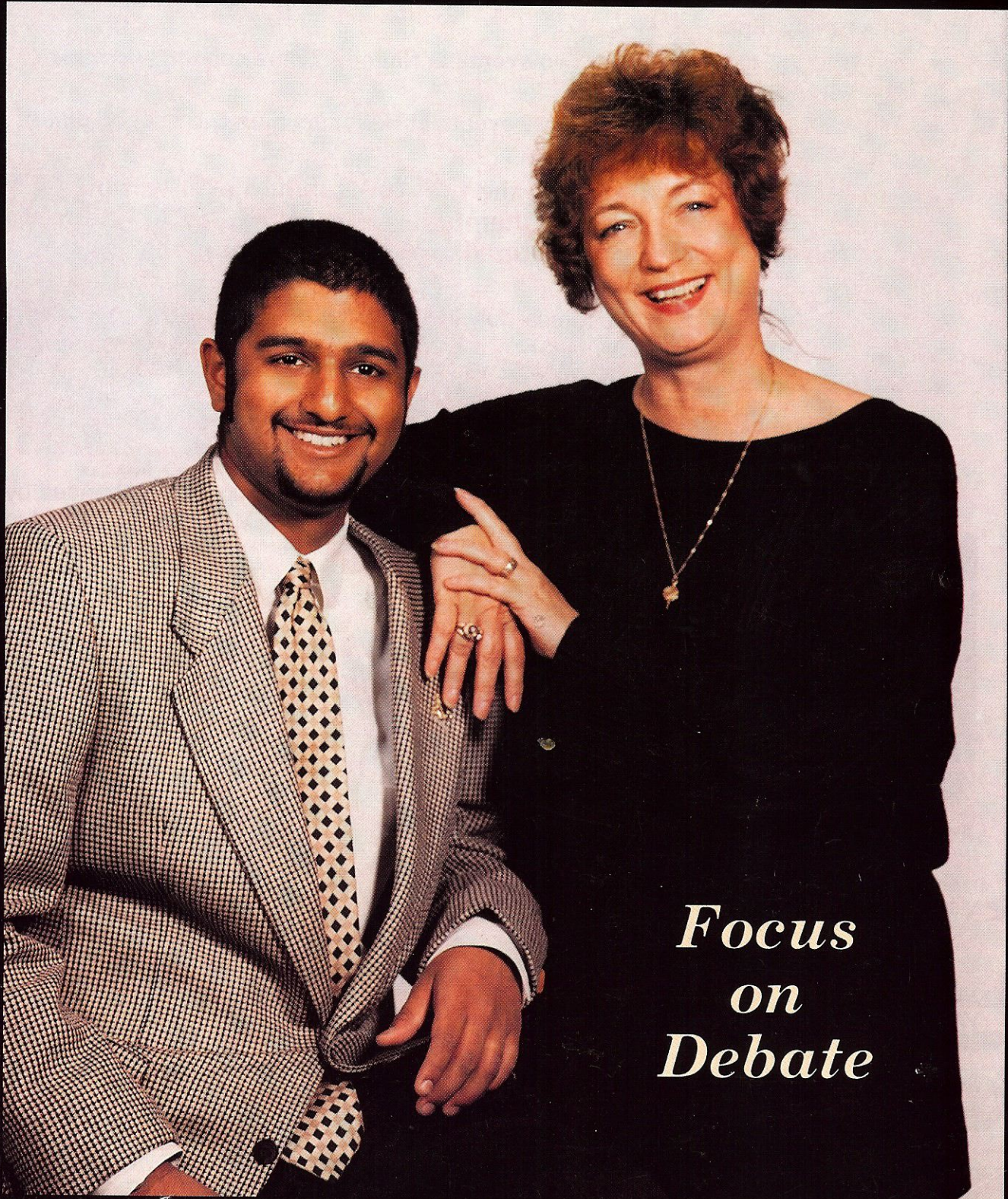


ROSTRUM

VOLUME 70

NUMBER 5

JANUARY 96



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on
Debate*

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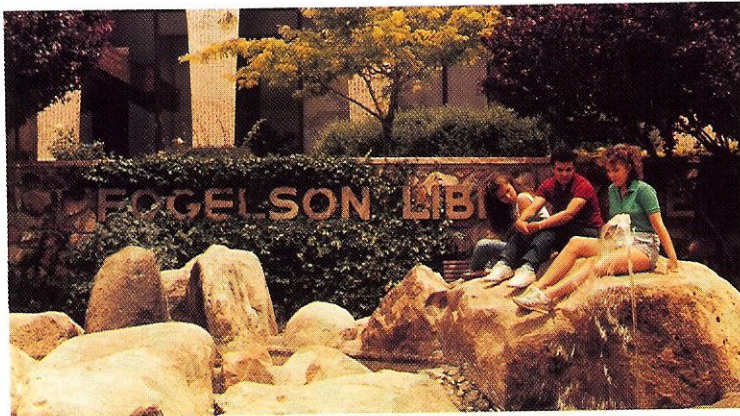
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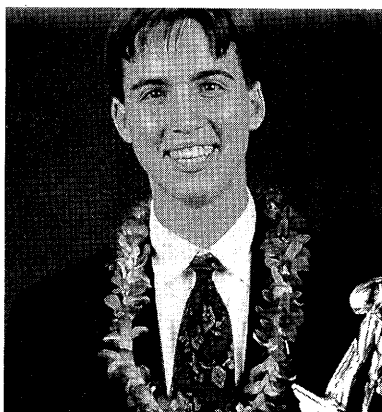
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Winthrop Hayes
CDE Alumni 1993

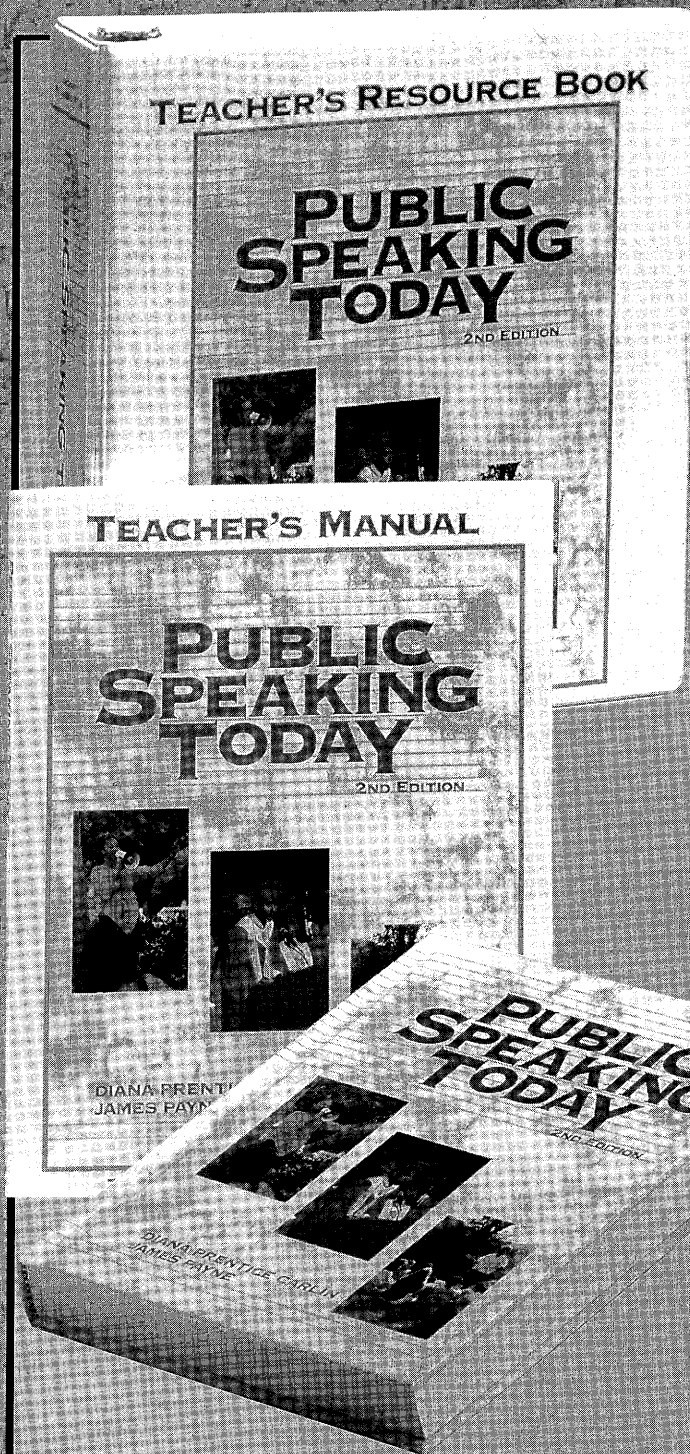
NOT PICTURED

1. Robert Holmes. 1st at CFL Nationals, 1995. 2nd at NFL Nat'ls, 1995. CDE alumni '94.
2. Sarah Riley, 1st at CDE Round Robin, 1995. CDE alumni 1995.
3. Ami Arad. 1st at Nationals, 1993.
4. Jill Van Pelt. 1st at Nat'ls, 1993.
5. Ted Scutti, 1st at College Nationals 1993, 1st at NFL Nationals, 1992.
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On the Cover: Top Speaker at the 1995 National Debate Tournament Roshan Pujari with coach Glenda Ferguson



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Next Month: Focus on Speech Events with articles by Lexy Green and Tony Figliola and a column by Bill Davis.

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1996 - 97 POLICY DEBATE TOPIC BALLOT

THE NATIONAL FEDERATION HAS ESTABLISHED A *JANUARY 10* DEADLINE FOR VOTING.

_____ DISCRIMINATION:

Resolved: That the federal government should substantially increase legal protection against discrimination in the United States.

Despite 30 years of affirmative action legislation, questionable progress has been made in reducing discrimination. This topic allows students to explore fundamental values like equality, liberty and justice within a public policy forum. Affirmative cases may include affirmative action, age discrimination, equal-pay-for-equal-work, life-style discrimination and sexual harassment. Negative teams will have ample ground and will not have to defend discrimination as a good practice. Negative arguments may include many case specific positions and present system mechanisms to provide legal protection, or a defense of current statutes, or the efficacy of federally-legislated programs as well as the economic impact of legislation on business. Discrimination has never before been a national debate resolution and is of personal interest to students because of the direct or indirect impact this issue has on their lives.

_____ JUVENILE CRIME:

Resolved: That the federal government should establish a program to substantially reduce juvenile crime in the United States.

Last year an estimated three million crimes were committed in the nation's schools and some 100,000 guns were carried to school every day. Yet even these numbers represent only a fraction of the crime and violence that confront America's young people. Directing youth away from crime and appropriately dealing with those who juvenile crime will continue to increase well into the next century. Within this resolution affirmative teams might advocate programs to deal with youth gangs, or revision of the juvenile justice system, as well as programs aimed at the underlying social conditions that breed juvenile crime. Negative debaters might counter with arguments about the efficacy of particular programs, or the need to balance justice and fairness with crime control as well as the desirability of altering the juvenile justice system's focus on rehabilitation.

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Speech Class

... Ironically, he received his lowest grades at the beginning of what would be his most memorable course, oral English and public speaking, taught by a young red-haired Ph.D. named Lynn Sheller. Sheller gave him C's at the outset and thought Richard "a serious shy boy" who was clearly "not a born speaker." Yet the teacher soon found him working doggedly to write out speeches with great care and to memorize them. "Nixon overcame his honest humility and became a pretty good speaker," the coach concluded. Stressing simplicity, economy, and repetition in the persuasive speech, Sheller taught them "to be convinced in what they have to say," and the "importance of choosing just one point to make." "Otherwise," he told them constantly, "people won't remember what you were talking about."

High School Forensics

Losing his first oratorical contest without even placing, he went on to win a school title, and finished second in a larger Orange County meet. Forensic success, like high grades, delighted Frank [Nixon, his father], who "regarded rhetorical skill as a demonstration of superior education," wrote one observer, and began to accompany him to contests, making copious notes on both Richard and the competition. In his public speeches, thought some who heard them both, the son would sound increasingly like the father. Moreover, there were those who felt that Richard had taken on something of Frank Nixon's sheer verbal sparring, flexing fast words and combativeness, contention without conviction. Coming back

from a school picnic in the mountains, Alice Walker found Richard arrogantly taking the opposite side in whatever they discussed. "We argued all the way back about which would be more useful to take with you into the wilds - a goat or a mule. Dick said a goat, and then argued in favor of the mule," she recounted. More and more, Helen Letts remembered similar polemics at Christian Endeavor meetings, where he seemed to disagree or provoke a dispute almost apart from what he believed. "I don't think it was because he wanted to be for or against anything, it was just for the argument, really."

With his father's enthusiastic support, he continued extracurricular debate and public speaking. "Of course, he had the bulldog tenacity that his father had," said Ralph Palmer, who thought him still "more of a Milhous" than a Nixon. "It made a wonderful combination... He was more explosive; he was a dynamic individual. He'd pound the table if he was going to make a point, you see." But Richard was no longer the earnest, awkward student struggling against an instinctive shyness Lynn Sheller had watched him overcome at Fullerton or the boy who playfully tried his polemics with the girls on outings or at Sunday school - and the reactions were no longer so admiring or sympathetic. "He had this ability to kind of slide round an argument instead of meeting it head-on," his Whittier debate coach, Mrs. Clifford Vincent, would remember afterward. She was often "disturbed" that he could take any side of a debate with such technical skill. "There was something mean in him," she would relate more than forty years later, "mean in the way he put his questions, argued his points."

Mrs. Vincent was not alone in her disquiet. Though few of his teachers were openly critical at the time, and fewer still when he had become prominent, the other side of his high school debate reputation was there, politely muted in the small town. "He offended some of his Quaker teachers by his willingness to justify bad means by the end. They said he cared too much about

winning school contests," revealed a *Whittier Daily News* editor, Loverne Morris, who often heard the private misgivings. "His schoolmates were proud of his winnings but admired rather than liked him." Forrest Randall remembered that it was easy enough to set Dick Nixon talking or arguing, but "it wouldn't be an intellectual discussion, it wouldn't be intriguing or creative. Well, it would be a dogmatic, pedagogical kind of argument that would be no fun at all."

Constitutional Oratory

Both years at Whittier he entered the *Los Angeles Times* oratorical contests extolling the virtues of the U.S. Constitution, and the speeches he wrote gave the first hints of his emerging views on politics and government. . . For the . . . winners there were community accolades and crowded audiences cheering for them at the widening district competition, the Whittier Parent-Teacher Association patriotically paying expenses to out-of-town contests.

... the winning Whittier oration of 1929 was Richard Milhous Nixon's "Our Privileges Under the Constitution." It had been written as he was to write all his school speeches, almost entirely alone with little help from teachers or family, drafted on a tablet in the belfry office and then read to his father, whose criticism and suggestions changed the text little. His high school coach polished spelling and punctuation, weaknesses Nixon would carry through college and into law school, but the diction and voice remained very much his own. . . His interpretation of constitutional privileges conformed clearly enough with the prevailing views of his local audience and judges, as well as adopting some favorite editorial canons of the *Los Angeles Times*. "Mr. Nixon has a splendid oration," pronounced the *Whittier Daily News*, "and he delivers it in a forceful and convincing manner."

His main theme was not to expand on Constitutional privileges so much as to warn against their abuse and to set out proper limits against

excesses. In freedom of speech and press, he found inherent dangers to public morality and order, and he devoted the heart of his 1929 oration to a remarkable passage on the hazards of Constitutional rights.

The framers of the Constitution provided that we, their descendants, need not fear to express our sentiments as they did. Yet the question arises: How much ground do these privileges cover? There are some who use them as a cloak for covering libelous, indecent, and injurious statements against their fellowmen. Should the morals of the nation be offended and polluted in the name of freedom of speech or freedom of the press? In the words of Lincoln, the individual can have no rights against the best interests of society. Furthermore, there are those who, under the pretense of freedom of speech and freedom of the press, have incited riots, assailed our patriotism, and denounced the Constitution itself. They have used Constitutional privileges to protect the very act by which they wished to destroy the Constitution. Consequently laws have justly been provided for punishing those who abuse their Constitutional privileges - laws which do not limit these privileges, but which provide that they may not be instrumental in destroying the Constitution which insures them. We must obey these laws, for they have been passed for our own welfare.

For a sixteen-year-old, it was obviously serious political thought. The text was also rich in ironic portent of his subsequent political career, his views of the press, of conformity and radicalism -- even in the strained allusion to Lincoln, an eerie foreshadowing of the concept of national security and executive power that would make his own Presidency the great Constitutional crisis of the century

The following year, he sounded some of the same ritual warning against enemies of the Constitution. But his oration in the 1930 contest also gave some clue to his knowledge about the world outside and, again, an uncanny intimation of his own policies in the White House. He chose among the prescribed topics "America's Progress - Its Dependence on the Constitution." He defined that progress "by the increase of its wealth, territory and power," and not least by its prestige. "That nation whose government was once the world's laughingstock, and whose power was comparatively futile, now commands the respect of the world's greatest nations." Such "stupendous

progress -- our present-day worldwide power" traced plainly to matters of national character and geography; it showed "that the people who settled in this country were of a superior type" and "that the tremendous natural resources of the land were especially fitted for the development of a nation."

Most of all, America owed her success to "that powerful instrument, the United States Constitution." . . .

Still, he managed in the 1930 speech to find perils at home along with heartening imitation abroad. "At the present time," he wrote less than six months after the stock market crash, "a great wave of indifference to the Constitution's authority, disrespect of its law, and opposition to its basic principles threatens its very foundations." In his peroration was yet another irony and premonition, especially when read against the controversy in which his own Presidency would crumble.

For as long as the Constitution is respected, its laws obeyed and its principles enforced, America will continue to progress. But if the time should ever come when America will consider this document too obsolete to cope with changed ideals in government, then the time will have arrived when the American people as an undivided nation must come back to normal and change their ideals to conform with those mighty principles set forth in our incomparable Constitution.

Both years he won the local contest, with a ten-dollar prize from the town Kiwanis, twenty dollars from the *Times*, and the orations proudly published in the school annual. Each time, though, he lost at a higher level of competition outside Whittier. The family remembered less the merits or substance of the competition than the pressure and hopes that had gathered behind his speaking success, and the community-wide prestige it had brought. Hadley Marshburn recalled how upset Hannah Nixon had been when her son lost in the advanced round in 1930. "His mother didn't like that. She thought he should have scored better," Marshburn said. "I know his mother wasn't a pusher or a driver, but she was always anxious to see him excel and get to the top in whatever he did."

Oratory and debate led to his first political campaign. Debating

success, and especially his performance in the *Times* oratorical contest, moved the Whittier Union administration in the spring of 1929 to nominate Richard Nixon for student body president the following year on a faculty-approved slate of candidates. . . .

College Drama

. . . [Professor Albert] Upton coached and directed Nixon in a series of college dramas that he played with relish and increasing skill. They began in May 1931 with Booth Tarkington's *The Trysting Place* and eighteen-year-old Nixon as "a middle aged gentleman." Using Richard's deepening voice and sober, dark-haired good looks, Upton cast him repeatedly as an older man, parts invariably of more substance and challenge than the romantic leads most students coveted. "He had a deep voice and an old man's face," another actor recalled, "and he seemed to have physical substance. The effect was more maturity." In John Drinkwater's *Bird in Hand* the autumn of his junior year, Nixon was an elderly country innkeeper losing his daughter to a charmer from the city. Upton "tried to convert a young kid who walked on the balls of his feet to an old man who walked on his heels," the director remembered. "While not a great athlete, he had a springy step and a fine youthful body, and my first problem was to teach him to walk across the stage as if he were at least forty years older."

Upton also taught him to weep openly on stage. "I showed him how to get up a good cry, told him if you got your throat acting up you'd get tears in your eyes," he said later. Actor and director were uncertain of the crying, and it was never rehearsed before opening. But the night of the performance, Richard Nixon sat heavily in a chair, telling the story of his lost daughter while tears rolled down his nose and cheeks and fell in his lap with an emotion and realism those who saw it recalled half a lifetime later. He had given "an outstanding performance" and "carried his part with exceptional skill," said the *Quaker Campus*. "Richard Nixon, playing the heavy role of the English innkeeper," pronounced the yearbook *Acropolis*, "acted with a surety that has been seen far too seldom in

Whittier productions!" Afterward, Upton was impressed no less. "Now, there are tricks to this, but people with imagination, and who sympathize with their fellow-man, reach this emotional stage without artificial means," he once said about Nixon's tears. "I was amazed at his perfection." He played in three more college productions over his last two years, all to similarly admiring reviews. "Dick loved the stage," Upton would say later. "Nixon was the easiest person to direct I've ever dealt with. He'd come to class with his lines memorized [and] do what I told him to do." On another occasion the professor said of him, "I've never coached an amateur who responded so quickly and intelligently to suggestions."

He was taut and temperamental before performances. "To the best property mistress W.C. ever had," he wrote in childish hand and green ink in the yearbook of Marjorie Hildreth. "Forgive all my nervous fits and thank you for your soothing words." Answering a fan who years later sent him a souvenir copy of the program from *Bird in Hand*, he self-consciously relived his stage fright as the old proprietor: "I can still remember thinking my legs would give out or I would lose my voice at some crucial moment." Both on stage and from the audience, Ola Welch saw him as "a marvelous actor, quick, perceptive, responsive, industrious," who had "great stage presence and an almost instinctive rapport with his audience." To Upton he was a performer plainly "at home on the platform [who] got a thrill out of getting to an audience." It was all an experience, the director reflected, that "didn't hurt his ego." At the moment, both his drama coach and girlfriend thought him so devoted to acting that he might well go into the theater professionally. "I honestly believe that if he had made the stage his career instead of studying law," Ola once remarked, "I'm sure he would have developed into a top-notch leading man." Upton would conclude decades later and after generations of students that Nixon was "the most competent student I ever had, but I couldn't think of him as a genius or as a boy destined for greatness. . . . I wouldn't have been surprised if, after college, he had gone to New York or Hollywood

looking for a job as an actor." . . .

College Debate

More than any academic experience, it was college debating that seemed to foreshadow and ever shape his later entry into national politics. He debated all four years at Whittier, and his triumphs were celebrated by later writers and in part by Nixon himself, who saw in debate the successful campaigner and congressional investigator he would become.

He was painstakingly prepared, keeping on small index cards notes from research or from advice asked of [Professor Paul] Smith and Upton, little *aide-memoire* he stuffed in his suit-coat pocket, a habit he would carry through most of his political life. Despite experience in high school, he was visibly nervous before debates, much as he was tense before walking on stage as an actor. "But as soon as he began to speak," team manager Kenny Ball remembered, "he would always seem to settle down." Having spoken, he wrote furiously as he sat listening to opposing speakers or his teammate, from time to time impatiently thrusting on his partner an attack or rebuttal scribbled in what one of them called his "impossible handwriting and own particular style of condensing words and phrases." "He'd write like mad and hand it to you to read from the scrawls," said Osmyrn Stout, who was frequently teamed with him for one year. "He always had the answers for everybody and some of the men didn't like this."

His own delivery could be quick and cutting, but his physical gestures awkward and the style broken by stilted phrases. A sometime opponent, William Hornaday, thought him "very astute and serious, no humor, it was to the point," yet given to the "old-time emphasis - 'May I make this one thing clear.'" For three years he would be in the shadow of another Whittier debater, Joe Sweeney, a red-haired, confident, and outgoing Irishman who was a Franklin and whom the newspaper pronounced only half in jest Nixon's deadly rival. "He was not our best debater at all," Osmyrn Stout would say of Richard Nixon when asked about his reputation as a college champion. "A fellow named Sweeney was much better."

Arguing tariff policy, the team drove back and forth in 1930-31 among other small schools of the Southern California Debating Conference - California Christian, Cal Tech, La Verne, Redlands, and Pasadena. Kenny Ball remembered Frank Nixon following them avidly, taking notes just as he had done in high school. "And his father would always take us to the debates if we needed transportation. He was very much interested in hearing Dick and how he got along." Nixon became, he wrote later, "a convinced free-trader" as a result of that season, and his victory over perennial conference champion Redlands made him a campus hero. The next year, Frank Nixon loaned the team his big Packard for a thirty-five-hundred-mile trip through the Pacific Northwest, in which they argued the question of government economic controls and won twenty-four of twenty-seven debates. . . . Afterward, the team teased their devout and sober Quaker colleague about the trip. Richard Nixon had "toured the Northwest with the debate team," said the *Quaker Campus*, "leaving a trail blazed with victories and fluttering feminine hearts."

The next season, 1932-33, was to be Whittier's chance for national acclaim in forensics. For the topic of U.S. cancellation of the Allied war debts, an entire reference room of the city library was turned over to the team, and funds raised for another three-thousand-mile eighteen-day regional tour, this time with Sweeney and Nixon as a single team on both sides of the question. "Blizzards, mix-ups in dates, and hard-headed judges" is how the *Acropolis* would later characterize the trip. More plainly, it was a competitive disaster. Against larger schools, they won only one debate. "Nixon overwhelmed us with his first speech, and won the audience," recalled Weldon Taylor, one of the opponents at Brigham Young, "but we had the data." That spring they lost the championship cup back to Redlands, and the year ended with a dinner at the Nixon home behind the grocery in honor of Joe Sweeney's last season.

His rival graduated, Nixon won the *Reader's Digest* extemporaneous speaking contest among conference colleges in the autumn of

1933, but the debate team, arguing the expansion of Presidential power, entered only two tournaments his senior year and went winless. In the wake of the forlorn 1933 tour there were no more regional trips scheduled, and college appropriations to the program were cut drastically. After a bright beginning, his college debating career would end with little fanfare and two years of consistent defeat, though the actual record remained buried while the legend of his forensic powers grew.

"He was a merciless opponent," concluded one Whittier teacher. Dick's great strength, manager Kenny Ball remembered, "was his ability to get his opponent off-balance. He would so fluster the other speaker with his steady attack that his opposition would become emotional and stop thinking clearly." Ball recounted how Nixon had become angry and ineffectual during the hapless 1933 season, and later guarded against it. "Dick himself lost a debate once against La Verne College because he lost his temper. He learned his lesson, and that never happened again." Another classmate, Louis Valla, thought Nixon debated in his final college years with almost a controlled rage. He once advised Valla, "To be a good debater, you've got to be able to get mad on your feet without losing your head." William Hornaday saw the same anger in the scrawled notes Nixon passed to teammates. One of them

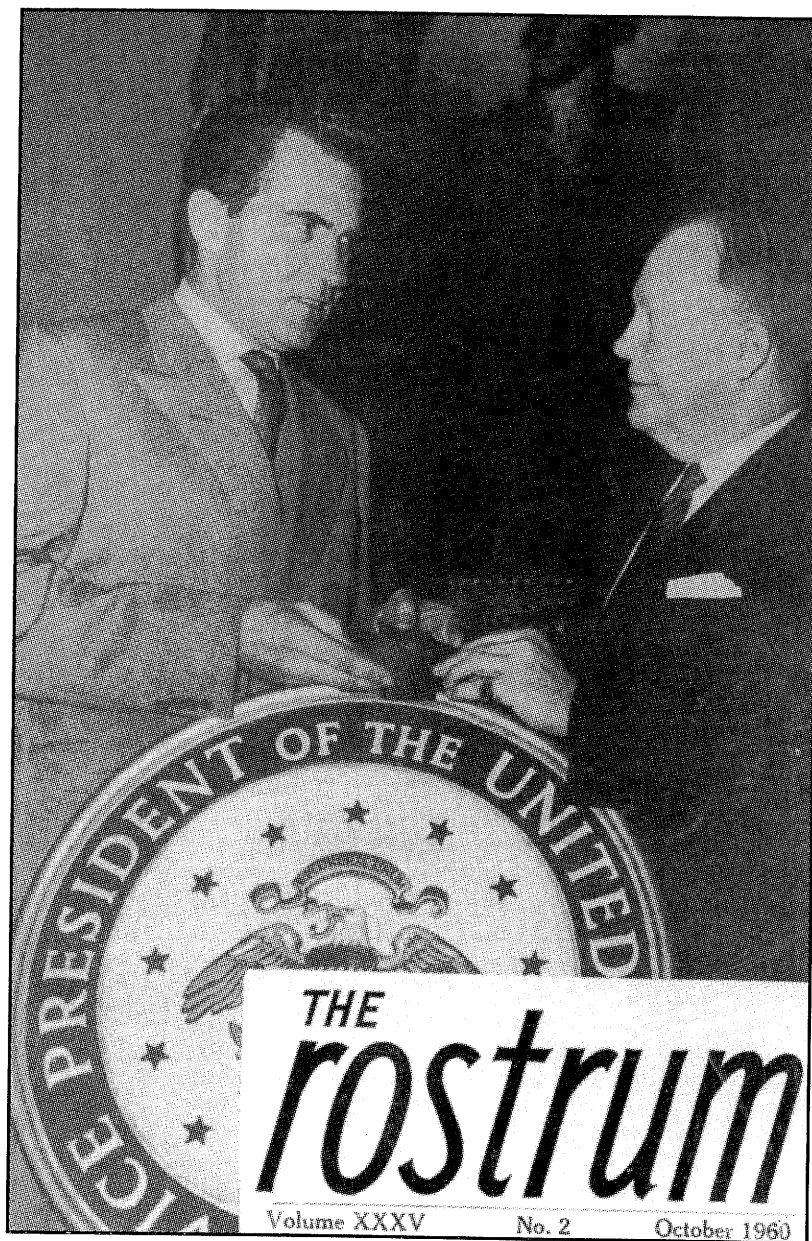
to Hornaday read insistently "Pour it on at this point!" What had begun as suggestions of substantive arguments became in the last two years curt orders about technique -- "save your ammunition," "play to the judges, they're the ones who decide."

Kenny Ball and his other partners also watched how he might suddenly depart from the carefully prepared case, perplexing his own

when we were going over the material for the debate." Hornaday remembered, "He never left himself unguarded. Here I'd be opposing him, you know, and . . . we had debated on the same issue before, and I thought he'd used practically the same material as I was. He would come up with something that would just beat us down -- oh, my! Always using that ace in the hole. He always looked for that."

One morning late in February 1933, Nixon's team debated Southern California in Founders. Early in the match Nixon seemed relaxed and confident before the home crowd, and he brought down the house with humorous asides. "The world is going to the bow-wows," a girl in the audience remembered him saying. It struck them all as so amusing. But as the contest wore on, USC scored noticeably and Whittier needed a rally in the final rebuttals. The *Quaker Campus* editor, Lois Elliot, was sitting in a balcony just above the debaters. "I remember it clearly," she said long afterward. "It took place in the spring of 1933. I was editor on the school paper covering the debate. I sat in the gallery, and I saw when Nixon spoke in his rebuttal that he quoted from a blank paper. I told it later to my roommate; it was against all regulations, and very cunning. I re-

member it well."
(The above text was excerpted from Roger Morris, Richard Nixon: The Rise of an American Politician, Henry Holt and Co., 1990. Material used with permission of the publisher.)



team no less than opponents. "I know that a few times when I debated with him even I did not know what he was going to say," Ball recounted. "He would come out suddenly extemporaneously with some ideas that I had not heard before

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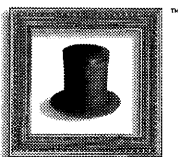
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RESOLUTIONAL FOCUS IN POLICY ARGUMENTATION: THEORY AND APPLICATION

by Nicholas J. Coburn-Palo¹ & Minh A. Luong²

INTRODUCTION

While virtually everyone in the forensic community agrees that the resolution plays a significant role in the academic debate process, its precise function is the subject of an increasingly heated dispute in policy debate circles.³ Case-specific debates are now quite rare as negatives are seemingly unwilling to invest significant amounts of time and effort to research the plethora of affirmative cases; preferring instead to run off-case argumentation such as generic disadvantages and counterplans as well as procedural violations. Many observers feel that this trend is due in large measure to the fact that for many years, policy debate resolutions have been broad in nature. With the advent and acceptance of debate practices which allow affirmative teams to select only an "example" within the resolutional area, literally hundreds of affirmative cases are created each year, leading affirmative and negative teams to play an intricate game of "cat-and-mouse" throughout the debate season.

At present, a significant number of affirmative teams, hoping to gain or maintain a competitive advantage, adopt and abandon cases from month to month; even from tournament to tournament. This practice contributes little to the meaningful discussion of the resolution because by the time negative teams have researched that particular case, it is too late; there is a new, hot "case of the week" to hastily research. The unfortunate result of this process is that substantive debates on the resolution rarely occur because current debate practice actually encourages affirmative teams to select peripheral examples of the resolution and to change examples often. To enable negatives to be competitive, current debate practice forces negative teams to research an un-

ending list of potential affirmative cases and to place emphasis on off-case arguments as well as procedural violations.

The current policy debate topic on U.S. foreign policy toward the People's Republic of China continues this broad-topic trend and presents an opportunity for the forensic community to re-examine the underlying assumptions of the purpose of the resolution in policy debate. The position this essay takes is that contemporary debate theorists ought to reconsider their assumption that the resolution is merely a parameter from which the affirmative can choose examples (hereafter referred to as "parametric" analysis). The resolutionally-focused argumenta-

...contemporary debate theorists ought to reconsider their assumption that the resolution is merely a parameter from which the affirmative can choose examples...

tive approach was the dominant practice in policy debate for many decades until the mid-1970s. In values-oriented argumentation, the idea of resolutionally-focused debate has theoretical recognition⁴ and, at least at first glance, there appears to be no reason why this approach should not be utilized again in policy argumentation.

This essay will present a framework for evaluating whether or not the affirmative team has met its initial argumentative burdens under the resolutionally-focused argumentative approach. After an initial defense of the position, the authors will propose that the affirmative must utilize one of three strategies: 1) defend the proposition as presented; 2) allow reciprocal use of argumentative approaches; or 3) provide and defend

a justification position explaining why the resolution is merely a jurisdictional boundary from which the affirmative has the exclusive right to select. Unless one of these options is utilized, the affirmative will have failed to meet its prima facie burdens and should lose the debate round. The essay will conclude that presumptively, the resolution ought to be the focus of debate.

RESOLUTIONALLY-FOCUSED ARGUMENTATION DEFENDED

Within the narrow constraints of this essay, it would be impossible to present and explain all the rationales for preferring resolutionally-focused argumentation.⁵ With these limitations in mind, however, this essay will discuss three strengths of a resolutionally-based argumentative approach.

Improved Logic-Based Analysis

The most important duty for advocates to uphold in any argumentation activity is to answer the question before them. This is the nexus of the resolutional function debate; what should the question be? At first glance, this dilemma is easy to resolve. When considering the resolution:

"Resolved: That the United States government should substantially change its foreign policy toward the People's Republic of China,"⁶

nearly all would agree that the debate should revolve around whether the U.S. should change its foreign policy toward the P.R.C. More controversial is the claim that the only subject which can be discussed in the debate round is the example of the resolution chosen by the affirmative. This approach represents a logically-flawed line of reasoning for at least two reasons.

Initially, it is an interpretation which runs counter to how language is ordinarily interpreted. While recognizing the fact that this is a descriptive claim, this objection is still valid because language is one of the few areas where commonality is essential. It is important to consider the fact that language is usually interpreted in a general way within our society.⁷ For example, when someone claims that "birds can fly," the claim that "penguins cannot fly" would not cause us to reject the general statement. This is because we presumptively interpret statements holistically,⁸ even though we know that exceptions might exist. By the same token, debate topics ought to be argued as general statements, with examples only becoming relevant if they are shown to be typical of the resolution under consideration.

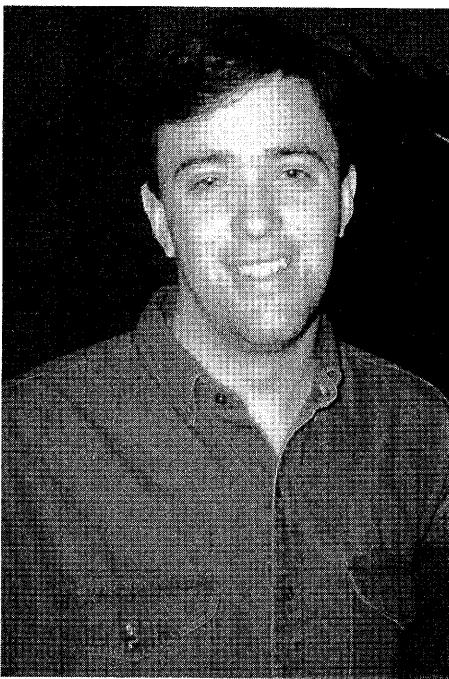
Another reason why it would be logically correct to consider the resolution as the focus of the debate is the presence of alternative phrasing possibilities.⁹ The term "resolved" has appeared in all contemporary policy debate resolutions and a review of the literature indicates that the term implies a firmness or determination in reference to the claim which is being upheld.¹⁰ This interpretation would seem to render atypical examples irrelevant because no firmness or determination could be demonstrated in reference to the statement to which "resolved" applies. At an absolute minimum, there is no linguistic reason to believe that the resolution is meant as a boundary from which the affirmative is free to pick any example. Indeed, the authority of the topic selection committee to phrase the topic any way it wishes would seem to indicate that they at least have the option to permit the possibility of resolutionally-focused debate. The committee could have phrased the resolution as:

Resolved: That a plan of the affirmative's choosing should be adopted by the United States government which would substantially change its foreign policy toward the People's Republic of China.

or the committee could have utilized a format frequently used in collegiate debate organizations and phrased the resolution as:

Resolved: That the United States government should substantially change its foreign policy in one or more areas toward the People's Republic of China.

Indeed, several potential topics utilizing the latter type of topic phrasing were on the 1995-96 high school policy debate ballot¹¹ and rejected.¹² Considering the availability of these alternative phrasing possibilities to the topic wording committee and even more so, their presence on the National Federation topic ballot, it would be illogical to assume that anything in the resolution legitimizes a purely jurisdictional approach to resolutional analysis.



Nicholas J. Coburn-Palo

Increased Accessibility to the Activity

While recognizing that some important differences exist between collegiate and high school forensics, perhaps some lessons can be drawn from the recent crisis in collegiate policy debate. Throughout the 1980s, the number of college programs which have expressed a preference for CEDA debate over NDT debate most likely reflected a preference for some of the customs which were popular in each of the activities. Although clearly not the sole factor, one major complaint expressed by many students as well as coaches in the past concerning NDT debate has been the extremely high

research burden necessary to compete at even a moderately successful level. The authors do not believe it to be unreasonable to hypothesize that at least one of the reasons for the enormous popularity of Lincoln-Douglas debate at the high school level is the comparatively modest research burdens associated with the activity. Many debate coaches, including the authors who themselves competed and coached with some success in both value and policy debate, believe forensics to be one of the most valuable activities in which a high school student can participate. The high school forensics community can avoid making policy debate "inaccessible by commitment" in part by making the transition from parametric analysis to resolutional analysis.

An understandable concern expressed by opponents of resolutionally-focused debate is the fear that the quality of debate will decrease with lower research burdens and greater numbers of participants. This would not necessarily be the case. It is possible for people who wish to conduct greater amounts of research to channel their efforts toward depth, as opposed to breadth, in argumentation. This should satisfy all parties involved because those who have limited facilities or time will have a minimally sufficient amount of material from which to debate. For those debaters who have the time and inclination, their in-depth research will lead them to more intellectually rigorous lines of reasoning which should enable them to win more rounds. With resolutionally-focused debate, the key difference is that the research material inequity between the affirmative and negative would be significantly reduced, allowing the negative to once again focus the discussion on the resolution. In such rounds, negatives would not be forced to adopt indirect argumentation strategies such as running the many variants of topicality, conditional counterplans, and speciously-linked generic disadvantages. This approach also avoids the embarrassment of the negative having nothing to say against an especially narrow but logically-flawed interpretation of the resolution. At present, victory for an affirmative based on the element of surprise and an expectation that opponents will lack material from which to argue against an

overly-narrow case is indeed a hollow and intellectually-bankrupt concept.

Even if concerns about the decreased quality of holistic and generic argumentation were to be true in the short run (a conclusion which the authors certainly do not share), they must be kept in perspective. When we as coaches appeal to school administrators for funding we do so in the name of improving the quality of education for the students involved. As educators, nearly all coaches and judges would like to help as many students as possible. Perhaps it would be beneficial to accept a slight short term decrease in argumentative quality to increase quantitative student participation. When we consider that one reason why many very intelligent students do not participate in debate is because of the great time commitment, in the long run here might actually be an increase in the argumentative quality of the activity.¹³

Additionally, resolutionally-focused debate would allow many debaters to become involved in other valuable activities, further broadening their educational experience as well. By encouraging holistic argumentation, debate programs can enjoy the best of all worlds: "hard-core" debaters can still distinguish themselves by conducting in-depth research; "multi-activity" debaters would find debate more enjoyable and still have time for other activities; and more students would participate in an activity they find less intimidating both at a time and commitment level. This result alone would do much to dispel the increasingly common perception that policy debate is an elitist activity.

Improved Critical Thinking and Decisionmaking Abilities

Although enhancing communication skills is an essential part of the debate process, its potential benefits the areas of critical thinking and decisionmaking should not be overlooked. The National Forensic League claims to "Train Youth For Leadership"¹⁴ and an important part of that goal involves cultivating the kind of analytical reasoning skills which people who have been involved in academic debate so often sport. When one considers the impressive number of attorneys,

journalists, educators, and policymakers who debated in high school, the relevance of that mission takes on an even greater sense of importance. The authors do not think it is unreasonable to claim that if debate does have an impact on the lives of its participants, the type of critical thinking skills and patterns they develop are a substantial part of that impact.

Resolutionally-based argumentation enhances decision making skills at both a substantive and abstract level. Initially, it is educationally superior to search for broader conclusions and theories, as opposed to discussing issues with a limited application in either time or subject area. For example, it would be more desirable for a student to



Minh A. Luong

learn about the broader issues involved in the animal rights debate than to discuss the specific policies of one laboratory. According to Bile:

...general education tends to have greater longevity since "theories" tend to have more staying-power than "facts." Educators argue for example that "liberal education provides a general background which makes reorientation easier. By stressing the theory of a subject matter, it avoids imprisonment in the narrow applications which may soon be obsolete."¹⁵

The implication of this argument is that in terms of the substantive information which is retained

over a long period of time, general argumentation is educationally superior.

The critical thinking benefits derived from a holistic, resolutionally-based approach to debate go far beyond the literal retention of information. In terms of a person's mode of thinking, the type of analysis taught by parametrically-influenced reasoning is logically inferior. A simple classroom analogy makes this point relatively clear. If a teacher assigns a term paper on the topic "Does President Bill Clinton have a high degree of ethos as a public speaker?," the expectation is that the students should draw a general conclusion about Mr. Clinton as a speaker. If a student turned in a paper discussing the first two minutes of the second Bush-Clinton-Perot presidential debate, without explaining why it was typical of Clinton's performance as a public speaker, it would almost certainly receive a poor grade. If we as educators condone the belief that looking at a potentially random example of a phenomenon allows a person to draw a general conclusion, what are the implications for the kind of minds our forensic activity produces? Logicians Eisenberg and Ilardo explained the risks when noting that:

...the fallacy of composition...holds that what is true of the parts is true of the whole...This wrong kind of reasoning is the root of prejudice and stereotyping. The colloquial expression, "seen one, seen them all" is the essence of this fallacy. Minority groups have had to bear such unjust accusations for too long. The best remedy for this kind of sloppy reasoning is exposure on sight!¹⁶

While this type of reasoning is certainly not the sole cause of racism, it would be naive to believe that it does not strongly contribute to perpetuating the problem. Several public awareness campaigns targeted against racism in the workplace attempted to break the cycle of stereotype perpetuation by pointing out that "one bad worker does not mean that all like him (or her) are that way." At an absolute minimum, educators who are concerned about the decisionmaking skills developed in debate should give serious thought to the message that parametric argumentative strategies impart.

ARGUMENTATIVE APPLICATION

Having explained a few of the many rationales for resolutionally-focused debate, the question of how to integrate this approach into the contemporary debate format must still be considered. It is the position of this essay that the affirmative should have to commit to one of three argumentative options in the first affirmative constructive speech: 1) defend the proposition as presented; 2) allow reciprocal argumentative options for the negative; or 3) offer an *a priori* defense of parametric theory with presumption resting against a purely jurisdictional approach.

While this essay attempts to present a preliminary defense of these standards, it does so with two caveats in place: First, these standards presume that the resolution is presumptively the focus of the debate. An initial defense of that viewpoint was offered in the first section of this essay so that this section can concern itself with how best to argumentatively impose that standard. Second, this essay has been undertaken as a starting point for discussion. It does not claim to have discovered the definitive standards for assessing whether correct propositional burdens have or have not been met, nor will it answer all resulting criticisms of this position. It is the hope of the authors that significant discussion about how to refine these standards will result from the points raised in this essay.

1. Defend the Proposition as Presented

If the resolution is the focus of debate, then it would seem obvious that debating the resolution as presented would be the preferred mode of analysis for the affirmative. Advocates can do this by either presenting "generic" or "typical" arguments. Generic claims are those which apply to the resolution most of the time. Many opponents of resolutional focus argue that the presence of a generic plan would serve to make the debate process extremely boring. In most cases these individuals mistake the utilization of a generic plan with a limitation on the harm areas eligible for discussion. There is no reason why this outcome would be the result.

For instance, an example of a potential claim springing from a generic plan on the topic:

Resolved: That the United States government should substantially change its foreign policy toward the People's Republic of China

would be a case which argues that the basis of foreign policy toward the P.R.C. should be based on human rights instead of economic factors. Another example would be a case which argues that the U.S. should change its foreign policy from a "One China" to a "Two China" policy; recognizing both the P.R.C. and Taiwan. Yet a third example is that the U.S. should adopt a policy of military containment while developing trade relations with the P.R.C. In short, argumentative ground need not be reduced by generic claims. It is likely, in fact, that it will ultimately be increased once affirmatives lose their ability to "screen out" generic disadvantages by claiming that the positions do not link to their particular case area.

Although generic claims are argumentatively preferable, resolutionally-focused debate does not eliminate the use of examples. All that would be required to avoid the fallacy of hasty generalization or composition would be for the affirmative to demonstrate that their example is typical of the claim in question. At this point, the affirmative claim would become a valid induction¹⁷ and would be sufficient to answer the resolutional question. A common objection to a typicality standard is the difficulty in finding a micro standard for determining typicality. Although it is a problematic, there are ways of determining whether an example is typical. One such method would be to utilize an evidential micro standard (EMS). If the affirmative can present evidence indicating that their program is at the core of the subject area of the topic, this would seem to be sufficient. For example, if a case on the US/PRC topic had evidence indicating that the plan would cover most U.S. policies dealing with the P.R.C., as well as possessing the characteristics of most foreign policy programs, then the specific example would be deemed typical.

The potential difficulties in establishing typicality in the context of an affirmative case causes

many theorists to argue that the entire resolutional focus viewpoint is tragically flawed due to the vagueness of its standards. First, the standard is not impossible to meet. A quick glance at some of the evidence contained in handbooks on the US/PRC topic demonstrates that several cases could meet this standard rather easily. Second, even if a typicality standard is impossible to meet for this specific resolution, it would not be a valid reason to reject the broader standard of resolutionally-focused argumentation. Instead, it would simply mean that the affirmative should utilize generic claims instead of attempting to produce typical examples.

2. Allow Reciprocal Argumentative Options for the Negative

If the affirmative feels that it is unreasonable to take on the burden of defending the entire resolution in 1AC, another argumentative option exists: Counter-warrants. Simply put, if the affirmative does not want to deal with all the resolutional ground at the outset of the round, there is no reason why the negative should not be allowed to widen the scope of the discussion (assuming they stay within the bounds of the resolution).

This essay offers two rationales as to why the use of non-inducible examples should be reciprocal. Initially, fairness would seem to require that if the affirmative gets to present their narrow examples, that the negative be allowed the same privilege. Without this right, the negative is placed at a serious disadvantage which, as Bile explained, usually results in "a slow and painful death."¹⁸ Even if the negative is able to overcome this competitive disadvantage, the fact that the playing field is no longer level clouds our ability to determine the better debaters in a given round. Another rationale for permitting counter examples in response to a non-inducible affirmative case is derived from the often-claimed "search for truth." Even the most cynical affirmative teams usually attempt to prove that their example is truthfully a wise policy option. If the resolution is the focus of debate, then a counter example which expands the amount of resolutional ground discussed in a given round should be welcomed

a given round should be welcomed as moving us closer to determining the truth of the proposition under consideration.

If one peruses contemporary debate publications, there is no shortage of writings about the desirability of counter-warrants.¹⁹ Virtually all who are critical of the concept, however, assume that the resolution is not the focus of debate; it exists only as a parameter for discussion. Once the desirability of focusing on the resolution has been established, few serious objections continue to exist. One concern that possesses a great deal of validity is that allowing counter-warrants will result in example-stacking by both sides. Herbeck and Katsulas explain that:

[i]n such an argumentation contest the affirmative lists examples supporting adoption of the resolution, while the negative lists examples against the adoption of the resolution. Inevitably such a debate degenerates into a series of unsubstantiated assertions and counter-assertions. No matter how one views the nature and purpose of the activity, such a debate is a disaster.²⁰

The authors are in complete agreement with Herbeck and Katsulas that such a debate would be highly undesirable. Perhaps it is better to find a logical way to prefer one example over another rather than throwing our hands up in despair and depending on the good nature of any given affirmative team to provide a mutually-agreeable example. If example-stacking were to become a legitimate concern in high school policy debate, we should then treat examples as we would definitions and prefer the "better" example offered in the debate round. The most logical micro standard (LMS) for adjudicating a "better" example debate would be one of how much resolutional ground is considered. Quite simply, the warrant which is more applicable to the resolution should be the focus of discussion.

By refocusing the debate to the more resolutionally-orientated examples under consideration, concerns about clash and example-stacking can be alleviated, while still allowing the debaters to enjoy the advantages mentioned earlier. If an affirmative runs a narrow

case, the counter-warrant can serve as a check against abuse. Rhodes and Pfau offered further explanation in noting that:

Herbeck and Katsulas also overlook the point that it is to the advantage of negative in a counter-warrants round to present reasonable and solid examples, since the negative hopes to show by comparison that the affirmative example is isolated and unrepresentative.²¹

On the other hand, if the affirmative runs a broad case, it can prevent negative teams from presenting similarly abusive examples. Paulsen and Rhodes explained that:

[t]he counter-warrant would be dangerous only to an affirmative using broad definitions and a narrow case area. Should the affirmative choose, they could present a "stock" case. A broad affirmative case would place the negative at a disadvantage in trying to find countervailing examples of resolutional areas, especially examples of similar or greater importance.²²

By utilizing a "better" example standard, problems stemming from diminished clash are also resolved. In fact, it is not altogether clear that the affirmative is at a competitive disadvantage when operating within this framework. The affirmative team would maintain the option of running a broad case and defending its example as being "better," or granting the jurisdictional superiority of a negative example and then "turning" it against them.

If the affirmative were to permit use of reciprocal examples from the outset, concerns regarding their *prima facie* requirement could be set aside because of the shared advocacy role of both sides. In addition to restoring fairness in the utilization of non-inducible examples, analyzing counter-warrants at a "better" example level will increase the level of strategically-oriented thinking and add an extra dimension to debates which all too often are decided by the element of surprise, rather than superior argumentation and persuasive skill.

3. Prove the Superiority of Parametric Analysis

It is the position of this essay that argumentation focused on the resolution is clearly superior to debates confined within a parametric framework. At an absolute minimum, however, the reasoning presented in the first section of this essay establishes that resolutionally-focused debate should enjoy strong presumption when in conflict with competing frameworks for analysis.²³ Accordingly, this third argumentative option is intended as a compromise position between those who prefer generic debate and people who are firmly wedded to their belief in parametric debate. If the affirmative team feels strongly enough about preserving their exclusive right to present non-inducible examples, then they ought to have the option of defending their viewpoint within the debate round. But, in order to insure both fairness and high quality argumentation, several logically necessary requirements should be imposed on the affirmative: 1) the defense of parametric analysis should be initiated in IAC; 2) if the defense fails, it should constitute an *a priori* voting issue; and 3) the defense should reflect primarily normative (as opposed to descriptive) reasoning.

That the affirmative team's defense of parametric analysis should be presented in the IAC makes perfect sense if the debate is supposed to reflect good argumentation. The question being asked in a debate round, at first glance, is whether or not the resolution is true. This is how both a logician and an average person would perceive the situation.²⁴ If the affirmative team wishes the judge to view the dispute from a different perspective, they need to explain and justify what that perspective should be. Absent such a justification step, the affirmative case constitutes only a random claim with no standing in a debate round with a previously agreed upon question for discussion. Accordingly, such a claim would be *non-sequitur* to the question before the debaters and the affirmative team would have failed to meet its burden to present a *prima facie* case (presumptively in terms of the resolutional question) in the IAC. Of course, such a claim would not

have to be entirely proven at the outset of the round, but it still must be present. Otherwise, the debate case would take on the appearance of a geometric proof with a crucial step missing; it would be logically nonsensical. This approach is not as radical as critics often claim, for if the affirmative cannot ultimately prove that parametric analysis is the best perspective to adopt in the debate round, they would lose the round in the same way that a non-topical case would be disqualified within a parametric framework.

A major reason why debates over issues of resolutional focus often become very difficult for judges to resolve is that both sides argue from very different perspectives. Affirmative teams often advocate claims which are descriptive in nature. For example, "The affirmative has the right to define" is a claim which is descriptive because the claim is that the affirmative's view on definitional argumentation is commonly held at the time. Negative teams, on the other hand, often advance normative claims when arguing about the issue of resolutional focus. An example of a normative claim is: "The affirmative should not have the right to define." This claim is normative in nature because it addresses the issue of how things should be, rather than how they are presently. It is the position of this essay that when these two claims come into conflict, normative claims should be preferred to descriptive claims²⁵ because they enhance argumentation skills and avoid *ad vericundium* fallacies. Descriptive claims have been used to justify slavery, denying women the right to vote, and the belief that the earth is flat.²⁶ Normative claims at least have logic and reason as a check on their conclusions.

One of the primary arguments advanced against focusing on the resolution in policy debate is that tradition indicates that the affirmative example is the focus of debate. Herbeck and Katsulas wrote that "...debate practice alone is sufficient reason to support the contention that debate focuses on examples of the resolution and not on the broader resolution."²⁷ In addition to being an overtly descriptive claim, it is also an incorrect claim. While it is true that in recent years, parametric analysis has become an accepted practice in policy debate,

it is a hasty generalization to conclude that when considering the entire history of academic policy debate in the United States, that the resolution was not the focus of debate. Indeed, up until the 1970s the resolution was generally considered to be the focus of debate. Bile explained that:

[t]raditionally, academic debaters argued the 'totality of the resolution' and judges decided not on specifics but "on the general resolution." In fact, from "the beginning of the national resolution until about 1973-74, the entire resolution was normally thought to be debated...the [parametric viewpoint]... is comparatively recent and seems to have no real theoretical underpinning other than current practice"²⁸

Accordingly, tradition is given meaning within the eye (and age) of the beholder.²⁹ It is the hope of the authors that the debate community can move beyond this problematic and anti-argumentative framework and discuss the issue of resolutional focus at a normative level.

CONCLUSIONS

This essay has taken the position that resolutionally-focused reasoning should be considered superior to parametric analysis of the resolution in high school policy debate rounds. This conclusion has been reached because of the potential benefits to students in the areas of improved logic-based analysis, increased accessibility to the activity, and the development of superior decisionmaking skills. The implications of this conclusion are that affirmative teams should be obligated to choose, at the outset of the round, from one of three options regarding resolutionally-based burdens:

- 1) Defend the proposition as presented. This would involve presenting a case which is either generic or typical in terms of the resolution; or
- 2) Allow the negative reciprocal argumentative options. The implication is that if the affirmative is allowed to present non-inducible

examples, the negative should have the same right. In order to avoid concerns about example-stacking, a "better" example standard should be utilized, with the example which covers the most resolutional ground being considered preferable; or

- 3) Prove the superiority of parametric analysis. This should be done in the IAC, be considered an *a priori* issue, and rely on normative as opposed to descriptive claims.

Although many valid objections and concerns exist regarding a resolutionally-focused method of reasoning, the adaptability of holistic analysis to policy debate does not seem to be one of them. It is not unusual for affirmative teams to make the claim that debating the resolution, as opposed to their example, "destroys policymaking" and policy debate in general. Interestingly, Murphy pointed out that:

[w]hile many teams are apprehensive to argue counter-warrants or whole resolution as a separate position, many still argue resolutional focus through collective noun topicality violations.³⁰

In short, policy debate thrived and grew using resolutionally-focused analysis for most of its institutional life and has been able to survive forays into resolutionally-focused analysis when parametric analysis became the fashionable trend. Under the framework presented in this essay, if debaters wish to advocate a specific policy they can still do so, the policy would only have to meet the burden of typicality or else the affirmative team would have to give the negative a reciprocal right to present their own examples.

Even if fears about a decrease in traditional policymaking education were to be true, it would only result to a shift toward a more valid form of policy debating. Paulsen and Rhodes explained that:

To use the analogy of parliamentary or legislative debate, an advocate trying to win support for a vague, broadly worded resolution through a single, carefully-selected,

and limited example probably would not find his opponents willing to agree to limit themselves to only the example he provides. They would instead draw from other examples which deny the validity of the resolution and would perhaps not even address themselves to a specific example provided by the affirmative advocate. Rather than (or in addition to) denying the specific, therefore, they would offer other specifics. Either strategy would lead the uncommitted observer, or critic to reject the resolution before the house.^{31 32}

Finally, assuming the very worst, that resolutionally-focused argumentation resulted in a net decrease in policymaking education, it might very well be preferable to suffer those consequences than to actually encourage anti-logical thinking in today's students (who the authors assume will be tomorrow's leaders). Frankly, the authors would rather help produce a student who could think logically but lacked specific policymaking skills, when the alternative result is a student who is adroit at suggesting specific policy actions which turn out to distressingly illogical.³³

One of the most valuable skills which competitive debate can help develop in high school and college students is the ability to think critically about the questions with which they are confronted. On an issue like resolutional focus, which plays a significant role in shaping the kind of critical thinking skills that the activity will impart, it is important that coaches, students, and judges try to utilize those skills in resolving this theoretical dilemma. It is the hope of the authors that this essay will serve to spark some very necessary discussion on this very important issue. Although many people will have different opinions, the only intellectually unforgivable act is not to give any real thought to one's viewpoint on the subject.³⁴

ENDNOTES & REFERENCES

¹Nicholas J. Coburn-Palo holds a dual appointment as Assistant Debate Coach and Instructor in the Department of Communication at Weber State University in Ogden, Utah. He was formerly a full-time speech instructor and Director of Debate at The Pinewood College Preparatory School in Los Altos Hills, California, served as a coach for the San

Francisco State University debate team, and was an active member of the National Tournament of Champions Advisory Committee. A successful high school and college competitor, Mr. Coburn-Palo enjoyed regional and national success at championship levels in APDA, CEDA, and NDT debate. He also serves as a curriculum coordinator at National Forensic Consortium summer debate institutes including Berkeley, Washington, D.C., and Stanford.

²Minh A. Luong is completing his Ph.D. in the Department of Communication at Purdue University in West Lafayette, Indiana. He served as the Chairperson of the Department of Speech and Communication Studies at the Pinewood College Preparatory School (CA), Director of Debate at San Francisco State University, and Director of Forensics at the University of California at Berkeley. Mr. Luong serves as a curriculum coordinator at the Stanford National Forensic Institute and is invited to conduct numerous debate seminars for school districts and forensic leagues across the country. He is presently conducting research and working on his dissertation in Cambridge, Massachusetts.

³The purpose of this essay is to introduce the resolutional focus discussion to the high school debate community and to stimulate discussion on this important issue. To achieve these goals and due to the nature of collaborative work, the ideas presented herein are not necessarily the personal or professional viewpoints held by one or both authors.

⁴For an in-depth discussion on the theoretical legitimacy of resolutionally-focused debate, see Jack Rhodes and Michael Pfau, "Resolution or example: A reply to Herbeck and Katsulas," Journal of the American Forensic Association, 21 (1985): 147.

⁵For those who wish to seek out more information regarding the resolutional focus debate, two sources in particular stand out: First, the Cross-Examination Debate Association's CEDA Yearbook has included excellent articles on the subject written by Jeff Bile, Brian McGee, and David Berube; and secondly, The Journal of the American Forensic Association (now titled Argumentation and Advocacy) has featured groundbreaking articles by both Jack Rhodes and Dale Herbeck, both of whom have written for the publication with various different authors.

⁶This is the National Forensic League's official 1995-96 Policy Debate Topic. See National Forensic League, "1995-96 Policy Debate Topic," Rostrum 69.10 (June 1995): 3.

⁷Jeff Bile, "When the whole is greater than the sum of the parts: The implications of holistic resolutional focus," CEDA Yearbook 8 (1987): 8-15.

⁸Use of the term "holistically" in this instance refers to viewing the subject under consideration as a whole, as opposed to the term "generically," which refers to viewing the most common at-

tributes of the subject under consideration.

⁹James Paulsen and Jack Rhodes. "The counter-warrant as a negative strategy: A modest proposal," Journal of the American Forensic Association, 15 (1979): 210.

¹⁰The Random House Dictionary of the English Language (1966) defines "resolved" as "determined; firm in purpose" and Webster's Third New International Dictionary (1981) defines "resolve" in terms of "fixity of purpose."

¹¹National Forensic League, "National Forensic League Debate Topic Area Ballot: Proposed Topic Areas and Resolutions for 1995-96," Rostrum 69.4 (December 1994): 3.

¹²National Forensic League, "1995-96 Policy Debate Topic," Rostrum 69.10 (June 1995): 3.

¹³Mr. Luong serves as an academic director and faculty member in the Junior Statesmen Foundation of America's JSA Summer School program in addition to teaching at summer debate institutes. JSA programs emphasize leadership as well as debate training and attracts the same type of student which forensic programs seek to recruit. Although a very small number of students participate in activities sponsored by both JSA and NFL, one of the primary reasons why many students participate in Junior Statesmen activities instead of forensic competition is because of the significant time commitment.

¹⁴This motto appears in official National Forensic League publications.

¹⁵Bile 10.

¹⁶Eisenberg and Ilardo. Argument. 2nd ed. Inglewood Cliffs, NJ: Prentice-Hall, 1980.

¹⁷Induction is most easily understood in the context of two additional, but somewhat distinct, concepts. Deduction is reasoning from a broader conclusion to a more narrow one; generic argumentation involves answering the question directly; and induction is reaching a broad conclusion from a smaller example.

¹⁸Bile 9.

¹⁹Many of the issues discussed in the counterwarrant debate are considered in the general resolutional focus debate. Interested parties in that particular part of the resolutional focus debate should seek out the McGee article in the CEDA Yearbook, the Paulsen and Rhodes article in JFAFA, and the Herbeck and Katsulas article in JFAFA.

²⁰Dale Herbeck and John Katsulas, "The affirmative topicality burden: Any reasonable example of the resolution" Journal of the American Forensic Association 21 (1985): 135.

²¹Rhodes and Pfau 148.

²²Paulsen and Rhodes 210.

²³Bile 12.

²⁴Bile 11.

²⁵Like much of the reasoning in this essay, the ideas presented have been advocated by others. In the case of distinguishing between normative and de-

scriptive claims, this idea was generated from several discussions between Nick Coburn-Palo and Jeff Bile.

²⁶Rhodes and Pfau 146.

²⁷Herbeck and Katsulas 135.

²⁸Bile 8.

²⁹Carmendale Fernandes, former NFL President and legendary coach of many championship teams was Mr. Luong's high school speech and debate coach at Fremont HS (Sunnyvale, CA). As a coach who successfully guided teams through both the resolutional focus and parametric approach eras, Ms. Fernandes often commented about the increasing frequency of parametric cases during the 1970s and expressed concern regarding the lack of underlying logical support for that approach in several discussions over the years with Mr. Luong.

³⁰Thomas Murphy, "Debate propositions as claims: Argumentation and resolutional focus," Paper given at the annual meeting of the Speech Communication Association. November 1990. Chicago, IL.

³¹Paulsen and Rhodes 207.

³²The authors did not feel it was appropriate to correct gender-specific language if it appeared in the original transcript from which we were quoting. It their sincere hope that no one is offended by its presence in this essay.

³³The policymaking aspect of academic debate provides a framework from which to learn and practice critical thinking and decisionmaking skills, among others. Mastery of these fundamental skills are necessary before effective policymaking can occur. Few high school debate coaches would claim that participation in policy debate teaches actual policymaking skills as other institutions such as law and public policy schools are better equipped to handle such tasks.

³⁴Many people were instrumental in the preparation and completion of this essay: Nick Coburn-Palo credits discussions with Jeff Bile (Southern Illinois University), Chris Carey

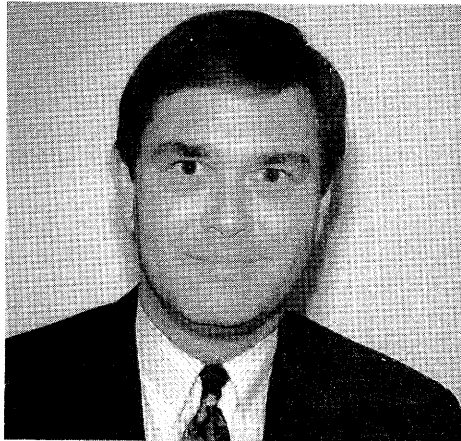
(Southern Illinois University Law School), Steven C. Clemmons

(formerly of Weber State University in Utah and now with Loyola-Marymount University in Los Angeles) and Laura Pagano (formerly of the University of Michigan Law School and now with the U.S. Federal District Court of Arizona) for furthering his knowledge of the argument.

Minh A. Luong thanks Pauline Jones Luong (Harvard University), Melodi A. Morrison (formerly of University of California at Berkeley and now with Sea-Land Corporation), Rebecca S. Jacobsen (formerly of Purdue University and now with National University of Singapore), and Steven C. Clemmons (Loyola-Marymount University) for their valuable feedback and suggestions. Numerous discussions between the two authors as well as conversations between the authors and other debate coaches too numerous to mention by name inspired them to spend the time necessary to complete this project. Any omissions or errors in this essay are the sole responsibility of the authors.

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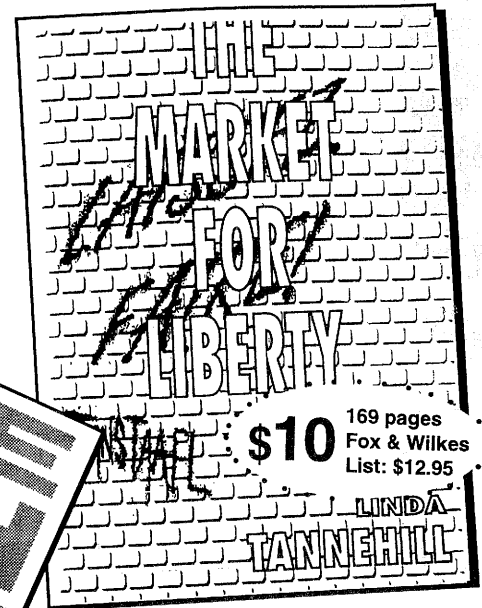
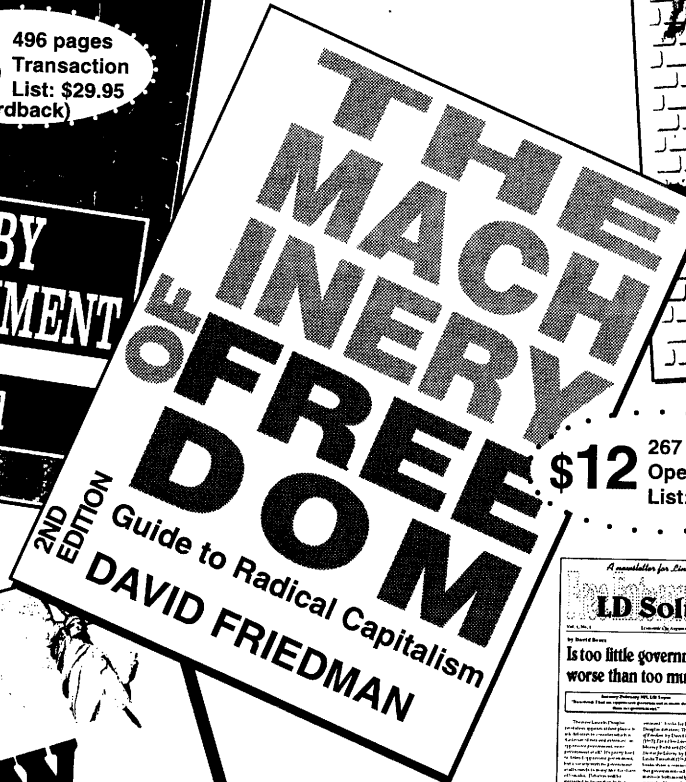
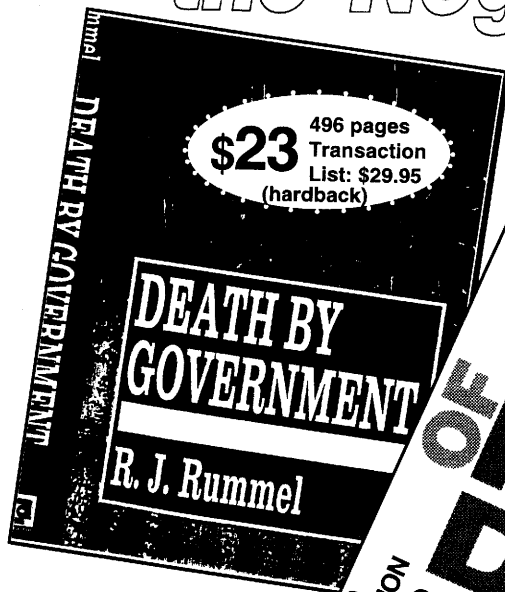
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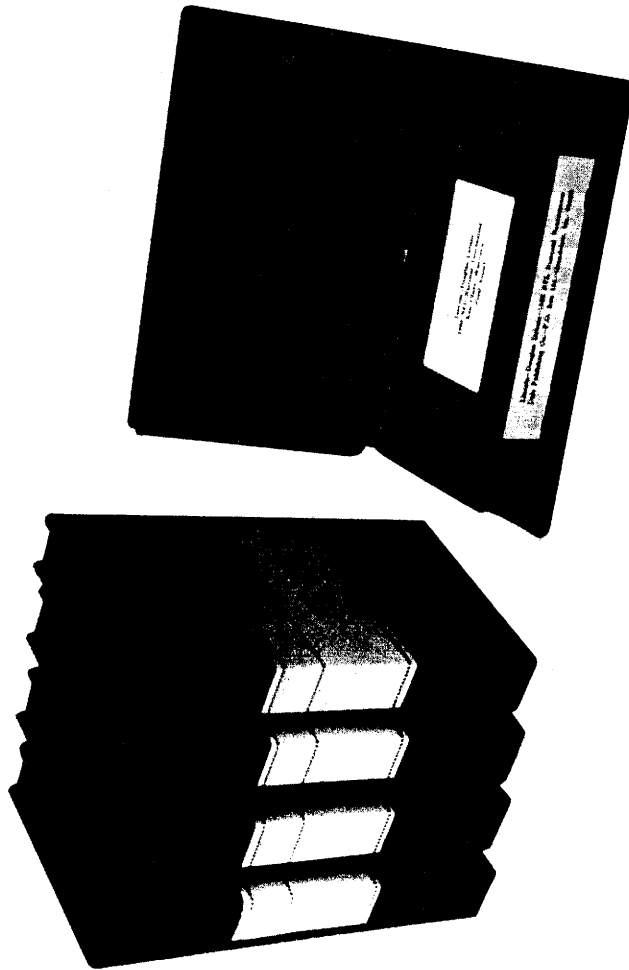
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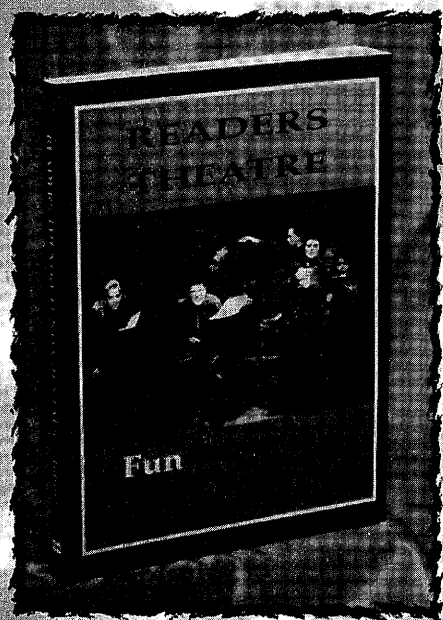
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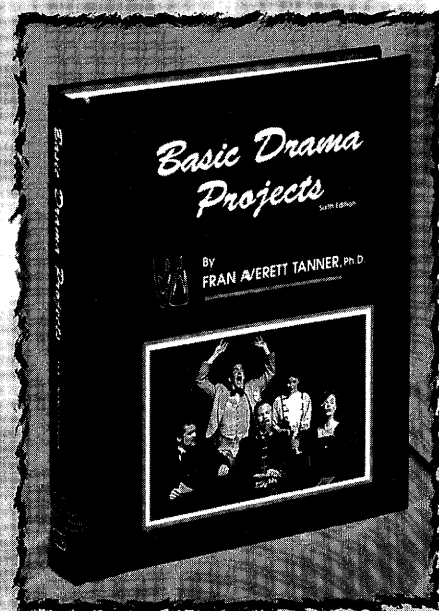
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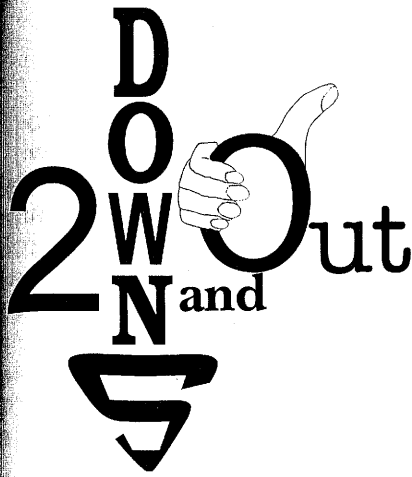


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GAMES FOR PAINS

It's March, and the Young Lions (read "bored debaters") are nuttin' but trouble in the back of the room. "Oh no, ma'am, our files are done." "Why should I? I'm not goin' out to any more tournaments!"

Here are some ideas to get them doing something productive and even maybe fun. I have written these for policy debate, but all are easily adaptable to L/D.

1. Dice debate

Materials needed—one pair of dice, loaded if you like.

Debater's affirmative case pre-flowed.

The dice will determine a 1NC, delivered by a mythical debater. On our squad, his name is Chuck. (Chuck belongs to us. You have to come up with your own. How about Princess Die? Andrew Dice Clay?) You roll the dice, and Chuck gives an argument according to the key below. He gives an overview, an underview, and an argument against each point of the 1AC. The debater flows it.

2--Chuck insults the judge. She slaps him.

3--Chuck says something incomprehensible. The judge vigorously nods her head and flows it.

4--Chuck runs T. You figure out what he said.

5--Chuck runs a nuke war d/a shell. You determine which one is appropriate.

6--Chuck runs an excellent solvency argument. You determine what it is.

7--Chuck drops it.

8--Chuck reads a card directly

denying your point, from the same source you quoted.

9--Chuck reads a card that states your source is a liar and a child abuser, and a spy for Albania.

10--Chuck makes an incredible logical argument against your point with no card. Figure it out.

11--Chuck asks the judge for a date. She accepts.

12--Chuck counterplans with World Peace, mandated by a higher being, of whom he is a prophet.

The debater has five minutes to prepare the 2AC, and then delivers it. You collect the flow sheets, possibly to grade them.

By drawing up your own key, you can practice any speech in the debate. Chuck can do any speech. He also can imitate your likely opponent's styles before a big tournament.

2. Rebuttal practice

A. the 1AR. The debaters must bring a flow sheet from an affirmative round, and catch themselves up in their memories to the 1AR. The debater WRITES out the rebuttal, using the minimum number of words necessary to totally defeat the negative. The debater then delivers the rebuttal without the manuscript. Collect the manuscript and grade it on word economy and quality responses.

(To really make this challenging, limit the debater to one 4 X 6 card)

B. the 2NR. The debater brings a flow sheet from a negative round. She must prepare a rebuttal for a student judge with absolutely no debate training, and without lying or distorting the opponents argument, convince the judge that the negative should win. The judge then fills out a ballot and votes, explaining why on the ballot. This might reveal to the debater why she is not communicating well with lay judges.

3. World debate wrestling

Two teams, debating the usual topic, but with the following changes.

A. Any debater, by tagging his partner, can take over a speech or cross-ex. However, each debater must speak an equal amount of time by the end of the debate.

B. Each side has six minutes of cross-ex, which they may use at any time, including the middle of oppo-

nents speeches, or at the end of the debate. Each cross-ex must use at least a one minute increment however. If the debater just asks one question, he loses a whole minute.

C. Each team has ONE "argument slam!", which, cried out as the opponent delivers an argument (ONLY during the 2AC or 2NC), immediately wins that argument permanently for the slamming team.

D. If you wish, let the last two speeches be subject to the heckling of the opponents.

4. Contract debate

Using the same affirmative case, two teams debate each other twice. Judges evaluate the debates on a point scale 1-30 on each speech. The debater with the most points wins. You can draw up a rubric which rewards behaviors you are trying to encourage.

5. The ultimate off-topic debates

Each debater secretly prepares a case based on the resolution *Resolved: the Status Quo should be changed*. Every point must be evidenced with legitimate evidence. Then create a tournament with debaters debating each other twice, on each side of the resolution. Negative may not run T, and since he probably won't have any evidence, this side of the resolution will be by wits alone. Multiple judges do not vote for affirmative or negative, but award points for good debating by use of a rubric you draw up to reward debating behavior you wish to encourage.

6. The blast from the past debates

The debater assumes the character of a deceased character of the past. All arguments must be consistent with the knowledge and style of the character. Imagine a round between Adolph Hitler, Ghengis Kahn, Marilyn Monroe, and Jimi Hendrix.

For a twist, run these debates like a Presidential Sham, er, debate, with student panelists asking questions of the characters, with chances for rebuttals.

Emphasize the insights that a debater gets from taking the different viewpoint than the usual.

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

WOMEN IN DEBATE: A SURVEY

by Glenda Ferguson

This survey was done in response to coaches who have expressed a concern that there are not more women in debate. These coaches believed that there were more male debaters and coaches in the activity than females.

This survey and the results are certainly not scientific, but may contribute to the ongoing discussion on this topic.

The survey was handed out during registration at NFL Nationals and mailed out by the National Debate Coaches Association. Forms were mailed back to me and resulted in the following:

Thirteen surveys were answered by coaches, (eight females and five males), and forty-one were answered by students.

Most squads were relatively divided between male and female students; three were predominantly male, and two predominantly female.

Schools responding attended at least nine tournaments with most attending sixteen or more.

Most tournaments were overnight. Most women attended overnight tournaments.

Every school responding had students who attended summer institutes.

Only five schools sent women to LD workshops. Only five schools did *not* attend policy institutes.

Only five surveys alluded to having women coaches who were lab leaders in policy debate.

Twenty-four of total forms returned had male coaches. Thirty had female coaches.

Specific Answers:

"How often have you received comments on a debate ballot that you considered sexist?"
14 occasionally, 1 often, 39 never

"How often have you experienced any verbal sexist behavior at debate tournaments?"
27 occasionally, 3 often, 24 never

"How often have you experienced any physical sexist behavior at tournaments?"
7 occasionally, 1 often, 46 never

"How often have you experienced any verbal sexist behavior in debate class?"
19 occasionally, 3 often, 32 never

"How often have you experienced physical sexist behavior in debate class?"
5 occasionally, 49 never

"If you answered 'occasionally' or 'often' to any of the above questions, please explain how your teacher responded."

Most students didn't report the incident because 'the teacher couldn't do anything about it' or 'I handled it myself', or 'I felt uncomfortable reporting it.'

(This response was the overwhelming answer. The rest of the comments were only made once.)

'A comment here and there.'

'Teacher didn't notice.'

'One yelled.'

'One treated it as a joke.'

'One male coach took drastic measures.'

"Have there been discussions in your class about this issue?"

18 yes

"Why did you take debate?"

'Improve speaking and critical thinking skills, fun, personal growth and challenge, to understand other viewpoints, research skills, travel, meeting people, pre-law, competition, learn to voice my opinion, like to argue.'

"What do you think precludes women from taking debate?"

29 answered "nothing"

5 answered "male-dominated"

5 answered "don't want to take that much time"

3 answered "too much work"

4 answered "girls are trained to be submissive"

1 answered "debaters are different, some girls don't want to take the chance to be labeled as different"

Other reasons: girls don't want to scare guys away by appearing too smart, few female role models, more things to do, women take debate but by their senior year usually have not developed the same kind of close friendships in debate as boys.

It is my understanding that some coaches were collecting surveys from their area to turn in, but never made it. Anyway, this is what we got and I hope it can shed some light on the subject.

(Glenda Ferguson is a member of the NFL Executive Council. She coaches at Heritage Hall (OK) and is a member of the NDCA Board.)

THE FIRST STEP

by Lois Annette C. Askew

When the speech specialists with the Birmingham City and Jefferson County Schools—Julia Matson and Vic Vichtner—recruited teachers and students for forensics programs in their schools, they encountered a problem: students of beginning programs disliked debating against the high powered teams.

Dr. Michael Janas, Samford debate coach, faced a similar problem. He sent his Samford debaters to orient a county school to policy debate. The Samford students instructed the students on the current policy topic and invited the high school debaters to attend the annual Samford University Debate Tournament. The debaters attended the tournament, hit three high powered teams, lost each round, and returned home, folded their debate materials, and said, "We can't face them again." The competition had been too overwhelming. The polarization continued between the highly prepared teams with summer workshops under their belt and the totally green, newly prepared teams.

Dr. Janas decided that a new type of debate would be necessary. One that would bring the county and city high schools into a debating situation that would be fresh, require a minimum of preparation, and assure them of a strong footing in an academic area that these students could handle. Sometimes Dr. Janas labels this debate the Birmingham -style debate. At other times, he more accurately calls it Parliamentary Debate. This forensics activity, newly created, springing from the thinking of the young Samford professor, involves three persons per team. This arrangement consists of a first affirmative, second affirmative, affir-

mative rebuttalist. The negative team has a first negative, second negative, and negative rebuttalist.

According to the prescribed rules, the function of the first affirmative and first negative is to present the cases. The second affirmative and second negative argue their positions, respectively, and attack the opponents' views. Then the affirmative and negative rebuttalists refute the argument of worth on the flow and prove their winning points.

... students of beginning programs disliked debating high powered teams.

Another unusual quality of this parliamentary debate is that the times are short. Only six minutes is the limit for the first affirmative, first negative, second affirmative, and the second negative. The rebuttals are only four minutes each.

The topics for the debate have proved to be of interest to the students. The first one concerned the death penalty. The second resolution was that the programs supporting affirmative action should be abolished. Now the students are working on the de-escalation of the war on drugs by the United States Government. These are topics on which the students can find current information in a short period of time.

Before scheduling tournaments for the students, Dr. Janas and his assistant, Michael Jordan conducted three afternoon workshops for coaches. They reviewed the basics of re-

search, the philosophy behind debating, and the techniques of simple argumentation.

The response to the two tournaments that the students in the Birmingham area have attended is positive. On the first afternoon of a tournament held at Samford University, a coach of a policy debate team who had traveled with his team to many high powered tournaments, said, "This is the way a tournament ought to be, relaxed, calm, and free of hassle." Another coach stated, "This inspires the students to want to debate. Perhaps they will want to compete later on a much more competitive level." A student whose parents had objected to the long hours of the regular novice policy debate tournaments found the event fun and fulfilling. Even Dr. Janas, the founder of the Parliamentary Debate Circuit in the Birmingham area, wrote to the teachers, supervisors, and students that he believed this type of debate to be one of the most successful experiments in the nation. And the success now assures the Birmingham Area of two accomplishments: more students want to debate and more are wanting to participate in larger tournaments now that they have experienced the simplified debate format at the Parliamentary Debate Tournaments. As Michael Jordan, assistant coach at Samford University, says, "It [parliamentary debate] is a great first step for beginning coaches and debaters. The real focus is getting the teachers and the students so involved that will no be overwhelmed."

(Lois Askew coaches at Huffman, AL)

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Affirmative Cases

- * Stop everyone in China from jumping at the same time with death of planet/mashing Chelsea advantage
- * Lift rice import controls with Chinese restaurant advantage [plus Clinton not eating Chinese Food]
- * Sell pants to China @ \$1 a pair with clear economic advantage (1.2 billion bucks gross!!!) along with Clinton-not-in-shorts adv.
- * Make debate judges wear shoes with Chinese shoe sale advantage [plus Clinton-running-shoe adv.]
- * Export opium with clear clear Clinton disadvantage (i.e. he doesn't inhale)
- * China inferior, so nuke'em [plus Clinton becomes commander-in-chief & overcomes draft disadvantage]
- * Deng and Cryogenics with stability advantage (i.e. preserve him indefinitely)
- * Impose English as official language of China with Clinton advantage [i.e. he can't talk to them]
- * Export sense of humor to China with clear Clinton advantage [i.e. he can be alarmingly funny]
- * Here's a real stupid one that you probably won't run: Panda Protection /Clinton looks like a panda, adv.
- * Increase export of Head-and-Shoulders with "Dandruff Winter" advantage [plus Clinton hair advantage]
- * Allow immigration of Chi Long Wang Dong Song Song Blue Chang Long Chi Zhang with clear Clinton advantage (since he knows him/them)

Original D/As

Clinton with export link
Clinton with economic link
Clinton with human rights link

Clinton with Environ. link
Clinton with Chinese Dogs link
Clinton with Pandas link

Clinton with Missing link
Clinton with MFN link
Clinton with Link link
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Scenario!

Cost: \$83,000. Clinton advantage here, keeps economy moving.

STUDENT VIEWS

WILL THE COLD WAR RETURN?

by Janet Hedgecock and Barry Furniss-Roe

Why did I enroll in debate class? Well...to tell you the truth, I always was an argumentative little cuss. I couldn't help it; when you're the youngest and smallest of six children, brute force is not enough to survive. Finally, when the parental units shoved the older ones out of the nest, that argumentative streak remained in me. The way I figured it, debate would channel that energy before it really ticked someone off. It didn't work. The phrase "Just for the sake of argument..." became commonplace. A typical conversation was somewhat like:

Parent: Clean up your room, please. I'm tired of looking at the mess.

Debater:

1. It's not a mess; it's creative disorder.

2. As a non-union worker, my benefits don't exceed the risk involved. Anyway, there's no Comprehensive National Health Insurance in case I get hurt.

3. Will I get a trophy?

4. Under what criteria of judgment is my room messy?

5. Maybe I'll clean it after you prove the mess is harmful.

Parent: Why did I ever let you join Debate?!!?

I'll tell you why. You didn't want a child who: would never get

into college without a football helmet; thought "inherency" was a grunge band; asked when Ronald Reagan's term would be over; and thought a "value premise" was a churchyard.

You wanted a child who would mature quickly, one you could chat with about current events. It took a little while, but there I was. I thought deeper; I learned more; I grew a lot. It was a year ago when I realized what it was all about. I looked at who I was and realized that this was an activity worth sticking to. Sure, hotels and road trips became a way of life, but that didn't matter when I'd go claim my trophy. Receiving the hardware didn't matter either. When I walked up, I was telling everyone I had a good time doing what I did, and I appreciated being able to communicate with their intellect. I enrolled again and again in a class that was fulfilling; and activities that were rewarding. It was no longer about the awards or the recognition. It was about me, about who I was, and what I wanted. It was about facts and opinions, not necessarily my own. It was all about finding and proving a truth, or creating one. I grew, I learned, and I became a better person.

I'll never forget the day I stood up in front of an audience to give a

speech and wasn't nervous. I heard my voice: loud, resonant, and level. So this is what it was like to have total confidence. I always was an arrogant S.O.B., but this was different. This was worth something.

If someone ever tells you to do something like debate to "Open your mind a little bit", laugh at them. You will not open your mind a little bit-no, a lot more happens than that. Opening your mind implies knowing the other side of an issue. Debate requires understanding it. There is a very large difference. For the latter, one must erase all bias, certainly not a simple task. Then comes the realization that you are not capable of giving both sides. That is a problem-solving skill that will take you far in life.

It doesn't matter whether you signed up for debate to fill a slot in your day or to have another class sitting next to the girl you've got a crush on. Make the most of it. Not only will it drive your five other siblings crazy, but it will put you a step ahead of the game, and your peers. Plus...how else can you convince your parents cleaning your room will reignite the cold war?

(Janet Hedgecock and Barry Furniss-Roe are debaters at Northwest Guilford HS (NC) coached by Chuck Nerwell.)

**POSITION AVAILABLE
JANUARY 29, 1996
HEAD DEBATE COACH
FULL TIME TEACHER -- DEBATE/ENGLISH
NOVA HIGH SCHOOL
BROWARD COUNTY, FLORIDA**

Nova High School is seeking a qualified individual to assume the position of Head Debate Coach and English teacher for a highly competitive Debate Team. Candidates should have English certification and be able to obtain Florida teacher certification. Nova High School has a nationally recognized Debate Program with a history of state and national qualifiers and champions.

Send resume with detailed qualifications to Nova High School, c/o Dr. Steven Pomerantz, Principal, 3600 College Avenue, Davie, Florida 33314 (954) 370-1704, FAX (954) 370-1658.

❖ Not the National Debate Coach ❖

Quality Not Elitism: Fair Not Foul

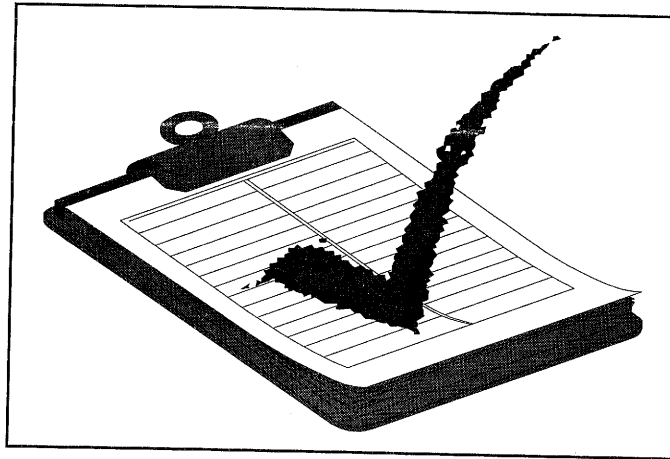
Recently, a special interest speech organization was able to muscle its way into the NFL National Council pressuring its demands upon us all. Appropriately known by the exclusive nomenclature, as the National Debate Coach's Association, this group is in the midst of creating evil in the world of speech and debate. Reaction to this group springs from the following abuses its members have perpetuated. -

1. Destroying the ability of new women coaches to have an advocacy role. Its tactics are one of ambush, fooling even many sensible coaches into believing the lies it perpetuates. Refusing even a heart felt apology.

2. Mandating a National Norm for acceptable debate practice. Excluding schools who practice debate as a forensic activity and who refuse to play the national circuit game.

3. Controlling the National Forensic League by an effective lobbying system which preempts less exclusive schools who are outside of the elite's cable from having a voice in the council's decisions.

In short, a crisis has reached the National Forensic League. The need for an alternative lobby is all too urgent.



An alternative to the domination of national circuit coaches is finally available.

It is time to face the fact that not all NFL members are treated with equity and fairness

**Members of the NFL who oppose the destructive efforts of a small community of coaches who force their petty agenda & attitudes on us all
Now Have an Alternative**

**Inquiries C/O:
John Durkee
1275 N. 11th Street
Laramie WY 82070
FAX 307-721-4419**

A New Coach's Group Forms to Promote Sense

Reaction to the destructive trends in national speech and debate politics has resulted in the formation of a new organization of speech coaches. Its goals and beliefs are:

- Every student is important and every program is necessary. To this end, the group will work to promote the work of the NFL CARE committee and other regional and national efforts to bring new schools and coaches into speech

- Quality is a teachable skill, not a purchasable quantity. To this end, the group will work to establish speech and debate programs for all schools and students.

- Gender equity on the national council will promote sensibility. This group will encourage and financially support women candidates who are responsive to the needs of all students.

- A vigilant watchdog is necessary to limit the destructive capabilities of the National Debate Coaches conclave. A primary task of this group will be to stay attentive to the actions of the more elite members of our community, with the express intent of lobbying the national council to listen to reason not venom.

NFL NOTES ...

Council Change...

Catherine Bennett (NM) has resigned as a member of the NFL Executive Council... Alternate Ted W. Belch (IL) now is a member of the Council... Roger Brannan (KS) is the new Council alternate...

Numbers...

Marching toward 1,000,000 members by the year 2000!

Josh R. Greeger, Auburn HS (WA) 867,000... John Paul Sergio, St. Francis Prep (NY) 875,000... Tara Holland, Arkansas City HS (KS) 876,000... Jason Ceresa, Chaparral HS (NV) 877,000... Amy Walker, Mounds HS (OK) 878,000.

Lights out...

The wonderful Mary Donna Ross, chair of the Eastern Missouri district reports that "God declared a mistournament" at Springfield Hillcrest (MO), as lightning struck the main building transformer and plunged all 2000 contestants into the dark, cancelling the meet. Was that Randy Pierce in the parking lot with a kite and a key?

On the Road Again...

Jean Boles, to Norway, to visit one of her children at Christmas... Les Phillips from Lexington HS (MA) to France...

Scholars...

Paul Slappey at U of Iowa currently recruiting "twin towers" Noah and Aaron Monick debaters at Iowa City-City HS. The twins each achieved a perfect 800 in their SAT's.

Free Ride...

The State champion forensics team at McPherson HS (KS) was rewarded with a celebration parade. Team members rode with coach Jim McPheeters down main street on a combine.

Kudos...

Indiana Forensic Hall of Fame class of 1995: Charlotte A. Hicks, Brebeuf Prep., Claryn Myers, Ft. Wayne Northside, Chris Stepp, Ben Davis... A 1995 KCTS Channel 9 Golden Apple award to the apple of Auburn HS (WA)'s eye, coach Mike Burton... Howard Henderson, longtime director of the Tennessee High School Speech League inducted into the THSSDL Hall of Fame... Newburgh Free Academy (NY) coach Cheryl Kazmarek chosen North East Debate Coach of the year...

Alumni...

David Lillehaug, prosecutor involved in the recent "Malcolm X trial" was a 1972 Extemp finalist. He was a student of Jim Carlson at Souix Falls, Washington... Mark Fabiani Damien HS (CA) and Redlands debater now chief counsel for Bill Clinton in Whitewater matters... 1981 Debate champion Mark Koulogeorge and former coach Ted Belch judged National Oratorical Finals held by the Greek Orthodox Churches last summer in Glenview (IL)... Pat McRoberts, coached by Hall of Famer "Louie" Mattachione at Perry HS (OH) now playing the lead role in "Miss Saigon" on Broadway. Pat reached the final round in Humor... Cherry Jones, National finalist coached by Hall of Fame doyen Ruby Krider won a Tony for her performance in "The Heiress"... Jeff Calhoun, forensics student at Pine-Richland (PA) who attended two Nationals in the 1970's now director and choreographer of Broadway musical, "Buskars"... Todd Mohr, leader of Alternative rock group "Big Head Todd and the Monsters", is an NFL member...

Stars...

Lafayette (IN) Central Catholic HS coach Derek Yuill coordinated an excellent cable program featuring the county qualifiers to Nationals. The tape was a record of the "Spotlight on Qualifiers Night" organized by Yuill and Denise Walker. Cox Communications did the taping.

Winners...

Bob Jones Academy won the South Carolina State Congress for the second time last season in the State Supreme Court building. All seven winners are NFL members, reports coach Chuck Nicholas... Albert Odom, Emeritus Associate Secretary of NFL was recently voted "best dressed", "best looking", and "best preserved" at his high school reunion at Milby HS in Houston...

Sick Call...

West LA Chair Chuck Vogler back in harness after some serious heart problems... Megan O'Neil NFL All American at Alva HS (OK), now a freshman at U-T Austin received critical spinal injuries during an auto accident returning from the University of Nevada-Las Vegas Tournament. She is pursuing rehabilitation at the Jim Thorpe Center in Oklahoma City... Jim Hawker, NFL past President, hospitalized with heart problems, but recovering nicely... Ashley Arnold, daughter of Abingdon HS (VA) coach Jennifer Bradley, recovering from two brown recluse spider bites...

Welcome Back...

45 years as a member of NFL, Mrs. Darla Kusel-Chilcote Johnson is coaching in Prescott Valley, AZ. As a student she was coached by Hall of Fame member Francis Ferris. As a coach she built a great chapter at Cubberley HS (CA)...

Small World...

Super coach Veva Bissonnette reports that a member of her Saratoga HS (CA) faculty is married to Janet Reno's debate partner, Peter Camp. Their child was a debater for Veva's team.

Tournaments...

Dave O'Connor hosted the first annual Great Midwestern Novice Debate Championships at Iowa City-West last spring. He hopes this event will become the premier novice debate event. In addition to debating, fun events were held: tub tossing, pen twirling, and a debate obstacle rely race... Brookfield Central (WI) has named their debate tournament in honor of longtime coach and Southern Wisconsin NFL Chair Dru Munson...

Legal...

Bishop Kelley (OK) coach Marianne Stich received a summons for jury duty the week of Nationals! Fortunately a letter from NFL wangled a postponement.

Publicity...

One of the best debate recruiting brochures is produced by Morris Snively at Belleville-East HS (IL). It stresses the history of the program, traditions, activities, values, and benefits...

In Memoriam...

Helen Malseed, first woman executive council member, longtime district chair of the Pennsylvania district, member of the NFL Hall of Fame, coach at McKeesport (PA), after a long illness... Palmer Boles, husband of NFL Hall of Fame Secretary Jean Boles... Longtime Sheridan (WY) High School Coach Terry Shoumaker, after a long illness. She had just earned her quad ruby. Her coaching associate, Susan Baker, just having earned her double diamond, had planned to pass on her first diamond to Terry soon. The family and Susan felt it appropriate to pin Terry with the diamond, anyway, and she was buried with it. Terry leaves husband Micheal, her former debate partner who now takes over as policy debate coach at SHS; daughter Jennifer, a senior, who qualified for nationals as a sophomore, and who is chapter NFL president; and Amanda, an eighth grader who is already preparing for a high school career in interp.

DISTRICT STANDINGS

(December 4, 1995)

Rank	Change	District	Ave. No. Degrees	Second Largest Chapter	Degrees
1.	-	Northern South Dakota	118.66	Milbank	192
2.	+3	Heart of America	101.82	Independence-Truman	219
3.	-	Kansas Flint-Hills	100.76	Topeka	285
4.	-2	Rushmore	99.10	Sioux Falls-Roosevelt	136
5.	+1	West Kansas	95.30	Garden City	199
6.	-2	Northern Ohio	94.66	Youngstown-Mooney	121
7.	+5	East Kansas	93.81	Shawnee Mission-West	223
8.	-	New York City	89.70	Regis	231
9.	-2	Show Me	84.81	Raytown-South	166
10.	+10	Central Minnesota	82.85	Forest Lake	214
11.	+4	San Fran Bay	81.00	Miramonte	212
12.	+1	South Kansas	76.50	Wichita Heights	135
13.	+1	Southern Minnesota	75.52	Rosemount Sr.	201
14.	-4	Hoosier South	74.13	Evansville-Mater Dei	101
15.	-4	Big Valley	74.00	Turlock	91
16.	-7	Great Salt Lake	73.33	Salt Lake City-Skyline	107
17.	-	Sierra	72.83	Bakersfield-West	156
18.	+8	Illini	66.41	Homewood-Flossmoor	160
19.	-3	Northern Illinois	66.10	New Trier	190
20.	-1	Florida Manatee	65.45	Taravella	180
21.	+2	Northern Lights	63.84	Walker	146
22.	+13	South Texas	63.05	Lamar Consolidated	162
23.	-2	Eastern Missouri	62.63	Parkway South	121
24.	+3	New Mexico	62.42	Farmington	87
25.	-	Eastern Ohio	62.19	Wooster	159
26.	-4	Carver-Truman	62.11	Monett	120
27.	-9	North East Indiana	61.88	Fort Wayne-Northrop	143
28.	+10	Florida Sunshine	61.57	Sarasota-Riverview	216
29.	-1	Rocky Mountain-South	60.85	Bear Creek	135
30.	-6	East Texas	59.53	Taylor	154
31.	-1	Northern Wisconsin	57.65	Sheboygan-South	128
32.	+17	Western Washington	57.53	Gov. John Rogers	135
33.	-1	California Coast	57.16	Lynbrook	212
33.	-2	Nebraska	57.16	Norfolk	139
35.	-6	Nebraska South	57.00	Lincoln-East	118
36.	+10	South Florida	56.61	North Miami Beach	123
37.	+4	Pittsburgh	56.55	North Hills	110
38.	-5	Hoosier Central	56.52	Brebeuf Prep.	138
39.	+30	New York State	55.36	Lakeland	118
40.	+10	Northwest Indiana	55.05	Plymouth	202
41.	-1	West Iowa	54.65	Bishop Heelan	112
42.	-8	Ozark	54.36	Springfield-Hillcrest	127
43.	-6	Western Ohio	52.05	Dayton-Oakwood	164
44.	-8	Central Texas	51.88	San Antonio-Clark	131
45.	-6	Montana	51.71	Great Falls	114
46.	+9	North Coast	51.54	Crestwood	77
47.	+29	South Carolina	50.86	Riverside	164
48.	-5	Hole in the Wall	50.64	Cheyenne-East	110
49.	+22	Tall Cotton	50.06	Amarillo	97
50.	-3	North Dakota Roughrider	48.36	Richardton-Taylor	90
51.	+5	East Iowa	48.04	Bettendorf	133
52.	+8	South Oregon	47.50	Roseburg Sr.	97
53.	-8	Southern Wisconsin	47.23	Greendale	120
54.	+8	Pennsylvania	46.61	Franklin Regional	68
55.	-1	Lone Star	46.34	Midway	111
56.	+3	Nevada	46.33	Chaparral	113
57.	+8	Tennessee	46.03	Montgomery Bell Academy	167
58.	-10	Wind River	45.88	Casper-Natrona County	90
59.	-15	West Virginia	45.83	Pt. Pleasant Sr.	60
60.	-18	Louisiana	45.61	Bolton	91
61.	-10	East Oklahoma	44.86	Jenks	108
62.	+2	Southern California	44.78	Colton	148
63.	-5	Rocky Mountain-North	44.05	Pomona	81
64.	-7	Colorado	44.00	Mullen	98
65.	+2	Idaho	43.54	Blackfoot	114
66.	-3	Eastern Washington	43.23	Gonzaga Prep.	177
67.	-6	East Los Angeles	42.25	Alhambra	108
68.	-15	Tarheel East	41.23	Enloe	74
69.	+1	Deep South	41.16	Montgomery Academy	131
70.	+15	Sundance	41.00	Mountain View	88
71.	-19	Greater Illinois	40.64	Pekin Community	72
72.	-4	Georgia Northern Mountain	40.57	Westminster Schools	84
73.	+9	West Los Angeles	38.42	Arroyo Grande	149
74.	+12	Arizona	38.07	McClintock	96
75.	-	Valley Forge	38.00	La Salle College	77
76.	-2	Gulf Coast	37.86	Pharr-San Juan-Alamo North	81
77.	-11	Southern Colorado	37.53	Sierra	75
78.	-1	West Oklahoma	37.17	Norman	89
79.	+10	Carolina West	36.84	High Point-Andrews	89
80.	-7	New England	36.40	Manchester	155
81.	-9	New Jersey	33.54	Randolph	86
82.	+2	Mid-Atlantic	33.07	James Madison, VA	125
83.	-4	Iroquois	33.00	Webster Sr.	61
84.	-3	Georgia Southern Peach	32.57	Lee County	91
84.	+4	Michigan	32.57	Portage-Northern	90
86.	-8	Utah-Wasatch	32.35	Bountiful	66
87.	-1	North Texas Longhorns	32.05	Lewisville	59
88.	-8	Mississippi	32.00	Byram Attendance Center	68
89.	+3	Capitol Valley	31.83	Galt	36
90.	-7	North Oregon	29.76	Portland-Lincoln	86
91.	+5	Maine	28.81	Brunswick	57
92.	+2	West Texas	26.93	El Paso-Cathedral	60
93.	-2	Patrick Henry	21.70	Kempsville, VA	55
94.	-4	Kentucky	21.60	Boone County	59
95.	+3	Big Orange	21.38	La Habra	45
96.	-3	Puget Sound	20.11	Oak Harbor	53
97.	-	Hawaii	16.52	Damien Memorial	44
98.	-3	Alaska	15.00	Petersburg	7
99.	-	Guam	9.00	Academy of Our Lady of Guam	21

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