

ROSTRUM

Volume 76

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February 2002



William S. Hicks

CDE L.D., Extemp, Team Debate, Congress And Parliamentary Debate 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.E.I. 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.
- * In 1997 CDE alumni won two National Championships.
- * In 1999 CDE alumni won the National Debate Championship and another National Extemp Championship.
- * In 2000 won our 12th National Extemp Championship

This year YOU are invited to join us.

Team Debate Camp: Lincoln Douglas, Extemp Camp and Student Congress: July 15 - July 30, 2002.
\$1125, Alumni \$985, Commuters \$540, Teachers and Coaches \$440

(Held at Northern Arizona University in Flagstaff).

Costs include tuition, room, meals, free tourist day, 1,500 debate blocks or 400 articles,
15-24 critiqued practice rounds. Acceptance guaranteed or money refunded.



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.

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☐ Team Debate Phone: (505) 751-0514 Fax: (505) 751-9788
☐ Parliamentary Debate Visit the CDE Web Site - www.cdedebate.com
☐ Lincoln Douglas Email - bennett@laplaza.org
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☐ I have enclosed my \$85 application check (or CC# and expiration). Send me my full packet today.



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

by William Bennett

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

First is the quality of the staff. No other institute offers you Catherine Bennett (coach of three national extemp champions and the ONLY coach whose students "closed out" final round at Nationals in Lincoln Douglas), and a staff of 27 more who between them have produced top debate speaker, two national championship debate teams, three firsts in L.D. at Nationals, and seven National champions in extemp.

Other teachers include Geoff Brodak (1999 National Debate Champion, 2nd at L.D. Nationals in 1996), Bob and Anne Jones of Oregon (coach of 17 National qualifiers, and National trophyists in both Extemp and Lincoln Douglas debate), Isaac Potter (the 2000 National Extemp champion), Ben Krupicka (Willamette College), Cabel Schoen (Lewis and Clark College), Bill Bennett (author and/or editor of over one hundred books, past national policy debate champion, coach of National Champions in team debate, extemp, and Lincoln Douglas debate).

Second is the work commitment of the staff. Our people do NOT come in to give the occasional "guest lecture." We all work ten to fourteen hours a day to be sure that you get your money's worth.

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

1990 and New Zealand, 1994).

Fourth is the amount of critiqued practice rounds you receive. WE don't just give you a "tournament" at the end. At CDE you get critiqued nondecision rounds through the whole camp. If you are in policy debate that means 16 debates before you graduate. In Lincoln Douglas you average 23, in Extemp it's 24 rounds, 20 rounds in Parliamentary debate, and twelve Congress sessions. And they are all critiqued in constructive ways by successful professionals.

Fifth is the class structure you will enjoy. It is hard work for you but it assures learning and growth. And it is different from other camps because we do not assign you to "labs" for most of your time; too often "labs" are a name for subjecting you to the erratic vagaries of an individual coach or two. At CDE you follow a class, practice, and research format perfected since 1969. Hour-by-hour you move through a learning plan that exposes you to different teachers who excel at the subject they are helping you with. And this happens to you 6 days a week, from the day you arrive until the day you leave. You are exposed to every teacher on our staff, you are helped and prodded and even eat some of your meals with staff members to assure that your individual needs are met.

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

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

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

Get to the Head with Graphics

Mary Brumby, Regional Vice President, Lincoln Financial Group

I've participated in many types of training programs during my twenty-year career in the financial services industry, including sales, marketing, administration and technology. But none has been more important in my current position than speech and presentation training. I learned a great deal about myself and what I was capable of in those grueling sessions.

Anyone who has participated in speech training discovers right away the importance of knowing and understanding the topic, analyzing the audience and using visual aids when appropriate. Research on the subject matter and lots of practice are very important, but I think it's equally important to put yourself into the piece. Being yourself and developing your own personal presentation style helps you be more relaxed with the audience and in turn, makes communication easier. I have fun with it and whenever possible, pull from your own experience.

I recall a speech class I took in college many years ago. I was trying to do a really good job, impart some important information, and make my classmates sit up and take notice.

The topic was "Giving a Professional Shampoo"

(I worked in a beauty salon at the time). I spent a lot of time interviewing hairdressers regarding proper technique and reading up on special shampoos and conditioners. But the thing that topped off the entire presentation was holding up an enlarged picture of a head louse, complete with pincers and leg hair, and announcing "it could be crawling around in your scalp if you don't shampoo your hair properly!"

That was a graphic that got right to the heart of the matter and made as much of an impression on the audience as all the words I had spoken.

Another important idea I've learned has to do with the composition of the speech or presentation and how your remarks are organized. You might call it the "rule of three" - tell them what you're going to tell them, tell them; then tell them what you've told them. This concept allows you to stay focused on your topic and draw in the audience. I have found I can use this "rule of three" concept, or at least a loose form of it, in most speech or presentation situations. It's relatively simple to run the common theme throughout, from topic to details and supporting information to the summary.

Ultimately, the goal is balancing the use of these concepts in speech and presentation development. The audience should remember the message, not you. Although personal style is important in delivery, you don't want to get in the way of the message.

I wish all students good luck in competition and all future speech endeavors!



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ON THE COVER: 6th Diamond Coach William S. Hicks.
MARCH: "Tuna" Solder, Guest Editor. Focus on Speech Events. Hotel Listings for Nationals. Tony Figliola on Hotel Etiquette.

William S. Hicks

Brebeuf Jesuit HS, IN

October 30, 2000

16,153 points

Since 1967 William S. Hicks has served his students, his state, and the National Forensic League. A member of both the NFL Hall of Fame and the Indiana Speech Hall of Fame, Mr. Hicks is also a "Sagamore of the Wabash", a coveted honor bestowed upon citizens of Indiana for service to their state.

Bill began his coaching career at Howe Military School in 1967. He transferred to Brebeuf Jesuit Prep in 1984. As coach at Brebeuf, Mr. Hicks has qualified 25 students to the National Speech Tournament in Debate, Extemp., L/D, Oratory and Humor. Additionally, 20 students qualified for the John C. Stennis National Congress including National Champion Senators in 1992 and 1994 and a Champion Senate Presiding Officer in 1998.

While at Brebeuf, Bill has earned Leading Chapter Awards in 1986 and 1994. He has coached the largest chap-

ter in the district seven years and led the district in new enrollments eight times. Six times Mr. Hicks coached the district high point students - three of whom earned All-American Honors. Brebeuf won the District Trophy in 1986 and 1993 in the tough Hoosier Central District.

Bill's service to his profession is well documented. Five NFL distinguished service plaques, one silver and two gold District Chair Awards, six terms as District Chair, member of the Debate Topic Working Committee, and longtime Secretary of the Indiana High School Forensic Association. Bill has served in several key positions at the National Tournament -- most recently as Parliamentarian in Congress and as Tournament Photographer.

As a young man, Coach Bill Hicks was a protégé of the great Hall of Fame Coach and NFL President Jim Hawker. He has made his mentor proud.

2002-2003 Policy Debate Topic

R: That the United States federal government should substantially increase public health services for mental health care in the United States.

Lincoln Financial Group/NFL March/April L/D Topic

R: Limiting the freedom of expression of adults is justified by society's interest in protecting children.

2003 National Storytelling Topic Area: Ghost Stories

National Forensic Consortium

2002 Summer Debate and Events Institutes

• **CALIFORNIA NATIONAL DEBATE INSTITUTE**
University of California, Berkeley
Directed by Robert Thomas

• **NATIONAL DEBATE INSTITUTE, D.C.**
University of Maryland, College Park
Directed by Russ Falconer

Policy Debate, June 14 - 29, \$1,450
I.D. Debate, June 14 - 29, \$1,450
One-week Policy, June 21 - 29, \$735
One-week I.D., June 14 - 22, \$735

Policy Debate, July 1 - July 19, \$1,875
Policy Debate 30 Round, July 1 - 19, \$1,975
I.D. Debate, July 1 - 15, \$1,450

All of the above listed prices include tuition, housing, and meals. Commuter plans and one-week topic preparation and/or technique sessions, as well as other options, are offered at some camps and are described in detail in the program brochures. An additional \$85 nonrefundable fee is required upon application.

Reasons to Choose an NFC Summer Camp

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

**Applications available now at
www.educationunlimited.com/**



The NFC Presents The Berkeley Mentors Lab 2002

as part of the California National Debate Institute at UC Berkeley
June 14 - 29 \$1,325 for resident, \$700 for commuter

The Berkeley Mentors lab is a unique chance to be mentored by some of the finest college coaches and debaters in the nation. This two week program, now entering its fifth year, focuses on topic analysis, theory, strategic decision making in the debate round, kritiks, and in-depth research at one of the finest libraries in the nation. This exciting lab will be led by one of the most successful NDT debater of recent years, Randy Luskey of UC Berkeley. Randy and his partner were the winners of last years Wake Forest and Northwestern tournaments, and ranked #1 in the nation by the 2001 NDT ranking report. Co-directing the lab with Randy will be Sarah Holbrook, of the State University of West Georgia, where she was the CEDA National College Champion for the past two years. Sarah has won numerous speaker awards, including first at the South Carolina Round Robin. Sarah has won out rounds at every tournament she attended, including late out rounds at the NDT.

We have tentatively arranged for the lab to feature guest seminars by Jon Sharp, the veteran Mentor and Swing Lab leader, and extremely successful college coach for West Georgia and the University of Southern California. Mr. Sharp has qualified teams to a first round at the NDT for the last six years in a row

Mentors will also have access to the other staff at the CNDI camp, including Dave Arnett, the coach at UC Berkeley; Judy Butler, a veteran of over 40 camps; Russ Falconer the coach of the 2000 NDT champions at Emory University; Jen Johnson, one of the highest rated instructors at the Stanford debate camp, and Robert Thomas, the California National Debate Institute director and one of the most experienced instructors in the nation. The Mentors lab is open only to extremely advanced debaters. This highly selective program will accept very few individuals to participate in the lab. If you fall in this category, please fill out and return the application below. If you don't qualify, come to the CNDI and work alongside the mentors with our fabulous staff! Applications should be returned by April 10th. Successful applicants will be announced no later than May 1.

Mentors Application

Name: _____

Address: _____

Phone: _____ Email: _____

School: _____ Coaches Name: _____

Year of Graduation: _____ Number of Years Debating: _____

2001-2002 Win-Loss Record: _____ Past Camp Experience: _____

On the back of this form indicate tournaments attended and record for the past two years. At least one recommendation from a coach, former lab leader, or former Mentor is required. Send form to CNDI - Mentors, 1670 Shattuck Ave., Suite 200, Berkeley, CA 94704. Call 415-848-6666 for more information.

Kentucky LD

We'll Let Our Students Speak for Us

Here's what our 2001 participants had to say about Kentucky

"I had more fun here than at any other institute and learned more at the same time. The staff are extremely well versed and knowledgeable. They're superior, on the whole, to any other institute's and the #1 reason to come to Kentucky. Nothing else can give you as much fun and experience as the Kentucky Institute. But none, it's the best there is."

"Awesome staff--some of the coolest, most intellectually stimulating instructors I've ever had."

"This camp stresses the perfect amounts of education and competitiveness. Debate is a form of communication that ought to be rhetorically pleasing. Understanding that will help me not only in debate but in the real world. Thank you!"

"Kentucky has taught me the true value of winning issues and strategy, not so much covering all the flow but selecting real arguments and addressing them with high quality responses instead of saying anything and everything I can think of."

"Kentucky is an all-around excellent workshop. I had a great time."

"Kentucky really improved my outlook on debate. I no longer focus on flow games but am more concerned with building strong, legitimate arguments. I hope to be here next year."

"Kentucky emphasizes knowledge and preparation over speed and cheap tactics."

"The best staff ever, bar none. [Other institute] was inferior to KDI. The staff was better and I truly learned more because of the variety of activities. I am more selective with my arguments. I utilize the syllogism and have learned to debate more slowly. Thanks A LOT! You guys truly helped me."

"I went to [other institute] last summer. Kentucky was much better. There were more lectures, better instructors, book readings, and more in-depth instruction here. I have learned to really appreciate the value of research."

"I now think of LD as more than just attacks and responses. I realize there is real strategy involved. I really enjoyed being here and appreciate all you've done for me."

"Kentucky has allowed me to grow and brightened me up. The more I get thoughtful debate UK teaches has changed the way I do LD. As Tony the Tiger would say, 'UK is the Great!'"

"The lectures were incredibly useful. I learned so much. The staff was friendly, fun, and sincere. It was a great experience- thank you!"

June 25-July 14, 2002 • \$1450

Attention Coaches: This summer we inaugurate our LD Teachers Program for new coaches. limited number of full-tuition assistantships are available. We may also accept paying students the demand warrants. Full information is available on our website.

Visit us at www.kndi.org for full details, including staff.

E

ditors Forward



This year's NFF National Tournament marks the 23rd year that a champion will be crowned in Lincoln Douglas Debate. LD has in a sense "come of age". Those students who will be competing in Lincoln Douglas at this year's NFF tournament were not even born when the event was inaugurated over 20 years ago. Many of the coaches who pioneered the development of this event and were major forces in shaping the direction it took have retired or moved on to other pursuits. Many coaches of LD today were in fact competitors in the event themselves. Lincoln Douglas Debate has certainly evolved greatly from its beginnings. As is very often the case when "coming of age", LD has experienced growing pains.

As we as a community struggle to define the nature of our activity it is important to understand the unique experiences that have shaped the perspectives of the participants—coaches, judges, and students alike. In many of the articles in this issue you will be exposed not only to the author's views and opinions concerning their topic, but also to their experiences in this activity that have shaped their views. It has always amazed me how debaters love to talk about debate and I believe that the saying everyone has a story to tell holds especially true when it comes to debaters.

It seems that every debater has a narrative of some sort to communicate concerning his or her participation in this activity. The story of how he came to be involved in the activity or of her first round is one that I am sure every person involved in debate has shared with someone at some point.

In preparing this issue I felt fortunate to have the opportunity to share in the unique and diverse experiences that these authors bring to the issues that they discuss. As we continue to attempt to make our activity a more meaningful and educational one for all involved I hope that we do not lose sight of the many lessons beyond simply the ability to think critically and communicate effectively that participation in debate can bring. Debate provides a unique opportunity for each of us to learn first and foremost a great deal about ourselves as well as others.

In tackling the issues that face our activity we should strive to embrace the diversity of viewpoints that exist among the members of our community and take the opportunity to learn and benefit from their unique perspectives. We are fortunate to have an organization like the National Forensics League that provides the forums through which this can be accomplished.

Richard J. Pellicciotta, Jr.

HE SAID, SHE SAID

GENDER ISSUES IN LINCOLN DOUGLAS DEBATE

It's difficult to know where to begin a discussion of sexism in debate from a male perspective. After all, aren't girls the ones who are supposed to feel the weight of discrimination on their fragile little shoulders? And aren't my fellow guys—chauvinist lackeys all of us, down to the last sorry couch potato—the sole progenitors and beneficiaries of such prejudice and bigotry?

While I certainly won't be an apologist for male pigdom, I do want to relate my own debate experiences with an eye towards convincing you that such emotionally charged generalizations are little better than nonsense.

When I debated girls at local tournaments, where the judging pool was exceedingly random at its brightest moments, I always felt torn. How could I toe the line between condescension and callousness? This was less of an issue at national tournaments, perhaps, because it never really entered my mind that experienced, flowing judges would care, but it still happened occasionally. A few times I even felt resentful when I perceived a female opponent intentionally playing the role of the helpless maiden specifically to make me appear overhearing. I couldn't get over the feeling that this was somehow "playing dirty," and that it was just as sexist and resulting to women as a male letting out a wolf whistle at a female opponent.

the exception rather than the norm. While blatant sexism regrettably exists, the more frequent feeling among debaters is simply one of general angst reflecting a larger social question. How does the 21st century expect a man and a woman, thank fully now the full legal and social equal of each other, to act towards one another? Should we bid chivalry good riddance as simply the more innocuous face of chauvinism?

I would tend to answer yes to that question. But let's not commit the mistake many progressive-minded, well-meaning people make by assuming that one side is clearly right and the other unabashedly evil—even if nothing else is clear, we can be sure that the jury is still out on that one. American culture in general, and debate culture in particular, seem to require of male debaters two contradictory attitudes in their conduct towards female debaters. One dictum commands us to be the liberated men we aspire to be, treating our female opponents no differently than we would treat another male. On the other hand, the same cutthroat aggressiveness that usually characterizes a much stronger male debater demolishing the arguments of another male feels curiously violent when the "victim" is instead female. What appears to be "manly sparring" in one instance looks like abuse in the other. Inexperienced "lay" judges in

by
James Scott

perceive them as beating up on a "defenseless little girl." I don't claim to have an answer this problem, but it's certainly one that the debate community at large needs to grapple with.

Let me state unequivocally my belief that there should be no gender roles in a debate round. Sexism and sexual harassment are reprehensible, but I merely want to point out that the issue cuts both ways. We can't view a male debater who seems a bit patronizing as merely a pig and a bigot, dismissing out of hand the strong cultural and situational factors that might command such behavior. After all, that's a hard line to walk for a 16 year old, especially when adults don't even have the proper feel for where it should be.

(James Scott graduated from Katy High School near Houston, Texas, where he debated for four years. As a junior James earned second at the Texas TFA State Tournament in LD. During his senior year, he finished runner-up at the 2000 Tournament of Champions, was the Texas state champion, cleared at every national tournament he attended, and attended three round robins. James now attends the University of Texas

SHE SAID, HE SAID

GENDER ISSUES IN LINCOLN DOUGLAS DEBATE

by
Allison Pickett

In the fall of 1994, my debate career nearly ended as quickly as it had begun. Lord knows I was already nervous enough as I stood outside the classroom, waiting for my very first debate round to begin. Never mind the fact that I had three (!) more to do before I could go home and cry, the only thing I could imagine doing after what promised to be one of the most mortifying days of my life. (Yes, ladies and gentlemen, I think I may have had a self-confidence problem.) I was on the brink of emotional meltdown—and then, it happened...

Whew! Hey baby, what's your name? I need your number.

And so it went. For twenty minutes outside the room and then *throughout* the entire round. *No, you can't be a freshman, you've gotta be a junior—or even my judge... where did you get those eyes? Aw, honey, don't be scared, I'm just going to ask you a few easy questions. Could I really cross-examine someone with such beautiful eyes as yours?* Did I mention the staring, perhaps better termed *leering*? I'm not kidding; I was ready to quit debate forever after round one.

Luckily, I didn't, and I learned a few things along the way:

usually subtle, but often important. A seemingly clear concept became anything but in assessing what to wear, how to talk, what to say, whom to imitate... For some people, the choice of a skirt versus pants in the morning was decided on a whim; for me, and for many of my fellow female debaters, what to wear was inevitably a decision about my image as a young woman as well. Makeup or not and how much became more of an issue than I had ever thought it could be. And there was always that question in the back of my head: Am I a debater who happens to be a girl, or am I a girl who happens to be a debater? In no way did I feel paranoia regarding how to project myself in a debate round, but the question of "how much me" would be allowed into the overall image was always there. I often wondered whether male debaters struggled with similar issues.

Surprisingly, I found that I believed they did. Granted, the choice was not skirt or pants, but it seemed to be a decision regarding whether to consider their female opponents females first or debaters first, and it often seemed accompanied by an assessment of the judge's tolerance of how they might want to approach defeating the young woman they were arguing against.

After several years of participation in and a few more in observation of high school debate (or, at least LD), here is what I believe I have learned:

usually in less overt ways than were demonstrated in my first round ever. My senior year in debate, I was probably more assertive than most of the other female competitors that I came into contact with; I am still not sure whether my level of assertiveness worked for or against me. To tell you the truth, it probably depended on the judge. Some judges said that they were tired of girls being (gasp!) "hitchy," so to speak, and that I needed to "tone it down". Others said assertive is good and worth the risk of being labeled as something else. Regardless, though, of the way an individual judge felt about how assertive a female could be, the question was *always* there, and a question I tried to answer every weekend, every round.

2. However, as James and I both believe, it cuts both ways. I was and still am friends with a number of male debaters who ran into trouble dealing with female assertiveness, or a lack thereof. It's not just a problem for women. Many of my male peers simply could not be as assertive against a female as they would against another male because they would be seen as "beating up on poor little Betty" or something like that. So, as unfortunate as the stereotypes are, *sometimes* female debaters benefit from the, even if only in a very indirect and ultimately insidious (the assumption that a female could not handle the pressure) way I personally enjoyed the rounds when guys seemed to challenge me for control of the round beyond argumentation—I thought that that facilitated a lot

of learning that could not be obtained directly from debating the actual "issues" at hand. but lots of times (no, I don't have an exact number, but I did notice this), I felt as if I was given at least the benefit of the doubt in close rounds sometimes because the guy was perceived as "beating up on Betty," or in this case, poor little 5'4"ish redhead named Allison. Little did the judge know that I was probably accused of threatening Betty more often than my male opponent for that round ever would be. Sometimes I really wondered if I had lost the issues but won the mental game, and that's why I won.

3. It may also be most vicious in girls' assessment of other girls, rather than in males' treatment of them (Flagrant exceptions exist of course, but the point remains valid.) Young women's in-round actions often led to accusations outside the round, *usually leveled by other females*. There seemed to be a trend, for some ("some") debaters to assume that some females won rounds based on particular bodily attributes and/or how they accentuated them. This may have been true in some ("some") cases, but I believe that this claim was overused, and was often used to speak disparagingly of some talented female debaters who dressed a little more liberally than others. Unfortunately, sometimes we (I am intentionally including myself here) forgot they were talented, and only focused on their "presentation skills." (These comments were less often directed at male debaters, but perhaps some of that may have been due to the fact that men can't exactly accentuate their attributes as obviously as women can.) However, the interesting thing, is that female debaters in my experience were much more willing to accuse another female of this

knows.) Whether or not individuals dressed in certain ways to gain inappropriate favor— and in most cases, I would like to believe that is not why they dressed as they did— they were *almost always* criticized from within the gender for not knowing how to be a proper female debater. In other words, we were part of what was wrong.

4. Many of the "top" (however you would measure that anyway) female debaters were fortunate enough to have strong female coaching, which I believe had a substantial subconscious effect on the attitudes of many young women toward debate. I am *not* saying that female debaters do not benefit from male coaches— what I am saying is that it may make an intangible difference to have a direct influence like that that keeps a female interested in and confident in debate as an activity despite the influence of sexism on the activity. This might also be accomplished by having several varsity females for a novice female to "look up to"—I don't know, I having had Marlee Dukes as my coach, mentor, and role model made all the difference in the world in a lot of spheres; this was one of them.

And this is where we return to the beginning, and why I did not quit after that very first round I affectionately called hell. Fortunately, the (male) judge pulled me aside after the round and told me debate was NOT supposed to be like that, several varsity girls told me that that was not typical, and Dukes— she gave me several good ideas about how to handle such situations in the future...and then she took me aside and literally kept me from quitting. (Whether or not she remembers the exchange I do not know, but I

was not the norm, and that it could be overcome

Sexism both overt and more subtle is definitely there. It affects both male and female debaters, but I fear that the sexism may create lifelong impressions on some of the females that it may not on most males. Unfortunately, often the young women unknowingly continue the cycle against themselves through paying more attention to the presentation of personality than the talent of some of the more liberal and aggressive female debaters. Luckily, though, even though the debate has its problems with sexism, my experience with the issue shows that the debate community is aware of the problems, and cares about addressing them. My first year that is what made the difference, a judge, several older female debaters, and a wonderful coach addressing sexism, one debater at a time. In September 1994, that debater was me, and for that I am eternally grateful.

(Allison Pickett graduated from Vestavia Hills High School, AL. As a high school debater she reached the late elimination rounds of virtually every national tournament and participated in every major round robin. She ended her debate career by capturing the 1998 NFL National Championship in Lincoln Douglas Debate. She has also been a staff member of both the University of Iowa and Sanford University's I.D. Institute. She currently attends the University of North Carolina at Chapel Hill.



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The Scholars Program at the Emory National Debate Institute

June 16 - June 29, 2002 • Emory University, Atlanta, Georgia

The Emory National Debate Institute, which has contributed to the education of high school debaters for a quarter of a century, now offers a specialized workshop-within-a-workshop catering to experienced high school debaters with advanced skills. The Scholars Program, which was conceived and designed by some of the nation's most competitively successful college coaches, gives accomplished debaters the opportunity to receive the kind of instruction, research opportunities, and feedback they will need in order to meet their competitive goals for the coming year.

The Scholars Program will take place alongside the established Emory National Debate Institute, under the Direction of Melissa Maxcy Wade. Those who enter the Program will have access to the entire faculty of the ENDI. However, the Scholars Program contains a number of additional features designed specifically to benefit the advanced debater.

Special Features of the Scholars Program

Advanced curriculum: Every aspect of the Scholars Program has been re-designed by our staff of accomplished coaches, from the lecture schedule to the structure and pace of lab groups. Members of the Program will receive advanced library instruction, including guided research in the Woodruff library system and targeted use of Internet resources. Our curriculum helps students understand and utilize the most advanced modern debate positions, but without sacrificing their ability to win rounds with traditional skills and strategies.

Emphasis on evidence accumulation: Rather than forcing experienced students to endure redundant basic lectures, we let Scholars get on with the business of researching the topic and practicing advanced techniques.

Amazing staff-to-student ratio: We maintain a 1:1 staff-student ratio in lab groups, and each student will interact with nearly every member of our large Scholars Program faculty.

Unique, separate lectures: Outside their lab groups, members of the Program will receive direct instruction from top-rated college coaches. Even in lecture settings, our staff-student ratio is unusual, with no more than 20 students listening to one instructor. Furthermore, we offer a small group theory seminar menu targeted to students' needs and interests.

Numerous debate rounds: Our curriculum includes a minimum of 12 rounds, with extended time for critiques from our staff.

Select faculty: The Program will be directed by Joe Zompetti, David Heidt, and Casey Wolmer. Dr. Zompetti, the award-winning Director of Forensics at Mercer University, is a veteran of the ENDI and a past Director of the Scholars Program. Mr. Heidt, a past winner of the National Debate Tournament and a past Director of the Scholars Program, is an Assistant Coach at both Emory University and The Westminster Schools of Atlanta. He is widely recognized as one of the most talented debate coaches in the country, and has coached many college teams into the late elimination rounds of the National Debate Tournament. Casey Wolmer, a graduate of Stuyvesant in New York, is currently a debater at Emory. In her young career, she has already competed in the final round of the CEDA National Tournament, and is a regular participant in the late class of national tournaments. Ms. Wolmer is also a veteran of the Scholars Program.

Great value: Scholars will pay the same price as other students at the Emory National Debate Institute. We are a nationally competitive institute at a discount price!

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EMORY

Barkley Forum • Emory National Debate Institute

June 16 – June 29, 2002 • Emory University, Atlanta, Georgia

Under the Direction of Melissa Maxcy Wade

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

Features of the Policy Division Under the Direction of Bill Newnam

Experienced staff: Our senior level staff has worked at this Institute and many others, including American University, Bates College, Baylor University, Berkeley, Dartmouth College, Georgetown University, University of Iowa, University of Kentucky, Northwestern University, University of Michigan, Wake Forest University, Stanford University, and Stanford University.

Excellent staff student ratio: The Institute offers debaters the opportunity to work with one senior level instructor accompanied by at least one active college debater in small lab groups of 10 to 20 students.

Flexible curriculum: The Institute has always provided students a wide variety of instruction suitable to their level of experience. Each laboratory group has explicit objectives and a field tested curriculum for the two week period, dependent upon their level of experience.

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

Dormitory supervision: An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory.

Coaches workshop: An in-depth coaches workshop is conducted. Topics will include administration, organization, and training strategies. A full set of lectures appropriate for the classroom will be developed.

Inclusive Fees: The standard Institute fee includes tuition, housing, food, lab photocopying fees, entertainment, a t-shirt, and a handbook—the works.

Features of the Lincoln-Douglas Division Under the Direction of Jim Wade

Experienced staff: The Director of the Lincoln-Douglas division has been in the activity for over twenty years, and has served in his current position for eight years. Other staff members include an array of the finest college coaches, as well as some of the top college debaters in the nation.

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

Flexible curriculum: The Institute has always provided students a wide variety of instruction suitable to their level of experience. Our classes deal both with general philosophical issues and practical technique. There is a strong emphasis in lab groups on building speaking experience and providing constructive critique. A typical day involves three classes dealing with philosophy or technique and theory, followed by five hours of practical lab sessions.

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

Dormitory supervision: An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory.

Inclusive Fees: The standard Institute fee includes tuition, housing, food, lab photocopying fees, entertainment, and a t-shirt—the works.

For an application, write or call

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"THIS IS L-D": THEORY ARGUMENTATION IN LINCOLN DOUGLAS DEBATE

by
R. J. Pellicciotta

It has been over twenty years since the inception of Lincoln Douglas Debate. Created as an alternative to team or policy debate, L-D seems to have always suffered from an identity crisis. Very often L-D has defined itself not by what it is, but by what it is not. How often have we heard debaters make statements like the following? "This is not policy." "This is L-D." These statements are not only overused, but they are also not very meaningful when really examined. They are however reflective of the problems underlying Lincoln Douglas Debate as it evolves as an activity. What does it mean to say, "this is L-D"? This statement seems to assume that there is some common agreement as to what the nature of Lincoln Douglas Debate is or at least should be. It should be clear to anyone who has judged at the NFL National tournament (or any other large event with a diversity of areas represented) that this is simply not the case. Yet in spite of the vast differences in the way different people in different areas view L-D, rarely are these differences the subject of meaningful debate or discussion during the course of a round. While it is not unheard of to listen to a theory debate in a policy round, this is virtually unheard of in Lincoln Douglas. Most of the time deep theoretical or philosophical differences are glossed over by debaters with broad sweeping generalizations like the ones mentioned above. "This is L-D." "This is NOT policy." The result is often debates that are frustrating and uninteresting for both the competitors and judges. This is more than likely the result of the fact that the theory aspect of Lincoln Douglas debate is both underdeveloped and all too often overlooked by students, judges, and coaches alike.

In discussing theory argumentation in L-D it is first necessary to define exactly what we are referring to when we talk about debate theory. In debate, theory refers to arguments as to how any particular form of debate ought to be conducted. In other words, what rules or guidelines ought to govern how the debate is carried out by the

debaters or adjudicated by the judge. Traditionally in policy debate theory argumentation has focused on such issues as the legitimacy of counterplans or kritiks, the proper use of fiat, or the importance of various stock issues like topicality or inherency. In L-D, theory argumentation (when it occurs) seems to be limited to the proper use of value or criterion standards to evaluate the round. Even in these cases there seems to be very little actual discourse as to why the interpretations presented by the debaters are in fact justified or superior to that offered by their opponent. Rather both sides simply assert that their position is correct. These claims are almost made as if they were factual statements to which there can be no counterargument advanced. This is simply the way it is and there is no real need for discussion. Anyone who has judged more than a few rounds of L-D can attest that such widespread agreement concerning the use of values and criteria, in any other issue for that matter, is at best illusory.

Why is it that Lincoln Douglas debaters seem so hesitant to engage in discussion of theoretical differences during the course of a round? The most likely explanation for this lies in the fact that theory in Lincoln Douglas is not well developed. Many of the conventions that govern the practice of the activity seem to lack any substantive justification. Many others tend to be applied so broadly that they often serve only to prevent the meaningful discussion of issues that the activity is intended to facilitate. The answer to these problems may lie in the recognition that theory in L-D must be flexible due to the nature of the activity itself. Lincoln Douglas theory should be viewed as topic specific. In other words, the nature of the topic should be the primary factor in determining what is and is not proper argumentation. All too often debaters seem to be more interested in framing their positions in terms of the ill defined and vague conventions that are prevalent in the practice of L-D than in developing solid, realistic, and persuasive arguments. This is not to say that there

are not certain guidelines that should be used to define the sphere of debate on any given topic. These guidelines, however, should be clearly and narrowly defined to allow the necessary flexibility to embrace the diversity of topics that are debated in the Lincoln Douglas format.

The most prominent of these guidelines is derived from the fact that Lincoln Douglas is considered to be value debate. The resolutions debated are intended to be viewed as resolutions of value as opposed to resolutions of fact or policy. While there is universal agreement that L-D is "value" debate, what exactly that means is not as easily ascertained or agreed upon. One simplistic interpretation of this idea is to state that we are debating what we ought to value. In other words we are determining what values we ought to hold and which ones ought to be prioritized over the others. This would seem to imply that the two sides in the debate are therefore suppose to hold different things to be of value. While this may certainly be true on some topics, this interpretation does not always hold true. Sometimes a value resolution may question how best to achieve what is held to be of value, rather than to compare two different competing values. Political scientists make this distinction when they distinguish between what are called position issues and what are called valence issues. Position issues are ones in which the opposing sides hold different values to be of importance. One such issue is abortion where one side holds the sanctity of human life to be most important and the other side views the value of personal choice to be paramount. Valence issues on the other hand are ones in which both sides hold the same value or values to be of importance, but have differing conceptions of how best to achieve those values. Issues like economic prosperity and political corruption are prime examples of valence issues. No one is against economic prosperity or for political corruption. There are clearly differing opinions as to how to best handle these matters however. L-D resolutions can be broken down in a similar man-

ner. Take the resolution: "*Resolved: A just social order ought to value the principle of equality above that of liberty.*" This is clearly an example of a resolution where the value conflict is similar to the conflict surrounding a positional issue. The two sides in this resolution are called upon to defend two divergent and competing values. This is not always the case however. Take for example the resolution: "*Resolved: A less developed nation's right to develop ought to take priority over its obligation to protect the environment.*" One of the negative strategies on this topic was to take the position that true economic development could best be achieved by developing within the constraints of one's obligation to protect the environment. "Sustainable Development" as it is often referred to, lies at the heart of much of the literature concerning this topic. Yet many affirmatives tried to preclude arguments of this sort claiming that they did not fulfill the negative's burden. These affirmatives seemed to be operating from the assumption that the negative was required to treat the conflict in the resolution as a positional issue, rather than allowing them to view it as a value one. There does not seem to be any valid reason that the negative in this resolution should be required to argue their position based on a completely different and competing value. When the term "value debate" is properly understood, it should be apparent that it can still be a value debate even if we are not directly comparing competing values, but rather attempting to determine how to best uphold a commonly held value. The fact that the actual real world discussion of this topic is centered on the concept of sustainable development should weigh heavily in any critic's assessment of the legitimacy of such a position. The topic itself should define the proper parameters of how to intelligently discuss the issues inherent within it. Attempting to establish a steadfast set of rules that govern what are and are not legitimate positions ignores the variety of forms that value conflicts can take as well as the diversity of issues that value debate is capable of embracing. Anytime debaters make claims as to what is or is not appropriate argumentation they should be sure to explain such claims in terms of how they relate specifically to the topic at hand. In defining what is appropriate ground for debate it is imperative that the primary focus be on capturing the conflict inherent in the resolution under consideration. This will ensure that debate is focused on meaning-

ful and relevant issues and that the educational value of the activity is maximized for the participants. To illustrate this one can look to the topic concerning the morality of possessing nuclear weapons (*Resolved: The possession of nuclear weapons is immoral*). One interpretation advanced by the affirmative was that the resolution dealt with universal disarmament. Such an interpretation would completely eliminate the word deterrence from the discussion of the topic. To anyone who has done the least bit of research on this topic it is apparent that the idea of deterrence lies at the heart of the issue. Any really world discussion of the issue would be considered shallow and incomplete if it neglected to address this issue. Any interpretation of this resolution that would eliminate the issue of deterrence from consideration would therefore not be well grounded from a theoretical standpoint. Since the very purpose of debate theory is to create meaningful discourse it should be clear that any interpretation of a resolution that is counter to this purpose should be rejected. Recognition of this by both debaters and judges would go a long way to increase the quality and substance of debate in the Lincoln Douglas format.

Another controversial issue in L-D concerns the extent to which pragmatic argumentation is appropriate. It is clear that in L-D no "plan" is required to meet the burden of defending the resolution. Yet what is exactly meant when one refers to a "plan" is not quite as clear cut. In policy debate a plan is offered by the affirmative team as a means of narrowing and defining the ground that they will defend in the round. That plan must fall within the limits established by the resolution, but the affirmative is not considered to be defending the entirety of the resolution. Any attempt in an L-D round to narrow the ground in the debate to one specific course of action would be inappropriate. This does not deny however that it may very well be necessary to provide practical explanation of the position one is advocating in an L-D round or even to explain the real world implications of the position which is advanced by one of the sides. To label such arguments a plan and attempt to disqualify them from consideration in the round would be to misinterpret what should be meant when one refers to plans and plan attacks.

In addition the use of so-called "counterplans" has created controversy in L-D. The primary argument advanced against the offering of alternatives to the

resolutionally defined position is that counterplans are a policy argument. When scrutinized this argument lacks substance and is founded on a faulty premise. Simply because something is used in policy debate does not mean that it should be precluded from use in L-D. Ideas must be evaluated independently to determine their appropriateness for a given format. The use of such ideas in one form of debate should have no bearing on whether they can be used appropriately in another form. The appropriateness of "counterplans" or alternatives in L-D should be defined primarily by the topic under consideration. There are certain topics where the failure to discuss alternative options would preclude a full and comprehensive discussion of the issue at hand. Take for example the resolution concerning violent revolution as a response to oppression (*Resolved: Violent revolution is a just response to oppression*). For any person actually confronted with this choice it would be unthinkable to not consider what alternatives might exist before deciding to use violence as a means to accomplish one's goals. In debating this topic it would only make sense to consider such alternatives before making a judgment. This type of consideration should be more important than whether or not these arguments fit what have traditionally been commonplace practices in L-D.

The use of "kritiks" in L-D has also been an extremely divisive issue. Initially "kritiks" seem to have wider acceptance amongst the policy debate community today than in Lincoln Douglas circles. Many people seem to forget that when "kritiks" first became prevalent in policy debate many attempted to discredit them by labeling them as L-D arguments. Certainly there are "kritiks" that would be inappropriate for value debate. "Kritiks" of the resolution itself that essentially lead to the conclusion that the topic is undebatable obviously do not facilitate the substantive discussion of ideas that is the purpose of any form of debate. Just like any other theoretical issue the nature of the topic itself should guide our consideration as to the acceptability of a particular form of argumentation. Arguments appropriate to the topic should not be rejected because they vary from the traditional ideas that are most often utilized. At the same time "kritik" arguments that are tangential to the issues embedded in the resolution or that fundamentally change the focus of the debate away from those issues (*Perlocution in page 20*).

The Stanford Debate Society presents the Summer 2002
Stanford National Forensic Institute

Three Week CX Program: July 28 - August 17
Four Week CX Program: July 28 - August 24

Two Week LD / IE: July 30 - August 12
Three Week LD: July 30 - August 19

**SUPERIOR
PROGRAM:**

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

**SUPERIOR
FACULTY:**

The majority of SNFI faculty will be current or former high school and collegiate coaches of national repute. Initially confirmed staff for this summer are:

Gerard Grigsby, Harker School
Russ Falconer, UC Berkeley
John Hines, U. North Texas
Casey Kelly, Wake Forest
Chris McFarlane, USC (CA)
Dan Shalmon, UC Berkeley
Byron Arthur, Stuart Hall
Jonathan Alston, Newark
Eric Holland, USC (CA)
Josette Surrat, New Orleans

Robert Thomas, NFC director
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Jen Johnson, UC Berkeley
Sarah Holbrook, West Georgia
Jon Sharp, USC (CA)
Aaron Timmons, Greenhill
Hetal Doshi, Emory
Jon Gegenheimer, Woodson
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Dave Arnett, UC Berkeley
Randy Luskey, UC Berkeley
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Judy Butler, formerly Emory
Takla Makridis, Arizona State
Michelle Coody, St. James
Erin White, Georgetown
Mazlin Shaiti, RL Turner
Morris Block, Alverwood HS
Matthew Fraser, SNFI Director

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

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

**REASONABLE
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Policy Debate

\$2,055 Three Week Program
\$3,000 Four Week Program
\$1,595 3 Week Commuter

LD and Events

\$1,525 Two Week Program
\$2,475 Three Week LD Program
\$1,195 2 Week Commuter

Given the nature and quality of the 2002 program the cost is quite low. This program, both in faculty composition and in structure compares favorably with programs costing nearly twice as much. The resident plan includes housing for the duration of the program, 3 meals a day on most days of the program, tuition and all required materials. The commuter plan includes tuition, lunch and dinner on most program days, and some materials. An additional \$85 application fee is required upon application to the SNFI.

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e-mail: snfi@mail.com

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

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2002 Stanford National Forensic Institute

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LD/TE: JULY 30 - AUG 12

RESIDENT: \$2055, COMMUTER: \$1595

RESIDENT: \$1,525, COMMUTER: \$1,195

AUG 17 - 24 CX LAB: \$950, COMMUTER: \$750

AUG 12 - 19 LD LAB: \$950, COMMUTER: \$750

Additional \$85 application fee required with all applications

APPLICATION FOR ADMISSION

Student Information:

First Name: _____ Last Name: _____

Gender: M ☐ F ☐ Age: _____ Grade in Fall 2002 _____Address: _____

Phone: _____ Email Address: _____

Mother's Name _____ Daytime Phone: _____

Father's Name: _____ Daytime Phone: _____

Coach's Name: _____ Phone: _____

High School _____

High School Address: _____

Application Information:

I am applying for (choose one on each line)

1. Division: ☐ Policy Debate ☐ Lincoln Douglas ☐ Individual Events2. Housing Status: ☐ Resident ☐ Commuter3. Number of Rounds: ☐ 0-10 ☐ 10-15 ☐ 15-20 ☐ 20-30 ☐ 30+

4. Years Experience: 0 1 2 3 4

On an additional sheet experienced students should list their complete record, including: tournaments attended, win/loss record or scores, division and placement and any awards won at each. Policy debate students who would like to debate with a specific partner at camp should list that person.

Program Information:

Please complete only the section corresponding to the division of the program you wish to be enrolled in. Please see information in the brochure regarding special programs before selecting those options. Applicants should also be aware that admissions for special programs are competitive.

Policy Debate:

Session Length: ☐ 3 Week Session ☐ 4 Week Session ☐ 4th Week Only _____
(please list previous camp attended during 2002)

Special Program:

(optional,
Most students do
not select a special
program)

☐ Swing Lab _____
(please list previous camp attended during 2002).

Lincoln Douglas:

Session Length: ☐ 2 Week Session ☐ 3 Week Session ☐ 3rd Week Only _____
(please list previous camp attended)

Special Program:

(optional)

☐ Stanford Advanced Seminar

Individual Events:

Please list two desired Events: _____
(primary) (secondary)

Special Program:

(optional)

☐ Extemp Lab

Important Information: (Please read "How to Apply" and "Program Information" sections of the SNFI brochure)

Program Information: Resident fees include room, board, and tuition. Commuter fees include tuition and lunch and dinner most days of the program. Upon application, all accepted students will receive a comprehensive enrollment packet which details enrollment procedures, including final payment deadlines. Limited need-based financial aid is available.

Enrollment Fees and Deadlines: To assure enrollment, submit the completed application and an \$85 non-refundable enrollment fee (which is additional and refundable only in the event that the applicant is not accepted to the program). Applicants who pay in full by May 1 are guaranteed admission. Priority enrollment deadline is May 25, but late applicants will be accepted as space permits. There is a late fee of \$50 for applications received after the May 25th deadline, \$50 for enrollment forms returned after the June 15th deadline, and a late fee of \$100 for applications received after June 15. Express mail is recommended after June 15.

Refund Policy: The SNFI is unable to offer refunds without the purchase of cancellation insurance. This insurance provides a refund, except for the insurance premium and initial application fee of \$85, if you cancel in writing prior to the start of the program. Refunds are given according to the following schedule:

<u>Days before Camp</u>	<u>Refund</u>
22 or more	100%
21-1	70%
6 or fewer	0%

The cost of insurance is \$125 for the Three Week policy session, \$195 for the Four Week policy session, \$95 for the Two Week LD and 11 students, \$165 for the LD Three Week session, and \$70 for CX or LD one week programs. Cancellation insurance is not available for applications submitted after June 15. Cancellation insurance may only be purchased upon application. No refund of any kind is offered without cancellation insurance. If you do not select a cancellation insurance option, we will assume you do not wish to purchase the insurance.

I would like to purchase cancellation insurance: ☐ Yes, insurance payment is enclosed ☐ No

I have read and understood the information above. I certify that the information I have provided in the above application is true to the best of my knowledge.

Student's Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

THE IMPORTANCE OF USING THE CRITERION EFFECTIVELY

by
Nathan Carle

Lincoln-Douglas debate focuses on philosophical dilemmas, either questioning the truth of a single normative statement, or attempting to prioritize two competing values. LD cases center primarily around two key terms: the value premise and the value criterion. Debaters present a value premise to identify the general good questioned in the resolution. The value criterion allows judges and debaters to weigh arguments in relation to the broad notion of good established by the value premise.

Typical criteria do not function as weighing mechanisms; instead they replace the value premise with an equally ambiguous concept. Although the fulfillment of obligations is narrower than morality, it performs poorly as a weighing mechanism to resolve the conflict because most debate topics place two competing obligations in conflict. Effective debate and fair adjudication demand a more focused standard, so more specific standards frequently appear later in the case or, in the worst situation, after the round in the judge's mind. Utilizing a narrow criterion increases the potential for objectivity in judging and allows debaters to achieve greater positional clarity.

The Real Importance of the Value

Lincoln-Douglas requires debaters to demonstrate the validity or falsity of a proposition of value. In most resolutions the wording suggests a value premise. For example, the resolutions "possession of nuclear weapons is immoral" and "human genetic engineering is morally justified" both outline the value dilemmas debaters must resolve. In these topics, linking arguments to morality meets the burden established by the resolution. Taking time to explain a link between the resolution and a different value other than one implicit in the resolution risks confusion, wastes time necessary for more important argumentation, and focuses on less important issues.

Comparative resolutions pose a challenge because the wording seldom directly

contains the value. For example, the topic, "The public's right to know ought to be valued above the right to privacy of candidates for public office," reveals a conflict between two values but does not suggest an overarching value. To determine a value premise that links your arguments to the resolution, debaters must analyze more than the text of the topic to determine a value that underlies both values competing in the resolution. In our example, both sides of the resolution are democratic values, so the debate should be evaluated in terms of who better facilitates a democracy. Picking a value of democracy, for example, would link to the resolution being true or false. Ultimately, a good value clearly relates your case to the truth of the resolution.

A well chosen value should provoke little question over its permanence. Unless a value is irrelevant to the resolution, or a comparative resolution allows for different resolutional interpretations, values should vary only in wording; there is no point to arguing the primacy of morality over moral justification. The definition of proper values also breeds little reason for disagreement. Morality and justice are both synonymous with "what ought to be." By definition, morality and justice are supreme values. A value for comparative resolutions, although not necessarily morality or justice, should work the same way. Referring to the previous example, one could not disagree with the value of democracy since the conflict of the resolution assumes the framework of a democratic government. This is consistent with the purpose of the value premise: a value premise that links to the truth of the resolution should be inherently supreme. Debate should focus on the criterion.

Where the Real Debate Begins

An ideal criterion outlines the burdens that must be met to prove the resolution true. This provides two important winning components: first, it clearly identifies what debaters need to prove in their case; and second, it provides the judge a defini-

tive standard to weigh issues in the debate.

Clearly identified burdens significantly increase the quality of argumentation. Rather than itemizing claims in a shopping list with no clear direction, debaters know specifically what claims to present, allowing debaters to focus more on making warranted and cogent arguments. Such arguments are analytically stronger and more compelling than a shopping list of unwarranted assertions. Additionally, predetermined burdens ensure ideological consistency within arguments. Since the same standard is ultimately not used to weigh each argument in a case with a broad criterion, inconsistent standards may inadvertently arise.

Providing the judge with a definitive standard significantly influences the outcome of the debate. An overbroad criterion forces the debaters to prioritize competing values as the round progresses, or forces the judge to adopt some standard so s/he can weigh. Weighing mechanisms established during the course of the round are typically unclear, weak, or conflicting weighing standards. Debaters lose control of the direction the round takes as poor standards muddle the round. Allowing the judge to decide how to weigh various impacts eliminates the debater's influence over the outcome of the round. Although it might seem clear that one right is more valuable than other to the debater, a judge may have a completely different point of view. Instead of his or her own point of view, a narrow criterion gives the judge a far more objective and clear standard.

Establishing a Definitive Criterion

Narrowing a resolution into specific principles or burdens is difficult, and it is certainly easier to establish on some resolutions than others. Broad criteria may be appropriate on some topics as well, since arguments are equally broad. Arguments that specifically impact to a government's capacity to protect individual rights in general may very well necessitate a broad crite-

nion such as the protection of individual rights. Arguments that impact on the protection of a specific right require a more specific criterion that provides a mechanism to prioritize different rights claims.

To deconstruct the resolution into definitive standards, debaters should determine what issue is central to the truth of the resolution. However, narrow criteria generally require more resolutional analysis than broad criteria. An example can be taken from, "The public's right to know ought to be valued above the right to privacy of candidate's for public office." Assuming that democracy is the value premise, and given the two issues in conflict, what is necessary for either side to prove the resolution true? One answer is that "it is necessary for the electorate to have all information relevant to making their vote." This standard narrows the debate into the burden of whether it is necessary to reveal information about a candidate's private life to provide voters with relevant information. Winning the issue of relevance is necessary and sufficient for proving the resolution.

Enhancing Debate

A definitive criterion requires less general claims to prove the resolution. Like in the previous example resolution, a debater only needs to empirically prove that affirming provides relevant information not otherwise available to the voters. Narrowing this debate into a few specific claims enhances the quality of debate for four reasons.

First, broad criteria open the debate to numerous different independently weighed claims. Numerous arguments impacted by numerous standards render the

round completely unweighable. The strategy of overbroad shopping list cases to causes on extending individual claims dropped by the opponent, which need no warrant to stand in the round, and then attempt to weigh arguments at the end. Such debate is unclear, and seldom works against debaters effectively utilizing narrow criteria. Eliminating the necessity for numerous independent claims through a narrow criterion averts confusion over weighing issues.



Nathan Carle

Second, narrow positions give debaters more time for warranting arguments. Warranted arguments force opponents to put more thought into developing responses, since one cannot simply point out that a claim is an unwarranted assertion. A narrow position established by a definitive criterion allows debaters the quantitative benefit of a shopping list case through extending numerous warrants; however, a narrow position is more efficient, since multiple warrants that link to the same position are weighed by a specific criterion.

Third, a narrow position is better prepared for overbroad cases with numerous independent claims. Defending a criterion that focuses the debate on one central is-

sue makes all claims that impact on a different standard irrelevant and insignificant. Applying your criterion to an overbroad shopping list case significantly diminishes the number of important claims, by weeding out the irrelevant arguments.

Fourth, the intellectual quality of argumentation increases when time is given to a few well developed claims. Narrowing the realm of the debate leads to a greater need for research and elevated analysis. Emphasizing the quantity of independent claims requires less thought on the actual underlying analysis, focusing on underlying analysis of claims probes deeper and more complex issues. Certainly more impressive than a collection of assertions, detailed analysis underlying the truth of a few specific claims increases the overall educational value of the activity.

Conclusion

Breaking down the topic into one central issue establishes a specific criterion. Utilizing a specific criterion is advantageous in two main areas of debate. First, specificity increases debaters influence over the discussion, by increasing overall clarity and providing a more objective weighing mechanism for the round. Second, a definitive criterion promotes four important aspects of strong debate: coherent weighing, better warranting, better coverage of opposing arguments, and more intellectual positions. Ultimately, utilizing the criterion effectively is critical to winning rounds.

Nathan Carle is a freshman at the University of North Carolina at Chapel Hill. He debated for Zebulon B. Vance High School (NC) where he placed in the top 20 at the 218th Oklahoma AFI Nationals.)

(Continued from page 15)

should be rejected.

To conclude it is important to realize that topics are framed carefully and that much thought and research goes into selecting and wording them. The topic itself therefore should define the proper parameters for debate. Only through proper consideration of the issues embedded in a resolution and adequate research of the importance of such issues can we hope to have the opportunity for relevant and educational debate on important issues. We as a community must recognize this in order for Lincoln Douglas Debate to remain a relevant

and valuable activity. This will require that we approach original ideas with an open mind and with the flexibility to stray away from traditional practices when they no longer serve their fundamental purpose of creating a meaningful educational experience for all involved.

(R.J. Pellicciotta teaches at South Mecklenburg High School (NC). He is a graduate of the University of North Carolina at Chapel Hill and previously coached at Chapel Hill High School. His students have qualified and reached the champion-

ship rounds of both the AFI National Tournament and the National Tournament of Champions. In addition they have reached the late elimination rounds of such invitational tournaments as the Wake Forest National Earlybird, the Glenbrook National and Emory's Barkley Forum. He also teaches at the debate institutes hosted by the University of Iowa and Sanford University.)



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21

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WEIGHING AND IMPACTING IN LINCOLN DOUGLAS DEBATE

by

Anna Manasco

As an institute staff member and judge, I have arrived at a new appreciation for the intricacies and strategies of debate, one grounded in a understanding of the activity clearer than that I professed as a competitor and reflected in every paper I write, speech I make, and intellectual argument in which I engage. Most of this new understanding revolves around proving why arguments matter though arguments may be convincing and believable, essential to their credibility and force is proof of WHY its worth it for the listener to believe or be convinced. Weighing and impacting strategies, critical to proving why arguments matter, are strategies I thought I executed effectively four years ago, but have since learned I often misapplied and misunderstood.

Central to my misunderstanding was the belief that arguments must be impacted EXCLUSIVELY to the value premise/criteria structure of my own case. This problem still plagues many debaters, especially those wed to (and rightfully so) the value premise and criteria links in their case. You often hear debaters tell me that their claims only matter because they carry them to justice, or because they benefit the entire society, or because they protect individual rights, any one of those impacts being either the value or a criterion. Though such strategies make cases fit nicely together, they allow debaters no flexibility in rounds. That is, once one limits the impacts of his/her case arguments to his/her own value structure, s/he precludes the possibility that those same arguments, likely the most thorough and evidenced ones given that they are in case, might also win him/her some of the benefits that the opponent professes. Put simply, if a debater impacts exclusively to his or her own value premise, s/he significantly reduces the likelihood that s/he will be able to turn any of her/his opponent's arguments. This is not to say, at all, that debaters should avoid impacting to their value structures. Instead my claim is that debaters should impact not only to their own value structure, but also to other things, particularly

anticipated opponent value structures and claims.

a) Anticipated opponent value structures. When affirmative or negative value ground is clear debaters should make every effort to include in their own cases arguments that might turn the thesis of their opponents' cases. If I anticipate that my opponent will defend justice, I should construct arguments and make in case (in constructive) impacts to justice in addition to those I make to my own value.

b) Anticipated opponent claims. Debaters should attempt to include arguments in their cases that preemptively turn arguments they expect their opponents to make. If misused, this strategy backfires, especially on affirmatives, who sometimes make arguments for their opponents well before the NC. In executing it, then, it is not necessary for affirmatives to state an argument and then turn it. Instead, it is only necessary for them to create an argument, complete with claim and warrant, about why exactly they win an argument that they expect their opponents to make. For example:

Resolved: In the US justice system, due process ought to be valued above the pursuit of truth when the two conflict.

If I expect that my opponent is going to argue that citizens have faith in a government that pursues truth and locks criminals behind bars, even at the expense of due process, I should argue that people will actually have MORE faith in a government that adheres to its own written laws. As an affirmative, I have made no argument for the negative, but have simply made one for my own position that I reasonably expect that they'll make for theirs.

Such impacting- external impacting- a) relies on one's ability to impact in case, b) invites further weighing and impact-

ing in rebuttal and c) if not done properly, exposes one to easy attack in rebuttal.

The mechanics of impacting effectively in case are simple and clear, but often elude debaters. At the risk of sounding basic, debaters should highlight their impacts "The impact is" or "This matters because" or "As a result, x number of things happens" are all acceptable phrases. Flux is particularly important for debaters who speak quickly, as judges will often otherwise miss the transition from premise (claim and warrant) to impact. The impact should come immediately before or directly after the link to the value premise and criterion, for otherwise, it will seem misplaced.

Impacting in case invites counter impacting and weighing in rebuttal, as it gives one's opponent an early idea about key points in the round. THIS IS A GOOD THING. It will make better debate, and will create a more informed argument. Debaters too often think there is something to win with muddled or one-sentence impacts early on that magically clarify themselves in the final minutes of the round. This strategy is not only deceptive, but also is likely to undercut the force of the argument, maybe so much so that it is not able, at the last minute, to overcome an opponent's claim. In any event, counter-impacting should either 1) turn the impact or 2) attempt to outweigh it.

Both impact turns and outweighing strategies should be thought of at home. It is entirely possible to conceive turns and turnups to impacts well before they are mentioned, if only one puts in enough time and thinks hard enough before arriving at the tournament. In fact, pre-conceived impacts and arguments are more likely to be successful than those shut off with just a few seconds of thought. Pre-conceived does not mean canned, however, arguments can be thought about and responses devised with out particular words or phrases being ap- (Mansco in page 34)

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For more information, contact Dr. Peter Pober at ppober@mail.utexas.edu
Dr. Joel Rollins at jd.rollins@mail.utexas.edu, or call 512-471-1957 or 512-471-1918

For questions about the CX sessions contact Dr. Kevin Kuswa at kkuswa@richmond.edu
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The Bates Policy Debate Institute was founded in 1974 by the late Professor Robert Branham. The Lincoln Douglas workshop was added in the 1980s, and 1997 marked the addition of a one week program in individual speech events.

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

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COLLEGE LD

THE NEXT STEP?

by
Jason Gordon

When the National Forensics League pioneered Lincoln Douglas debate in the early 80's, no one had any idea that it would be as successful as it is today. Lincoln Douglas debate is offered at many schools around the nation, and is debated at the three national tournaments. On local and national circuits alike it is paired side by side with policy debate. My experience with LD has been from the ground up.

As a freshman at Glenbrook North, I knew very little about debate, or the school's success. LD was virtually non-existent when Cheryl Nielsens, then LD coach at GBN, approached me to come after school one day in November. She introduced me to an activity that she participated in at Lakewood Newman when she was in high school, value debate. At the time, I was uncertain of what debate was, but I decided to take part in the new activity. After a few tournaments, I decided LD was very fitting, and I continued to work at it.

As spring neared, I was told that I could go to debate camp. Debate camp? They have camps for debate? That summer, I attended the Summer Institute in Forensics at the University of Iowa. I was amazed to see how much I had to learn. I came back excited to participate, and called Cheryl as soon as I got back. Ted Belch, head coach at GBN, recognized that I was serious to take this program to new levels. He asked me if I would be interested in traveling with the policy team, and as a sophomore, I began going to national circuit tournaments.

Four years later, I got word that the first LD debater from GBN was invited to the MIA Round Robin. To imagine that a program that started from nothing is enjoying some success today is unfathomable. My experiences working with Ted, Cheryl, and new coach Fred Noyes were amazing. Though my success as a debater was limited, I learned how to build a program from nothing. I attribute the success of the activity at GBN to Ted. His willingness to try new things, and take risks make the LD program what it is today. Dr. David Hingsman

and Paul Bellus at the University of Iowa recognized these experiences I had, and approached me when I came to Iowa.

Coming to Iowa, I realized that I could only debate NDT, because that was the activity offered by the program. Dr. Dave, Paul Slappey and I sat down to dinner one night, and Dr. Dave told us his mission: "Jason, I would like to start an LD program on the college level, and I want you to help me do it." I was flattered to be asked to pioneer an activity I love on the collegiate level.

After gathering information from students around the country, I have realized there is a need for collegiate LD as it is neglected on the high school level. There exist other forms of debate, which appear as feeders for high school LDers, none of which come close to LD debate. However, I found that most LDers stop debating after high school. It's not that they don't want to debate (though this might be the case for a few) but that they don't have an activity which is similar to the one in which they participated in high school.

That spring, we hosted the first Bland Collegiate LD Round Robin with Michelin Massey from the University of Colorado-Boulder defeating Jowei Chen from Yale on a 2-1 decision, with Professors Nelson and Farrell on top, and Professor Slappey in dissent. While this tournament was a large step toward a national program, it also shed some light on the challenges that the activity faces as we move forward.

The first challenge is funding. Some students need to be able to go to their existing speech clubs in college and ask for money to participate in college LD. This becomes troublesome. While some organizations are small and tight for money, I have found others that are too selfish to give it up their existing funds. I spoke with an ex-LD'er now on one of the largest NDT teams in the country and asked her if her coach was interested in traveling debaters to our tournament. The coach said she could not justify the expense, because she felt the money would be better spent on NDT. I

was offended that these same individuals would host LD at their tournaments for high school, but not be willing to put their money where their mouth is.

At this point, I want to commend Dr. David Hingsman and Paul Bellus for reaching out, as Ted Belch did when I was in high school. All of them have had very successful policy teams in recent years, and yet they still want to branch out. I thank them for their willingness to explore other forms of debate.

That being said, there are some students who wish to participate in college LD without speech clubs at their respective colleges and universities. These individuals must work through their student governments to receive funding. Without a budget, it becomes hard for these individuals to travel. Learning how to request funding from student governments may be the largest list of red tape some debaters face. When they go at it alone, this burden would deter a great number of individuals from trying to travel.

The second challenge is convincing existing programs to open their arms to new debate. As noted from the unnamed coaches' response above, some programs may feel LD is not something they want to pursue. I ask them why? I have yet to get a sufficient response. I will admit that some programs fear my attempts to start college LD, as they feel it will take away students from their existing infrastructure, but I argue that this activity will bring new kids to the program, not steal theirs. Regardless, I cannot comprehend why so many are scared of a new program. Maybe it's because they don't want to spend the money on it (but I am offended at such a response). I should note that some of the participants at our round robin paid for it out of their own pocket.

The third challenge is forming a national organization. After this is accomplished, we see many other challenges becoming easier. Membership to a national organization could allow students to form local chapters and request funding. I ur-

thermore regional contests could attract students who cannot travel far. Finally, the activity could be held at tournaments side by side with NDT, as Policy and LD are on the high school circuit.

At this point, some questions still remain. First, why not participate in parliamentary debate, instead of Lincoln Douglas? The answer to this question is rooted in the fundamentals of Lincoln Douglas debate. LD is a unique activity that encourages careful preparation. LD requires extensive research on a topic, and careful preparation. I am finding more frequently, that high school debaters who do extensive research are those with well-developed arguments. Students moving away from the stock evidence towards quality literature are those debaters who are in the later elimination debates. Further, with the changing of topics on a frequent basis, LD debaters gain a greater depth of knowledge on different current issues.

Lincoln Douglas debate also allows individuals to participate in an activity which individuals can make quick decisions on their toes. Unlike policy, or parliamentary debate, judges and debaters hold unique weight to the cross-examination period. Conceding arguments, trapping opponents and setting up responses become very important in cross ex and are unique to LD debate. Unlike collegiate parliamentary debate, collegiate LD forces individuals to make quick decisions about which arguments to emphasize in rebuttals, time

allocation, word economy, and flow coverage. Finally, LD provides a unique activity that discusses issues of value. The development of a value premise, criteria and arguments that circulate around a central thesis are all distinctive to LD.

The second question that many are asking is why participate in Collegiate LD at all, instead of focusing more on academics. My response is that LD has a close relationship with academic research, writing, and learning in the humanities and social sciences. Specifically, topics including philosophy, political science, political theory, communication studies, journalism, fine arts, history and sociology. Students who debate are exposed to core issues in all of these fields. As noted above, LD forces students to research extensively. Not just the ability to research effectively, but the topics being researched for debate directly permeate the issues being discussed in the class. Ultimately, the more informed student is the student who writes the better papers, and essays on exams.

Collegiate Lincoln Douglas, similar to NDT, forces students to think a certain way. Critical thinking serves an important function in the fields of academics, business, law, medicine, and many other professional fields. My point here is simple, continuing to think this way, through debate, will allow success in both undergraduate, and post undergraduate experiences.

Ultimately, it is each student's decision to debate in a post high school atmo-

sphere. My argument is simple. Despite the initial hurdles that the activity faces, a greater benefit exists to the student, both in academics, and as an alternative to parliamentary debate. Collegiate LD serves unique functions in the fields of research, critical thinking skills, and breadth of knowledge that students would not be exposed to otherwise.



Jason Gordon and Tara Voss debating at the Boyd Law Building

(Jason Gordon is a double major in political science and economics in the honors program at the University of Iowa. Jason is a member of the A. Craig Baird Debate Forum at the University. Each spring, Jason hosts the Iowa Juniors Round Robin. The top 28 sophomores and juniors are invited each year to participate in the tournament. Outside of debate, Jason participates in Dance Marathon, Phi Alpha Delta Pre-Law Fraternity, student government, local politics, and is an avid Hawkeye fan.)

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idea Announces the Launch of its International Annual Intensive Summer Debate Institute

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LINCOLN-DOUGLAS A two week workshop beginning July 1st and running through July 14th which will focus on the Lincoln-Douglas Debate Format. This workshop will primarily be for students wishing to work on the Lincoln Debate topics offered for the 2002-2003 Lincoln-Douglas Debate Championships League.

Program Director Eric DiMichele of Regis High School, New York, NY

Session 2 — Duino, Italy

ADVANCED LINCOLN-DOUGLAS An eight day workshop beginning on July 14th and running through July 21st, which will be for advanced Lincoln-Douglas debaters. The workshop will primarily be for students wishing to further work on the Lincoln Debate topics offered for the 2002-2003 Lincoln-Douglas Debate Championships League.

Program Director Eric DiMichele of Regis High School, New York, NY

WORLD SCHOOLS DEBATING FORMAT An eight day workshop beginning on July 14th and running through July 21st, which will focus on the World Schools Debating Format. The workshop will host students interested in the annual World School Debating Championships and the World Schools Debating Format as a trial event.

Program Director James Sullivan of Vermont School Debating Championships

PARLIAMENTARY DEBATE FORMAT An eight day workshop beginning on July 14th and running through July 21st, which will focus on Parliamentary Debate.

Program Director Jim Moran of Claremont College

KARL KOPPER DEBATE FORMAT An eight day workshop beginning on July 14th and running through July 21st, which will focus on the Karl Kopper Debate Format. This workshop is for students interested in the academic debate format created by DEA. The students participating in this workshop will continue on to the Slovak Republic for the eighth annual IDEA Summer Camp.

Program Director Virginia Foxworth, Director of Informal Education Debate Center, Lithuania

Session 3 — High Tatras, Slovakia

IDEA YOUTH FORUM Brings together high school students of various levels and teachers from all around the world for a period of twelve days beginning on July 24th and ending on August 4th. The forum will focus on the theme of cultural rights and features two debate tournaments. The national team tournament will determine the national champion and the Karl Kopper Debate Format tournament will determine the Karl Kopper champion. Students' tests upon the debate elements, content sessions on the topic of global issues, and seminars on global issues as related to the current global challenges.

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Session 1 \$1,150 USD

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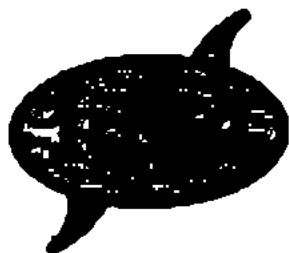
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*Travel, meals, and accommodation for the participants, transportation to and from the airport and drop off from the airport, and transportation to the site of the competition, as well as the help of the local government in getting to Duino.

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debutante place from several years

and styling of the interior. The interior is a mix of modern and traditional design. The living room is the largest room, featuring a large fireplace, a large window, and a large rug. The kitchen is a modern kitchen with a large island and a large window. The dining room is a small room with a large window and a large rug. The bedrooms are two rooms, each with a large window and a large rug. The bathroom is a small room with a large window and a large rug. Additionally, the property has a large garden with a large lawn and a large tree. For more information or to reserve a space, please contact:

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The results were published in the *Journal of Applied Psychology* in 1997. The authors concluded that the agreement of the results of the direct and indirect generalization tests was not statistically significant. Therefore, the authors concluded that the direct and indirect generalization tests were not statistically significant. The authors also concluded that the direct and indirect generalization tests were not statistically significant. The authors also concluded that the direct and indirect generalization tests were not statistically significant.

For more information or to reserve a space, please contact:

Nina Watkins

Idem *Epist. 27* "Ergo" *ibid.* 28

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$$N_{\text{max}} = 10^4, \quad N = 500$$

2014年12月

1. $\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$

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Steve Conaway: a graduate of St. Joseph's University and the Temple University School of Law who also attended the University of Athens Law School in Greece. For the last six years Steve has coached at St. Joseph's University in extemporaneous and impromptu speaking. He has coached over a dozen national finalists, including four national champions, and has over 25 years experience with forensics. Steve has a special talent for teaching novice and intermediate students how to improve and excel in extemp. He is currently a trial attorney in Philadelphia.



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"A PROPOSAL FOR RESOLUTIONALLY BASED CRITERION AND OPPOSING INFORMING VALUES IN LINCOLN-DOUGLAS DEBATE"

by
Fred Robertson



It was my first year at Fremont High School, 1985. I was the assistant speech and debate coach. I had 8th period as one of my planning times, and this was when the rambunctious group of students known as the speech and debate class met across the hall from me in Room B-110. I had begun occasionally taking in a few extempers to give them feedback on their practice speeches, and I might watch an interpretation piece now and then, but my duties were not yet onerous. There was one particular speech and debate student, however, who soon caught my eye, not because of any special talent—though I later found he had quite a lot of ability—but because this prize-sized sophomore kept getting thrown out of class, and therefore spent a lot of time in the hallway just outside my room. One day he saw me watching him endure another period in exile. After knocking on my door, he asked if he could come visit me in B-110. Foolishly, I saw no harm in this, and soon thereafter, the little conceiver had convinced me to coach him in something called Lincoln-Douglas debate.

Within about a month and a half, after finding out what the topic was and perusing the Baylor Briefs, we decided we were ready to enter the wild world of competitive debate. He and I were at our first tournament at Millard South High School, where my tiny neophyte was an entrant in LD. At this time, there was no such thing as novice LD, so in our first round, we found ourselves facing a third-year senior from Omaha Westside. I say "our" first round, because I went to the round with my young charge, anxious to see what our weeks of training and study would yield. My eager novice was affirming, and he delivered his LAC with sincere belief and engaging enthusiasm. My heart was proud. Next came cross-examination, but we felt we were prepared. Although barely 4 feet tall, my once lall-exited youngster exuded the confidence of a man twice his size, I figured he could handle himself.

I'll never forget that first question from his opponent: "I don't believe you mentioned a value in your case. Do you have a value, or any values?"

My debater and I exchanged puzzled glances. "Value? Values?" We must have skipped that section in the Baylor book. I shrugged, silently giving him the message: "Your guess is as good as mine."

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Some of you who are reading this who know Gibson (John judged Lincoln-Douglas debate and was an assistant coach for most of the 90's, he taught and coached debate very successfully at Millard West High School for the past three years) may be thinking that no truer statement was ever made by him, but I didn't tell the story to embarrass John. Instead I told it to illustrate my own lack of knowledge as I began coaching LD, and in general, the rather "new event" nature of Lincoln-Douglas at that time, which wasn't all that long ago.

One thing remains the same, however, in my reaction to Lincoln-Douglas debate, 16 years later. I am still often puzzled by the way a value or values are used in a round, and I am also usually a bit perplexed by the way in which a criterion (which was added to the value or values in most places, I believe, in the early 90's) is utilized in LD debate.

It really shouldn't be so confusing. A criterion is quite simply "a rule or standard for making a judgment." A value is an "established ideal of life that the members of a given society find desirable." Perhaps the "given society" part of that explanation is questionable, since some values are perhaps more universally recognized, but this definition of a value still seems quite accurate. When a couple of people debate a resolution in which such desirable ideals and their prioritization are at issue, values usually will be in conflict, with proponents on the different sides of the issue selecting different values which they believe deserve higher rank. For example, in the November/December topic currently being debated as I write this article—"Resolved: A lesser developed nation's right to develop ought to take priority over its obligation to protect the environment"—it appears that the affirmative might value "the provision of basic human needs" or "progress" or "economic, social, and political advancement." Conversely, the negative might argue that "environmental preservation" or "ecological balance" or "equal respect for all life" is an ideal that deserves higher prioritization. Or, as used to be the case in many Lincoln-Douglas debate rounds in the late 80's and early 90's, a debater might argue that his or her side of the resolution was informed by more than one value.

I know that some people reading this are already reacting—"No. You've got it all wrong. The value is the one ideal that we could all agree upon, desired by both sides of the debate when they argue about this issue." Therefore, the value should perhaps be proposed as "governmental legitimacy" or "the fulfillment of the social contract" or old standbys such as "morality" or "justice." The value shouldn't be argued about at least not that much, according to this view of Lincoln-Douglas debate, rather, it is the criterion portion of the debate in which the real clash ought to take place.

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the different sides of the debate might propose different criteria to determine either the legitimacy of a resolution or its "affirmative," "legitimate" or "negative" status.

In the case of rounds that have been argued this way, they have usually been successful, although there are many examples of cases in which the value/criterion criterion becomes little more than a mere formality. Nevertheless, it has always struck me as odd that Lincoln-Douglas rounds are argued in this manner because I think (as do some others, like Heath Dixon, former coach at San Antonio—Lee High School) that this way of arguing has pretty much everything backwards. Opposing sides on issues that cause values argument do not usually disagree because they value the same thing equally; they most likely disagree because they believe different values ought to have higher priority. Proponents of the legitimacy of capital punishment value retributive justice and believe it deserves to be prioritized over the sanctity of all human life, whereas opponents of capital punishment value the sanctity (or perhaps, the dignity) of all human life above any retributive value. I realize that there are folks who would argue with that assessment of values on the opposing sides of the capital punishment issue. Some would contend, along with Kant, that advocates of capital punishment take their position because of a respect for the dignity of all life, along with a high value placed upon autonomous choice. I won't deny that there are times when opposing sides of a resolution may be informed by the same value; however, I would still argue that this is not the case as a general rule.

But if this is so, where does the criterion come in? This is a reasonable question given that if one accepts my first premise—that a single preeminent value is not in reality agreed upon by opponents in Lincoln-Douglas debate—there would then be no reason to have the affirmative and negative proposing different criteria as ways to meet the same value.

However, I believe if one looks at the definition of criterion—"a rule or standard for making a judgment"—it becomes clear that the criterion can serve a vital role in a debate in which someone is asked to make a judgment, namely, the judge. Therefore, I see the criterion (as do some others, like Eric Sack, former debate coach at Lincoln Southeast High School) as a proposed

standard for judgment which ought to be derived from the resolution at hand, and which ought to be arguably achievable by both sides of the resolution. After all, the debaters are arguing about a resolution, and the judge has to decide which debater better supports either affirmation or negation of that resolution. Therefore, the debaters ought to propose a standard, tied to the topic at hand for making that judgment, and then prove that they meet that standard. For example, on the development/environmental protection topic, since the decision-maker in the resolution is a lesser developed "nation," and since the resolution asks what that nation "ought" to prioritize, I believe a very solid criterion for determining who wins a round on this topic would be who best meets "governmental duty."

The resolution is, after all, a proposal of what ought to be placed in a position of higher priority in a lesser developed nation's duties—either development or environmental protection. The two sides of the debate, because of differing value prioritization, do not agree on what is more important in fulfilling governmental duties, and the affirmative might argue that it would be unfair to expect that the same priority to protect the environment be placed upon lesser developed nations, but both sides are clearly arguing "I am telling the real story of what ought to be a lesser developed nation's moral duty." It's the criterion that ought to be the more likely to be agreed upon standard at least as I see it (as do some others, like John Gibson, he and I eventually became a bit less confused about such things).

A few of you who have read what I have written on the Id-1 (a great debate listserve administered by P.J. Wexler) concerning this subject may still be asking "But aren't you just arguing that debaters ought to turn the value and criterion around?" and/or "Isn't a criterion like 'governmental duty' still very general and haven't you argued in the past that such vague generalities lead to mind-numbing debate rounds?"

To the first question, I answer "Yes. That's pretty much exactly what I am arguing—the way the majority of Lincoln-Douglas debaters argue the value and criterion invents what the words actually mean." I understand how the more commonly accepted approach developed. When one side argued "freedom is a great value and most important to us all" and the other side argued "security is a great value and even more important" which happened frequently in Lincoln-Douglas rounds in the

late 80's, coaches searched for a way to clarify such nebulous debate. Critical to the ensuing development of the value/premise/value criterion format was the idea that a values premise ought to be the core of any affirmative or negative case, and that such a values premise agreeable to both sides of a resolution can actually be deduced. I have never concurred with those who argue that such an agreed-upon values premise, common to both sides of a resolution, is actually determinable, or that this format leads to better debate. However, I do believe that agreement of both sides is possible in the criterion debate, when the standard is proposed as a decision mechanism based on the resolution, which leads to my answer to the second question.

Minh Luong, at a National Debate Coaches' Association workshop a few years ago (and in an article published in the *Rostrum*), proposed that more specific, concrete values and criteria ought to be argued in Lincoln-Douglas debate. I agree. It makes for better debate if a negative values "preservation of ecosystems" instead of "nature," since the latter is far more nebulous in meaning and not conducive to straightforward argument. I argue that the same specificity is necessary for quality criterion debate, and that debaters ought to explain the actual qualities that define their proposed criterion. For example, an affirmative proposing the criterion of "governmental duty" on the November/December topic might explain that a nation's duties must include securing the interests, rights and needs of its people and that a lesser developed nation especially ought to pursue this duty, because it is by definition (I know this is arguable, development kritik lovers) not adequately meeting its obligations to its people. Even given some harm to the environment, an affirmative could argue, these obligations must be the nation's priority.

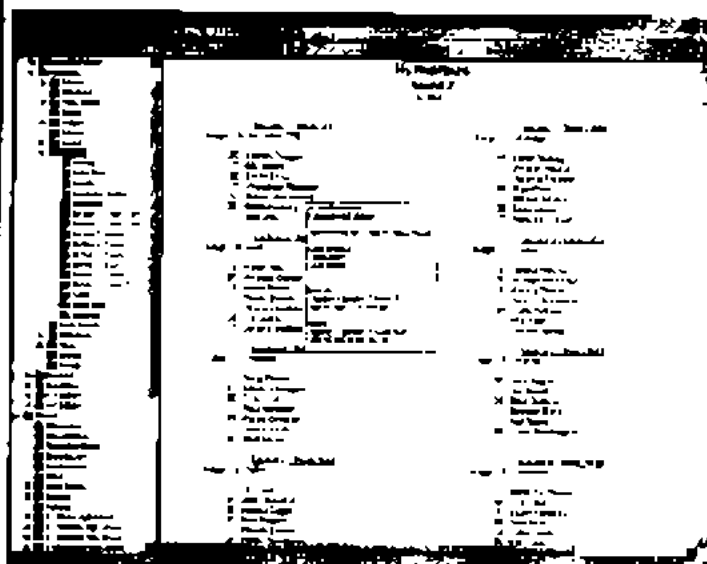
On the negative side, one could argue that the "governmental duty" of any nation is not so simple. Although nations must certainly value the needs, rights and interests of their people in the here and now, countries also have duties not to harm the needs, rights, and interests of their own future citizens. Nations also have duties to do no intentional harm to other countries that have done them no harm. Despite the special conditions of a lesser developed nation, which appear in call for heightened

(Robertson continued to page 56)

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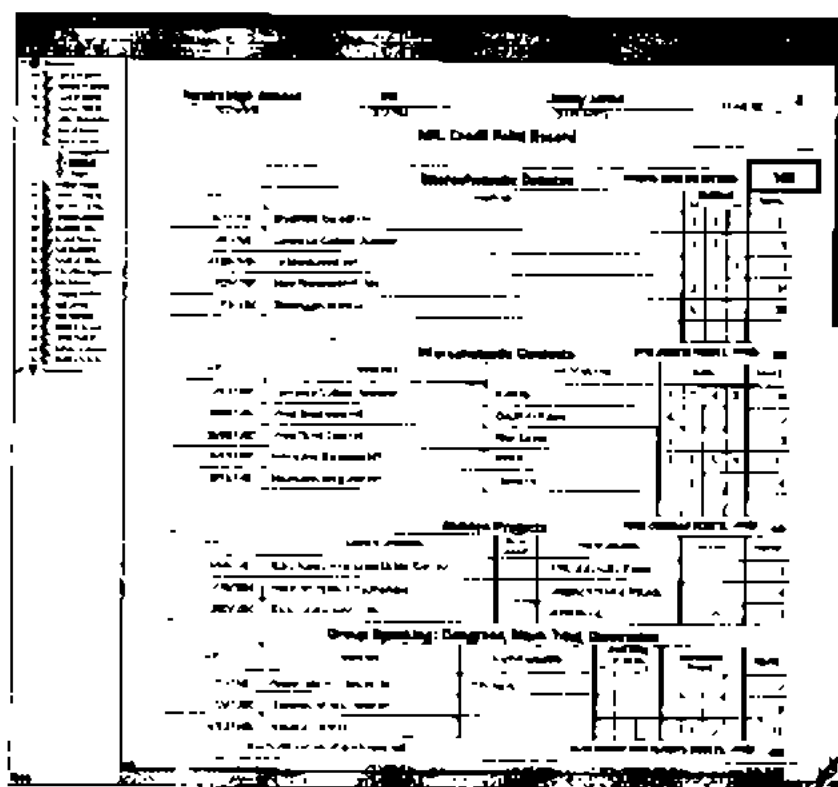
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LINCOLN-DOUGLAS MAKES UDL DEBUT

by
R. Eric Barnes

In September 2001 the nation's first Lincoln-Douglas Urban Debate League (UDL) will begin in Springfield (MA). The Springfield program, known as the Debate Empowerment and Leadership (DLAL) Program, is sponsored by the Weissman Center for Leadership at Mount Holyoke College. More than a year of preparation has been spent coordinating efforts between the college and Springfield Public Schools.

The Springfield league is unique among UDLs because it focuses on LD debate rather than Policy debate. It is worth explaining why. Both Policy and LD offer students a remarkable opportunity to gain a wide variety of essential academic and leadership skills. The reasons behind choosing LD fall into three categories. First, an understanding of the resources available in this area; second, a comparison of the skills taught by each form of debate; third, the comparative benefits of experimentation and replication.

Available Resources

Springfield is a small city with big city problems. There is widespread poverty, racial tension, and high dropout and truancy rates. The neighboring cities of Holyoke and Chicopee have similar problems. Yet, just north of this metropolitan area is a major center for higher education surrounding Amherst (MA). Improving the public schools can help these cities significantly, and the surrounding colleges can help. Establishing such partnerships is a basic principle of the UDL movement. The question was, how best can we use the resources of these colleges to develop a successful UDL in Springfield?

College students in this area are better prepared to coach LD. None of the area colleges has a Policy debate team, but three have Parliamentary (Parli) debate teams, which is similar to LD. Parli debaters easily become LD coaches, but it is difficult for them to coach Policy. Moreover, students at these liberal-arts colleges are generally familiar with the historical, moral, political and legal theories most commonly used in LD. So, the greater availability of college mentors for an LD program within this area was a significant factor.

A second factor was the lack of mainstream high school debate programs of any sort in Western Massachusetts. There is very little debate of any sort in the surrounding area. It will be easier for area high schools that are not a part of the Springfield UDL to develop LD programs in response to a new UDL because it takes less formal training to start coaching LD. So, the likely greater availability of local mainstream competition was also a factor.

The latest factor was that the initiative for this UDL came from one person who has extensive experience coaching LD debate. So, the resources for training teachers and college students to be LD coaches were much more available than the resources for Policy. This, together with the first two resource considerations, suggested that an LD league was a better option -- but this was not the final consideration.

Skill Development

Before considering the skills developed by LD and Policy, one must realize how remarkably similar these events are in the context of all available curricular and extracurricular activities. LD and Policy are two peas in a pod, only of slightly different color and texture. In large part, the skills being taught by both are the same. Both have the ability to change students' lives through opening their minds to the world of dialogue and critical inquiry.

With that perspective firmly in mind, Policy and LD are not the identical. Their participants develop somewhat different sets of skills. The choice of which to use in a UDL should be informed by these differences. Consider the primary differences as outlined in the following chart.

Policy & LD Differences

- | | |
|---|--|
| P | Debate one topic per year (debate) |
| L | Debate four or five topics per year (debate) |
| P | Formal research skills (research) |
| L | Less formal research skills (research) |
| P | An empirical focus (value) |
| L | A philosophical focus (principles) |
| P | A team event (cooperation on teams) |
| L | An individual event (self-reliance) |
| P | Less speaking time (more rapid responses) |
| L | More speaking time (excellent speaking skills) |

The comparisons are more complex than these brief remarks will adequately illuminate. To begin, students spending four years in Policy will gain an exceptionally detailed understanding of four significant issues, while students doing LD will be exposed to a less detailed understanding of sixteen to twenty significant issues. It seems like a simple choice between depth and breadth of understanding, neither being clearly superior. But this is misleading, because the Policy debater's research extends well beyond the apparent scope of the resolution, while the LD debater's research returns to the same issues on many occasions -- flipping the previous depth/breadth distinction. This flip is captured by the research skills honed by each format. Excelling in Policy demands research from a wide variety of sources, while excelling in LD demands development of a deep understanding of the history of moral, political and legal theory. Even if we were to conclude that success in Policy required more research than success in LD, it is unclear whether this tells in favor of using LD or Policy in a UDL setting. Nothing that has been said so far about the differences between the two forms carries much weight in deciding which to use in a UDL.

There are certain stylistic differences between Policy and LD. First among these is the demand in Policy for the affirmative team to propose a specific plan, not required in LD. Because of this, Policy is more concerned with empirical claims, while LD focuses on the philosophical aspects of an issue. But it is a gross misunderstanding to think either that theories of 'value' have no place in Policy or that empirical evidence has no place in LD. Both forms of debate concern normative (i.e., value-based) questions and both are about the real (i.e., empirical) world; they just *focus* on different aspects. An exclusive concern with either is a mistake, but neither focus is inherently better than the other.

Other stylistic differences also develop different skills. Policy teaches teamwork, while LD teaches independence. The style of speech and longer rounds in Policy allows students to get deeper into the issues simply by allowing more information

to be presented, while the style of speech and brevity of LD rounds teaches students to be simultaneously precise and concise, and also to speak in a manner that is persuasive and accessible to a broad audience. The claim that the Policy style is detrimental to good public speaking is surely incorrect -- although LD does better prepare students for normal public speaking. Other stylistic differences exist, but none demonstrates conclusively that one form of debate is superior in the context of a UDL.

It has been argued that the minority (particularly African-American) students that are served by UDLs already have a command of the type of public speaking skills that are developed through LD, and so are more in need of the skills taught by Policy. But many minorities lack this supposed command of public speaking, so the generalization is misleading at best. Moreover, even if it were true, this generalization cuts both ways. One could argue that a UDI should leverage students' existing skills to facilitate their entry into competitive debate. Again, this doesn't tell us which form of debate to use.

In sports, forensics, or elsewhere, team events teach reliance on others, while individual events teach reliance on oneself. If the students served by UDLs are in greater need of learning reliance on and trust of others than self-reliance, then Policy does more to foster this. But the importance of teaching self-reliance should not be underestimated, and it is certainly a mistake to stereotype all UDL students as needing one more than the other. Ideally, opportunities to develop both would be available. Indeed, our ultimate goal is to make both Policy and LD available, not just in Springfield, but everywhere -- as discussed below.

This entire discussion recognizes that either form, if done poorly, will be less beneficial, and that the comparison should be between both forms when done well. To use stereotypes, this means that Policy will not be taught merely as dueling evidence cut from handbooks, and that LD will not be taught merely as a dueling oratory of style with no substance. Given this, and the comparisons made above, the set of skills developed by one form of debate offers no advantage so significant as to make it the clear choice for a UDL. So, the decision on which form of debate to use in the Springfield UDL needed to be based on some other considerations.

Experimentation

Clearly, Policy UDLs have a positive and significant impact on the education and lives of urban youths in under-resourced schools. However, it would be foolish to assume that no significant improvements can be made upon the current model. Since the only way to discover improvements is to experiment, it is imperative that we try new methods and variations. It is in this spirit that the DEAL Program is beginning the Springfield UDL using LD.

Despite the remarkable similarity of LD and Policy, it is possible that one form is more effective in a UDI context. This may consist in teaching a more valuable set of skills or it could consist in some other advantage such as ease of initiating a UDI, auxiliary benefits for teachers from learning to coach, ease of student recruitment and retention, ongoing costs and sustainability, and numerous other possible advantages. Let's examine some of these possible advantages, keeping in mind that they may not actually materialize. Indeed, the point is that although there is antecedent reason to expect some of the advantages, only by experimenting with an actual league can we determine if these exist.

First, it seems easier to initiate an LD league, because there is considerably less debate specific theory and jargon, which coaches need to become comfortable with to the point that they are themselves able to teach it. The DEAL Program began with two Saturday workshops for the new coaches, which is considerably less training than is required for a new Policy coach. College mentors also require less training in help with LD. This decreased need for people with specialized knowledge may increase the access to debate, and increased access is a cornerstone of the UDL movement. Moreover, an LD league requires only half as many students needed, since there are no worries about partners being unavailable, etc. LD leagues seem easier to start.

Second, it seems easier to sustain an LD league and integrate it into the wider community. LD avoids the extensive photocopying and other research costs incurred by Policy debate programs, and our summer workshop will be shorter than a typical Policy workshop (as LD workshops typically are). Furthermore, training parents and other members of the community to judge LD will be significantly easier, which will help to achieve the goal of parent and community involvement with the UDL. Finally, the relative ease of training coaches

college mentors and new debaters also makes replacement of coaches and others easier. Running an LD UDL is not cheap or simple, but it avoids certain significant costs and difficulties.

The last point is the benefit to the current LD community. Mainstream Policy debaters have already begun to benefit from an exposure to different perspectives that are being brought to the debate community by UDI debaters. There are a lot of LD debaters and coaches who would similarly benefit from an increased diversity in the population of LD debaters. Indeed, the types of issues debated in LD may benefit to an even greater degree from additional perspectives of different sub-cultures. This is a goal that is certainly worth pursuing.

Big Picture

Policy and LD build very similar sets of skills but they do emphasize different subsets of these skills. We should reflect on their similarities in order to keep perspective, even though I have been focusing on their differences to critically compare their use in a UDI context. Policy is better at teaching some skills and LD is better at teaching others, but neither is clearly superior in this respect. The available resources in and around Springfield make LD a bit better for us. But these circumstances are not especially peculiar, and many other locations considering starting a UDI may have similar circumstances. The more significant reason for starting an LD UDL was to try to make a good thing even better. The considerations presented above may not have convinced you that an LD UDL offers advantages beyond those offered by another Policy UDI, but that was not the point. The point is that we need to experiment to discover if these advantages really do exist. One should at least be willing to admit that we do not now have all the answers.

The Future

The UDI movement should continue to expand to more urban centers across the country, and this should provide a model for reintroducing debate as a significant element in secondary education in all school systems. Moreover, this future should include a diversity of debate styles and formats from which schools and students may choose. Different people have different needs and different tastes. We need to find a way to cater to these without losing the value of the activity. Adding LD to the of-

(Barney to page 56)

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(Barney to page 36)

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COLD WAR RELICS FUELING TERRORISM FEARS

by

Jack Strayer

**Vice President-External Affairs
National Center for Policy Analysis**

The National Center for Policy Analysis maintains an office in Washington, D.C. across from the U.S. Treasury Building on 15th Street, placing it in the bubble of White House security operations since September 11.

All around the perimeter of the White House, including 15th and 17th Streets on the east and west, and H Street on the northern edge of Lafayette Square, ordinary citizens are on the look-out for suspicious vehicles that could be used to transport home-made bombs. Immediately following the bombing of the federal building in Oklahoma City, security precautions like closing Pennsylvania Avenue in front of the White House were put in place around Washington to protect potential targets and the people inside them.

The newest concern across America and in Washington is not about McVeigh-type truck bombs, but a far more destructive weapon of mass destruction: a truck bomb fueled by radioactive nuclear elements, or "dirty bombs."

Much scrutiny has been given in the media lately to the former Soviet Union and Moscow's inability to account for all its nuclear arsenal in the wake of the break-up of the U.S.S.R. Radioactive elements from its vast network of nuclear power plants, and the various treaties regarding nuclear weapons reduction initiated and signed following the December 1991 breakup of the old Soviet Union, still pose potential risks for the rest of the world with the latest rise in international terrorism.

The Strategic Arms Reduction Talks Treaties (START I & START II)

were drafted to illustrate to the world that as the Soviet Union broke into a number of independent states, its reduced nuclear arsenal would still be the responsibility of Russia. Under the terms of these treaties, strategic (long-range) and tactical (short-range) nuclear weapons in the outlying states, particularly Belarus, Ukraine, Kazakhstan, Georgia, Kirghizia, Tajikistan, Turkmenistan, and Uzbekistan, were all returned, both the missiles and the nuclear warheads they were designed to carry, to Russia by mid-1996.

Ten years later, arms experts and negotiators are pleased with the nuclear arms reduction initiatives, but many of the pieces of the puzzle are still missing. According to the Congressional Research Service, the official think tank of the U.S. Congress, the former Soviet Union had at one time almost 45,000 nuclear warheads or 12,000 more than we were originally led to believe. But what is truly frightening is the amount of bomb-grade uranium in the Russian nuclear inventory. In 1993, nearly 1,200 tons. This is twice the amount the U.S.A. thought the Russians possessed at the end of the Cold War.

If some of the uranium is missing from the Russian inventory, the potential for smuggling and terrorism is real. The populations of former Soviet republics have lived under communism for so long, many have forgotten what it is like to work hard, pay one's own way, and still remain a law-abiding citizen. Their own nuclear scientists and uranium specialists are finding themselves without meaningful employment. Mafia-esque gangs have become well established in

the former Soviet Union and many fear that arms dealing and uranium smuggling are among their chief endeavors. Mix in a few disgruntled and penniless nuclear physicists, the private funds to appease them, and you have a perfect recipe for nuclear holocaust.

The geographic proximity of many of these former Soviet states to Afghanistan, Pakistan, Syria, Iran and India makes for easy uranium smuggling to terrorists, including the al Qaeda and other groups with jihad on their minds.

President George W. Bush and Russian President Vladimir Putin say they can trust each other and have begun working together for a safer and more prosperous world. But fighting terrorism involves a lot more than keeping peace treaties, accords, promises and nurturing budding relationships between former feuding nations.

While we may feel safe from a Russian military nuclear attack here on 15th Street, we are still fearful of a nuclear attack using former Soviet weapons in the hands of suicidal maniacs. Terrorists do not drop leaflets warning of impending doom prior to their attacks. Terrorists do not abide by treaties and arms reduction agreements. Nuclear terrorists take advantage of weakened, amoral and financially desperate people, promise them riches, and then make martyrs out of them and victims of the rest of us.

How ironic it would be if the world ended with a terrorist-inspired nuclear conflict, using the vestiges of destroyed weapons of a once-angry age that was just witnessing the dawn of international peace and freedom.

CIVICS IN THE CLASSROOM

by Professor Paul Lorentzen, Chair
PER Youth Program Committee
Series II - Article 10

This 10th and last article in the "Civics in the Classroom" series explores how we may ensure that young people know enough about this country's system of government so they can effectively consider the public sector—with its millions of jobs—when thinking about employment and career possibilities.

The first article in Part I of this series appeared in the September 1999 issue of the Public Employees Roundtable's newsletter "Linking Heroes," and in the February 2000 issue of the National Forensic League's publication "The Rostrum." The remaining four articles in Part I, published in 2000, briefly described our form of government—federal rather than centralized, with separated rather than unitary powers at each of the three levels—and then recounted the great variety and number of occupations and jobs at each of these levels (local, state and national). Without such basic understanding of the nature of the public sector in this country, it is quite impossible for young persons to take advantage of public sector employment opportunities.

The next four articles, in Part II of the series, were devoted to explaining the reasons why government employment is not considered very prestigious in our country and often has a poor public image. That image varies over time. Public service can be quite popular when its special challenges are articulated well by a national leader or during periods of war when patriotism runs high among our citizens but, in general, Americans seem to be more attracted to private sector employment.

Mentioned as factors were:

- The geographic breadth of our country, fostering a sense of individual independence.
- The political development of our country, characterized by reaction against the hierarchical and bureaucratic type of government in the Old World.
- The economic aspect of our society, growing in counter-rejection to the government-regulated and class-ridden environment of the Old World.
- The social order developed in our country, far less class-and-rank conscious than that found where most of the earliest and immigrants came from.

Thus it was the private sector that Americans looked to for prestigious, interesting and important work—with the government's role being simply not so abstract.

While it seems evident that government service has become far more important to our country's welfare—and not just during wartime such as now—than it was in the 19th and early 20th century, there is still a lingering feeling that public sector work is less important and interesting than that performed in the private sector. I believe that by now this feeling is due primarily to the lack of knowledge the average citizen has of what public employees actually do. That in turn is due in large part to a general ignorance about our federal, separated-powers form of government.

There are three major steps that need to be taken to fix this

situation around so that the wealth of important and interesting types of work in the governments of our towns, cities, counties, states and nation are generally known and considered when people think of part-time, temporary, or career employment.

1. Parents, students and teachers in primary and especially secondary school systems should insist that the curriculum—somewhere in the last six of the 12 years—covers the basic information on our country's form of government. Whenever this such a course is given—e.g. Civics, American History, Our Governmental System, etc.—it should explain the importance of:

- The federal nature of our system with its local, state and national levels, and
- The separation of powers (executive, legislative and judicial) at each level.

2. High school counselors should ensure that their students have the opportunity to become acquainted with the multitude of occupations and employment available in typical local and state governments as well as at the national level. In addition to obtaining available brochures and literature from these systems, schools can arrange for representatives of all three government levels in the community to make brief presentations at the school as well as have interested students become acquainted with these government offices through orientation and short work visits.

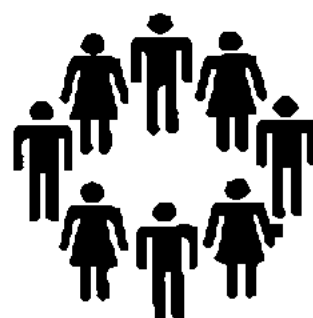
3. Finally, because of its wide geographic dispersion throughout the United States as well as its great variety and types of work, the federal/national government should be given additional attention during the last high school years. Both the civilian and military branches have extensive networks of local offices and installations from which speakers can be obtained for school presentations and to which student groups can make orientation visits. These include field/local offices and installations of such organizations as the FBI, the Peace Corps, the Department of Agriculture, the Internal Revenue Service, the Environmental Protection Agency, and the Department of Defense. Also, the U.S. Office of Personnel Management in Washington, D.C. with its network of local offices has information on federal jobs throughout the United States and sponsors an excellent website which contains a great deal of useful information at <http://www.studentjobs.gov>.

There is no such thing as "government work." Instead there are thousands of managerial, supervisory, professional, technical and clerical jobs in a myriad of different fields—such as the physical and natural sciences, health and human services, law enforcement, education, transportation, communication, administration, finance, etc.—at all three levels of government. Our young people are shortchanging themselves if they do not consider public sector employment when thinking about jobs and careers.

(Professor Paul Lorentzen is serving as Committee Chair of the Public Employees Roundtable Youth Program.)

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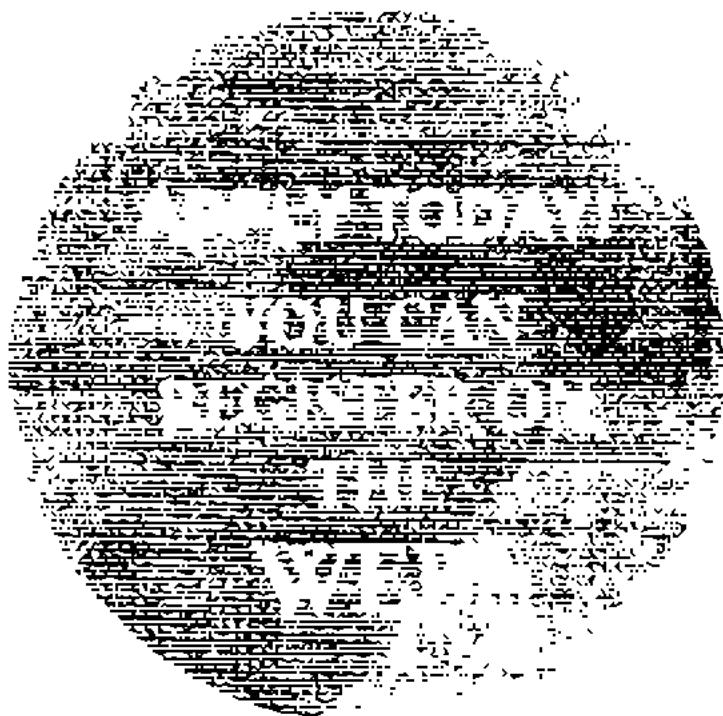
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THE D G E

EXTENDING TOPICALITY ARGUMENTS

by
David M. Cheshler

It has become rather difficult to win topicality arguments on the high school national policy circuit, for several reasons. The topic wording committee has tended in recent years to prefer more open-ended terminology, which makes it more difficult to make convincing grammatical claims. And the major teams have not lent themselves to conservative interpretation, this season, for example, it has proved virtually impossible to win arguments that would limit the meaning of terms like "foreign policy." Even the most precise term on this resolution — "weakening of nuclear destruction" — has not enabled much successful topicality argumentation.

There is also the fact of accumulated skepticism about the value of topicality debating. Truly winning a topicality violation on many circuits requires an all-or-nothing investment of rebuttal time, and some prominent judges regularly broadcast their hostility to T debates.

Still, the perceived tactical benefits of initiating topicality arguments remain. The time tradeoff often favors the negative, since violations can be cut down to fifteen seconds or so while it usually takes longer to convincingly respond. And despite some sporadic efforts to defend "reverse voting issue" claims against underdeveloped violations, the risks remain one way. Only the offensive can lose the debate on topicality. The result is the odd situation now characteristic of the national circuit, while topicality violations are advanced in as many as 95% of first negative constructives, they remain a part of the second negative rebuttal perhaps only 5% of the time.

In what follows, I offer some tips for arguing topicality, whether you're trying to win a violation on the negative or simply trying to keep the position

alive in the negative block as a way to pressure the 1AR. Think about these factors:

You can go for other arguments in the 1AR. There are issues in which topicality is an 'all or nothing' issue (for example, a plan's topicality is a bit like being pregnant or infected: either it is or it isn't). But I disagree with those who believe topicality requires an all or nothing commitment of time, either in the block or the first rebuttal. While obviously some judges feel this way, and for them you should play to the prejudice, most topicality arguments are simply not so complicated as to require a full five-minute explanation in the 2NR. I cannot imagine a topicality argument necessitating the total dedication of a constructive speech. Often, over-extension of a violation can actually backfire — either by inducing repetitively excessive explanation, or revealing just how simple (or foolish) the T argument is. Give the violation only the time it requires. If answering the three 1AR arguments only takes two minutes in the 2NR, that's plenty, and an extra three minutes of oration will not enhance the argumentative power of the violation.

I've heard many answers to this point over the years. Some say, "making T the exclusive focus of the 2NR communicates one's seriousness." But there are other ways to communicate seriousness, including smart extension, forceful and passionate expression, and sequencing the violation at the top of the rebuttal. Others say, "of course don't overkill — but it is all or nothing — so take the two minutes you need, and shut it down." I find that point of view a bit absurd, a concession outright of valuable time that might either be used productively to extend other winning arguments, or divert the 2AR from the T argument you really love.

Be prepared to go for the topicality argument depending on the affirmative answers. An obvious point, I suppose, but I'm surprised at how often I see topicality arguments initiated in the first negative where the team communicates their utter disinterest in going for it. They'll cheerfully admit to the 2AC as she preps that they haven't flowed their own violation. Or, and this is worse, while the 1AR fights his way through the violation, the affirmative will see with their own four eyes that the 2NC isn't flowing her colleague on the argument. Such behaviors needlessly give away the game, and they deny you the possibility of actually going for the violation if the 1AR screws it up. Even if you imagine the T position is a time-waster pure and simple, preserve your options.

Flow especially carefully. Avoid grouping when you respond. Topicality arguments (if but not extended) are ubiquitous, and even judges friendly to T often give the benefit of the doubt to affirmatives under heavy 2AC time pressure. They'll permit creative 1AR reinterpretation of obviously irrelevant 2AC answers. To avoid this problem, make absolutely sure 2AC arguments are well understood. Take a careful flow. Use cross-examination time to review the answers to insure the judge's flow entirely agrees

with yours. And debate carefully. Topicality is one argument requiring line by line refutation (the only exception is the situation where none of a group of responses is relevant to the violation, and you're grouping simply to point this fact out).

Make the original violation as complicated as necessary, and your extensions as simple as possible. The common judging predisposition to give affirmatives latitude on topicality is enhanced when the original violation is under-developed. It closes potential 2AR escape routes to put a little extra effort into the original structure — precisely where you can — so that when the time comes, you're able to point out that they have "missed this from the very beginning." On the other hand, do not make your extension of the position needlessly complicated. Avoid absurdly intricate overviews (they only provide 1ARs with a hook on which to hang their new arguments), and don't add new explanations essentially making the violation new or different. Start with a detailed position, and then simply reiterate it later in the round.

Carefully explain the violation in an overview if necessary. Some violations are basic and well understood by all, and they do not require overview explanation in the block. This advice to overview pertains to the more intricate positions where the plan may appear to meet the violation but fails because of a technicality buried in the 1NR definition. If this is so, a quick overview explanation of exactly how the plan falls short is a good idea.

Stay focused on the specifics of the plan. Another basic point, but one often forgotten, is the plan we are testing for topicality purposes, not the rhetoric of the case or the 2AC. At every point, keep your eyes (and debating) centered on what the plan says. Feel free to quote its mandates, and explain how they fall short of meeting your definition (or, for that matter, *their* own).

Relay on "topicality tests." When a judge decides topicality at round's end, she or he will often lay your definition down side-by-side with the text of the plan. The judge faces the simple task of determining if this plan meets this definition. Your debating must provide the judge with a test (or tests) for making such a determination. In the law, these are often called "bright line tests," since ideally they produce clear-cut determinations. In topicality debates, such tests can be simple. Does the plan's plain language reduce weapons of mass destruction by 50% or not? —

If not they are not a significant limit." Or "look at the plan language — do they use the State Department as the implementing agency?" — If not they are not a foreign policy." Or they can be a little harder to communicate clearly, like the so-called "vacuum test" I proposed many years ago. Either way, debate focused on such "tests" gives a judge a clear roadmap for decision, and can help the negative clearly explain both the specificity of their violation and the reasonability of its application to the affirmative plan.

Avoid vagueness in debating. Deploy "vague"

arguing arguments. Debate "in if." Topicality debating centers on questions of semantic interpretation or grammatical construction. Often the decisive arguments do not reference specific pieces of evidence. Given this, topicality debates often reduce to "yes" versus "no" claims.

"they over-limit," "breadth is better than depth," and so on — which are not decisively resolvable for either side. Even talented debaters can fall prey to this problem by failing to argue as if their opponent will win any of her claims. That is, even passionately and carefully argued violations end up a mess for the judge when both sides fail to integrate any fall-back positions into their extensions. Here more than on any other issue it is important to build in such fall-back arguments — "even if they win that limits" is the most important standard, even loss because. Where possible, provide the judge with clear paths out of the thicket of assertion and counter-assertion.

Avoid repetition. Topicality debates are often tedious because the same point is so frequently repeated. As you prep you may find that you're often writing down the same explanation or argument. When you do, move the point into the issue overview — say it once, and then refer to your introductory analysis later on as necessary.

In the block, extend the violation to the 2AC if possible. Or the 2NR should at least flow the partner's 1AR on topicality. This advice may seem a bit counter-intuitive, since mismatched teams (where the 2NC is more experienced than the 1NC) often use the strategy of having the 1NR extend T. The logic is that the 1NR will do no real damage — if they don't cover everything the round will not be lost (since topicality isn't normally a position the affirmative can turn) and the 1NR can waste for as little or much time as they want to use. But this strategy is often a giveaway that the 2NR will not extend the violation, and many 2NCs compound the problem by not flowing their partner on T. As a result of this conventional wisdom, you can sometimes get mileage simply by extending topicality in the 2NC. It doesn't have to take very long, and should not divert from the major points (as extended in the 2NC (critical argument, counterplan, etc.). And since the 2NC is a constructive speech, there won't be any of the arguments run there will be "new." Leave topicality for the constructive end — if everything isn't covered the 1NR can take care of the rest.

Be strategic in allocating time to the violation. If you intend the violation as a time-waster for the affirmative, only give it the minimal time necessary to accomplish the purpose. If you want to win the debate on it, spend a little more time on it to cover your bases.

Close the door on the "it only means what's extra-topical" train. Affirmatives will often try to convert your topicality argument into an extra-topicality claim. They'll point out that the violation only pertains to a part of the plan (which would leave the other topical provisions

as responses to your affirmative), since they know most judges are less offended by extra-topicality problems than by violations that strike at the heart of the plan's mandates. Preempt this possible affirmative response. Either explain why extra-topicality is also a voting issue, or explain that the remaining part of the plan wouldn't be topical of its own accord. Or you might explain how, even if it is, what's left wouldn't secure any advantage worth voting for.

Practice extending topicality without taking preparation time. I recommend this as an at-home practice strategy for both negative speakers. Specifically, you should practice giving "stand-up" extension speeches of the violation. You'll be surprised, I think, by how quickly you'll learn to extend topicality off the top of your head, and convincingly so. Partly this is true because, as I mentioned earlier, most topicality positions are just not very complicated. Topicality does not usually require evidenced extension, so there is no need to use prep time to pull cards or briefs. If you become adept at no-prep extension of topicality, you'll be able to extend the violation in the 2NC without taking prep, and also strengthen your 2NR skills at topicality explanation. Unlike other substantive positions, you'll discover that many affirmative topicality answers can be convincingly answered with a single response.

Debate topicality by example. Topicality debates are usually devolved to the extent they focus on standards or impact arguments. In addition to remaining focused at all times on the plan's mandates, smart topicality debaters also use above assertion and counter-assertion by giving as many examples as possible to illustrate their points. Instead of asserting their definition permits abusive affirmatives, list six or seven of the most ridiculous cases enabled by their interpretation. Instead of simply arguing "they over-limit," list four or five popularly accepted heart-of-the-topic cases that would be disallowed by their interpretation.

Only offer and extend relevant standards. Most topicality violations end up coming down to the issue of whether the affirmative plan meets a reasonably limited definition of the key term. Given this, it's usually a diversion to offer and defend multiple alternative topicality standards, like grammar (which is almost never actually an issue) or "legal definitions/text" (again, usually not relevant). Defend only those standards necessary to make effective your particular violation.

Keep the number of violations you offer to a minimum. It is a waste of time to offer marginally relevant violations, and doing so only reinforces the prejudice of some judges against low topicality debate. There is also the problem

of cross-application: naming multiple violations only compounds the risk of affirmative answers which can be made relevant to the serious violation you intend to extend.

The decision to run a topicality argument reflects one of two judgments: either you think the violation is a genuine winner, or you're running it because "it can't hurt" to add a no-lose argument to the negative mix. The trick, of course, is to convince your opponent of your serious intention to go far topicality while simultaneously minimizing your investment of time in it, thereby enabling you to extend other positions you also care about. But keep this in mind: walking this fine line and creating the credible impression you want the judge to vote on topicality is only purely a function of the time you invest in the violation. Seriousness can be conveyed in many other ways that will not rob you of speech time more urgently needed to keep other arguments alive.

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

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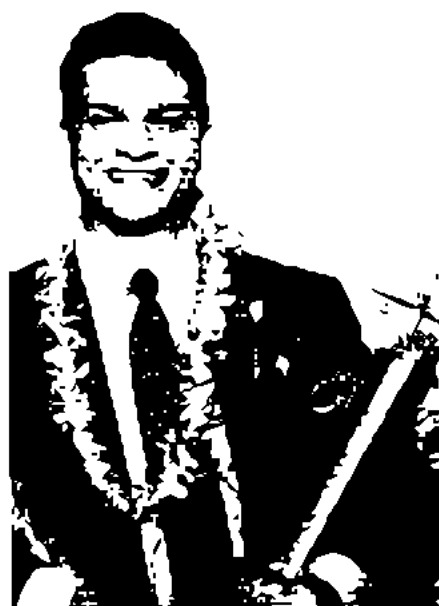


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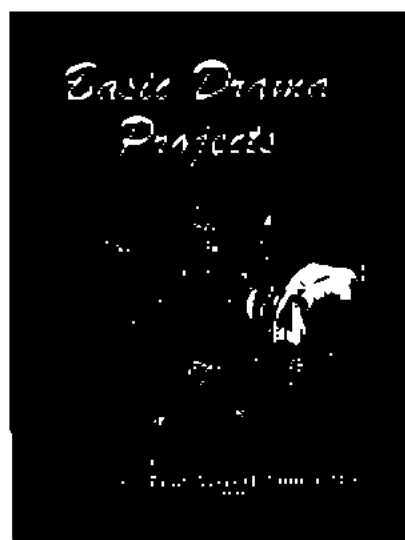
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Anxiety Dream

by
Neil Gaiman

I had a bad dream the other night. It was so bad that I woke up paralyzed, unable to move. I have bad dreams a lot - in fact some of them are so spectacular that my subconscious runs credits at the end.

This was one of those dreams.

The first Part of the Dream directed by Woody Allen

It's an immense school building. This is one of those monstrosities that have been built onto for generations so it has tile floors, hardwood floors, and a sub-basement for archaeologists. The lockers are scargapophu (that may not be a word, but it should be). The hallways wind hither and yon like the maze of the Minotaur.

It's the beginning of a huge debate Qualifier, and two downs and you're out. This is the culmination of thirty years of debate experience (OK, so I've been held back a few times).

The dream begins as my partner and I walk into our first round. For the solid reasons of all anxiety dreams we've been scheduled for the judge's lounge. The place is crawling with really angry people because they haven't been assigned to any debates, mostly because they are psychotic. There are patients in strait jackets, guarded by white coated aides. With horror, I see my mother passing out spiked punch and holding a plate of brownies from Alice B. Toklas Bakeries. There's a werewolf wandering around looking longingly at people's throats.

I am debating with Sissy Spacek, who is a great actress, but unfortunately, this is in her Carrie days, and confidence is not her strong suit. I could use some magical powers from her, but apparently she hasn't discovered them yet.

We are matched against a team from

Hollywood High. These guys would never be caught debating, but this is my anxiety dream so let 'em rip. One of them is Andre the Giant, and in my dream he is even more gigantic. He needs three chairs to sit. His legs are the size of tree trunks and indeed roots are extending from his shoes, searching the floor for something. A.T.G. is throwing pens at people who are walking in through the opening in the folding wall. They turn angrily and then when they see him their protests die in their mouths. He doesn't smile.

His partner is Danny DeVito. He has a thing for bow ties. His choice for my dream is one of those electrified jobs that lights up into a sign, "Talk slow, no go." He shakes hands with me and the bow tie lights up and I get shocked. He laughs.

We have no judge yet. A team that has been given a bye plops down at the table behind us and starts laughing about dealing drugs. I turn to look at them, but the one who looks like Keanu is shaving his armpits with a switchblade, so I look away.

Finally our judge shows up. She is absolutely gorgeous, intellectual, and very angry. "I look all over this \$10% school for this room and I end up back here!" She looks at me. "Isn't it the negative's job to get the judge in the room?" Is that too much to ask? We're off to a great start. I look closer. It is Shanna Shyne. Fortunately, she is wearing slacks. So she sits down and says "I don't have any paper. If there's no paper I demand to flow on your leg!" She pulls out a nasty looking tattoo gun from a backpack. And so I look desperately around for paper and there is no paper. In fact I don't have any paper for myself, so I am helpless.

And DeVito gets up and saunters over with a big stack of paper and gives it

to her. She says "Thanks" as she takes it from him, and then there is an audible buzz and DeVito's bow tie dims. She shakes with the jolt and she and DeVito are locked in a shocking embrace. Suddenly the bow tie switches off. "Wow!" she sighs, "I love guys with bow ties!" DeVito laughs and his bow tie twinkles, but his eyes are dead cold.

Now she says she doesn't have a pen. Andre hurls a pen at her that she neatly catches in her teeth. I note that she has two huge diamonds in each molar.

I'm looking for paper, my partner is beginning to cry, this is not a good beginning to the most important tournament in my life. DeVito waddles to the front of the tables. No one notices, a woman who looks like Jane Fonda is screaming behind us, "I said I was a hypn tester, and he pulls out a bunch of needles!" Can you imagine the gall? DeVito turns to the judge and winks, and his bow tie flashes but his eyes remain cold. The judge giggles. "Is there anything you would like to say before I start?" DeVito inquires.

She rubs her chin, and her jewels flash from her teeth. "I'm a licensed computer flowmaster. I can write so fast my fingers are registered with the FBI, the CIA and the ACLU. I can flow anything you say."

"Anything?" DeVito simpers but his eyes betray him.

"Anything, c'mon," she answers.

A.T.G. rumbles from his table. "It's all right if I talk in umbic pentameter?"

"Of course!" she twitters, "I think umbic pentameter is sooo sexy!" The roots tap impatiently on the floor.

DeVito begins. It's so fast that the floor is instantly covered with spit. I understand absolutely nothing. I suddenly realize that I still have no paper. I reach into my

pocket and come out with a day-by-day calendar. I frantically tear off pages and begin writing, although I understand nothing. Sissy seizes me around the neck and screams incoherently in my ear. I look at the judge. She's getting it all down perfectly.

Behind me the hie team is complaining that it's too hot. They wheel an industrial size electric fan over to them. The racket of the wheels is wrenching. I have hundreds of slips of dead days in front of me, each with unintelligible words scrawled upon them. The fan begins to roar. The papers take off. I slap desperately at them. The judge turns and glares at me. I let the papers fly, and pull more out of my pocket and cram them into my mouth to keep them from blowing away. I feel dozens of little paper cuts slicing my tongue.

Suddenly DeVito stops and says, "Here's the plan. We won't do 4-2-8." Then he launches again. I have no idea what he's talking about. "We won't do 4-2-8." What's that? Is it a weapon of mass destruction? Then he says, "I see I have three minutes left. Evaluate the round based on this!" He pulls a huge copy of *The Critique of Pure Reason* out of his jacket pocket and begins with page one. His brow begins sparking, and smoke is coming out from under his neck.

I go over to my file box and there's nothing about 4-2-8. Absolutely nothing. By this time my partner has her head on the table, buried in her arms. Her back is quivering. I try to pat it but my hand returns soaking wet. Suddenly DeVito stops. He slams the book closed on the last page. He says, "That's the moral imperative. And if there aren't any questions, we win." The judge nods her head yes, and blows him a kiss.

Suddenly an entire class of kindergartners floods the room, ushered in by a clucking nun in full regalia. They start sitting down in front of our debate pulsing, shoving and biting each other. The nun clucks one kid and then turns to us. "You don't mind if my children watch this little debate do you? I've heard these guys are really good." She is, of course, gesturing to Andre and DeVito. "Who are you?" she asks, but turns away before I can answer. "Now, sweet angels, listen and learn!" Suddenly the hurricane from the fan hits her and she flies away through the door. One of the kids turns to the other. "Bad habit," he pipes.

So I rise, jamming the calendar pages back into my pocket and as I'm walking up DeVito says to the kids, "Does anyone want

to keep time?" and they scream yes, so he pulls out a stopwatch and throws it to the kids. There is a massive battle as the kids fight over it, but one savagely defeats the others. I look closer. It is Yoda. He is dressed in a Pokemon T-shirt and wears a Lord of the Rings cap. He obviously has issues.

I begin, "What about vagueness?" The timer instantly goes off and Yoda screams "TIME IS!" and lets the timer go on and on without stopping. As he chortles a bloody tooth falls out of his mouth.

The judge laughs and says, "Oh, that wasn't nice. Go ahead and try again."

So I say, "What about..." and the time goes off and Yoda yells "TIME MUST BE!" The timer's alarm evolves to one of those Gestapo sirens from *Schindler's List*. Three bloody teeth clink on the floor. Then the judge says, "Isn't he cute? You'd better think he's cute."

"He's cute."

"Let him have longer this time, sweetie."

"Can you explain your plan?"

"It's about volunteers, but it's not 4-2-8."

"TIME SUCKER UP SHIT!" and more teeth fall out, they clink like little daggers upon the tile.

She says, "Well, he's not going to give you your full time, so you might as well sit down."

"But I don't."

"Your funeral it is," the judge slurs. She turns to the hie team. "Can I see that?" she asks, and the hie team gives her the switchblade. She hauls up a trouser leg and begins scraping six inch hairs off her legs.

I sit down next to Sissy, and she moans. "What am I going to say?"

"I'll think of something." Of course I mumble this, because by now my mouth is full of calendar pages.

"Good enough for you, fancy pants second negative, but what am I going to do?"

The judge begins singing a little ditty. "No new in two. No - - new - - in - - two."

This produces renewed wailing from my partner. Tears down her face, scrawny blond hair plastered to her cheeks. She is Medusa on a bad hair day. She moans and staggers to the front of the room. The kindergartners point and laugh. She rushes back to me. "I can't do it!"

"I told you I'd think of something!" I snarl. This is a mistake. The papers go flying and sticky with my saliva plaster them-

selves in the backs of the kiddies' heads. They shriek and begin clawing at themselves like they are being attacked, which, I guess, they are.

Finally my esteemed colleague goes back to the front. She looks mournfully at me and then says, "My partner's going to think of something." She stops, waits and then repeats, "My partner's going to think of something." She says it a third time, and of course by now the kids have the idea so they chant, "My partner's going to think of something" along with her. She repeats it, everyone following, and then she stops. The kids, who were having fun, stop, puzzled. Then she says, "My #3% partner's going to think of something," and the chorus begins again. Yoda is now up, dancing in his little green curved toe slippers, screaming the expletive again and again. At least he's forgotten the connecting verbs.

So what can I do? The #3% partner has to think of something. I reach into my pocket but all the calendar pages are gone. I look at the judge. "Can I borrow the tattoo pen?"

"Sure," she says, "But I can't swear it's been cleaned in a couple of years." I plunge the needle into my arm and begin to write. Nothing seems to make any sense. "John G. killed my wife." What does that mean? "Don't answer the phone." I feel like I'm in a backwards movie.

Then suddenly I start to get great ideas! I rip my trouser legs off and begin to write really good analyticals on my thighs that can bring us right back into this debate! And my thighs are big enough for the book of Genesis! Then, suddenly, there's an awful gust of bad breath over my shoulder and it's Sidney Greenstreet. He has a huge stack of evidence, and says "I hate this team. Here, use this." He slams it down next to me, and I pick up the first stack before the fan can blow it away, but it's all in Arabic, and I can't read it. I turn to tell him to take it back, 'cause I know this is unethical, but there's only the drug users, discussing the techniques of narcoterrorism.

About half way through the stack, the evidence turns to English, translated very badly from Arabic. "It is, volunteers are...not good." That type of thing. What the heck? It's better than nothing. My partner finally stops chanting and A.T.G. rises, he seems to go up and up like a mushroom cloud, and there's this gigantic rumbling through the cafeteria and then total silence. He rolls towards her, the tree roots precede

ing, reaching for her, and she shrinks onto the floor, begging for her life. She grabs his leg, a tree trunk, and he gazes down upon her, a redwood. The judge says "Oh, wow! Isn't he great? Oh, isn't he just great?" My partner lays on the floor sobbing. She won't get up.

"What makes you cry, my child?" Andre pronounces.

"He does! That \$%&* *%&\$ partner over there!"

Gi regards me as the tattoo pen whirs. Finally he says "Yes. He thinks it's 4-2-8." He turns to the judge. Just the time he takes to turn seems to be an hour. A squirrel pops out of his ear, and he bellows, "BACK Crystal!" Finally he rumbles "I don't think I need to add more," and he sits.

So it's my turn, with Yoda sitting in front of me, twirling the watch. I seize and swallow it. The evil Yoda erupts in a bowl, runs and clutches at the judge. She pats his bald head and says to me "Now you've blown it. Give your speech." I open my mouth to begin and in that instant everything goes black.

Commercials appear. There's an ad for Xanax, and one of those begin-your-career-as-a-real-estate-agent commercials, and the next thing I'm sitting at my desk. My partner is up front. Her tears have dried and there is blood red anger in her eyes. "I want to apologize for my partner. He didn't know what he was saying. And besides, as we all know, he's a \$%&!! Isn't that right, kids?" But the kids are staring at me, eyes at full moon. Many of them are crying, holding on to each other. The judge is muttering, "Scared for life. Anyone who would say something like that in front of CHILDREN!" I can't deny it; I don't think I've said anything.

I say, "Wait, I haven't given my speech yet!"

"You had your chance to apologize, buster," the judge says. "And my lawyer will have his chance next!"

The children wait.

My partner says, "I don't know what more to say. He's undefensible." My desk begins to move across the floor and all the shutters in the cafeteria slam down. I begin to think I might be wrong about the magic powers thing.

"There's no reason to go on," the judge says.

We depart, leaving the sobbing children behind with the narco-terrorists and go through a door where the entrance into the kitchen should be and we are instantly

in a Kinko's. There are people rushing about, screeching "Give me the Texas files" and "Anyone got anything on DIBs?" Papers everywhere. The judge sits on a box of paper, looks at Andre and DeVito, and says, "Let's talk about what to do when you meet a pervert in a debate round."

I wait. "But I haven't given my speech yet!"

A T.G. glares at me. I see the coldest deepest space in his eyes. He snarls, "Why didn't you just admit that you didn't have any non-4-2-8 evidence?"

"I leave!" commands the judge. "Juvenile authorities will be here any minute."

As we run, people sly away from us. I hear an old man huss to another, "Internal ellipses, poor sap."

"Shun them," the other replies.

The Second Part of the Dream directed by Quentin Tarantino

So Sissy and I flee back into the judges' lounge, past the trophies to be awarded. They are severed heads, Jefferson as first place, Lincoln as second, the Douglas as third. We keep moving, go down stairs, through garish hallways, down steps, again and again, and end up walking up steps. I know we're late, but all the clocks read 10:10. Suddenly my partner drops our file box, and it goes tumbling upstairs, papers flying at each cycle. Yoda the Evil Elf appears at the top of the stairs. He pulls out a lighter and our files start burning furiously. We can't even begin to stamp it out; we leap through the flames. Just around the corner disappears the elf. In front of us is a heavy oaken door with a brass sign "Cathedral Cloakroom," it begins, "All Ye That Enter Here Better Have a Cloak." We don't even have a clue. My partner opens the door and enters. The door slams back on my foot. I open the door and there is a small room with walls covered by layers and layers of cloaks. Many have fallen off on the floor, where they look disturbingly like hodies. There are three extremely old ladies, all on walkers or in wheelchairs...and they have ballots. Then there's another room with a guy in blue jeans and no shirt with the physique of the Lord of Starvation. His partner calls him Tony. The other guy looks disturbingly like the Reverend Al Sharpton. They are the affirmative. My partner slumps down in a pew. There's a narrow door out of cloakroom into the cathedral. The lead judge, a blue haired witch with a festering hump on her forehead says, "It's about time you got here. Let's start the debate." No

one makes a move.

"Where do you want us to speak from?" I ask.

"From the podium." But there is none.

She must mean the pulpit, but it's obvious they can't hear us from there. The Rev. Al and I link inside the cathedral. It is immense—the entire national tournament could fit in a corner of the national tournament could have fits. I gesture towards the front. No one answers. Sharpton and I start walking down. There is absolutely no one else in the cathedral and our steps echo like thunder. That makes it hard to explain a rustling sound that I hear all around us. When we finally reach the front I sit in the front pew, and Al's in the pulpit. He looks comfortable up there. He begins, "The Kansas City Chiefs are a horrible football team. The Kansas City Royals are a horrible baseball team. Thousands die of boredom watching them every year. They are weapons of mass destruction." He pauses for dramatic effect then continues "therefore, we demand the Yankees share their money with the rest of the baseball and football teams. And oh year, Derek Jeter wouldn't be too bad either." Then he stops. The speech was only 15 seconds.

"I have questions," I say.

"(This is about baseball and football.) No one asks questions about sports, you just holler stupid opinions. That's all you need to know." We start back up the long ramp towards the cloakroom. I notice the door is closed.

Suddenly something wet falls on my head. I slap my head and my hand comes away sticky. I sniff—it's sour cream! I look up and discover what causes the rustling sound. There are a vast number of baked potatoes with wings, all poised up in the rafters like vegetable bats. They seem about to attack. I have heard that potatoes have eyes, but I never believed their stares could be scary.

We walk faster all the way back to the cloakroom, open the door, and it's freezing! The cloaks have been replaced by sides of meat. The head judge says, "Whatcha doin'?" He looks like Sylvester Stallone. The other judges have become Muhammad Ali and Oprah. The door slams behind us. "Wonderful," mutters Oprah. "I'm lurked in here with these pigs."

"Hey," grunts Stallone, "These babies couldn't help it." He slams our empty file box into a chunk of pork.

"Now, for crying out loud, speak up!" Al glares at me, "You're up!"



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(Robertson from page 46)

weight to be given to development as a governmental duty. These universal moral obligations of nations also apply to lesser developed nations, the negative could explain, therefore, a priority needs to be placed upon environmental protection, since without such a priority, harms to future citizens as well as other nations would occur, and more important principles of governmental duty would be violated.

There will be many who look at a proposal such as the one I am offering and ask "But doesn't this mean that the value is deprioritized as the central focus of argument, and that a resolutional criterion instead becomes the main focus, with arguments which follow that match more specified explanation of what that criterion means? Wouldn't the value then become nothing more than an 'ideal concept' that is given higher influence in informing the arguments on one side of a resolution?"

My answer to both these questions is "Yes" (and I'm pretty sure a few others, like Truman State College debater and multiple debate camp instructor Shane Merchain, would agree not only that the answer is yes to the questions above, but that better debate would more consistently occur if more people agreed that the answer should be yes). However, I would qualify my "Yes" answer to the second question by arguing that if a value is an ideal conception that informs arguments that does not put the value into a position of being "nothing more than" that. As jurisprudential genius (saath Berlin pointed out long ago, decisions about the ideal conceptions called values—how they ought to be ranked, and which value ought to be sacrificed when two important ones come into conflict—are perhaps the most important decisions that any just governmental must make.

I used to think this value criterion turnaround was a radical proposal but now I realize that I wasn't thinking straight. In most of the rounds I've seen lately, debaters avoid getting into convoluted arguments about value/criterion interpretation, by collapsing both issues into "the standards debate." In many other debates, the arguments given (as the contentions become much more crucial to real in round adjudication, and the value/criterion debate just fades away. Nevertheless, I assert that the orientation to both value and criterion argument that I propose in this article would lead to better clash and clearer delineation of the issues that really matter on most Lin-

coln-Douglas debate topics. I believe that the more common value/criterion two step—"my value is governmental legitimacy and my criterion the assurance of individual rights"—often under-explained and perfunctorily presented, adds little more than obfuscation and confusion to most rounds (and I'm fairly sure a few others, such as Bishop LeBlond Memorial coach Terrance Shinnick agree).

Do I have a value, or any values, that inform my position in this article? I called Gibson to ask for help in answering this question but he just told me to do something I can't print after I read him the first part of this article. So I guess I have to come up with my own answer. I value clarity and specificity of argument and straightforward clash on behalf of the resolution is sure. Most importantly, however I propose as a criterion that which will produce the highest quality argumentation on the resolutions before us in Lincoln-Douglas debate. I believe that the type of "standards" debate I've proposed in this article, with a resolution-based criterion focus and opposing informing values, will best produce such argument.

(Fred Robertson is in his 36th year as head debate coach and director of forensics at Fremont High School in Nebraska. Since 1988 when his first Lincoln-Douglas debater competed at NCFI Nationals in New Orleans, he has fairly regularly had students qualify to the NCFI and NFI National tournaments in LD, and he has also had six students earn qualification in Lincoln-Douglas debate to the Tournament of Champions at the University of Kentucky. He has also coached policy debate teams in NCFI and NFI Nationals. Fred has served as Nebraska district NFL chair three times and he has been a member of the NFL Lincoln Douglas Debate Topic Writing Committee for four out of the last five years. He writes regularly on the LD-1 the Lincoln Douglas debate listserve. Fred enjoys, among numerous other diversions, 1) the appreciation of rock and roll music from the Stones to Webb Wilder to Guided by Voices. 2) the art of charade/hybrid handwapping from the bucolic ballrooms of Nebraska to the traditional turf in Cleveland, and 3) the job of coaching and judging debate.)

(Burnes from page 39)

turning in LDs is a step toward doing that, which is not to say that now is the right time for all LDs to start doing two events. In time, the Springfield UDL should compete in both LD and Policy—and if we are successful in Springfield, then other UDLs should in time offer LD debate. Indeed, in the more distant future it may be wise to begin more Parliamentary debate at the high school level. This would also better prepare students for international debate competitions, which would further open their eyes and our own. Introducing Parli would *not* be good for high school debate right now, but once again the only way to discover if there are significant advantages to using a form of debate to track and empower young people is to experiment. Moreover, if we want to expand the number of people in each school who participate in debate, moving to multiple events may be appropriate. There are only so many Policy teams (or LD debaters) from one school that a coach can bring to a tournament without overwhelming the tournament. Offering multiple events will allow teams to grow with greater ease when they decide that they are ready to grow.

*(R. Eric Burnes teaches in the Department of Philosophy at Mount Holyoke College. Professor Burnes specializes in moral, political and legal theory. He also teaches courses on debate through the college's Sneaking, Arguing and Writing program and he is the coach of Mount Holyoke Debating Society (the oldest women's debating society in the country, dating to the 1800's). Burnes debated for four years at Hendrick Hudson High School in New York and he coached debate at Chapel Hill HS (NC) while working on his doctorate. Professor Burnes is also the Director of Debate, Empowerment and Leadership (DEAL) Program at the Harriet L. and Paul M. Weissman Center for Leadership, which is responsible for running the Springfield Urban Debate League. He is the Director of the Lincoln Douglas debate program at the Bates College Forensics Institute. Professor Burnes is currently working on a second edition of his popular book on Lincoln-Douglas debate *Philosophy in Practice: Understanding Value Debate*. The DEAL Program website is <http://web.mt-holyoke.edu/academic/programs/wcd/deal/>.)*



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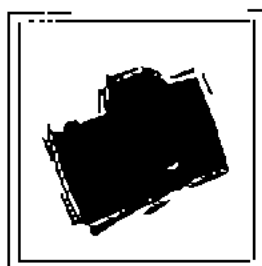
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(as of January 2, 2002)

| Rank | Change | District | Ave. No. Degrees | Loading Chapter | No. of Degrees |
|------|--------|-----------------------|------------------|------------------------------|----------------|
| 1 | -- | Three Trails | 153 | Blue Valley North HS | 420 |
| 2 | +4 | Rushmore | 142 | Sioux Falls-Lincoln HS | 379 |
| 3 | +1 | Northern South Dakota | 141 | Watertown HS | 378 |
| 4 | -1 | East Kansas | 138 | Shawnee Mission East HS | 312 |
| 4 | +3 | Heart of America | 138 | Park Hill HS | 355 |
| 6 | +35 | California Coast | 137 | Leland HS | 453 |
| 7 | -5 | Sunflower | 126 | Wichita-East HS | 283 |
| 8 | +1 | West Kansas | 124 | Hutchinson HS | 244 |
| 9 | +15 | New York City | 123 | Bronx HS of Science | 388 |
| 10 | +1 | Show Me | 119 | Blue Springs-South HS | 255 |
| 11 | -3 | Kansas Flint-Hills | 118 | Washburn Rural HS | 388 |
| 11 | +2 | Northwest Indiana | 118 | Plymouth HS | 486 |
| 13 | +5 | Central Minnesota | 116 | Apple Valley HS | 339 |
| 14 | -9 | South Kansas | 109 | El Dorado HS | 214 |
| 15 | +2 | Illini | 104 | Downers Grove-South HS | 345 |
| 15 | -6 | Northern Ohio | 104 | Youngstown-Boardman HS | 173 |
| 17 | +18 | San Fran Bay | 102 | James Logan HS | 351 |
| 18 | -- | Florida Sunshine | 98 | Sarasota-Riverview HS | 211 |
| 18 | -3 | Southern Minnesota | 98 | Eagan HS | 267 |
| 18 | -4 | South Texas | 98 | Houston-Bellaire HS | 559 |
| 21 | -5 | Nebraska | 97 | Millard-North HS | 320 |
| 21 | -9 | Florida Manatee | 97 | Taravolta HS | 289 |
| 23 | -1 | Hole in the Wall | 96 | Cheyenne-Central HS | 322 |
| 24 | -4 | Carver-Truman | 95 | Neosho HS | 335 |
| 25 | +4 | Montana | 89 | Bozeman HS | 188 |
| 25 | +4 | Rocky Mountain-South | 89 | Wheat Ridge HS | 262 |
| 27 | -3 | Eastern Ohio | 88 | Canton-Glenoak HS Career Ctr | 207 |
| 28 | +27 | East Los Angeles | 85 | Gabrielino HS | 415 |
| 28 | +29 | New England | 85 | Manchester HS | 248 |
| 30 | -4 | North East Indiana | 83 | Chesterton HS | 432 |
| 31 | -- | Northern Illinois | 82 | Glenbrook-North HS | 286 |
| 31 | -3 | Eastern Washington | 82 | Gonzaga Prep HS | 166 |
| 33 | +31 | South Carolina | 81 | Riverside HS | 214 |
| 33 | -10 | Sierra | 81 | Bakersfield HS | 163 |
| 33 | +34 | Southern California | 81 | Yucaipa HS | 188 |
| 36 | -10 | Ozark | 80 | Springfield-Hillcrest HS | 181 |
| 37 | -4 | Big Valley | 79 | Modesto-Bayer HS | 265 |
| 37 | -- | North Coast | 79 | Gilmour Academy | 181 |
| 39 | -18 | Great Salt Lake | 78 | Salt Lake City-Skyline HS | 118 |
| 39 | +37 | Northern Wisconsin | 78 | Appleton East HS | 308 |
| 39 | +2 | Eastern Missouri | 78 | Pattonville HS | 269 |
| 39 | +10 | Northern Lights | 78 | Moorhead HS | 296 |
| 43 | +8 | Carolina West | 76 | Myers Park HS | 203 |
| 43 | -3 | West Oklahoma | 76 | Norman HS North | 254 |
| 43 | -6 | Pennsylvania | 76 | Greaser Latrobe HS | 169 |
| 46 | +26 | Deep South | 71 | The Montgomery Academy | 233 |
| 46 | -- | Colorado | 71 | Cherry Creek HS | 351 |
| 46 | -11 | Florida Panther | 71 | Trinity Prep School | 145 |
| 48 | -12 | Hoodlcr Crossroads | 71 | Ind'pls-North Central HS | 221 |
| 50 | +38 | West Los Angeles | 70 | Loyola HS | 121 |

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| Rank | Change | District | Ave. No. Degrees | Leading Chapter | No. of Degrees |
|------|--------|---------------------------|------------------|--------------------------|----------------|
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| 52. | +30 | Gulf Coast | 67 | Gregory-Portland HS | 204 |
| 52. | +3 | South Florida | 67 | Michael Krop HS | 169 |
| 54. | +6 | Hoosier Mama | 66 | Ben Davis HS | 239 |
| 54. | -17 | East Texas | 66 | Jersey Village HS | 151 |
| 56. | -10 | Lone Star | 66 | Plano Sr. HS | 225 |
| 56. | -10 | North Dakota Roughrider | 65 | Fargo-Shanley HS | 174 |
| 56. | -15 | West Iowa | 65 | Ankeny Senior HS | 160 |
| 56. | -11 | Idaho | 65 | Hillcrest HS | 130 |
| 58. | -25 | Sagebrush | 65 | Reno HS | 149 |
| 61. | -- | Valley Forge | 64 | Truman HS | 209 |
| 61. | +3 | Central Texas | 64 | Ronald Reagan HS | 317 |
| 63. | -4 | Utah-Wasatch | 63 | Layton HS | 129 |
| 63. | -6 | Pittsburgh | 63 | Cathedral Prep School | 110 |
| 65. | +2 | Southern Wisconsin | 62 | Marquette University HS | 131 |
| 66. | -15 | Nebraska South | 61 | Lincoln-East HS | 146 |
| 68. | +1 | Colorado Grande | 61 | Pueblo-Centennial HS | 313 |
| 68. | +4 | Rocky Mountain-North | 60 | Greeley-Central HS | 164 |
| 68. | -19 | Golden Desert | 60 | Green Valley HS | 156 |
| 68. | +4 | New Jersey | 60 | Seton Hall Prep School | 138 |
| 71. | -30 | Chesapeake | 59 | Calvert Hall College HS | 107 |
| 71. | +15 | Greater Illinois | 59 | Bellefonte-East HS | 153 |
| 73. | +7 | Arizona | 57 | Dobson HS | 141 |
| 73. | -12 | New Mexico | 57 | Albuquerque Academy | 153 |
| 73. | -6 | New York State | 57 | Hendrick Hudson HS | 120 |
| 73. | -20 | Heart of Texas | 57 | Hays HS | 145 |
| 77. | -- | Tennessee | 56 | Mare Hill Bible School | 164 |
| 77. | -5 | Louisiana | 56 | Caddo Magnet HS | 127 |
| 79. | +4 | Georgia Southern Peach | 55 | Thomas County Central HS | 116 |
| 79. | -12 | North Texas Longhorns | 55 | Colleyville Heritage HS | 142 |
| 79. | +5 | Western Ohio | 55 | Dayton-Oakwood HS | 116 |
| 79. | -26 | Wind River | 55 | Gasper-Natrona County HS | 123 |
| 79. | -18 | Western Washington | 55 | Gig Harbor HS | 145 |
| 84. | +12 | Kentucky | 54 | Boone County HS | 122 |
| 85. | -1 | East Oklahoma | 52 | Tulsa-Washington HS | 158 |
| 86. | -- | North Oregon | 51 | Graham-Barlow HS | 119 |
| 87. | +1 | Sundance | 50 | Jordan HS | 176 |
| 87. | -8 | Tall Cotton | 50 | Abilene HS | 116 |
| 88. | +4 | Michigan | 49 | Portage-Central HS | 145 |
| 89. | -1 | Georgia Northern Mountain | 49 | Chattahoochee HS | 121 |
| 89. | +3 | East Iowa | 49 | Iowa City-West HS | 195 |
| 92. | -15 | UIL | 47 | Princeton HS | 78 |
| 93. | -13 | Mississippi | 46 | Hattiesburg HS | 125 |
| 94. | -3 | Tarheel East | 43 | East Carteret HS | 84 |
| 95. | -- | Mid-Atlantic | 36 | Blacksburg HS | 123 |
| 95. | +4 | West Texas | 35 | El Paso-Cathedral HS | 100 |
| 97. | +1 | Maine | 34 | Brunswick HS | 63 |
| 98. | +1 | Puget Sound | 33 | Kamiah HS | 118 |
| 99. | -8 | West Virginia | 31 | Wheeling Park HS | 60 |
| 100. | +1 | Patrick Henry | 27 | Madison County HS | 99 |
| 100. | -4 | Capital Valley | 27 | Rio Americano HS | 58 |
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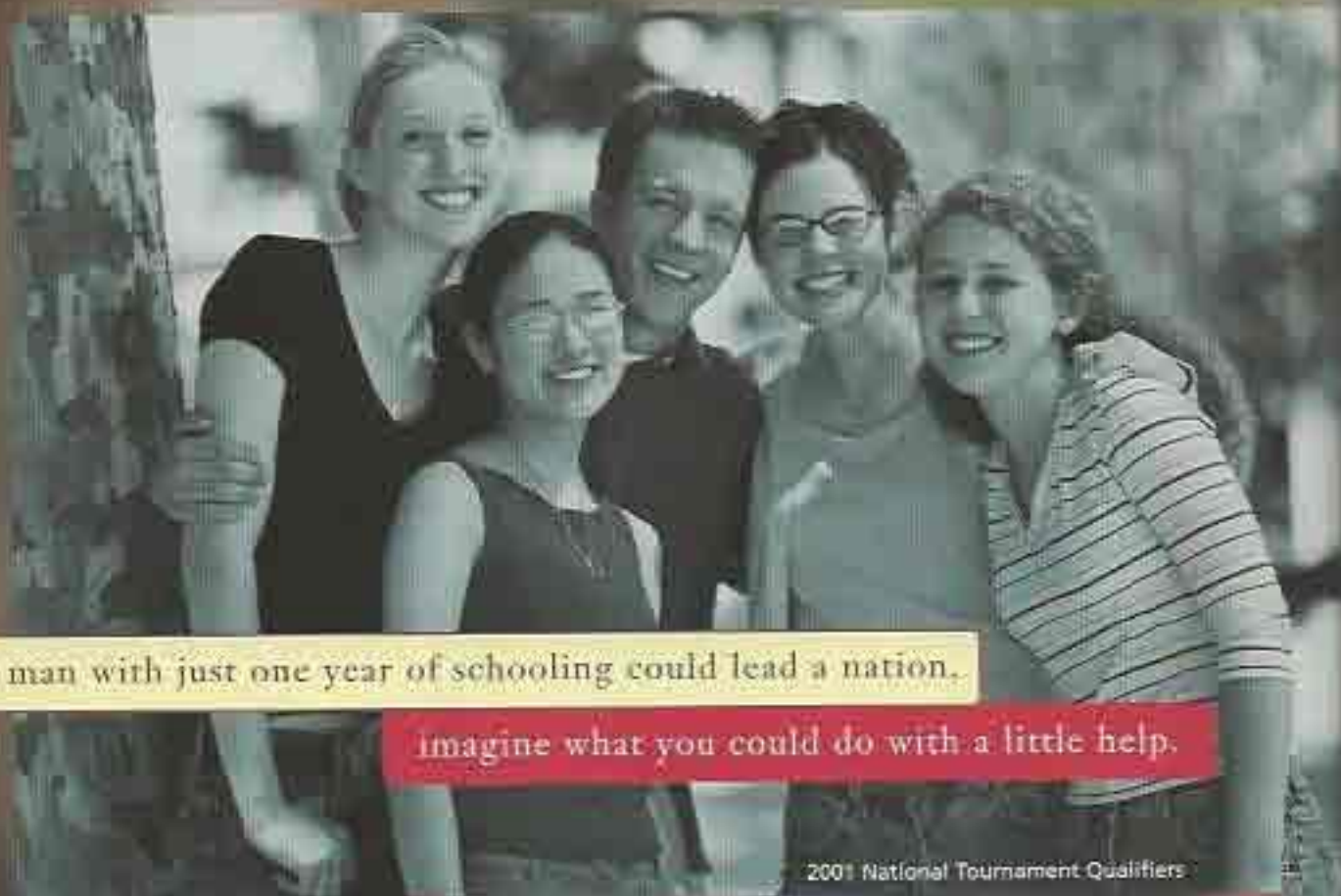
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