

ROSTRUM

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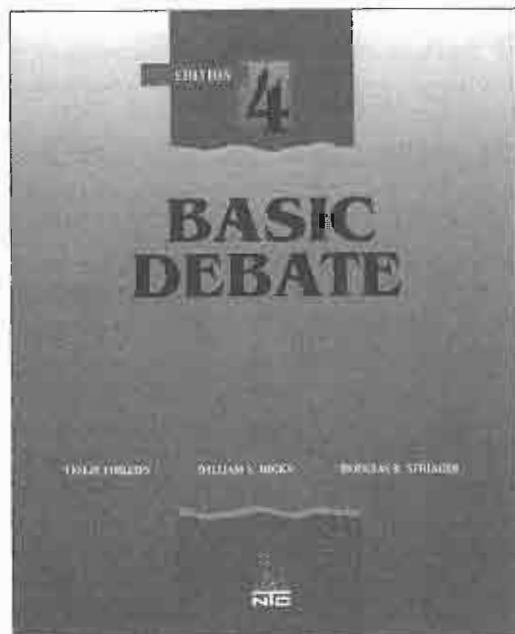
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On the Cover: George Buss as Lincoln and Richard Sokup as Douglas in Freeport, Illinois.

[Photo Credit: Randy Prasse, Freeport Lincoln Douglas Society.]

Next Month: Dr. David Cheshier on institutes; Steve Mancuso on international relations in debate.

THE HAWK

Bill Hicks voice on the telephone was choked with sorrow, "the Hawk is dead". James Hawker, former NFL President, longtime judge director at nationals, coach of National Champion teams, and member of the NFL Hall of Fame succumbed to a final heart attack on January 13, at age 81.

Hawker was the greatest all around speech coach of his time. Twice his team won the National Sweepstakes (1964, 1965) and once the PKD/Bruno E. Jacob Trophy (1968). He coached National Runners-up in Drama, Oratory, and Girls Extemp and two semifinalist debate teams. Twice he was NFL Coach of the Year.

Hawker sent students to 28 National Tournaments and coached 7 consecutive Indiana State Debate Champions. He earned the Distinguished Service Key and Plaque and five District Chair Gold Awards. His schools earned the Leading Chapter Award 5 times. He was NFL's first 6 Diamond Coach.

Jim served 25 years on the Council from 1956 to 1981. He was Vice President from 1962 to 1973 and succeeded Senator Karl E. Mundt as President in 1973.

Hawker was personally selected by Bruno E. Jacob to be in the initial Hall of Fame class in 1978. He also was inducted into

the Indiana State Speech Coaches Hall of Fame. Jim was very proud that he was named a "Sagamore of the Wabash".

Known for his fairness he once lectured the Executive

Council that it was not enough "to get a winner, we need to get the winner."

When it came to looking at tournament schedules and tournament results Jim was a true savant. He once went to Bruno Jacob and proved that a national coach of great renown who always worked in the National Tab Room was always placing his own students in advantageous positions. When Bruno reviewed the proof he banished the offending coach from tabbing and replaced him with Hawker!

After retirement the Hawk was a fixture at the National Tournament helping with judge assignments. He coached students for Bob and Pam Deutsch at West Lafayette HS and directed civic theater plays.

He was always willing to help any student. He actively coached the 1977

Drama winner and corresponded with students in other states that he had seen speak at Nationals and who sought his advice. NFL's Hawk is gone. He will be deeply missed.



Jim Hawker

HALL OF FAME NOMINATIONS DUE

NFL coaches may nominate a coach for Hall of Fame consideration if such a nominee has either coached twenty-five years or is retired from coaching. Send nominations to Jean Boles, 9737 Tappenbeck, Houston, TX 77055.

Nominations must be received by March 31.

COUNCIL CANDIDATES STATEMENTS ON PAGES 53, 54, 55, 56

1998-9 TEAM DEBATE TOPIC

Resolved: that the United States should substantially change its foreign policy toward Russia.

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.

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Features of the Emory National Debate Institute

Experienced staff: Our senior level staff has worked at this Institute and many others, including: American University, Bates College, Baylor University, Berkeley, Dartmouth College, Georgetown University, University of Kentucky, University of Iowa, Loyola of Los Angeles, University of Michigan, Northwestern University, Samford University, and Stanford University. Students will have access to all faculty.

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

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Flexible curriculum: The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Each laboratory group has explicit objectives and a field tested curriculum for the two week period, dependent upon their level of experience. Each student is tracked into theory and practicum classes appropriate to their needs. Video-taping of all students augments instruction.

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

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For an application, write or call:

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

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SELECTED PHILOSOPHY TOPICS THAT ARISE FREQUENTLY IN LINCOLN-DOUGLAS DEBATE

by David M. Shapiro

The Social Contract

The Social Contract in general

As citizens of a particular society (a nation, a high school, a speech and debate team, etc.) we receive benefits and have obligations. Because I am a citizen of the United States, I have various obligations: For example, I'm obligated not to break the law. I also receive benefits by virtue of my citizenship: I have my constitutional rights protected, I can apply for government scholarships, and so on. The same holds for your membership on a speech and debate team: you are obligated to come to practices and show up at tournaments, and you receive benefits in the form of becoming a better speaker, developing confidence, meeting new people, and perhaps visiting another state for the national tournament. In short, membership in a society entails receiving benefits from and owing obligations to that society.

The Social Contract is a theory which seeks to explain this system of benefits and obligations in a society. The theory assumes that, long ago, individuals existed in an asocial context (they did not live in a society). Exponents of the Social Contract called this presocial condition the State of Nature. Because individuals did not belong to societies in the state of nature, they did not have obligations to societies and could more or less do whatever they wanted. But living without a society also meant that individuals received no benefits from a society. These individuals, as rational beings, gradually came to realize that the state of nature did not allow them to live up to their full potential because they remained divided and incapable of working together.

It is at this point that individuals begin to contemplate forming a society. They realize the anarchic state of nature insures constant disorder, so they find a way out of it: they enter a society. What will this society be like? What benefits will its citizens receive? What obligations will they owe? Everyone who is going to be a part of the society must agree to the terms of the society: they must agree with the ways in which the society answers these questions. (This does not mean that individuals in a society must conform absolutely to the ways in which the society answers these questions. The values and assumptions upon which a soci-

ety is based may be open to constant reevaluation by its citizens. However, without some basic agreement about the laws and principles which will govern a society, disorder will prevail and the state of nature will return.) A contract is one way of insuring an agreement in which an individual receives benefits and owes obligations. For example, I may sign a contract with you under which I agree to wash your car if you pay me five dollars. I have an obligation to you (washing your car) and I receive a benefit from you (five dollars). A Social Contract is the same concept applied to an individual and a society: It is a system of benefits and obligations to which the individual agrees. The individual acquires obligations such as abiding by the law and receives benefits such as having his rights protected.

In a society, benefits often take the form of protected liberty and obligations take the form of limitations on liberty. The dilemma is that liberty must be limited in order to protect liberty. If there were no limitations on my liberty, I could go around killing people. But if I'm going around killing people, your right to life--a fundamental liberty--is in serious jeopardy. Therefore, in order to protect your liberty (the right to life), my liberty (the freedom to go around killing people) must be limited. If there were no limitations on liberty in a society, one would have no obligations to the society and could do whatever one wanted. That would bring back all of the problems that plagued the state of nature. In short, liberty must sometimes be sacrificed for order because liberty cannot be protected in a state of disorder.

What would happen if liberty were *always* sacrificed for order? This would create the opposite of the state of nature: there would be plenty of order and no liberty. For example, I would not have the liberty to own a TV because I might use it to violate your liberty (in this case your right to free speech) by throwing it at you during one of your rebuttals. The complete opposite of the state of nature, which may be called authoritarianism, is just as bad as the state of nature.

Clearly, the Social Contract must strike a reasonable balance between order and liberty. Another way of saying this is that under the Social Contract, individuals

should be granted as much liberty as possible without sacrificing the order that is necessary for liberty to be protected. Finding the proper balance between order and liberty is one of the most difficult challenges in political philosophy.

Variations on the Social Contract

The Social Contract was first formulated by Thomas Hobbes. According to Hobbes, individuals in the state of nature went around killing each other left and right because human nature is fundamentally evil. The only purpose of society, according to Hobbes, was to insure the safety which was lacking in the state of nature. Therefore, an absolute monarchy (one form of authoritarianism) was justified because it protected safety. To Hobbes, the liberty that would have to be sacrificed for safety under an authoritarian government was of little importance.

John Locke refined Hobbes' Social Contract. When people speak of "The Social Contract", they generally mean Locke's version of it. Locke took a more positive view of human nature than Hobbes: People were fundamentally good, and therefore that state of nature was relatively peaceful. Nonetheless, the disorder of the state of nature meant that individuals could not unite and channel their energies toward common goals, hence the need for a society. Because Locke had more faith in human nature than did Hobbes, he saw no need to control people absolutely. Locke's Social Contract granted people more freedom than Hobbes's, and sought to strike a balance between order and liberty.

Jean-Jacques Rousseau was a crackpot who messed up the Social Contract. He claimed to have resolved the order versus liberty dilemma by saying that there was no conflict between order and liberty. Under his Social Contract, people in a society had to assent to the General Will (what everyone else thinks) in order to be free. Freedom meant making the General Will *your* will, so that in following the General Will you followed your will. For example, if your society decided to burn you as a witch, you would have to say "Yes, I'm a witch! Please burn me!" in order to be free.

Was there really a state of nature?

No. Longer than there have been people (i.e.: *homo sapiens*), there have been societies. People have always existed in a social context. The principles of the Social Contract remain useful, however, because people often form new societies: new businesses, nations, or clubs.

Moreover, the Social Contract provides a paradigm with which to analyze our current societies. We cannot say that our society is constituted rationally or justly if we would not enter into it from the *hypothetical* state of nature. The Social Contract is essential to evaluating our societies and exploring how they should be changed.

John Rawls and the Original Position

John Rawls is a preeminent contemporary political philosopher, whose theory of the Original Position, which is a variation on the Social Contract, often arises in Lincoln-Douglas. Essentially, Rawls redefines the hypothetical condition from which people enter societies and calls it the Original Position. When people are forming societies and choosing the principles by which they will be governed, they wear a veil of ignorance. This means that they do not know what position they will occupy in the society, whether they will be bankers or beggars. Rational individuals wearing a veil of ignorance would design a society which is fair to both rich and poor, Black and White, male and female because they could wind up in any of these roles. Let's consider the income distributions of two societies from the standpoint of people in the Original Position:

	Society A	Society B
% of population making more than \$100,000 per year	10	2
% of population making \$50,000-\$100,000 per year	10	28
% of population making \$25,000-\$50,000 per year	0	50
% of population making below \$25,000 per year	80	20

Individuals in the Original Position would know these income distributions because they would know what the economic roles in a society would be and how these roles would be distributed. They would not know which role they would fill, but they

would know the probability of finding themselves in each role.

Examined from the standpoint of individuals in the Original Position, Society B seems more rationally organized in terms of income distribution than Society A. Individuals in Society A have a ten percent chance of striking it rich, of finding that they have high paying jobs when the veil of ignorance is lifted. But they also have an eighty percent chance of finding themselves fairly poor. Although individuals in Society B have less of a chance of receiving an enormous salary, eighty percent of them are assured of a reasonable income. Rational individuals in the Original Position would be more likely to join Society B than Society A.

The Original Position, like the State of Nature, is a hypothetical condition which can be used as a tool for assessing a society. Broadly speaking, a law or principle is just if people in the Original Position would agree to it. For example, a law which mandates the incarceration of murderous psychopaths is just according to Original Position analysis. There is a low probability that one will wind up as a murderous psychopath and a higher probability that one would fall victim to a murderous psychopath if such individuals ran rampant. In the Original Position, individuals under a veil of ignorance would support laws restraining murderous psychopaths.

The Social Contract applied to Lincoln-Douglas Debate

Social Contract analysis can be applied to many Lincoln-Douglas Debate resolutions because they often deal with a conflict between order and liberty. For example:

Resolved: Limiting Constitutional liberties is a just response to terrorism in the United States.

This resolution involves the conflict between order and liberty. Striking the balance in favor of liberty would mean that Constitutional liberties not be limited in order to preserve order through the prevention of terrorism. Striking the balance in favor of order would entail limiting Constitutional liberties, and thus limiting individual rights, to maintain safety. The Social Contract can be used on the affirmative side to highlight the limitations on liberty that must exist in a society in order to further order and on the negative side to underscore the rights of citizens which governments are obligated to protect. The Social Contract may be applied to many other resolutions:

Resolved: When in conflict, the protection of the innocent is of greater value than the prosecution of the guilty.

Under the Social Contract, a society has duties both to maintain order through the prosecution of the guilty and to protect the liberties by guaranteeing the rights of the accused. How should conflicts between these duties be approached?

Resolved: The safety of others is of greater value than the right to privacy of those with infectious diseases.

Rights such as privacy must be limited to preserve safety--but to what extent? You might be able to use the Original Position on the affirmative side by arguing that there is a relatively slim chance that one will contract an infectious disease and that limitations of the right to privacy of those with infectious disease could protect many others from being infected.

As you may have guessed from these examples, the Social Contract is often useful on both sides of a resolution, which means that your opponent can easily turn your Social Contract arguments against you. Two equally skilled debaters with equal understandings of the Social Contract will generally fight to a stalemate on Social Contract issues. Therefore, including Social Contract analysis in your constructive case may be risky, but being able to apply this analysis will often allow you to flip your opponent's arguments.

Read this

John Locke, *The Second Treatise of Government*.

John Rawls, *A Theory of Justice*.

Utilitarianism vs. the Categorical Imperative

General

Imagine the following scenario:

There are ten people in a well which is rapidly filling with water. A very fat person is stuck in the top of the well, preventing the people in the well from climbing to safety. They will soon drown, unless you shoot and kill the fat man in order to remove him. What do you choose--to shoot the fat man or to do nothing?

Some people say that they would shoot the fat man. They conclude that ten lives are of greater value than one and therefore that shooting one man to save ten lives is just. Essentially, this line of reasoning is an appeal to Utilitarianism, a philosophy articulated by Jeremy Bentham and refined by John Stuart Mill. Utilitarianism holds that we can assess the value of an action

based on the extent to which it furthers utility--the greatest good for the greatest number. In the case at hand, the life for ten human lives serves the greatest good for the greatest number, Utilitarianism dictates that the fat man should be shot.

Shooting the fat man also relies upon a concept known as consequentialism. Consequentialism simply means that actions are to be judged on their effects, their consequences. Utilitarianism is a form of consequentialism because it focuses upon whether the consequence of an action is the promotion of utility. Since the death of one man is less of a grave consequence than the death of ten, consequentialist reasoning leads to the conclusion that the fat man should be shot. Philosophers often call the consequence of an action the "end" and the action itself the "means". Since Utilitarian/consequentialist reasoning focuses on effects (ends), it may be called ends-based reasoning (I've never actually heard anyone call it that, but that's the term that makes intuitive sense to me). Some people like to call ends-based reasoning "teleological reasoning" or teleology".

But perhaps the fat man should not be killed even to save ten lives. Killing people (except in self-defense) is inherently wrong. Indeed, if we analyze the action itself--the act of killing--rather than the end of the action--the act of saving lives--we reach radically different conclusions. It is a moral principle that we should not kill others. Arguably, this principle stands even in the difficult scenario at hand. Perhaps some principles are so fundamental that they must be adhered to in all cases. What principle could be more fundamental than the prohibition against killing?

The argument just advanced is not consequentialist one. It focuses on the act of killing, rather than the consequences of killing. This type of argument, where the morality of an action is based upon the action itself rather than the effect of the action, is non-consequentialist. I call non-consequentialism "means-based reasoning" (although no one else does) because, when applying non-consequentialism, an analysis of the morality or immorality of an action is based upon the action itself (the means, rather than the end which it causes). Many people refer to non-consequentialist reasoning as "deontological reasoning", but I think they're confused.

The non-consequentialist conclusion that the fat man ought not be killed is based upon the principle that taking human life is

immoral, a principle which has been assumed throughout this discussion. But how do we arrive at this principle?

The philosopher Immanuel Kant held that people possess moral worth, or human dignity, because of their ability to make autonomous choices based upon rationality. In other words, people are not tools to be used for various purposes but instead are valuable in and of themselves. In fact when we treat people as mere tools, we violate their human dignity. Kant held that people should not be treated as means to ends. This requires that we should not use people as instruments to bring about effects which we desire. To shoot the fat man would be to use his life as a means to an end--the preservation of other lives.

Kant's principle that people should not be treated as means to ends may be called the Categorical Imperative. The prohibition against using people as means to ends applies in all cases--it is categorical. Even if using people as a means to an end furthers important principles, it cannot be justified because it is inherently immoral. More generally, the Categorical Imperative means that actions are moral or immoral in and of themselves and not because of the ends they bring about in specific cases. So how do we determine if an action is moral or immoral in and of itself?

According to Kant, we make this determination by contemplating what would happen if everyone undertook the action in question. For example, one might say it is immoral to litter because if everyone littered, severe environmental problems would result. Generalizing the effects of an action in this fashion means that morality or immorality of an action is not specific to a particular situation, but true for all situations. When looking at the fat man in the well situation, the question we should ask, according to Kant is not "Is it just to kill someone stuck in a well in order to save ten people drowning in the well?" but "As a general principle, is killing people just?" Obviously, the answer to the second question is "no". According to Kant, because killing people is immoral generally, it is immoral in the specific case as well. If everyone accepted the principle that killing were just, the effects would be disastrous. Therefore, according to Kantian, Categorical Imperative analysis, the fat man should be spared based upon the principle that killing people is wrong *no matter what the context*. Because people cannot be used as means to ends in any context, the fat man cannot be used as a

means to an end in this context.

To summarize:

--Utilitarianism is a philosophy which assesses the morality of an action based upon whether its consequences serve the principal of utility, the greatest good for the greatest number.

--Utilitarianism is therefore a consequentialist philosophy.

--John Stuart Mill was the preeminent Utilitarian philosopher.

--Non-consequentialism assesses the morality of actions based upon the actions themselves, not upon their effects.

--Kant's Categorical Imperative is a non-consequentialist philosophy which states that actions are moral or immoral in and of themselves. To determine the morality of an action, we must consider what would happen if *everyone* were to act in that way. If an action is immoral in this general case, it is also immoral in *every* specific case.

--As a general principle, people's human dignity should be respected because grave consequences would result if the opposite were held as a general principle. Since violating human dignity is immoral in general it is also, according to Kant, immoral in specific situations where violating human dignity would serve important aims; that is, people must not be treated as means to ends.

Utilitarianism and the Categorical Imperative applied to Lincoln-Douglas Debate

In many Lincoln-Douglas resolutions, Utilitarian reasoning supports one side of the resolution and Categorical Imperative analysis supports the other. For example:

Resolved: When called upon by their government, individuals are morally obligated to risk their lives for their country.

A Utilitarian approach may suggest the affirmation of the resolution. In some cases, individuals risking their lives for their country may support the greatest good for the greatest number in that country; for example, individuals risking their lives for their country may save it from foreign attack.

On the other hand, the resolution may violate the Categorical Imperative by treating people as means to ends. Obliging a person to risk his life shows little respect for that his human dignity or his right to self-determination. Indeed, it treats him as a means to the possible end of serving the interests of others in that country. (Shapiro to Page 48)

The Michigan Classic

July 12 - August 8

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

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

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

www.umich.edu/~debate

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

Michigan Debate Institutes

530 South State Street #382

University of Michigan

Ann Arbor, MI 48109

The Lincoln-Douglas Institute at Michigan

July 12 - July 25

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

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

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

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Michigan Debate Institutes

530 South State Street #382

University of Michigan

Ann Arbor, MI 48109

The Michigan National Debate Institute

June 21-July 11

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

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

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

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530 South State Street #382
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The Michigan Preparatory Debate Institute

June 21-July 11

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

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

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

www.umich.edu/~debate

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

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

The Institute in Residence at Michigan

July 12 - August 8

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

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

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

www.umich.edu/~debate

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

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RENEWABLE MANDATES MAY HIT WRONG TARGET

By Rhod Shaw

As policy-makers across the country embark on efforts to restructure the nation's electric power industry, decision-makers at all levels and from all points on the ideological spectrum have voiced support for renewable power. This support ranges from tax credits to green funds to portfolio mandates—all designed to help renewable energy compete with other generation technologies and fuels in a free market. I am concerned by these proposals, not because the gas industry is philosophically opposed to renewable power, but because implementing these proposals may discourage the use of clean-burning and efficient gas-fired generation.

Green Versus Green

Many generators, independent power producers and fossil fuel producers oppose these kinds of preferential treatment for renewable power. First, it seems contradictory to promote full and free competition in the electric power market to realize economic efficiencies while simultaneously requiring a new federal program to subsidize one generation type over another. It is particularly inconsistent when considered in light of the universal array of policy-makers that have renounced the Public Utilities Regulatory Policies Act's power purchase mandate. It seems ironic these leaders would renounce a mandated purchase program for preferable fuels because it is inappropriate and inefficient while at the same time constructing a new preferred fuel mandate that is remarkably similar in nature. Second, a market that allows customer choice will provide renewable power with the opportunity to market its green heritage directly to consumers interested in promoting these technologies, making the need for artificial supports unnecessary. Third, mandating renewable power on the basis of assumed environmental benefits is also unfair to those fossil fuel generators who have invested huge sums in pollution-control equipment to clean up their own emissions. Such a mandate would take a portion of the market these generators could target by offering clean power and essentially give it to a competitor. While each of these concerns has merit, I would urge policy-makers to look down another avenue in order to see the full ramifications of a renewables portfolio mandate more clearly.

Preferable Sources

In meetings with congressional proponents of renewable energy, I have asked, "What do you hope to achieve by enacting a renewables portfolio mandate?" Their overwhelming response focuses on improved air quality, safer power and a cleaner environment. More specifically, supporters mention their dislike for nuclear power and coal-fired generation, and their determination to wean the country from "nonpreferable" sources of electricity. Such a shift from nuclear and coal-fired production should create a boom for gas and make the industry an ally in this effort. Unfortunately, while the fans of a portfolio mandate intend to discourage the use of these non-preferable fuels, the practical application of such a mandate will result in the unintentional switching from one environmentally preferable fuel to another, without affecting the intended targets.

The Renewables Portfolio

To understand why, let's look at what a portfolio mandate would actually mean in a restructured world. First, the nature of generation technologies predetermines much of what can run, what can operate at a specific price, what is best for satisfying baseload needs and what is best for meeting peak demand. For example, in general, biomass generation is the only nonhydro renewable generation source dispatchable as baseload, since wind and solar power are intermittent resources. Nuclear and coal-fired plants require long periods to ramp up and ramp down, and are most cost-effective when running continuously. Therefore, owners will have every economic incentive to avoid shutting down their existing baseload generation capacity and switching to the above-market-priced power forced upon them by a renewables portfolio. Nevertheless, they will have to meet the portfolio mandate, and I believe they will do so during peak periods. This is where the concerns of the gas industry come in to play.

Robbing Peter to Pay Paul

As a preferable fuel, gas generally is used to generate electricity during peak periods. Most importantly, gas-fired turbines can go from dormant to fully operational in less than five minutes. This allows gas-fired generators to react much more swiftly to spikes in demand than coal or

nuclear plants. In addition, competitive fuel prices and low operational and maintenance costs make gas-fired generation extremely attractive even during these peaks. In combination these factors make gas the fuel of choice for satisfying peak demand. But under a renewables mandate, rather than using gas for peak loads on an intermittent basis, operators will be strongly encouraged to switch from gas to wind, solar, landfill gas or some other renewable source. Since peak periods also bring higher prices and renewables' costs run higher than the marginal costs for coal and nuclear power, meeting a mandate with renewables during peak times may make economic sense to a generator during these intermittent demand spikes. Suddenly, gas, a fuel never envisioned as a target by the supporters of a mandate, finds itself in the crosshair. Rather than harnessing the multiple benefits gas-fired generation offers, including efficiency and cleanliness, this clean and preferable fuel will be swapped out for other clean fuels while the targeted fuels continue to operate just as they have in the past. In addition, such a regulatory requirement that defies free market economics obfuscates the principal goal of restructuring—to lower the cost of electricity by improving the overall efficiency and competitive nature of the power market. While the gas industry is not sure how a restructured energy market will affect it, since the rules of the road have yet to become clear or final, it is prepared to battle for market share in a competitive marketplace. Proponents also believe customers eventually will benefit and natural gas will be valued for its strengths. In short, the introduction of a renewables mandate for such high-cost and intermittent sources of power is in direct conflict with the purpose of this entire exercise. A portfolio mandate will increase the cost of power to consumers, and it will have the perverse impact of displacing other clean fuels from the fuel mix while barely impacting the fuels intended. I believe the nation wants to use the most efficient, cost-effective and clean generation possible, and the gas industry is prepared to meet that challenge in the open field of a competitive market. With the proponents of a renewables mandate, I share the belief that the country should increase
(Shaw to Page 20)

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INVENTING MORE CREATIVE DISADVANTAGES IN POLICY DEBATE

by Dr. David M. Cheshier

One of the major differences between good and great policy debate teams is the greater argumentative inventiveness of the best teams. As the year progresses the most successful teams invariably generate interesting new arguments, always seeming to stay one step ahead of their competitors. Although some of these new arguments will diverge in major ways from handbook and summer institute generics, the best also keep their lead by revising generics in novel ways.

How do they do it? The most obvious advice, frequently and rightly given, is that students should keep their arguments fresh by continuing to read on the topic, and to stay up-to-date by reading the newspapers over the course of the season. It's good advice for many reasons. Debaters gain the greatest educational benefit by staying current with world and national events, constantly reading and revising their thoughts as they encounter changing circumstances, and the varying scholarly approaches that endeavor to explain them. Teams who fail to take into account new developments as the year progresses will not only find their arguments enjoying diminished success, but drastically so: any team, for example, failing to stay current with climate change developments since the Kyoto talks would not do very well on this year's renewable energy topic. And whether we debate Russia or the United Nations next year, keeping up to date will be critical. Changes in topic-related events can so obviously suggest intelligent argumentative revision that to some extent every debater has to keep abreast of the news if s/he wants to win.

And let's face it: as the best teams gain more facility in defending their affirmative cases, the competitive need grows more urgent for smart negatives to come up with innovative and unforeseen arguments, and to refine their existing arguments so that canned responses will not be adequate. This is a task that grows more difficult as the year progresses, in part because good affirmative cases gradually shed their weaker claims and come to focus on well evidenced, even true, arguments.

The emphasis on staying current is also good advice because doing so naturally strengthens the skill of scenario con-

struction, which is at the heart of good policy argument. Disadvantages tell a story and lay out a sequence of chained events starting with some occurrence triggered by plan adoption, and culminating in projected disaster. And of course the converse happens when the affirmative describes the benefits of the plan.

The reliance on scenario construction is criticized in some quarters, since it produces claims that can seem ridiculous: even the smallest policy changes are alleged to produce nuclear apocalypse or to prevent it. Among the most popular critique arguments today are some that question the logic of cause-effect calculations at the heart of scenario-building. And protocols of argument that favor chained-out event sequences can seem to divert us from the real merits of proposed change, taking us invariably (it seems) into speculations about presidential popularity and budgetary politics.

In my view, these criticisms do not fully offset the considerable merits of a scenario-construction approach and are thus usually unconvincing. They tend to capture a snapshot of debating (and the snapshot is almost always of the original argument shell, where claims are understandably the most extreme), without taking adequate account of how scenarios undergo revision, reality-checking, and reduction as debate progresses. It is this entire *process* of unfolding and tested argument which teaches such invaluable life skills: the ability to put risk and benefit claims into context, to imagine the many diverse and often unforeseen outcomes of widespread change, to understand even the distant interaction effects between domains of public decision, to discover the weaknesses and strengths of claims and the evidence used to support them, and to grasp the extent to which proposed courses of action genuinely require either-or choices. Every student reached by policy debate gains a permanent benefit from this kind of instruction, even if (and this is unlikely) his or her only lifelong public activity is responding (or not) to the claims of mass media advertising or political persuaders.

Of course, all this will come as no great insight to policy debate defenders, since

one of its most cited benefits is how, whatever its weaknesses, it induces students to educate themselves about their world. In what follows, I offer some tips for inventively writing new disadvantages, in ways designed to improve critical thinking skills (in particular the much discussed idea that we need to better educate our students to think *laterally* while also improving your debater's competitive success. Some are practical, so commonsensical and even obvious, while others you may not have explicitly considered. Thoughtfully implemented, they can compensate for what some see as the distressing tendency for research creativity to extend no further than the Lexis-Nexis™ keyboard, as far as that may be. As you learn to innovate, and to teach your teams how to better generate creative arguments, you'll find debate more fun, more intellectually rewarding, and judges more eager to listen.

Inventing New Disadvantages

Let's focus on inventing innovative negative positions, if only because as the year passes winning on the negative is harder to achieve with consistency. The same tips mentioned here work as well for teams designing tricky and creative affirmative cases. But, if only to avoid confusion, the following advice is organized around winning on the negative.

Beyond reading widely in the topic literature, the other most obvious source for new negative argument is brainstorming, and we all try to use brainstorming techniques when we first encounter new affirmative claims. By brainstorming I simply mean we list every conceivable argument we can think of, good or bad, and use the list as a source of argument invention.

Brainstorm with an open mind. This doesn't mean you should think through every single apocalyptic impact imaginable, and dream up weird ways to connect it to the case your contemplating. It does mean, however, that you should contemplate all possible and realistic implications, good or bad. You should be somewhat systematic about this in two ways. First, you should *think systemically*: If the plan acts in one sector (regulatory, research and development, etc.), imagine about how changes

there might have repercussions elsewhere. Changes in American regulatory policy might have effects as diverse as changing commodity and resource prices, reorienting foreign relations with nations disadvantaged by the proposal, shaping American legal or regulatory behaviors, or influencing domestic corporations or social movements who operate in the plan's area of influence. Do not hesitate to list plan consequences in these other areas simply because they sound desirable when first mentioned. You may find ways to convert even apparently desirable outcomes into negative arguments later. Second, *survey the whole range of literatures that pertain to the topic area*. These include not only the obvious (government hearings, periodical articles, books, law reviews) but also less widely circulated materials, such as might be posted on the WorldWide Web or indexed in the *Alternative Press Index*. Those other sources will take your thinking outside the boundaries of conventional and mainstream politics, economics, or social theory.

Of course you should think about who will be angered by the plan. Major legislative changes have consequences, and invariably arouse opposition in some quarters. Who is benefited, and whose interests are undermined?

In thinking over new arguments, once you've started reading affirmative sources for more ideas, you'll encounter apparently true claims that nonetheless seem inconsequential for one reason or another. If you've read about wind energy sources, for instance, you have invariably encountered evidence listing "bird death" as one of its negative effects; put simply, wind turbines kill birds who fly into the blades. These cards appear with surprising regularity. You'll also find evidence that communities surrounding wind turbine "factories" don't really enjoy them since often turbines make an annoying and constant humming noise.

The temptation is to ignore such evidence; after all, how will "bird death" and "noise inconvenience" outweigh "oil wars"? But the urge to discard such link cards should itself be rejected. Creative teams will *find a way to impact well linked arguments*. How can such evidence be used? Some have attached a "species decision rule" to the bird death evidence, as a way of giving it priority in the debate over other apparently more weighty considerations, but that can be hard to win (after all, only the occasional bird gets killed; wind turbines are not instruments of bird geno-

cide). There are other options. You might counterplan with another energy source, capturing the same benefits (like tidal or solar) while sparing the birds. Then the net benefit comes down to whether animals should be the victims of pain for no apparent reason. Or you could consider integrating evidence on the popularity of the energy source with the bird evidence by way of proving a link to an environmentalism position (what would be the consequence of granting the movement's wish for sustainable energy development in ways that otherwise antagonize their expressed interests?). You may find a way to use the evidence to strengthen the internal link to some other argument you wish to connect to the plan, even if it doesn't support its own separate position (for instance, as internal link evidence to political backlash arguments).

My point is not to convince your teams to go for "bird death" every time they debate wind energy; far from it. But I encourage you to *mark and find a way to use any unusual impact evidence*, even if such evidence seems obscure or not immediately relevant given other apparently larger claims. Better to start a generic position with the *true* argument that turbines kill some creatures than to strain for a "perception" link to something else. And if it doesn't connect with a generic position, try to find a way to make it into a case turn, case impact reducer, or solvency attack.

What counts as *unusual* impact evidence and why is it so important? The simple fact is *teams often undermine their most creative research by connecting it with predictable impacts*. Opposing teams that shudder when they hear the original link and internals end up breathing a major sigh of relief when the impact finally comes out ("Oh, it's just another link to the Mead/Bailey evidence! -- Get out the impact turns!"). If you can find ways to connect new link claims with impacts that are inventive as well, your work will go much further.

So what exactly does one look for when seeking interesting impacts? *Look for impacts that are difficult to credibly turn*. That list grows ever smaller given debater's inventiveness for arguing the merits of nuclear war and global economic depression. But there are many impacts left which are difficult if not impossible to defend as desirable, simply because no one in policy making circles (mainstream or obscure) advocates them. I've never seen anyone make a credible defense of genocide, racism, AIDS, or ethnic conflict. Even those sick

enough to defend war or the plague ("it brings Earth's population back beneath carrying capacity" or "it accomplishes Gaian appeasement") will not argue to accomplish population reductions by singling out particular ethnic or religious groups. And no one I know defends the horrific wars of ethnic fratricide seen recently in Rwanda. No evidence I've seen makes a good case that a militaristically nationalistic takeover in Russia would advance the cause of world peace. No credible evidence defends poison gas attacks as advancing social justice. These are incontestably horrible, even evil, consequences, and if they credibly connect to a link story you're developing, they will gain far more sympathy from your judges than will rehearsed economic depression impacts.

Most debaters accomplish the basic brainstorming process pretty well. It's fairly easy to spin out elaborate stories connecting plan action to global horror, but far more difficult to find the evidence making such a scenario credible. Here is where brainstorming and its benefits are usually discarded. You'll send a debater off in search of disadvantage evidence proving global oil prices will drop after the plan, which will in turn induce non-American oil consumption to temporarily soar (turning the case, since the less efficient use of fossil fuels elsewhere will likely be dirtier than our own), and the student may often return dejected: "It's not unique -- look, oil prices are dropping now," or "I couldn't find anything on this argument in the indexes" or "there is no entry in the PAIS Index for 'oil price overcompensation.'" This is the place where creativity most often founders, and many times the creative spark is extinguished altogether ("we'll just run Clinton").

The solution is to *make brainstorming a process, not a onetime event*. As your students read policy literatures, they must always test themselves along the way if inventiveness is to survive: "Is there any idea in this article that I can use as the basis for a negative argument?" "How can I incorporate this evidence or new development into the strategy we're planning?" "The link we thought up doesn't seem to be referenced in this literature: so how can I adapt the story given the evidence we do have?"

Teach your students that *when apparently crippling defects in potential positions become evident, not to stop and admit defeat but to rethink the story around the new information*. "OK, American oil prices are low now. So how can I revise the

uniqueness of this Mexico/Indonesia/Nigeria/Russia, Saudi Arabia political stability position to keep it alive?" As new information and knowledge is encountered, it should always be welcomed as providing an opportunity to strengthen a position. Times will come, of course, when you'll end up with evidence expressing precisely opposing perspectives ("the earth is cooling," "the earth is warming"); when that happens, decide which case is better, then build your position around the stronger side.

When you hear inventive positions run by other teams, borrow their best thinking, and then add a twist to make your argument even better. At every tournament your teams will debate opponents who have an inventive or clearer way of explaining some important claim. Press your students to talk through those explanations. When you ask them after the debate what they heard, don't settle for the answer "Russian oil." Have them take you through it every time, looking for clever ideas and explanations that can be appropriated later on. If your teams typically answer, say, oil price disadvantages by making uniqueness arguments, make a point of interrogating your students about the particular uniqueness stories they had to answer, and then urge them to integrate the best into their own negative debates. Follow through after tournaments to make sure that your students track down the evidence read against them, for their own use later on.

In general it's a good idea to come up with different ways to explain the internal links of your negative disadvantages, and scouting helps here immeasurably. For every tournament you attend, work to devise a new wrinkle in the main generics in which your students specialize. If they will run "Clinton popularity" no matter what, better at least for your judges to leave impressed with the new thinking added since November, beyond the new poll numbers in today's newspapers.

There are times too, of course, when it is aggravatingly difficult to come up with inventive negative arguments. Those include situations where the affirmative has managed to latch on to a difficult (even untunable) case impact. What then? One idea is to *think about reconfiguring the time frame or the overall context of decision*. Some of the most inventive and difficult to answer arguments in policy debate have resulted from this advice. If it is too difficult to prove carbon dioxide-based warming is generally good, then try to devise a reason

why such warming might be good *right now*. This way of thinking produced the so-called "ice age" turn (which argues that despite the general detrimental consequences of warming, we should promote it anyway given an overall cyclical propensity for cooling in the next century).

Promoting American hegemony might seem a good idea (especially given the fervor of the evidence written on its behalf by certain authors), and it may seem tough to take on affirmatives defending hegemony given the one-sided eloquence (if not the truth) of the pro-hegemony position. But is expanded hegemony good *now*? In the broader historical context of empires rising and falling, are efforts to reassert American leadership a good idea? Or should we let decline take its course, and give Japan or Germany or China or India the opportunity to smoothly and gradually assert their own prominence in global affairs?

Counterplans can also help reconfigure the context of comparison as well. Following the hegemony example: Even if one accepts American economic hegemony is desirable, the evidence for it does not often assume *renewable energy* technology. Teams have enjoyed great success by piecing together credible internal link stories to make their case, but the fact is it doesn't cohere very well. Some say, "green technology" can restore American economic preeminence, but those advocates are almost always talking about conservation and cleaner fossil fuel production methods and not renewable energy technology. Others say the US should "take the lead" in renewables, and if we did we'd have a "competitive advantage for centuries," but they're mainly speaking of a lead in a particular energy sector, and not in the more Olympian sense spoken of by the Washington Quarterly.

The point is not that economic leadership claims derived from renewable energy research are a lie. There is some evidence making the connection, and a plausible case can be made that the national which designs the next generation of power generation will have great influence. But this link between renewables and hegemony is no stronger than similar cases made for other sectors. For every quality piece of evidence that speaks of how solar leadership will make us the planet's hegemon into the next century, there are as many or more making similar claims with respect to biotechnology, telecommunications, space exploration, advanced materials processing, computer tech-

nology, or genetics. Thus a way to *reconfigure the context* in this instance would be to counterplan by promoting some other of these alternatives: it costs the same, captures leadership claims, meaning the debate will come down to the non-hegemony merits of renewable energy production.

A final piece of advice, pertaining to times when an inventive disadvantage idea just doesn't pan out. There you'll often find that *if an inventive idea does no good for the negative, it can often do wonders for the affirmative*. Your great new disadvantage suffers from uniqueness problems? Fine: Think about running it as an advantage, since advantages by definition are not unique (the harm is strongest if it is coming now). Found a new way to solve the energy crisis, but one problem: it doesn't have anything to do with renewables? Fine: defend the free market or deregulation or coal gasification or natural gas production as a counterplan or disadvantage. Creative research can always be used, if not on the negative then on the affirmative.

Conclusion

Although creativity is communicated in argument construction, it is also communicated by in-round practice. The most inventive arguments fall flat if delivered unenthusiastically and without passion, organized to obscure rather than highlight novelty. If the first negative shell doesn't contain evidence that conveys or plainly lays the foundation for a scenario's newness, then new stories spun out in the block risk sounding more desperate than brilliant. And if debaters *run* new arguments but always end up extending their old, tried-and-true generics, all the benefits of creativity can be lost.

Debaters seen as creative, communicate a sense of urgency and conviction. In extending a position, this impression of creativity is reinforced by internal overviews that focus on what's new in the situation. Thus, instead of simply retelling the "Clinton needs more popularity to keep troops in Bosnia" story, reorient the telling to emphasize the special urgency of popularity *now*, or the set of singular occurrences which make popularity uniquely fragile or American credibility especially vital *at this moment*, or the set of geopolitical circumstances that make your impact predictions particularly compelling given newly developing circumstances.

Debaters who structure their arguments to mask weaknesses also impress

their judges as more creative: thus, to take but one example, if you find that you have a well reasoned link argument but only have one good piece of evidence to back it up, consider merging your link and internal link claims together on the flow, to create the impression that you have many cards supporting your story. Or, to take another, instead of spreading your extension evidence on the link out over an entire flowsheet worth of affirmative responses, consolidate them, reading all in the same place. Doing so will turbo-charge your persuasiveness, and contribute to a sense that your argument is not only true and smart, but also overwhelmingly supported by the literature. And creativity is enhanced by debaters who extend their arguments with specificity: instead of letting a judge forget your brilliant analysis of economic fragility by saying in the 2NR, "pull the Korea brink," invite the judge to recall evidence extended *by name*, and bring your analysis to mind by referencing it not simply with a word but with a suggestive extended phrase that evokes the precise wording of your best evidence.

Tactical creativity is also an imperative. When a team researches a new and creative argument, there is often the temptation to highlight them front and center. But featuring them that way (or worse, surrounding them with other arguments that are relatively stale) simply invites special and early scrutiny by your opponents. I do not defend the practice of hiding arguments, or burying new claims within apparently old generics -- the purpose of good arguing is to win on the merits, not through cheap tricks. Rather than relying on strategies which presume your opponents will suffer a micro-seizure at some vital point during the 1NC, I urge you to strengthen your claims by anticipating your opponents' likeliest reactions and adapting accordingly. Adjust your arguments to sidestep their normal responses. If, for example, you know the team you're meeting prefers to answer Clinton with a flurry of uniqueness arguments, center your attention there, working to come up with a novel spin on your uniqueness position. If their preference is to link turn, and they've defeated you with those turns before, then run the argument the opposite way, so that you get the benefit of their link research.

Best of all is when you can adjust your main positions so that your opponents' normal responses will feed your version instead of taking it out. If your opponent regularly uses recent events at Kyoto to make

your perception disadvantages unique, look for uniqueness claims that have arisen post-Kyoto, so that you can argue that their normal uniqueness arguments really do only reinforce your brink claims. If you know that a certain affirmative answers all economic arguments by saying that, given the inevitability of renewables research, the economic benefits are inevitable too (making your disadvantage not unique), then shift your attention to the issue of *who* benefits, and why that is good or bad, or to *when* these consequences happen.

These tips will produce for some the adverse reaction that I'm advocating style over substance, preferring the sizzle over the steak. But creativity is not just style, and thought of appropriately it consists of far more than flashiness. Think open-mindedly and test your ideas at all states of the process, and let your best ideas emerge as you develop and refine your strategies. The practice of policy debate will be improved as a result.

(Dr. David M. Cheshier competed in NFL in Indiana and attended the 1978 and 1979 Nationals. He is currently Director of Debate at Georgia State University.)



(Shaw from Page 15)

its reliance upon clean and abundant resources. I do not believe the guide they have selected will accomplish that goal. It may actually be detrimental to their intended purpose. To wean the country from nonpreferable fuels, renewable power will have to compete economically, create a market demand indifferent to higher prices, or restructure a renewables mandate so that it hits the intended target. Any of those options are compatible with the national goal of a competitive marketplace and could garner the support of many in the gas industry.

(Rhod Shaw is executive director of the Natural Gas Power Group. This article originally appeared in Hart's Energy Markets, September 1997)

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Ed Finch, former NFL Coach who re-established the NFL chapter at Freeport High School is pictured with Lincoln Douglas interpreters George Buss (Lincoln), a Freeport native and teacher at Freeport Junior High and Richard Sokup (Douglas), an NFL debater who in 1956 won the Illinois



state debate championship under the guidance of NFL coach Ralph Enstrom. The men stand in front of the statue of Lincoln and Douglas who debated in Freeport where Douglas issued his famous Freeport Doctrine. In 1994 C-SPAN came to the city for a re-enactment of the Freeport debate. Mr. Buss and Mr. Sokup appeared at the 1991 Glenbrook National's Opening Assembly as Lincoln and Douglas.



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MARK TWAIN'S SPEECH CODES A RESPONSE TO LARRY SMITH

by James Talley

As a card-carrying apprentice debate curmudgeon (one must serve a minimum of 20 years with the activity to attain full title), I read with interest Larry Smith's "Curmudgeonly Thoughts on the State of Policy Debate" (*Rostrum*, January 1998). It just goes to show there are divisions even within the ranks of cranky traditionalists, as I found as much in Smith's article to disparage as to applaud.

Faulty Claims

As much sympathy I have for Smith's curmudgeonly views, his argumentation leaves much to be desired. Smith makes several claims, admittedly "from a strictly biased and personal position" that don't really hold water, despite their appeal to our intuitive leanings. Much of what he writes seems true in pessimistic moments, but hopefully the debate community has the courage to put aside bleak moods and analyze these claims more objectively.

Smith falls into a common error in his opening line: "The overarching assumption regarding competitive debate ought to be that the activity is an educational one." Further, he backhandedly defines "educational" as having "as its end result some applicable knowledge or skills...teaching [students] the methods and skills required in real life decision making...a training ground for future leaders."

The problem here is that Smith foists his view of "education" on the entire community, when the culprits he cites as responsible for debate's demise (university debaters, institutes, games theory, theory *in toto*, et al) simply view the term differently.

Ask any debater fond of critiques and topicality run in the way Smith decries, and you'll hear an earful of how "educational" these practices can be. They expose the debater to philosophical and moral reasoning, one hears. They instruct the debater in precise language use and rigorous logic. They constitute an introduction to semantics. All cutting edge at the university level.

What's more, can we really draw a line in the sand and say that policymakers, educators and attorneys in the "real world" never focus on language use and appropriate speech? The Claremont Institute for the Study of Political Theory and Statesmanship (whose mission is to promote leader-

ship and clear political reasoning) certainly thinks deconstructionism is worth attention. Quite simply, if we could definitively nail down the meaning of "educational", all would be calm and bright in debate-land.

Next, Smith blames games theory for debate's demise, offering as proof an alleged decrease in the number of programs nationally. Whether the activity is losing popularity, I cannot say, but it is a bit hasty to generalize and point to university-inspired game-playing as the sole cause. Lack of local funds for co- and extra-curricular activities may be responsible. Wild antics of a squad may prompt cutbacks. Lack of available coaches could signal the death of a program. Simply, it's not that simple.

Smith also writes "this public perception of the activity [by professional critics] is not what the forensic educational community would like to broadcast." He's referring, of course, to the shock and horror of lawyers and teachers who consent to judge debate only to encounter delivery speeds in the hundreds of words-per-minutes, jargon to intimidate a physicist and arguments culled from Adorno and Foucault.

While this phenomenon is real, it implies that an improved "educational" debate would pander to the assumptions and preferences of whomever happens to be in the judging pool, lest debate be proven to have sinned and fallen short of the glory of its roots. Public perception is not an adequate measure for gauging the health of the activity. Debate trains its judges as well as its debaters inevitably.

Smith cites as his specific, and usual, suspect in the crime the university summer institute. It is here, he claims that the seeds of games approaches take root, only to flower back home in competition. The weeds so grown naturally strangle rigorous, presumably stock-issues/policymaking paradigmatic considerations, resulting in debate that is increasingly untethered from anything tangible or sober.

The problem with this view is that it closes the investigation before finding the real culprits. Institutes do not spring spontaneously from test tubes. They meet a demand. Somewhere along the line, a student must decide to attend an institute, and a parent and a coach must give sanction at

some level.

This is the same tired complaint we see leveled at evidence handbooks: if you think they promote bad debate, don't buy them. "Ah, but we must keep up with the kids at Jones HS, and they use handbooks. If we want to compete, we need to accept handbooks as a necessary evil." Untrue. If curmudgeonism is a call for a return to the virtues of debate's distant past, then some measure of moral responsibility is implied. Scapegoating college instruction is easy. What's not so simple is refraining from participating in that instruction even at the cost of more losses on the circuit.

Among other Smith overstatements, I find the assertion that "no judge should ever decide a debate round on the basis of who did or did not use 'offensive' language choices." What of the decidedly traditional prohibition on *abusive ad hominem*? Or a team screaming racial epithets at its opponents in lieu of debating the issues? I know few debate "educators" who would fail to give such a team a punishment loss there and then, and rightly so, I feel.

Smith also declares critiques to be "nothing more than an attempt to avoid the real issues in policy debate." I think of Kansas governor Bill Graves' opposition to a proposed "English as official state language" proposal, on the grounds that it was subtly and inherently racist. Are official English statutes something other than "real issues" in "real-world" policy debates? Is Republican Graves a PCer in GOP clothing? Is he not a "real" policymaker?

Smith also asks us to "imagine any legislative body...having to consider whether or not implementing the policy would lead to environmental collapse." Okay, let's do so (I suspect the Sierra Club would jump for joy at the prospect). The climate summit comes to mind. Or perhaps, "slippery slope" is the mindless argument. Yet we find it in scholarly, legislative, judicial and theological debates on assisted suicide and abortion.

On the Other Hand

That said, I have to confess that I find much of merit in Smith's article, though I think, overall, he succumbs to a conservative failing: viewing a world defiled and opting for simplistic and ultimately counterpro-

ductive cures suggested by hasty and superficial analyses of the problems. Nostalgia, sadly, just ain't what it used to be.

Here I, too, enter into op-ed mode. My only defense is that our clamoring for definitive proof within a debate round is not so productive or easy when discussing the fate of the activity overall, necessitating some speculation sooner or later. I second five trends Smith denounces: Questionable Appropriateness of Critiques, Debasement of Topicality Argumentation, the Impoverishment of the Case Side Debate, Idiocy of Disadvantages, and a General Demise of Critical Thinking in Competition.

Questionable Appropriateness of Critiques

I admit, I hold to the view that a team can have my ballot on a critique when they pry it from my cold, dead fingers. Critiques are interesting academically, provocative intellectually, but of dubious value to students ages 14-18. If Smith's article contains some hasty generalizations, critique debates appear to have poured the mold for that error. I shudder to imagine veteran philosophy and semantic PhDs claiming a firm grasp on the many authorities cited in critique wards, let alone students who, in their down time, must concern themselves with Retin-A and driver's ed. Forgive me; that was terribly ageist.

More seriously, what concerns me about critiques goes to the root of the university-institute problem overall, namely, that the rate of turnover from college to high school is accelerating. Call it theoretical future shock. University programs and educators revel in the cutting edge, appropriately so, pushing it ever further towards the horizon. My sense is that the connection between high school and college has always existed, but that what was once a trickle-down of ideas and practices has now become a rushing torrent. Something called "plan-plan" makes an appearance on the CEDA listserv, then suddenly springs fully-formed from the mouth of an eleventh-grader the following weekend in competition.

The fact is, *nobody* can assimilate cutting edge theory, much less evaluate its nuances and implications on the many elements of high school debate's "mission statement," in so short a time. To an extent, the analogy to the atom bomb seems appropriate: we develop a new rhetorical technology before we understand its moral (educational) ramifications. Our science moves faster than our conscience.

Lest college critics protest, I've lost

count of similar comments from such judges after rounds: "They tried a gender kritik, but ended up just hurting themselves with it." What more can we expect from high school students, many of whom struggle for the entire first year to grasp basic stock-issues approaches? We seem to be teaching interdimensional travel before we've established that students can walk to the corner.

In sum, critiques are fascinating, arguably "real-world" despite Smith's objections, but too newfangled to welcome uncritically into the pedagogical fold of high school debate training. Let's see how these applications fare in an environment where they can be tested more rigorously. Let high school debate remain conservative, cautiously changing, rolling at glacier-speed if need be, until we have a better sense of what new rhetorical technologies portend so as to avoid "hurting ourselves" with these high-tech weapons.

Debasement of Topicality Argumentation

Smith's weapon against topicality is a shotgun, and some of his pellets strike pet aspects of the argument for me.

Structure seems anathema to Smith, though structured positions usually have better odds of covering all bases required by common sense and rigorous logic than slopped-together rants and whines. Simply put, "They're not topical; here's a definition" falls far short of what even curmudgeons should hope for than a position articulating and supporting a negative interpretation of the resolution and specific terms, definitional support for that interpretation, procedural reasoning highlighting the affirmative violation, and some impact statement bringing it all together.

Is it true that structure can mask ignorance, especially in topicality debates? Of course. Is this necessarily so? Of course not. Does arguing a finer nuance of a word damn a topicality argument as picayune and a "time suck"? I would argue not, and here I break ranks with curmudgeonly comrades.

The notion that a judge has an intuitive knowledge of the topic's parameters is a subtle call for intervention. A plan may look, sound and smell topical upon cursory examination, but curmudgeons champion something deeper than cursory glances. That deeper level of analysis can and should be provided by a scrutiny of the words, phrases and contexts of the resolution. If this means going down a maze of interpretations of the term "substantially," so be it. What it should *always* mean, however, is a sincere attempt to get to precision and rigor

in thinking about the round and each sides' burdens. This view would necessarily prohibit "time-suck T" run out only to be punted later in an obvious move. Topicality has a legitimate place in the pantheon of voting issues; insincere manipulation of the argument to distract the opposition and discourage clash is, in some way, sacrilegious.

A rule of thumb (as opposed to Smith's more curmudgeonly "rules," period): Evaluate the quality of any position on whether or not it encourages or discourages clash. If the debaters take even a picayune topicality issue seriously, devoting speech time, thought and evidence to its adjudication, we have clash and the application of critical intelligence. If the disads drop in importance as a result, we still have what the dictionary calls "debate."

None of which disputes Smith's attacks on prefab briefs penned by college debaters and sophistically read by students with little real grasp of the fundamentals and history of topicality argumentation itself. The danger here is the substitution of soundbytes and slogans for true advocacy and substance, and we already see too much of that in "real-world" politics for it to be of much value in academic debate.

The Impoverishment of the Case Side Debate

Smith is right when he notes that INs have effectively given up their traditional ghost to the siren song of weighty disads. There is much spurious reasoning to be found in this development, too much to address here.

As my arteries harden, I find that I abide by a simple judging philosophy: I vote for or against the first negative speaker. If he or she drops the ball on case-side, I can usually bank on the disads being too Jules Verne for sober consideration. If he or she actually mounts a respectable attack on traditional case-side issues--including procedurals, both topicality and prima facie demands--then my money is on the affirmative being so blindsided by these traditional (and thus forgotten) techniques as to completely fall apart.

The fact is, in too many quarters, the mere mention of inherency produces a stifled chuckle from judges. "Give me nuke war," they cry. "Show me dead bodies." Well, bully for them. None of which refutes the fact that inherency is a valid component of every judging philosophy I have ever encountered, the notable exceptions being game-playing and the extremely hypothetical (read "table-top fusion") *tabula rasa*.

What troubles me more of late is the reappearance of inherency, only much misunderstood. A national qualifying round I judged recently found the negative claiming that if I liked renewable energy, I should uphold the status quo, as it is transitioning to such fuels already. In other words, the topic is true, so vote against the advocates of the topic.

In contrast, in the same round, the affirmative claimed that, because negative had offered no proof of the present system extending Section 29 tax credits on methane reclamation from landfills (affirmative plan), inherency was a non-issue and firmly in the affirmative's camp. No, no, no, children. Inherency/uniqueness is a question of the harms/benefits alleged by the case. If the status quo is ameliorating the harms or achieving the advantages, *using whatever policy it wants*, those harms/benefits are not inherent/unique. Negative need not prove that the status quo is adopting the plan as we speak. Such seems to be the intellectual fruit of a long vacation from inherency argumentation.

Likewise, traditional case-structure analysis is more or less a dodo at a time when older case structures are being returning to limited vogue. At qualifiers, I judged a straight-up need-plan case and a textbook criteria case. Yet no questions about the subtleties of these different organizing logics emerged. For example, "What do you have to do to justify the resolution: prove that plan better meets criteria or win other substantive issues?: was never heard. Absent that clarification, affirmative could have claimed victory because renewables were more environmentally benign, despite solid disads proving plan would cause, say, six million human deaths: Save the plankton by nuking the world.

Idiocy of Disadvantages

I've nearly given up listening to disadvantages. My ideal would be to see one with a clear link to plan, solid internal links cards that met their taglines, clear thresholds or proof of linear trade-offs, weighty impacts, and at least one author supporting the entire predicted chain of events--all according to a somewhat plausible scenario and all presented by a debater who seemed to understand how the world works.

What I hear instead falls into three categories: one-card disads, eight-minute disads stretch PlasticMan's imagination, or some hybrid thereof. When a disadvantage approaches "real-world" resemblance, it usually has to do with economic policy, and

the resulting narrative by the 2N proves beyond doubt that more Americans recognize the name Tiger Woods over Alan Greenspan. Intrinsicness flies out the window, as policy actors, even whole nations, are depicted as mindless drones with only binary options for action. I recently heard an almost adequate disad impacting to a few hundred thousand people thrown out of work. Apparently the speaker does not read the business news. That many folks get downsized annually in the United States.

Now, in our rush to use something approximating a comparative-advantage structure on affirmative, we have seen cases metamorphose into disads against the status quo--lacking all the sense and solidity formerly associated with negative disadvantages. Used to be, an affirmative had to have its ducks in a row on inherency, and uniqueness on disads was a major research and thinking effort. Now, the world hangs by a thread on both sides of the resolution, and green judges must surely leave rounds afraid to twitch lest they bring down the sky around them. When we let affirmative run disads against the status quo, we hoped to find solid causal reasoning, hopefully bleeding into the consciousness of negatives, prompting them to reform their positions. It worked in reverse: sloppy disads from the 2N infected comparative-advantage, and now we have sloppy disads against the present system. The best laid plans....

My disgust has peaked at the point where I have advocated a theory of negative prima facie for all stock issue positions, but particularly for the disad and the topicality argument. What's good for the goose: if negative has the ability to dismiss an inadequate affirmative with a procedural objection, let affirmatives wipe away sloppily conceived and constructed disads in like fashion.

General Demise of Critical Thinking in Competition

All of the above combines into a kind of depressing Sargasso sea of pseudo-argument where the game is really more about parroting opponents than strategically opposing them.

See a fairly traditional affirmative with a smattering of knowledge about topical counterplans. See them hit with one of these beasts in a final round. See them hop on the Mach 12 bandwagon, taking as axiomatic all the theoretical assumptions necessary to allow a topical counterplan into the round. The hapless affirmative has fallen into the trap laid, leaping straight for the

evidence boxes and the Chloraseptic instead of pausing a few beats to really think about the rigor of the attack.

I'm finding more and more of these cutting edge practices quite vulnerable to responses found in the 1977 edition of Prentice and Hensley's *Mastering Competitive Debate*, not to mention even older texts. It is one thing to stand on the shoulders of giants. It's another to arrogantly bury those giants under a ton of trendiness and imagine that we stand higher today than they did in the olden days.

In our haste to run out time-suck topicality, we forget that some still believe--and can defend--the notion that topicality is a prima facie consideration, not a press for newer and better cards showing how plan meshes with topic. Even I grant that counterplans are legitimate, but I still cling to a view of resolutorial justification via induction, which raises a few obstacles for topical counterplans. (I like counterplans in theory. I've just never heard a good one). Even good old incrementalism needs re-teaching, given the shoddy understanding of civics and economics and international relations I'm seeing in rounds today.

Or history: what better ground for uniqueness arguments can be found? Uniqueness isn't just a question of whether or not a similar program in the status quo *also* threatens nuclear annihilation. It's also a search for past examples showing where the alleged doomsday scenario *did not occur*. Believe it or not, I find such basic amnesia common, especially in rounds where counterplans are run "to provide uniqueness for the disads." Oh, I could go on: the idea that inherency and disadvantages can never appear in the same negative position or philosophy, the snubbing of debate history implied in "no impact anyway, since they never told you topicality's a voter", *et cetera ad nauseum*.

What Can't Be Done

Nausea is not conducive to reform, however. Neither are additional regulations on the activity--Smith's proposed solutions. Among his new rules.

1. Require institutes to restrict their curricula to "traditional rhetorical theory." (By what decree? By whose authority? Definition of "traditional"?)

2. Ban decision rules. (Rather like a PC hate-speech code advocated by Mark Twain. Say "D-rule" and automatically lose. Sounds strangely like a judge deciding the round on the basis of "offensive" language choices.)

3. Base topicality challenges on phrases rather than individual words. (Thus denying negative a change to object when affirmatives substantially changed United States foreign policy towards Zimbabwe rather than China a few years back.)

4. Go back to 4x6 "cards" instead of briefs/blocks or limit teams to two tubs. (I have a warm place in my heart for all my old cards--back when "cards" meant CARDS. But shall we examine files for evidence that gets pasted front and back? Can't we shrink the font and squeeze a short brief onto a 4x6. What shall be the approved physical dimensions of the permissible two tubs? Shall these measurements round up or down, be in metric or standard?)

5. Extend first rebuttals; limit last rebuttals to summary only; and remove the negative block. (Remove the only structured negative strategic counterweight to affirmative's first- and last-word privilege? To their ability to frame the debate by choice of plan and case? And how shall we define "summary"? Perhaps a list of *verboden* non-summarizing words? See above on Twain and hate-speech.)

6. Require negative to argue inherency and significance or announce the grant. (Under penalty of? Pro forma at best, no real motive to change the emphasis on plan-side deification, just to admit up front the imbalance.)

7. Prohibit debater questions regarding critics' paradigms. (I must check the Curmudgeonly Constitution. I swear that "adaptation" was in the preamble.)

8. Allow judges cite personal knowledge (unargued in the round) as a valid reason to allow/disallow positions. (Please mark the border between "beliefs" and "knowledge" in yellow highlighter.)

Perhaps Smith was being sarcastic. It's tricky to gauge, coming from a fellow curmudgeon. It is also quite possible that some tournament directors who share Smith's views, his disgust, and his simplistic scapegoating, will actually implement these "rules" at individual meets. Some may even view Smith's article as a call for a breakaway league, one based on the delusion that one can presciently legislate away every conceivable form of naughtiness. Unfortunately, entropy is a natural phenomenon (as are laziness, ethical slips, and win-at-all-cost mentalities), one that can't be bottled up any more than one can capture a river in a Ziplok baggie.

What Must Be Done

Rather than help more rules and regs

on what is, at base, a marketplace of ideas, why not practice what we preach? We claim that debate and discourse are saving graces of society and the individual. Put them to use.

Instead of blaming "college people," camps and handbooks for what our own students do each weekend (except it's never *our* kids, always someone else's), we need to focus on a reasonable approach to solutions. Dialogue with local college debate programs. Express your concerns that your students are not yet prepared for the sultry siren songs of listserv ruminations; they need to master the basics first. College instructors will understand, so long as they are not pilloried as marauders of high school debate integrity. Brainstorm for ways to control the flow of ideas from institutes and friendly CEDA/NDT advisors.

Reassert coach authority as a filter. Smith advocates this policy with regard to institutes: he annually "de-programs" his students on their return from camps. "De-brief" may be more polite phraseology, but we all know of which he speaks.

Don't send students to camps until you've thoroughly researched the philosophical approach, the backgrounds of the staff. Make the camps provide such information for you if they want your money, and insist they stand by their claims. (Picture a state attorney general filing a class action, truth-in-advertising fraud case against an institute for accepting Rebecca of Stock-Issue Farm and churning out a raging Greek Sophist. Do we really want to descend that far?)

Quit whining about handbooks. Either buy them carefully or refuse to do so entirely, then reap what you sow either educationally or competitively. If you buy, buy wisely, despite the dearth of reliable comparative consumer information about them. There seems little else that can be done.

And remember the most important lesson any educator can ever reach. A law no one sees as legitimate will be broken as soon as the watchers look away. You cannot be in every one of your students' rounds. If you have not shared your vision of what debate is, was, should be, and can be again--inspiring them, persuading them of the attractiveness of that ideal--you have little grounds to expect them to advance that vision in competition. Goethe wrote: "Let every man sweep in front of his own door, and the whole world will be clean."

Oh, rats, "Man" and "his." Sigh. Bring on the gender critique.

"James Talley (JTalley4n6@aol.com) won the NFL Most Outstanding Senator Award in 1988 in student congress. A former high school policy debater, he also competed for Fort Hays State University in CEDA. The former lead instructor of the Florida Forensic Institute's Student Congress Laboratory, Mr. Talley is an opinion columnist for The Salina Journal, Salina, KS, and editor-in-chief of the Hutchinson Research Association")

DEBATE COACH/ SPEECH INSTRUCTOR WANTED:

Desert Vista High School, a brand new state-of-the-art public high school in the beautiful desert foothills of Phoenix, Arizona is looking for someone who can coach both policy and Lincoln/Douglas Debate and teach an advanced placement speech course (24 credits in upper division coursework in Speech Communication required). The successful applicant will fulfill a full time teaching assignment in English, Social Studies, or other academic field (Arizona Certification Required). The position will be available in the fall of 1998, and interviews will begin immediately. For information contact Linda Reyes at 602-706-7900 or send resume and transcripts to: Dr. Joe McDonald, Principal, Desert Vista High School, 16440 S. 32nd Street, Phoenix, Arizona 85044.

The National Forensic Consortium presents the

California National Forensic Institute

Policy and LD programs: June 13 - June 27, 1997

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 Jon Sharp of West Georgia College and Ryan Mills of CPS and director of the California Invitational, the nation's largest speech and debate tournament.

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 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. All policy and LD materials are included in the program cost, with no additional fees charged for evidence distributed by the camp. 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.

- The mentors program returns to the CNFI and will insure a variety of top quality debaters will be in attendance. This program will be co-ordinated by Jon Sharp and Ryan Mills.

Last year's policy and LD debate staff, most of whom are returning, and additions for this year include:

JON SHARP, WEST GEORGIA CHERYL BURDETTE, VESTAVIA RACHEL CHANIN, STANFORD

MATT FRASER, STANFORD RYAN MILLS, CPS ROBERT THOMAS, EMORY

JOANNA BURDETTE, EMORY JUDY BUTLER, EMORY DAVE ARNETT, KENTUCKY

ALLISON GROVES, REED COLLEGE (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 \$1,185. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$610. One-week programs are also available, for an approximate cost of \$625. 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

www.educationunlimited.com



California National Forensic Institute

LD program: June 13 - 27

THE STRENGTH OF ANY DEBATE CAMP LIES IN THE STRENGTH OF ITS STAFF. AND TO BE GREAT, A DEBATE CAMP STAFF NEEDS TO BE SUPERBLY QUALIFIED, AND ENTHUSIASTIC ENOUGH ABOUT TEACHING TO BE FULLY INVOLVED IN EVERY STEP OF EACH STUDENTS LEARNING EXPERIENCE. STUDENTS WHO HAVE WORKED WITH THE CNFI LD STAFF ARE THE ONES MOST ABLE TO GIVE AN UNBIASED ASSESSMENT OF THESE GREAT EDUCATORS:

"I strongly recommend this camp to other students because it helps you not only with basic technique, but also teaches extremely advanced varsity level philosophy and strategic tactics. I loved all of the lectures, particularly the ones on philosophy and logic. And the student to staff ratio was great!"

Munish Puri, previous CNFI camp participant

"The lectures were very informative, and I especially liked the detailed philosophy discussions. I would recommend this camp to kids from anywhere because even though I come from a very different part of the country, I found the camp to be very good. I also felt that the emphasis on research was just right."

Chrissy Stear, previous CNFI camp participant

"The CNFI staff was easy to approach, and really friendly. The stop and go critiques of debates were very helpful, and I liked the intensity level of the camp because it really kept me on my toes. I would recommend this camp to others not only because you learn a lot, but also because of the comfortable environment."

Amber Veldkamp, previous CNFI camp participant

INITIALLY CONFIRMED FACULTY FOR 1998:

- **ALLISON GROVES OF REED COLLEGE WHO DEBATED AT APPLE VALLEY HIGH SCHOOL IN MINNESOTA. HER COMPETITIVE SUCCESS INCLUDED 1ST AT BRONX AND 1ST AT THE MBA ROUND-ROBIN TWO YEARS RUNNING.**
- **ADDITIONAL NATIONAL CALLIBER STAFF TO BE ADDED AND ANNOUNCED SHORTLY!**
- **OUR FACULTY SPECIALIZE IN TEACHING PHILOSOPHY AND INSTRUCTING STUDENTS OF ALL LEVELS IN THE ART OF LD DEBATE.**

PROSPECTUS and COSTS

Costs for the full resident program for LD, including tuition, housing, lunch and dinner on most days of the program, and most materials is approximately \$1,185. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$610. One-week programs are also available, for an approximate cost of \$625. 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
and on the web at: www.educationunlimited.com**



The National Forensic Consortium presents the

NATIONAL DEBATE INSTITUTE, D.C.

HELD AT THE UNIVERSITY OF MARYLAND, COLLEGE PARK, IN WASHINGTON, D.C.

CX (all programs): June 30 - July 18

LD: June 30 - July 13

The National Debate Institute, D.C. offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps. Students 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/collegiate level, and 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, and all evidence produced at the camp for policy debaters! 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 in the standard program 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.

- **INTENSIVE 30-ROUND POLICY DEBATE OPTION.** For students who feel they need a camp experience heavily weighted toward practice and technique instruction. Students in this special focus lab will spend a portion of each day learning theory, cutting originals, and putting together positions, and then will debate an average of two rounds a day (fully critiqued with reworks) for the duration of the camp. Look for an update on the outstanding staff for this special program in upcoming issues of the Rostrum!

- **EXPERIENCED PROGRAM DIRECTION.** The director is Ryan Mills, debate coach at College Prep and director at UC Berkeley, whose teams this year alone have cleared at many of the nation's best tournaments, including Berkeley, the Glenbrooks, Stanford, Loyola, and Redlands.

Costs (which includes housing, lunch and dinner throughout the program, and all program materials/briefs and evidence):

<u>Regular CX Program</u>	<u>30-round plus CX program</u>	<u>Two Week LD Program</u>
\$1,175 (rm, board, tuition)	\$1,435 (rm, board, tuition)	\$925 (rm, board, tuition)

An additional \$75 enrollment fee is required upon application.

For more information:

on the web at:

www.educationunlimited.com

NFC

1678 Shattuck Ave., #305
Berkeley, CA 94709



The National Forensic Consortium presents the

NATIONAL LD DEBATE INSTITUTE, D.C.

June 30 - July 13 at the University of Maryland, College Park

The National LD Debate Institute, D.C. offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps.

The program features include:

- **NATIONALLY RENOWNED FACULTY**
- **TARGETED LEARNING**
- **RIGOROUS CURRICULUM**
- **ACCELERATED LEARNING ENVIRONMENT**
- **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, and all topic preparation materials produced at the camp for LD debaters! Remember to compare complete costs when pricing other camps.

Initially confirmed staff members are:

Michael Major of the College Preparatory School of California, LD coach and College Prep program director

Ace Padian of Yale College, formerly a nationally successful high school Lincoln-Douglas competitor, round-robin participant, and national qualifier

Here are how NFC students who worked with our staff last year felt about their experience:

"[my instructor] was dedicated, listens to students, is very patient, and makes lab fun. She was very supportive and I learned a lot from her in terms of real world experience. I learned more in 2 weeks than I thought possible."

Natalie Huddleston, previous NFC participant

"[the staff] has an excellent knowledge of philosophy, and of debate. They were very friendly, and I was very satisfied with my experience. The learning experience was incredible."

Jack Fitzgerald, previous NFC participant

"My satisfaction with [my instructor] was great. He gave great critiques, was friendly, and he was always willing to help me with debate."

Danny Schoenfel, previous NFC participant

Costs (which includes housing, lunch and dinner throughout the program, and all program materials/briefs and evidence):

Two Week LD Program

\$925 (rm, board, tuition)

An additional \$75 enrollment fee is required upon application.

For more
information
contact:

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

on the web at: www.educationunlimited.com



Austin National Debate Institute

CX Main Session: July 2 - July 18

LD Main Session: July 2 - July 15

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 accomodate students at the beginning and advanced levels, with separate labs and primary instructors for beginners. All essential camp evidence and materials, including over a thousand pages of briefs produced at the camp by policy debate students, are included absolutely free of additional charges. Policy students will graduate prepared to tackle the 1998 policy topic, while the 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 top 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

SAMPLE CX SCHEDULE

8-9:00 AM	Breakfast
9-10:30 AM	Topic Lecture
10:30-Noon	Aff Case Construction
Noon-1:00 PM	Lunch
1:00-2:30 PM	Library work
2:30-3:30 PM	Theory seminar
3:30-5:00 PM	Library work
5:00-6:30 PM	Dinner
6:30-8:30 PM	Lab session
8:30 PM	Commuter checkout
8:30-11:00 PM	Topic preparation
11:00-12:00 AM	Recreation & relaxation
Midnight	Lights out

SAMPLE LDSCHEDULE

Breakfast
Value Analysis Practicum
Seminars on Strategizing
Lunch
Class on using evidence
Practice debate w/critique
Neg case preparation
Dinner
Delivery drills
Commuter checkout
Aff case work session
Recreation & relaxation
Lights out



Fees : \$895 for CX,
\$725 for LD,
\$495 one-week
plus \$75 application fee.
For info contact: NFC
1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800

Austin National LD Debate Institute

Regular LD Session: July 2-15

One-Week LD Session: July 2-9

The Austin National LD Institute offers a national-caliber program with great instructors at a cost comparable to local camps. The camp has a variety of outstanding features, and has a history of preparing students for all levels of competition: local, regional, and national circuit.

The initially confirmed staff for the 1998 program are:

Adam Lauridson of Harvard University (formerly Bellarmine College Prep) and Allison Groves of Reed College (formerly of Apple Valley High School in Minnesota). Her competitive success included 1st at Bronx and 1st at the MBA round-robin two years running. Both of these instructors specialize in teaching philosophy and instructing students of all levels in the art of LD debate.

And here are what some previous ANDI LD camp participants thought:

"I would recommend this camp to other students because it was tons of fun and I learned a lot. The work was hard, but the intensity was high, but wasn't overwhelming... The staff did a good job explaining things and made it easy to ask questions. The quality of instruction, level of intensity, and student to staff ratio were all a '10'..."

Alison Campbell, previous program participant

"I learned a lot and feel I've improved tremendously. I liked the emphasis on research... I felt the best features of this camp were the friendliness of the staff, their dedication to our intellectual and spiritual growth, and the free bumper stickers! The level of preparation of my lab leaders, their knowledge and skill level, and their commitment to providing a quality experience were all 10 out of 10..."

Will Orloff, previous program participant

"I would recommend this camp to others because it definitely helped my skills. This camp expanded my knowledge of philosophy, and there were lots of practice debates. I had a high level of satisfaction with my instructors..."

J.R. Holland, previous program participant

"I will recommend this camp to others because it is a good learning atmosphere, with diverse instructors who try to make debate an exciting experience. The intensity was high, but I'm glad we did so much work because I learned a lot."

Haady Taslin, previous program participant

"I would recommend this camp because it's affordable with the same qualities as more expensive camps. I really enjoyed the counselors. ...the instructors were experienced, but were also people that students could relate to..."

Viviana Gonzalez, previous program participant

For a brochure contact:
1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800

NFC ANDI LD Camp Fees :
\$495 for the one-week, or
\$725 for the full program,
plus a \$75 application fee.

Listed fees include tuition, room and a full board package.



MOCK TRIAL PART VI DIRECTS TO DIE FOR

by M. Donna Ross

Well, the opponent might not die. But with good questions you can give him heartburn with the first direct, a big headache with the second, and a backbreaker with the third.

Direct examination is the time to make things clear. In directs, the witnesses star—they do the talking because they're the ones who know stuff. Attorneys are supposed to draw out the story by focusing everyone on the questions that the ordinary person would like to know the answers to. The order of the questions has to be so straight and easy to grasp that even Homer Simpson could follow it.

Unless the witness is hostile (which should not happen in mock trial), the attorney's job is to make his side's witnesses look intelligent, responsible, worthy of respect; and above all --TRUTHFUL. The attorney is supposed to let the facts speak for themselves. That's why attempts to "sell" those facts by using emotive words or by making speeches during a witness's testimony are no-no's. Your goal is to write flawless questions that cannot draw objections. You do not want to invite objections because they cost in three very important ways:

1. You look stupid. Even when the opposition doesn't object, you look as though you don't know how to ask proper questions.
2. You lose continuity. Every objection, even when it is not sustained, derails the train of thought in the story sequence you were trying to give your listeners. This means backtracking and wasting time.
3. You lose steam. You lose your own concentration and momentum with every interruption.

The most common flaw in student questions for direct is that they lead—put words into the witness's mouth. Let's think about why leading is wrong. The lawyers were not parties to the crime, and they didn't personally see what went on. They don't know the facts except through what others tell them. Sensible and fair juries or evaluators want to hear the facts for themselves from the witness's own mouth as he answers

questions asked by both counselors—not from an attorney who is supposed to be helping one side beat the other.

Leading also makes you look stupid and lazy since you haven't taken the time or thought to craft proper questions.

If you absolutely cannot think of a way to avoid leading without sounding idiotic, you can fall back upon, "If any." For example, "What knowledge do you have, if any, of the events leading to the death of L. Pangborn?" Still, leading is not the thing to do.

These are the things to do. You have already analyzed your witness's testimony and the stipulated facts. Both sides have agreed to the stipulated facts and cannot deny them. Still, the jury does not know them. Any key stipulations that don't fit in direct or cross will have to go in the opening and/or closing.

You have already decided how each witness's testimony fits into your whole plan. Ideally, every direct examination will have 4 parts.

The first part is letting the witness tell who he is and how he came to know what he knows. (This background information is the witness foundation. It includes name, address, occupation and any other items that would allow the jury to understand the witness. For expert witnesses, also include field of expertise and length of experience in it, education, publications, awards and honors and any other pertinent points which would make the witness look like the world's leading authority. Expert witnesses are the only witnesses allowed to GIVE OPINIONS. Of course, they can only give opinions in the areas in which you have shown them to hold expertise. Their job is to fill in gaps in the jury's knowledge.)

If your own witness's testimony poses a SERIOUS threat to your case, (such as being a co-criminal who is turning state's evidence to get a reduced sentence), bring it up right away and deal with it in a forthright manner. Don't let the other side beat you to it. Use some judgement, though. Minor points are often best handled by waiting for your opponent's cross. What-

ever you talk about in the beginning is going to look important--so be careful what you put first. Deal with a sticky point up front only if it is big and unavoidable.

Next come the three lines of questioning that lead to the specific points you want to prove. 3 points is an ideal number because as Texas attorney James L. Branton noted, "Reducing a case to two or three key pivotal issues gives a jury an anchor or framework."

Remember, the prosecution needs to make sure that it offers enough evidence *for every single item needed to meet its burden of proof*. That may be more than three. If it is, try to group into three issues. The Defense must fully counter at least one, preferably all, of the key points in the indictment. (By the way, *indictment* is pronounced in-DITE-ment and rhymes with ex-CITE-ment.)

To illustrate, as defense, you know that you will have to offer an answer to the motive question. So you prepare a sequence of questions as in the upcoming example.

Imagine that the prosecution tried to show the motive of greed in a murder case. The opposition offered evidence that the defendant took out a very large policy on the life of his companion just 3 days before his pal had a fatal accident. We'll call this "The Grim Case of Loafer the Gopher."

In preparing questions for direct, think MOR--Middle of the Road. Questions that are too specific are no good because they lead. For example, "Did you buy the policy on your gopher Loafer because you wanted to create a memorial to a beloved pet upon his death?"

Questions that are too broad are no good because they are not even questions—at least not the ones we want answers to. For example, "What can you tell us about Loafer?" Such questions are objectionable because they, "Call for a narrative" from the witness. They're bad because they make no sense to the jury and don't seem relevant to anything at all.

So, find a middle ground. Ask neutral questions broken into sequences that anyone with a frontal lobe can follow.

Q - "Who is Loafer?"

A - (He was my pet gopher.)

Q - "What was your relationship with Loafer?"

A - (Loafer was special. He was my best friend.)

Q - Would you explain what you mean by saying, "Loafer was special"?

A - (Loafer would bring in the newspaper every evening and read it to me. I'm blind, you know. Loafer was a seeing-eye gopher. He was more than a pet. We took care of each other.)

Q - "Would you give an example of your taking care of Loafer?"

A - (Well, I fed and clothed him. I tied his little shoes. I saw that he got exercise--the little chap hated doing chin-ups. I even took out a life insurance policy on him.)

Q - "And why did you take out that policy, Miss Pangborn?"

A - (So that I could build a memorial to him when he died. Gophers don't have long life spans, after all. I wanted to show him the policy and surprise him with a short bier as a birthday present.)

Q - "When did you take out the policy on Loafer?"

A - (July 14th, just three days before the furry fellow died.)

Q - "Who is the beneficiary of that policy?"

A - (I am.)

Q - "What insurance company issued that policy?"

A - (The Cataqua Casualty Company, small rodent division.)

Q - "What was the amount of the policy?"

A - (1 point 2 million dollars, and 20 pounds of chipmunk feed.)

Q - "Why did you take out such a very large policy?"

A - (Loafer loved grand funerals. He wanted me to recreate the funeral of Rat-olf Valentino. Of course, that would be very expensive.)

Q - "Has the insurance company paid you on the policy?"

A - (No, they say that I had not owned the policy long enough to collect. The policy wouldn't have been in force for another 27 days.)

Q - "Were you aware at the time that you bought that policy that it would not pay off if Loafer died before a full 30 days had passed?"

A - (Yes, Mr. Lovamole who sold me the policy explained all that very thor-

oughly.)

Q - "Where did that discussion with Mr. Lovamole take place?"

A - (He came to my home. We talked in the vestibule.)

Q - "When was that?"

A - (That was in June--about two weeks before I took out the policy on Loafer.)

Q - "What was the purpose of Mr. Lovamole's visit?"

A - (To talk about a life insurance policy on Loafer.)

Q - "Who suggested that you meet with Mr. Lovamole to discuss a pet policy on Loafer?"

A - (He did--Mr. Lovamole called me. After all, he's a salesman.)

That takes us to the end of this series of questions on motive. Save emotional impact for the last seconds of the direct and refer back, preferably in that witness's own words, to earlier testimony. For example:

Q - "Miss Pangborn, earlier you said that Loafer was your 'Best Friend'. Would you please tell us how the death of your best friend has affected you."

A - (I'm lost without Loafer. I have no one to drive me to the Guggenheim. No one chuckles with me over the stock market quotes in the *Wall Street Journal*. I'm so depressed that I just leave the television off altogether since I can't share it any more with my little couch potato. Just picking up the remote control makes my nose twitch. I burst out crying if I hear an ad for the movie *Groundhog Day*. I miss Loafer more than I can say.)

Q - "Miss Pangborn, did you kill Loafer?"

A - (Of course not. I never harmed a single tuft on his furry little head. No one who knew how close we were could even ask such a question. I loved Loafer.)

So, OK, the answers are silly--but the questions are typical of directs. They are neutral and non-leading. (Though they may be objectionable on other grounds.) They have an easy-to-follow sequence. They include follow-up questions that show the attorney is listening since they use the phrases of the witness to create new questions in a DIALOGUE with the witness doing most of the talking.

Remember that every question needs a foundation--a basis for understanding so that the evaluators can mentally file it where it belongs. You will see lots of puzzled ex-

pressions if your questions lack foundations.)

You will notice that I have sneakily used all the 5 W's that journalists use (WHO, WHAT, WHEN, WHERE, and WHY) as well as HOW. In an actual trial, many questions are not really questions but requests. For example:

Could you tell the court. . .

Please describe. . .

Would you please explain. . .

Further you might ask the witness to give an example, to identify, to list, etc.

The following 5 points came from a presentation by six attorneys to the Texas State Bar in October of 1990 called "Persuading the Jury from Voir Dire through Closing Argument: How People Receive Information." by Margaret Keys, et al. (The parentheses are mine.)

1. Attention spans are short. Think of yourself as the producer and director of a human drama. Have a clear theme; clear messages.

2. Jurors bring a set of stereotypes to the courtroom. (Use metaphors and illustrations from common life to gain understanding. For example, because the average person has pleasant experiences with pets, most people can relate in a happy way to comparisons or stories about pets.)

3. One picture is worth 1000 words. (Use any visual materials you are allowed.)

4. People learn through all senses. Use vivid and descriptive language. Use strong verbs.

Moral: Directs daunt dabblers, diletantes and dawdlers. Digressers deserve defeat; diligence deserves decisions. Dopers destroy doubt, drive down distrust, defy detractors and drill directs dead-on.

(Mary Donna Ross is the tournament manager of the 1998 Gateway Nationals in St. Louis. She formerly coached at Parkway Central (MO) HS.)



Stanford National Forensic Institute

CX Program: July 26 - August 14, 1998

LD / Events: August 1 -14, 1998

SUPERIOR PROGRAM:

The **Stanford National Forensic Institute** offers a unique national caliber program which features policy debate, LD debate, and NFL events. The policy program is 3 weeks, the IE and LD programs are 2 weeks. One of the finest faculties in the nation will teach students both fundamentals and advanced techniques in a rigorous, carefully structured environment that caters to the needs of forensics students at all levels. Policy debate students who have attended an institute of sufficient rigor earlier in the summer may apply for acceptance into the "swing lab," designed for students desiring a 5 week comprehensive program.

SUPERIOR FACULTY:

The faculty of the SNFI is among the finest ever assembled. The majority of primary faculty will be current and former high school and collegiate coaches of national repute. Initially confirmed faculty include:

Judy Butler, Georgia State
Robert Thomas, Emory
Jon Miller, Redlands
Alex Turkeltaub, Stanford
Rachel Chanin, Stanford
Dan Fitzmier, Emory
Michael Major, College Prep
Matt Spence, Stanford
Hedel Doshi, Vestavia
Sasha Peterson, CPS

Randy Lusky, El Cerrito
Matthew Fraser, Stanford
Ryan Mills, College Prep
Byrdie Renik, Columbia
Dave Arnett, Louisville
Bill McKinney, Vista
Adam Lauridson, Harvard
Allison Groves, Reed
Jessica Dean, Boston U
Kanan Sawyer, Washington

Hajir Ardibili, Kansas
Joanna Burdette, Emory
Abe Newman, Stanford
George Kouros, Emory
Jenny Brier, Rutgers
Jon Sharp, W. Georgia
Byron Arthur, Jesuit
Gay Brasher, Leland
A.C. Padian, Yale
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SUPERIOR SETTING:

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.

REASONABLE COST:

Policy Debate

\$1,575 resident plan
\$800 commuter plan

LD and Events

\$1,225 resident plan
\$645 commuter plan

Given the nature and quality of the 1998 program the cost is quite low. This program, both in faculty composition and in structure compares favorably with programs costing nearly twice as much. The SNFI maximizes program quality by spending funds on obtaining superior facilities and faculty. The resident plan includes housing for the duration of the program, 3 meals a day on most days of the program, tuition and all required materials. The commuter plan includes tuition and some materials. An additional \$75 application fee is required upon application to the SNFI.

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JULY 26 - AUGUST 14, 1998

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THE PROGRAM

Expertly Critiqued Debates. Swing Lab scholars will participate in a rigorous series of at least a dozen practice debates beginning on the second day of the camp, with an emphasis on stop-and-go and rebuttal rework debates.

Research, Evidence and Topic Inquiry. The Swing Lab program provides intensive instruction in research, argument construction, and advanced level technique. Students will gain expertise in the 1998-99 policy debate topic. The kernels of arguments which are produced by other institutes will be used as a starting point. These argumentative seeds will be used by program participants to construct entire detailed positions which will include second and third level extension blocks, modular topic arguments, and major theoretical positions with micro and macro analytical support blocks.

Advanced Theory. Swing Lab Scholars are assumed to have mastered the basics of debate theory. This foundation will be used to construct sophisticated and comprehensive positions. Scholars will be immersed in advanced theory through special seminars that offer unique and rival views on a variety of issues including fiat, competition, intrinsicness, permutations, justification, presumption, extra-topicality, the nature of policy topics, and many other issues from the cutting edge of current theoretical discourse.

THE PRIMARY FACULTY

Robert Thomas is a debate coach at Bainbridge Island in Washington, and a former NDT debater at Emory University. During his coaching career his teams have cleared to late elimination rounds at every major national tournament. While coaching at Woodward Academy his teams won the Harvard, Glenbrook and Pace Round Robin tournaments. During his last year of NDT debate he cleared at every tournament that he attended. Mr. Thomas is one of the NFC Directors and has been teaching at summer debate institutes for over a decade, with nearly 40 individual camp sessions of teaching experience.

Jon Sharp is a debate coach at West Georgia College, and was an NDT debater at Emory University. In his senior year of debating he won the Harvard and West Georgia tournaments, and the Dartmouth round-robin. He and his partner were ranked #3 in the nation going into the 1994 National Debate Tournament. He was top speaker at the Pittsburgh, Louisville, and Heart of America tournaments, and in his senior year cleared to late elimination rounds at both the NDT policy debate national championships and CEDA debate nationals. This will mark his ninth year of teaching summer debate institutes.

APPLICATION AND ENROLLMENT

Students desiring to attend the Swing Lab Scholars Program will be admitted on an application-only basis, and are required to attend at least one rigorous debate institute prior to attendance at the SNFL. All NFC camps qualify; other camps will be considered. Complete and send in the NFC application form, and be sure to circle "Policy" and "Swing Lab" as indicated. Call (510) 548-4800 if you have specific questions about the program, or wish to obtain copies of the program application.

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Stanford National Lincoln-Douglas Debate Institute

Regular session: August 1-14

Swing lab session: August 14-21

Outstanding features of the 1998 institute:

1) **14 fully critiqued practice rounds:** most camps offer a practice tournament at the end of the camp which may offer only four rounds of total experience. At SNFI, your students will **not** be sent home with a pile of notes on philosophy and a stack of student researched evidence with minimal visible improvement in their debate skills. Your students will receive practice rounds built into the daily schedule. Their progress is monitored so that their development is assured!

2) **Incomparable staff:** The following staff members are **confirmed**:

Program Director: Michael J. Major, College Prep

Lab Instructors:

Hedel Doshi, Emory

Derek Smith, Harvard University

Allison Groves, Reed College

Byron Arthur, New Orleans

Kenneth LeFrance, New Orleans

Jessica Dean, Boston University

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Important Information

	Dates:	Cost:
Stanford LD Institute:	August 1-14, 1998	\$1,225
Commuter program:	August 1-14, 1998	\$645
Third week Option:	August 14-21, 1998	\$750

For additional information and applications contact the NFC at:

1678 Shattuck Ave., Suite 305, Berkeley, Ca., 94709

(510) 548-4800 FAX: (510) 548-0212

or on the web at: www.educationunlimited.com

Stanford National Forensic Institute

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- Loan Pham, 1996 SNFI Individual Events camp participant

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An additional application fee of \$75 is required

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SOCRATIC TECHNIQUES IN DEBATE EDUCATION

by Eric L. Krug and David Rhaesa

Even experienced debate educators seem to find out year after year that there is more to learn about the process of teaching debate. With each crop of debaters we are faced with completely different obstacles to successfully teaching the practices of argumentation. One tool, employed in much of the academic community, designed to teach students in a variety of disciplines is the Socratic method. It appears that the possibility of employing the Socratic technique in debate education may be a fruitful avenue for instructors to consider. The process of Socrates' approach forces student debaters to learn the practices of advocacy, clash, refutation and extension which are critical to advancing in the learning process. The main difficulty with such an approach is time. Socrates was not burdened with an extensive debate travel schedule nor with the research requirements of life in the information age. Additional time constraints require us to allow our students to balance debate education with their other personal and academic pursuits. WE need not be reminded the penalty Socrates received for ignoring such issues. Assuming that most of us distaste the prospect of hemlock we cannot afford to teach every aspect of debate to our students Socratically. The solution, it seems, is to instruct our students in the Socratic method and employ the technique to force them to use it in their debate preparations. Such an approach is empowering to the students -- teaching them to undertake intrapersonal and interpersonal Socratic dialogues. We believe that such an approach can most effectively incorporate Socratic technique into debate education. The rewards of such an approach in terms of tournament and educational success are not insubstantial. In this essay we will explore the application of the Socratic technique to teaching the theory and practice of debate. First, we will present a conceptual definition of instruction. And second, we will describe the strengths of teaching debate through the Socratic method.

A Conceptual Definition of the Socratic Technique

It is necessary to begin with an interpretation of what we mean by the Socratic technique. This is a key point, and one that could involve entire papers or panels among forensic educators. It appears in discuss-

ing the matter informally with our peers that most instructors claim to be familiar and competent in Socratic techniques of instruction. Ironically, when one pushes (Socratically) below the surface of such claims, most educators have incredibly disparate notions of what the Socratic technique is and how it is to be employed at all -- let alone how it might be fashioned in a competent way in the instruction of all aspects of debate. As a result, we feel that some definitional analysis of the Socratic technique is warranted before considering its application to the practices of argumentation.

It seems a bit silly to base any paradigm for educating through Socratic techniques from anything but the exemplar, Socrates himself. Surprisingly, it appears that many educators have a misconception in this regard. The method of Socratic inquiry is treated as any form of group discussion. The model *persona* is not the wit of Socrates, but the pompous character of John Houseman in the film *Paper Chase*. We believe that common sense dictates drawing our understanding of the Socratic technique from the character of Socrates himself.

A cursory survey of literature concerning Socratic rhetorical theory provides a clear description of the general steps in the Socratic process. Golden, Berquist, and Coleman (1983) explain the Socratic technique simply:

The sequence and rhetorical strategies that are used give dialectic its uniqueness and scientific thrust. Adhering to a chronological pattern, it begins with a definition of terms and proceeds through analysis and synthesis to an ultimate conclusion based on enlightened understanding. (p. 53)

As Golden, et al. (1983) express, the technique of Socratic dialogue is a particular form of educating *via* a unique chronological or sequential procedure of inquiry -- not any loose form of discussion. They highlight the four distinct steps of the Socratic technique:

The particular communication strategies also unfold in a sequential manner that utilizes

four steps. One of the participants initiates the discussion by phrasing one or more questions. Among the points considered here will be the defining of appropriate terms. This is followed by the presentation of a response that sets forth hypotheses which are developed through demonstration. As soon as these answers are introduced, the third step, comprised of refutation and cross-examination, takes place. The final phase hopefully will consist of a modification of the original position held by each participant. The desired end result is shared meaning and enlarged understanding. (p. 53).

Central to the process is the focus on reaching a definition of the terms in question. The type of definition involved is more than mere denotative understanding of a term. The understanding for which the definitional step is designed is a conceptual or philosophical definition of the term in question. For the purpose of argumentation the definition of the argument is more than merely a statement -- but a clear and distinct description of the precise position at a conceptual level.

The student is not expected to demonstrate a clear and distinct definition of the argumentative concept -- be it an understanding of theories concerning risk or which particular form of post-modernism is the basis for today's kritik of the affirmative. The definitional step of the method is a process of critical inquiry described as "adduction." Indeed, it is this initial stage of the process along with the final stage that provide the major difference between the Socratic technique and traditional lecture-based alternatives. Tredennick (1969) describes this induction process in his introduction to *The Last Days of Socrates*:

He [Socrates] set himself to accomplish his divine mission by systematic questioning, in the course of which he not only cleared up his opponent's minds muddle and misconception, but developed his own two important contributions to

logic, namely adduction (A better word for the Socratic method than "induction", which has a more technical meaning) and general definition. What he did was this. As soon as a term like Courage cropped up in the course of a conversation, he began by asking what it meant; and then, when the attempted answers proved to be unsatisfactory, proceeded to adduce various instances of courage, and show that, though different in detail, they have some common characteristic by which they are all recognizable as what they are; and this, expressed in words, is the definition. All this may seem obvious now, but it had never been made clear before; and it had a most important effect on both logic and metaphysics. It led, through the genius of Plato and Aristotle, to the discovery and distinction of such concepts as quality, substance, essence, attribute, matter and form, genus and species, and innumerable others. (p. 10)

The adduction process moves the definitional level from the conventional analysis of the practitioner or artist to the conceptual level of the philosopher. It is achieved through the accepted pattern of questioning for clarification from examples, and synthesizing or adducing a definition at a higher level of abstraction than the examples considered.

Several qualifiers may be important in considering the unique character of Socrates as an educator. These characteristics appear fundamental to his technique, yet are often ignored by instructors claiming to employ the Socratic method. First, while Socrates was uniquely gifted in intellect, he learned that his true gift was his recognition of ignorance. Many approaching the Socratic technique with qualifications far less than a proclamation from the Oracle at Delphi fail to grasp the importance of this lesson about teaching from the character of Socrates. Unlike the traditional notion of instruction, Socrates' method helped the students learn how to think for themselves. The instructor establishes a hierarchy of power based on knowledge which undermines the ability of students to think critically for themselves. The Socratic tech-

nique, on the other hand, is an empowering method where students gain their own insights from the Dialogue. Indeed the dialectical traps set by Socrates are designed to force the students to think for themselves.

Second, one must recognize Socrates distaste for the teaching methods of the Sophists. In the *Gorgias* and the *Phaedrus* Socrates demonstrates a distinction between false rhetoric and good rhetoric. The latter demonstrates the possibility of employing rhetoric for philosophical purposes. It appears that Socrates would only approve of the use of the Socratic technique IF it is employed in a non-Sophistic manner -- in a search for philosophical truth on the subject in question.

Third, the interpersonal tone of Socrates' technique employs irony and humor to assist in each of the four steps. This attitude towards the entire philosophical process is sometimes difficult for instructors trained in the seriousness of the epistemic hierarchy between teacher and student. The method is playful in manner which seems integral to encouraging the students to give birth to their own ideas. Absent this playful tone, the force of the Socratic technique may be threatening to the development of the knowledge within each student.

These explanations provide a brief interpretation of the technique operationalized in this essay as the Socratic Method. The sequential four steps of conceptual definition, creation of the hypothesis, analysis and refutation, and ultimate understanding coupled with the pedagogical attitudes of intellectual humility, philosophical purpose, and playful *persona* are the concept of the technique we are discussing for the purposes of debate education.

Coaching Debate Through Socratic Techniques

We feel that employing the Socratic technique can augment more traditional methods of debate education. Three strengths of the Socratic technique are clearly visible; first, the technique teaches students to present clear and cohesive argumentative positions; second, the technique teaches students the ability to effectively extend arguments; and third, the technique teaches students to honestly assess the big picture of the interactions of various positions in the round.

We feel that the Socratic technique teaches students to present clear and cohesive arguments. So often, the presentation of the argumentation begins with a skel-

etal form. The gaps in the logic or narrative of a given position initiated in such a manner do not include the depth of development present in the form advanced under a Socratic method. Unfortunately, tradition merely requires the student to answer the specific line-by-line argumentation of the opponent in a given round. The difficulty with such an approach is that the communicative interaction between the student and the judge may leave the judge with only a skeletal understanding of the position. The Socratic technique allows the student to initiate the argument in a skeletal form but begin the extension with development of the conceptual definition of the argument consistent with the process learned in the first step of the Socratic technique. This assures that a judge does not dismiss an important argument merely due to a misunderstanding of the concept involved. It seems that such misunderstandings are a glaring cause of unforced defeats tournament after tournament and year after year. Too often a brief quiz of debater and judge after a defeat demonstrates a fundamental difference of understanding as to what a specific argument is. This is a definitional difficulty. We are torn between understanding the argument the debater articulates and the argument the judge articulates. It is clear that they are not on the same page. By simulating a Socratic dialogue concerning the conceptual definition of the argument and presenting the additional development in each level of extension, students can be more likely to guarantee that they and the judge will be on the same communicative page. While it would be possible to provide such development without employing the Socratic technique, the adduction process provides students with a procedure to incorporate an internal dialogue between themselves and an imaginary critic for the purpose of assuring a common understanding of the argumentative position being advanced. We believe that the incorporation of such an internal dialogue into the decisions concerning extension should eliminate a large portion of defeats now attributed to critic-misunderstanding.

We feel that the Socratic technique teaches students the ability to effectively extend arguments. In contemporary debate perhaps the greatest weakness across-the-board is in the area of extension. This is not necessarily the fault of the debaters. Rather, it seems that the pedagogical method for teaching the art of extension has become horribly compressed. For the most part it

appears that students and judges have come to define extension as synonymous with refutation. Debate is so focused on line-by-line analysis that as a community we have forgotten that such point-by-point techniques -- while critical -- constitute a mere fragment of the art of extension. Many debates are evaluated completely by a mechanical determination of sufficient refutation. If the students from one school refute their opponents points in succession they have, by contemporary standards mastered the art of extension. One difficulty of such a perspective is that conceptual level of argument (so important to Socrates) is lost and ignored. Quality extension is more than refutation. In fact, the Socratic technique provides an excellent blueprint for quality extension.

Initially, the student should make the conceptual definition of the argument clear. Second, students should present a response which sets forth their hypothesis concerning the position. Popular wisdom suggests providing "Three Reasons We're Winning." It seems that often this discussion comes too late in the debate -- following the totality of the line-by-line analysis. The placement of this response may be better understood by the chronological sequence of the Socratic technique. In addition, the arbitrariness of the "Three Reasons" standard is suspect. The conceptual definition of the argumentative situation will dictate the scope of the hypothesis response. In some situations there may be merely one great reason rather than three. In some debates, it may be ten reasons which force the opponents away from the hypothesis responses presented in their last speech. The critical factor is the number of reasons depends on the conceptual situation. The third step in the line-by-line analysis or refutation. Given the current emphasis on this form of debate practice, current teaching seems sufficient versus "defensive" responses by the opponent. In regard to "offensive" responses (for example, counterdefinitions on topicality or turn-arounds on disadvantages or kritiks), however, the student should learn to employ the entire arsenal of Socratic technique against each element of the offensive response.

Finally comes the stage of synthesis. It is critical to recognize this as an independent step following the refutation stage. Otherwise the synthesis stage which is so critical to student-judge common understanding gets lost in the art of refutation.

Synthesis is an art in itself and needs to be incorporated following the refutation to demonstrate the student's awareness and honest assessment of the preceding string of points. Golden refers to this as a modification of the original position in light of the argumentation to that point. Rarely do debaters do this. It is an important art to learn to incorporate into both constructives and rebuttals. The synthetic step is a modification of the original argument. If the opponent ignores the modification and simply retains its original attacks, the lack of clash will be obvious. In addition, most judges are left to synthesize the arguments and are subsequently berated by the losing team for poor synthesis. The obvious solution is to incorporate the synthesis stage into the art of extension as perhaps the most important component. Two types of synthesis which are employed late in some debates can be incorporated into initial extension -- the even-if synthesis and the risk assessment synthesis. Even-if synthesis assesses a position in light of accepting the possible truth of the opponents' responses. For example, "All the arguments are just defensive link mitigators. The evidence in the shell and the link extension evidence is sufficient to provide a significant probability of the impact." Risk assessment is practiced much better with the possible exception of comparing the standards of risk assessment. Often debaters will use one standard to measure the risk of their arguments and a much stricter standard in the evaluation of opponents' arguments' risk. The main trouble with current argumentative assessment is that it comes within the refutation. Often the risk assessment comes in the form of blips on the flowsheet. It is important for us to teach that the art of synthesis is separate from refutation and needs to be developed separately. In other words, debaters know how to make risk assessment type arguments, but don't understand when to make these synthetic arguments. According to our analysis of the Socratic technique, it is this synthetic stage which demonstrates most clearly the difference between false and philosophical rhetoric. It is not wise to let it be lost in the blither of a sequence of refutation. Fortunately, the chronological-sequential explanation of the Socratic technique Golden outlines demonstrates the proper stage for risk assessment at the point of hypothesis modification following line-by-line analysis.

We feel that the Socratic technique teaches students to honestly assess the big

picture of the interactions of various positions in the debate. So many judges' evaluations suggest that the outcome was determined by poor choices that it seems that the most important area for improving debate education is a method for teaching the proper means of choice-making. The difficulty with most methods for choice-making are that they are inflexible. Invariably when we have coached our teams concerning a particular strategy in a round, as the situation unfolds in the debate a completely different set of choices is most strategic. As a result we back off from a particular strategic method and leave room to the students and the flexibility backfires as they make no choices or poor choices. Fortunately, the Socratic technique provides an excellent method for students to employ during the debate to determine the most intelligent choices. The process involved moving the question for Socratic dialogue to a higher level of abstraction -- from individual positions to the round as a whole. This conceptual stage employs an internal dialogue to determine the honest conceptual definition of the round. The process of internal dialogue helps students escape their subjectivity and begin to view the debate as a whole in the manner that the judge is asked to evaluate it. The students should internally present both the hypothesis that they lost the debate and the best intellectually honest reasons for that assessment as well as the hypothesis that they won the debate and the most persuasive reasons for that assessment. The refutation stage involves going through all the particular positions and arguments on the flowsheet. In terms of positions they once again should begin with the perspective that they lost the argument and then that they won. In the synthesis stage the student will learn which choices to make. The student will learn which arguments require substantial attention and which can be covered quickly. Most importantly, perhaps, the student will learn the best introduction for the rebuttal answering the question, "Why are you winning this debate?" The answer will reflect the entire debate as opposed to a given position. Such a synthesis prevents the opponent from winning by the strategy of going where you don't because your introduction will have justified your assessment of the entire debate strategy of your time allocation.

Conclusion

We have attempted a conceptual definition (Krug and Rhaesa to Page 48)

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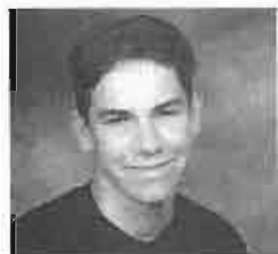
(all are definite unless starred -- others to be added -- see April Rostrum)



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Amy McIntyre
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Jake Foster
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Sean Lobo
Glenbrook North, IL



Sarah Miller
Unv. School, TN

DANIEL DAVIS: Champion debater, University of GA; runner up 1997 NDT National Champion; first place USC, Navy; semi-finals, Harvard; Institute Instructor, Texas, Emory, and Kentucky.

DAN FITZMIER: Senior champion debater, Emory University; Institute Fellow, 1993; Kentucky and Emory Institute Staff, 1996 and 1997.

DAVID HEIDT: NDT Champion, Emory, 1996; Assistant Coach, Emory University, 1996-1997; Instructor, Emory Institute, 1994, 95, 96; Kentucky 1996 and 1997.

JOSH HOE: Debate Coach, formerly Arizona State, currently North Texas State Coach; CEDA National Champion debater, CSU, OK; Institute Instructor, UMKC, Arizona State, Emporia State and Kentucky.

GEORGE KOUROS: Senior champion debater, Emory; Institute Fellow, 1994; TOC National Champion, 1995; Institute Staff, Emory, Stanford and Kentucky.

* **PAUL SKIERMONT:** University of Kentucky champion debater; twice first place speaker at NDT; 1991 TOC Champion; Assistant Debate Coach 1996-97, University of Louisville, and 1997-98 at Harvard; Institute Instructor five years, Kentucky and Stanford.

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Heidi Kamp
Apple Valley HS, MN



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San Antonio Lee HS, TX



Julie Ajinkya
Randolph HS, NJ

Not Pictured:
Ben Schultz
Stuyvesant,
NY

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(see April Rostrum for complete Staff)

JASON BALDWIN: PART TIME (POSSIBLY FULL TIME) GUEST LECTURER, CRITIC AND TEACHER: 1997 Philosophy Graduate, Wheaton College, IL; LD debater, Vestavia Hills, Alabama; first place LD wins: TOC; two times at Glenbrooks and Glenbrooks Round Robin; St. Mark's; Barkley Forum; Wake Forest and Bronx RR. Taught at five institutes including Kentucky, Iowa, Samford, Emory, WI.

MICHAEL K. BIETZ: LD Coach, Hopkins HS, MN; Univ. MN. Philosophy major; has coached debaters to elim rounds at Bronx, St. Mark's, Greenhill, Glenbrooks, Harvard, NFL and TOC; member TOC Advisory Council and TOC Tab Room Staff member.

LEAH HALVORSON: Rising sophomore Philosophy-Psychology major, Reed College, Portland, OR; four year LD debater, Apple Valley, MN; participant in three LD RR's: Bronx, Glenbrooks and MBA; first place Bronx; TOC; two times State Champion in informative speaking and original oratory.

SCOTT ROBINSON: 1997 Graduate, Political Philosophy, Univ of Texas, Dallas; 1994-1997 LD Coach, Newman Smith HS, Dallas; Coached debaters to elim rounds at many tournaments including semi-finalists at Emory and Isidore Newman; contributing writer to Paradigm Research, Inc., on NFL-LD topics with emphasis on applying political philosophy; member, 1997 Kentucky Institute Staff.

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:

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(Shapiro from Page 9)

Resolved: Limiting Constitutional Liberties is a just response to terrorism in the United States.

An affirmative debater may contend that preventing terrorism at the expense of Constitutional liberties serves the greatest good for the greatest number. An effective negative debater might respond that, in our society, Constitutional liberties are an important part of the greatest good for the greatest number. Moreover, he could argue that the resolution undermines human dignity because liberty is essential to human dignity and that depriving people of their liberties treats them as means to the end of preventing terrorism.

In general, using Utilitarianism as a value or a criterion in Lincoln-Douglas Debate is a bad idea. In many cases, it can be turned against you, as the discussion of the last resolution suggests. Even worse, an effective opponent will back you into a corner where you have to acknowledge that Utilitarianism allows people to be treated as means to ends and shows little respect for

human dignity. It's more defensible to argue that, in certain cases such as those under the resolution, the threat to society is so grave that liberty must be limited than to argue for a general Utilitarian approach.

By contrast, using the Categorical Imperative can be very effective because it allows you to be the champion of human dignity and respect for people.

Read this

Immanuel Kant, *Political Writings*.

John Stuart Mill, *Utilitarianism*.

The Social Contract, order, liberty, the Categorical Imperative, and Utilitarianism: A synthesis for Lincoln-Douglas Debate

How do all of these philosophical paradigms fit together? There is a strong correlation between Utilitarian philosophy and an approach to the Social Contract which emphasizes order over liberty. Often times, sacrificing some liberty for order upholds the greatest good for the greatest

number. For example, we are searched for narcotics and firearms at the airport, which arguably is a limitation of our Fourth Amendment right to be free from unreasonable search and seizure, because a well-ordered society has an interest in controlling drugs and terrorism. In short, emphasizing order over liberty often serves Utilitarian principles.

Contrariwise, there is a correlation between non-consequentialist philosophy and an approach to the Social Contract which emphasizes liberty over order. If one begins with the principle that people's fundamental rights are inalienable because they are based upon human dignity, one must conclude that these rights cannot be taken away even to serve the greatest good for the greatest number. Phrased another way, to take away people's liberties for the sake of order would be to use people as means to the end of serving the greatest good for the greatest number through social order.

For a broad understanding of Western political philosophy, read Leo Strauss, *History of Political Philosophy*.

(Krug and Rhaesa from Page 45)

nition of the Socratic technique based on the *persona* of Socrates as reported by experts in Socratic rhetoric. The definition includes a sequential four step process and several qualifiers based on Socrates' own pedagogical beliefs. Unfortunately, we lack the background in classical rhetoric and argumentation to adequately develop the details of the Socratic dialogues as depicted by Plato. In addition we did not consider other classical evidence concerning the character and methods of Socrates. Perhaps a comparison between the references from Platonic sources and from Xenophonic sources would provide a more meaningful adduction process. We encourage scholars in these fields to augment our efforts.

Our original hypothesis was that the Socratic technique might be a fruitful avenue for debate education. We refuted the original hypothesis in the name of efficiency. The time constraints on instructors prevent us from being all places at all times. Our modified hypothesis suggests teaching the students to think Socratically by teaching them the Socratic method. This appears a reasonable pedagogical suggestion akin to teaching the students the use of the scien-

tific method in natural and social science courses. Such an approach gains the strengths of the Socratic approach we have outlined while avoiding the danger of administrative hemlock for ignoring our other duties.

Finally, we should add that improving our expertise in the Socratic method may be useful in other areas of debate education. Future research could consider the interdisciplinary nature of the Socratic technique as a means of teaching quality argumentative content across the multi-disciplined fields of arguments which appear in resolutions from year to year. The debaters would become responsible for expertise within the field and the coach would test their preparation Socratically. This forces them to focus their positions and defend their expertise to several lines of extension. Unfortunately such a discussion would require a deeper understanding of argumentation theories concerning the concepts of fields of argument than our collective long term memories could produce. We hope that interested scholars who are more involved in such theories might suggest the possibilities such a coaching approach might entail. Finally, it seems obvious that the

Socratic technique could be used in a completely different arena of debate education -- the pedagogical role of the judge. It would be interesting to see if a paradigm based on a refined conceptual definition of the Socratic technique might bridge some of the current misunderstanding between strict constructionists and argument evaluators. It appears that theoretical discussion of paradigms will once again be necessary to synthesize the different styles which are gradually merging across the United States. Given that the judges hold the power of defeat or victory, it seems that such considerations of methods to transcend the peculiarities of many different judging perspectives might help the debaters know what is expected in any given round. Such a judicial synthesis would make the merging of debate styles a much easier prospect for the students for which this game is designed.

(This article originally appeared in the Kansas Speech Journal. Eric Krug was formerly director of debate at Ft. Scott (KS) State University. David Rhaesa was a champion collegiate debater.)

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**David Genco Kingston,
Director of Policy Debate**

David is the assistant director of debate at UMKC and formerly coached at the University of North Texas and University of Kansas. Winner of the 1994 CEDA National Tournament, David has been on staff at Kentucky, Stanford and SDI.

Other Confirmed Faculty:

Martin Glendinning, director of debate for Broken Arrow Public Schools in Oklahoma, has been a three-time qualifier and octa-finalist at the NDT. He coached and assisted nine Oklahoma State Champions, 12 NFL national qualifying teams, and a TOC quarter-finalist and third speaker.

Jim Haeefe, debate coach at Macalester College, was a nationally successful high school and college debater. Haeefe has previously been on staff at Michigan State and Emporia State high school institutes as well SDI.

Myron K. King, an assistant coach at UMKC, is a former debater at Morehouse and UMKC. He has been on the teaching staff of the SDI for three years. As a debater, King won the 1997 HBCU Invitational, was in the final round of the 1996 USMA tournament and was in elimination rounds at USC, UCO, GSL and CEDA Nationals.

Chris Riffer, director of debate and forensics at Blue Valley High School, is a highly successful high school coach and teacher. He is a former UMKC debater whose accomplishments set squad records during his four-year career.

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The biannual election which will choose four directors to the NFL Executive Council, elect a council alternate, and establish an order for other alternates, will take place in March and April of this year. The four elected directors will each serve a four year term.

All seats are not up for election. Councilors L.D. Naegelin, Billy Tate, Donus D. Roberts, and Frank Sferra were elected in 1996 to four year terms and their seats will require election in 2000.

Ballots will be mailed to chapters on March 20. Chapters not receiving a ballot by April 10 should contact the national office. The deadline for returning ballots is May 1 (postmark). The number of votes a chapter may cast is based upon total members and degrees on record as of May 1. The count will be done by Dr. James Hecht of Credentialing Services; all ballots will be mailed directly to him. No ballots should be sent to the national office nor will national office personnel or candidates see any ballots.

The order that candidates appear in this March Rostrum and the order that candidates appear on the ballot were determined in separate drawings conducted by NFL Comptroller Carol Zanto. Statements and pictures were furnished by the candidates and not edited.

For more information consult the NFL Constitution [Article VII B] and the NFL Chapter Manual [XI:NFL Elections]

Mike Burton

As a forensic educator for twenty-nine years, I have seen the movement from recipe boxes in team debate to five or six tubs of information. Lincoln-Douglas debate has entered the fray and speech events have gone from four basic events to numerous types at numerous tournaments that teams fly into from around the United States. Are all these changes good? Clearly that will be answered by how successful both the National Forensic League and the National Federation of High Schools are in keeping speech and debate programs going in ALL high schools and junior highs. My goal as a member of the executive council would be to work with both of these organizations to continue our activity in inner-city suburban and large "blue collar" public schools throughout the United States. National level competition is a viable activity, but clearly from the articles in the Rostrum over the last few years; we see a growing concern from some coaches and administrators about national competition with the cost and time out of school vs. local competition and the educational desires of some.

I see myself as a bridge between these two groups as the director of one of the largest programs in the state of Washington at Auburn Senior High School with one hundred students competing locally and yet still traveling nationally seven to eight times a year. We need to bring the two groups together and resolve concerns on both sides. If we do not the administrators will resolve it for us.

My background takes in twenty-nine years of coaching both at small schools and large schools, from a small program of twelve to a program of over one hundred. I am active in the NFL as district chairperson, alternate to the council and have served at nationals as chair of oratory and in cross examination tab. I also have been active in the National Federation both in speech and debate and as President of the National Federation of Interscholastic Officials Association. My strength is in negotiations and dealing with conflict; I feel these strengths are needed on the executive council at this time. Vote for somebody from the Pacific Northwest who will work to bring people and groups together. Vote for Mike Burton, Auburn High School.



Kandi King

Arriving at the decision to throw my proverbial hat into the NFL ring has not been hasty. I have sought input from friends and colleagues and, while all of them have encouraged me to run, none have mattered more than the one person who said simply to me last Sunday, "I think you should." That one person is Lanny Naegelin, my mentor, my colleague and my friend. And, like so many of you have often asked, how do you say "No" to Mr. Naegelin? So, when I said, "OK, Lanny", my next question became, "So what do I say in this 'pitch' I am to write for the Rostrum?" There is nothing unique about me, so what do I have to offer?

Well, I first offer my ability to listen - to you as teachers, coaches, colleagues. Truly, everyone has a story, a perspective, and everyone deserves a listener who is willing to reserve judgement until as much as can be known is known and to empathize even when a decision may not ultimately be the decision we want it to be. After all, 50% of the communication process is listening!

Students also need a listening ear. There is so much diversity in the population of the NFL. Our students come from every advantage and disadvantage and, as an organization, we need to remember that daily. Our students participate and believe strongly in their events, be it policy debate or humorous interp. As a coach, I have coached them all, and not always well, but always with love and the desire to do the best for my students.

I finally offer a sense of fair play and my love of this activity. Neither of these are my characteristics and mine alone! The truth is they are yours, theirs and mine. The NFL is an organization, however, that is unique because it enables all of us to share these common denominators.

I will bring nothing unique to the NFL table. What I bring, however, is a representation of what all of us involved in speech and debate education bring on a daily basis - a love of what we do, of who we teach and coach, and of those with whom we work. Nothing more and never anything less.



Don Crabtree

Lyndon Baines Johnson once noted that duty is not a reward, but an increased responsibility. It is the essence of these feelings with which I have tried to serve you and your students while serving on the Executive Council for the National Forensic League. It is a responsibility that I take very seriously.

I am always impressed with the insight and dedication of the current council; however, I still feel that the area of individual events is underrepresented. I feel that my experience in this area has been a positive force on the council.

I am an active coach with twenty-seven years of teaching and coaching experience. I am actively involved in summer institutes that promote individual events training. I have coached at a small, private school and at a large, suburban school. I coach team, L. D., and all of the individual events. Although my current school, Park Hill, is a large chapter, we cannot travel extensively and we are responsible for a large portion of our budget. We work very hard to promote speech and debate experiences for as many students as possible. I am aware of and daily deal with the problems of fund-raising, finding enough time to coach "everything," the daily challenge of motivating students, balancing family-life and responsibilities and justifying the existence of this outstanding activity. I feel my experience and commitment will allow me to represent the diverse populations of this activity.

I have enjoyed being your host for two national tournaments and just recently received my fifth diamond award. I am committed and dedicated to the National Forensic League and you!

I strongly believe in a manageable and fair district and national tournament. I also firmly believe and practice that each and every coach and student is important and must be treated fairly and with dignity!

I will continue to take a personal interest in students and coaches from all areas of the county. I believe and practice that one must be a good listener in order to be a decisive advocate of change and policy. I take my responsibility of serving as your elected council member very seriously. As your voice in the National Forensic League, I will continue to serve you and your students. I ask you and your students for your support.



COUNCIL CANDIDATES



Jacqueline F. Foote

Serving the National Forensic League national family of students and coaches would certainly be a grand opportunity for kindness returned. Over the past twenty-six years as an educator and speech coach, many fine individuals in speech education have influenced my life and the lives of my students. By serving on the National Forensic League Executive Council, I could carry the forensic torch others have faithfully held high.

As a two diamond coach, the host of the successful '96 Tarheel Forensic League (North Carolina's state forensic organization), recipient of the North Carolina Governor's Award for Outstanding Speech Educator, North Carolina's Coach of the Year for two consecutive years, a recipient of the Time Honored Coach Award presented by the T.W. Andrews Burford Forum, a former member of the Future Nationals Committee, a former member of the C.A.R.E. Committee, and a national tournament official serving under NFL council member Harold Keller in the National Student Congress, I have been blessed by the opportunities to serve my fellow coaches and forensic students. Forensics is an important part of my life. As an educator

and coach, I sincerely believe that forensic activities have the power to change the lives of young people and thus impact society in a positive way.

My platform for candidacy is two-pronged. First, the tremendous help I received from the North Carolina forensic coaches and the local and state governments, businesses, industries, volunteers, and school officials while putting together the '96 Tarheel Nationals included sacrificial gifts of time, talent, hard work, and monetary support. Hosting the national tournament was a joy, one of the highlights of my life. I would like to share the lessons learned from putting together a national tournament. As executive council member, I would enjoy serving as a national tournament consultant to the local host chair in the areas of organizational hierarchy and detail on the local level and structured fund-raising methods to insure a debt-free national tournament.

Secondly, I believe now is the time to approach the various state departments of public instruction in states where speech is not a requirement for graduation. The concern for raising student expectations and student performance has never been more evident than now as we face the threshold of the third millennium. Until speech is required as a unit for graduation, our nation's students will not be provided the opportunities for integrated knowledge and learning in critical thinking, ethics, research skills, leadership skills, and public speaking skills. As the national organization which addresses speech education, what better vehicle than the National Forensic League to design a public relations campaign to bring this dream to fruition. Perhaps then the problems veteran coaches see in forensic education with coach retention and reaching students with higher level decision-making skills will then somewhat diminish.

I have often been accused of exhibiting a missionary zeal for forensic education. And, yes, I am guilty as charged. Coaching students and mentoring new coaches in the various areas of forensic education is time well spent. Thank goodness, my husband Ralph is understanding and supportive. I respectfully request your open-minded consideration of me as a viable candidate for the National Forensic League Executive Council. The only promise I can make is that I am not afraid of hard work and will use the Puritan work ethic to help make future ventures of the National Forensic League successful. I covet your vote of confidence and the opportunity to represent you, my national forensic family. I am more than willing to "go forth to serve."



Cat Horner Bennett

Some of you may be surprised by my decision to run for the Executive Council. Several coaches have expressed their concern that events surrounding my resignation were unfairly orchestrated. These and other coaches are concerned that the interests and beliefs I support are no longer adequately voiced in Council debate. At their request, I offer myself to you as a candidate. Those of you who elected me the last time I ran, had largely no say in my remaining on the Council. Now you will. I am committed, as I always have been, to the following beliefs.

1. The NFL must have room for all types of programs and philosophies. I have coached in New Mexico, Nebraska, Illinois, and Wyoming. I am active in coaching both debate and individual events. I have coached at schools that were financially blessed, and I also know what it is like to sell candy bars in the backwaters. I believe I have a broader experience than most with the full range and type of programs in our membership. Smaller, poorer programs feel disenfranchised, and that is wrong.

2. I am proud to have been a founding member of the CARE committee to promote and expand opportunities for coaches. The summer CARE workshops, the fellowships to the national tournament, and the aid given by CARE to states and districts to enhance coach education are endangered. These labors of love cannot be allowed to disappear.

3. Through the CARE committee and my own example, I have sought to increase the participation of women and minorities in this activity. There is still much to be done here, and I believe I am a strong advocate in this regard.

If you fear, as I do, that the NFL is increasingly prone to a hidden agenda that does not represent the needs of much of its membership, it is time to make that known with your ballot.



W. E. Schuetz

I have taught and coached speech and debate for twenty-four years, twenty of it as a member of the National Forensic League. During this time the league program has provided my students with recognition, rewards, and incentives for individual effort and personal excellence. In the league, the student is the winner; the student is the focus.

Since becoming a member of the National Forensic League, I have promoted and supported its programs whenever and wherever I could. At the district level, I have worked in the Extemp Draw, as event chairs, and in recruiting new schools. I was elected to the district committee in two districts and with the support of my colleagues, I was elected district chair for eight years. For six national tournaments, I was in the tab room. On the state level, I serve on a number of committees and direct contests which promote speech and drama. Recently, I was elected treasurer of our state organization. Three years ago, I was invited to participate in the National Federation of State High School Associations Debate Topic Selection meeting. With a colleague, we wrote the United Nations topic and the most recent Latin America topic. I have accepted a nomination to serve

on the wording committee for the National Federation, which is a four year commitment.

To me, the most important task I perform is promoting the activities and organizations which allow students to learn and grow in speech and drama. I am excited about what I do; I work hard to help students succeed! I hope you will support my efforts by electing me to the Executive Council of the National Forensic League. I appreciate your consideration.

COUNCIL CANDIDATES

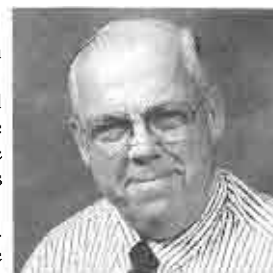
Harold C. Keller

Some call me "Mr. Congress." I appreciate the title but I hope that all might view me as a caring person concerned with all aspects of the speech program.

I know that my program is similar to the majority of other programs. Therefore, I am empathetic with the concerns and problems that many face. I am a classroom teacher with six assignments. I know the headache of fund raising and of being the only Coach in a program. Still, I have Coached 42 students to the National Tournament during my 32 years of teaching. I have experienced the joy of having Coached a National Champion and I have also felt the agony of self doubt during those lean years of student recognition.

I have been awarded the NFL Service Key, two Service Awards, and the Gold Award for serving as a District Chairperson. I am a Fourth Diamond Coach. In 1990 I was inducted into the NFL Hall of Fame. I have tried to make contributions to the forensic community through *Rostrum* articles and regional presentations. I have served in the National Student Congress for over 20 years. However, I view my recognition in NFL as secondary. I hope rather that I might be remembered for my consistently promoting honesty, fairness, and ethics, and "Students First." I believe that the record will show my initiative, advocacy, and support of student activities.

I pledge myself and talent to the Coaches of today and the leaders of tomorrow. I would appreciate one of your votes in this NFL Council Election. We still have much to accomplish and I would appreciate the opportunity of serving and representing you on the Council for another term.



William Barthelme

As District Chair for New Jersey and a member of the tab room staff at Nationals for the past four years, I have developed a deep appreciation for the hard work and dedication of our member students and coaches. I seek and opportunity to serve the members as a member of the Executive Council. Recently, there has been a great deal of acrimonious discussion among coaches on various subjects; I would like to work for a more civilized dialogue among members. While debate is now my primary focus, I have had extensive experience with coaching speech. I believe that I can bring a fresh new voice to the Executive Council. I favor raising point limits for all categories of forensics in order to motivate students who specialize in one area to continue to value their NFL membership. I also favor regional meetings of District Chairs in order to increase communication among the districts. Let's work together to improve the professionalism of our NFL.



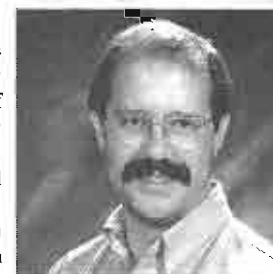
John Durkee

Candidates for the National Council need to be concerned with the whole world of forensics. Current council actions are directed to supporting only a small group of the national forensics community. Specifically, these are my concerns. Policy formation is poorly developed. Consider the recent referendum on "ethics" for council members. Without adopting a code of ethics to guide behavior, the national council is empowered to disenfranchise any particular council member. That is, the policy allows the council to expel any council member for any reason it sees as fit without recourse to district chairs or to the general membership. A code of ethics would have provided better guidance. This ambiguous policy demonstrates the drift in reasoned decision making.

Further, some members of the national council have chosen to be absent from NFL developmental conferences which focus upon presentations of thoughtful papers to the forensics community, such as the recent Denver conference. Yet, from a position of absent leadership these same members have felt confident in stating their right to reserve a veto on any conference recommendation with which they were not pleased.

Additionally, the national council has chosen to give money to non-NFL groups, such as the NDCA, while withdrawing support from its own CARE committee. It is not appropriate for a non-NFL group to decide on coaching scholarships when an NFL appointed committee has already been charged with that task. It is not appropriate to expend developmental money on favored established camps when fledgling camps serving disadvantaged communities need this foundational support.

I have been a critic of monolithic practice, practice which undermines the creativity and usefulness of the debate events. I offer workable solutions. I have been a critic of expending our time, policies, and energy to coddle well endowed elite programs at the expense of struggling programs. I have solutions for bringing the disenfranchised back into the center. It is time to halt the drift toward dissolution and trivialization of speech, as has occurred on college campuses. Even the *Rostrum*, mouthpiece for high school forensics, has chosen to be an avenue for publishing college theorists who do not understand advocacy. I am not willing to lose forensics as a tool of student empowerment to a small elite whose shaking tail sees the NFL as their dog to wag. I hope you share my passion for the need to return NFL to its membership, the students, and will support me in my candidacy. I challenge you to avoid complacently passing on your chance to vote in the coming council election. It will take your vote and your continued support to set the council back on the track of reason.

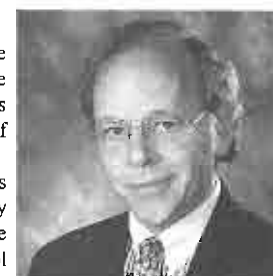


Michael E. Starks

It is important that we continue to prepare the National Forensic League for the coming century. I have attended three of the past national conferences and presented my ideas to work toward this goal. NFL must continue to service coaches at the very beginning of their careers if indeed they are to have careers with this most educational of institutions. Many new coaches attended the first Denver Conference in 1992 and we were able to help direct new goals for us to achieve. It is with many of these new coaches in mind that I now ask for your vote for a position on the new council.

I have been an NFL coach since 1977. During that time I have also served eight years as state president, seven years as a District Chair, worked in both tab rooms at Nationals, but most important in that time, I have met many coaches from many parts of this country. It is difficult to look at the shortage of coaches every fall as experienced educators retire or tire of the need for travel every week. After the Denver Conference of 1992, the C.A.R.E.. Cmte. was created. It rapidly became a tool for innovation and creative thought throughout this organization. C.A.R.E.. had no need to appeal to special groups for it appealed to all groups. Monies were offered for experienced coaches to attend workshops, new coaches to attend Nationals prior to qualifying a student, and the opportunity for N.F.L. to be promoted in new and exciting ways. I would like to see these efforts continued and expanded.

I believe that all of us began our coaching careers in order to help some student, or offer students the same opportunities we had enjoyed in our learning careers. Students cannot be offered these great choices unless there continues to be coaches who are willing to coach. We must be able to accommodate all professionals into our ranks even as we concentrate our efforts on teachers who have the most access to students and will continue to be the center of our best efforts. Students can be helped in large programs and small programs we well, and we must be ready to serve both. As the need for money becomes this huge encompassing giant that seems capable of affecting all of our decisions, it is great to look to coaches and the ideas they generate in order to fill the ranks of the next century. All great ideas do not cost huge sums, and with technology racing ahead, we may find creative ways of connecting regional centers and building conferences we can all attend. We may need to look to other professional communication organizations that we are not currently courting. We as coaches must serve for the future of any coaches who may seek our educational expertise. If we truly care about the children of the next century, we must work now to provide coaches for them. I deeply appreciate your support of these ideals.



COUNCIL CANDIDATES



Glenda Ferguson

In my opinion, an effective Council member:

1. Considers all viewpoints (whether we like them or not) from all areas and makes decisions based on what is workable. (I believe in cost-benefit analysis).
2. Seeks input from the membership. (I'm a firm believer in democracy.)
3. Tries to be sensitive to problems that both public and private schools have to face and to help with solutions. (Been there, done that.)
4. Is willing to make hard decisions regardless of the political fall out. (Been there, done that, too.)

I teach team debate, Lincoln Douglas debate and original oratory, extemporaneous speaking and competitive drama. I believe I understand the requirements of each discipline. My goals for the NFL include more communication with the membership through the *Rostrum*, and direct questionnaires to the district chairs. I want to continue to find a palatable situation for finding and using the best judges we can for all events at Nationals.

I have tried to meet my own standards the last six years. I will continue to do so if given the opportunity.



Michael Vergin

Ten years have passed between my last year of competing at a National Forensic League National Tournament and my role as host of the 1997 Star of the North Nationals. In my own life, that decade was one of transition and growth which brought me to a teaching and coaching career at Eagan High School in Minnesota. Over the same time, I have watched forensics move through transitions of its own. While debate, speech, and student congress are certainly "alive", there is much more that can be done to guarantee that they remain "well".

My year and a half spent planning and preparing for last year's National Tournament was the experience which led to my decision to seek a seat on the Executive Council. At one level, it was an honor and a wonderful experience to work with the leaders of Minnesota's debate and speech communities. They are truly many of the most impressive people that I know. On another level, I felt that the process was more frustrating and difficult than it needed to be. The process of "reinventing of the wheel" was a constant source of frustration and struggle. The NFL needs to continue developing both its informational

and financial resources provided to host sites. There is a need to reexamine the financial arrangements which currently have the hosts incur the financial risk while being subject to dictates of the League and the Council.

My six years of service on the Executive Board of the Minnesota Debate Teachers Association has given me a unique opportunity to join a group of forensic leaders who work tirelessly to improve upon the state of debate in our community. The MDTA is recognized nationally as a leader in curriculum for speech and debate education. Its fund raising, outreach, and teacher workshop programs have been both successful and innovative. The NFL needs to continue drawing upon the ideas and knowledge of organizations like this from across the country. The best ideas may not always come from the nine members of the Council. My hope is that the NFL will continue to develop this type of network.

While I have been a coach of both debate and speech for more than a third of my lifetime, I cannot match the twenty and thirty years of coaching others have accomplished. That may not be a liability. There is a place for a new perspective and voice on the Executive Council. Politics and personality have encroached on the focuses on educational growth and ethical competition which must remain the guiding principles of this organization if it is to remain viable and vibrant into the new millennium.



Ted W. Belch

It has been a tremendous honor to serve on the NFL Executive Council for the past nine years, and I am most grateful for your support as I seek to continue serving the high school forensics community. Although active as a coach for more than 25 years, having worked with programs in New York, North Carolina, and for the past 17 years Illinois, serving as District Chair of the New York State and Northern Illinois NFL Districts for almost 20 years, my enthusiasm for forensics is stronger than ever. We now face wonderful opportunities to make our activity stronger than ever in its history.

The NFL has always featured centrally in my own professional life. As an English and debate teacher in a demanding and sometimes non-supportive environment, I see every day how speech training transforms the communication and critical thinking competencies of its participants. As a forensics coach, I rely on the NFL to provide high quality competitive events, informative magazines and video tapes, and data about varied speech opportunities from around the country. And as a member

of the Executive Council, I've had many occasions to work with NFL to build national constituencies for our work. My colleagues from Northern Illinois and I were pleased to host The Glenbrook Nationals in 1991, and we enjoy welcoming thousands of coaches and students to our fall all-events tournament every November.

I have actively served the National Forensic League in my tenure as coach, teacher, and Council member. As chairperson of the District Chairs Committee I tried to bring the concerns of NFL Districts from across the nation to the attention of the Executive Secretary and Council. It is my honor to direct the Future Nationals Committee, where I oversaw the drafting of the first comprehensive guidelines for National Tournament site selection. I continue to serve as chair of that committee, and I review and recommend sites for our annual tournament/convention. As a Council member, I have always worked to speak for all of our programs, to defend the interests of all participating students, and to advocate forensics excellence. I have championed changes in debate rules, the addition of duo as a permanent category at Nationals, more local districts, more qualifiers to Nationals, simplification of rules for District and National Tournaments, and clarification of rules in extemp and interp. I am committed to financial security for the NFL through sound fiscal management and procurement of grants and gifts.

We have so much work still to do to assure competitive access for all those who can benefit from speech and debate training. The NFL has been increasingly successful in attracting external funds, including the recently announced Barbara Jordan Debates, sponsored by the Kaiser Family Foundation, in whose oversight I play a central role. I will coordinate debate efforts in Chicago and New Orleans, where students from those cities' most troubled environments can learn the value of verbal, not physical, confrontation. More such support for efforts like these, when configured to supplement our existing priorities, can enhance access for kids from otherwise disadvantaged backgrounds. As I've traveled to speech and debate tournaments and talked again with many of you, I continue to be amazed by the Herculean efforts you make under such diverse conditions, and I pledge to find ways to reinforce your work where possible through the NFL. My aim is to represent your interests faithfully, seek ways to improve speech and debate activities, and thoughtfully and open-mindedly serve our expanding and diverse membership. I am fully aware that I cannot satisfy everyone, and I will not purport to be all things to all people. What makes us a "National" forensics league is our diversity. Too often we're not willing to respect or even acknowledge that diversity. What I do promise is to listen, to be fair, and have as my first priorities the students of American forensics. I appreciate your consideration, and would be grateful for your vote.



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

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

Samford University's 24th Summer Forensics Institute 19 July - 1 August 1998

Samford University is pleased to announce the dates and staff for our twenty-fourth forensics institute.

The Samford Summer Forensics Institute is firmly committed to offering students the greatest value for their money. We carefully maintain a 7:1 student-faculty ratio. All of our leadership staff are seasoned professional coaches with national reputations. Our curriculum is carefully planned and supervised so that no moment is wasted. Every student gets the individual attention and direction they need to meet their goals and fulfill their potential in a secure and supportive environment. Our program for novice debaters is widely considered one of the best in the nation. The divisions of the 1998 Institute include:

Lincoln-Douglas Debate

The Samford University Lincoln-Douglas Debate Institute is one of the nation's longest running Lincoln-Douglas. It is designed to cater to students in their first or second year of debate. The program strongly emphasizes fundamental skills with a focus on resolutorial interpretation. The intensive program is designed to acquaint students with political philosophy through a combination of practice debates and reading of primary materials. This year we are pleased that National Championship coach and Lincoln-Douglas innovator Patricia Bailey will be directing the division with former National Champion and coach Claire Carman. As of 1 January, members of the staff include:

Co-Dir. L-D
Pat Bailey
Fmr coach, Homewood High School; National Championship coach; Barkley Forum Key Coach; Founder, U. Iowa LD Institute; Founder, Samford University LD Institute
1993 NFL LD Champion; U. Iowa Inst. '94-97; Samford Forensics Inst. '94-97; Rice University; Assistant Coach, St. John's, TX

Co-Dir. L-D
Claire Carman
BA

Lecturer
Marilee Dukes
Director of Forensics, Vestavia Hills; National Championship coach; Barkley Forum Key Coach; Founder, U. Iowa LD Institute; Founder, Samford University LD Institute

Lecturer
Renard Francois
BA

George Washington Law School; L-D Debate Director at Montgomery Bell Academy; Samford Forensics Inst. '89-96; U. Iowa Inst. '89-96.



Policy Debate

The Samford University Policy Debate division is the longest running division at the Samford University Forensics Institute. Over the years we have been fortunate to attract one of the nation's premier institute staffs. The institute primarily caters to students in the first few years of their debate careers. We emphasize an older staff of successful high school and college coaches. The mission of this division is to return students who are ready to start the debate season. Our novice program is considered by many coaches the best in the country. Members of the staff include:

Co-Director
Michael Janas
Ph.D.
Director of Forensics, Samford U.; Fmr. Coach, U. Georgia and Iowa; U. of Iowa Inst. '89-96; Longwood College Inst. '89-93; Director, Samford Summer Inst. '94-97

Paul Bellus
MA

Coach, University of Iowa; fmr coach, Samford University; Director, U. Iowa Inst.; U. Kentucky Inst.; Northwestern Inst.; '91 NFL runner-up, Omaha Westside High, NE; Samford Forensics Inst., '92, '94-97

Skip Coulter
MA

Coach, Mountainbrook Jr. High, AL; former Director of Debate, Samford U., '77-87; Samford Forensics Inst., '77-97

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.

Heidi Hamilton
Ph.D.

Coach, Augustana College, IL; fmr coach, U. Iowa; fmr. Coach U. North Carolina; Iowa Forensic Inst. '92-96; Samford Forensics Institute '95-97; Champion Debater, Augustana College, ND

Michael Jordan
BA

Cumberland School of Law; Champion Debater, Charles Henderson High, AL and Samford U.; Coach, Mountainbrook High, AL; Samford Forensics Inst. '89-97

Greg Myrberg
BA

Debate coach at Iowa City West High School; Westminster Academy, GA; Champion debater at U. Kansas; Samford Forensics Institute '97; Coach, Samford University; fmr coach, University of Georgia; Champion debater, University of Georgia; Bayside High School, VA; Longwood College Forensics Institute '94-95; Samford Debate Institute '97

Len Neighbors
MA

David O'Connor
BA

Champion debate coach at Iowa City West High School; Des Moines Roosevelt; W. Des Moines Dowling High School. He has had teams to the national finals of most national tournaments. Iowa Debate Inst. '86-97; Samford Forensics Inst. '93-97

Thom O'Rourke
MA

Debate coach at the University School of Nashville, fmr coach at University of Alabama, Champion debater at University of Alabama

Individual Events

This will be the the Samford University Individual Events Institute's fourth season. Held in conjunction with the nationally ranked individual events program at the University of Alabama, the institute focuses on preparing students for fall competition. The program is rigorous, expecting students to master more than one event in the course of the two weeks. Members of the staff include:

Director
Dan Mangis
BA

Coach, Texas Military Institute; DSR-TKA finalist Duo; NFI, Finalist, Extemp, 1993; National Champion, Student Congress; fmr coach, University of Alabama; University of Alabama I.E. Team; U. Iowa Inst. '92-94; Samford Forensics Inst. '95-96

Interp.
Jon Birdnow
BA

Assistant coach, University of Alabama; DSR-TKA 2nd Prose, ADS, Oral Interp '97; Semifinals ADS POI; Qualified all 12 AFA Events; University of Alabama champion I.E. team; Samford Forensics Inst. '95-96

Carol Davenport
MA

Director of Forensics, Jefferson State College; fmr. coach, University of Alabama; Phi Rho Pi coach of the Year and Distinguished Service Award; National Champions in Prose, Poetry, Impromptu, Duo, ADS, Persuasion, Informative, and POI

Lecturer
Gloria Robison

Coach, Texas Military Institute; Champion Coach, St. James School (AL); Battleground Academy (TN); U. Iowa Inst. '88-94; Samford Forensics Inst. '95-96

Lee Robison

Assistant coach, Texas Military Institute; Champion I.E. St. James Academy; Davidson College; TMI Institute '97-98; Samford Forensics Inst. '96-98

Lecturer
Frank Thompson
Ph.D.

Director of Forensics, University of Alabama; 5 time DSR-TKA National Sweepstakes Champion; AFA Coach of the Year and Distinguished Service Award

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 and all meals will provided. It is our firm intent to offer high quality at the lowest possible cost to the student.

L-D, Policy, and Individual Events	\$825.00 includes tuition, housing, group copying and meals
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For more information about Samford University or the Samford University Summer Forensics Institute write or call:

Dr. Michael Janas or
Dir. of Debate
Samford University
Birmingham, AL 35229
(205) 870-2509
mjjanas@samford.edu

Mr. William Tate
Montgomery Bell
Academy
4001 Harding Rd.
Nashville, TN 37205
(615) 269-3959

DISTRICT STANDINGS

(February 2, 1998)

Rank	Change	District	Ave. No. Degrees	Second Largest Chapter	Degrees
1.	-	Northern South Dakota	156.00	Milbank	199
2.	+7	Rushmore	155.88	Sioux Falls-Roosevelt	224
3.	-1	Kansas Flint-Hills	139.47	Topcka	309
4.	-	Northern Ohio	132.54	Niles-McKinley	185
5.	-2	East Kansas	130.38	Sumner Academy	278
6.	+1	Heart of America	128.82	Independence-Truman	302
7.	-1	West Kansas	122.27	El Dorado	244
8.	-	Northwest Indiana	122.25	Munster	228
9.	-4	San Fran Bay	118.00	Danville-Monte Vista	288
10.	+2	Central Minnesota	115.07	Forest Lake	210
11.	-1	Florida Sunshine	109.80	Sarasota-Riverview	219
12.	+3	Hole in the Wall	108.56	Cheyenne-Central	280
13.	-2	South Kansas	104.84	Andover	183
14.	+2	Show Me	104.00	Blue Springs-South	227
15.	-2	Western Washington	102.09	Gov. John Rogers	164
16.	+1	California Coast	100.73	Lynbrook	334
17.	-3	Northern Illinois	100.28	Elk Grove	296
18.	-	East Los Angeles	98.63	San Gabriel	186
19.	+2	Sierra	93.47	Clovis-West	196
20.	-1	New York City	90.50	Regis	237
21.	-1	Eastern Ohio	89.52	Wooster	223
22.	+1	Southern Minnesota	85.29	Rosemount	195
23.	+1	Hoosier Central	83.73	Brebeuf Jesuit	231
24.	+3	Nebraska	83.69	Norfolk	141
25.	+8	Montana	81.55	Flathead Co	176
26.	-4	Hoosier South	79.69	Evansville-Mater Dei	102
27.	-1	Rocky Mountain-South	78.80	Wheat Ridge	166
28.	-3	New England	77.00	Manchester, MA	229
29.	+3	Illini	76.86	Homewood-Flossmoor	128
30.	-	Ozark	75.15	Springfield-Glendale	156
31.	+19	Colorado	74.75	J. K. Mullen	152
32.	-3	Big Valley	74.54	Lodi	120
33.	-2	Carver-Truman	74.06	Nevada	212
34.	-	Northern Lights	73.42	Grand Rapids	161
35.	+18	North Coast	72.92	Gilmour Academy	127
36.	+11	Deep South	72.84	The Montgomery Academy	201
37.	-9	Florida Manatee	72.03	Taravella	218
38.	-2	North East Indiana	70.77	Fort Wayne-Northrop	148
39.	+9	Nebraska South	70.31	Omaha-Westside	116
40.	-	South Oregon	68.69	Roseburg	108
41.	-3	South Texas	68.50	Westfield	155
42.	-	Valley Forge	67.05	La Salle College	179
43.	-8	Pittsburgh	66.84	Bethel Park	167
44.	-7	Southern Wisconsin	66.42	Marquette University	131
45.	-	Northern Wisconsin	65.90	Appleton-West	167
46.	+24	West Iowa	65.66	Bishop Heelan	182
47.	-8	East Texas	65.48	Klein	153
48.	-5	Eastern Missouri	64.55	Ladue Horton Watkins	159
49.	+9	Michigan	64.12	Portage-Central	131
50.	+28	Rocky Mountain-North	63.75	Skyline	114
51.	+6	East Oklahoma	63.73	Bartlesville	183
52.	-6	Heart of Texas	63.71	Round Rock	124
53.	-12	Tennessee	63.57	Montgomery Bell Academy	175
54.	+4	South Carolina	62.45	T. L. Hanna	173
55.	-11	New York State	61.15	Newburgh Free Academy	136
56.	-7	Idaho	60.42	Boise	144
57.	-5	Lone Star	59.77	Grapevine	152
58.	-3	North Dakota Roughrider	59.42	Fargo-Shanley	107
59.	-5	New Mexico	57.33	Eldorado	131
60.	+9	Southern Colorado	57.20	Palisade	132
61.	-10	Sagebrush	56.66	Reno	133
62.	+1	Wind River	55.89	Jackson Hole	102
63.	-7	Tall Cotton	55.46	Odessa-Permian	114
64.	+8	Sundance	54.53	Carbon	157
65.	+22	Maine	54.37	Cape Elizabeth	99
66.	+16	Utah-Wasatch	53.92	Sky View	111
67.	-5	Great Salt Lake	53.91	Hunter	81
68.	+7	Eastern Washington	53.77	Gonzaga Prep	100
69.	-5	Georgia Northern Mountain	53.61	Calhoun	89
69.	-2	Central Texas	53.61	San Antonio-Madison	119
71.	-13	Southern California	53.25	Claremont	122
72.	-7	West Virginia	53.16	Parkersburg-South	83
73.	-12	Louisiana	52.85	Bolton	93
74.	+3	North Texas Longhorns	52.77	Colleyville-Heritage	152
75.	-9	Greater Illinois	52.30	Belleville-East	109
76.	+3	North Oregon	51.64	Oregon City	105
77.	-6	Southern Nevada	51.55	Advanced Technologies Academy	73
78.	-11	Mid-Atlantic	51.27	Blacksburg, VA	134
79.	-6	Western Ohio	49.73	Centerville	133
80.	-6	West Oklahoma	48.60	Edmond-North	116
81.	-	Arizona	48.48	McClintock	118
82.	+12	East Iowa	48.38	Wahlert	89
83.	-7	South Florida	47.72	North Miami Beach	154
84.	-4	West Los Angeles	43.64	Notre Dame	101
85.	+3	Pennsylvania	43.50	McKeesport Area	83
86.	-3	Carolina West	42.80	Providence	72
87.	-3	Georgia Southern Peach	42.29	Warner Robins	83
88.	+8	Iroquois	40.11	Richfield Springs-Central	64
89.	+6	Capitol Valley	39.80	Del Norte County	75
90.	-4	Tarheel East	38.75	Pine Forest	69
91.	-6	Mississippi	38.37	R. H. Watkins	101
92.	-3	Kentucky	37.05	Boone County	93
93.	-1	West Texas	36.00	El Paso-Cathedral	70
94.	-4	New Jersey	35.33	Montville	78
95.	-4	Gulf Coast	34.00	Pharr-San Juan-Alamo-North	88
96.	-3	Puget Sound	33.38	Eastlake	89
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98.	-1	Patrick Henry	29.84	Princess Anne	86
99.	-	Hawaii	19.40	H. P. Baldwin	48

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