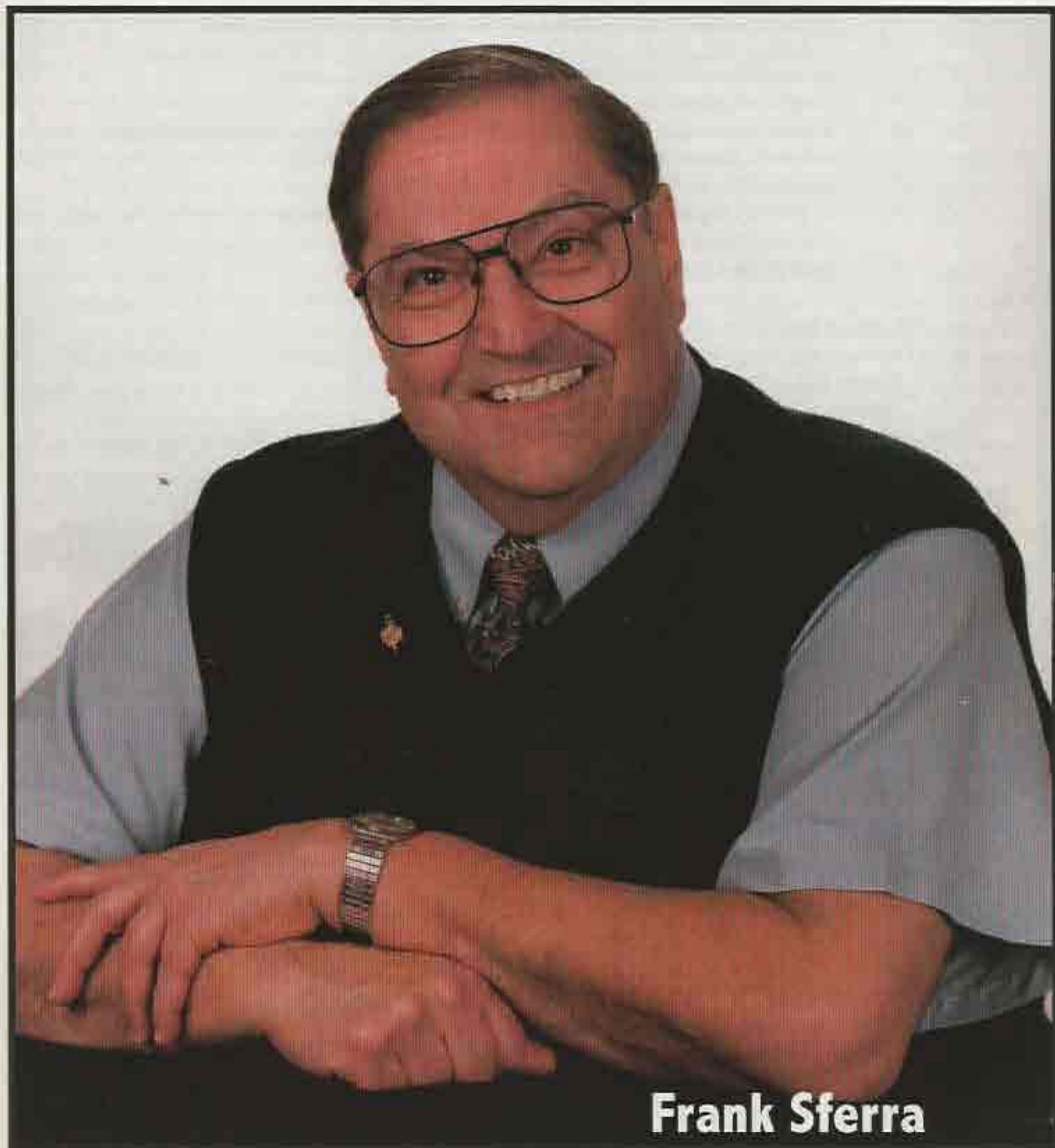


ROSTRUM

Volume 76

Number 5

January 2002



Frank Sferra

CDE L.D., Extemp, Team Debate, Congress And Parliamentary Debate Camps

The Best in the Nation

More rounds, More classes, More success, Guaranteed.

- * In 1990 became the first U.S. debaters to win the World College Debate Championship.
- * In 1991 CDE graduates won two events at Nationals plus second and fourth place trophies.
- * In 1993 CDE graduates won three events at Nationals plus two second places and two third place trophies.
- * In 1994 CDE graduates were the first U.S. team to ever win the World High School Debate Championships. And at N.E.L. Nationals 5 of the 12 Lincoln Douglas finalists were CDE graduates!
- * In 1995 CDE graduates won three National Championships.
- * In 1996 CDE graduates took second in L.D. Nationals, won three National Extemp Championships, and second in debate nationals.
- * In 1997 CDE alumni won two National Championships.
- * In 1999 CDE alumni won the National Debate Championship and another National Extemp Championship.
- * In 2000 won our 12th National Extemp Championship

This year **YOU** are invited to join us.

Team Debate Camp: Lincoln Douglas, Extemp Camp and Student Congress: July 15 - July 30, 2002.

\$1125, Alumni \$985, Commuters \$540, Teachers and Coaches \$440

(Held at Northern Arizona University in Flagstaff).

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



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

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

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

☐ Student Congress Mail to: **CDE**, P. O. Box Z, Taos, N. M. 87571

☐ Team Debate

Phone: (505) 751-0514 Fax: (505) 751-9788

☐ Parliamentary Debate

Visit the CDE Web Site - www.cdedebate.com

Email - bennett@laplaza.org

☐ Lincoln Douglas

Name _____

☐ Foreign Extemp

Mailing Address _____

☐ Domestic Extemp

☐ Generic Extemp

Phone # _____

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



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

by William Bennett

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

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

Other teachers include Geof Brodak (1999 National Debate Champion, 2nd at L.D. Nationals in 1996), Bob and Anne Jones of Oregon (coach of 37 National qualifiers, and National trophyists in both Extemp and Lincoln Douglas debate), Isaac Potter (the 2000 National Extemp champion), Ben Krupicka (Willamette College), Cabel Schoen (Lewis and Clark College), Bill Bennett (author and or editor of over one hundred books, past national policy debate champion, coach of National Champions in team debate, extemp, and Lincoln Douglas debate).

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

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

1990 and New Zealand, 1994).

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

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

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

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

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

CONTEST • CONTEST • CONTEST • CONTEST

Your speech could win \$2,000 and qualify you for Nationals

Chances are, you know the three Rs – "readin, ritin and rithmetic." But have you heard about the fourth one, "retirement planning?"

The *Lincoln Financial Group® Video Speech Contest* gives you an opportunity to learn about the advantages of retirement planning and compete for a scholarship for your future education at the same time.

What are the prizes?

- The grand-prize winner will receive a \$2,000 scholarship.
- The second-place winner will receive a \$1,000 scholarship.
- Both winners will qualify for expository speaking at the 2002 NFL National tournament in Charlotte, NC.
- Excerpts from the speeches will be published in several Lincoln publications reaching an audience of more than 700,000.
- Video excerpts from the winning speeches will be shown online at LFG.com and at the 2002 NFL National tournament in Charlotte.
- Coaches of each winner will be awarded a \$500 honorarium.

What's the topic?

The Fourth R: Retirement Planning – it's never too early to start.

Where do I find information?

You can find information about retirement planning at your school or public library or on the Internet. Search topics could include: "Retirement Planning," "Annuities," "Financial Planning," "Investing."

Who's eligible to enter?

You are – if you are a high school speech student and a member of the National Forensic League.

How does the contest work?

- You must prepare an original expository speech no more than five minutes in length.
- The speech must be videotaped – production quality will not be part of the judging. Lincoln will retape the winning speeches, if necessary, for excerpts to be shown on LFG.com and at the 2002 NFL National tournament.
- Only one videotaped speech per school may be submitted. If several students at your school wish to participate, a local school elimination should be held.



What's the deadline?

All entries are due to Lincoln Financial Group on or before **March 29, 2002**.

Entries should be mailed to:

Lincoln Financial Group, NFL Video Speech

Contest – 2H-09, 1300 S. Clinton St., Fort Wayne, IN 46802

Include with the videotape a typed sheet of paper containing the name, address and phone number of the student, coach and school.

Who's judging?

A panel of judges from Lincoln Financial Group will select one grand-prize winner and one second-place winner.

Judges' decisions are final. Winners will be contacted by

April 30, 2002. Winners will be congratulated at the 2002 NFL

National tournament and announced in the September issue of

Rostrum. No entries can be returned. By entering, participants

agree to these rules and to the use of their speech, name,

photo or likeness without compensation. NFL expository

speaking rules (NFL National Manual pages 9-10) will apply.

Who is Lincoln Financial Group?

Lincoln Financial Group is a diverse group of financial services

companies, all dedicated to helping make the financial world

clear and understandable so you can make informed decisions

to help meet your financial objectives. As the NFL's overall

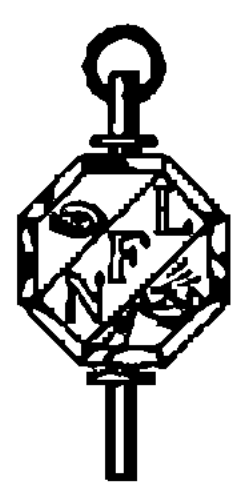
corporate sponsor, Lincoln Financial Group funds the national

tournament and provides \$78,000 in college scholarships and awards.

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KANSAS CITY, MO 64153
PHONE: 816-741-4070
crabtree@parkhill.k12.mo.us

NFL Interactive Point Recording: www.nflonline.org
NFL Website: debate.uvm.edu/nfl.html

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

ON THE COVER: Sixth Diamond Coach Frank Sferra:
"I'm in this for kids!"

FEBRUARY: Guest editor R. J. Pellicciotta presents an issue devoted to Lincoln Douglas Debate.

Frank Sferra

Devotion! A word which clearly defines what Frank Sferra has given to the National Forensic League for over 40 years! Frank's NFL coaching career began in 1961 - he was a student NFL member at Denver Regis (CO) HS. In 1971 Frank was elected to the Executive Council where he has dedicated 30 years to decision making for the benefit of students, coaches and the NFL. Frank served twice as Vice-President (1984 - 1986 and 1998-2000). In 1986 Mr. Sferra was elected President of the League and served until 1994 when he voluntarily chose not to seek the presidency, so that others could have that honor!

Frank served the Colorado District Committee 35 years as District Chair. He received Gold Chair Awards in 1970, 1986 and 1994. In 1991 he was presented the first Ralph E. Carey Trophy for Distinguished Career Service as NFL's longest serving District Chair.

Frank's Mullen Chapter has been honored with four Leading Chapter Awards. Seven times Mullen was the Largest Chapter in Colorado and 20 times the District Leading Point student was a member of the Mullen squad. Six Mullen students placed in the national top ten point leaders including national runner-ups in 1969 and 1975 and a 1988 All-American.

Mullen is a perennial power at the Colorado district tournament having won the yearly district Sweepstakes Plaque six years and the district cumulative Sweepstakes Trophy four times.

Frank Sferra has qualified 75 students to the National Speech Tournament and 30 to the National Student Congress. Frank's student won oratory (1969) and his debate team was twice in the final round, 1968 and 1971. Mullen was second in Sweepstakes in 1968 and won the Karl E. Mundt Congress Sweepstakes in 1980.

Frank is the most honored man in NFL. In addition to three Gold Awards and the Carey Trophy, he has been presented the Thomas Glenn Pelham Commendation for "devotion to the forensic art", and the NFL Distinguished Service Key. Mr. Sferra was elected to the NFL Hall of Fame in 1987 and was the first debate coach inducted into the Colorado Activities Association Hall of Fame. Now Frank has earned the coveted sixth diamond, emblematic of 40 years coaching students who earned 160,000+ student points.

And after 40 years on the job Frank is not about to slow down. His famous phrases "How can I help" "What do we need to do" and "Let's take this lemon and make lemonade" still resound throughout Colorado and at NFL Council meetings. **Devotion!**

[Please see the Pictorial Page, page 48, for more about Frank Sferra]

Hall of Fame Nominations

due by February 15, 2002

Send to: Albert Odom
Box 38, Ripon, WI 54971

Lincoln Financial Group/NFL January/February L/D Topic

R: Oppressive government is more desirable than no government

2002 National Storytelling Topic: Ghost Stories

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

WELCOME TO www.nflonline.org

In order to maximize your utility and enjoyment when you visit nflonline.org we offer the following suggestions.

Logging On

After entering the site (www.nflonline.org) you will be greeted with a screen containing the NFL logo. Click on [enter site] at the bottom of that screen. The next screen is labeled "welcome to the NFLonline registration." If you are a chapter sponsor – and for security reasons only chapter sponsors may register directly – you will type in your chapter name and click on [search], then select your name from the roll down list on the "I am" slot and click it. Finally enter your email address and preferred user name and click on [submit application]. On that day or the next business day, you will be approved by NFL and you can then enter the site and select a password. You will use this password and user name to enter nflonline.org on future visits.

Enrolling New Members

To enroll new members click on the tool bar on the left which is labeled [Manage Students]. At the top of that screen click on [New Student]. Enter a student name and date of graduation on that screen and click on [save]. A point recording screen will emerge. You have a choice of categories to click - Debate, Speech, Congress or Service. You may enter points in each category where the new member

earned points. Enter the date and place where the event was held and the win/loss record (Debate), the round ranks (Speech), points awarded by the scorekeeper (Congress) or points earned for each Service project. Unlimited rounds may be recorded in speech and debate, but only 24 points a day may be earned Congress or Service.

When the NFL data base has received your new members, the national office will send you a bill for them ((\$10 each) in the same envelope with their membership cards. Please pay this bill in 30 days to avoid a student being expelled or a late charge being applied. The famous hand lettered and sealed NFL student certificates will be sent after payment has been received.

Entering Points for Existing Members

Log on to nflonline.org by entering your username and password. Then click on the tool bar [Manage Students]. The next screen will display all members in your chapter. Select a student for which you wish to record points and click on [Enter points/view record]. On the enter points screen (see center picture) select a tab – debate, speech, congress, service – and click it. Now you are ready to add new points for existing members.

When you click [save], the points go to the student's record in the NFL database and the coach receives 10%. Repeat this same process for each new student.

After all new students have been assigned points, click on the [Print Application] tool bar and double check all names and graduation dates on the application. This screen will list all new and old chapter members. After checking, hit the [print] icon on your computer screen to print a hard copy of the application. Once printed have your principal sign it and retain it in your chapter record book. You need not mail in anything to the NFL office.

Obtaining Reports and News

Nflonline.org presents a number of interesting reports for your information: contenders for All American honors, chapter honor societies, the district standing of each chapter in each district, etc. To access these reports click on the tool bar marked [View membership reports]. You may obtain NFL L/D topics and recent NFL news by clicking on the [News] tool bar.

Please visit nflonline.org and send your feedback.

Whitman National Debate Institute

July 21 - August 1, 2002 (2 week session)

July 21 - August 7, 2002 (3 week session)

hosted by Whitman College, home of nine 2001 CEDA and NPDA elimination teams



Practice with drills, rebuttal redos, and practice debates with extensive feedback

Leave camp with cases and briefs on the 2003 NFL LD topics and Policy topic

Work with an NDT First Round debater, LD Champion, CEDA Quarterfinalist, Public Debate Champion

A friendly, cooperative atmosphere while maintaining a focus on improving

LD and Policy

Want more information?

E-mail Jim Hanson at hansonjb@whitman.edu

www.whitman.edu/offices_departments/rhetoric/camp/

Check us out on the Web:

www.wfu.edu/Student-organizations/debate/Workshops.html



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UNIVERSITY

2001 Staff included:

Ross Smith, Dir. Of Workshops
and WFU Debate Coach

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at Boston College

Tim O'Donnell, Dir. Of Debate
at Mary Washington
University (VA)

Stefan Bauschard, "Mr.
Hitchhiker" and debate
coach at Boston College

Kim Shanahan, Debate Coach
at Hays High School (KS)

Justin Green, Debate Coach at
Dallas Jesuit (TX)

Eric Truett, former coach at
Edison HS (VA) and WFU,
currently in law school

Wes Lotz, former WFU debater
Wake Forest Graduate Debate

Assistants: **Jarrod**

**Atchison, Jason Mika &
Rae Lynn Schwartz.**

Assisted by current WFU
debaters in labs and dorm.

Virginia Bannigan, Adm.
Director, Adm. Asst. for
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**Join the Wake
Debate tradition for
Summer 2002!**

For: Summer 2002

WFU Summer Debate Workshop

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Winston-Salem, NC 27109

(336) 758.4848

bannigva@wfu.edu



Unique, small, educationally sound size: The three-week workshop is limited to 120 students. The Policy Project is limited to 64 students: large enough for diversity, interest, practice, and productive sharing. No one gets "lost in the shuffle" -- group effort, friendship, and teamwork is developed across the workshop. Labs have no more than 16 students, working with two full-time coaches: allowing close, personal attention. Our curricular model emphasizes interactive learning and discussion. We have small classes for many of the kinds of subjects like theory and speaker positions that other workshops relegate to mass lectures. Our curriculum is rigorous and challenging, but we do everything possible to involve the students in a dialogue, to get them to think with us. We seek motivated students with whom we can share our passion for policy debate.

Our workshops maximize a student's opportunity to work closely with all of our faculty. The three-week workshop labs are tracked according to experience, but students get to work with other instructors in theory seminars, skills classes, and practice rounds. The Policy Project is not tracked. Our philosophy is that everyone at that level deserves the best we can offer. Research is always shared among the labs: the entire workshop functions as a team to produce the finest set of relevant evidence of any workshop. We have special affirmative and negative research groups, seminars in theory, forums on issues of interest, at least 8 practice debates prior to the tournament and a well balanced, limited set of lectures. By sharing evidence and pooling our vast coaching expertise, we are also able to find time for more qualitative practice debating than most other workshops, thus the slogan, "We put debate back into the debate workshop!"



Summer Debate Workshop:

June 15-July 3

Policy Project:

July 5-July 30

Policy Analysis Seminar:

June 28- (merge with PP)

Fast Track:

June 21- (merge with PP)

WFU Debate Workshops

We offer 4 different levels of workshops to allow students to attend the "best match" for their experience & skills:

The Summer Debate Workshop has a curriculum designed to meet the needs of novice to advanced students. All interested students are welcome to attend the SDW.

The Policy Project is designed for more advanced debaters and has a competitive entrance process. We seek students who have solid debate experiences and want to build upon that base to get to the next level.

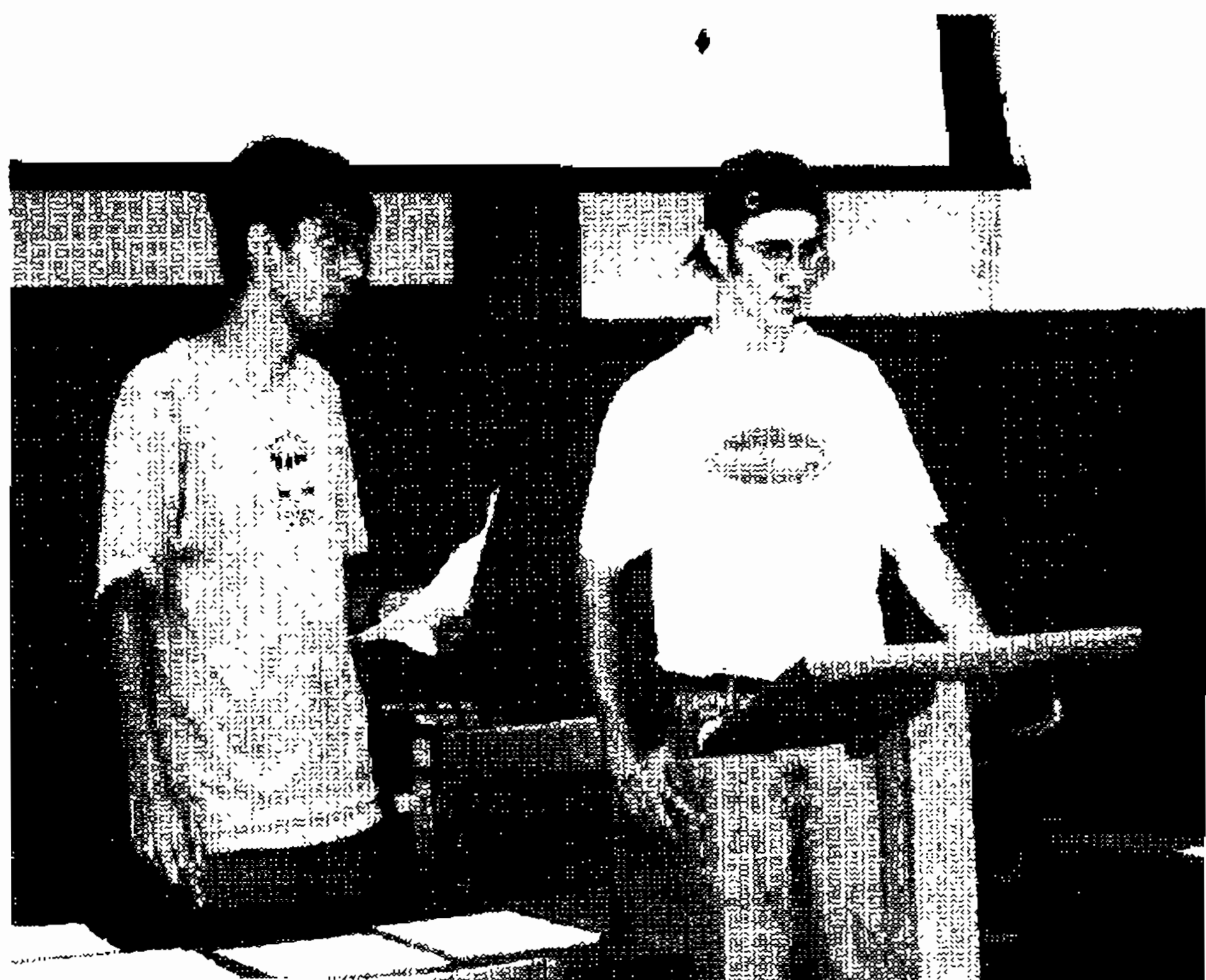
The Policy Analysis Seminar is an extra week *before* (and leading into the Policy Project) to explore specific topic readings and discuss their impact.

The Fast Track is an extra two weeks (leading into the Policy Project) of intensive study and debate practice with Ross Smith and another faculty member.

Mission Statement: Debate is the thoughtful expression of focused ideas. As educators, we commit ourselves to emphasizing individualized instruction, original thought, and creative expression. We teach students skills and concepts that will enrich their debate and academic experiences. We recognize the fundamental importance of an in-depth knowledge of the issues generated by academic debate topics. We view competition as a fun and useful educational tool, not as an end in itself.

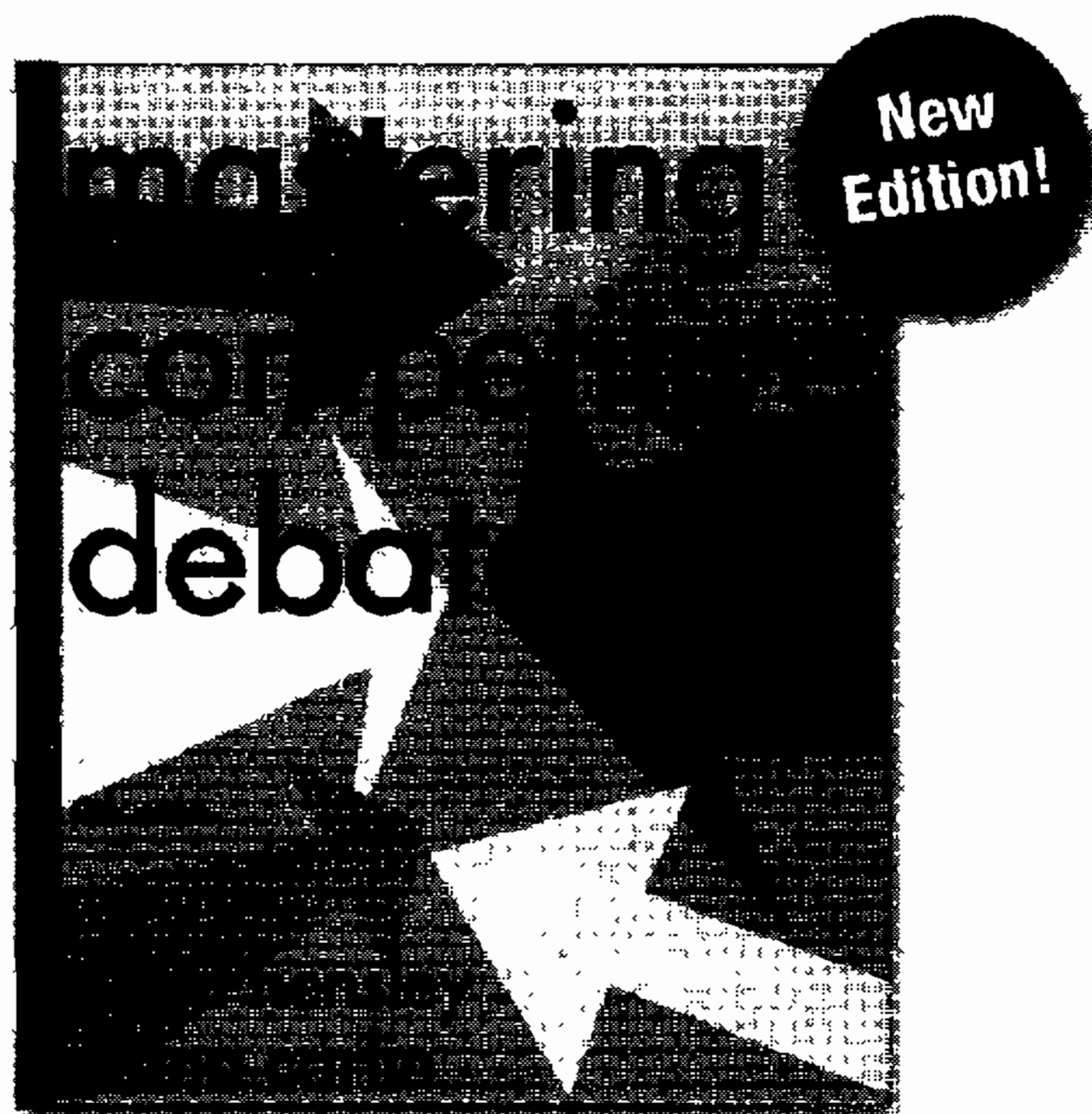
Special points of interest:

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- Excellent, totally up-to-date research facilities!
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- Maximum 8:1 student: teacher ratio!



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An introduction to contemporary basic debate for beginning and intermediate debaters

Revised and streamlined to include the most useful, current information, this text focuses on policy debate with chapters on Lincoln-Douglas debate, Student Congress, mock trial, and parliamentary debate.

Examples and graphics explain

- debate history, theory, and ethics
- debate formats
- research sources, including electronic
- argumentation
- rebuttals
- defense
- the judging process

A Teacher's Manual includes activities, grading strategies, quizzes and answer keys, and much more!

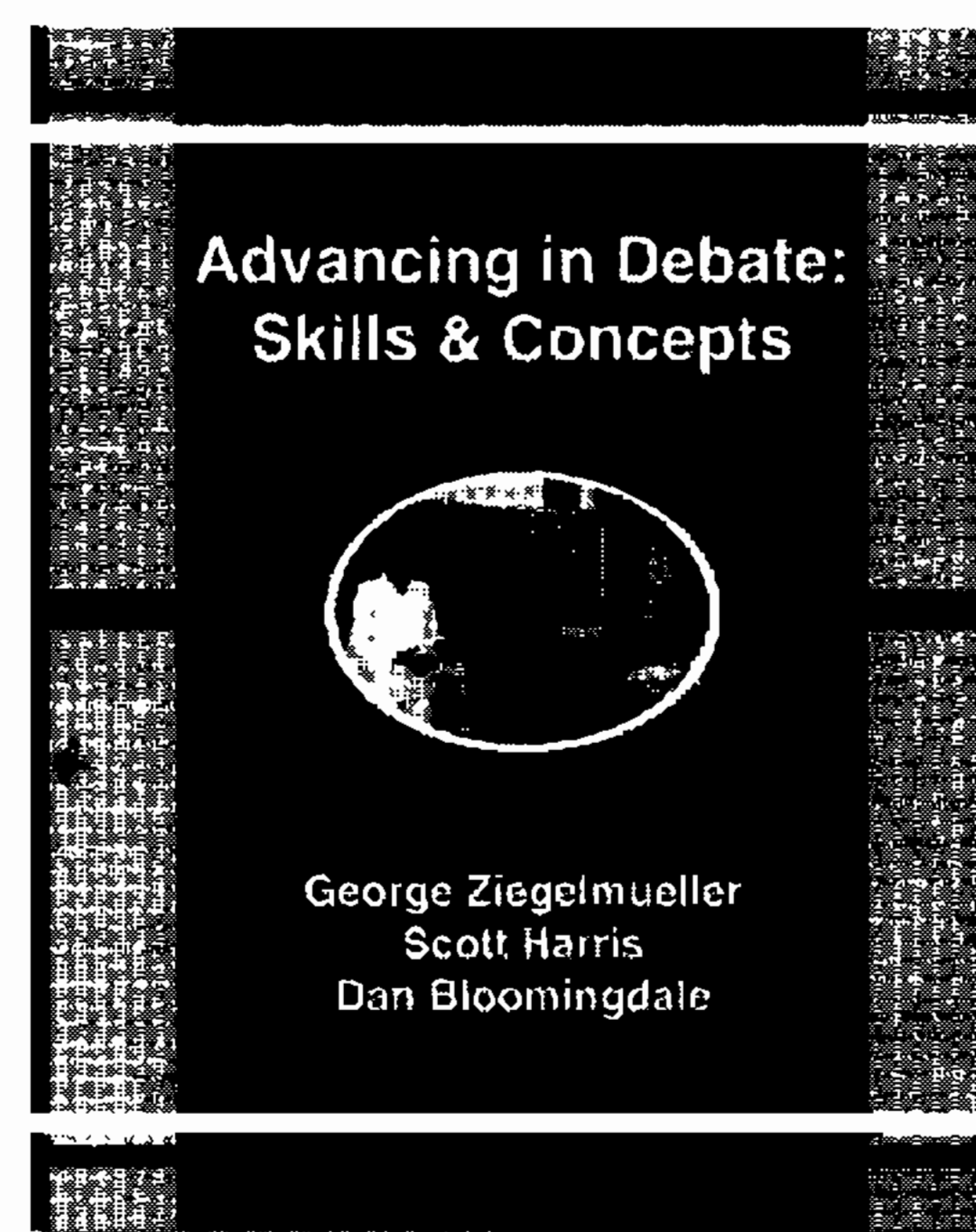
A complete text for advanced debaters

This invaluable follow-up to Mastering Competitive Debate explores recent debate theories and their practical applications for high school debate. Focusing primarily on policy debate, the text includes such concepts as

- critique strategy and arguments for and against its use
- storytelling and its use in focusing critical arguments
- judging paradigms and their implications
- permutations
- agent counterplans
- theoretical issues related to counterplans
- international fiat

A Teacher's Manual with teaching suggestions for each chapter, chapter quizzes, bibliographies, and a model transcript is also available.

Additional debate texts are available!



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DEBATE RESEARCH ON THE WORLD WIDE WEB

by
Stefan Bauschard

Since September 11, almost everyone in America has been debating about weapons of mass destruction and the prospects of their use on American soil. And, just as this event has transformed public dialogue on the streets, it has transformed your debate topic.

When you are debating, you cannot simply bracket the impact of the September 11 attacks on your arguments. The dynamics of international relations have changed, arguments that terrorists are willing to commit mass murder have been validated, the prospects for use of weapons of mass destruction have become real, the Social Security surplus is largely spent, and the global economy is in a recession.

You need to research the impacts of the September 11 attack on every argument you are prepared to make in your debates, and you need to make an effort to produce some "new" arguments that take those events into account.

Although this research is a time-consuming task, it is not a difficult one. From the comfort of your own home or school, you can access through the world wide web almost any news or scholarly report that you will need to prepare for your debates.

The web provides individuals with instant access to stories that are produced by almost all major, and even some minor, media outlets throughout the world at no cost. You can access instant news from such sources as CNN (cnn.com)*, the New York Times (nytimes.com) the Washington Post (washingtonpost.com), and thousands of other domestic news sources. These web sites are updated as stories break. People from Los-Angeles can follow the breaking world news and stay informed of security concerns in the area by logging on to the Los Angeles Times website (latimes.com)

On September 11th, and the days immediately following the attack, I was able to learn of new developments very quickly by closely monitoring the Boston Globe's

website (boston.com). Their late-breaking news stories at the top of the screen contained more new information that I could find on the website of any other major media source.

Largely relying on major newsfeeds such as the Associated Press (AP) and Reuters, most major news networks will report all major national and international news. Individual media outlets, however, have their own reporters and also acquire news and information that they share with their subscribers and online viewers. Exposure to large variety of resources gives information seekers more opportunities. The New York Post (nypost.com) almost always has a number of stories that you will not find elsewhere.

Links to many of these newsfeeds as well as a number of other domestic and international news sources can be found at the Drudge Report (drudgereport.com). The Drudge Report indexes a number of papers, columnists, and keeps running links to the newest and most interesting news.

Thanks to the web, you do not have to wait for weekly editions of magazines and periodicals with new news. On September 20th, you were able to instantly access Time Magazine's discovery of the hijacker's attempt to rent crop-dusters as soon as the article was produced at their website (time.com). Newsweek (newsweek.com), U.S. News & World Report (usnews.com), Forbes (forbes.com) and Fortune (fortune.com) are also available online.

Instant commentary from a more liberal perspective, including a provocative article by the well-known Harvard professor Jonathan Schell, was immediately available at The Nation (nation.com). The Nation and the Progressive (progressive.com) continue to make a number of articles with a very liberal perspective on the U.S. response available online. Commentary from a more conservative perspective is available at the website of the National Review (nationalreview.com).

A major concern that continues to drive the workability of the U.S. military response is the ability of the United States to

get other governments, and, perhaps more importantly, the populations of other countries to support the U.S. response. One way to gauge support for this response is to rely on U.S. media outlets to interpret actions in other countries. Another way is to follow media reports from foreign media outlets that are available around the world. Many of these outlets offer their news and commentary in English.

Articles that are generally supportive of U.S. action can not only be found in the U.S. press but also in Israel's Jerusalem Post (jpost.com) and Ha'aretz Daily (haaretzdaily.com). Articles on the BBC (www.bbc.co.uk/news/) are generally supportive of the efforts, but also offer some critical, more-academic analysis. The UK's conservative Daily Telegraph offers a similar perspective (portal.telegraph.co.uk/news/index.jhtml).

There are at least five newspapers from Pakistan with reporting on diplomatic, military, and humanitarian actions in the region. Paknews.org reported only a couple days after the attacks that U.S. military forces that were making their way into Afghanistan had landed at the Islamabad airport. This was not reported by U.S media outlets until two weeks later. Other newspapers from Pakistan include the Frontier Post (frontierpost.com.pk), the Pakistan Observer (pakobserver.com), and the International News (jang.com.pk/thenews/)

Similarly, one can gauge support for the warming of U.S. ties with Pakistan in India by reading the Times of India (timesofindia.com) the Indian Telegraph (<http://www.telegraphindia.com>) Express of India (expressindia.com), and the Hindustan Times (<http://hindustantimes.com>)

Expressions of dissent from Iran and from the world at large can be read at the Islamic Republic News Agency (irna.com/en), the Arab News (arabnews.com), and the Middle East Times (metimes.com). Critical articles can also be found in the Iran Daily (iran-daily.com), the Tehran Times (tehrantimes.com), and the Iraqi News Agency (uruklink.net/iraqnews/eindex.htm).

Al-Zeera (aljazeera.net) is the tele-

*All web sites listed here should be preceded by <http://www>, when typed into your browser.

vision news network for the Arab world that is located in Qatar. This is the network that has been broadcasting Bin Laden tapes. It is only available in Arabic, however. Stories from the Arab Media Network (amin.org/) are available in English. The Saudi Arabia Information Service (saudinf.com/) is news from the Saudi Government. Since the Saudis have recently become critical of the U.S. air attacks on Afghanistan, you should be able to find news that reflects that.

There are also some specific places that you can find continual updates on news from the Middle East. Debka File (debka.com) showcases the news headlines of the Middle East. It is similar to the Drudge Report. The Middle East Daily (middleeastdaily.com) has a number of links to articles from various wire services covering the Middle East.

The web also provides access to many journals and periodicals that you would otherwise likely to only be able to obtain through subscription. Zmag (zmag.org), for example, features daily anti-war commentary from the left, including noted academic leftist Noam Chomsky.

There isn't much information coming directly out of Afghanistan itself, as the internet is generally illegal in Afghanistan. But, Azadi Afghan Radio, the radio of the Northern Alliance, is available at afghanradio.com/azadi.html.

Updated stories from the major newswires on Afghanistan are available from the Afghan News Network (myafghan.com/), the Sabawoon News Network (sabawoon.com/), the Afghan Online Press (www.afghan-web.com/aop/), and the Afghan Network News (afghan-network.net/News/).

A number of research papers and commentary from a number of the nation's and world's leading think tanks are also available on the web. Think tanks are groups of public policy scholars who study pressing national and foreign policy issues and publish papers advocating particular approaches. You will see many of these people interviewed in the popular media. Most of these largely non-profit organizations make their papers available free.

Many think tanks have particular ideological outlooks, making it easy to find sources that reflect particular opinions. The Heritage Foundation (heritage.org) is one of the nation's leading conservative think tanks and has produced many papers on the U.S. response to the attacks since September 11. Since the Heritage Foundation is a conservative organization, the papers at this site support a strong military re-

sponse to terrorism, including military attacks against state sponsors of terrorism and extensive grants of law enforcement powers for the purposes of arresting terrorists. Other conservative organizations with similar points of view include the Center for Security Policy (security-policy.org/) and the Nixon Center (nixoncenter.org).

The Brookings Institute (brookings.org) is a liberal to mainstream organization that usually supports a more moderate response to domestic and international problems. In the last month since the attacks, scholars at the institute have published a number of papers on the problem of terrorism and the pros and cons of different U.S. responses. All of these papers are available at the website. Similar organizations include the Carnegie Endowment for International Peace (ceip.org) and the Federation of American Scientists (FAS) (fas.org/irp/threat/terror.htm). The FAS is the farthest left-leaning of the three.

More liberal scholars that are concerned with the potential negative implications of a U.S. military response are also making their views known on line through more liberal think tanks. The Nautilus Institute (nautilus.org), an institute that usually concerns itself with more liberal approaches to Asian security issues, has established a special forum on the September 11th attacks. Over 20 scholars have already contributed to the forum.

The more radical left that opposes U.S. foreign policy in the Middle East and any military response to the attacks also has an extensive web presence. While you may not agree with this perspective, reading articles on these web sites will help you to understand the perspective of the other side and some of the problems that U.S. intervention might produce. Sources with this farther left perspective include Antiwar (antiwar.com), Foreign Policy In Focus (fpif.org), the Committee for A Just Response (justresponse.org), Common Dreams (commondreams.org), and War Resisters (warresisters.org).

There are also think tanks that do not appear to strongly represent either ideological perspective. The think tank dealing with foreign policy issues that probably has the most extensive web presence is the Center for Security and International Studies (CSIS) (csis.org). The CSIS has thousands of well-researched academic papers by noted scholars in the field, including many that focus exclusively on Homeland Defense available at no charge on its site.

Other mainstream organizations include the Center for Non-Proliferation Stud-

ies (cns.miis.edu/), the Council on Foreign Relations (cfr.org), the Center for Defense Information (cdi.org), the Foreign Policy Association (fpa.org), Global Security (globalsecurity.org), and the International Relations and Security Network (isn.ethz.ch). An extensive list of the online documents on preventing terrorism from the CEIP is available at ceip.org/npp.

One government-funded organization that primarily deals with U.S. security issues is the Rand Corporation (Rand.org). Almost all of its resources on terrorism and its prevention are available online for free.

A number of web sites are devoted either largely or exclusively to the problem of protecting the homeland and any U.S. foreign presence from terrorism. Web sites with articles that advocate different approaches to preventing terrorism in the United States and abroad include Terrorism.com (terrorism.com), Homeland Defense (homelanddefense.org), and the International Policy Institute for Counter-Terrorism (ict.org.il).

The Nuclear Control Institute (nci.org), an organization that is primarily dedicated to preventing the spread of nuclear materials to new nuclear nations and terrorists, has a large collection of resources available at their web site. The Institute recently advised the federal government on measures to protect the security of domestic nuclear power plants.

There are also two journals on the web that are devoted exclusively to the problem of international terrorism and how to prevent it: Terrorism Reporter (terrorismreporter.com) and the Homeland Defense Journal (homelanddefense.org/Journal).

While understanding the need to develop strong laws to prevent future terrorist attacks in the United States, organizations concerned with civil liberties are interested in ensuring laws that are passed do not intrude on our civil rights. Prominent civil libertarian groups include the Cato Institute (www.cato.org), the American Civil Liberties Union (www.aclu.org), and the Electronic Frontier Foundation (www.eff.org).

There are also some organizations are focused exclusively on Afghanistan. The Stop Gender Apartheid in Afghanistan Campaign (feminist.org/afghan/intro.asp) and the Revolutionary Association of Women in Afghanistan (rawa.org) are focused on advancing women's rights. Afghan.com is the "Site of the Islamic Resistance."

International institutions have an extensive web presence. The United Nations

makes almost all of its materials, including speeches and reports on the September 11th attacks available at its website (un.org/terrorism/). The World Health Organization, an international agency that is actively working to prevent and deal with the potential fallout of bioterrorism, also makes its materials available at who.org.

The web is also an outstanding source of information that is available from the U.S. government. All of President Bush's speeches are available at the White House web site (whitehouse.gov). Secretary of State Powell's speeches and publications that deal with the state of U.S. foreign relations with other countries and official designations of terrorist states are available at (state.gov). The State Department also has a special section of its website that is exclusively devoted to the September 11th attacks (state.gov/s/ct/index.cfm?id=4291). All of Secretary of Defense Donald Rumsfeld's speeches and other reports and broadcasts produced by the Department of Defense (DOD) that are available for public consumption can be found at the Department of Defense's web site (defenseink.mil).

The DOD is not the only place to go for information on the U.S. military or the global military situation. Stratfor (Stratfor.com) is a private company that provides analysis of economic, political, and security situations around the world for companies that are investing abroad. This company has made a number of recent analyses of the U.S. military response available for free at its web site. Jane's Defense (janes.com) is a journal that focuses on military warfighting issues and weapons systems. Although this site does require a subscription to view many of their complete articles, a large percentage of the articles can be read online for free.

Both the Senate (senate.gov) and the House (house.gov) also maintain web sites. The committees and subcommittees of each body make transcripts of their hearings and reports available online. Specific committees and subcommittees that have been dealing with the security and economic implications of the attacks and the U.S. response include the Senate Foreign Relations Committee (senate.gov/~foreign/), the Senate Judiciary Committee (senate.gov/~foreign/), and the House Foreign Relations Committee (http://www.house.gov/international_relations/).

The General Accounting Office (gao.gov) is an agency funded by the U.S. government that consists of experts in par-

ticular fields and auditing experts that evaluate the strengths and weakness of existing and proposed U.S. government programs. The GAO has released a number of reports that deal with the issue of how well prepared the United States is to defend and respond to a terrorist attack.

Two government agencies that have to protect loss of life in the event of another terrorist attack on the United States are the Federal Emergency Management Authority (fema.gov) and the Center for Disease Control (cdc.gov). The CDC's Office of Biological Terrorism can be found on the web at bt.cdc.gov. The University of Maryland has put together a list of specific government documents dealing with terrorism at lib.umd.edu/GOV/terrorism.html.

The most efficient way to access materials relating to the attacks and the potential U.S. response is to visit these web sites directly. Many individuals rely on search engines, such as Google (google.com) or Hotbot (hotbot.com), or directories, such as Yahoo (yahoo.com) or About (about.com), for their web research. Relying on these services to keep up with materials relating to the attack is not likely to be very effective.

The reason that relying on these search engines is not productive for doing up-to-date research on the September 11th attacks is that these search engines and services operate by searching a catalog book of the portions of the web that are indexed by those engines. This book is in no way comprehensive (even the largest book – Google's – has less than 25% of the known number of web pages indexed) and the books are only updated every one to two weeks. You will never be able to find current information by relying on this searching method.

The best one can do to search current news is to use specific search engines that catalogs breaking news. Moreover (moreover.com) catalogs up-to-the minute headlines and organizes them by topic. Daypop (daypop.com) and Rocket News (rocketnews.com) let you search many of the webs current newspapers up to the last six hours. Newsindex.com is a similar service. Yahoo's news search service (yahoo.com/r/dn) lets you search the last two weeks of the Reuters and AP wires.

It is important to note that these news search services still only search the daily news sites and are not comprehensive. They also have difficulty indexing stories as they break. For the most up-to-the date informa-

tion, and for information from non-news sites, you will have to visit the sites.

There are places you can go for specific September 11th news. The Disaster Room News (disasternewsroom.com/) indexes news stories about disasters in general and the September 11th attacks in particular. The Newseum (newseum.org/attack.htm) catalogs news stories and graphics regarding the attack from major online news sources.

There are also a number of directories that maintain links to other web sites and specific articles on the September 11th attacks. I maintain one at TerrorismLibrary.com. This page has links to hundreds of web resources such as those mentioned here and a second page has links to over 250 articles that provide background material on the specific regions, countries, and players that are involved. Articles that discuss specific aspects of the U.S. military response to the September 11th attacks and terrorism prevention are also indexed. The University of Michigan maintains a similar site at (lib.umich.edu/govdocs/usterror.html#binladen) and so does the University of East Carolina (lib.ecu.edu/govdoc/terrorism.html). Findlaw.com has developed a special website on the attacks at <http://news.findlaw.com/legalnews/us/terrorism/> and LLrx.com has developed one at <http://www.llrx.com/newstand/wtc.htm>.

The information and opinions on the web are truly becoming representative of the world, a world that changes hour by hour and a world that is very diverse. You have access to this changing world through the web and you can be with the world and monitor the changes by actively following recent news developments through a number of global news channels. By monitoring a variety of news channels, periodicals, think tanks, and government bodies, you will be exposed to a variety of viewpoints and enjoy a much richer perspective on the world around you.

This rich perspective will prepare you to advance arguments that are not only relevant to the world in light of the September 11 attacks, but are also unique and more relevant than any of your opponent's.

(Stefan Bauschard is the Debate Coach at Boston College and author of the Hitchhiker's Guide to the C-X Debate Topic.)

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INHERENCY, STRATEGY AND ACADEMIC DEBATE

by
Benjamin R. Bates

According to most debate text authors, judges, and coaches, there are four stock issues, or burdens of proof, that an affirmative team must meet to have a *prima facie* case. These issues are topicality, harms, solvency, and inherency. Topicality is simple to understand, as it only asks whether the affirmative team is upholding the resolution. Harms (which includes significance) is also not difficult to comprehend. It only asks if the problem is serious enough to act on. Solvency asks whether the affirmative plan can fix the problems. Inherency, however, is much less clear. Not only is inherency a poorly defined issue, but there is also a question of whether or not it is an issue at all. This article will attempt to define the issue of inherency and identify when inherency is or is not a voting issue in a debate round.

Definitions of Inherency¹

To begin this discussion it is necessary to define what inherency is. There are several views as to what "inherency" means. The most simplistic view, meaning easiest and clearest to understand, defines inherency as why smart and reasonable people allow dumb or bad things to happen (Grassmick, 1995). This provides a basic understanding of what inherency is, but it is not enough. While this definition does cover the basic question, it leaves out a few important points such as a bright line, a method of proof, and standards. More precise views of inherency make these distinctions and make inherency into a usable debate argument.

The first view asks if the affirmative plan is the only way to get the advantages; that is, are the advantages inherent to the plan? This falls under the general definition as asking why. If the plan is so good, does the present system not act on it? The affirmative would claim that there is that there is

something preventing the present system from accruing the advantages. This view of inherency merges the issues of inherency and solvency. If a plan *uniquely* gains an advantage by implementing a *particular* strategy and that is the *only* strategy that will work, then the advantages are linked with the plan so much that they have become inherent to the plan. If this claim is made, the negative can attack inherency by removing solvency. If the plan cannot solve, it cannot gain the advantages, and therefore the advantages are no longer inherent to the plan.

A second specific view of inherency asks, "can the problem be solved without resolutional action?" Sometimes there are problems that must be solved before it is too late. This does not mean, however, that the resolution is the *only* way to do so. If the negative chooses to admit that there is a problem in the real world, it has three options. The negative can counterplan. A counterplan admits that there is no mechanism in the present system that can solve and that major action must be taken (i.e. it admits that there is inherency). A second option is to perform a minor repair: to take some action that does not adopt the resolution, but still fixes the problem. This does admit some level of harms, but if the harms can be solved for without adopting the resolution, then there are no inherent barriers to change. The third negative strategy is to say, "a change to solve the problem is already in the works." This was popular with the national health insurance topic. Many negatives would say, "if we wait for X number of years, the Clinton plan will be passed, and there will be insurance for everyone." Such a claim, if true, would mean that there would be no reason to choose the resolution over the present system, since any resolutional action would be done by the system anyway.

The third view of inherency is unrelated to the effects of the resolution or of the plan. It asks instead, "what blocks the

plan from being done now?" There are three levels of inherency accepted in today's debate community. The first is also the oldest. It is structural inherency. This type of inherency identifies laws, treaties, court rulings, or executive orders that prevent the proposed affirmative plan. If for example, the affirmative wanted to import avocados from Mexico, current laws that say the United States cannot do so would provide a clear structural barrier (i.e. a law that must be repealed first). Also under structural inherency are structural gaps. Although no current laws blocks the plan in the present system, the current actions of the present system do not go far enough in what they do. If, for example, the United States limited its use of weapons of mass destruction toward Russia already, but the treaty did not mention China, there would be a structural gap when it came to limiting use against China. The second level of inherency is attitudinal inherency. This identifies any deep-seated feelings that would prevent the plan from being done now. For example, if the plan were to enact more species protection laws, the attitudes of many congresspeople would prevent them from approving the plan in the present system. Structural inherency is easier to prove but attitudes are almost as strong, although they do have the propensity to change. The final type of inherency is existential inherency. Existential inherency states that if the harms exist and the plan has not been done, there *must* be *something* blocking action, even if we do not know what it is. Existential inherency relies on several assumptions:

- 1) no one is acting on any level.
- 2) no one is interested in acting now.
- 3) there is no propensity for any level of change.
- 4) there are no alternate solutions being proposed now.

Each of these assumptions is faulty, as there is undoubtedly someone trying to do the plan, especially if the authors for the sol-

¹See Cox, 1973 and Chervatz & Atkins, 1977 for an expanded discussion of the definitions of inherency discussed in this section.

veny section actually advocate the plan. Even if a minor official in an obscure branch of government writes a memo on the affirmative plan, then the present system has taken some level of action on the plan, making claims of existential inherency illegitimate.

Practices of Inherency

Although inherency has been defined as a theoretical issue, this has not been the way that inherency has been used in debate rounds over the years. Inherency has been around since the beginning of formal academic debate. In this time, its role in the activity has changed substantially. According to Meredith Garmon, inherency has been an issue that has never carried much weight in a debate round. According to his post to CEDA-I.

Coaches up through the 60s almost universally told their students that [inherency was] a voting issue. And INs during that period used to scream about inherency on the assumption that it was a v.i. ... But a careful analysis of all debate ballots ever written will reveal that the only time a negative team ever won a round on an inherency issue was in 1957 -- Abner Sidlebrow from a small Midwestern college voted for Northwest Iowa's second team over Southern Idaho A&M, and his ballot comment was, "The minor repair the negative proposes would solve the problem, thus making resolitional action unnecessary." (Garmon 1995)

While this story is a humorous one, it does underscore a serious point: some people do not believe that inherency is important. Other judges, however, consider inherency to be an important issue. Also, several debaters have found that inherency can be made into a winning issue in today's debate rounds. A brief overview of inherency, though, shows that the actual history of debate has been one of devolution of the inherency standard from a prime issue to one that is largely ignored.

Just after the turn of the century, inherency was considered an essential issue. According to Glen Strickland (1995), structural inherency arguments were the heaviest burden for affirmative teams to carry at this time. As such, many teams were able to argue that there was nothing in the present system stopping the plan, making

resolitional action unnecessary. During the 1950s and 1960s, negative teams were successful at arguing this point, and many won national level tournaments on inherency alone. During the 1970s and 1980s, the importance of inherency declined. While it was still possible to win the inherency argument, the issue was held to a higher standard and was rarely used in close rounds (McGee 1995). Lower standards for meeting the burden of inherency were due to the introduction of new modes of inherency. As attitudinal and existential inherency became more popular, structural barriers became a kind of "pseudo-inherency" and were no longer necessary for a *prima facie* case (Schunk, 1978). In the 1990s, though, judging philosophies were less and less likely to view inherency as a central issue in a debate (Petrus, 1991).

Inherency still has a place in debate rounds. Rather than being a jurisdictional issue like topicality, inherency is now used to gain strategic advantages in the debate. Inherency attacks commonly set up disadvantages in the following way:

1N: The plan has already been done, so there is no need for plan action, right?

2A: No, nothing has been done in the present system. Nothing at all. The plan is the only way to get advantages.

2N: Aha! So, your plan makes this new disadvantage unique and this uniqueness comes from your own answers! (Cackles with glee).

Obviously, this dialogue is oversimplified. Yet, when it comes down to an actual debate round, this tactic is one way to link a largely irrelevant (to the plan) disadvantage to the affirmative. Whatever the affirmative claim as the inherent barrier can be turned into proof that there is no risk of disadvantages occurring in the status quo.

The other use for inherency today seems to be to waste as much of the affirmative team's time as possible. While there are a few judges who will consider inherency to be a vital issue, a randomly selected judge from the national judging is unlikely to vote on inherency. Rather, she will probably allow the negative to drop the discussion of inherency because, even if the affirmative shows it is inherent, winning a single stock issue does not win an entire debate round. Because time will have to be spent answering inherency, this leaves less time for other issues, making it easier for the negative to capitalize on strategic er-

rors. There may be ~~some~~ ~~negative~~ forms of inherency ~~that~~ ~~subject~~ explored later.

Since inherency is a voting issue with some judges, we must ask how a judge should react to an inherency argument. Again, there are three basic ways for a judge to react to an inherency argument: accept it, reject it, or let the debaters fight it out. The last of these reactions is probably the most common and the most acceptable to both judges and debaters. Following the basic guidelines of a *tabula rasa* judge, in this setting inherency is debatable, just as topicality is debatable. If inherency is purely debatable, then there are no preconceived notions as to the worth of the argument going into the round. The judge will look at her sheet at the end of the round and, if enough of the inherency attacked is carried across the flow, then her only justifiable decision would be to vote on inherency. If the negative presents the inherency violation as a voting issue, and if the affirmative fails to respond adequately, then just like a dropped topicality argument, the negative could win on this argument alone.

There are also some judges for whom inherency is, was, and always will be an absolute voting issue. The judge who automatically accepts inherency as a voting issue would operate along a stock issues paradigm. Because she assumes that there is a set of arguments the affirmative must win to have any place in the debate, each one be independently proven for a *prima facie* case. For this judge, a lack of inherency is as important as a lack of solvency or being non-topical is. If a list of negative inherency answers were read, this judge would automatically assume the impacts of these arguments without requiring the debaters to make it for her. While this does assume some level of intervention by the judge, if she makes her paradigm clear at the beginning of the round, then all debaters should be aware that this third party intervention may happen and should adapt accordingly. Perhaps the most interesting part of this judge's philosophy is, however, that technicalities on inherency may be enough to win, regardless of how the team fares on the rest of the argumentation. If the affirmative can provide even a smidgen of inherency, the affirmative has technically passed this test. Alternatively, if the negative can supply a single point that shows the plan is being done, that one thing may be enough to sway the judges' ballot on inherency.

The third reaction to inherency is to automatically discount it. Tim Mahoney argues that inherency is not a voting issue and actually makes the negative team look worse for running it (1995). According to him, inherency is not a voting issue because the attack can be answered on the existential level. Additionally, if a plan is expected in the future, as in the NHI example discussed earlier, there will always be the option of claiming that the plan is needed because a few days more of solvency is naturally better. When time issues are examined this way, inherency loses meaning because, even if the plan will be done *soon* by the present system, the one day's advantage of having the plan *now* is a net benefit to the affirmative case.

In addition to giving the affirmative this added weight, the inherency arguments may also discredit other negative arguments. If the plan is already going to be put into effect and the negative claims that the plan also will not solve, then either the inherency argument or the solvency argument is illegitimate. This occurs because one cannot claim that a plan will both solve for the problem and will not solve for the problem; the two contradict. Also, inherency arguments injure the uniqueness of disadvantages. If the present system will already do the affirmative plan, then it will also accrue the disadvantages that are applied to case (with the exception of time-delay disadvantages), making the status quo no less harmful than doing the affirmative plan.

An Alternative Interpretation

There is, however, an alternative to viewing inherency as either valid or invalid in all cases. Because inherency is a debatable issue, there are times when inherency is always a voting issue and other times when inherency is never a voting issue. The conditions for each type will be described under what I call scrolling inherency theory. Under scrolling inherency theory, all of the previous inherency arguments are included as legitimate. There are no changes in the levels of inherency. The only change is whether or not inherency argumentation is a legitimate tactic for a particular case and plan. Unlike conventional inherency theory, which examines whether the plan will be implemented in the status quo, scrolling theory asks if the present system will act *before the impacts of the advantages occur*.

There are two types of advantages: single impact advantages and continual

impact advantages. The first assumes that at a given time a given impact will occur once, such as a nuclear strike or an invasion from space with disastrous consequences. This single impact will be large enough on its own so that it does not need to happen again and again to have great physical, social, or moral impacts. The second type of advantage assumes that a continuous problem, such as murders, acid rain, or heart disease, is the impact. These impacts occur repeatedly and each time the harms grow collectively worse.

Under scrolling inherency theory, inherency would be a voting issue on single impact advantages, but not on continuous impact advantages. This happens for the same reasons as why time-delay counterplans also solve for the affirmative harms. In the following scenarios, I will use scrolling inherency theory to explain why inherency is or is not a voting issue in the round.

Scenario 1: IAC claims that global warming will destroy the planet if United States emissions standards are not adopted by 2010, the cutoff date for taking effective action. The affirmative plan is to cut emissions today. INC grants the advantage scenario and makes the argument that the United States will adopt emissions standards in 2006. A disadvantage claims emissions standards hurt business growth by 10 per cent each year. 2A claims that this is non-unique because of inherency argumentation.

Under scrolling inherency theory, the inherency argument is a winning one for the negative team as the warming advantage has a single impact and the present system will take action before that impact occurs. Since affirmative evidence indicates that there is a specific date by which action must be taken, any solvent action put into effect *before* that date will avoid the harm. Since the present system will adopt the standards for global warming before the date indicated in the affirmative evidence, the present system will solve for the catastrophic impacts. Although the affirmative does implement emissions standards before the present system does, there is no net benefit, as no other advantages are identified. The disadvantage does apply to both sides. Since the affirmative acts 5 years before the present system does, the net disadvantage is that the affirmative hurts business for one year longer than the negative

will. The fact that the United States will meet the time-frame (i.e. there is not inherency) is key to the success of the other arguments in the negative strategy.

Scenario 2: IAC claims that every day 5 children die of child abuse. The affirmative plan is to conduct child abuse prevention education which will solve the problem immediately. INC claims that the federal government will implement the same program in 2005, so there is no inherency. Both teams win their solvency arguments. An economics disadvantage is placed on case by IN. 2A claims that the disadvantage applies equally well to the negative.

Under scrolling inherency, the negative inherency argument actually helps the affirmative in this round. Since the advantage has a continuous impact, every day that the plan or status quo future plan is not in effect is equal to five more deaths. Since both teams solve equally well, the time period becomes very important. Since there are five more years worth of deaths prevented by doing the plan now and not waiting, this serves as a net benefit to the plan. The disadvantage applies to each team equally well, but the negative hurts the economy for five fewer years. At the end of the round, the judge must weigh the economic scenario against 6,750 lives. Although this is a difficult decision in real life, the assumed sanctity of human life should win this round handily for the affirmative.

Scenario 3: IAC presents a case with two advantages. Advantage 1 is that Americans are not learning enough now, more funding will better educate them. Advantage 2 is that if students are not adequately funded within the next ten years, the United States will lose its global leadership. IN claims that Bush's educational reforms will adequately fund schools in 2006, and therefore there is no inherency. No disadvantages are presented.

Under scrolling inherency theory, the inherency attack injures one of the advantages, but lets the other go through unscathed. The inherency argumentation on Advantage 2 is enough to rebut this part of the case. Since the United States has 10 years to shore up its position as a global leader, and since Bush's new funding will be fully in place in 2006, there is no inherency for this advantage. Since global leadership

can be preserved, there is no need to adopt the plan to gain that advantage. However, on Advantage 1, the inherency argumentation still leaves the affirmative with a case. Since every day of education is important, the increase in funding will improve the overall quality of education over a longer period. Since there is no threat of the status quo implementing more funding before 2006, the affirmative gains at least five years of added benefits over the status quo. This, given no disadvantages to weigh against it, provides no reason to vote for the negative -- not even on the grounds of inherency.

Conclusion

Inherency is an issue that is constantly evolving (or devolving depending on your view). Scrolling inherency is a logical step in the progression of debate, as it becomes more focused on specialization of cases and farther away from whole resolutional issues. Scrolling inherency provides the opportunity to focus both on the case specific area, the topic in general, and a higher level of debate theory. Indeed, only by combining these elements can a scrolling inherency argument make sense and affect the round in a positive manner for both teams. Instead of cards read from a

generic inherency list, scrolling inherency forces the debater to ask when impacts are coming, how they weigh, and if the evidence on her list meets the time-frame offered by the affirmative evidence.

Inherency is currently at risk as a viable debate argument. It was a strong issue in the 1950s and 60s. In the 1970s and 80s declined in importance, but was still used as a strategic position. In the 1990s, inherency skirted the borders of irrelevance. Today, debaters and judges can choose the future of inherency. It can be allowed to disappear or it can be reasserted as a mighty argument. As this choice faces debaters, scrolling inherency could become part of that second option.

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The Long War on Terrorism

Are *You* Ready?

Recent polls tell us that more than 80% of the American people support President Bush's war on terrorism. But what exactly are we supporting?

Certainly most Americans support the killing or capture of Osama bin Laden and the overthrow of the Taliban, aid to the victims of Sept. 11 (which includes civil, governmental and private institutions as well as individuals) and the strengthening of the CIA, FBI and other agencies to protect our citizens and homeland. We are pretty resolute on these matters, at least in the providing of money and some expanded government authority to carry them out.

But suppose that tomorrow morning U.S. special forces killed bin Laden, and his body was identified for all to see. Americans would rejoice, celebrate our military prowess and the leadership of our president, breathe a sigh of relief. Or what?

Would the war against terrorism now be over? No, we would have eliminated only the tip of the iceberg, one terrorist would be gone, but terrorism would not. President Bush understands that, so he puts it, "the only possible response" to terrorism "is to confront it and defeat it" in a global search-and-destroy mission. As he said at the United Nations, we "will defend ourselves and our future against terror and lawless violence," because "there is no isolation from evil."

But what about the rest of us? Will we have the courage and the commitment to prosecute a total war on terrorism, or with the death of bin Laden will we declare the World Trade Center and the Pentagon avenged, and demand a return to normalcy?

Are we prepared to reinstitute a military draft to train and deploy the young men and women we will need to fight this war? To postpone other government spending to free up the resources to fight a billion-dollar-a-month, decade-long war on terrorism?

Will we be willing to support what will amount to serious racial profiling at home to prevent other Islamic terrorists from entering America? Of the 22 suspects on the FBI's "most wanted list" of international terrorists, all are Arabics. All are practitioners of Islam and all come from known state incubators of terrorism in the Middle East. Last year 60,000 visas were issued to Saudis, 14,300 to Syrians, 3,000 to Iraqis and some 100,000 more to citizens of other Arab nations. The State Department reports there has been no change in visa policy since Sept. 11. Shouldn't there be?

Are Americans committed to waging a wider international war against terrorism? To follow the money and anthrax trails wherever they may lead, to Iraq, Syria or Saudi Arabia? We know that Iraq has been training Islamic terrorists and has the capacity to wage chemical and biological warfare. A *Journal of Middle East Policy* article several years ago reported that Saddam Hussein had 3,100 gallons of botulinum germs, 2,200 of anthrax and 1,400 of gangrene formulation; no doubt he has more today. If the trail leads to Baghdad, are we going to do in Iraq what we are doing in Afghanistan?



Pete du Pont
Former Governor of Delaware
Policy Chairman of the
National Center for Policy Analysis
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If it takes a state to support terrorism, are we ready to use military force to root out terrorists in the states that do? Even if our international coalition partners and the United Nations are opposed, forcing us to go it alone?

Are we ready to export and encourage the ideas and policies of democratic capitalism—markets, individualism, personal freedoms and property rights—that have historically proved to be the only means of alleviating the terrible poverty and despair that exists in poor societies as so many Muslim nations are?

And are we willing to do all of the above, which we must to win a final victory over terrorism, in the face of nightmare scenarios that may well come true over the next few years? If Saddam hits a missile into Israel, will we retaliate? Or will we follow State Department advice for a measured, non-confrontational response? If the government of Pakistan falls, civil war breaks out and India is threatened, does the anti-terrorism war continue?

For bin Laden and the al Qaeda organization the ultimate goal probably is to bring down the Saudi kingdom. With Saudi resources they could wreak havoc and violence across the world and build the Muslim dominance they seek. How will America prop up a government that seems to sympathize with radical terrorists and still continue the war against terrorism?

Well, you say, we will have to see how it goes. Yes we will. But it is fair to say that the future security and safety of our nation depends on positive answers to most of these questions.

Students and parents, ACLU liberals and Ayn Rand school workers, professors and quack who go bowing may not yet have thought it all through as carefully as President Bush has. But they must, for the nation will need their support when the going gets tough.

OUR NEW SECURITY FRAMEWORK

by
Sam Nunn

Yesterday's military strike in Afghanistan is the most dramatic and visible decision President Bush has made so far in the campaign to protect the world from terrorism. But it will not be the only one.

When an enemy strikes suddenly and catastrophically, decisions and actions that would normally take five to 10 years are made in a few months. We have an imperative now to integrate this accelerated fight against terrorism into a new security framework that addresses the full range of dangers we face. This strategy must contain both short-term urgent initiatives and longer-term strategic thinking. To do so, we must understand what changed on Sept. 11, and what did not change.

What changed was not our vulnerability to terrorism but our understanding of it. To most Americans, the attack was unthinkable. Now our nation knows better. The terrorists' capacity for killing is limited only by the power of their weapons. We lost our sense of invulnerability, but we also lost our sense of complacency. What did not change is this: The most significant, near and present danger we face is the threat posed by nuclear, biological and chemical weapons. The question is not whether we must prepare for terrorism or for attacks with weapons of mass destruction. These two threats are not separate but interrelated and reinforcing, and if joined together, become our worst nightmare.

For a half-century, the people of the United States and much of the world have lived under threat from nuclear weapons. Many believe the end of the Cold War was the end of that threat. It was not. The danger of a conventional war with the former Soviet Union escalating into a nuclear holocaust has almost disappeared, but other dangers have multiplied and grown more complex and dangerous. The specter of terrorists acquiring weapons of mass destruction is a clear case of this.

As these new threats have multiplied, both the United States and Russia have continued to invest large resources in nuclear strategies left over from the Cold War days. Maintenance of strategic forces with thousands of nuclear warheads ready for immediate

launch. In today's world it no longer makes sense for either nation to stake its security so disproportionately on its ability to promptly launch a nuclear attack with thousands of warheads. These nuclear postures are not relevant in stopping proliferation; they compress decision time for each president to a matter of a very few minutes; they make an accident or misjudgment more likely, particularly with Russia's diminished weapons survivability and decreased warning; and they multiply the consequences of a mistake by either Russia or the United States. We must think anew.

The threats we faced during the Cold War — a Soviet nuclear strike or an invasion of Europe — were made more dangerous by Soviet strength. The new threats — false warnings, accidental launches, the risk of weapons, materials and know-how falling into the wrong hands — are made more dangerous by Russia's weakness. We addressed the Cold War's threats by confrontation with Moscow. There can be no realistic comprehensive plan to defend America against weapons of mass destruction that does not depend on cooperation with Moscow.

As the nation has begun to realize, we now face great danger from the proliferation of nuclear, biological and chemical weapons. Osama bin Laden has said acquiring weapons of mass destruction is a religious duty. And so we find ourselves, at the dawn of the new century, in a new arms race: Terrorists are racing to get weapons of mass destruction; we ought to be racing to stop them.

We also must come to an agreement on missile defense — a debate that has been set aside since the terrorist attacks, but not because it has been resolved. The proliferation of missile technology poses the danger that a rogue state could develop the capability to launch a missile with a weapon of mass destruction at a U.S. city. From my perspective, this threat is not an immediate danger, but it cannot be dismissed because it is more distant or because it would — for the attacking nation — amount to national suicide. I believe, however, that protecting our deployed military forces is a much more

urgent threat, and mobile theater defense should be our priority focus.

Over the longer run, to the extent we can develop the means to shield ourselves from attack through a limited missile defense, we should do so — so long as it does not leave us more vulnerable to threats that are more likely, more immediate and more potentially devastating. We must understand that threat reduction, diplomacy, cooperation, military power and intelligence are our first lines of defense against the spread of weapons of mass destruction and terrorism. National missile defense is our last line of defense. We have to guard against overinvesting in our last line of defense and underinvesting in all the others.

Nuclear force posture, nonproliferation, missile defense and the fight against terrorism each address separate elements of the threat from weapons of mass destruction. But they must be integrated into a comprehensive defense. In setting priorities, we must start with an objective, comprehensive intelligence estimate that assesses each major risk, ranks every major threat and helps us devise a broad strategy that confronts the full range of significant dangers in a way that defends against one without making us more vulnerable to another.

Presidents Bush and Vladimir Putin will be meeting soon in Texas. They could use the occasion to commit each nation to a course of action ensuring that our nuclear weapons and nuclear, chemical and biological weapons materials are safe, secure and accounted for with reciprocal monitoring. Making sure that weapons of mass destruction and materials don't fall into the hands of rogue nations and terrorists is either a priority or an afterthought. If it's an afterthought, after what? What comes before it? If it is a priority, is that reflected in our effort and investment? Are our friends in Asia and Europe doing their share? If not, why not?

I also suggest that the two presidents issue an order directing their military leaders, in joint consultation and collaboration, to devise operational changes in the nuclear forces of both nations that would reduce toward zero the risk of accidental launch or

(Nunn to page 45)



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A BETTER INVESTMENT NOT FOUND ON WALL STREET

by

Jonathan E. Carr



Debate

Academic Virtues Debate Provides

Discipline & Organization

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Writing Skills

Speaking Skills

Lifelong Friendships

Dealing with Adversity

In early October, I moved to London to begin a new chapter in my life. During the process of adapting and adjusting, I reflected on the people and experiences, which helped me arrive here. And, of all the classes and extracurricular activities in which I have participated, it is easy to conclude that I am privileged to study in London largely because of my involvement in high school debate. While certainly, many events and conversations shaped who I am, I can state unequivocally that the single greatest educational investment I made were the hours I spent honing my skills as a debater.

Perhaps a bit of background would explain more. Like most 14-year olds, I was not immediately impressed with the idea of joining a debate team. Debate, especially in a Southern town driven by participation in sports, was not seen as the most useful way to maximize time. Besides, after eight hours of school per day, why add even more work to my plate of honor classes and extracurricular activities? However, I was impressed with the knowledge and intelligence exhibited by members of the Saint James debate team. While aspiring to make the varsity basketball team, I also thrived on talks about political affairs and current events, given that so many in my family were active in politics. So, in searching simply for an outlet to channel my ideas, I agreed to join the debate team on a part-time basis. My coach, Michele K. Coody, agreed to this initial setup, and so began my debate career.

Little did I know that within a year, debate would become my passion and basketball little more than a recreational event. As a novice debater, I performed very well, advancing to the elimination rounds of every tournament I entered. Yet, like most teenagers, I struggled throughout my ninth grade year to find my niche in school. My grades were less than what I wanted. Then midway through the basketball season, I tore ligaments in my ankle and was unable to play. When you are removed from the

two activities which dominate your time, you are given a chance to evaluate their importance. And it was then, at age 15, that I finally saw the importance of an activity, which I would use long after my final free throw or jump shot.

Consider the options. Throughout high school, college, and beyond, you as an individual are going to be required to constantly compete and prove yourself—your competence, your intelligence, your ability to complete tasks. Do you want to serve as an elected leader in high school? Get into an advanced level collegiate seminar that is application only? Work in a blue-chip law firm? All of these require the use of language and rhetoric to organize a persuasive set of ideas. While perhaps diligent academic studying might be enough to achieve certain goals, I cannot think of a single investment which will provide more lifelong meaning. To the contrary, Thomas Jefferson himself noted the importance of a strong mind and strong body. However, as life is limited by time and requires decisions to prioritize activities, I have to suggest debate first and foremost.

Discipline and Organization

To me, debate provides six academic virtues. *First, it instills a sense of discipline and organization.* Whether you are a national circuit debater or an occasional participant in local tournaments, this activity demands a meticulous attention to managing time. You cannot possibly travel two weekends a month, research and practice for hours after school, and maintain your grades and other commitments without being relentlessly organized and disciplined to finishing tasks. I remember missing school for over a week several times and going entire months without having a free weekend. Did Mrs. Coody allow me to skip school or turn in assignments late? Surely you jest. To the contrary, I learned at a very young age that the only way to survive was to not waste time.

Debate is a sure winner!

Theory and Evidence

Second, debate provides extra education in theory and evidence. You will be required to read works that most high school students do not see until their first year of college. Why is this important? Because, this exposure to ideas advances your education a step further, allowing you additional avenues to pursue in your academic plans. A college freshman who can enroll in a senior level philosophy class and perform well is going to stand out both in person and on paper. Understanding Hobbes or the causes of the Watergate scandal are important in holding a discussion on American government today. The sooner you learn about the philosophies and events which define our world, the sooner you can apply yourself as a policymaker.

Writing Skills

Third, the best writing course imaginable is high school debate. On a basic level, this activity requires two research papers per tournament. But this is a simple assessment. Most tournaments I attended required rewrites, revisions, and sometimes just starting over when preparing a case. You learn how to incorporate evidence and ideas into a general paper so that your writing flows smoothly, and more importantly, your thesis is clear. Additionally, the practice of writing cases increases your vocabulary and efficiency. I have found that many of my assigned tasks were given largely because I could draft memorandums or position papers which sounded credible when read by adults. Also, when I first started debate, it took me days to write an affirmative case. Now, I can write articles like this in under two hours. I will let you, the reader, decide if the entertainment value of this article is on par with my writing speed.

Speaking Skills

Fourth, debate, of course, makes you a better speaker. Since leaving high school and attending college, I have learned one great truth: everyone leads a busy life. Perhaps there are people out there, whom I

have not met, who wish to hear others talk at length about an assorted number of topics. However, my experience is that when you are talking to someone, it is important you make your point fast, before losing his or her attention. College professors hate students who ask two-minute questions. Scholarship committees do not pick candidates who take five minutes if you mumble through an interview or make poor eye contact. Instead, the competitive events in life are usually won by the good speaker who talks in a soothing but confident voice, makes quality eye contact, and establishes his or her point to keep the audience interested. The best place to practice this is in a debate round.

"Debate instills in teenagers the skills necessary to be competent adults."

Lifelong Friendships

Fifth, you meet an amazing group of friends and mentors through debate. When I first started applying to law schools, the first person I emailed was, naturally, my debate coach. If I have a specific question about a law school, chances are I will know someone at that school because of debate. Meeting people at tournaments and camps extends the collegiality and conversations you have with members of your debate team, while also allowing you to listen and learn from people who are more experienced and even wiser. Most importantly, the activity allows you to form lifelong relationships.

Adversity

And sixth, nothing teaches you about dealing with adversity like debate. My junior year, we traveled to the Bronx High School of Science Debate Tournament, where I promptly bombed and won only three rounds. Five days later, I started the Saint Marks Tournament in Dallas by los-

ing my first round. At that point, Mrs. Coody pulled me aside for a long walk, where basically she said, "Well, you can put what has happened behind you, or you can assume the worst is yet to come." Ten rounds and 36 hours later, I found myself the top speaker and winner of the tournament. The sheer competition of debate entails times when you think it cannot possibly become harder to win a round. Everyone has his or her streaks of poor performance. However, debate teaches you to turn obstacles into opportunities. As you progress through life, this skill is more and more vital, because whether it is bouncing back from losing your job or failing to win a motion in court, how failure is handled tells a great deal about someone. I have had myriad incidents where I did not achieve my initial goal, yet I have always tried to learn from my mistakes so that the next attempt is more successful.

In short, I believe that how you spend your time in high school affects your future development. I frankly do not think that I would be studying in London today, or even preparing for law school, if I had not debated in high school. Debate instills in teenagers the skills necessary to be competent adults. Moreover, it provides chances to travel and visit with others who hold similar educational values. Again, this is not to imply that pursuing different activities is a mistake or even a poor decision, for not everyone will be interested in the same events. Yet, when looking back to the 14-year old who was skeptical about debate, I realize that joining this activity is the best educational decision I have made to date. As investments go, this one is a sure winner.

(Jonathan E. Carr is a Fulbright Scholar at The London School of Economics. He debated four years at The Saint James School (AL), coached by Michele K. Coody. In 1996, he graduated as an NFL All-American and Four-Time Participant in the NFL National Tournament.)

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by

Sylvia Beltran & Sue Lowrie

"In the beginning, I dreaded debate. Truthfully, I knew nothing about it, but the idea of getting in front of others to 'argue' and to think quickly on my feet, scared me. During the summer debate camp, I believed that I would be a poor debater since I did not possess good speaking skills. Also, to further complicate things, I did not comprehend anything that was being taught to me. I just felt as if debate was too overwhelming, and I wanted to quit, but I knew better than to do that. . . . When I got up there to give my speech and present evidence, I felt as if I knew what I was doing. I felt in control, and I enjoyed the idea. As the season progressed, I further enhanced my speaking skills and my thinking abilities. . . . I learned so many things that I did not think I would ever learn or even hear about in a classroom or in life. . . . Now, I know that I am ready to take on another challenge and work my hardest to reach my full potential. I believe that I am ready to prove to myself and others that I can achieve anything that I set my heart and mind to."

This is a statement written by a debater whose first language is not English to describe the challenges of high school debate to an English as a Second Language (ESL) student and the rewards from overcoming those challenges. This debater is a participant in the Southern California Urban Debate League (SCUDL), just one of the many Urban Debate Leagues (UDLs) funded via generous grants from the Open Society Institute. The UDLs have brought debate to underserved high schools across the United States. The face of debate is starting to change in a positive direction, with more high school students than ever participating in Tuscaloosa, New York, Baltimore, Kansas City, San Francisco, St. Louis, Chicago, Detroit, Atlanta, New Jersey, Providence, and Southern California. UDLs have been successful in reaching out to underprivileged students, offering debate to many who would never have had the opportunity otherwise. But, if we are to truly embrace the goals of the national Urban Debate League project, "that debate be accessible to those students most in need of the skills and benefits which it provides" (Open Society

Institute), we must constantly evaluate which populations most need outreach. Two of the groups that have been underrepresented in high school debate are ESL and Limited English Proficiency (LEP) students. In order to bring additional diversity to the high school debate community, educators and administrators should take steps to include these populations in their school and regional programs. This article will discuss some of the challenges unique to recruiting and retaining participation by ESL/LEP students and attempt to offer some suggestions to begin broadening debate outreach to this population.

Participants in forensics in some areas of the United States may not see ESL/LEP populations as an important issue in their communities. In Southern California, we must be particularly concerned with these large and growing populations. Many of our schools have populations that include over 30 different first-languages. Realistically, no community will go untouched by the challenge of effectively integrating ESL/LEP students into the educational system. In the 10 years prior to 1997, "the number of school-

age children and youth who speak languages other than English at home increased by 68.6%" (Teachers of English to Speakers of Other Languages, Inc., 1997) and these numbers continue to grow. As major urban areas become more and more crowded, newcomers to the United States will be forced to settle in new areas. We should use debate to develop important capabilities in ESL/LEP students and to improve the contrast between these populations and English-speaking communities.

Policy debate is not an easy activity for any high school student. It combines public speaking, which most people dread, with an intellectual component that demands research and a highly specialized knowledge base. For ESL/LEP students, this activity can seem especially overwhelming. Yet, it is these students that are most in need of the benefits that debate has to offer. Debate teaches many "important academic skills that often are ignored in ESL classrooms," including "development of the abilities to disagree, to argue, and to persuade" (Macdonald, 1990). The high school debate commu-

nity will also benefit from the involvement of these students. They bring new perspectives and new voices to what is often a monolithic activity. Three things will help in facilitating the inclusion of this student population in high school debate: targeted recruitment, increased cultural awareness and positive reinforcement.

Targeted Recruitment

The first step in increasing debate participation for any group is outreach. UDLs have helped to provide the resources and support that many schools need for successful debate participation by populations previously excluded due to funding concerns. UDLs and other programs functioning in schools with high ESL/LEP numbers may find a need to offer alternative recruiting efforts toward these populations. Debate coaches should establish a relationship with an ESL/LEP instructor or the counselor who works with this population on their campus. Some urban schools lack the resources for specialized ESL/LEP instructors. If this is the case, administration should be able to provide you with the classes ESL populations are placed in; you can then approach those instructors or target those classes for recruiting efforts. For instance, several schools sponsor organizations that seek to create fellowship and opportunities for specific ethnic groups on the campus. Recruiting efforts could be directed at those clubs, as well as specific ESL/LEP classes.

ESL/LEP students are sometimes ignored when teachers are recruiting for academic extracurricular activities. Linguistic barriers many times translate into incorrect assumptions about this population's intellectual capabilities. Instructors who teach these students on a daily basis are valuable resources to answer questions, provide guidance when dealing with parents and students, and to provide coaches with an ESL/LEP student base that can succeed in high school debate. Peer groups are also important recruiting tools in high schools. Once you are able to get a few students from the ESL/LEP population participating and enjoying debate, you will find it easier to recruit from these populations.

Increased Cultural Awareness

Once ESL/LEP students have been reached and are attending meetings or classes, awareness of their needs is necessary for continued participation. Studies have shown that ESL students, in particular, need to feel included and valued in activities they participate in to counteract the shyness and fear they may be experiencing at school (Watt, Roessingh & Bosetti, 1996). The barrier that language can create for everyday communication, let alone active participation in an activity like debate can seem overwhelming to ESL/LEP students. Structuring team meetings in a way that provides a positive atmosphere with supportive relationships fostered between team members is important. Assigning supportive English-speaking mentors or "partners" to these students may help by providing a peer to go to with questions and concerns and who can serve as an advocate for them in tough situations. This relationship benefits both the ESL/LEP students and your English-speaking students by providing them with knowledge and skills they can use in their communities and their future workplaces.

Coaches and teachers have a unique opportunity to serve as a role model to their students, encouraging cultural awareness and open-mindedness in their classrooms and your debate rounds. According to Weismantel and Fradd, ESOL and Child Development specialists, "leaders validate the efforts of students" when they "plan public occasions when LEP students . . . participate and are rewarded; [when] they are visible" (1989, p. 13). Debate can supply this public forum. The Southern California Urban Debate League has begun to offer a rookie division for first-time competitors, which rewards participation instead of competitive success. This format guarantees all first-time participants the reward they need to continue participating. In subsequent competitions, each round offers a chance for public recognition and visibility and awards are plentiful.

Even if your school does not have large ESL/LEP populations, cultural awareness must be developed in students and judges. As more and more UDL students become active on the debate circuit, cultural awareness deserves some

attention. Given the possibilities for debaters and judges to comment on accents and speaking skills, these issues are particularly important when dealing with ESL/LEP students. Cultural awareness probably does not top the "to do" list for debaters and coaches in preparing for local league tournaments or invitational competitions. Even in areas with high ESL/LEP numbers, students, coaches and judges may not be accustomed to encountering these students at their local tournaments. Still, this issue warrants discussion at a team meeting before tournament competition. Teachers and coaches should make sure that competitors and judges do not view linguistic difference as deficit. They should be encouraged to listen closely to those with accents and discouraged from highlighting accents or grammatical differences. Discussions of cultural differences are helpful as well. If you are lucky enough to have a diverse school population, utilize your student body knowledge to educate yourself, your students and your judges. If your school is not as diverse, seek information from others at tournaments. The more we, as individuals, educate ourselves, the more we can share that knowledge with others.

As a coach or administrator, it is also important to take cultural differences into consideration when dealing with parents of ESL/LEP students. In addition to all of the barriers between schools and parents, the inability to communicate in English silences the voices of parents who might otherwise vocally support and encourage their children's involvement in academic pursuits like debate. Culture plays a part in expectations on high school students as well. Many of our SCUDL participants are expected to care for younger siblings, contribute to family finances with after-school jobs, in addition to excelling in their academic studies. Cultural norms also may influence parental expectations regarding participation in debate with regard to gender and religion. The difficulty for ESL/LEP students lies in the fact that parents often do not communicate in English, and conveying the benefits debate has to offer their child can be extremely difficult. Certain steps can be taken, such as providing newsletters and permission slips

in multiple languages, to increase the likelihood of open communication. Once the parents come to understand the academic benefits of debate, they become much more supportive of the program. You may also have to make allowances for after-school jobs and family responsibilities. Attendance at meetings and tournaments is important, but flexibility is often important in gaining parental support. Your students can also provide you with insight into their parents' concerns and hesitations, which you can then target in communication efforts.

Positive Reinforcement

Positive reinforcement is a tool that has been proven valuable in a number of academic forums as a means of keeping students engaged and enthusiastic. Positive interactions can be especially influential to ESL students and "personal concern from the instructor is one of the biggest motivating factors in working with ESL students" (Marques, 1997). Unfortunately, many high school coaches report that students have been driven out of debate by negative interactions with competitors, judges and coaches. These negative experiences influence all young debaters, but can be especially hurtful and devastating to those who do not claim English as their first or primary language. We have had occasions where ESL/LEP students were told to "go home and practice English" before coming to another tournament by a judge. These students have not returned to a tournament, and probably never will. ESL/LEP students who lack confidence in their linguistic abilities may never feel their English is "good enough" to compete. There are a few easy things we can do to facilitate interactions that keep all debaters, but especially ESL/LEP students, participating.

Develop empathy. Coaches should work to develop empathy in their debaters and judges. This can be a relatively simple first step towards positive interactions. Ask them to remember their first debate experience, whether as a competitor or as a judge. Make sure they focus on remembering their anxiety, their fear of making a mistake, the confusion they felt when unfamiliar terminology was used. Now ask them to imagine being in

the same situation, but with all other competitors and judges speaking a language with which they are only somewhat familiar. Finally, ask them to think how they would like others at the tournament to treat them in this situation. This is a valuable exercise for experienced participants in debate to review every few tournaments. It is easy to forget our experiences with being new to this activity and to treat others accordingly. With the constant reminder of how it feels to be new and fearful, students and judges are more likely to be supportive to ESL/LEP students, as well as all novice competitors.

Be generous with praise. ESL students often "feel embarrassed or ill at ease because of their speech errors" (Marques, 1997). Debate places them at constant risk of this embarrassment. It is important that coaches and judges recognize the power of their feedback with these students. Praising ESL/LEP students for their participation in the debate round, as well as pointing out places where they performed well is of utmost importance. What seems like constructive criticism to those with confidence can seem like devastating insults to an ESL/LEP student. With regard to oral critiques, encourage your judges to focus on positives rather than areas to improve in any oral criticism. Ballots should reflect strengths first and weaknesses later, without the use of insulting or demeaning language.

ESL/LEP students are well aware of their accents and their vocabulary limitations. They do not need to be told to work on their enunciation or their vocabulary. They do need to be encouraged and given suggestions for arguments to make, ways to improve their organization, and all the other things that every high school debater needs. Remember, THEY are not the only ones in the room with an accent – theirs is just different from your accent and other students' accents. When you speak to them, they hear your accent as much as you hear theirs. It is important that we remove the focus from accents and linguistic differences and shift it to improving debate performance.

Conclusion

UDLs have been a driving force in many efforts to increase diversity within

the ranks of the high school debate community. Despite their success, there are still communities not adequately represented in debate. In Southern California, we have a very diverse group of high school students; many come from families who are recent immigrants to this country and English is not the primary language used in their homes. Limited English language proficiencies mean that ESL/LEP students face not only the socio-economic barriers of English-speaking UDL students, but also language barriers as well. In encouraging participation in debate programs, UDLs have reminded us that we must never forget those who are at the margins of our communities. In working to change the face of debate, we must also change the sound of debate. To increase diversity in the participants, effort must be focused on targeted recruitment, increased cultural awareness and increasing positive reinforcement for ESL/LEP populations. These students will not only benefit from high school debate programs, but more importantly, they offer new perspectives and voices that add immeasurable value to the competitive debate experience for teachers, students and judges.

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(Sylvia Beltran, Executive Director, and Sue Lowrie, Director of Programs, both from Southern California Urban Debate League)

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International Debate Education Association

The Institute will be held at the United World College of the Adriatic campus, which is located on cliffs overlooking the beautiful Adriatic. The first and second sessions will include site seeing visits to nearby cities such as Venice, Bologna, Ljubljana and Trieste. Additionally, the campus offers instructions in rock climbing, kayaking, and other outdoor activities. For those who decide to continue on to Slovakia, the trip will include site seeing tours on the way to Vienna and Bratislava.

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

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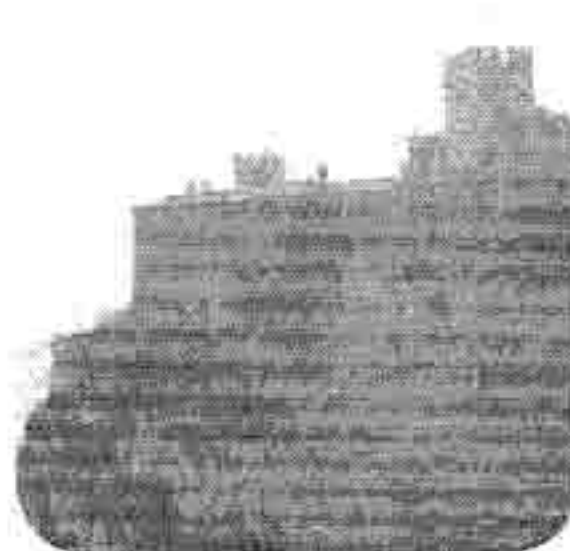
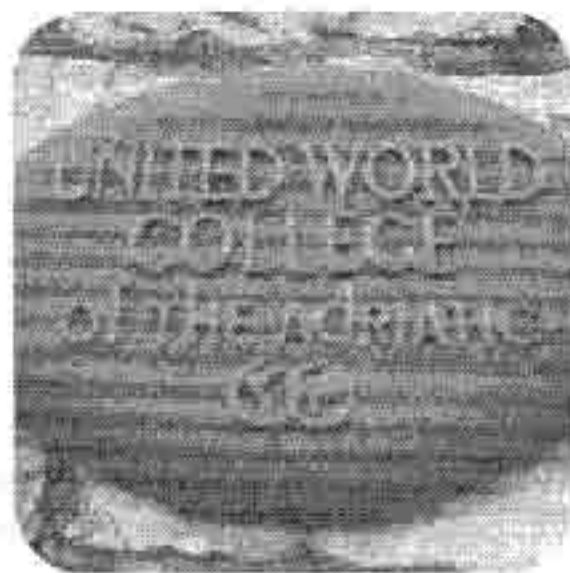
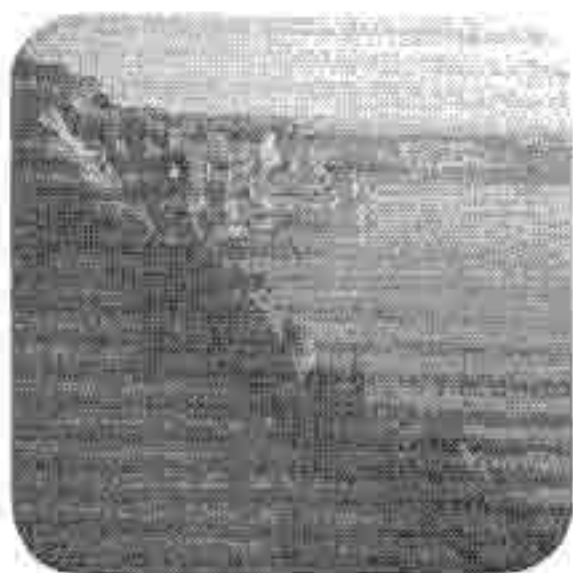
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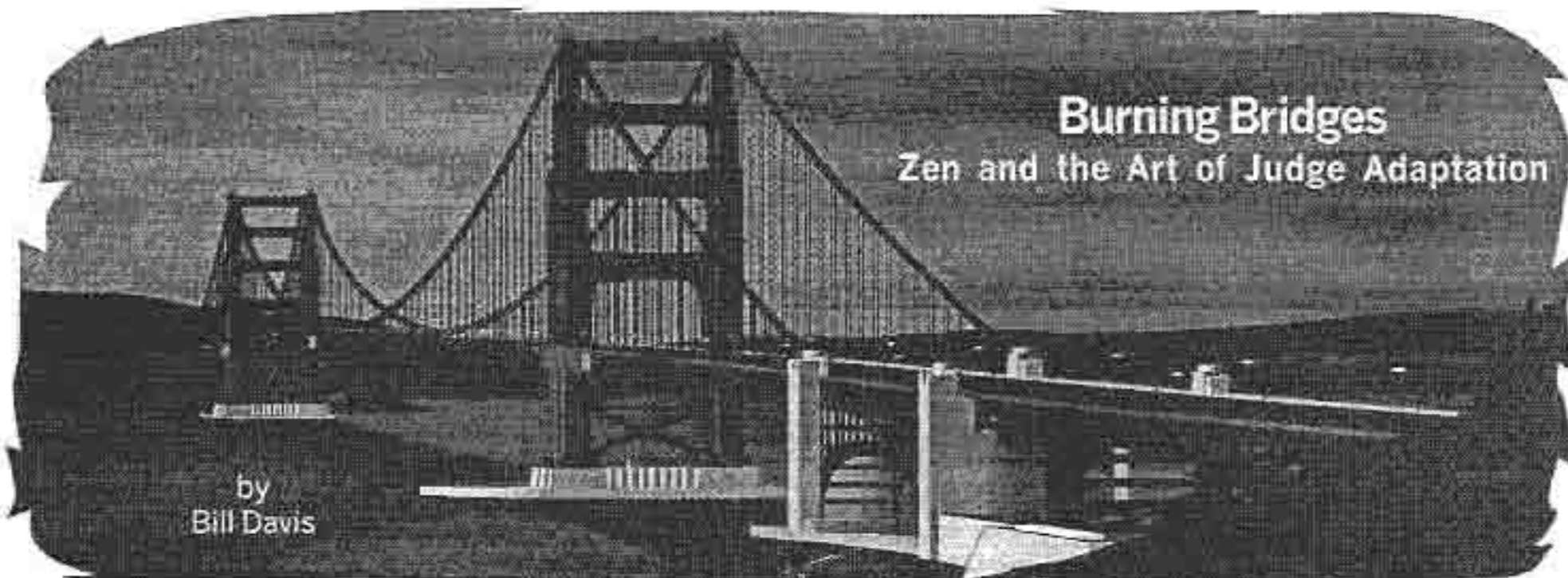
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Burning Bridges

Zen and the Art of Judge Adaptation

by
Bill Davis

The following trip is fictional. Only the names are real to embarrass the guilty. Though the subject may appear to be policy debate, LD'rs, Extempers, Orators and Congress competitors might also profit from this article. If anybody can.

First Constructive

It is 5:30 a.m. and three people have yet to show for the departure of the bus ten minutes ago. If we don't make it to Fort Scott on time they will gladly save their judges, make us forfeit the first round and the novices will be crushed. They're all here, looking distinctly green at the prospect of their first tournament. I smile- by Monday the miracle will have happened and they will mystically be debaters.

It's the advanced debaters that are late. This isn't too surprising, either. Two of the three are vastly under-prepared for the first tournament, and the third is a four time lifer who is probably going to live down to everyone's expectations. This does not make me smile.

It's going to be a long day.

Now, Dearest Reader, if your state doesn't do its tournament season much like ours, I still think you will see a close comparison to the opening weekend in your state. You probably have I.E. folks on the bus, and like most of that species they are bouncing off the wall like the wonderfully strange people they are. Instead we have only policy debaters, and the advanced debaters are right now terrorizing the novice debaters with how hard debate will be. Stories are gleefully told of youngsters fainting; of losing control of vital functions and puddling the floor. This is the type of institutionalized child abuse that is hazing,

competitive speech style.

We have had all of one month of school to prepare for this tournament. Naturally, some of the advanced debaters have gone to debate camps of various "power" and some of the others waited till last night to begin their affirmative cases. This is all part of growing up; off we will go, the prepared and the unprepared, the clean and the unwashed, and the young and not so beautiful and hopefully all of us will return.

There are a pair of headlights entering the parking lot- another sheep or two are entering the fold.

It is the beginning of my twenty-third year of debate coaching. There is absolutely nothing new here that I haven't seen before, but the tumult of adolescent angst around me could make a rock tremble. So I am nearly as out of control as my students.

But this day will give me an opportunity to do some reflecting upon the Great Schism that has grown larger and deeper during my long career. The split, already formed by the time of my rookie year of teaching, is between the Young Lions and the Old Bears; the College Crazies and the Old Fogies; the New Wave and the Guys With Their Fingers in the Dike. It has grown from a minor nuisance to a real obstacle in the way of doing my job; the education of the drastically unprepared to play the most difficult game that our schools offer- policy debate.

All three ne'er do wells stumble out of the newly arrived car. They enter the bus, each with a different excuse of why they are late. Each of them lay the blame on somebody else. Ignoring the fact that this is impossible, I give them The Glare. They shut up and sit. I tell Justin, our Debate Soccer

Dad, to close the doors and floor it for Fort Scott, well, at least as much as a twenty-year-old bus loaded with twenty students and a couple of tons of tubs can be floored.

You see, I'm not looking forward to this day. I know that the results of the tournament will be disappointing for some of my students, but that's the point of the game. It's why I'm being paid about a dollar an hour to preside over this activity with one hundred and fifty debaters. But I am not looking forward to explaining to my debaters why their judges acted in the manner that they did.

This is not to say that judges used to be straight arrow members of the First Church of Conformity. In every state there are legends of freaks and geeks and the terminally confused that suddenly appeared at tournaments on a mission to do the inexplicable. Among many, my favorite is the judge who smiled and nodded all the way through a hard fought round conducted at the pace of a raging river, only to stand up at the conclusion and state "I speak no English. And dude, if this English, I never do."

Or the judge whose cell phone rang in the first speech of a semi-final round. "Yes?" What's he doing out there? All right, put him on. Honey, get off the bridge. You know we can't afford for you to die right now." Waving the speaker on, she eventually reached a satisfactory conclusion by the end of the speech, which the debaters believed was giving her hubby her blessing to take the plunge. She voted negative because the affirmative was confusing.

I really have nothing against these judges; twenty-three years proves we do survive them. But the truly disturbing trend involved the comments on the ballots, the

four letter words, the personal insults, the "nice tie- you lose" comments, and most infuriating- "Oral".

Sarah, who everyone says is anal compulsive, but whom I prefer to call a worry wart, appears by my shoulder asking to read me her IAC again. "Is it any different from yesterday?" I ask.

"No," she whispers, "but I'm afraid if I stumble I'll go overtime."

"Sarah, yesterday it was five minutes long. If you stumble that much today you'll need a podiatrist." She retreats. Sometimes a good word like podiatrist shuts up a freshman.

And like I noted before, the relationship between the two camps are not getting any better. In the natural scheme of things, the Old Fogies either die out or take up careers of selling insurance, and the New Wave wins until they become the old Fogies. But not so, the Old Members of the New Wave (I guess the ones that crashed on the beach a few years ago) quickly pick up the flow sheets of the fallen and refill the crotchety ranks of the Good Old Boys. This happens about the time they start paying Serious Taxes. And war begins anew.

And this puzzles me. It seems so childish, so unprofessional to blame every bad decision on the perceived bullheadedness of the other camp. It is disgustingly common to witness coaches going bonkers over ballots; behaviors which the debaters watch, make note of and imitate.

I'd have to say that of any career, debate coaches get less respect from their peers than any other I have encountered. There aren't that many of us, and you would think we would find ourselves on the plus side of the activity. And call me insecure, but it bothers me that somehow I missed being the Old Sage on the Mountain and went straight to Fool on the Hill.

"Yo," quoth Justin, his eyebrows arched at me in the mirror. I turn and a novice lady is bent over a seat, her skirt somewhere around Tennessee, quickly crossing the Mason Dixon Line. "Ashley, sit in your seat like a safe baby." She pops back with her mouth full of cereal. I don't want to know why.

I guess I can live with professional jealousies. But mostly all this tumult bothers me because I feel like I'm failing as a teacher. It is not my nature to write off either camp of coaches and judges as beyond understanding, and I refuse to deny the ballot to the "lay" judge, which from the size of debate programs in Kansas must judge a

majority of rounds. I'll admit that I have a good scratch for the itch of the lay judge, and we have more than our share of success with them (perhaps explaining the Fool status). But the others, the very people who also love the activity upon which my livelihood depends, still remain a mystery to me. And hostile. Very unpleasant indeed.

So, on this trip to Fort Scott, the third weekend of September Two Thousand and One, I want you to climb on the bus with me and see if we can try to find common ground in the judging of policy debate. If we can, then those of us who believe that judge adaptation should be part of our expertise might find some ground to begin to do our jobs again.

Prep Time

Of course, some of you have caught the echo of my essay. In the mid 1970's, a very brilliant man published a book titled *Zen and the Art of Motorcycle Maintenance*. The book remains a solid seller, a for the best of reasons; it is well written, astoundingly wise, and packs a punch in its final pages that denied me a night's sleep even the third time I read it. This summer I was blessed to teach a summer school class with ZMM as the text. This was a teacher's dream; six excellent students for four hours a day, four days a week for fourteen sessions. I felt like I was stealing money.

Towards the end of the book, Robert Pirsig states that the reader is now prepared to write a book dealing not with motorcycle maintenance but with some issue of the reader's concern. I'll take him at his word, and write an essay that will shamelessly steal his ideas and in tribute title it "Zen and the Art of Judge Adaptation." If he sues me, his lawyers will starve.

Second Constructive

It really shouldn't surprise us that debate is divided into two warring camps. In fact, even the briefest study of the history of interscholastic debate reveals a bitter conflict between advocates of "rhetoric" and proponents of "substance." I once listened to a college coach complain how Larry Tribe (now Laurence Tribe to you buddy- media source and guru of constitutional law) ruined debate by his excessive speed in the final round of the college National Debate Tournament. That was in the early sixties.

But our clash only mirrors a wider split within our society. This is between two "learning platforms" called classical and

romantic. A learning platform is the starting place for us in our approach to our thinking. It is the launching pad of our rationality.

This platform is largely constructed for us by our parents, our families, friends, and culture. We interviewed a young mother during our class, while her enchantingly beautiful one-year-old daughter charmed the room. I asked her if she saw any resemblances between her daughter and any other member of her family. "Oh, yes," she said, "Everyday she is more and more her Grandma Katie." Katie was a feminist when feminism wasn't cool; who started her own funeral parlor, and who learned from a young age if you wanted something and you're a woman, you have to go out and get it. Looking fondly at her daughter she said, "And Lydia is going to be exactly the same way." When she left, one of my students said, "Lydia is doomed to be Grandma Katie."

So, here in the land of the free and John Rucker used to be a Brave, much of our choices in life are among those that we have been conditioned to see as choices.

The squad nerd is asleep, which is a blessing. But his mouth is open and he is drooling on the lace covered shoulder of his unsuspecting debate partner. I toss a mental coin as to what to do and it lands on edge. I do nothing.

Now this platform is critical because it dictates where we start to reason. Let's take the scientific method. We are told that after observation, the next step is the proposal of the hypothesis to be tested. What the method doesn't tell us is where the hypothesis comes from. Let's say I am standing with my team outside a room, and the stereotypical "little old lady" toddles in. "Easy," I say, "Slow down." I just doomed my team, because I told them to treat the judge like a mental defective. My hypothesis, which gets only one test, is based on a learning platform of snap judgments and surface appearances. This is the romantic platform; surface appearance is all-important, gut emotion is key to decisions, and to delve too deeply into anything is to invite in the arch demon BOREDOM.

The droolee has noticed the puddle on her shoulder. She slowly reaches down and places a plastic sheet cover between the shoulder and the flood. Grace is found in the most unusual of places.

But this is not to say that the romantic platform is wrong. It works very well for most of the population, because it encour-

ages art and awe. There are debaters on my squad who are romantics that do very well, because they appeal to the vast majority of the judges. In a state where the judge is more like to be a "civvie" than not, the chances that your judge will understand your classical "analysis" is small.

Because analysis is what constructs the classical platform. Classical reasoning looks beneath the surface; in fact the surface interests it not at all. Classical reasoning wants to know how things work. Classical reasoning loves kritiks, disadvantages, and quotations the length of *War and Peace*. Romantics think funding arguments are really cool. And deep.

Is it any wonder that we can't get along?

You see this division in the judge's lounge of every tournament. The group of judges over snarfing the Oreos are not talking style, they're talking arguments. Naturally they think that their decisions are the proper ones, or they wouldn't be discussing them. Now toddling into their midst is the little old lady after doing her duty and casting a ballot- a blank ballot. She watched the debate as if it was in another language, and at the end she voted, and can't really say why because the experience was so baffling.

And much to the rage of the debaters and the disgust of the New Wave, she was right. From her learning platform, from the way she approaches the very act of thinking, the debate was in a different language. For this she pays the price of disrespect.

We are thirty minutes down the road to Fort Scott and the top of the sun has struck Justin's face, making him squint with one eye like Long John Silver. Soccer Dad is a science teacher, and when he judges debates he is most enraged when some debater tries to tell him about species extinction and global warming. "You want me to vote for ignorance?" he growls. The debater tells him he shouldn't intervene. "I'm not a fool. I'm a science teacher."

The problem now shifts to the fact that rational argument can never prove which platform is better. The fact that most of the best debaters in college are classical thinking does not deny the validity of the romantic platform. Coaches who teach judges clinics often try to turn romantic thinkers into classical thinkers in one easy lesson. The result is a completely confused judge, who is as random as any judge can be.

Why is it irrational? Because the

learning platform is the final stage of our thinking before rationality kicks in. Our platform tells not only how we think, but also what is worth thinking about.

Please forgive me for my non-scholarly approach, but I read the following in a textbook on group discussion by Diana Prentice and Jim Payne. It was called "The Hierarchy of Processes" and it said that the first process is:

1. **The Senses**- these are constantly on the prowl, looking for sensations. When a sensation happens there is

2. **Perception**- hey, there's something that may be going on! Still at the subconscious level, this perception battles its way through our raging brains mulling sex, dinosaurs and Nutter-Butters to perhaps reach

3. **Awareness**- This is something I had better do something about. It is only then BUT AT THE SAME MOMENT that we begin

4. **Cogitation**- we think about what we are becoming aware. It is this initial approach that begins with our learning platform. If I'm a romantic, I will observe the surface, the presentation and the style. If I am classical, I will begin immediately to dissect what I am aware of. This is the split that frustrates us; the source of all our conflicts in which we condemn the other camp for being dolts or nitpickers. It is truly a division that is beyond debate, because it occurs before the split occurs.

5. **Evaluation and Action**- at the end of the process, we do what rationality tells us to do. It's pretty rare to find a judge so perverse that she makes a decision against what she thinks rationality tells her is right.

I turn to look behind at the bus, now suffused with an amber glow that makes my students younger, like escapees from fifth grade on a field trip. The exception is Matt, a senior who has high expectations for this year. The light catches him frowning; grimacing- he looks like a soldier about to enter battle. I hurt for him, because I know that he is thinking this day rests in his file boxes and his classical mind, and many of his judges will not agree.

Third Constructive

So far I have painted a grim picture that seems to prove that we are doomed forever to condemn each other for our foolishness, when foolishness has nothing to do with it. But what we have already observed, if you agree with it as a reasonable description of what occurs when we watch

a round of debate, or watch a movie, or decide whom we shall marry, contains the seeds for a solution. And to plant those seeds, we have to understand some of the truths of Zen.

In *ZMM*, Pirsig early writes that the book has very little to do with Zen. Most readers take him at face value, as we tend to do when we are romantics and a novel is in the first person. But the book is loaded with Zen, because Zen is the only way we can enter the emptiness of Awareness and leave rationality behind. Reason, even though it occurs at the same time as awareness, is not awareness, and without awareness reason does not even begin.

This is going to be difficult. It's tough for an Old Fogey to explain a new concept, especially when he has accepted spiritually (an irrational act) that rationality is supreme. But here goes.

The definition of Zen, according to Bodhidharma, the Twenty-eighth Patriarch is

A special transmission outside of scriptures.
No dependence on words or letters.
Direct pointing to the soul of the human.
Seeing into one's nature and becoming Buddha.

As Bill Cosby would say "RIIIGGHHT!" What does it mean?

We start with the first line. Zen really is a tool to find spiritual enlightenment. We may be wandering around in any part of our existence, wondering how the heck we got there and begin wondering- why am I here? It doesn't have to be the meaning of life, or death. It may be on any troubling idea or action. There is enlightenment to any problem, and this enlightenment is so hard to grasp because it cannot be written down. You can claim any book (including *ZMM*) has all the answers, but everyone else is going to look in vain except for some enlightenment.

The example is the book itself. I read *ZMM* just after college and I was pretty impressed with it. But I put it away and didn't pick it up again for 25 years. I traveled a much longer road, and the next time I picked up the book it was if it was rewritten for me. I underlined passages, scribbled in the margins, determined that I had gleaned its wisdom and then put it away again. Then this summer I was asked to teach the book. I got out my dog-eared copy and was appalled by all the important stuff I missed.

Now, I could give this copy to you, and you could admire all the highlighting, brackets and the mustard smears from Burger King (I'm the type that thinks best

with food in my mouth). But until you can reach past the words as words, you will understand nothing. The enlightenment lies not in the scriptures (the writing), but in the contemplation of them.

As long as you think you understand that, let me tell you a story.

There was a judge in the Topeka area many years ago named Horace Ewbanks. Horace was about as old as the Buddha when I started coaching, and he absolutely infuriated me. He was completely unpredictable, and my teams seemed to provoke him to scrawl in a shaky hand, "Affirmative team should read Aristotelian rhetoric," and then drop us on a 3-4. "Right," I would snarl, "I'll dedicate a couple of months to it in class."

Finally, about a year ago, I realized that Horace was talking Zen. He really didn't think we would read Aristotle now- we were far too cocky and sure of ourselves to lower ourselves to read rhetoric. He knew we would see absolutely nothing in it- yet. IT WOULD BE WHEN, DRIVEN BY DESPERATION, WE WOULD PICK UP ARISTOTLE LOOKING FOR ANSWERS; the very moment we became AWARE enough to understand the point of the game. It is the judges that you are trying to understand and impress. If we had ever picked that up, we would have picked up Horace. Bless him!

That takes us to the third line of the poem. We can whine about all we want about our "unreasonable" judges, like Horace, but the fact remains that the control over the debate does not rest in the mouth of the speaker, it is clutched in the perception of the speaker in the mind of the judge! Now slow down and consider that again. The power of the decision of the debate is not in my files, or my IAC, or in my super-fast tongue, or even in my manly fleck of spit on my bottom lip. The decision is outside of myself, in the soul of my judge. And what the soul of the judge perceives is not just my arguments, the judge perceives me. That is what is being judged, regardless of any paradigm you wish the judge to claim. Judges MUST judge on what they perceive, and therefore I must learn what they perceive. I must learn myself.

This is NOT what we are doing now. We are missing the point by spending hours on our tubs, practicing speeding with pencils between our bleeding lips, and cursing the judge when we lose. This is the false path. The Enlightened Path is to discover what judges perceive in us and to follow two regimens - Strengthen Our Strengths and

Lessen Our Weaknesses.

Let me get corny and rewrite the poem of Zen and Judge Adaptation

A mystical exchange that is more than just argument.

No amount of evidence or analytics may change it.

It is a direct opening of the self to the critic, letting the Other into yourself and being Better.

Yeah, I know it's not very mystical to write this, but Yee-Haw! Contemplate it, and find Enlightenment. Until you do, the rest of this will be Non-Sense.

The sun shines in my eyes as we pass by a town where debate died. A fine coach presided over a successful program that challenged much bigger schools for years. But a couple of years ago she gave up, saying she was tired of her kids being heckled by judges who said her kids were stupid because they didn't give standards when they ran topicality, and for other such heinous sins. There was no one really to replace her, and certainly no one who wanted to give up their weekends. So the program died.

Prep Time

I'm pretty dense. Everyone who knows me will cheerfully tell you that. But when I get a good idea it generally really is a good idea. This has been my one salvation from getting fired for denseness. And as a survival tactic, not getting fired is a great idea. So I'm about as serious about this Zen stuff as I can be.

Now you may say that everything I've told you is Painfully Obvious, but my answer is that you do not understand it. I can almost guarantee that you don't, and we have never met.

I can make this claim because

1. Debaters have egos (one of the more classic understatements)
2. Ego always interferes with communication and is
3. More basic than your rationality. You can tell me you KNOW that you must adapt to judges, but you still don't DO it, so you do NOT know it.

Example - one of my graduated debaters is on the college circuit, and this summer she returned to tell me about a current college debater (Andy Ryan of the University of Iowa)

who is widely feared and greatly impressive. "He doesn't like, talk fast! He talks, like about as fast as I am talking, like, to you now!" (Um, yea, she does like, speak pretty fast).

Wouldn't the obvious lesson be that speed is irrelevant to brilliance in some debaters? Yet why did all my debaters report that at college debate camp they were coached in how to speed? Hmmm.

Fourth Constructive

So now we step back a step in the Hierarchy of Processes, from Rationality to Awareness. Remember that cognition (thinking) starts at the same moment as awareness, so if we want judges to appreciate our brilliance we must increase their awareness of us.

No, not by shouting, or interrupting our opponent, or tag team cross, or any of those other dirty tricks which debaters have invented that irritate judges just far enough from losing the ballot that debaters think they work. Zen says we must open our soul to the judge, and that means another enlightenment. I hope we survive it.

The bus is waking up. There is a growing muttering and chuckling. This is one of my favorite moments of a debate trip. The warriors are getting ready for battle.

ZMM spends about half of the book talking about the concept that I will try to explain now, I'll pop it on you quickly, and then I'll discuss it at some length so that in some explanation I might surprise you with what is meant. The concept is Quality. In the great paradox of Zen, I cannot define it for you. All I can do is talk around it so that you may catch its essence.

Explanation one: Return to the Hierarchy of Processes, where the romantic and the classical thinkers take their leaves from each other, the simultaneous stages of Awareness and Cognition. Remember that the romantic thinker and the classical thinkers both reach the stage of Awareness and begin Cogitation at the same moment, but they go different directions. The key to understanding Awareness is to recognize that Awareness is from recognition of Quality. In this sense, Quality demands our attention. Of all the events and sensations bombarding us at any particular moment, THIS ONE needs to be dealt with.

Mundane example - I walk into the teacher workroom at lunch. Someone is eating spicy left over Indian cuisine. Of all the

possible smells, this one demands attention. It has Quality. I might begin to analyze the smell (is that curry?) or remember fond memories of spicy meals past. But it is the Quality (not just the perception - there are many smells) that attracts my Awareness.

Specific Example - I am listening to a debater spew her LAC. I am lost, and even though I drop my pen and all but shout my confusion, she tumbles on, out of control. I become fascinated with her right hand, cutting up and down like a precise meat cleaver. Why do I focus on that? Because it is the only Quality I understand.

Explanation two: All judges judge on Quality. It is absolutely inevitable. A debate speech is an explosion of sensations, or worse, very few sensations that register at all. This can be because there is too little Quality, or possible (not very often) too much. I have been overwhelmed with fabulous debaters, so much so that they almost lose the round because I cannot grasp them. You've had the same experience with teachers, right?

Explanation three: All right, teachers. You've had good ones and bad ones, and hopefully at least one great one. How do you judge teachers? You may give me adjectives, obscenities or stories, but you cannot tell me precisely why a teacher is great, good or bad. The essence of a teacher is Quality, and Quality is inexpressible.

Over there is Rob. I absolutely adore him. He is completely cool. He is also on probation and I am the only teacher in the school who would allow him to escape unscathed from a dark alley. He is still asleep, a leer upon his lips. You may say that I see a Quality in him that other teachers (and prosecutors) do not. I completely disagree. He lets me see Quality in him and refuses to let other authority figures see it.

On the first day of class, teachers and students do the dance of Quality. Is this going to be a good class? Is the hard work worth the benefits? Counselor appointment, please! The counselor asks why you want to change, and you make some lame-o excuse like "it doesn't seem like fun" or "it's boring." I'm not saying you are right or wrong - I'm saying you know why the class is good or bad but are unable to express it. That is Quality.

Explanation four: Of course, Quality can be good or bad. If I make you angry the first day of class, you drop it because it has Bad Quality. If on the other hand you are intrigued with the idea that here is a teacher who not only wants to argue with you but

insists on it, you have perceived Good Quality. Obviously, as debaters, we want judges to see Good Quality, so they want to vote for us. We agree on that, right? Nothing revolutionary so far. Even though we cannot define Good Quality, we still want it.

Explanation five: Now comes the hard part - almost all of us agree on Quality - whether it is good or bad, whether it is the same as what other people call Quality. This is because Quality is something we see indirectly, out of the corner of our eye.

This isn't mystical. Look at my hand. Right now it has a nasty scar on the back of it from an unfortunate encounter with a pair of scissors (my mommy told me, but did I listen?). You also note the chewed fingernails, and the black nail I smashed it in a car door). Some klutz huh? You may say, 'ugly hand you got there.' But how do you know that? Only by comparison with other hands you have seen. In the great spectacle of hands that have marched past your eyes, you have created a view of Quality of hands, and mine is definitely below par. When something is taken completely by itself, in comparison with nothing, it can have no Quality.

Explanation six: Ah, you say, Quality comes from experience, and therefore it is different in each individual. You are only partially right. Actually our experiences are really quite similar - it is how we USE them that makes the difference between us. Thus, every judge has a relatively similar view of what logic is; a relatively similar view of how important clarity is to making a decision in debate (VERY important - you will never read a judge declaring that the best debating was done by the team that she least understood, unless the debate was otherwise very, very bad. Caught out of the corner of our eyes, we vote for the team that gives us Good Quality. It is in the explanation of our decision that we judges suddenly differ in all the ways that infuriate debaters.

For all of our differences, judges still often agree on some team that, for all our differences, pick up our ballots. There are in our area a couple of fabulous teams from Shawnee Mission East that can make the dumb talk and the blind see. Grandmas, college frat boys, real estate agents - everyone votes for them. Judges are lined up for blocks with the ballots already filled out (I may be exaggerating a wee bit). Your best hope to beat them is that they will forget the purpose of a debate is show Quality to the judge and thereby hide the Quality that they normally display.

Explanation seven: if you're still uncertain what Quality is, answer these questions for me. What do you want from your life?

What would make your life better right now?
What would make your life worse?
What drives you crazy about your debate colleague?

Voila! A list of Qualities, some Good and some Bad, and none of them actually precisely summing up what you really meant to say! Yet you understand exactly what these qualities are, and to much the same extent, so do I. Therefore, if you were trying to convince me to vote for you, or give you a loan, or hire you for a job, or to refrain from convicting you for a crime, you would greatly desire that I see the Quality in you that will fulfill my expectations.

Fort Scott in sight! There is great stirring as file boxes are collected, esteemed colleagues are awakened by the application of wedgies, and nervous laughter erupts up and down the aisle. Even Justin is smiling. It is time for industrial strength coaching.

Prep Time

There are many people who would cut through everything I have told you by saying that judge adaptation is merely doing what a judge wants you to do, and better than the other guy. My friend Kapfer says he someday wants to judge two of my teams so he can make ridiculous demands on them just to see them try to do them.

But that is not what I have proved to you. I have shown you that ALL judges have a relatively similar view of Quality, and that this will make their decisions predictable if you project that Quality. I've shown that Quality is the reason why judges react as they do even before they begin to rationalize why they like or don't like the debate. Thus, we conclude at the end of constructives that the process of becoming a great debater is the development of Quality in such a manner that it is clearly displayed for all judges. Not only do I believe that this is possible, I think I can propose a system for you to do it.

First Rebuttal

Back on the bus, heading for lunch. Three rounds down and one to go. Everyone in the bus thinks they are 3-0. Of course they aren't, but they don't know that and neither do I. Even though tab is open I have stayed out, much preferring to enjoy my day. "You know how we did?" they ask. "Nope." I say, and we all feel better. I'll go look at

ing the next round, so I can let some folks down easy and not make them suffer through the assembly. The people who might win, though, I tell nothing so they can be surprised.

The process of learning Quality has three steps. The first is to decide what are the qualities that make up the overall impact of a speaker - the *arete* in the Greek - that a debater displays to a judge. This step requires some thought and argument. I'll give you my ideas in the last three rebuttals, but you can probably make a better list because you will understand it better.

The second step is to create a rubric that describes each quality so that others will have a good idea of what the debater wants to project. If you just write "clarity" you'll get an answer that is yes or no, and you are gambling that your critic knows what you mean by clarity. But we already established that language operates on a level above awareness, so you must describe "clarity" so the critic can evaluate how well you did it.

Still within the second step, make sure your descriptions are meaningful to both learning platforms, to the romantic and the classical. OK, you say, show me.

CLARITY

0 The speaker is unintelligible. I hear, but don't understand. (Wouldn't that just make your day to get this comment?)

1 The speaker presents ideas but they cannot be noted or remembered. Impossible to flow. Poor signposting. Bad tags. No impacts.

2 The speaker's ideas are understood most of the time, with occasional breakdowns. Hard to flow, with occasional breakdowns. Signposts are insufficient most of the time. Tags too long or do not identify the argument. Impacts inconsistent.

3 The speaker's ideas are understandable almost every time. Most are remembered. Consistently easy to flow. Sign posts clearly to lead to arguments. Tags easy to flow. Arguments are impacted consistently.

4 The speaker's ideas are concise and memorable. Each idea is clearly identified. Flows perfectly. Signposts are quick and concise. Tags are memorable and concisely describe the argument. Impacts are offensive (in the debate sense, jerk!) and match the argument.

Now step three; after copying off a bunch o' these rubrics, give practice speeches to as many critics as you can. Tell

them to circle the parts of the rubric that apply - it may be that your arguments are tagged well (3) but that you never impact (1). Average it out for your score, and by reading the rubric you will also clearly see the learning platform of your critic. If your critics are being truthful and you are scoring threes, I think you'll win most high school debates on clarity alone. If you can approach a perfect four, then clarity is one of your strengths, and that should greatly influence your strategy you choose in debates.

Of course, to make this work, you must accept this critical idea; you do not know if you have clarity until several critics all agree that you have clarity. The clarity is in the minds of the critics, not in your own.

Or not. Just do what Matt is doing right now, telling me how he ran a great argument and the judge laughed. Matt thinks laughter equals "points scored". If you put together a list of what makes up Quality and the rubrics for each, I think humor will be in there. But is it critical? Maybe if you are a really funny person, and then it's a strength. But humor by accident? I wouldn't bet the round on it.

Back for the last round. The debaters are running to their rooms and I am summoning up my strength to go to the tab. I'm serious- I hate the results. Right now I can peacefully delude myself into thinking we are doing great. But when I see reality I will at the same time experience the disappointment that my students will feel, and it hurts. Ain't I childish? I wish I could not care and yet care.

The good news is that Quality is fairly easy to observe and describe (but not define) in speaking. In fact, I'll turn to a Very Dead White Guy, Aristotle, to provide a framework for Quality. He observed speakers and decided that their impacts upon their audiences, what he called *arete*, could be divided into three components.

Prep Time

I spent a lot of time wondering if I should quit right here and let you do the rest of the job. I mean, if you're still with me, then it should be clear that you have a great deal of meditation to do about what Quality you want to project as a debater, and my ideas might actually confuse you rather than help you. So, if you agree, good-bye and may the *arete* be with you.

But maybe you want to see how it all turns out. Will Matt overcome his personal demons? Will Sarah have a nervous col-

lapse? Will Rob's probation officer send a warrant for his arrest for leaving the county? If so, then stop. Until Matt learns Quality, his demons will hound him (he's 1-2). Until Sarah realizes that ultimately the decision is out of her sweaty palms, she will collapse (she's 3-0, and meeting the top seeded team in the power match). And Rob's on probation because he is so confused about Quality that it makes me weep. But maybe we will agree on a few ideas.

Second Rebuttal

The area that we flatter ourselves we know the most about is called *logos*. Logic, rigghht! The belief is that if we could somehow judge debates purely on the arguments, that debate would no longer be subjective - we could have scoreboards! The overall trend within debate in my 34 years of participation has been faster delivery, but only because judges have permitted it and voted for it. Therefore, judging has been changing, and debaters have followed. The judges have been trying to standardize their judging, and of course that is a rational process. Voila! Paradigms, hypothesis testing, narratives, *ad nauseum*.

But what is great *logos*? I turned to my college guru, Eric Morris of Kansas and asked him what qualities he looks for in a debater.

1. clarity

2. **strategic anticipation** - the debater is planning ahead and is able to see and use the simplest path to victory

3. **effective use of language** - I think every judge enjoys this. I think word economy (but still using complete sentences for most judges) is one of the most ignored qualities for high school debaters. It's easy to learn to talk fast. It's harder but much more effective to learn how to say more with less words.

4. **synthesis** - everything is coming together into a story

5. **a wide base of knowledge** - The smartest debater usually wins. I know you think you are the exception, but if you are truly displaying a keen intelligence, it is very difficult to vote against you.

Mr. Morris had more, but this is a fine start. Remember my claim that a debater who averaged a three in clarity would probably win? I think if you averaged a three in any two of the above you would be a highly successful high school debater.

The debaters are coming out of their

final round, and I take Matt aside and tell him his record. He goes through all the stages of grief except acceptance in a record fifteen seconds. I'm going to worry about this until I see him Monday.

I've got a couple more to add

6. **Surprise!** I love it when a debater gives me an argument that flows logically from another argument that I and the other team never anticipated.

7. **Clash!** I want the negative to plow into aff's case and not resort to the same tired off case crud. I think every judge likes this.

Prep Time

I would expect that you could draw up rubrics on each of the above qualities with very little meditation. After all, it's what we claim to do well, right? If you don't understand what these qualities mean, then it's pretty hard to blame a judge for not seeing them in your *arete*.

I would also observe closely how you feel about some of these qualities. If you think, well, this quality is not as important as the others then you have sent yourself the clear signal that this is a weakness for you.

For example, let's say you snort at #7. You've got a great kritik and a counterplan that you run every round and now you don't even flow the IAC anymore. Maybe in your state or region, but judges around here really recent killing a bunch of trees for IAC and never using those pages again. A wise ZAC starts on case and pulls through the strategic points that have been dropped - and that is strategic anticipation.

Third Rebuttal

The second principle of speaking as identified by Aristotle is *pathos*. The word is the source of our term pathetic, which many debaters are when they go off the deep end and start bawling over the dying children all over the flow. But *pathos* is making a comeback, largely thanks to LD and the value debate that is the source of kritiks.

For example, take justice. Now there is a Zen word - you can meditate on that one for years. Live a life of justice. Justice is the root value of most kritiks - the debater claims something is not fair. Well, so what? There is a limit to which reason (*logos*) can take us in this area. I either respond emotionally to justice or I don't.

The qualities here need more explanation than I will give you

8. **Appeal to humanity** - many debaters are making the critical mistake of treating victims of weapons of mass destruction as mere numbers. This is not a mistake because of the nuclearism kritik; it's a mistake because you look like a monster to the judge. It is also important that your arguments be grounded in humanity, though if you want to run "spark" its your funeral.

9. **Justice** - I think any argument which treats people unfairly gets a cold hearing. Conversely, any plan which successfully rights a wrong is appealing to the judge.

Once again, if you think that this is not important, you now know a weakness. I claim that debaters who average a three will win more debates, but more importantly debaters who are twos and ones will lose many more debates.

Fourth Rebuttal

The last principle is *ethos*. Aristotle defined this as "a good man saying good things." Yes, that was sexist. If you reacted strongly to that, you now know why *ethos* is so incredibly important. If you want *ethos* defined in a way you will remember it; "judges like to vote for debaters they like, but they never vote for debaters they don't like."

Qualities

10. **Passion** - judges cannot vote against a debater who is an advocate in the ethical sense of the word.

11. **Credibility** - perceived truthfulness. Ethical behavior or lack of same falls here.

12. **Organized** - judges watch you prepare. How many tubs you fumbling around in?

13. **Confidence** - no, this does not mean arrogant. Pay carefully attention to how you write this rubric. You might learn something.

14. **Grace** - how is this for a Zen term? A smile for the opponent; the look to the judge and "are you ready?"; the helpful response to c/x; respect for the opponent; and joy in just debating.

Again, there is much more here, but I think I'm stealing your work. You should talk to people while you are gathering up your rubric on these items. It may hurt a bunch to find out you are perceived by others as the rear end of a horse headed south, but learning the truth in high school is a lot less damaging to your career.

Or not.

It's easiest to just go on blaming the judges, isn't it?

The Ballot, please?

We're home by 9 p.m. Some of the kids have cars, and others have parents waiting. Still others have worked me over by not telling their parents that they will need to be picked up, and I get to wait another hour for the last one to get away. We won more than we lost. Sarah won her first novice tournament, and now she will be a basket case every time she doesn't. Matt roars off in a cloud of despair. Rob gives me a look that makes me glad I don't have to throw his bail. The squad nerd went 2-2, which the first even record of his career. And Ashley got scolded by two judges for her short skirt, but collected three phone numbers; so she thinks she's ahead for the day.

I'm aware of my hypocrisy. I should be sitting down and composing rubrics for my teaching, and one of them would say "respect for the dignity of students", right? But the Zen master never said the way of Zen is easy. The master just said it is the right way.

(Bill Davis coaches at Blue Valley North (KS) HS and is district chair of NFL's newest district: Three Trails)

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THE D G E

20 WAYS TO BENEFIT MORE FROM DEBATE TOURNAMENTS

by
David M. Cheshier

The vast majority of debate's educational benefits do not come from coaching or at-home practice, but from the intensive experience of participation in tournaments. Anyone who has successfully competed in policy debate at the regional or national level will confirm that nothing exceeds the benefit of sustained encounters with smart students from other schools, and specific feedback from thoughtful judges. And yet there's a common tendency, even among the most skilled debaters, to waste hours of time at tournaments. At events where the pairing process tends to be slower even more time is lost while students hang out with friends or entertain themselves in other ways. The point of this essay is to provide some tips for how to more productively benefit from tournament time.

Many debaters have learned to succeed by concentrating almost all their work into their tournament schedule — some whose other school and family responsibilities are large purposely go into weekend overdrive since it may be their only available time for focused work. While it's not a strategy I'd recommend, it is possible, if you set your mind to it, to get an enormous amount of work done over the weekend.

The recommendations I make here for harder work will probably strike some as a little bizarre. Don't all of us work hard enough at tournaments as is? Well, yes, a lot of work does get done, even if only considering the time we spend in scheduled rounds. And there's no question the typical tournament day is too long. But there is also a lot of wasted time between debates, and just sitting around can be as exhausting as actually speaking.

Some might balk at these ideas because for them, tournaments are too stressful an environment in which to accomplish real work. Without intending to insult anyone, I think those who beg out of work on account of their already racing adrenaline ("I'm too stressed as it is!") mainly haven't tried working outside of rounds. I'm confident of this conviction since I know from experience that concentrated and productive work between rounds actually reduces and does not increase stress. Effective work habits help debaters who have developed them feel less scattered; students who don't work between rounds tend simply to bounce off the walls while they wait for the release of the next pairings.

Debate tournaments should be and are fun, but the point of the advice that follows is not to steal all your play time; in fact several are designed to make the time you give to work more efficient.

Try as many of these as you can, but don't try to incorporate them all at once or it'll be overwhelming. Most are simple common sense. Emphasize the ones that work for you and your partner. It'll make a big difference.

1. Do as much filing at home as possible. Much of the work I see at tournaments is actually basic catch-up work that should already have been done at home. Yes, of course, last minute arguments are produced and copied, and last minute filing is to some extent unavoidable. But one common habit can lead to a deluge of last minute filing. There is the temptation to let the evidence stack up — after all, the logic goes, one can always file in the van or on the airplane. Don't fall prey to that idea! Take a little time every day to file or re-file. That way you can use valuable time right before the tournament to carefully read files, as opposed to expending all your precious pre-tournament time in panic prep. Or try taking one argument home every evening to file.

2. At the last second, don't try to learn everything you file — concentrate on what matters. This tip concerns last minute filing, the kind we all do right before contests, for obviously as a general rule you would want to learn everything available on the topic. But at the last minute (as in, the day or night before rounds start), I often see debaters who have 2000 pages of evidence to file. Desperate to learn it all, they wade in, only to be forced into panic

filing at 3:00 a.m. as they finally discover how slow the reading process has become.

Try something different. Start by quickly filing everything. Once you've done that, then make a thoughtful decision about which arguments you must learn carefully, and concentrate on highlighting those.

3. Don't pull an all-nighter the evening before. Fatigue is the greatest enemy of otherwise smart debaters. It produces sluggish thinking, which cannot be compensated for by the work done in the middle of the previous night. No matter what your situation, it is imperative that you get rest at tournaments. Debate is too physically demanding to be done well on no sleep.

4. Take along a video camera or tape recorder and have some of your debates taped. Almost certainly, your school's media center has at least one video camera, which can be checked out (if only by your teacher) for use on the road. Yes, it can be a little inconvenient to videotape a full debate; in fact it is difficult to videotape your own round. But if someone else is along or has the free time (if they are not participating in elimination debates, for example), have them tape you in even one or two full rounds. You'd be amazed at how educational watching the tape later can be. Videotaping reveals speaking quirks you're unaware of, can be assessed later by your partner and coach as the basis of conversations about improving your arguments, and more reliably than post-round reports provides a true record of what actually happened.

If you cannot acquire access to a portable video camera, take along a cassette recorder. Again, it's not necessary to tape record every round. Just pick two of the most demanding (against your toughest opponents) and tape those. The record of your debating is an invaluable resource in becoming a better speaker and debater.

5. Bring a laptop, preferably with network access and a printer. Having a computer can be of great benefit, since it enables online evidence searches in a jam, and because you can type in citations and notes from the debates you are in or observing.

6. Do some timed practice speaking in the morning. When I debated, I was desperately eager to squeeze in every last possible second of sleep, and so I was impos-

sible to awaken and dragged my way to the shower at the last minute, all to my competitive detriment. Years later, I still see hundreds of debaters at every tournament who are simply not awake during the first round of the day, or who pay a specific competitive price for their sluggishness, even if it only effects their first speech.

The last twenty minutes of sleep are not making that much difference in your overall energy level. Get up in time to take a real shower, and, as important, do some practice speaking in the morning. If you can time yourself, so the practice contains a full speech, all the better. If you can find a way to involve yourself in some morning physical activity, if only briefly, as a way of snapping out of your lethargy, do it. Your debating, if only in the first round, will be markedly improved.

7. Buy available newspapers. In the morning you should purchase the available newspapers — the *New York Times*, *USA Today*, the *Wall Street Journal*, and the local paper too. The more you can track down, the better. Yes, all their major articles will appear later on Lexis, but hard copy morning newspapers remain the best source of update evidence around, and the ability to scan and discover the day's news can be enormously useful as the day proceeds. Briefing critical articles on the latest economic or political news will give you an undeniable edge.

8. Concentrate pre-round talk on the key issues you expect to debate. The precious fifteen minutes after the pairing schematic is released and before speaking begins are among the most important in the whole tournament experience. But too often, they become a source of stress as scattered and panicky debaters race around trying to get their acts together. Or, nearly as bad, valuable time is wasted while discussions occur regarding basic strategy decisions. The time immediately prior to a round is not the place for a discussion on what your basic strategy will be against an affirmative banning national missile defense. The basic strategies should have been decided already, and written down, at home.

Ideally, pre-round discussion should concentrate on adapting your case specific strategy to the team you're meeting. It should be filled with talk about how to answer this team's hegemony turn, or how to deal with their uniqueness story. It can even be a good time to think through what

guments, of the ones selected at home, you want to extend in the last rebuttals, or to talk through your last rebuttal overviews given your knowledge of the case and team. Such discussions are more specifically productive when it comes to developing effective strategies, and are also more calming than the melee produced by having to look through every folder to find an argument that will stick.

9. *Take good flows, and save them for later in a specific place.* Hopefully, the first part of this tip is self-evident. But I want to concentrate on the latter part, since the most complete and perfectly formed flowsheets are worthless if they cannot be found later. You might consider keeping all your flowsheets in an expanding file dedicated for that purpose. And obviously at the end of the debate you should mark the flow so you can later tell which debate it came from.

10. *Systematically copy evidence citations.* If you are the first negative or first affirmative, as soon as your rebuttal is done (and your work essentially completed), start copying citations from the other team. Keep citations in a central place — don't just put them on a flowsheet that may be lost. Better to write them into a notebook. And make a record of what the evidence is about, so you can know what to follow up on when you return home. Of course, when asked, you should always show a willingness to share your own citations with other teams.

11. *Carefully re-file your evidence while the judge is deciding.* It's a common habit for debaters to race out of the room right after the debate, leaving their materials scattered all over the room. That's a mistake for a lot of reasons — judges are easily annoyed to look up, eager to see a piece of evidence, only to discover the debater in question is hanging out with friends in the next county. Re-file immediately at round's end, preferably before the judge decides. That way, if you're debating at an event where new pairings are quickly distributed, you'll be ready to go without just cramming evidence into tubs. And if pairing time is taken, you'll be able to use it more effectively, writing briefs or collecting information.

12. *Have productive post-round conversations with judges.* High school

judges, even the occasional ones you may not consider very talented, are often teachers by trade. It is thus foolish not to take advantage of a judge's pedagogical skill for your own improvement. Obviously there is nothing to be gained, and a lot to be lost, by challenging your judge's decision in a hostile or condescending manner. So, never do that. Instead, ask questions designed to find a basis for better communicating (if only with that judge) in the future. Make sure you understand the basis of the judge's decision, even if you disagree with it, since knowledge of the rationale for decisions can help you adjust your debating the next time around. Talk in an interested and friendly way with your judges whether you won or lost their ballot. Ask for quick speaking advice. And ask directed questions: Instead of "what did you think of my counterplan," a question too vague to often elicit truly usable feedback, ask, "do you have any ideas for how we might have permuted this?" In other words, be focused and specific and you'll get judge information you can actually use. And take careful notes while the judge delivers the critique.

13. *Write fast post-round extension briefs.* In a previous essay I recommended this strategy as a way of improving your prep time allocation. The fact is that many debaters spend too much preparation time reinventing the wheel, rethinking asserted responses to arguments they should be able to anticipate. We all know this, but in briefing positions have an understandable tendency to brief only as the evidence requires. So we tend not to write scripted answers to the inevitable permutation, performative contradiction, "no threshold" and "empirically denied" presses we hear every debate.

My recommendation is simple. At the end of the debate, as soon as you've packed up and the judge's work has been done, take just five minutes to script out extension briefs to two answers you heard against your favorite position for the first time. Perhaps the two arguments you're briefing were not that original; maybe they were even stupid. All the more reason to write out convincing and word efficient answers now (while you recall their stupidity in specific terms), so when you hear them again (and you will) you won't have to take one second's preparation time to think up obvious responses again.

If you do this at the end of every debate, by the end of your third tournament you will have high quality extension briefs

against almost every response imaginable, thereby freeing your prep time for work on the truly innovative and new arguments that do crop up. And, having drafted response briefs at the tournament, you'll have them ready for revision at home, where arguments can be reviewed, refined, and evidenced.

14. *Keep a comprehensive case information book, and work at updating it.* You should have a notebook with at least a page for every team, organized coherently. The information you collect should ideally include specific plan texts, case outlines, and evidence citations where you have collected them. Keep notes on a team-by-team basis about the effectiveness of your main strategies. What worked, and what backfired? What arguments is the team overly concerned about, and paranoid to over-allocate time for? It often works best for a squad to develop a one page "report" form, which would be completed right at the end of every round, while memories are fresh and flowsheets still legible. These sheets can then be collected in one notebook, or copied so every team has a copy available.

15. *Talk to your friends about other teams' tricks.* Don't simply ask your friends what their opponent ran against them. Specially ask what the argumentative tricks were. Were there any unusual turns you had problems with? Did their case have any twists you weren't expecting? Asking questions like these can elicit valuable information you'll wish to have at hand later.

16. *Keep a judge notebook.* Many coaches keep a squad record of the feedback they receive from their judges, and that is a good idea. If your coach is too over-extended to keep track of judge commentary, or if you are the only team regularly competing on a particular circuit, think about keeping one for yourself. Different students organize their notes differently. But the basic idea is to keep a binder section (preferably loose-leaf, so you can insert and rearrange the pages as necessary) free for the purpose of maintaining judge notes. What information might you want to have on hand? It might be useful to know the judges' affiliation and level of experience. Any stylistic or theoretical preferences expressed in pre- or post-round comments should be written down. Obviously recommendations from the judge should be recorded, as already noted. Some go so far as to keep track of whom (at the tourna-

ment) a particular critic has judged, so if she or he is assigned to hear you next, preferences can be quickly tracked down in the absence of other information.

On rare occasions I've known coaches who try to keep track of a judge's voting record. Mainly they try to keep information for the purpose of determining whether a judge has a specific side bias. In my opinion such data is too time-consuming to collect for the benefit it produces. After all, very few judges "always" vote negative or affirmative — and if they do, there may not be much you can do to adapt.

It's also a good idea for students observing elimination rounds to listen carefully to judge criticisms, since elim rounds provide an occasion to collect good data on three or five judges at once. Does the judge seem to take a careful flow sheet? Does their post-round commentary reveal that they have a good or not-so-good handle on the more arcane details of the resolution? How do they react when questioned by students? What opinions do they express about arguments they view as smart, or foolish? Do they express stylistic concerns ("Debaters talk too fast!" or "I'm sick of hearing so much Lexis evidence!" or "I wish students would read source qualifications!")? Write down any comments that can be generalized to your own debating, even if the commentary comes from debates in which you are not a direct participant.

17. Keep a note pad and pen with you at all times. People mention valuable information all the time in the most casual ways. "You'll never believe the turn so-and-so went for against our threat construction arguments" or "yes, so-and-so does run 'ban tactical nuclear weapons' but their plan is different from the top team's." We pay attention and expect to remember it, but if we don't write it down most of it is forgotten. Keeping a note pad and pen in a pocket, purse, or backpack means you can keep a

record of the important information you hear without having to struggle to recall it later.

18. Keep nightly research work tightly focused. One problem I see in the hardest working debaters is a tendency to think they have to stay up all night doing Lexis updates. In point of fact, late night work is only occasionally truly necessary. Plan your computer work so the vital bases are covered, but without obligating yourself to prepare massive new files on Bush or the new case you've heard. One reason this is so relates to the time it takes to process and organize new evidence at tournaments, which can be considerable, and especially in the distracting environment of a tournament contest. Thus the danger of doing massive new searches on site is both that the cards will not finally be processed in an efficient way, and that you'll have been diverted and distracted in the meantime by all the extraneous new information racing across your laptop screen. In my experience, there is almost invariably more value in carefully reading and highlighting an existing file you don't know very well than in trying to create a new one at the tournament site.

19. Brainstorm against new arguments at dinner. Pretty much everyone I know talks debate at dinner — it's on everyone's mind, so why not? My advice is to be somewhat systematic when having this inevitable conversation. A squad meal does not have to be overtaken with planning work, but there's nothing wrong with discussing three new cases in a coordinated way, where one person takes some notes. Even if the only upshot is a better understanding of what the case says, everyone participating will still have benefited.

20. Watch and systematically scout elimination rounds. If you are not competing in elimination round, you have some-

thing to learn from those who are. It is absolutely vital that debaters, once defeated, watch their competition. Take a full flow — what good does it do to lay on the floor and drift in and out of consciousness? Flow the debate from beginning to end. As I've recommended, even take notes on judge commentary. If you are having a problem staying awake (after all, debate is exhausting), volunteer to time the round as a way to keep yourself occupied. Unobtrusively collect citation information.

Beyond the substance of the debate, pay attention to the "stories" being told by the best debaters in the room. Does the second negative have particularly effective ways of explaining the counterplan competition or the kritik implications? Write them down. Does the 2AR invariably deploy a certain argumentative trick as a way of getting more mileage out of their case? Write that down too. The notes you take will both prepare you for debating against the team later, and also reinforce explanations that can improve your own rebuttals.

That so much of our collective education occurs during the tournament experience is both a blessing and a curse. While the intensive nature of debate instruction cannot be matched, much is also forgotten — in one ear, out the other. It's a natural reaction to the sea of information floating through the hallways of a big event. That reason is why so many of the tips I've suggested are basic and organizational in nature: if all of us worked a little harder to keep a record of what we were hearing, and to keep such information organized, our experiences would be immeasurably enriched.

(David M. Cheshier is Assistant Professor of Communications and Director of Debate at Georgia State University and host of the 2003 Nationals.)

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(Nunn from page 22)

miscalculation and provide increased launch decision time for each president. Such an order should emphasize that it is the intention of the United States and Russia to stand down their nuclear forces to the maximum extent practical consistent with their security interests.

Finally, when Russia was developing biological weapons, it also was developing vaccines and other pharmaceuticals. When it was devising dissemination mechanisms, it also was working on detectors and pro-

TECTIVE DEVICES. At this moment, the United States and Russia could combine their biodefense knowledge and scientific expertise and apply these considerable joint resources to defensive and peaceful biological purposes. The two presidents could promote a research endeavor that could motivate other nations to join.

If the United States and Russia begin working together as partners in fighting terror and the threat from weapons of mass destruction, and if they encourage others to join, the world will be a different place for

our children and grandchildren. We face major challenges, but a historic opportunity. We must seize it now.

(The writer, a former Democratic senator from Georgia, is co-chairman of the Nuclear Threat Initiative. This article is adapted from a speech at The Woodrow Wilson International Center for Scholars in Washington. This article originally appeared as an Op-Ed column in the Washington Post.)

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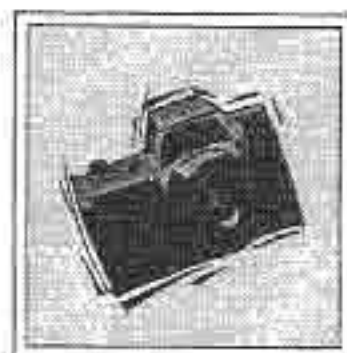
NFL'S TOP 50 DISTRICTS

(as of December 6, 2001)

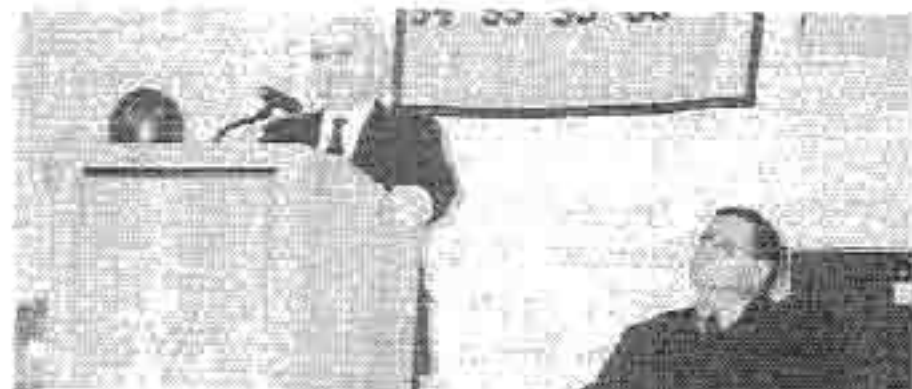
Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
1.	+3	Three Trails	151	Blue Valley North HS	421
2.	+11	Sunflower	117	Wichita-East HS	261
3.	+2	East Kansas	116	Shawnee Mission East HS	319
4.	+6	Northern South Dakota	109	Watertown HS	310
5.	+17	South Kansas	107	El Dorado HS	213
6.	+9	Rushmore	106	Sioux Falls-Lincoln HS	230
7.	-5	Heart of America	105	Park Hill HS	355
8.	+4	Kansas Flint-Hills	104	Washburn Rural HS	367
9.	+12	West Kansas	100	Hutchinson HS	237
9.	+7	Northern Ohio	100	Youngstown-Boardman HS	173
11.	+5	Show Me	94	Blue Springs-South HS	247
12.	-5	Florida Manatee	92	Nova HS	265
13.	-10	Northwest Indiana	87	Plymouth HS	407
14.	+12	South Texas	84	Houston-Bellaire HS	555
15.	+4	Southern Minnesota	82	Eagan HS	267
16.	+28	Nebraska	80	Millard-North HS	293
17.	-3	Illini	79	Downers Grove-South HS	345
18.	+2	Florida Sunshine	77	Sarasota-Riverview HS	211
18.	-11	Central Minnesota	77	Apple Valley HS	325
20.	+21	Carver-Truman	76	Neosho HS	271
21.	+36	Great Salt Lake	75	Salt Lake City-West HS	114
22.	+2	Hole in the Wall	73	Cheyenne-Central HS	234
23.	+11	Sierra	71	Bakersfield HS	181
24.	-23	New York City	69	Bronx HS of Science	354
24.	-2	Eastern Ohio	69	Canton-Glenoak HS Career Ctr	207
26.	+26	Ozark	68	Springfield-Hillcrest HS	174
26.	-2	North East Indiana	68	Chesterton HS	394
28.	+34	Eastern Washington	67	Gonzaga Prep HS	131
29.	+20	Rocky Mountain-South	66	Wheat Ridge HS	261
29.	+13	Montana	66	Great Falls HS	176
31.	+18	Sagebrush	65	Reno HS	149
31.	-21	Northern Illinois	65	Glenbrook-North HS	252
33.	+20	Big Valley	64	Modesto-Beyer HS	240
34.	+34	Hoosier Daddy	63	Ind'pls-North Central HS	210
35.	-17	San Fran Bay	62	Miramonte HS	305
35.	+3	Florida Panther	62	Trinity Prep School	145
37.	+8	North Coast	61	Gilmour Academy	181
37.	+34	Pennsylvania	61	Greater Latrobe HS	145
37.	+26	East Texas	61	Humble HS	146
40.	-7	West Oklahoma	60	Norman HS North	252
41.	-32	California Coast	59	Leland HS	456
41.	+25	West Iowa	59	Ankeny Senior HS	151
41.	+8	Eastern Missouri	59	Pattonville HS	243
41.	+19	Chesapeake	59	Calvert Hall College HS	107
45.	+1	Idaho	58	Hillcrest HS	130
46.	+36	Colorado	57	Cherry Creek HS	343
46.	+24	North Dakota Roughrider	57	Fargo-Shanley HS	160
46.	+33	Lone Star	57	Plano Sr. HS	212
49.	-9	Northern Lights	56	Moorhead HS	274
49.	-8	Golden Desert	56	Green Valley HS	156

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
51.	+7	Nebraska South	55	Lincoln-East HS	125
51.	-5	Carolina West	55	Myers Park HS	203
53.	+20	Heart of Texas	54	Hays HS	145
53.	+31	Wind River	54	Casper-Kelly Walsh HS	88
55.	-49	East Los Angeles	53	Gabrielino HS	287
55.	-25	South Florida	53	Michael Krop HS	160
57.	-30	New England	52	Manchester HS	230
57.	+16	Pittsburgh	52	Cathedral Prep School	102
59.	+20	Utah-Wasatch	50	Layton HS	105
60.	-6	Hoosier Mama	49	Ben Davis HS	239
61.	+35	New Mexico	48	Albuquerque Academy	153
61.	-24	Valley Forge	48	Truman HS	187
61.	-15	Western Washington	48	Gig Harbor HS	115
64.	-37	South Carolina	47	Riverside HS	214
64.	+5	South Oregon	47	Ashland HS	165
64.	-6	Central Texas	47	Ronald Reagan HS	271
67.	+20	North Texas Longhorns	46	Colleyville Heritage HS	126
67.	-12	Southern Wisconsin	46	Marquette University HS	131
67.	-14	New York State	46	Newburgh Free Academy	112
67.	-35	Southern California	46	Redlands HS	159
67.	-12	Colorado Grande	46	Pueblo-Centennial HS	267
72.	+3	Rocky Mountain-North	45	Greeley-Central HS	143
72.	-4	Deep South	45	The Montgomery Academy	191
72.	-43	New Jersey	45	Seton Hall Prep School	134
72.	+14	Louisiana	45	Caddo Magnet HS	127
76.	-46	Northern Wisconsin	44	Appleton East HS	295
77.	-16	Tennessee	43	Mars Hill Bible School	164
78.	+23	UIL	42	Princeton HS	82
79.	+14	Tall Cotton	41	Abilene HS	121
80.	+3	Mississippi	40	R. H. Watkins HS	103
80.	-5	Arizona	40	Dobson HS	141
82.	-18	Gulf Coast	39	Gregory-Portland HS	165
83.	+5	Georgia Southern Peach	38	Thomas County Central HS	102
84.	+2	East Oklahoma	37	Tulsa-Washington HS	158
84.	-5	Western Ohio	37	Dayton-Oakwood HS	116
86.	-9	North Oregon	36	Gresham-Barlow HS	119
86.	-52	Greater Illinois	36	Belleville-East HS	153
88.	-10	Georgia Northern Mountain	33	Chattahoochee HS	121
88.	-52	West Los Angeles	33	Loyola HS	122
88.	-6	Sundance	33	Jordan HS	135
91.	+9	Tarheel East	32	Cape Fear HS	61
92.	+11	East Iowa	31	Iowa City-West HS	194
93.	-64	Michigan	27	Portage-Central HS	145
93.	+1	West Virginia	27	Wheeling Park HS	62
95.	-3	Mid-Atlantic	26	Blacksburg HS	132
96.	-30	Kentucky	25	Boone County HS	123
96.	+1	Capitol Valley	25	Rio Americano HS	58
98.	-8	Maine	24	Brunswick HS	63
99.	+3	Puget Sound	23	Kamiak HS	119
100.	-9	West Texas	22	El Paso-Cathedral HS	80
101.	-7	Patrick Henry	18	Madison County HS	99
102.	-5	Hawaii	15	Kamehameha Schools	62
103.	-4	Iroquois	14	Mount Mercy Academy	45



Special dedication



Presentation - James Copeland, speaking, Frank Sferra to the right. In the foreground the Board of Directors Resolution naming the library portion of the new facility the *Frank Sferra Research Center*.

J. K. Mullen High School, Colorado

October 15, 2001, was a special day for Frank Sferra. The community of J. K. Mullen High School celebrated the groundbreaking for a new library/classroom facility, the "Frank Sferra Research Center" named in Frank's honor. Mr. Sferra has taught at Mullen for more than 40 years and is a nationally recognized leader in the high school speech and debate community.

The new building is a key element of Mullen's *Legacy Campaign* to raise \$6 million over the next three years to construct new facilities and upgrade outdated ones in order to complete the campus of this co-educational Catholic high school. The *Legacy Campaign* has raised more than \$2 million since May 2001.

The school was originally established in 1931 as an orphanage and farm for boys, run by the Christian Brothers. Currently, Mullen High School is a college prep school. Over 98% of Mullen's students matriculate in post-secondary institutions.

At an all-school assembly preceding the groundbreaking, Mr. Sferra was awarded his sixth National Forensic League diamond by Mr. James Copeland, the Executive Secretary of the National Forensic League. Mr. Sferra's sixth diamond is an impressive accomplishment, since only fourteen such diamonds have been awarded in 75 years.

Guests included the student body, faculty, representatives of the Archdiocese of Denver, and Colorado NFL district chairs and coaches.



Lowell Sharp, from Golden High School (CO) presented the 6th diamond plaque to Mr. Sferra.



Special Guests - 1st row left to right - Sharon Summers, James Copeland, Patricia Thorpe, Terry Rich, Peggy Benedict, and Frank Sferra; 2nd row, left to right - Becky Sharp, Lowell Sharp, Michael Slarks, Tammie Peters, Larry Havens, Marty Limansky, Jim Chase, and Diane Witzdorf.



Groundbreaking - left to right - Vince Grieco, Pres. Mullen HS, Linda Brady, Princ., Betsy Boyle, Superin. of Catholic Schools, Archdiocese of Denver, Frank Sferra, Lily VanBuren, and Geoff Johnson, Co-Presidents of student body; Dr. Charles Miller, Librarian & Beck Hutchison, Benefactor & Board of Directors member.

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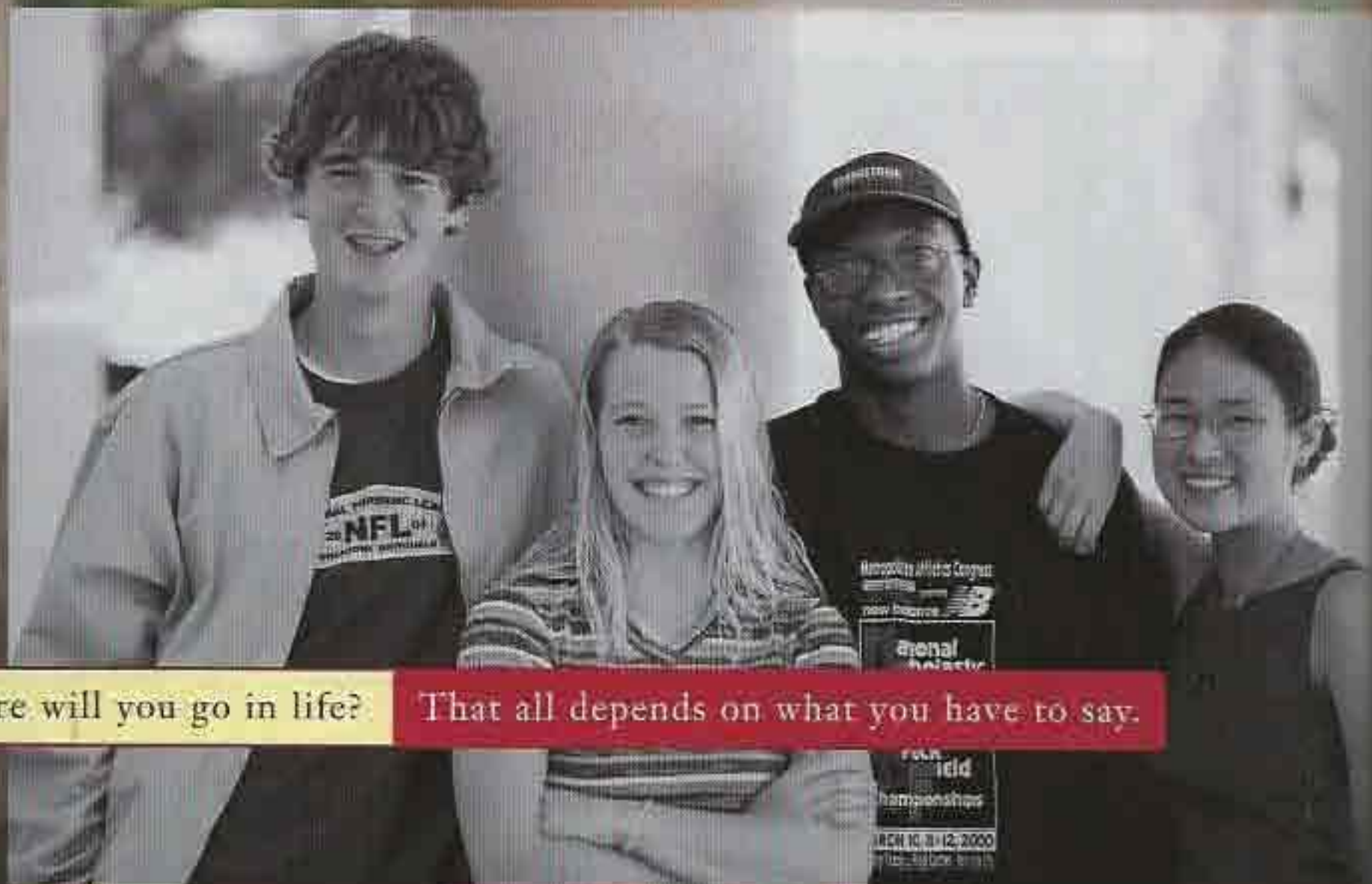
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