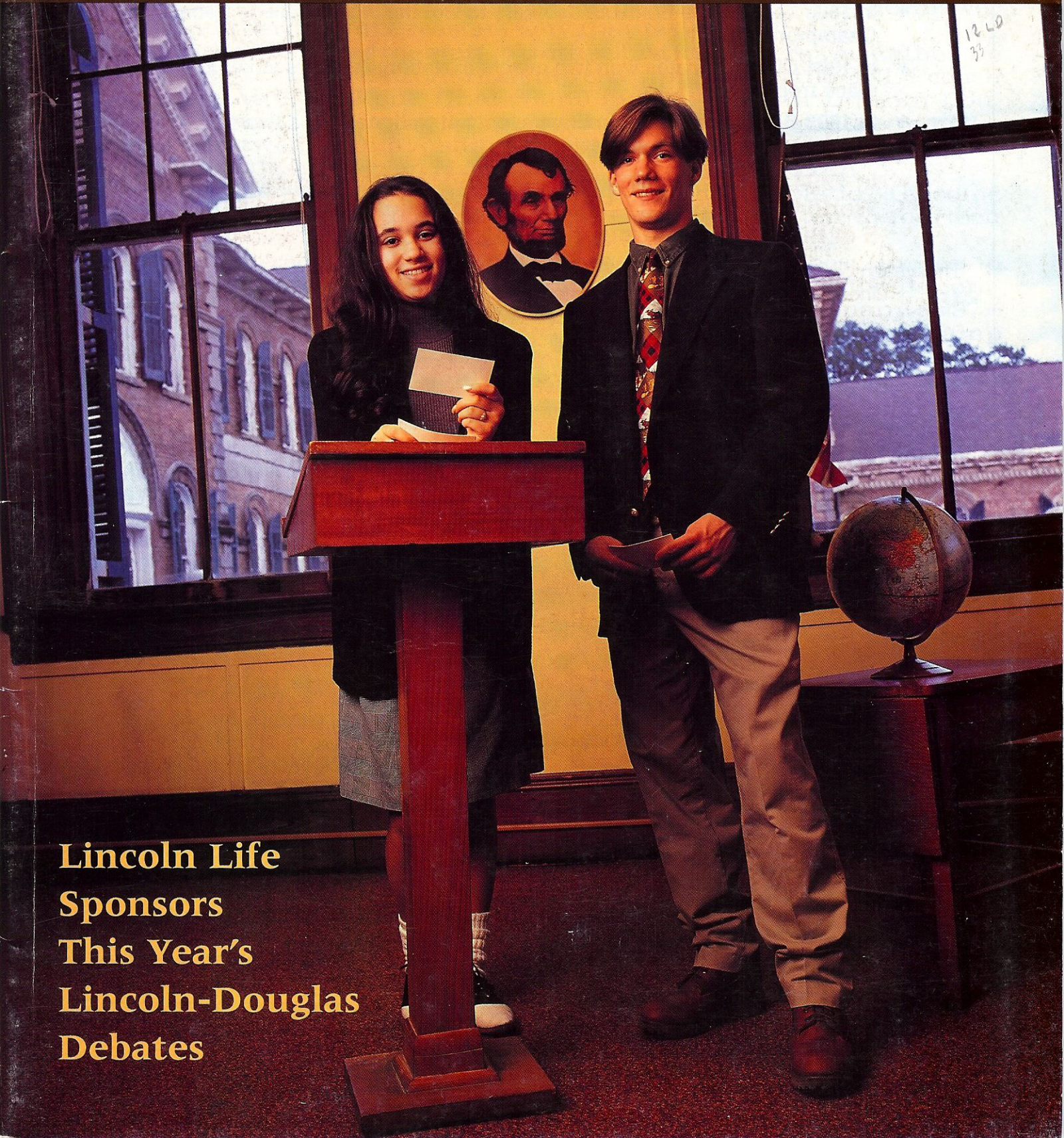


ROSTRUM

VOLUME 69 NUMBER 7 MARCH 95



**Lincoln Life
Sponsors
This Year's
Lincoln-Douglas
Debates**

CDE DEBATE AND EXTEMP CAMPS. THE BEST IN THE NATION.

- * In 1986 86% of CDE alumni qualified for Nationals.
- * In 1989 28 CDE alumni "broke" to late rounds at Nationals. And 8 earned final round trophies.
- * In 1990 became the first U.S. debaters to win the World College Debate Championship.
- * In 1991 CDE graduates won two events at Nationals plus second and fourth place trophies.
- * In 1993 CDE graduates won three events at Nationals plus two second places and two third place trophies.
- * In 1994 CDE graduates were the first U.S. team to ever win the World High School Debate Championships. And at N.F.L. Nationals 5 of the 12 Lincoln Douglas finalists were CDE graduates!

This year YOU are invited to join us.

Lincoln Douglas and Extemp Camps: July 6-July 20, 1995. \$925
(held in Durango, Colorado)

Team Debate Camp: July 16-August 6, 1995. \$985
(held at Texas Tech. University in Lubbock)

Costs include tuition, room, most meals, free tourist day, 1,500 debate blocks or 400 articles, 24 critiqued practice rounds.



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

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

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

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



☐ Team Debate

Name _____

☐ Lincoln Douglas

Mailing Address _____

☐ Foreign Extemp

☐ Domestic Extemp

☐ I have enclosed my deposit check (or credit card # and expiration date). Send me the full packet of information and forms 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.

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 24 debates before you graduate. In Lincoln Douglas you average 23, in extemp its 24 rounds. And they are all critiqued in constructive ways by successful professionals.

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

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

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

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



Samford University's Twenty-First Annual Summer Forensics Institute 30 July-12 August 1995

Samford University is pleased to announce the dates and staff for our twenty-first annual summer forensics institute. We are very proud of the growing national reputation of our institute and our college NDT debate program. Last year more than 100 students from 22 states attended the Samford Summer Forensics Institute.

This summer we hope to improve on last year's performance. We have added an **Individual Events** division which will be directed by Gloria Robison and we have doubled the staff of our **Lincoln-Douglas** division so that it now includes three former national champions. Our **Policy Debate** staff will continue to be one of the best in the nation.

At Samford University we are firmly committed to offering students the most for their money. We carefully maintain a **7:1 student-faculty ratio**. All of our staff are seasoned **professional coaches** with national reputations. Our curriculum is carefully **planned** and **supervised** so that no moment is wasted and every student gets the individual attention and direction they need to meet their goals and fulfill their potential. Our program for novice debaters is widely considered one of the best in the nation.

Some of the Staff of the 1994 Institute will include:

Co-Director
William Tate, MA Director of Debate,
Montgomery Bell Academy of
Nashville, TN; Director,
Samford Summer Institute,
'87-95; U. Iowa Inst. '86-95

Co-Director
Policy, Michael Director of Forensics,
Janas, Ph.D. Samford U.; Fmr. Coach, U.
Georgia and Iowa; U. of Iowa
Inst. '89-95; Longwood
College Inst. '89-93; Samford
Summer Inst. '94-95.

Paul Bellus, MA U. Iowa Inst.; U. Kentucky
Inst.; Northwestern Inst.;
Coach, '91 NFL runner-up,
Omaha Westside High, NB.
Samford Forensics Inst., '92,
'94-95

Skip Coulter, MA Coach, Mountainbrook Jr.
High, AL; former Director of
Debate, Samford U., '77-87;
Samford Forensics Inst., '77-
95.

Heidi Hamilton, Coach, U. Iowa; Fmr. Coach U.
ABD North Carolina; Iowa Forensic
Inst. '92-95; Champion
Debater, Augustana College
Champion Debater, Charles
Henderson High, AL and
Samford U.; Coach,
Mountainbrook High, AL;
Samford Forensics Inst. '89-
95

John McClellan, Champion Debater, Mercer
BA U.; Coach, Warner Robins
High, GA; Samford Debate
Inst. '87-95

Ginger Murphree, Champion Debater,
JD Huffman High, AL and U.
Michigan; Asst. Coach,
Samford U. and Vestavia Hills
High School.

David O'Connor, Champion Debate coach at
BA West Des Moines-Valley, and
Iowa City West; U. Iowa Inst.
'87-94; Samford Debate Inst.
'93-95

Matthew Whipple, Coach, Glenbrook South
BA High School; Champion
Debater, Northwestern
University; Northwestern
Iowa, Samford Institutes

Co-Director L-D, U. Pennsylvania; L-D
Renard Francois, Debate Director at
BA Montgomery Bell Academy;
Samford Forensics Inst. '89-
95; U. Iowa Inst. '89-95.

Co-Director L-D, 1993 NFL L-D Champion;
Claire Carmen Samford Forensics Inst. '94-
95; Rice University
1992 TOC L-D Finalist; 1993
TOC L-D Champion;
Northwestern University;
Samford Forensics Inst. '92-
95.

Jason Baldwin, 1988 NFL L-D Champion; U.
Lecturer Iowa Inst. '89-93; Duke
University
Champion L-D debater,
Decatur High School, AL;
Vanderbilt University L-D
Debater

Anoop Mishra

Laura Watkins

The goal of the Samford Summer Debate Institute is to provide expert instruction at a reasonable cost. We do not fund any part of Samford Debate through the institute. Fees for the institute cover all essential expenses for students during the two week period. Supervised housing is provided in air-conditioned dormitories. All meals will be covered for students who stay on campus. It is our firm intent to offer high quality at the lowest possible cost to the student. Commuter fees include no meals or housing.

Lincoln-Douglas, Policy, and Individual Events	\$695.00 on campus \$450.00 commuter
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For more information about Samford University or the Samford University Summer Forensics Institute write or call:

Dr. Michael Janas or Mr. William Tate
Dir. of Debate Montgomery Bell Academy
Samford University 4001 Harding Rd.
Birmingham, AL 35229 Nashville, TN 37205
(205) 870-2509 (615) 269-3959

Samford University is an Equal Opportunity Institution and welcomes applications for employment and educational programs from all individuals regardless of race, color, sex, handicap, or national or ethnic origin.

On the Cover: Lincoln Life sponsors NFL Lincoln-Douglas Debate for 1995



This publication is made possible by the Phillips Petroleum Company



Next Month: Ron Krikac on Interp, Bob Carroll on Extemp. Stennis Center sponsors Congress.

THE ROSTRUM

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SUBSCRIPTION PRICES

Individuals: \$10 one year; \$15 two years. Member Schools \$2.50 each additional sub.

NFL SURVEY

Due to the increasing size, complexity and length of the national tournament, the Executive Council may make changes at the spring council meeting. Please give the Council your input.

There are essentially three choices:

- (1) Use two sites for prelim rounds to increase rooms, complete the prelims by Tuesday night and allow more free time in the evenings -- yet still allow double qualification.
- (2) Use one site and conduct the present tournament system over 6 days.
- (3) Use one site, conduct the present system in 5 days with team debate being single elimination.

A: Schedules

I favor (vote for only 1 choice.)

_____ The use of a single site (building or campus) during which prelim rounds would run on a trimester plan (L/D and OO; Extemp and Interp; Debate) from 7:30 AM to 10:30 PM. Prelims would finish Wednesday at 2 PM. Elim rounds would be Wednesday afternoon and evening and all day Thursday. Team debate elims would be single elimination. Final rounds on Friday.

_____ The use of two sites during prelim rounds to increase rooms. Each event would be divided in half by computer and conducted at two different sites. A semester schedule (rounds of all speech events and all debate events) would run from 7:30 AM to 8 PM Monday and Tuesday and finish all prelims on Tuesday evening. Double qualification will still be allowed with each student scheduled in both events at the same site. Elim rounds (Wednesday, Thursday at a single site) will end by 6 PM allowing more free time. All debate will be double elimination. Speech elims will use the California plan. Finals will take place all day Friday. This schedule would allow room for a new contest event.

B: Number of Days

If you voted for a single site in part A please choose one.

_____ Continue the present system of 5 days allowing double qualification; 6 prelims, cut to 60 in speech, then California Plan. In Debate and L/D 60 qualify, but a single elimination team debate elimination format would be used so debate could finish in 14 rounds. Final rounds all day Friday.

_____ Extend nationals to 6 days using the present system in a more leisurely format. Team debate would be double elimination.

C. Possible New Event:

If you voted for two sites in Part A please select a new event you favor adding.

- _____ Duo Interp (memorized, 2 participants, no props).
_____ Extemporaneous Commentary (persuasive, draw topic, 30 min prep).
_____ Prose/Poetry (scripted, alternate rounds).
_____ No new event at this time.

Coach _____

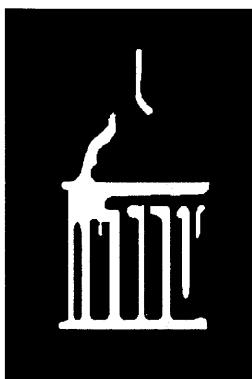
School _____

State _____

Ballot must be received by March 31

Mail to: NFL, P. O. Box 38, Ripon, WI 54971-0038

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.



IOWA

POLICY DEBATE
June 26 - July 15

LINCOLN-DOUGLAS DEBATE
June 26 - July 8

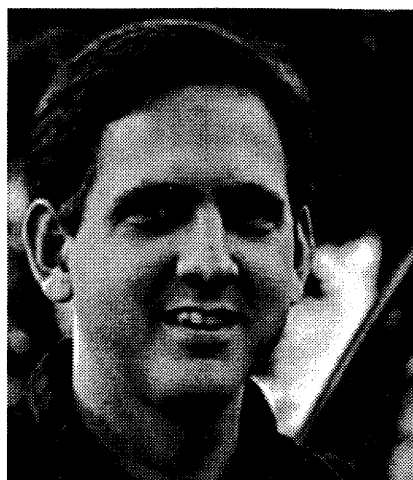
TEACHERS' INSTITUTE
June 26 - July 15

Iowa's National Summer Institute brings together some of the most talented and accomplished teachers and coaches of forensics in the nation. Their students include dozens of national champions from coast-to-coast. NFL National Council members, Key Coaches of the Barkley Forum, and NFL Diamonds describe many of them. All have extensive experience, and collectively have won every national forensics award in the country.

Iowa is an intensive learning environment that is fun and productive for students, but also well supervised and safe. We attend to the little details because we understand that students and teachers are more likely to reach their potential when they feel comfortable and know exactly what to expect. We also understand that parents have serious concerns about safety and supervision.

Iowa delivers full value. We are not-for-profit and were among the first major institutes to *cancel* charges for copying collaboratively produced research materials. There are no lab fees, no hidden costs. We produce results. Most of the best policy debaters competing today got started at Iowa and our Lincoln-Douglas participants dominate round robins and national tournaments.

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



DAVID CHESHER,
Director, Policy Debate

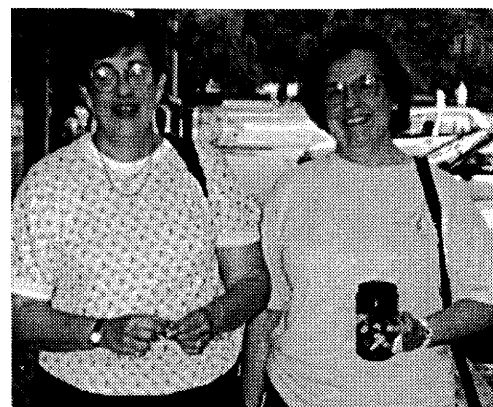
Mr. Cheshier is a doctoral candidate, assistant debate coach, University of Iowa, B.A., Wake Forest, M.A., Iowa; former director, Georgetown, veteran lab leader at Iowa and Dartmouth institutes. Mr. Cheshier is regarded as one of the most outstanding debate laboratory leaders in the

nation. He has taught and lectured to thousands of students at dozens of summer programs over the last 15 years.

PATRICIA BAILEY

MARILEE DUKES, Co-directors, Lincoln-Douglas Debate

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



THE UNIVERSITY OF IOWA'S 63RD SUMMER DEBATE INSTITUTE

IOWA'S CONFIRMED FACULTY

POLICY DEBATE

HEATHER ALDRIDGE, B.A., Augustana, M.A., Ph.D., University of Kansas; professor, director of forensics, Augustana College, SD

BYRON ARTHUR, B.A., Loyola University; Key Coach; teacher; director of forensics, Jesuit High School, New Orleans

CHUCK BALLINGALL, B.A., Redlands; NFL Double-Diamond; teacher, director of forensics, Damien High School, CA

PAUL BELLUS, B.A., University of Nebraska, Lincoln; former high school debater; coached numerous champions

DAVID CHESHER, B.A., Wake Forest, M.A., Iowa; doctoral candidate; debate coach, University of Iowa

TIFFANY EARL, B.A., University of Iowa; outstanding college debater, three-time NDT qualifier, two First-Rounds

REBECCA GRAY, B.A., Wheaton College; teacher, director of forensics, Elk Grove High School, Elk Grove, IL

RAYMOND HAHN, B.A., M.Div., St. Mary's; headmaster, director of forensics, Cathedral Prep, PA; Key Coach

HEIDI HAMILTON, B.A., Augustana College, M.A.; doctoral candidate, debate coach, Iowa; North Carolina

DAVID HINGSTMAN, A.B., Princeton, J.D., Harvard, Ph.D., Northwestern; director of debate, University of Iowa, Iowa City, IA

MICHAEL JANAS, B.A., Boston College, M.A., Georgia, Ph.D., Iowa; professor, director of debate, Samford University

MONTE JOHNSON, B.A., Iowa; First-round at-large, two-time NDT qualifier & elim participant; 95 international debate team to Britain

SHERYL KACZMAREK, B.S., Carroll College, M.S., Illinois; teacher, director of forensics, Newburgh Free Academy

JEFF KUETER, B.A., University of Iowa, M.A., George Washington University; former debater, NDT first-round at-large

JEFF LARSON, B.A., University of Wyoming; teacher, director of forensics, Washington High School, Cedar Rapids, IA

MARK McPHERSON, B.A., University of Texas; law student, debate coach, University of Iowa; three-time NDT qualifier

DAVID O'CONNOR, instructor, debate coach, West High School, Iowa City; Two-time state champion; two-time Iowa state champion

G. DAVID RICHARDSON, B.S., M.A., University of Nebraska; teacher, director of forensics, Westside, NE; Key Coach

BILL RUSSELL, B.A., University of Iowa; instructor, assistant debate coach, Dartmouth College; two NDT First-round-at-larges

DANA VAVROCH, B.A., University of Iowa; teacher, assistant debate coach, Washington High School; former college debater

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LINCOLN-DOUGLAS

PATRICIA BAILEY, B.A., Huntington College, M.A., Montevallo College; teacher, director of forensics, Homewood; Key Coach

DAVID BALL, B.A., Princeton University; teacher, The Montgomery Academy, Montgomery, AL; former high school and college debater

CLAIRE CARMAN, sophomore, Rice University; former LD debater, numerous national awards including the 1994 NFL Championship

MARILEE DUKES, B.A., University of Southern Mississippi, M.A., North Texas; teacher, director of forensics, Vestavia Hills, AL; Key Coach

LISA ELLS, sophomore, Duke University, Durham, NC; NFL Nationals, TOCs, first place at Stanford, numerous academic and forensics awards

RENARD FRANCOIS, B.A., University of Pennsylvania; associate director, Montgomery Bell Academy, Nashville, TN

SETH HALVORSON, senior, Macalester College, St. Paul, MN; former high school debater, winner of numerous major tournaments

KANDI KING, B.A., Incarnate Word, San Antonio, TX; teacher, director of forensics, Tom C. Clark High School, San Antonio, TX; Diamond Key

CINDI LA MENDOLA, B.A., M.A., North Texas State University; teacher, co-director, Grapevine HS, TX; coached 5 NFL champions, 13 Texas state LD champions

JAMES MALLIOS, junior, Cornell University, Ithaca, NY; championships at Bronx and Montgomery Bell Academy Round Robin; former debater, Bronx Science

ANOOP MISHRA, B.S., Birmingham Southern; NFL National Champion; teacher, Janas College, Hungary

LIZ ROGERS, sophomore, University of Pennsylvania; LD championships at Glenbrooks and Emory's Barkley Forum; numerous awards

JOHN WOOLLEN, A.B., Wesleyan, M.Ed., Ed.D., University of North Carolina at Greensboro; teacher, director of forensics, Enloe School, Raleigh, NC

DANIEL YAVERBAUM, B.A. in philosophy and physics, Amherst; physics teacher, Isidore Newman, New Orleans, LA; NFL Nationals and TOC awards

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MELISSA BEALL, B.A., M.A., Ph.D., University of Nebraska; professor, University of Northern Iowa, Cedar Falls, IA

FRAN BERGER, B.A., M.A., University of Alabama; teacher and coach, Palmetto High School, Miami, Florida; Key Coach, Barkley Forum

GARY PADGETT, B.A., M.A., J.D., University of Louisville; attorney and seminarian, St. Meinrad School of Theology, St. Meinrad, IN; former administrator, Justice Dept.

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RICHARD EDWARDS, B.A., M.A., Ph.D., University of Iowa; professor, Baylor; editor, Forensic Quarterly, longtime member of the Wording Committee and creator of the "Tab Room on the Mac" computer program for managing tournaments



For an enrollment packet or additional information, contact:

Paul Slappey
319/335-0621 or 319/335-2111 (fax)

National Summer Institute in Forensics
12 International Center
The University of Iowa
Iowa City, Iowa 52242-1802

NO; IT'S

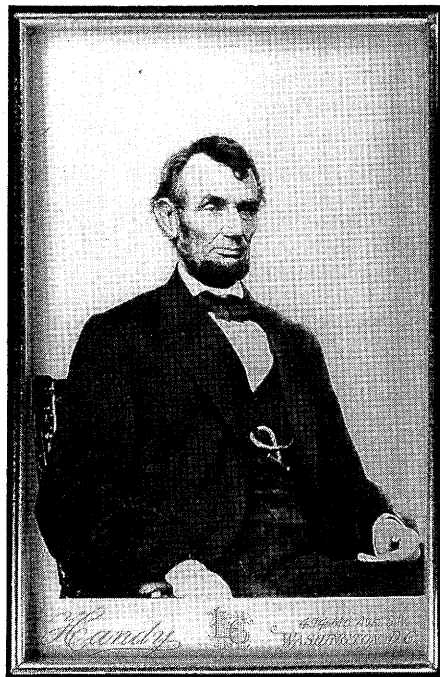
IOWA!

INTRODUCING LINCOLN LIFE

NFL'S NEW SPONSOR

At Lincoln Life we strive to run our business in the spirit of our famous namesake. Like Abraham Lincoln, our roots are in the Midwest, where speaking your mind and keeping your word are held in high regard.

Almost a century ago, Lincoln's eldest son, Robert Todd Lincoln, granted us permission to use his father's name and likeness. Since then we have worked hard to live up to the 16th president's standards of integrity, honesty, straight talk and compassion in all our business dealings.



Matthew Brady's Photo

Those values have helped us become one of the country's largest life insurance companies. We provide millions of American families with insurance products and financial services; life, annuities, pension, long-term care, disability income, stocks and bonds, mutual funds, and investment advisory services.

The Lincoln National Life Insurance Company was founded in Fort Wayne, Ind, in 1905. Today, we are still head-

quartered in Fort Wayne, but our products are sold nationally through multiple distribution channels, including Lincoln Financial Group, our network of regional marketing offices. Lincoln Life is licensed and conducts business in 49 states and Guam.

Lincoln Life is the 12th largest life insurance company in the United States. Our financial highlights at year-end 1994 include:

- * Assets of more than \$39 billion.
- * Revenues of more than \$2.5 billion.
- * Annuity and pension assets under management of \$30.4 billion.
- * Universal Life account values of \$2.4 billion.

Additionally, Best's Review magazine has ranked Lincoln Life the number one seller of individual annuities in the United States in 1991, 1992 and 1993.

In 1995 we are celebrating our 90th anniversary. Even as we acknowledge the successes of the past, we enter our tenth decade striving toward a new vision: To be the best customer-focused, service-led company in the Americas. Thus, we hold ourselves financially accountable in every transaction and we treat our clients' money as if it were our own.

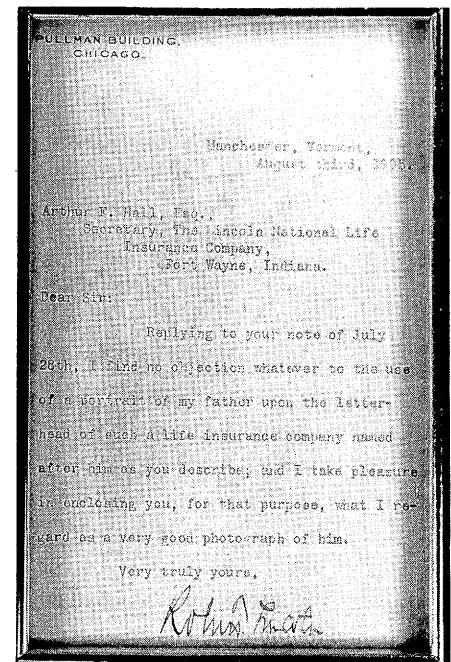
One of the most reliable measures of an insurance company's financial and claims-paying strength is through ratings made by independent agencies. The assessments of these experts underscore Lincoln Life's firm commitment to meet our financial obligations to our customers.

- * A.M. Best has given Lincoln Life an A+ (Superior) rating since 1976, the first

year alphabetical ratings were established.

- * Moody's has assigned Lincoln Life an Aaa (Excellent) rating.
- * Duff & Phelps awards its highest rating of AAA to Lincoln Life.

In December 1862, as civil war raged, President Lincoln sent his annual address to Congress. His message included these words: "We can succeed only by concert. It is not 'can any of us imagine better?' but 'can we all do better?' Object whatsoever is possible, still the



Robert Lincoln's Letter

question recurs, 'can we do better?' The dogmas of the quiet past are inadequate to the stormy present. The occasion is piled high with difficulty and we must rise to the occasion. As our case is new, so we must think anew, and act anew."

At Lincoln Life we have rededicated ourselves to the spirit of those inspiring words. We accept as our credo that we can always do better. In all of our dealings we will think anew and act anew.

LINCOLN LIFE SPONSORS NFL LINCOLN-DOUGLAS DEBATES

High school debating named after Abraham Lincoln and his most famous adversary was celebrated in Washington, D.C., on February 8, just a few days before Lincoln's birthday.

At a special ceremony, Lincoln National Life Insurance Company ("Lincoln Life") announced its sponsorship of the National Forensic League's Lincoln-Douglas debates. Two respected National Forensic League alumni, NBC-TV news co-anchor Jane Pauley and C-Span CEO Brian Lamb, received awards. Pauley was presented with the National Forensic League's "Communicator of the Year" Award. Lamb received the "Spirit of Lincoln" Award from Lincoln Life and The Lincoln Museum. The Lincoln Museum, located in Fort Wayne, Indiana has one of the largest collections of Lincoln memorabilia in the world.

"Lincoln Life is proud to sponsor the Lincoln-Douglas Debates," said Jon Boscia, Lincoln Life president. "By sponsoring the debates, we're not only preserving the legacy of President Lincoln, we're also underwriting the future of America."

Held at the prestigious National Press Club, the Washington celebration also included prize-winning student debaters Jason Baldwin and Claire Carman who gave a model debate on the topic, "Resolved, that the spirit of the law ought to take priority over the letter of the law."

Recognition

In addition to the announcement celebration in Washington, Lincoln Life is mounting major national and grass roots public relations and advertising programs to support the Lincoln Life Lincoln-Douglas debate competitions. Providing high-profile public recognition of student efforts across

the nation is the major thrust for the Lincoln Life sponsorship. Media across the country will be contacted and invited to the district tournaments. Special publicity will be arranged in six key cities, including Nashville, Chicago, Denver, Charlotte and Los Angeles. National publicity will be sought to cover the debate finals in Ft. Lauderdale in June. A video news release will be produced at the finals and sent to television stations across the country for use on their local news programs. Lincoln Life will also run print ads in select newspapers nationwide.



Awards

Lincoln Life will provide prizes for students who win district tournaments. It will also provide scholarships for the national champion, as well as the debaters who place second, third and fourth nationally.

In 1980, the National Forensic League, introduced the modern Lincoln-Douglas debate format, named after the 1858 debates between candidates Lincoln and Stephen Douglas. The Lincoln-Douglas debates have become the largest and fastest-growing national speech competition, with participation by 2,000 high schools and nearly 20,000 students. The appeal of this debate format is that it allows two individual students--rather than two teams--to debate on important moral and value questions.

"We are extremely excited that Lincoln Life has become the national sponsor of the 1995 Lincoln-Douglas debates," said National Forensic League Executive Secretary James Copeland, "This company, which originally received permission from Lincoln's son, Robert Lincoln, for its name, is the ideal sponsor for an event which is modeled after the original debates. Abraham Lincoln spent his entire political career debating and speaking about the moral questions facing American Society. The Lincoln-Douglas debates carry on that tradition."

Champions

The two student debaters participating in the model Lincoln-Douglas debate at the Washington, awards ceremony were Jason Baldwin, 19, who was Outstanding Debater at the 1993 Tournament of Champions, and Claire Carman, 18, First Place winner in Lincoln-Douglas Debate at the 1994 NFL National Debate Tournament. Both have won numerous additional national invitational championships.

Both Jason and Claire give much credit to their teacher and debate coach, Marilee Dukes, for recruiting and working hard with them through high school.

"The top quality that great debaters possess is self-discipline," says Ms. Dukes. "Debating is very hard work; it takes lots of research and preparation. The communication skills that one develops will last forever and bring invaluable poise and confidence."

The Washington model debate was moderated by Professor James J. Unger of the American University. NFL students and coaches from St. John's (DC), Blacksburg (VA) and Springfield-Lee (VA) high schools were in attendance.

LINCOLN LIFE SPONSORSHIP RECEPTION



Debater Claire Carman about to cut Lincoln Cake as Spirit of Lincoln award winner Brian Lamb, debater Jason Baldwin, and Lincoln Life President Jon Boscia look on.



NFL Secretary James Copeland, NBC's Jane Pauley, and Lincoln Life President Jon Boscia about to sample Lincoln Cake



Gerald Prokopowicz, Jane Pauley, Brain Lamb, and Jon Boscia admire Stove Pipe Hat Cake.



C-SPAN CEO Brian Lamb with coach Marilee Duke and debaters Claire Carman, and Jason Baldwin

AT THE NATIONAL PRESS CLUB

JANE PAULEY "COMMUNICATOR OF THE YEAR"

NBC-TV Newswoman Jane Pauley has been chosen Communicator of the Year for 1994 by the National Forensic League (NFL). Citing her "rare ability to interpret and communicate complex events to the American Public", the National Forensic League also lauded Pauley as a "role model for young people who seek careers in communication".

"Jane Pauley is a master at probing but compassionate interviews—some of the best cross examination on T.V." said NFL Secretary James Copeland.

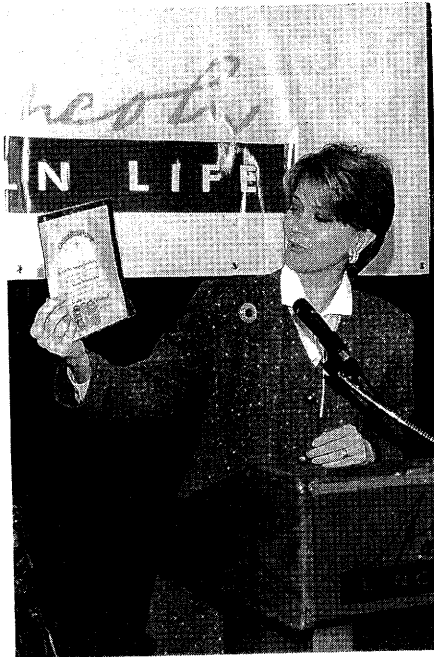
The announcement was made at a special ceremony where it was also announced that the Lincoln Life National Insurance Company ("Lincoln Life") has become the national sponsor of the NFL's Lincoln-Douglas Debate events.

Previous recipients of the Communicator of the Year award have included Speaker of the House James Wright, CNN media mogul Ted Turner, Senator David Boren, and Senator Richard Lugar.

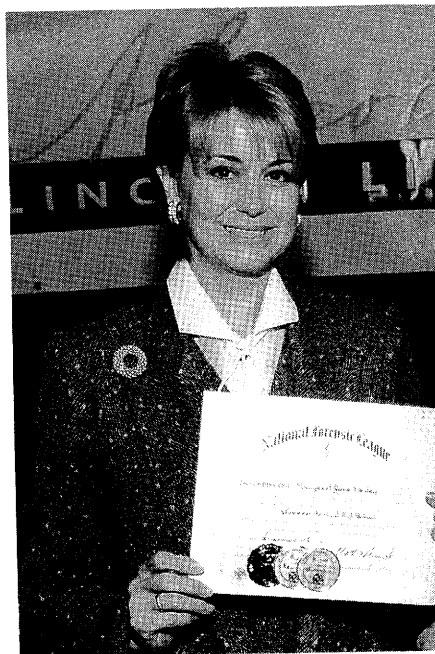
In 1965, Pauley was a 15 year old high school sophomore in Indianapolis at Warren Central High School which had one of the biggest NFL programs in the state. She joined the speech team and was undefeated as a novice debater. But Jane excelled in extemporaneous speaking, a difficult event which demands the contestant possess wide knowledge about world and national affairs. She won the Indiana State National Forensic League championship and finished 7th at the 1968 National Speech Tournament. She was elected governor at Indiana Girls State and elected to Girls Nation the same year.

Now co-anchor of Dateline NBC, Pauley was formerly co-anchor of "Today" for 13 years. Prior to joining NBC, Jane was Chicago's television's first female co-anchor at WMAQ TV.

Accepting the award Pauley displayed her original NFL diploma and thanked her coach "Uncle Harry" Wilfong, retired from Warren Central and NFL for the training that made her career possible.



Jane Pauley displays award



Jane Pauley with NFL Diploma

BRIAN LAMB RECEIVES SPIRIT OF LINCOLN AWARD

Lincoln National Life Insurance Company ("Lincoln Life") and The Lincoln Museum jointly announce the new Spirit of Lincoln Award.

The Spirit of Lincoln Award winner will be a person who:

- * recognizes and respects the power of language and uses words to make a difference in our society.
- * Demonstrates personal conviction.
- * Stands for truth and plain speaking, is honest and direct.
- * Makes a positive contribution to society, gives something of himself or herself for the public good.

The first Spirit of Lincoln Award was presented to C-Span CEO Brian Lamb at a special ceremony in Washington, D.C. C-Span's straight-forward reporting of Congressional debates, political conventions and presidential speeches epitomizes the plain speaking for which President Lincoln was known. The 15-year-old cable network is committed to bringing Washington into America's homes in a neutral manner, without media interpretation.

"Brian Lamb's determination to provide viewers with in-depth coverage as an alternative to the short news reports on network television makes a positive contribution to our society," said Lincoln Life President Jon Boscia.

Lamb was an NFL member at Lafayette-Jefferson (IN) HS and was coached by James Hawker.

The Lincoln Museum, located in Fort Wayne, Ind., is one of the largest private collections devoted to the life of President Lincoln. It has served as a clearinghouse of information on the 16th president since 1928.

Formed in 1905, Lincoln Life is the nation's 12th largest life insurance company with assets of \$38 billion. It is part of Lincoln National Corporation (NYSE: LNC), which owns and operates financial services businesses and has assets of nearly \$49 billion and annual revenues of approximately \$8 billion.

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1995 Lincoln-Douglas Staff:

J. Stephen Foral, Director of the Lincoln-Douglas Debate Division, is the Director of Forensics at Lincoln High School in Lincoln, Nebraska. Steve has served as president of the Nebraska Speech Communication Association and as director of the National Speech Communication Association Lincoln-Douglas Workshop at the University of Nebraska.

Ken Adair, Associate Director of the Lincoln-Douglas Debate Division; double diamond NFL coach, Grace Davis High School, Modesto, California.

Faculty:

Mike Colletti, Teacher and Coach, Gordon Technical High School, Chicago.

Randy Cox, Co-Director of Forensics, Milton Academy, Milton, Massachusetts.

Adrian Frana, Director of Forensics, Rich East High School, Park Forest, Illinois.

Richard Hunsaker, Debate Coach, West High School, Belleville, Illinois.

Kate Hamm, Director of Lincoln-Douglas Debate, Iowa City West High School.

Eric Kringel, Law Student, American University; former Coach, East High School, Lincoln, Nebraska.

Dan Pittman, Debate Coach, Bettendorf High School, Rock Island, Illinois; Debater, Augustana College.

Matthew Whitley, University of Texas; 1993 National L-D Debate Champion.

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- OR -

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CRITERIA AND HIERARCHY: THE ORIGINAL ODD COUPLE

by William H. Bennett

In debate there is general agreement that competitors and judges need a way to weigh and compare values. One defensible method is to offer a criteria and/or hierarchy for the judge to use in selecting between competing values. The purpose of this article is fourfold: to define what a criteria and hierarchy are, to see why they should be used, add some suggestions on how to use them, and identify limits and weaknesses in using these tools.

WHAT ARE THEY?

Are criteria and hierarchies synonyms? Some impressive sources say no. *The CDE Lincoln Douglas Dictionary* (1) says a criteria is "a method of evaluating...when a value(s) is achieved", while a hierarchy is "the arrangement of values in a comparative order". The *Encyclopedia of Philosophy* (2) compares a criteria to epistemology. Dr. Colbert (3) writes "The stock issue of value criterion consists of defining terms in the resolution that imply value dimensions".

But most debaters treat the two concepts as nonconcentric but significantly overlapping concepts. The basis for such an assumption is based on common sources and word usage. *Webster's Unabridged Dictionary* (4), for example, defines criterion as "a standard of judgment may be formed". And it defines hierarchy as "things arranged in order of rank, grade, class".

In real life hierarchies and criterion often exist and are used to avoid arguments and resolve everyday problems (5). It is an accepted tool we use to settle or avoid a conflict.

Some philosophers (6) see

consequences as the determinant of the criteria. Others (7) focus on prioritizing human needs as the key to a value hierarchy. But Prof. Ulrich (8) identifies the most commonly basis for the criteria used today: "There are four dominant philosophies of value debate that have emerged in recent years. The first view suggests that any evaluation of values should be based on current social values. The second view, drawing from Zarefsky's work on hypothesis testing, suggests that presumption is always against the value implied by the resolution. The third view suggests that the values of the individual judge should be presumed to be valid until a reason is given to discard those values. The final approach, drawn from the Utilitarian philosophers, assumes that the value that promotes the greatest good for the greatest number of people should be promoted."

WHY ARE THEY USED?

Debating philosophy is very challenging. It is easy to be shallow, partially because you do not realize how much deeper true inquiry need go. As Shakespeare wrote in *Troilus and Cressida*:

You have both said well;
And on the cause and
question now in hand
Have gloz'd but superficially; not much
Unlike young men, whom
Aristotle thought
Unfit to hear moral
philosophy.

Criteria and hierarchies are tools that move us one step closer to understanding the needs of strong quality choice

and clash in comparing values.

Debate exists primarily as a competitive activity. That implies a winner and loser will emerge from each "round" or confrontation. To determine the winner in a value debate often means that the judge will want to decide which value(s) is/are more important than other values. Selecting the crucial value(s) is a crucial but often preliminary step. As Ayn Rand (9) tells us: "Value' is that which one acts to gain and/or keep. The concept 'value' is not primary; it presupposes an answer to the question: of value to *whom* and for *what*?"

Every debater decides, consciously or unintentionally, on one or more methods to try to convince the judge that the value(s) s/he is advocating are the most important. Thus every round has an implied or openly enunciated criteria and/or hierarchy. In many rounds each side presents a different and often conflicting criteria and/or hierarchy. The assumption is that whichever side predominates in the criteria/hierarchy battle will set the framework that the judge will use to determine which value(s) deserves the critics support.

When different values exist each debater strives to clarify (10) why his or her value is most important. The criteria each debater supports can thus become a secondary decision rule (11), a way the judge uses to rule which value is most important in that particular debate.

There are at least two defensible assumptions that underlie this position. First is the claim that hierarchies resolve moral conflicts, that ranking values is essential to resolving conflict (12). Second is the claim that clash and decisions should

focus on the highest value, that the highest value should be the focus of the debate (13).

HOW ARE THEY USED?

Since a criterion is used to evaluate and compare values it is almost always presented before the value is identified. This allows the speaker to explain the application of the criterion or hierarchy to the value immediately after the value is labeled and/or described.

The hierarchy itself is not a voting issue (14), rather it is a tool the judge uses to select between competing values. The criterion is not the goal, the value is the goal (15), and when there are competing goals the criterion tells the critic how to select between them. As every debater knows there may be more than one defensible criterion for the same state of affairs (16), therefore the advocates duty is to identify and defend his or her choice of criterion.

Successful competitors consider at least three factors and techniques in selecting criteria and values. Doug Fraleigh (17) identifies the first, the importance of evidence in establishing value hierarchies. He notes that evidence used to rank values usually takes one of three forms: [1] evidence that directly compares conflicting values, [2] evidence stating that one value is a precondition for another, and/or [3] evidence that supports or denies the importance of a value. Clarity of presentation and logic enhance the effectiveness of evidence usage.

The second factor is strategic. Selecting a positive goal, value, or criterion is almost always more effective than selecting negative or avoidance goals or criterion (18); making one value seem more significant than another is a similarly successful strategem.

The third factor is the most

challenging. The debater must consider all the options available in selecting the best criterion and/or hierarchy. Too often debaters choose a criterion simply because it has worked before on a different topic, and/or because s/he knows the criterion and does not want to take the time to find a new, albeit better, option. As Douglas Den Uhl (19) reminds us "Rationality and choice are thus not two separate faculties, but rather distinct aspects of the same cognitive contact with the world." The best debaters will familiarize themselves with a very large number of possible choices, of possible hierarchy options. Every philosophical system attempts to tell us what is good and bad, what is desirable and what is less desirable. Therefore EVERY philosophy offers the debater a potential criteria and hierarchy (20).

To learn different criterion there is no substitute for reading. A preliminary look at L/D and value debate texts that include sections on value comparison and hierarchies, such as *Lincoln Douglas: The Text* (21) and/or *Debating Value Resolutions* (22), is a good start. This must be followed, however, by extensive reading and understanding of a wide variety of schools of philosophy. Common philosophers (Kant, Mill, Hobbes, Locke), recent philosophers (Rawls, Rand, Adler, Kohlberg), common ideas (categorical imperative, utilitarianism), and uncommon philosophical ideas must not just be read but understood. Deontology, teleology, and *The Encyclopedia of Philosophy* must become your close friends.

The debater's view of philosophy, criterion and hierarchies must not be constrained. Religious dogma is almost never used but offers significant criterion potential (23). Economic choice is often overlooked, yet

economic theorists and authors have long offered us some intriguing and different value criterion (24). Asian philosophy, lesser known female philosophers, and other regrettably obscure genres offer almost limitless potential.

The best criterion or hierarchy can be the dominant decision event in any debate. Having it in the case does not mean the debater will use it well. Not including one removes half the bullets from the duelist's gun.

LIMITS AND/OR WEAKNESSES

While this writer believes that criteria are essential to effective value debate there are limits to its use. At least five attacks or criticisms can be made on this tool.

First, the presumption or belief of the judge may invalidate the hierarchy or criteria. A debater may argue for a position based upon moral views so repugnant to the judge that no criterion will make any difference to the judge's view. Certain debaters confronting abortion and religious topics (25) have encountered this position. Not all choices are rational. It is even possible to construct debate arguments advocating and/or using this premise.

Second, a criterion assumes a choice exists. But some topics do not offer moral or ethical choices. As Hume notes, we cannot denote an "ought" from an "is". Topics of fact are not amenable to hierarchies.

Third, the debater or listener may have or offer a value construction or series of requirements that the criterion does not meet. Often one value stems from or relies on another. A hierarchy that ignores this interrelationship is risky. A good example is noted by W.H. Werkmeister (26): The crucial act of world-affirmation entails

a whole system of values." It is sometimes possible to offer a hierarchy that covers all pertinent values. Often the speaker does not know or have time to account for all moral and logical relationships and variables.

Fourth the debater might argue that there are no universal hierarchies, that conditions and/or beliefs so inherently vary that no valid generalizations can be made. One example of this strategy is known as "relativism", the claim that as conditions change so do value criteria and appropriate hierarchies. You may, as one common example reminds us, be ethically opposed to murder. But this value can shift or change if a sadomasochist attempts to burn and mutilate your child. Dewey, for one argues (27) that there is no one single, fixed, and final moral good.

A *fifth* problem is that values may not always be comparable. The wording of the topic may interfere with such comparisons. And it can even be argued that disagreement over what constitutes a value invalidates any attempts at creating criteria (28).

Finally, and importantly, there are other ways to argue about and compare values (29). Option one is to argue that the way the two values clash does not mean that the judge has to select one value over another. Instead the debater tries to show how sacrificing a small part of one value assures protection of the remainder of the value plus assurance of maintaining another value too. Option two is to turn the tables. The debater argues that by promoting value X we also promote values Y and Z because one value promotes the other. Option three is to argue that values must be considered as pluralistic rather than absolute. Using this method the debater describes why and/or how several

values are equally important and that no single value is more important than a combination of the other values. So, rather than saying that one value is dominant or absolute (i.e. that hurting or violating this one value outweighs hurting or violating any other value) the debater argues that two or more values are roughly equal in their importance. Thus violating one value is no better or worse than violating another. Option four is to use an emotional appeal (e.g. talk about massive death, environmental decay, or any other "label" that is likely to extract a predictable, useful emotional response from the judge).

(William H. Bennett is Chairman of the C.D.E. summer institutes, a past national debate champion, author of 82 books and texts, and coach of the only L/D debaters to ever "close out" finals at the National Championship. This article originally appeared in The C.D.E. book on Advanced Lincoln Douglas Debate. Copyright 1994, William H. Bennett.)

Notes

1. J. Paterno, *The CDE Lincoln Douglas Dictionary* (CDE, Taos, N.M.), 1993, pages 34 and 57.

2. Anthony Kennedy, *The Encyclopedia of Philosophy, Volume 2* (MacMillan, Inc., New York), 1967, p. 258.

3. Dr. Kent R. Colbert, "Standards For Resolving Value Debates" in *The Forensic Educator*, Vol. 3, #1, 1988/89, p. 6.

4. Jean L. McKechnie and staff, *Webster's New Universal Unabridged Dictionary*, Second Edition, (Simon and Schuster, New York), 1983, page 432 and 858.

5. See, for example, Gardner Lindzey, ed., *Handbook of Social Psychology, Vol. 1*, (Addison-Wesley), 1954, p. 253.

6. Alasdair MacIntyre, "Existentialism", *History of Western Philosophy*, (the Free Press, Glencoe, Ill.), 1964, p. 528: "For Hare, when we have specified the consequences of acting upon the sort of principle we have chosen, when we have specified the way of life of which this principle is a part, the justification for principles is at an end. Here we can no longer argue, we can only decide. But this is apparently Sartre's ethical position

also, and even Kierkegaard's."

7. Robert L. Kemp, *Lincoln Douglas Debating*, (The Alan Co., Clayton, Mo.) 1984, p. 45 - 6: "In summary, individuals have certain basic needs; there is a hierarchy to these needs. In judging the importance of each, recognize that the values change and often seem in conflict. It is important not only what society believes is of greater value, but also the discovery of some personal values."

See also Richard A. Kalish, *The Psychology of Human Behavior*, 4th edition, (Brooks/Cole Publishing, Monterey, Calif.), 1977, p. 31 - 32.

8. Walter Ulrich, *Debating Value Resolutions*, (Griffin Research, San Francisco) 1988, p. 33.

9. Harry Binswanger, ed., *The Ayn Rand Lexico* (Meridian, New York) 1988, p. 520 reprinting a section of "The Objectivist Ethics".

Martin Scheerer, *Handbook of Social Psychology*, Vol. 1: *Theory and Method*, edited by Gardner Lindzey (Addison-Wesley Publishing, Reading, Mass.) 1954, p. 116: "...we have mainly cited the following points: the individual strives for cognized objects and goals, not for satisfaction itself; having attained a specific goal, he sets new ones for himself."

10. Scheerer, p. 116: "Correspondingly Hilgard (1951) speaks of two goals of perception -- one, to attain stability in the world about us, and two, to achieve clarity in what we perceive."

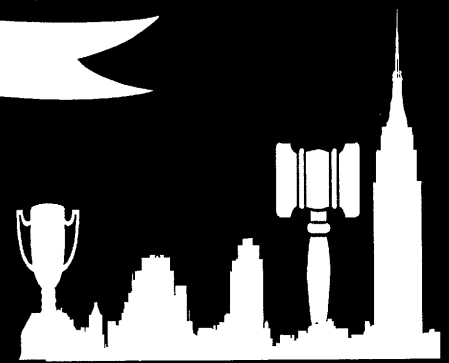
11. Ann Gill, *Prima Facie: A Guide to Value Debate*, edited by Stephen Wood and John Midgley (Kendall/Hunt Publishing, Dubuque, Iowa) 1986, p. 70: "Yet another source for criteria is in a value that the affirmative defends as paramount. Whatever the criterion, once chosen, it acts as the decision rule for the round. The quickest way for the affirmative to lose the debate is to fail to meet their own criteria. If the affirmative does not meet their criteria, they can count on a negative counter-criteria from the opposing team. Therefore, as with definitions, affirmatives must not only set out the criteria, but be prepared to justify it as both reasonable and the best criteria in the round."

12. W. H. Werkmeister, *Man and His Values*, 1967, p. 90: "Hartmann is also right in maintaining that behind every moral conflict there can always be found the opposition of one value to another value, not the opposition of value to disvalue. And if that conflict is to be resolved in a favorable satisfactory way, it must be resolved in favor of the higher value. The order of rank of values, therefore, takes on a crucial significance."

13. Werkmeister, p. 91: "This highest value may be the peace that comes to us when all desires cease, or it may be the harmonious realization of all our desires, or it may be harmonious realization (Bennett to page 40)"

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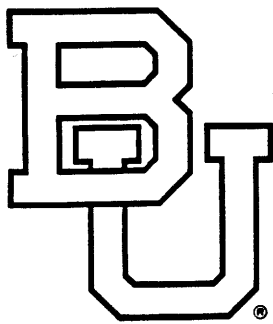
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Outstanding Curriculum: The **policy debate workshop** emphasizes skills of refutation, extensive analysis of the topic and contemporary debate theory, briefs specific to the 1994-95 topic, and numerous practice debates and speeches. Classes are offered at the championship, experienced and novice levels. The **Lincoln-Douglas workshop** includes lectures by the top L/D theorists, superior instruction in the techniques of L/D debate and in analyzing values and value propositions, lectures by leading professors of philosophy, briefs on a variety of values and value propositions, and many practice debates.

Outstanding Opportunity: Again this summer in both the Lincoln-Douglas and Policy Workshops is a special opportunity for students who have extensive varsity L/D or policy experience. Enrollment in these sections is limited and by application only.

Outstanding Value: Our low cost of \$ 725 includes ALL costs of tuition, room and board in air-conditioned dorms, photocopying briefs, and a variety of handbooks.

Outstanding Teachers' Program: Our Teachers' Workshop provides 3 hours of graduate or undergraduate level credit and credit for advanced academic training and provides teachers with valuable information and tools to use in building and managing a complete forensics program. NOTE: A limited number of full scholarships will be available to new debate coaches from the National Forensic League's Phillips Petroleum Grant.

For more information write to: (or call 817-755-1621)
Dr. Karla Leeper
Dept. of Communication Studies
P.O. Box 97368
Baylor University
Waco, TX 76798-7368



WHAT CONTRACT?

by Jason Baldwin

Arguments about the social contract have become the kudzu of Lincoln Douglas Debate. Like the notorious southern weed, social contract arguments are stifling, monotonous, and ubiquitous. They creep into every resolutional environment, no matter how hostile, and quickly devour any ground for good debate. Social contract theory is overused and frequently distorted. This article is an appeal to debaters to think more carefully about the true meaning and utility of the social contract.

Briefly, the social contract is a hypothetical justification for political authority which claims that governments arise out of an agreement among perfectly free individuals to surrender some degree of their freedom in exchange for the security provided by the state. If this theory sounds vague, that's because it is. The general notion of the social contract leaves unanswered numerous questions related to its scope and credibility, among them: Is there a real contract, or is the social contract merely a helpful framework for thinking about what our obligations and rights ought to be? Is anyone aware of signing a social contract? Were there ever people who were not obligated to any government? Can a person be obligated to terms he would agree to, even if he didn't actually agree to those terms? Is the contract an agreement between individuals who create a government, or an exchange between individuals and a pre-existing government? What are the specific rights and obligations of each party? What constitutes a breach of the contract? What are the theoretical and practical consequences of such a breach? Are civil disobedience or violent revolution ever justified, and, if so, under what conditions? Is the contract

a single historical event or an implicit, ongoing process of consent? Can the contract obligate future generations? Is the contract embodied in any corpus of documents or laws? Are the terms of the contract static or evolving? Must each individual consent to every provision of the contract? What are the alternatives for individuals who do not wish to be a part of the contract?

Reification is the error of confusing abstract terms with concrete realities, and it is an error commonly committed by debaters when discussing the social contract. Debaters say, almost off-handedly, that "Paternalistic laws violate the social contract," or, "When you [the judge] entered the social con-

...Confusing abstract terms with concrete realities... is an error commonly committed by debaters when discussing the social contract.

tract, you agreed to fight for your country when called upon to do so," or, "I left the state of nature and formed the social contract to protect my natural rights to life, liberty, and property." The social contract is treated as a literal historical document made by citizens with the government, no different than a loan agreement or an employment contract. Yet, in reality, there is no such thing as a social contract. Philosophically, "the social contract" is only shorthand for the more cumbersome "social contract theory of obligation." As a general theory, the social contract does not dictate particular terms. Rather

than a specific set of conditions, social contract theory is a metaphor for the relationship between individuals and the state. Thus, it makes little sense to appeal generically to the social contract as a self-explanatory argument.

From a competitive standpoint, judges unfamiliar with the various contract theories may be puzzled or even taken aback by claims that they (or the debaters) entered into a formal agreement with the government in which they agreed to limit their rights. Careless appeals to the social contract are also a turn-off for many experienced judges. I have personally become so jaded by debaters asserting that I agreed to this or that social contract that I sometimes use the ballot as the occasion to create my own social contract, and decide the round according to my contract's stipulations. As anyone who has read *A Theory of Justice* knows, social contract theory is a highly-nuanced branch of political philosophy and not the simple historical exchange of rights and duties asserted in many debate rounds. Debaters should guard against reifying the social contract.

There are numerous theories which fall under the rubric of social contract theory. The substantial differences between the various theories compound the absurdity of arguments which proceed as if there were only one social contract. Thomas Hobbes, John Locke, Jean Jacques Rousseau, Immanuel Kant, John Rawls, Robert Nozick, and David Gauthier are perhaps the most well-recognized social contract theorists, but there are many, many more. Debaters rarely identify or explain the social contract model from which they are working. Even when cross-

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1995 INSTITUTE STAFF

(All are definite unless starred
others to be added - see April Rostrum)

STEVE ANDREWS: Champion debater, Harvard University; runner-up, 1994 NDT Champion; first place, Northwestern, 1994.

PAUL DERBY: Champion debater from Redlands University. Currently Assistant Coach, Redlands University.

NITA FARAHANY: Sophomore debater, Dartmouth College; winner of numerous high school tournaments.

PETER GRAHAM: Former coach, Harvard School, LA; PHD candidate, University of Arizona; Coach, Brophy Prep.

CHARLIE HENN: Senior debater at Emory University, 1991 NFL national debate champion; winner and first speaker, Kentucky Round Robin, 1994.

FRED KAREM: Senior, Harvard University; twice runner-up for NDT championship.

***GORDON MITCHELL:** Top Speaker NDT; former assistant debate coach, Wake Forest University and assistant coach of the 1994 NDT Champions, Northwestern University.

JASON PATIL: 1991 winner of Kentucky's National Tournament of Champions and senior debater at UK; winner of the 1994 Copeland Award and the 1994 fifth speaker.

ANJAN SAHNI: Sophomore debater, Emory University; winner of numerous high school tournaments.

PAUL SKIERMONT: 1991 winner of Kentucky's national Tournament of Champions, senior debater at UK; winner of nine college top speaker awards including the 1994 NDT.

SPECIAL GUEST LECTURER

DAVID HINGSTMAN: Director of Debate at the University of Iowa.

For an application and Institute and scholarship information, write to:

Dr. J. W. Patterson, Director of Debate
473 Patterson Office Tower, Box 74,
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1995 INSTITUTE STAFF

(All are definite unless starred
others to be added – see April Rostrum)

ERIC BROWN, Academic Coordinator

- Ph.D. candidate in philosophy at the University of Chicago.
- Had a successful four year L-D career at Sylvania Southview High School, Ohio.
- Enjoyed a very successful parliamentary debate career at U.C.
- Has taught at eight institutes, including 1989, 1990, 1991, 1992 and 1993 at UK. His students have won or placed at virtually every national tournament including TOC and NFL.

*ROB BERRY, Administrative Coordinator

- Graduate of Rhetoric and Philosophy at Boston College
- Graduate of Battle Ground Academy, Tennessee
- L-D N.F.L. National Champion, Denver, Colorado 1989
- Four years at the U.K. debate institute
- Director of the U.K. L-D transitional seminar

BILL HARRINGTON

- Junior at Yale University with academic interest in the history of western thought. The program includes works written by Aristotle, Plato, Locke, Hobbes, Rousseau and Macchiavelli.
- 1992 Kentucky TOC final round, Regis High School
- Two years at UK Debate Institute
- Member of Yale Parliamentary Debate Team

CARLOS GONZALEZ

- Junior at Emory University with academic interest in philosophy
- 1992 Kentucky TOC final round, Christopher Columbus High School, Miami, Florida
- Assistant Coach for LD, Westminster, Atlanta
- Instructor, Emory University Workshop, 1994
- CEDA Champion debater, Emory University

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473 Patterson Office Tower, Box 74,
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Lexington, Kentucky 40506-0027
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Institute Philosophy and Aims

The staff believes that fixed approaches to what is best for L-D are counter-productive: we believe that a variety of strategies and arguments, with varying levels of justification, are possible. We therefore encourage the participants to think of the justifications for their strategies and arguments before, during and after debating. In order to emphasize this thoughtful, justificatory approach to debate, we last year offered, over the course of three weeks:

- advanced philosophy lectures and discussions on Kant, utilitarianism, virtue ethics, social contract theories, and alternatives to social contract theories.
 - lectures, panel discussions, demonstrations, and extensive question-and-answer sessions on strategy
 - small-group brainstorming sessions on over ten possible L-D resolutions
 - library research
 - ten seminars to discuss relevant philosophical essays read by all participants
 - over two days of critiqued cross-examination practice in time-unlimited situations, and
 - thirteen practice rounds, on two different resolutions, with extensive oral critiques by the faculty
- Quite simply, we aim to teach clear, thoughtful, reasonable argumentation.

Institute Options

The Two-Week Institute: Lectures and Discussions, with minimal practice rounds.

The Three-Week Institute: A third week of practice rounds; advanced, small-group sessions; and even more individual attention.



examination forces a debater to commit to a version of the social contract, it is rarely of consequence in the debate. A typical social contract exchange might read:

Examiner: Pat, you offer us the social contract as your value standard. Whose social contract?

Examinee: Locke's.

Here the discussion ends, although it should not. Effective use of the social contract in debate requires a detailed commitment to a specific theory or to certain elements of a theory. When an opponent argues from any social contract model, the savvy debater will press very hard to know precisely what provisions of the given model are decisive proof for or against the resolution. Debaters should

Contract Theory is actually useful in only a small number of Lin- coln/Douglas resolutions

be well-acquainted with (i.e., well-read in) the justification for and unique features of any of the standard social contract theories. It would be sheer folly to propose a social contract model without an intimate knowledge of the primary source(s) for that model.

Furthermore, any appeal to obligations of a social contract, even a well-defined social contract, must itself be justified. Why should anyone care that Rousseau's vision of the social contract is consistent with negation of the resolution? Why does consent have any bearing on the legitimacy of a government? This last question is particularly important, because consent is often presupposed to be a moral bond in a pre-social condition in which there are, it is claimed, no moral standards. Posed as a

question, if agreements create the first obligations, what creates the obligation to uphold agreements? Many conservative political theorists reject the validity of social contract explanations altogether. Thorough debaters will familiarize themselves with challenges and alternatives to the social contract.

The gross overuse of the social contract is symptomatic of the simplistic approach discussed above. The social contract has become a catch-all framework for every argument, even arguments that would better stand alone. For instance, it might be argued that limits on the right to bear arms violate the social contract by opening the door to government tyranny. In fact, it would be simpler and far more intuitive to argue directly that an omnipotent government is an evil in itself, regardless of any imaginary contract. In other words, social contract theory should be avoided when it merely adds a step to an argument that would be persuasive without it.

Contract theory is actually useful in only a small number of Lincoln/Douglas resolutions, and it is never the only way to approach a topic. Scanning the *Rostrum* ballot of the 10 possible resolutions for this year, I do not see one for which social contract theory seems to provide the best arguments. As I write, the current NFL L/D topic is "Resolved: Laws which protect citizens from themselves are justified." This issue is not central to any major social contract theory, while there are many non-contractarian philosophies designed to address precisely this question. Yet every one of the eight rounds I observed at a recent tournament identified the social contract as a decisive issue in the debate. Incidentally, all but one of the debates treated the social contract in the literal, misguided fashion I explained above. Constant appeals to the social contract, even in

resolutions to which it does not seem to apply, suggest that the debaters using it are either not creative thinkers or too lazy to do original research on the topic or both.

Of course, there are resolutions in which social contract theory may be illuminating, for example, "Resolved: When called upon by one's government, individuals [sic] are morally obligated to risk their lives for their country." This 1994 resolution clearly questions the extent of the individual's duty to preserve the state, precisely the sort of question a well-developed contract theory might help to answer. But even when social contract theory is a viable possibility, it is only one possibility among many. Using only social contract theory to defend or refute a resolution may be dangerous; the astute debater will

The gross over use of the social contract is symp- tomatic of the simplistic ap- proach

supplement it with additional distinct lines of argumentation

Debaters who feel stuck in a social contract mentality should deliberately avoid contract arguments when initially analyzing and researching a topic. Develop other arguments possibilities first, then compare them to the social contract. Does social contract theory speak as directly to the values conflict implicit in the resolution? Is the application of contract theory as clear and compelling? Do good research sources on the topic appeal to the social contract in building their cases? (By good research sources, I do not mean anything you purchased from the pages of the *Rostrum*. I mean sources that you, yourself, found in the library. But that's another argument.) (Baldwin to page 46)

Michigan

Of the eight debaters in the 1994 college NDT and high school NFL National Championship final rounds, seven were former participants in our summer debate workshops.

We now offer *you* the same opportunity through our proven curriculum, accomplished faculty and comprehensive library resources. The University of Michigan Intercollegiate Debating Team is pleased to announce its summer 1995 workshops for high school debaters and their coaches.

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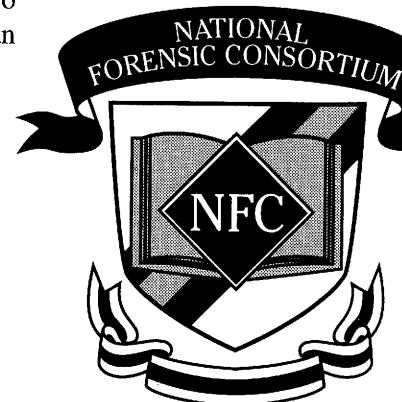
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National Forensic Consortium

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California National Forensic Institute

Policy and LD programs: June 17 - June 30, 1995

The California National Forensic Institute is a national caliber two-week summer forensics program located in Berkeley, California. The CNFI is an independent program held in the residence hall facilities of the University of California at Berkeley. The CNFI provides serious debate students the opportunity to interact with some of the finest and most renowned forensics instructors in the nation at an incomparable cost for a program of this nature, quality and location. The program is directed by Matthew Fraser, Director of Forensics at Stanford and the Head-Royce School, Ryan Mills of the Pinewood School, and Robert Thomas, of Emory University, and formerly of Woodward Academy in Atlanta.

POLICY and LD DEBATE

The policy and LD programs offer intensive instruction for students of all levels of experience and skill. The instructors will include accomplished collegiate and high school debate coaches, as well as current collegiate debaters who are former NFL Nationals and TOC final-round participants. In addition to topic and theory lectures, students will receive numerous critiqued debates with rebuttal reworks, free materials from the central evidence files, and personalized seminar instruction. Students also receive access to the best evidence researched at each of the other three NFC summer camps. LD students will participate in a unique curriculum designed to maximize individual improvement through philosophy lectures, technique practicums, and theory seminars. Last year's policy and LD debate staff, most of whom are returning, and additions for this year include:

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Ryan Mills, Pinewood

Robert Thomas, Emory

Abe Newman, Stanford

Molly Stephens, Stanford

Dan Muller, Emory Law

Jonas Marson, Harvard

Jenna Jordan, UC Berkeley

Chris Hersey, Head-Royce

Anjan Sahni, Emory

Gerard Grigsby, Head-Royce

MaryBeth Maloney, Columbia

Naomi Murakawa, Columbia

Shauna Olson, Claremont

Jon Hersey, UCLA Law

Priya Aiyar, Harvard (LD)

Nick Coburn-Palo, Weber (LD)

Andrew Wilmar, Yale (LD)

PROSPECTUS and COSTS

A detailed program prospectus can be obtained by writing to the address below, or calling and leaving a complete address on the program's message service. Materials will be sent in late February.

Costs for the full resident program for both team debate and LD, including tuition, housing, lunch and dinner on most days of the program, and most materials is approximately \$975. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$475. One-week programs are also available. There is an additional \$75 non-refundable application fee. Students not accepted will have their application fee returned.

CNFI, 1678 Shattuck Ave, Suite 305, Berkeley, CA 94709 or call: (510)548-4800



Stanford National Forensic Institute

CX Program: July 31 - August 17, 1995

LD / Events: August 5-17, 1995

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Li-Cheng Wang, Stanford
Dan Muller, Emory Law
Jonas Marson, Harvard
Molly Stephens, Stanford
Eric Brown, U of Chicago
Nick Coburn-Palo, Weber

Paul Skiermont, Kentucky
Matthew Fraser, Stanford
Ryan Mills, Pinewood School
Kate Schuster, Emory
Chris Hersey, Head-Royce
Bill McKinney, Vista
Ann Marie Todd, Emory
Minh A. Luong, Purdue
Priya Aiyar, Harvard
Steve Clemmons, Weber

Ryan Goodman, UT Austin
Anjan Sahni, Emory
Abe Newman, Stanford
Jenna Jordan, UC Berkeley
Mark Pedretti, Bellarmine
MaryBeth Maloney, Columbia
Naomi Murakawa, Columbia
Andrew Wilmar, Yale
Michael Erikson, UT Austin
Spencer Chandler, UCLA

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The SNFI is held on the Stanford University campus, located in Palo Alto, CA. Stanford is one of the best universities in the world, and has for several years running ranked in the top five in the annual U.S. News college rankings. There is no better location anywhere to study forensics. The campus is safe and secure, being set apart from the city of Palo Alto, and provides a beautiful setting for the students to study, practice and learn. Around the clock supervision is provided by an experienced staff which collectively has hundreds of previous institute teaching sessions of experience. The SNFI specializes in advanced competitors, but comprehensive programs at all levels are available.

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MINH A. LUONG, M.A. is currently a PhD candidate at Purdue University. He is also the former Chairperson of the Department of Speech at the Pinewood College Preparatory School, and Director of Debate at San Francisco State University. He recently retired as the Director of Forensics at UC Berkeley after serving for five years. Mr. Luong is the only person to have won the Collegiate Lincoln-Douglas National Debate Championship title both as a competitor and coach. Mr. Luong has served as the Curriculum Co-Director at the Berkeley L-D Institute and Stanford L-D Institute, and teaches exclusively at NFC summer debate camps.

NICHOLAS J. COBURN-PALO is currently a college debater at Weber State College in Utah, and was formerly the Director of Debate at the Pinewood College Preparatory School, and Debate Coach at San Francisco State University. He has also served as a full-time high school public speaking and argumentation teacher and serves on the National Tournament of Champions Advisory Committee. Mr. Coburn-Palo has twice finished fifth place or higher at the Collegiate National Championships (CEDA). In addition, he has taught at the Berkeley L-D Institute and the Austin National L-D Institute. One of the most versatile collegiate debaters ever, Mr. Coburn-Palo placed in the top ten speakers in NDT debate at both the Harvard and Northwestern tournaments this past year. He teaches exclusively at NFC summer debate camps, and is the Co-Director of Curriculum for the Stanford LD program.

ERIC BROWN is renowned as one of the best instructors currently teaching L-D debate. A Ph.D. candidate at the University of Chicago, Mr. Brown specializes in ethical and political philosophy. He will be teaching seminars on advanced theory and L-D technique. He is the curriculum director of the L-D program at Kentucky, and has also taught previously at American and the Berkeley Debate Institute.

MATTHEW FRASER is the Director of Forensics of the Stanford Debate Society and at the Head-Royce School. Mr. Fraser has coached high school L-D students to late elimination rounds at NFL Nationals, the National Tournament of Champions, Emory, the Glenbrooks, Bronx, Stanford, Berkeley, as well as several L-D round-robin tournaments. He is the executive director of the National Forensic Consortium.

PRIYA AIYAR attends Harvard University, and recently completed a successful L-D career at the College Preparatory School. Her numerous successes included a 3rd place finish at NFL Nationals and 1st place at the GBS round robin. She was a semi-finalist at the 1992 NFL National Tournament. She teaches exclusively at NFC debate camps.

These outstanding associate faculty serve a key role at the Institute. They serve as instructors under the guidance of senior faculty. We invite you to compare the qualifications of our assistant instructors with those of primary instructors at other institutes.

STEVEN C. CLEMMONS is currently a BA candidate at Weber State College in Utah, where he is double-majoring in Speech and Communication Studies and Philosophy. He was the 1990 Collegiate National Lincoln-Douglas Debate Champion and placed fifth at the Collegiate National Championships (CEDA) in 1991. He has previously served as the debate coach at the Sacred Heart School.

MICHAEL ERICKSON debated for four years at La Cueva High School in New Mexico. In addition to late elimination round finishes at virtually every major tournament in the nation, Mr. Erickson placed 1st at the 1992 National TOC. He is currently a student at UT Austin, where he is completing his BA.

ANDREW WILMAR currently debates at Yale University. In addition to clearing to late elimination rounds at many of the nation's finest LD tournaments, Mr. Wilmar placed 1st at the Stanford Round-Robin. He has previously taught at the Stanford Institute.

For additional information contact the NFC at:
1678 Shattuck Avenue, Suite 305, Berkeley, CA, 94709
or call: 510-548-4800

Austin National Debate Institute

CX Main Session: July 6 - July 22

LD Main Session: July 9 - July 22

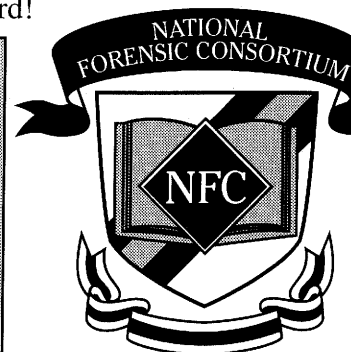
The Austin National Debate Institute seeks to provide students access to a national-caliber faculty at an incomparably low cost. The ANDI is an independent program which offers **both Policy and Lincoln-Douglas debate**, taught by some of the finest and most respected forensics educators in the country. The ANDI provides a true national level program, with options for policy debate or L-D debate programs or for one-week primer sessions in either type of debate.

Fabulous Learning Environment

- **Great location.** The ANDI is located in fabulous Austin, unique in Texas for its moderate summer climate, quality libraries and document depositories. Students are housed in a secure facility which is one of the finest residence halls in Austin. Housing is of the highest quality, with comfortable, climate controlled double rooms many of which have a separate living area and kitchen facilities. Rooms are modern and tastefully furnished.
- **Educational emphasis.** The ANDI programs focus on the teaching of debate skills and techniques in combination with a proper emphasis on preparation and original research. The program is designed to accommodate students at both beginning and advanced levels, with separate labs and primary instructors for beginners. Several hundred pages of the central evidence file are included free of additional charge for team debaters, and all essential materials are included for Lincoln-Douglas students. Policy students will graduate prepared to tackle the 1995 policy topic, while L-D students will be prepared to debate a myriad of possible and likely national topics.
- **Numerous special program features.** These include enrollment caps to ensure student access to ALL the faculty; an incredible faculty-student ratio of around 1:7; special theory seminars, lectures and guest lecturers; multiple critiqued debates; rebuttal reworks and strategy training; and much more! The program as a whole emphasizes learning through doing, with all students working with a variety of faculty on basic and advanced aspects of skills such as argument preparation, strategizing, extension of positions, and foundational theories of debating and delivery. Policy debate students will also receive access to the best evidence produced at the other three NFC camps!
- **Top quality national-circuit faculty.** The ANDI faculty is composed of many of the finest coaches and debaters in the nation. Students will have the opportunity to learn from a supportive and experienced staff which collectively has dozens of sessions of institute teaching experience. A glance at the qualifications of the ANDI staff will reveal the depth and quality of what is every summer debate program's most important asset, its teaching staff. ANDI compares favorably with any other program in this and every regard!

Carefully Structured Schedules

	<u>SAMPLE CX SCHEDULE</u>	<u>SAMPLE LD SCHEDULE</u>
8-9:00 AM	Breakfast	Breakfast
9-10:30 AM	Topic Lecture	Value Analysis Practicum
10:30-Noon	Aff Case Construction	Seminars on Strategizing
Noon-1:00 PM	Lunch	Lunch
1:00-2:30 PM	Library work	Class on using evidence
2:30-3:30 PM	Theory seminar	Practice debate w/critique
3:30-5:00 PM	Library work	Neg case preparation
5:00-6:30 PM	Dinner	Dinner
6:30-8:30 PM	Lab session	Delivery drills
8:30 PM	Commuter checkout	Commuter checkout
8:30-11:00 PM	Topic preparation	Aff case work session
11:00-12:00 AM	Recreation & relaxation	Recreation & relaxation
Midnight	Lights out	Lights out



Fees : \$795 for CX,
\$650 for LD,
plus \$75 application fee.
For info contact: NFC
1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800

Austin National LD Institute

LD Main Session: July 9 - July 22

- Small student-faculty ratio that guarantees one-on-one instruction, and a tremendous number of practice rounds. Participants at last year's ANDI program received nearly 30 (that's right - THIRTY) practice rounds, almost all of which were critiqued by their primary instructor.
- Focus on solid argumentation that is as compelling and successful on the local circuit as it is at national tournaments. The program directors understand that students compete on local, regional, and national levels, and that each level of competition needs a different type of instruction.
- National caliber staff, including instructors who as competitors in both high school and collegiate value debate placed among the top four in the nation at NFL nationals, the National Tournament of Champions, and the collegiate LD nationals and CEDA nationals.
- Full preparation for the coming year. Students debate a variety of resolutions, learning to analyze each of the various types of LD topics, learning when and how to use macro-philosophic theory, and how to adjust their arguments as positions evolve over the course of a topic.
- Balanced curriculum. The curriculum, developed and tested for nearly a decade by our experienced instructors, features a variety of educational approaches, including rebuttal re-works, philosophical discourse sessions, cross-examination seminars, delivery skills classes, and topic brainstorming and analyzation sessions.
- Program designed for all levels of experience and previous success. Whether you are an absolute beginner, or plan to compete in final rounds of national circuit tournaments, our program and staff will accomodate you.
- Program was evaluated as a perfect 10 out of 10 overall by every one of last year's participants.

Presenting the

NATIONAL DEBATE INSTITUTE, D.C.

at Catholic University in Washington, D.C.

CX: July 5 - 22

LD: July 5-18

The National Debate Institute, D.C., at Catholic University offers an exciting opportunity for students to attend a national caliber debate institute. Students at this non-denominational program receive instruction from some of the nation's finest debate teachers, including respected high school and college coaches, as well as some of the nation's most successful current and former collegiate debaters.

- **NATIONALLY RENOWNED FACULTY.** Outstanding coaches with proven track-records of success at both the high school and collegiate level, as well as top-flight current and former collegiate competitors.

- **RIGOROUS CURRICULUM.** A carefully crafted schedule developed and refined over the years at NFC camps. Classes are intensive, designed for the dedicated student of debate who wishes to maximize personal improvement.

- **SUPERIOR FACILITIES, LOCATION AND RESOURCES.** Students have access to the vast educational resources of the nation's capital, its abundance of libraries and think-tanks, and get to experience the city's cultural and entertainment attractions while on fully-supervised excursions. Program pricing includes lunch and dinner throughout the program! Remember to compare complete costs when pricing other camps.

- **TARGETED LEARNING** for both national circuit debaters and regional competitors. Classes utilize a variety of mutually reinforcing techniques, including fast-paced lectures, affirmative and negative labs, theory and practicum seminars, and individualized consultations. LD emphasizes philosophy, technique, and theory.

- **ACCELERATED LEARNING ENVIRONMENT.** Includes over a dozen critiqued debates as well as repeated argument drills and rebuttal rework exercises, all designed to teach mastery of superior technique at all levels, for both policy and LD debate.

- **EXPERIENCED PROGRAM DIRECTION.** The co-directors are:
Jon Hersey of UCLA Law School and former coach at UC Berkeley and
Matthew Fraser, director of forensics at Stanford & the Head-Royce School.

Costs (which include lunch and dinner throughout the program):

Three Week CX Program

Two Week LD Program

\$995 (rm, board, tuition)

\$795 (rm, board, tuition)

An additional \$75 fee is required upon application.

For more
information
contact:

National Forensic Consortium
1678 Shattuck Avenue, Suite 305
Berkeley, CA 94709 ph: 510-548-4800



REASONS TO CHOOSE AN NFC SUMMER CAMP

• Tried and True Programs. Last year about 500 students chose NFC summer camps. Last year's students participated in elimination rounds of such tournaments as: Wake Forest, Bronx, the Glenbrooks, Greenhill, St. Mark's, Loyola, Redlands, Emory, Berkeley, Stanford, the Tournament of Champions, and virtually every other major tournament.

• Staff/Student Ratio. Attend a program where you will get access to personalized debate and events instruction. Last year's NFC camps averaged staff to student ratios of 1:6. This is based on primary instructors only, and does not even include access to supplemental staff.

• Experienced, National Caliber Instructors. Our staff is composed of instructors who have achieved the pinnacle of success in every important aspect of the forensic community, including collegiate and high school coaches who have led their students to final rounds at most major national tournaments and former competitors who have attained similar success, including reaching the finals of NFL and TOC.

• Unique Combination of Value & Quality. The NFC understands that at the end of the summer you would like to have enough money remaining to attend tournaments and use the skills you have developed. We also realize that you are not willing to sacrifice quality for low cost. Attend a camp you are sure will provide you the intensive educational experience you need.

• Honest package pricing. The resident price at each program includes meals. When a program lists their price but includes room and tuition only, this means that meals are not included in the overall price. When you include all of the supplemental costs for a camp which does not include basic costs in its package price, you will often find a dramatic difference between the advertised cost and the real price you end up paying. Investigate and compare before you apply!

Consider these facts, for example, about our great new national caliber program in Washington, D.C.! The National Debate Institute-D.C. offers these outstanding features:

✓ GREAT VALUE. For example, our new, national caliber three-week CX debate camp, and a two-week LD camp, in WASHINGTON, D.C, for a fair price. \$995 for CX, and \$795 for LD, INCLUDING THE MEAL PLAN! Compare the price with that of any other comparable quality camp to see that there is no comparison.

✓ GREAT STAFF. Includes national caliber high school coaches, college coaches, and some of the best high school and college debaters in recent history!

✓ GREAT PROGRAM. Visits to the best research facilities and recreational attractions of the nation's capital. Chaperoned research expeditions are a regular feature of the program, NOT a rarity!

✓ GREAT RATIO. The standard 1 to 12 ratio of primary instructors to students is NOT enough. To get better as quickly as possible you need the best of staff and a lot of personal attention. The NDI-D.C. guarantees a 1:8 or better ratio, meaning that you'll get more attention in our three-week program than you would get in some four-week programs.

The Newly Expanded 1995

Florida Forensic Institute

for

Speech and Debate (Open to Students & Coaches)

With 3 Additional Days! July 28 through August 11

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

Core Staff

The Institute will be taught by coaches from across the nation. Committed to working at the **1995 Florida Forensic Institute**:

Dale McCall--Wellington HS--Lincoln-Douglas
Merle Ulery--N. Miami Beach HS--Extemp
Tony Figliola--Holy Ghost Prep, Philadelphia--Interp
Peter Pober--University of Texas--Interp
Tucker Curtis--Albuquerque Academy--Lincoln-Douglas
Bob Marks--Albuquerque Academy--Oratory & Interp

Fr. John Sawicki--Holy Ghost Prep--Extemp & Oratory
John Schultz--Florida State University--Voice & Movement
Lisa Miller--South Plantation HS--Lincoln-Douglas
Carmen Adkins--Sandalwood HS--JV & Varsity Team Debate
Fran Berger--Miami Palmetto HS--Novice Team Debate
Brent Pesola--University School, Florida--Institute Director

LAB ASSISTANTS: The FFI Lab Assistants are college debaters and speakers who are experienced and devoted to a holistic teaching approach, not a "win at all costs" philosophy. They come from notable college programs from across the U.S. and are former high school *winners!*

The Philosophy of the Florida Forensic Institute

The FFI not only offers a staff that rivals any institute, but also an alternative time: students return to school in the fall *fresh from the institute* and ready to compete! There won't be that lull between the end of institute and the start of school. The 140+ students at last year's FFI found that this increased their productivity and performance level. More importantly, the FFI focuses on *instruction first*, then competition. Ironically, students have found that by taking a more "academic" approach during institute, they not only gain a more comprehensive understanding of the activity, **THEY DO IN FACT WIN!** This is supported by the fact that last year's FFI alumni have advanced to the Final Rounds at literally every major tournament in the country. Future ads will document their success.

Tuition & Room and Board

Tuition for the expanded FFI will be \$425, which includes all materials. Day students may also purchase a lunch plan.

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

That's right! Students will be housed in a secluded section of the Rolling Hills Resort, a full-service hotel that offers all the amenities imaginable--including the Atlantic Ocean--just a short distance away. And there's no need to bring towels and linens--students will receive daily maid service! The Quad Rooms include a color TV, telephone, and private bathroom. Most importantly, our "dormitory" fees rival the on-campus institutes. Resident students will be charged \$475 (plus tuition), which includes 14 nights: Friday, July 28 through Thursday, August 10th. This fee includes lunch and dinner on week nights, recreation, transportation, beach outings, and full use of the resort--including a swimming pool and recreation center. A detailed packet of housing information will be mailed upon receipt of resident students' registration materials. Before applying for housing, be aware that any violation of housing rules results in *immediate dismissal* from the FFI. Also, be *guaranteed* that the FFI has the most ideal housing plan in the country.

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

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

FFI ENROLLMENT HAS SKYROCKETED!

THE FFI IS THE FASTEST GROWING INSTITUTE IN THE NATION. WE ANTICIPATE REACHING CAPACITY THIS YEAR AND ENCOURAGE YOU TO REGISTER EARLY. WE CAN ONLY GUARANTEE ACCEPTANCE IF YOUR REGISTRATION AND DEPOSIT ARE RECEIVED BEFORE JUNE 1.

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The FFI is able to offer financial aid to deserving students. Apply by letter, indicating the reason(s) for your financial need.

TO ENROLL IN THE FFI(as a student, or in the teacher workshop):

Send a \$50 application deposit (checks made out to "Nova Southeastern University -- FFI") to:

Florida Forensic Institute
3301 College Ave. -- Sonken Bldg.
Ft. Lauderdale, FL 33314
PH 800-458-8724 or 305-475-7660 FAX 305-452-5547

Nova Southeastern University is the home of **The Miami Dolphins Training Center**

OUT OF THE CAVE

by Dale McCall, Lisa Miller, and Tucker Curtis

Two major impediments to sound Lincoln-Douglas debate have emerged in the past few years. The first impediment occurs in the area of defining terms, the second has to do with the nature of logical argumentation. These practices constitute serious threats to the quality of values debate. In order to deal with them effectively we need to recognize them and understand why they are antithetical to the principles of Lincoln-Douglas debate.

One of the most important tasks of a Lincoln-Douglas debater is clarification of words or phrases in the resolution. Clarification occurs through the use of one or more of a number of types of definitions. However, one type of definition, "operationally defined" terms, is inappropriate and illogical in Lincoln-Douglas debate. "Operationally defined" terms are commonly used in Policy debate because the meaning of the terms in question emerge as the plan for change is defined. Thus, "operationally defined" comes to mean that particular plan or operation defines the terms. Since values debate does not permit plans, defining terms operationally is impossible. Lincoln-Douglas debaters must learn to rely on other types of definitions to set the stage for sound argumentation.

Correct logical argumentation lies at the very heart of Lincoln-Douglas debate. Unfortunately, values debate too often devolves in to a war of words instead of a clash of logical arguments. The confusion results from an inability on the part of many debaters to distinguish between persuasive speaking, on the one hand, and correct logical argumentation on the other. Only a logical argument can prove or disprove a position.

In order to understand why

only logical arguments can prove ideas, we need to take a closer look at the the nature of logical argumentation. In his book *Logic*, Robert Baum, professor of Philosophy at the University of Florida, defines a logical argument as follows:

"an argument is defined as a set of statements which is such that one of them (the conclusion) is supported or implied by the others (the premises)."

So, in order for an argument to exist, there must be premises that are meant to support a conclusion.

The following is an example of an argument:

Example: Justice involves giving each person his or her due.

Each person is due the most extensive range of rights consistent with a similar range of rights for others.

So, justice involves giving each person the most extensive range of rights consistent with a similar range of rights for others

Notice that the first two sentences are offered as support for the third sentence. Thus, we have premises which are supposed to support (and in this case do support) the conclusion. This is a logical argument.

STEPS IN CONSTRUCTING A LOGICAL ARGUMENT:

- 1) State the claim.
(Be sure it is grammatically correct, clear, and concise.)
- 2) Explain the claim.
(Amplify the meaning through rhetoric which clarifies.)
- 3) Support the Claim.

a. use logical argumentation and philosophical quotes

b. illustrate with examples and analogies

At this juncture, in order to clarify the application of the preceding to Lincoln-Douglas debate, we must make an important distinction. There is a world of difference between an "assertion" and a logical argument. An "assertion" is a statement of belief, an unsubstantiated opinion. It lacks supporting evidence which could be used to prove the conclusion. Since an assertion lacks premises, it is not an argument and can never prove anything.

The following are examples of assertions:

- Examples: 1) Societies are merely collections of separate individuals.
2) Progress is good.

Notice that we cannot know whether or not the following statements are true since they lack support. The most we can say about them is that they represent an opinion.

One of the primary functions of Lincoln-Douglas debate is to teach students to effectively use logical arguments and to avoid unsubstantiated assertions. The focus of any Lincoln-Douglas debate is the constructing of a case through logical argumentation that proves the debaters position and the defense of that case against attacks from one's opponent. If students learn to create well-developed logical arguments, then their cases will largely stand. If, however, they come to rely upon assertions, their cases will fall. If we fail to teach students to create well-constructed arguments, then we fail as educators.

The temptation to rely upon assertions rather than
(McCall et al to page 40)

THE DEBATE INSTITUTE
NATIONAL HIGH SCHOOL INSTITUTE
NORTHWESTERN UNIVERSITY

July 16 - August 12, 1995

DEBATE INSTITUTE IS COMMITTED TO:

- A staff composed of debate teachers, an even balance of college debate coaches, high school debate coaches, and nationally successful college debaters. We hire staff based on their ability to teach students how to research, construct arguments, and improve as speakers. All NHSI teaching staff have previous experience at summer debate institutes.
- Teaching advanced debate skills that will be of future use to debaters. No other workshop offers a combination of intensive training in analysis, rebuttal, refutation, delivery, and cross-examination skills. We guarantee students a minimum of 12 critiqued debates on the 1995-96 debate resolution, as well as time to rework speeches from the practice debates.
- Appropriate supervision of students. At Northwestern the teaching staff also serves as dormitory counselors, residing in the same dorm as the students.

1995 DEBATE INSTITUTE STAFF:

Director:

Scott Deatherage, Director of Debate and Assistant Professor of Communication, Northwestern University. Scott has coached three national championship teams, including the defending champions, 1994 National Debate Tournament winners Sean McCaffity and Jody Terry. Scott has taught more than 25 groups at debate workshops around the country, including those at American University, Baylor University, Georgetown University, the Michigan National Debate Institute and the Michigan Classic. This is Scott's fifth year to direct the Northwestern Debate Society and his fourth year to direct the Debate Divisions of the National High School Institute.

DEBATE INSTITUTE NORTHWESTERN UNIVERSITY

James Paul Hunter, Director of Debate at Oak Park-River Forest High School of Illinois. Jim joins the NHSI for his fifth summer as Associate Director of the Debate Divisions. His teams at Oak Park have been most successful. In 1990 he coached the Tournament of Champions winners. In addition to the NHSI, Jim has worked at debate workshops across the country, including the Georgetown Debate Institute and the Wake Forest Debate Workshop. He has coached numerous Illinois high school association debate state champions; he is also a member of the Key Society at the Barkley Forum at Emory University.

Faculty:

The following individuals have already joined the faculty for the 1995 Institute; other faculty members of similar national stature will be added to the program during the year.

Byron Arthur, Director of Debate, Jesuit College Prep, New Orleans, Louisiana.

Bridget Brocken, American University, Washington, DC.

Chuck Ballingall, Director of Debate, Damien High School, Los Angeles, California.

Terry Johnson, Senior Debater, Northwestern University.

Becky Kidder, Yale Law School, Princeton, NJ.

Sean McCaffity, Senior Debater, Northwestern University.

Mark McPerson, Assistant Director of Debate, University of Iowa.

Alex Pritchard, Director of Debate, The Greenhill School, Dallas, Texas.

Jody Terry, Senior Debater, Northwestern University.

Aaron Timmons, Associate Director of Debate, The Greenhill School, Dallas, Texas.

Dana Vavroch, Washington High School, Cedar Rapids, Iowa.

Laura Veldkamp, Senior Debater, University of Iowa.



This four-week program is open to current freshmen, sophomores and juniors, and will accept 126 applicants. The cost of the program is \$2050. This includes tuition, all lab fees, and room and board.

FOR ADDITIONAL INFORMATION AND AN APPLICATION, WRITE OR CALL:

Lynn Goodnight, Administrative Director
National High School Institute, Northwestern University
2299 North Campus Drive, Evanston, IL 60208
(708) 491-3026 or (800) 662-NHSI

Financial Aid is Available

Application Deadline is April 28, 1995

PLEASE! DON'T ASK ME TO THINK!

by Marilee Dukes

The tournament was just huge-upwards of 100 LDers! I judged through six preliminary rounds of flighted competition, writing ballots in most of those 12 debates. We broke to double-octas. I had been lucky enough to have a couple of debaters who did well in the competition, so I had been actively coaching. (Perhaps my efforts in this capacity were a waste of energy, but at least I thought I was helping.) In the semi-final round, I was still in the back of the room with a ballot in front of me, and I was exhausted. At this point, the last thing I wanted to do was to think for the debaters who were about to stand in front of me. I wanted them to debate the issues clearly and then tell me why I should vote for them. Nobody did that! I had to sort out issues and weigh the arguments myself. Neither debater told me why I should vote for him/her. Both of them allowed a tired judge to "figure it out." I was in a position to vote on whatever I believed, to decide an important round (but when is a round not important) on the issues I thought were important. Sound familiar? Probably every coach has been in a similar situation. Those debaters were foolish enough to ask me to think instead of telling me why I should vote. Given the persuasive elements inherent in Lincoln Douglas debate one of the most important, yet most neglected, of the burdens of the debater comes in the final 30-45 seconds of the final speeches-weighing the round. It is smart debate to vocally write the ballot FOR the judge.

Frequently, in the heat of covering the flow, the debater neglects the story that needs to be told. With any topic that is debatable, each side will win some issues. It becomes critical

that the individual debater explain to the judge why the arguments that he is winning are more important than the arguments being won by the other debater. Simply covering the flow leaves room for judge intervention, for the judge to decide which arguments are more believable and more important. If the debater thinks he is winning the round, he needs to tell the judge why. Even if he does not think he is winning, s/he needs to search for that "true" argument that might be compelling enough to leave a lasting impression; certainly, there is very little chance of "pulling this one out" by simply stating argument and counter-argument. I have read an enormous number of ballots from very fine adjudica-

It is smart debate to vocally write the ballot for the judge.

tors who said something similar to this: "I kept waiting for you to focus on a reason for me to vote, but it never came" or "It was good to see a debater provide focus for the me. This made the round and the decision very clear." Even more important, a large number of Lincoln Douglas judges can be termed "lay" or are of the philosophy that this type of debate is persuasion oriented; thus, those last seconds of presenting a compelling reason for decision are frequently critical.

Of course, the question at this point is obvious: Just how do I do this?

To begin with, the end of the debate should be anticipated before the debater ever leaves home. It is critical that a believable position be formulated. Any high school student should

understand the concept of having a thesis; no composition in a sophomore English class will meet with approval if the student has not established a clear thesis. The debater needs to find a position, a thesis, that is the center of the cases s/he writes for the debate. As the debate progresses, every argument on both sides should, in some way be related to that position. Then when the time comes for weighing the issues at the end of the debate, the summary statement that becomes the RFD should relate to that original position. Of course, it is extremely important that, when formulating the position, the debater find an argument that is true and that most judges will want to believe. A "squirrely" position may win some rounds, but many judges will find it hard to buy in a closing round. Why take the chance? It is also important that a portion of preparation time be left for formulating the closing statement. Obviously, this need be only a few seconds. It seems foolish, however, for a debater to stand up for a final speech without knowing what s/he wants the judge to think when the round is over.

It would seem obvious that when the time for the last speech actually arrives, the debater would know to keep the final statement in mind throughout the entire speech and relate the refutation of specific arguments to the positional statement. This way, the actual weighing will be easier, shorter, clearer, more relevant to the round, and more compelling. Some debaters seem to feel that the step that many of us call "crystallizing" is a substitute for weighing the round. Crystallizing, which is very important, focuses on the few issues that (Dukes to page 46)

WAKE FOREST UNIVERSITY

announces

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The Lincoln-Douglas Workshop, July 2nd to July 21st, 1995

New this year, Noel Selegzi of The Collegiate School and Hunter College High School will direct a three week workshop along with other prominent high school coaches and a select group of nationally successful former Lincoln-Douglas debaters. An 8:1 student-teacher ratio will be maintained. Open to all levels of students.

The Policy Project, July 9th to August 4th, 1995

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Phone: 910-759-5621 Fax: 910-759-4691 E-mail: smithr@wfu.edu

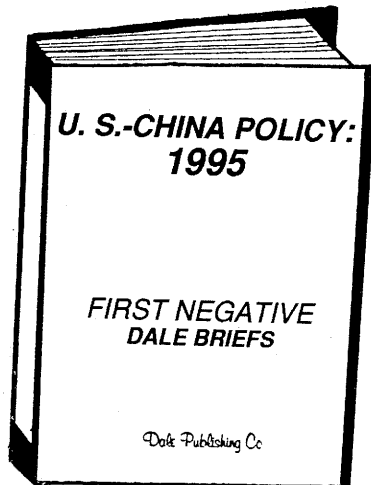
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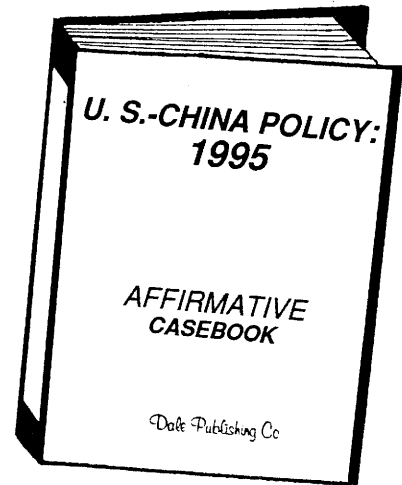
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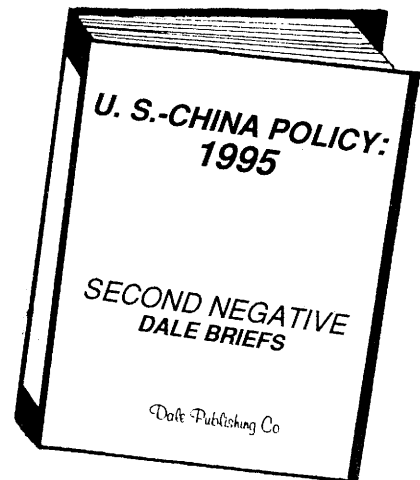
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July 16 - 28, 1995

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(Bennett from page 14)

tion of all our desires, or it may be something else. But once we have accepted a highest value—whatever it may be—that value rightfully becomes the focal point relative to which all other values are ranked."

14. Colbert, p. 6: "Winning the value criterion should not be considered an independent voting issue in and of itself."

15. Robert P. Newman & Dale R. Newman, *Evidence* (Houghton Mifflin, Boston) 1969, p. 4-5: "A goal is a concrete or specific objective of action...These specific goals are value-impregnated...We support specific policy goals because we believe them to be instrumentally related to higher values; we want to reach a policy goal because it will help implement some deeply held value. Values, on the other hand, are intrinsically desirable; they are not means to an end, they are ends in themselves."

16. Kenny, p. 258: "But on several occasions in the *Investigations* Wittgenstein considers the possibility that there may be more than one criterion for the same state of affairs."

17. "Evidence in Value Debate", *Prima Facie: A Guide to Value Debate*, cited above, pp. 42-43.

18. Morton Deutsch, "Field theory in Social Psychology", *Handbook of Social Psychology*, cited above, p. 207: "Experimental results have indicated that, other things being equal: the decision time is greater in choice between two negatives as compared with two positive valences (Barker, 1942), and that it increases the more the opposing situations are of equal potency (Escalona, 1940), the more the opposing forces are of equal strength (Cartwright, 1941), the stronger the opposing forces (Barker, 1942), and as a function of certain personality characteristics."

19. Douglas J. Den Uyl and Douglas B. Rasmussen, "Life, Teleology, and Eudaimonia in the Ethics of Ayn Rand", *The Philosophic Thought of Ayn Rand* (University of Illinois Press, Urbana) 1986, p. 69.

20. Ulrich, p. 37: "All philosophical systems attempt to develop standards for determining what is good and what is not, and thus each system is a potential paradigm for value debate. Debaters should read Mill, Rawls, and Dworkin to develop a framework for analyzing values, and they should realize the implications of these theorists in debate rounds. For example, if a topic requires that the arguers evaluate an ethical problem, there are a large number of perspectives that could be used to support a conclusion. If a debater operates under Utilitarian assumptions, then an action would be justified based upon the ends of the action; the ends would justify the means. If the arguer were to operate under the Judao-Christian ethical system, the problem would be resolved based upon the interpretation of the Scriptures. If the judge were an egoist, the decision would be determined by the self-interest of the

judge. Depending upon the wording of the topic, the theories of Mill, Hume, Locke, Spinoza, or Rawls might be used to create an ethical system that is then applied to the dispute in question."

21. William H. Bennett, *Lincoln Douglas Debate: The Text* (CDE, Taos, N.M.) 1989, pp. 12-16 are useful.

22. Ulrich, noted above.

23. See, for examples, John K. Roth and Frederick Sontag, *The Questions of Philosophy* (Wadsworth Publishing, Belmont, Calif.) 1988, p. 263 which looks at St. Augustine and his hierarchy. And examine Alasdair I.C. Heron, *A Century of Protestant Theology* (The Westminster Press, Philadelphia) 1980, p. 35 for their views on Ritschl. Schleiermacher, and Kant vis-a-vis "judgments of value".

24. Two good examples are Den Uyl, cited above, pp. 198-99, and Adolf A. Berle, *Power*, (Harcourt, Brace & World, New York) 1969, p. 262+.

25. MacIntyre, p. 514: "To be a Christian is not to have reached a conclusion but to make a choice. But since all religions and moral belief equally lack ultimate rational justification..."

26. Man and His Values, 1967, p. 93. He continues "Thus, if the world is to maintain itself completely on its own, then each of its parts must remain identical with itself (Value of preservation), the various parts must remain identical with itself (value of preservation), the various parts must coexist harmoniously (value of harmony), and there must be activity to preserve and develop what is (value of action). These three values, moreover, must be so interrelated that each is realized in and through the others; none can be realized by itself alone."

27. John Davidson, *Philosophers Men Live By*, 1961, p. 286: "Dewey begins by asserting bluntly and unequivocally that there is no single, fixed, and final moral good. What we find when we look to experience, he insists, is a large number of changing, individual goods and ends in moral life. For some men in some situations health is the most important thing in life; for others honesty or temperance is essential in meeting successfully the temptations of modern life. For the university student the development of his mental capacities may well be the primary concern."

See also Bennett, *Lincoln Douglas Debate: The Text*, p. 12.

28. For more along these lines see Bennett, pp. 12-13.

29. Roger Solt goes into these options more deeply in *Debating Values* (Griffin Research, San Francisco) 1987, pp. 5-6. These pages are well worth reading.



(McCall et al from page 33)

full-blown logical arguments is especially great during rebuttals where time constraints become a factor. In the rush to cover as much of the flow as possible, and to give several responses to each argument, many students will resort to the use of assertions as counters. But, this is a strategy that is doomed to failure because, as was mentioned earlier, arguments can neither prove nor disprove a position. Thus, while the use of assertions does allow debaters to cover the flow, and to give multiple responses to each argument, it does so at the cost of leaving the opponent's case essentially intact.

One of the necessary consequences of the commitment to well-constructed logical argumentation is that a Lincoln-Douglas debate necessarily consists of a limited number of logical arguments. In a typical debate, the Affirmative and Negative together should not offer more than five arguments. Usually an Affirmative case should offer definitions, a value premise, observations (when necessary), criteria, and their arguments. The Negative should offer counter-definitions (when appropriate), a value premise, criteria, observations (when necessary) and two arguments. Only when such a structure is followed will debaters have time to develop and clash logically correct arguments.

Some may object that Lincoln-Douglas debate is meant to teach effective speaking. We agree wholeheartedly. But, that effective speaking must occur in the context of correct logical argumentation and not as a substitute. There is a difference between reasons that sound good and good sound reasons.

(Dale McCall coaches at Wellington (FL) HS, Lisa Miller at South Plantation (FL) HS and Tucker Curtis at Albuquerque (NM) Academy. All are on the staff of the Florida Forensics Institute.)

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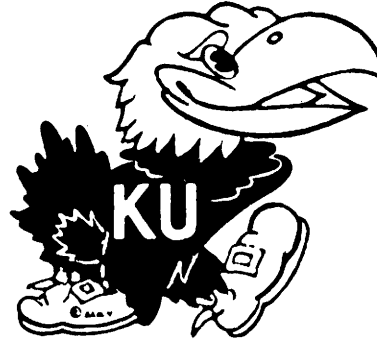
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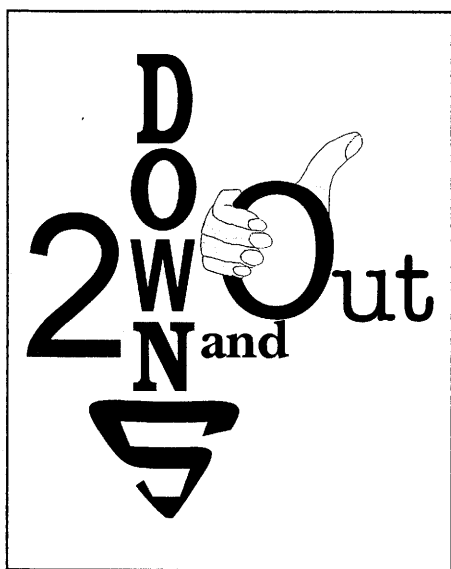
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--Hey Jimbo, how did your kid do in that final round down at Ralfville South?

--Ahh, we dropped it. Didn't have a chance with that panel--two Buddhists, a Southern Baptist, and an existentialist.

--FOUR judges?

--There was a fifth guy, but he bought our 'suicide is an option' position and hung hisself with a flowsheet.

--That's nuthin, Lissen to--

--Hey, Winnie. Somebody out here askin' for somebody.

--So?

--Guy with a lamp. Says he's lookin' for an honest man.

--Well, show him in. How you doin' old feller? Wanna judge a round?

--Well, I'm a Lincoln and Douglas debate coach.

--Oh, wrong room. Never mind. Do you mind if I eat some of this food on this table?

--Why not? Ain't ours anyway. Just stay out of that bean dip. It's Ralph's and he gets awful cross if--

--Wait a minute, old timer. Prince Di o- somethun. What's wrong with being a Lincoln and Douglas debate coach?

--There's nothing wrong. It just often isn't ethical.

--What?

--What's ethanol got to do with Lincoln and Douglas debate, Biojeans?

--Ethical. You want a dictionary definition?

--A dictionary? I dunno. What are your standards for--

--Here it is. Ethical. "In accordance with the accepted principles of right and wrong that govern the conduct of a profession." Is L/D debate coaching a profession?

--Not if you're supposed to make a livin' at it! Yuk, yuk.

--Right. Avoid the bean dip, I get it, these Oreos aren't too stale--

--No, old man. We ain't lettin' you off so easy. Just what are you sayin'?

--Hmm. Lincoln-Douglas debate, right?

--Um, yeah.

--Based on values, right? Heirarchies? Make hard choices at a single bound?

--That's the theory.

--O.K. Say you are debating a tight round. The other debater makes an excellent point about the nature of humanity as bestial. Don't smirk, it's not dirty. Tell me, is it ethical for you to write a quote on the spot from a famous philosopher to negate the point?

--'Course not. It's against the rules.

--Really? Show me the rule in the manual that says you can't make up a quote whole cloth. Poof! Instant quote!

--Well, even if there isn't one, we all know you shouldn't do it.

--'Shouldn't' A very good word. Now, your debater goes into a round where she personally knows one of the judges. Should she protest him?

--'Pends whether he likes her or not.

--Right. I didn't have any of the bean dip. May I take a mint?

--There's no rule against havin' someone you know judge you!

--Just so. You can't make such a rule. The rule would be undefinable, besides being unenforceable. But there is an ethical stan-

dard against it. Your debater has an edge in the round, which is from no fault of her opponent, and should decline the edge.

--Over my dead body she does. All that is part of the game.

--Then there should be a rule to cover it to stop this abuse. But there isn't. So what do you do?

--You do what you need to do to win the round.

--Oh? Right. Well, been nice seeing you. Could I take a handful of Doritos?

--No! I mean, I could care less about the chips, but I do resemble the remark about bein' unethical. What do you suggest? What is ethical?

--It's a very simple principle, really. *No competitor should ever reduce the autonomy of either the opponent or the judge.*

--Auto-- what?

--I think that's illegal in Kansas.

--Oh, sure, it is a vague concept. But the ethical approach demands that you broaden the definition as far as possible. Autonomy means the power of a person to control his or her own destiny. It is within my autonomy to make statements about the debate, or to judge it in any way I deem fair. It is not ethical for me to take away any other person's ability to do the same. It is not ethical to deceive a judge in any way. It is not ethical to refuse that evidence be examined by either the judge or the opponent, if there is no rule against it. It is not ethical to force an opponent to use her cross ex time to determine what the qualifications are of a quoted source. It is not ethical to drop an opponent's argument in the final rebuttal without at least saying why it is unimportant.

--Hold it! This time you've gone too far! Why is that?

--Because you have stopped being a debater and have become solely an advocate for a cause. You have taken advantage of your power as the final speaker. But instead of reducing the au-

tonomy of your opponent, in this case you are reducing the autonomy of the judge. Not longer does the judge have the freedom to compare arguments without treading on one debater's autonomy or the other's.

--I still don't get it.

--All right. (Could you open that bag of Potato Skins?) My negative opponent has presented an argument of considerable weight. In my last rebuttal I ignore his argument and continue to profess my own. This tactic forces the judge to weigh my opponent's argument against my own without my input. That is the same as lying to a person about the defects of a used car. Do we agree that would be unethical?

--Well actually, I have a fine little beauty that I would like you to look at. Only 1000 miles and driven only by a Latin teacher on Ides of March.

--Shut up, Winnie. Face it, Doggy Knees. You want to place an impossible burden on L/D debaters.

--Impossible, did you say? Impossible to conceive that someone would refuse to take advantage of a helpless victim? Refuse to sacrifice values on the altar of value debate? Ah well, perhaps I am being naive. It is particularly poignant, however, that the activity you created to help restore confidence in competitive speech is widely recognized as being the second worst example of dog eat dog. I wonder what Mr. Lincoln and Mr. Douglas would say if they could see their names bandied about thus. Good day, gentlemen, using the term generically, of course.

--Man, am I glad he's not judgin' my kids! Next thing ya know, he'll start claimin' that events have some sort of ethics!

--Yeah. I wonder what the worst example is? Oh, hi, Ralph.

--Whatcha know, boys? Hey, who took all my bean dip?

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

(Baldwin from page 22)

article.) If you conclude that social contract theory provides a clear, persuasive argument on a topic, use it with care. Be sure to explain in detail what you mean by 'social contract' and why it provides a useful framework for decision making.

When you do use social contract theory, practice explaining your arguments in non-contractarian language which focuses on the reciprocal nature of government and individual obligations. Avoid the image of a specific historical agreement. Don't speak of joining, forming, or entering society; none of us stepped into society from outside of society. Try to make your argument without mentioning the social contract, the state of nature, the veil of ignorance, or natural rights. The point is to try to make your social contract argument in a way that a non-debate person could easily understand. If you can't explain your argument clearly and persuasively without lapsing into social contract jargon, it's probably a sign that you have a weak argument or no argument at all. Explaining the social contract without using typical contract terminology indicates that you understand the key ideas behind social contract theory and are not simply reifying the language.

As things now stand, Social Contract debate would more accurately characterize the activity we call Lincoln Douglas debate. Hopefully, some debaters will have the courage to expand the intellectual bounds of the activity to include the broader variety of values conflicts implicit in most resolutions.

(Jason Baldwin is a student at Wheaton (IL) College and is a member of the NFL L/D Topic Wording Committee. He won the TOCL/D Tournament in 1992.)

(Dukes from page 36)

are critical to the round; weighing relates those issues to the compelling position upon which the debater has based the analysis of his side of the resolution. Even for the negative, it should be clear what the opposition is winning; certainly, the affirmative should be able to assess what the negative is winning. During the final moments that the debater has the attention of his adjudicators, s/he must explain why the issues s/he is winning have greater impact or value than the ones his opponent is winning. These issues should be isolated and explained during crystallization, when weighed in the final 30 - 45 seconds. The weighing would relate these issues and the position they support to the value premise (or core value). This, after all, is supposed to be the basis for decision-making. The debater needs to explain why, as compared to the opposition, the issues s/he is winning are more just, create greater security, better protect rights, etc. than the issues that are leaning toward the other side. The key phrase in the preceding sentence is "as compared to the opposition." The debater cannot ignore the other side; s/he must give greater impact or importance (relative to the value premise) to his/her own position.

The short version of this article is "write the ballot." Think about what you would like to have the ballot say in the space designated to reason for decision. Then say it. If you do not, you really have no reason to complain about the way I see the round. Please! Don't ask me to think! Do that for me. Tell me what to think, what to write on that ballot. I just may do it.

(Marilee Dukes coaches at Vestavia Hills, (AL) She coached the National Champion in Lincoln Douglas Debate in 1994.)

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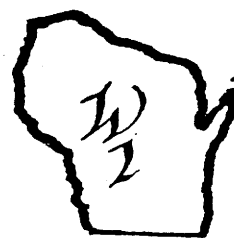
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