conflict with the cord colors of the National Honor Society.



CHENILLE LETTERS

Letter sweaters and jackets will never be the same! New silver and ruby NFL "letters" available in varsity (6") and J.V. (3") sizes. Show the jocks in your school that NFL scores!

ORDER FORM

Quantity	Item	Price	Amount
_____	Honor cords	11.00	_____
_____	NFL "Letter"		
_____	Varsity	15.00	_____
_____	J.V.	9.00	_____
	Total Order		_____
	Shipping/Handling (entire order)		_____
	Total Cost		_____

Ship to:

Name _____

School _____

Address _____

City, State, Zip+4 _____

SEND FORM TO:

National Forensic League
125 Watson St

P O Box 38

Ripon, WI 54971-0038

or

Phone: 920-748-6206

Fax: 920-748-9478

1998 GATEWAY NATIONALS

Hotel Information

1. They are **ALL within 5 miles** driving distance from the tournament site. Major rush hour traffic concerns could cause you severe difficulties if you choose to stay downtown or in St. Charles.
2. These are the **ONLY hotels** authorized to send you a state sales tax exemption form so you can avoid state sales tax on your room and rental car.
3. Prices quoted are a flat rate for one to four persons per room.
4. The vast majority of rooms are "double-doubles", sleeping up to four.

Process for Making Your Reservations

1. Contact the hotel of your choice. We would recommend the local phone number rather than the toll-free number to ensure you are dealing directly with the hotel.
2. Please note the cutoff date for each hotel. It is imperative you make your reservations and pay your deposit before the cutoff date listed for each hotel. Rooms and room rate will not be available after this date.
3. Be sure to identify your group being with the "National Speech and Debate Tournament" to ensure the tournament room rate.
4. To determine the total cost for each room including city taxes, please ask your hotel for the tax rate. Our hotels are in different suburbs so rates vary slightly. Don't forget to ask them to mail you the state sales tax exemption form.
5. Make sure you follow the NFL policy concerning a deposit for your reservation. NFL has requested that hotels require a two night deposit, payable upon the making of reservations, for each room. To guarantee your reservation, this deposit **MUST** be paid. This is done to help us get the best room rates possible so hotels do not have to worry about "double booking" or the switching of hotels upon arrival.

Hotel Listings

<u>Rooms</u>	<u>Hotel</u>	<u>Amenities</u>	<u>Rate</u>	<u>Phone</u>	<u>Toll-Free</u>	<u>Cutoff Date</u>
55	Best Western Westport Park	IP, F, R, S, CB, W	\$79	314-291-8700	1-888-299-3787	May 3
75	Budgetel Westport	R(next to), CB	\$52	314-878-1212	1-800-4BUDGET	May 13
50	Comfort Inn Westport	OP, S, CB, L	\$72	314-878-1400		May 23
50	Econo-Lodge Airport	OP, S, CB	\$56	314-731-3000	1-800-446-6900	May 13
125	Harley Hotel	IP, OP, R, S, T	\$75	314-291-6800	1-800-321-2323	May 10
300	Henry VIII	IP, OP, R(2), S, F, W	\$65/75*	314-731-3040	1-800-325-1588	May 13
135	Holiday Inn Airport North	IP, F, R, S, W, L	\$87	314-731-2100	1-800-785-6202	May 13
90	Holiday Inn Airport West	IP, F, R, S, W, L	\$87	314-291-5100	1-800-785-6202	May 13
165	Holiday Inn Westport	IP, F, R, S	\$81	314-434-0100		May 23
100	Howard Johnson's Airport	OP, R(2), S, CB	\$62	314-731-8300		May 13
100	Marriott Airport	IP, OP, F, R(2), S, CB	\$88	314-423-9700	1-800-228-9290	May 22
100	Radisson Airport	IP, F, R(2), S, W	\$84	314-291-6700		May 13
150	Renaissance Hotel	IP, OP, F, R(Walk to), S, W	\$89	314-429-1100		May 13

*115 Standard Rooms available at \$65 and 185 Suites (Doubles, Queens and Kings) available at \$75.
 The Holiday Inn Westport is the site of the Senate and Congress Super Session.
 The Renaissance Hotel is the site of tournament registration and the House.

Amenities Legend

IP -- Indoor Pool

OP -- Outdoor Pool

F -- Fitness Facility or Exercise Room (check with each hotel to determine equipment available)

R -- Restaurant (information in parentheses refers to number if more than one at hotel or location if not within hotel itself)

S -- Complimentary shuttle to airport and Metrolink station at airport

CB -- Complimentary Breakfast

W -- Whirlpool/Sauna

L -- Laundry Facilities

T -- Tennis Courts

TEACHING & COACHING LINCOLN-DOUGLAS DEBATE

AND

TEACHING & COACHING STUDENT CONGRESS

TEACHING & COACHING LINCOLN-DOUGLAS DEBATE

Joe Willis

Teaching and Coaching Lincoln-Douglas Debate prepares teachers to instruct students in basic and advanced techniques for this highly popular form of debate. The author brings fifteen years of classroom experience to the project and has coached several state champions and a national champion in Lincoln-Douglas Debate in 1993.

In addition to a grounding in theory, readers receive handouts, exercises, and lecture outlines. Activities can be used for group work or for individual practice. The flexible binder format allows teachers to add exercises of their own. In addition, the book helps teachers evaluate and improve their instructional practices. If you are searching for a quality book to assist you as a beginning Lincoln-Douglas teacher and coach or to provide you with new techniques to be more effective, *Teaching and Coaching Lincoln-Douglas Debate* is the one book that you need today.

3-Ring Binder - School Net \$30.00
ISBN 0931054-50-8

TEACHING & COACHING STUDENT CONGRESS

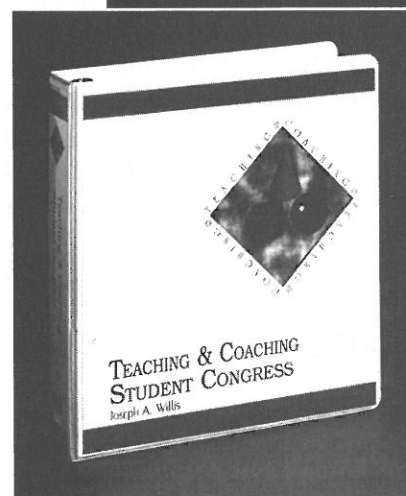
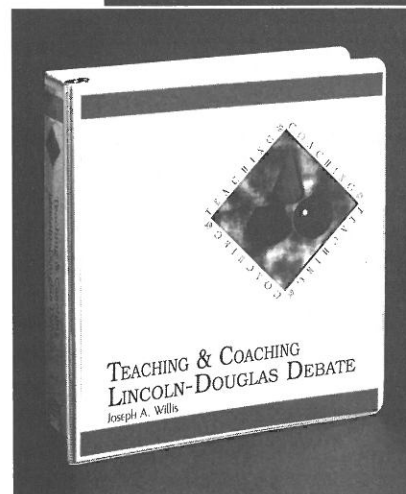
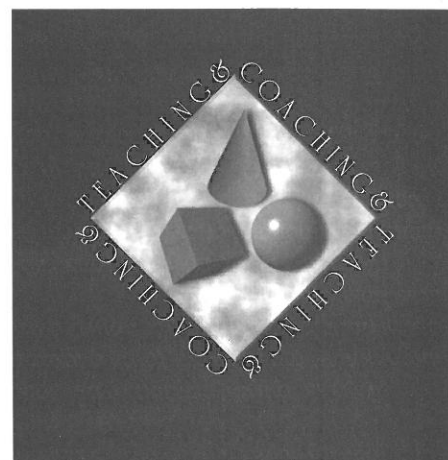
Joe Willis

Student Congress is one of the fastest growing events in forensics. This book provides teachers with materials and information to meet the increasing need for solid instructional approaches to teaching parliamentary debate. Each chapter includes a clear explanation of key teaching strategies and vital content about the mechanics and strategies of Congress. Lecture notes are provided with multiple activities geared to both novice and experienced students. Materials are presented for both inexperienced and veteran instructors.

Activities help beginners learn the basics and challenge advanced participants. The binder format allows teachers to add their ideas and modifications to lectures and activities. Each unit is organized so that each instructor can reorganize units or parts of units to maximize student learning. *Teaching and Coaching Student Congress* is a must for any Student Congress instructor.

3-Ring Binder - School Net \$30.00
ISBN 0931054-51-6

To Order Dial Toll Free:
(800) 845-1916
(913) 862-0218 outside US



Clark

Publishing
Since 1948

PO Box 19240
Topeka, KS 66619-0240

THE 1998 UNIVERSITY OF TEXAS NATIONAL INSTITUTE IN FORENSICS

Our staff is the most comprehensive in the country, offering National Championship coaches and competitors in EVERY AREA of instruction. We believe our commitment to excellence in an well-rounded Forensics program is unmatched. Last year's faculty included:

David Breshears, Texas

Tony Figliola, Holy Ghost Prep

Meg Howell, Mountain View HS

Bill Shanahan, Texas

Lesley Wexler, Michigan

Randy Cox, Milton Academy

Casey Garcia, Texas

Kevin Kuswa, Texas, Georgetown

Deborah Simon, Milton Academy

Elizabeth White, Churchill HS

Eric Emerson, Texas

Lindsay Harrison, USC

Brian McBride, Texas

Sonja Starr, Harvard

Matthew Whitley, Texas

We Remain Committed to providing students with an affordable, high-quality education. Tentative dates:

CX DEBATE WORKSHOP

JUNE 26 - JULY 13

CX DEBATE PLAN II WORKSHOP

JULY 17 - AUGUST 5

INDIVIDUAL EVENTS WORKSHOP

JUNE 27 - JULY 12

I.E. TUTORIAL EXTENSION

JULY 12--JULY 17

LD DEBATE WORKSHOP SESSION 1

JUNE 27 - JULY 12

LD DEBATE WORKSHOP SESSION 2

JULY 17 - AUGUST 1

CX DEBATE SUPERSESSION

JUNE 26--AUGUST 5

TEACHERS AND BARTON SCHOLARS WELCOME

- air-conditioned suites • instruction in all NFL, CFL, TFA, & UIL forensic events
- 3 meals a day weekdays, 2 on weekends • need based tuition reductions
- commuter and coach rates available • US's 6th largest public library
- low cost and high quality staff • lots of free copies
- curriculum designed to address all sides of theoretical controversies

The University of Texas at Austin has won the American Forensic Association National Debate Tournament--National Individual Events Tournament Overall Championship for the last five years in a row.

THE UTNIF is the only Austin Institute that: (1) is sanctioned by the University of Texas, (2) provides authorized access to the University of Texas library.

For more information and a brochure when available, contact **Dr. Peter Pober**, Dept. of Speech Communication, Jesse H. Jones Center, CMA 7.114, Austin, TX 78712

(office) 512 471 1957 (fax) 512 471 3504 or e-mail ppober@mail.utexas.edu or **Dr. Joel Rollins** at

jd.rollins@mail.utexas.edu

NAME _____ PHONE _____
 ADDRESS _____ CITY/STATE _____ ZIP _____
 HIGH SCHOOL _____ COACH _____
 PHONE _____ SCHOOL ADDRESS _____

NFL'S TOP 50 DISTRICTS

(JANUARY 4, 1998)

Rank	Change	District	Ave. No. Degrees	District Trophy Contender	Rounds
1.	-	Northern South Dakota	139.77	Milbank	686
2.	-	Kansas Flint-Hills	134.41	Salina-Central	689
3.	-	East Kansas	129.18	Kansas City-Washington	788
4.	+1	Northern Ohio	119.70	Youngstown-Boardman	641
5.	+1	San Fran Bay	115.27	Pinole Valley	592
6.	+3	West Kansas	114.90	Great Bend	781
7.	+1	Heart of America	113.88	Independence-Truman	644
8.	+5	Northwest Indiana	113.83	Hammond-Morton	400
9.	-5	Rushmore	112.11	Sioux Falls-Roosevelt	494
10.	-3	Florida Sunshine	105.60	Tampa Prep.	303
11.	-1	South Kansas	103.10	Valley Center	628
12.	-1	Central Minnesota	100.46	Circle Pines-Centennial	386
13.	+1	Western Washington	96.72	Central Kitsap	217
14.	+2	Northern Illinois	95.42	Loyola Academy	423
15.	+3	Hole in the Wall	92.37	Cheyenne-East	582
16.	-1	Show Me	89.76	Ruskin	674
17.	-5	California Coast	88.86	Monta Vista	357
18.	+7	East Los Angeles	88.63	St. Paul	285
19.	-2	New York City	83.33	Regis	585
20.	-1	Eastern Ohio	83.00	Perry	698
21.	-	Sierra	82.35	Bakersfield-South	516
22.	+4	Hoosier South	79.38	Perry Meridian	565
23.	-	Southern Minnesota	76.20	The Blake School	507
24.	+7	Hoosier Central	74.73	Rossville	677
25.	-3	New England	74.33	Sacred Heart	267
26.	-2	Rocky Mountain-South	73.40	Denver-Washington	487
27.	+1	Nebraska	73.38	Omaha-Marian	459
28.	+41	Florida Manatee	71.94	Martin Co.	361
29.	-2	Big Valley	71.81	Lodi	578
30.	+16	Ozark	71.10	Bolivar	598
31.	-2	Carver-Truman	68.12	Neosho	708
32.	-12	Illini	67.73	Glenbard-South	406
33.	+9	Montana	66.85	Bozeman	600
34.	+3	Northern Lights	66.84	Duluth-Central	519
35.	-3	Pittsburgh	65.72	Cathedral Prep.	414
36.	+11	North East Indiana	65.38	Chesterton	475
37.	-7	Southern Wisconsin	63.85	Brookfield-East	311
38.	-3	South Texas	62.52	Clear Creek	416
39.	+24	East Texas	61.62	Houston-Memorial	715
40.	+8	South Oregon	61.61	North Bend	343
41.	+16	Tennessee	61.19	Clarksville Northeast	386
42.	-3	Valley Forge	61.15	Danville	317
43.	-3	Eastern Missouri	60.80	Jefferson City	597
44.	-10	New York State	59.92	Albany	322
45.	-9	Northern Wisconsin	59.65	Appleton-West	454
46.	-1	Heart of Texas	59.35	L. B. J.	349
47.	+2	Deep South	59.00	Holt	281
48.	-15	Nebraska South	58.62	Papillion-LaVista	566
49.	+6	Idaho	57.95	Idaho Falls	550
50.	+1	Colorado	57.93	Chatfield	538
51.	-10	Sagebrush	56.66	Reed	432

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	District Trophy Contender	Rounds
52.	-9	Lone Star	56.50	Arlington	518
53.	-9	North Coast	56.30	St. Edward	503
54.	+24	New Mexico	56.26	Los Alamos	586
55.	-18	North Dakota Roughrider	56.21	Magic City Campus	394
56.	+12	Tall Cotton	54.61	Amarillo-Tascosa	444
57.	+18	East Oklahoma	53.93	Miami	624
58.	-4	Southern California	53.00	Mt. Carmel	465
58.	+14	Michigan	53.00	Royal Oak-Kimball	148
58.	+13	South Carolina	53.00	Richland Northeast	273
61.	-11	Louisiana	52.75	Caddo Magnet	474
62.	-2	Great Salt Lake	52.66	Salt Lake City-Highland	440
63.	+11	Wind River	52.31	Casper-Natrona Co.	674
64.	-	Georgia Northern Mountain	51.92	Central Gwinnett	287
65.	-13	West Virginia	51.33	Duval	73
66.	-7	Greater Illinois	51.30	Granite City	330
67.	-6	Mid-Atlantic	50.83	Edison	310
67.	-9	Central Texas	50.83	San Antonio-Madison	545
69.	-13	Southern Colorado	49.79	Mitchell	457
70.	-5	West Iowa	49.60	West Des Moines-Valley	439
71.	-5	Southern Nevada	47.44	Bonanza	365
72.	-5	Sundance	47.00	American Fork	601
73.	-3	Western Ohio	46.84	Fairborn	427
74.	-1	West Oklahoma	46.60	Comanche	477
75.	-13	Eastern Washington	46.55	Ferris	290
76.	+1	South Florida	46.45	St. Brendan	304
77.	+2	North Texas Longhorns	45.59	Lewisville	465
78.	-25	Rocky Mountain-North	44.43	Steamboat Springs	635
79.	+5	North Oregon	44.29	Portland-Lincoln	565
80.	+1	West Los Angeles	43.58	Cleveland	449
81.	-5	Arizona	42.96	Marcos de Niza	416
82.	+7	Utah-Wasatch	40.92	Logan	342
83.	-	Carolina West	37.35	University	446
84.	+3	Georgia Southern Peach	37.23	Warner Robins	396
85.	+5	Mississippi	36.93	Clinton	206
86.	-6	Tarheel East	36.66	Westover	301
87.	-5	Maine	36.37	Scarborough	209
88.	+4	Pennsylvania	36.07	Trinity	359
89.	-3	Kentucky	34.52	Covington-Latin	397
90.	-2	New Jersey	33.90	Teaneck	363
91.	-	Gulf Coast	32.70	Calallen	334
92.	+1	West Texas	31.60	Ysleta	338
93.	+4	Puget Sound	30.22	Oak Harbor	175
94.	-	East Iowa	30.11	Waterloo-East	478
95.	+1	Capitol Valley	30.00	Nevada Union	251
96.	+2	Iroquois	29.55	Webster	162
97.	-2	Patrick Henry	28.36	Cox	178
98.	-13	Big Orange	25.54	Buena Park	257
99.	-	Hawaii	19.90	Baldwin	255
100.	-	Alaska	11.00		
101.	-	Guam	7.37		

Florida Forensic Institute

and National Coaching Institute

for

Speech and Debate (Open to Students & Coaches)

July 24 through August 7

The FFI is now the nation's **LARGEST COMPREHENSIVE INSTITUTE**, and offers instruction in ALL EVENTS, including:
Team Debate, Lincoln-Douglas Debate & Student Congress--**WITH SEPARATE NOVICE & VARSITY LABS!!**
PLUS **All Individual Events**: OO, DI, HI, EX, OI, & DUO

Core Staff

The Institute will be taught by coaches from across the nation. Committed to working at the 1998 Florida Forensic Institute:

Tony Figliola--Holy Ghost Prep, Philadelphia--Interp
Merle Ulery--N. Miami Beach HS--Extemp
Lisa Miller--Nova HS--Lincoln-Douglas
Peter Pober--University of Texas--Interp
Tucker Curtis--Albuquerque Academy--Lincoln-Douglas
Heather Wellinghurst--University of Texas--Interp
Debbie Simon--Milton Academy--Interp
Carmen Adkins--Sandalwood HS--Varsity Team Debate

Fr. John Sawicki--Tufts University--Extemp & Oratory
John Schultz--Tallahassee Community College--Voice/Movement
Casey Garcia--University of Texas--Interp
James Lacoste--Coral Park HS--Novice & JV Team Debate
James Talley--Former NFL Congress National Champion
Bob Marks--Albuquerque Academy--Oratory
David Risley--St. Joseph's HS--Interp
Brent & Kristin Pesola--Nova Southeastern--Institute Directors

LAB ASSISTANTS: The following college Debaters & Speakers have on-going ties to the FFI: Jeremy Mallory, Alyson Latz, Jeff Archibald, Shannon Bothwell, Laura Ann Fernandez, Jeff Tompkins, John Walson, and a highly qualified contingent from Bradley University! They are WINNING students who represent major college programs. Their commitment to a holistic, educational approach makes each of them a great asset to the FFI program.

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 170+ 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 NFL and NCFL Nationals.**

Tuition & Room and Board

Tuition for the expanded FFI will be \$485, which includes all materials. Commuting students may also purchase a lunch plan.

"Pay Dormitory Prices but live at a Country Club!"

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 be charged \$485 (plus tuition), which includes 14 nights: Friday, July 24 through Thursday, August 6th. 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.

LAW LIBRARY ON CAMPUS: LEXIS-NEXIS, CD ROM, Philosophy, & More!!!

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

NATIONAL COACHING INSTITUTE

LAST YEAR, 26 COACHES FROM 11 STATES ATTENDED THE IMMENSELY SUCCESSFUL NATIONAL COACHING INSTITUTE, TAUGHT BY MR. TONY FIGLIOLA & FR. JOHN SAWICKI. CALL TO FIND OUT WHY THE NCI OFFERS UNPARALLELED TRAINING FOR COACHES AT ALL LEVELS OF EXPERIENCE. THREE GRADUATE CREDIT HOURS, GOOD TOWARD RECERTIFICATION ARE INCLUDED, AND THE FEES ARE VERY REASONABLE!

FINANCIAL AID AVAILABLE

Through the generosity of the NFL/Phillips Petroleum grant program, and matching funds provided by us, the FFI & NCI are able to offer financial aid to deserving students and teachers. Apply by letter, indicating the reason(s) for your financial need.

TO ENROLL IN EITHER THE STUDENT OR TEACHER INSTITUTE:

Send a \$100 application fee (separate from all other fees). Checks made out to "Nova Southeastern University -- FFI" to:

Florida Forensic Institute

3301 College Ave. -- Sonken Bldg.

Fort Lauderdale, FL 33314

PH (800)-458-8724 or (954)262-4402 FAX (954)262-3973

TO REGISTER, OR FOR MORE INFORMATION, FIND US AT ----- > **WWW.FFI98.COM**

1998 Bates College Forensics Institutes

Individual Speech Events Workshop: June 28 - July 5

National Policy Institute: June 28 - July 18

Lincoln Douglas Debate Workshop: June 28 - July 11

Excellence in debate has been a tradition at Bates since 1896, when the college christened its program by besting Boston University in the finals of the first New England Debating League Championship at Boston's Faneuil Hall. The Bates Debate Institute was founded in 1974 by Professor Robert Branham. The Lincoln Douglas workshop was added in the 1980s, and last year marked the addition of a one-week program in individual speech events. Competitive excellence remains the hallmark of the Bates debate program. In addition to its active participation in debate tournaments throughout the U.S. and Canada, Bates conducts an annual debating exchange with Japanese universities and makes frequent international tours.

The student-faculty ratio is carefully limited to 6:1. The program features daily supervised library research, numerous critiqued practice rounds, and a full program of recreational and social activities.

Bates ensures that all instructional groups are led by professional forensic coaches with years of teaching experience, assisted by outstanding college debaters. All lab groups are led by senior staff, and each student works with each faculty member. The 1998 faculty includes: John Blanchette, Jennifer Harris, Bob Hoy, Jane McClarie Laughlin, Joan Macri, Mike Matos, Dick Merz, Les Phillips, Jon Sharp and Chris Wheatley.

Students live in double rooms in one of the college's modern dormitories, supervised by Richard Bracknell, parent, grandparent, teacher and forensics coach at Carrollton (GA) HS, and full-time director of residence life for the Bates Institute since 1993. The pastoral 109-acre campus located in Lewiston, Maine, is about 140 miles northeast of Boston and within half an hour's drive to the coast.

Comprehensive fees include tuition, handbook & copies of the institute briefs (policy debaters), videotaped critiques (speech participants), room and board. All meals, including a lobster feast on the Fourth of July, are included in the comprehensive fee. No hidden costs. Policy Debate Institute \$1,111; Lincoln Douglas Debate Workshop, \$720; Speech \$420. Need-based financial aid and payment plans available to qualified applicants.

For further information:

Bates Forensics Institutes

Office of Summer Programs

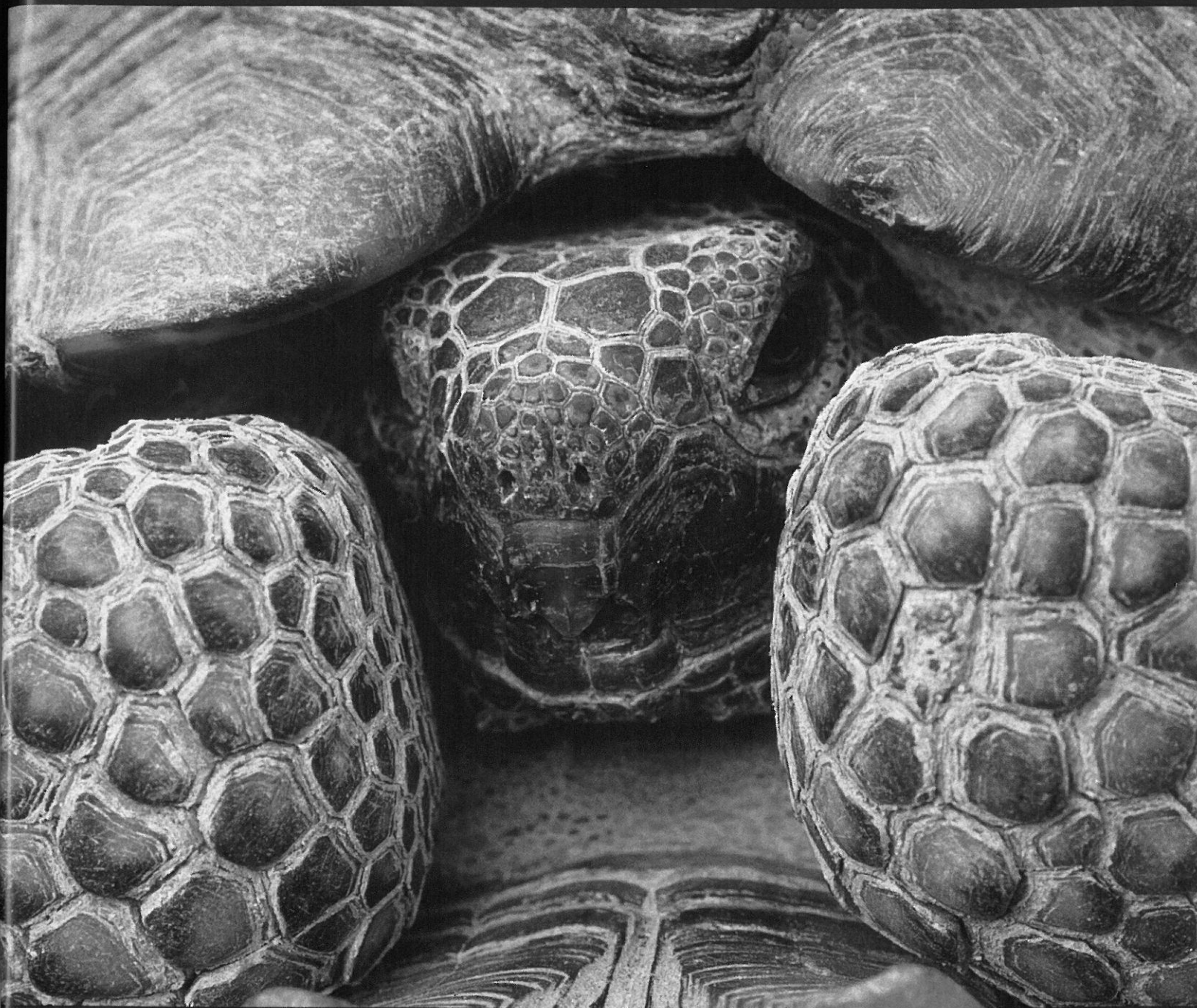
Bates College, Lewiston, ME 04240

email: summer@bates.edu, telephone: (207) 786-6077

<http://www.bates.edu/summer>

Come to Maine! Study with the best at Bates!

RECENTLY WE WERE PART OF
A MEDICAL BREAKTHROUGH, ALTHOUGH
HE DESERVES SOME OF THE CREDIT.



It's called the Turtle™ TS-1 Safety Syringe. A spring-loaded plastic shell that covers a hypodermic needle before and after an injection. Inspired by the fellow above, this innovation will drastically reduce an estimated four million accidental needlesticks a year. To create it, the medical industry turned to Phillips

Petroleum for K-Resin® SB Copolymer, the only plastic found to meet the high moldability and clarity demands. It's astonishing what happens when technology and a turtle get together. At Phillips, that's what it means to be The Performance Company.

PHILLIPS PETROLEUM COMPANY



For a copy of our annual report, call 918-661-3700, or write to: Phillips Annual Report, B-41, Adams Bldg., Bartlesville, OK 74004.



Phillips Petroleum
Is the National Sponsor of the
National Forensic League.

*This publication is made possible by
Phillips Petroleum Company.*