

may 1999

volume

73

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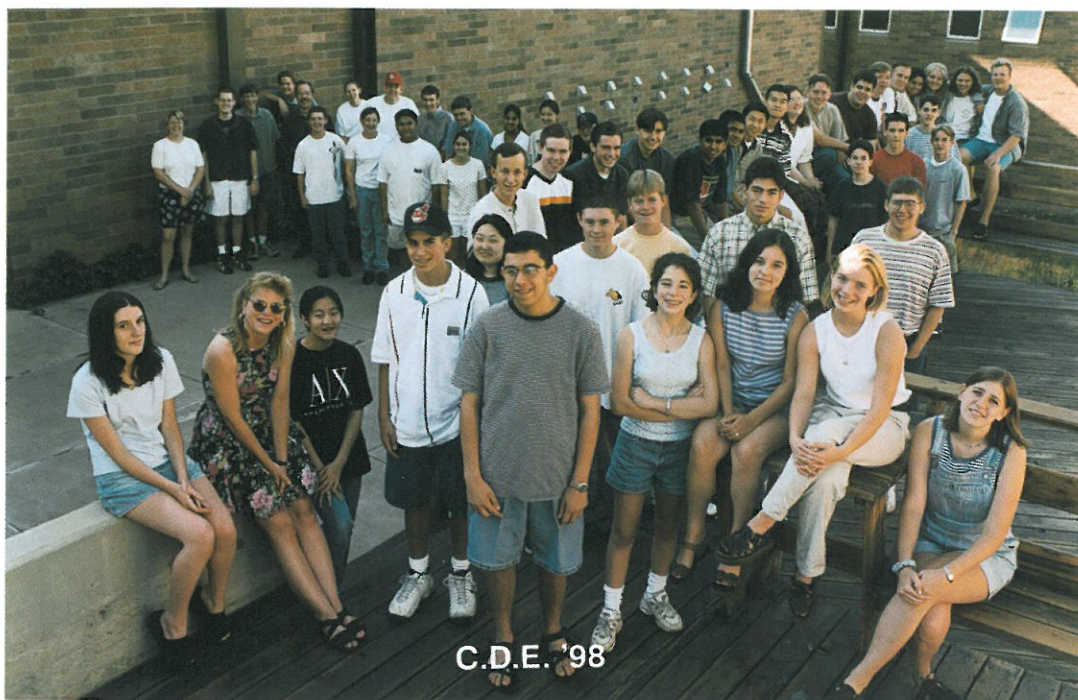


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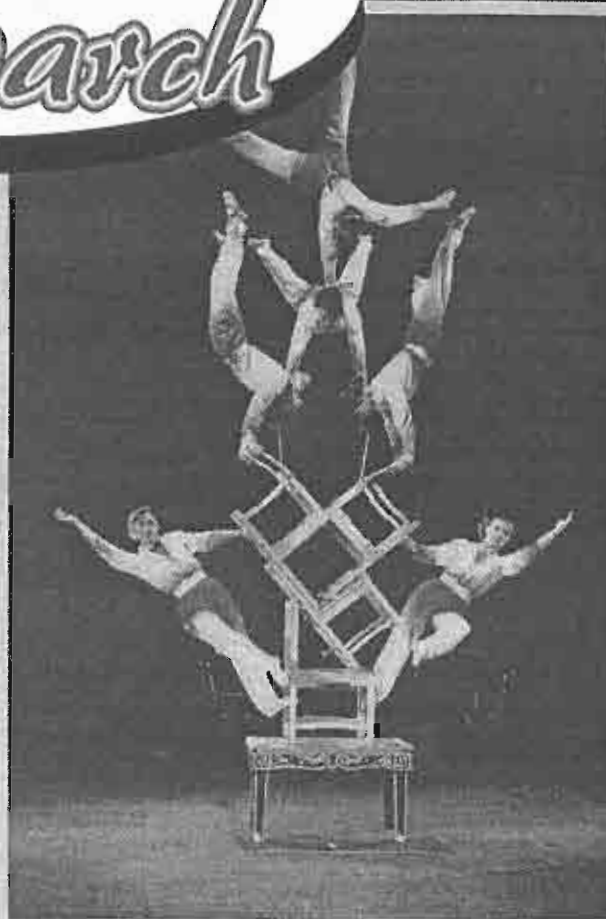
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THE ROSTRUM

Official Publication of the National Forensic League

(USPS 471-180) (ISSN 1073-5526)

James M. Copeland

Editor and Publisher

P.O. Box 38

Ripon, Wisconsin 54971-0038

(920) 748-6206

The Rostrium (471-180) is published monthly, except July and August each school year by the National Forensic League, 125 Watson St., Ripon, Wisconsin 54971. Periodical postage paid at Ripon, Wisconsin 54971. POSTMASTER: send address changes to THE Rostrium, P.O. Box 38, Ripon, Wisconsin 54971.

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FAREWELL

Ed Brower, one time NFL Vice President, member of the NFL Hall of Fame, longtime extemp prep chair and former NFL Assistant Secretary died of heart failure in his sleep March 9 at his Texas home. Ed had recently had bypass surgery but wrote to me March 8, "My health is doing fine. I'm walking 2 miles on each of 5 days a week." His death shocked his loving wife of 49 years, Norma, and his six children, one of whom, Skip, was an NFL coach. Ed coached in New York State and at Dallas Je-



ED BROWER

suit in Texas from 1967 to 1980, where his debate team reached the national semi-finals. After retiring from coaching he worked as an accountant for Sun Oil. Although born in Kansas, Ed was thought of by most people as the typical Texan: big, friendly, hardworking and outspoken. A multi-talented man Ed could invent extemp topics, write a novel, and act in plays all while being "retired." Everyone will miss Ed's sharp mind and easy smile. The good ones are too soon gone. *James Copeland*

Desert Sun National Qualifiers. See special announcements on pages 48-51.

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9:30	Debate Tab Meeting - Second Floor Board Rooms
9:30	L/D Tab Meeting - Second Floor Board Rooms
11:00	First Time Coaches and Schools Reception Errol Flynn Room
12:00	Congress Parliamentarians and Officials Meeting San Marcos Theater
12:00	Supplemental Tab Meeting - Second Floor Meeting Rooms
12:00	Impromptu Tab Meeting - Second Floor Meeting Rooms
12:30	Extemp Officials Meeting - Second Floor Meeting Rooms
1:00	District Chair Reception - San Marcos Ballroom A
2:00	District Chair Seminar - San Marcos Ballroom C
3:00-8:00	Late Registration San Marcos Hotel Second Floor Board Room
4:00	Desert Sun Nationals 1999 Opening Ceremony - Chandler Center for the Performing Arts
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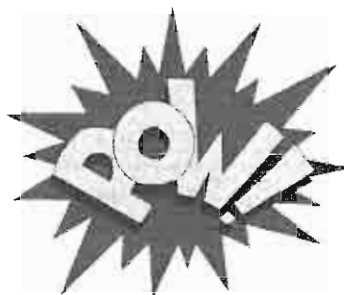
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ADAPTING IS CUEING JUDGES' RECONSTRUCTIONS OF DEBATES

by Jim Hanson



What does it mean to adapt in academic debate? The first answer likely to pop in your mind in response to that question is "adjust your delivery and arguments to the judge." But what does "adjust" mean? I would argue that the meaning of "adjust" has rested on the belief that the judge is an autonomous individual who logically deduces a decision based on the arguments presented. As practiced, debaters choose certain arguments and ways to present those arguments so that they meet what they believe to be the judge's beliefs. Then, the judge assesses those arguments given his or her predispositions.

An idealization of this process is in Glenn Kuper's excellent article, "The Use of Perelman's Universal Audience in Non-Policy Debate." Glenn argues that those in debate can use the universal audience as a construct to assess arguments in debates.¹ He argues that this approach would "elevate" discourse so that debaters "would be forced to establish concrete, universal premises."² He also points out that such an approach would make judges more objective and unbiased,³ and permit them to transcend their subjective view of values.⁴

Perelman's universal audience and Glenn's use of the same imply a commonly held view of rationality that focuses on a homogenous group of evaluators--only the most rational and reasonable people. Yet, view the debate round from a different perspective, a view emphasizing the heterogeneity of judges, the post-modernness of debate where debaters and judges enact a ritual with the most truncated reconceptualization of the "real world" in a bizarre flurry of words and artificially constructed "rationality," the audience can, or at least, should no longer represent just the most rational and reasonable people. After all, what stands before each debater is a judge or judges whose decisions reflect a multitude of varying experiences, beliefs, values, approaches to decision making, etc. These experiences are unique to each judge as show in 2-1 and 3-2 decisions; various opinions about this team or that; differing views on what issues are relevant (hasty generalization, inherency, etc.); what style of arguments judges like, etc. This does not even include how a judge responds to situations where

the opponents raise an argument the judge has never before heard; what the judge knows or does not know about the topic; etc. So heterogeneous is this situation confronting debaters, that in seeking to find common ground upon which to judge arguments--that is, to speak meaningfully to the judge so as to influence action and belief--we fall into what Kenneth Burke calls "the state of Babel after the Fall."⁵ The situation is ripe for rhetoric--but how can a debater address the multiple kinds of situations, opponents, judges, confronting them? The "incommensurability" of addressing all these debate "languages" reeks of the danger of so much heterogeneity that debaters cannot speak meaningfully to each other, let alone the judge.

In order to address the speaking of radically differing languages, a debater must forge the incommensurabilities into "workabilities"--points at which he or she uses rhetoric to break the divide between the multiple, conflicting aspects of a debate. This forging is a kind of praxis which is endowed with a rhetorical consciousness of "what to do" for those who we believe are listening so as to lead them to act in a way which is favorable to us. This entails a different perspective from what textbooks often teach in their emphasis on identifying the fallacies in arguments, the elements of soundly constructed argument, etc.⁶ I will argue that debaters should conceive of debate as an attempt to piece together the "fragmentation" inherent in the debate process by mentally constructing a convergence of multiple audiences. Specifically, I will.....

1) discuss how debaters lose control of their arguments in debates;

2) provide a theoretic framework for a kind of rhetorical praxis focused on a heterogeneous audience;

3) explicate how a debater can attempt to account for the audiences which fragment the presentation of arguments so that ultimately, when the judge reconstructs the debate in the form of a decision, he or she will make the decision the debater hopes will occur.

Losing Control of Arguments

When debaters present arguments, they have a tendency to believe that they

have control over them. They are cognizant, usually (though often not fully enough) that the other team will respond to their arguments and that the judge will have certain responses to the arguments. But, debaters also need to be aware that after they present their argument, they lose control of the argument. By losing control, I mean that they no longer are able to guide *argis'* directly to the judge's mind. Rather, the argument is subject to the control of a variety of factors external to the debater. This loss of argument occurs in at least these ways:

1. *The debater's opponents respond to the arguments*
2. *The debater's partner does well or poorly in a speech or cross-examination*
3. *The arguments ignore, meet or exceed the expectations of the judge*
4. *The judge relates the argument with another argument giving it a meaning unlike the one the debater intended*

In each case, an act external to the debater and beyond his or her control weakens or strengthens the argument in specific ways which make the communication of the argument's worth to the judge more difficult or simple.

Acknowledging this lack of control requires a different conception of the process of a debate. Instead of simple "say it" and then "defend it" and then "the judge agrees or disagrees with the argument"--the process is much more complicated. Despite the heavy emphasis on the rationale in debate, judges respond to arguments in their own, unique way. They reconstruct the arguments as their beliefs tell them to do and they generate their beliefs within a community of thought. V. William Balthrop in his article, "The Debate Judge as 'Critic of Argument'" pointedly argues that judges judge based on the community of which they are a part. He argues that: *the critic and the phenomenon, however, do not just exist in isolation or even conjoined only through their immediate context. Rather, they exist in a "life relationship" with one another through their mutual participation within a given community.*⁷

These communities are constantly in flux: changing, adapting, differing, varying in their emphasis of this practice or that (running disadvantages, presenting hasty gen-

eralization arguments, using thesis statements, etc.). As such, they share the kinds of similarities and differences that any community generates.

The communities, of which judges are representatives, come to dominate the arguments in a debate. As Michael Calvin McGee has recently argued concerning rhetoric--rhetorical acts are constantly being transformed as chunks of "text" reconstructed by their multiple audiences.⁸ Hence, to see what goes on in a rhetorical act like a debate, one must view an argument as a fragment of the communities in debate rather than as a textual entity understood in an observable way by the debate critic. As such, persuasion happens not by saying $x = y$ and $y = z$ and therefore the judge comes to adhere to it as such (let alone necessarily conclude that $x = z$). Instead, persuasion happens by the judge's unique reconstruction of the debater's arguments. X becomes Z in the judge's mind depending on how the judge conceives of X , Y and Z as well as how the debater presented these arguments, as well as how the opponents responded to the arguments, etc.

Exemplary of how judges reconstruct debates rather than just do what the debaters tell them to do is the judging practices that exist now. Just look at how long judges take to decide many NDT debates. I doubt few reject the argument that reconstruction is occurring in the 1, 2, and even 3 hours of time NDT judges often use to make a decision. The judges use this time (even when it is just seconds after the debate is over) to piece together the arguments in a way they find meaningful, particularly in regard to being able to express a decision which others will find a legitimate reconstruction of what they have done to the arguments and/or skills presented in the debate. Some judges reconstruct (as well as interpret) the debate as being about proving the whole resolution (whole resolution and inductive approaches to the topic), while others focus on the affirmative's ability to prove when the resolution is true (as in a parametrics approach). Even tabula rasa and gamcplayer judges engage in this practice. Their practice just attempts to avoid presuppositions about the arguments. But they too construct quite a bit--they focus on the "dropped" arguments and on the "decision rules." These "cues" given by the process of the debate trigger them to construct their decision in a certain way. And it is critical for debaters to appreciate the importance of "cues" if they are to be truly rhetorically

conscious.

As such, debate is not a set of rules or series of logical principles, which when understood fully "tell" a debater how to debate. Analogously, Stanley Fish, in a brilliant rejoinder to Lawrence Fiss, argued that what lawyers and judges do is *practice the law* as opposed to follow what the principles and rules underlying law tell them what is the right thing to do. Legal experts understand the law in their minds as a practice--just as basketball is not principles and rules embedded in a rule book or in the basketball or in a hardwood court.⁹ At some point, lawyers as well as debaters come to understand how and when to use refutation, point out logical fallacies, use evidence, address a stock issue, etc. and as their practice continues they gain a richer, more sophisticated conception of what to do in any given round.

A Theory of Adaptation As Adjusting to the Fragmentation of a Debate Round

The notion that the judge just reconstructs the fragments of a debate raises the question, what should a debater do? After all, if the judge reacts to the whimsy of a "cue" as in a peripheral act independent of the substantive or, in Petty and Cacioppa's term, "central" issues,¹⁰ does not debate and argumentation become an irrational process to which the judge idiosyncratically responds? McGee's commentary offers insight into this concern when he argues that:

The only way to "say it all" in our fractured culture is to provide readers/audiences with dense, truncated fragments which cue them to produce a finished discourse in their minds. In short, text construction is now something done more by the consumers than by the producers of discourse.¹¹

The fact that the consumer/judge constructs the text more so than the arguer/debater places the arguer/debater in an entirely different role from what we might believe is the case in a "rational" context--especially in a debate. Yet, providing truncated fragments which cue the judge to finish a discourse is exactly what rationality is, or at least should be, about. Aristotle himself argued that emotions, "pathos," were rational insofar as they led the audience to make reasoned judgments. In debates, the often incredible rates of speed, abstract, cryptic and jargon loaded language, etc. lead a judge to construct a decision--to fill in the enthymemes, not only of the arguments--but of the decision as a whole itself. As such, the debater presents the arguments

in the hope that the judge will make a construction favorable to him or her.

Acknowledging the incredible power wielded by a judge's quasi-arbitrary reconstruction of a debate does not mean debaters are left powerless to the whims of judges. Rather, this acknowledgment empowers debaters by making clear the incredible importance of arguing about the reconstruction of the debate. As any experienced debater will tell you when confronted with a judge they "just can't get"--he or she wants to know what to do. When debaters do state what kind of a construction a judge is likely to give to a set of arguments, they create the "workabilities" to go around the incommensurabilities because they have a sense of how to construct and present their arguments so that the reconstruction of what they have presented is in some degree of accord with their side of the debate. When a debater engages in this kind of thought, the debater approaches the kind of rhetorically conscious praxis I call "adapting." But to understand fully the heterogeneity of the debate situation, one cannot fixate on the judge alone as I have pointed out about the importance of debate communities. To be fully "audiencing," the debater needs to conceive of the multiple, fragmented aspects of a debate and attempt to achieve a kind of togetherness which brings together the fragments into momentary union. Here, debaters who are rhetorically conscious conceive of what I call "deconstructions" and "constructibles"--points at which their arguments can become a liability when reconstructed (as in, presenting a disadvantage which the opponent turns for a deconstruction, or for a constructible, reading full source citations to garner judge belief in the source's credibility which leads to credibility for the other arguments, which leads to a belief in the worth of constructing those arguments into a favorable decision.)

Accounting For The Fragments When "Adapting"

When a debater is adapting, he or she conceives of an audience. This audience, as I said, is composed of all who would listen or who know of what the debater does. This audience engages in the debate process as well, for they will also reconstruct the text and respond in certain ways. As I have outlined, this audience is different from the "universal audience" because it includes more than just the rational and reasonable people; the audience does more than just "check" the arguments--they ac-

tively and perhaps rather arbitrarily reconstruct the arguments; and by virtue of being involved in the debate, fragment and possibly bring together the debater's arguments. Included among those who influence this process are at least debate theorists, topic arguers, partners, and the opponents. The debater's thoughts and actions based on a synthesis of dialoguing with these audiences is adapting. From the adapting, the debater is able to construct arguments in a way that, in as much as is possible, make arguments which lead, cajole, force, persuade, etc. the judge to reconstruct the fragments in a way favorable to the debater.

These audiences influence a debater to consider a variety of ways to coalesce the fragments of a debate into a meaningful whole. In order to persuade the tournament selected judge—the debater needs to envision and offer arguments in a way which the judge could and would use in his or her reconstruction. The key is for the debater to offer "cues" which trigger a judge to do certain things in a round. This begins a kind of "motion" response (in the Burkean sense), though the judge may be conscious that this is happening (like when we are conscious of a doctor testing our involuntary reflexes). To do so, a debater must be cognizant of ways in which other "audiences" of a debate can interfere or assist him or her. Briefly, here are ways in which debaters should reach out to each of these audiences to encourage positive reconstructions of the arguments.

Debate Theorists

The debater should attempt to make arguments which, in the judge's eyes, will fit the stock issues, organized into the right kind of structure, use logically sound arguments, etc. Done properly, the judge will be able to reconstruct these arguments. Done incorrectly, the judge will not follow the line of thinking in the case. A case without a barrier to the implementation of the plan will fail with some judges who view this, rightly or wrongly, as a *prima facie* element of an affirmative case. In a different situation, good refutation practices could lead a debater to present a solvency attack directly against the affirmative case as opposed to do so off case. This would encourage the judge to engage in the process of comparing the evidence. However, if the negative debater does not want the judge to make this comparison, he or she could present the solvency attack off case. Doing so would reduce the change that the judge would reconstruct the solvency argumen-

tation by comparing the two sides' evidence directly.

Topic Arguers

The debater should attempt to understand the "field" expectations of the arguments he or she presents, to be ready to answer arguments other scholars would make, to justify the methodologies used, to keep up to date with the latest advancements, etc. Given demonstrations of this knowledge, the judge would be guided by the debater who exhibits expertise in the debate. So, to cue this response, good debaters practice for cross-examination so they can present answers that show knowledge by referring to experts, that provide detailed information about the arguments, etc. Absent demonstrations of expertise the judge spends time questioning the veracity and legitimacy of an argument, loathing the use of incorrect facts in an argument, etc. instead of following the enthymematic motion of the argument.

Partner

The debater should attempt to adjust his or her position so that it is consistent with his or her partner's arguments, to extend elements of the case so that it can be argued better in rebuttals by the partner, to present certain arguments in a speech so that the partner can rebuild those arguments easily and persuasively in rebuttals, etc. Here, the judge sees teamwork in action--coordinated belief triggering the judge to follow the coordinated effort--to join the team--to be part of the agreement. When, for example, a partner fails to extend criteria arguments, the debater needs to adjust for this so that the judge does not focus on this failure as a basis for deciding the debate.

Opponent

The debater should skip a position that the opponent is good at, or present a position on which he or she knows the opponent is weak. The debater can present weak arguments in the beginning of a speech and stronger ones at the end in an effort to get the opponent to respond weakly to the last set of arguments because the opponent is likely to spend too much time responding to the first set of arguments. A team could change cases against differing opponents. They could be nice by going slow against a team that cannot speak rapidly or go fast to gain a strategic advantage. They can adjust their style to accentuate differences or similarities. Emphasizing a difference in style, for example, can lead a judge to see the debate as a narrative

involving rude versus courteous characters. Avoiding presenting an issue that opponents would present turns against, prevents the judge from going down a path emphasizing those responses in her decision.

Putting It All Together

The debater must, then, coalesce these fragmented audiences (who are often in conflict with one another) and seek to provide some way to bring them together into something which the judge can meaningfully reconstruct. To do this, I suggest turning to what Lief Carter has advocated concerning the law. Carter argues that the practice of the law be conceived of as performance--acts designed to fit the authoritative beliefs of a community.¹² He evaluates decisions by assessing whether a performance "create[s] a persuasive vision of a coherent world that in turn makes the case outcome plausible,"¹³ and "convince[s] us ordering chaos is doable and meaningful."¹⁴ Debaters should do the same. As I have argued, a debater should conceive a way to get the judge to put the pieces of the puzzle together in a way which will lead him or her to do that very act in a certain way (or, at least a way which will create a puzzle similar to the one the debater wishes to be constructed). Here, the chaos of the disadvantage turns and case takeouts and counterplan permutations, and partner drops, and failure to address an opponent argument, and the need for a stronger link in a disadvantage can be reconstructed so as to make enough meaning for the judge to render a favorable decision. This is the struggle of the debate--to adapt to the changing circumstances brought forth by the fragmentation inherent in debate.

Conclusion

Debaters should no longer merely change arguments and delivery to adapt, at least in the traditional sense. Instead, debaters should view adaptation as a process of adjustment to a construction of audience in their mind which accounts for the ways in which judges really evaluate a debate--not in an objectively identifiable set of beliefs the judge holds. This debater created conception of audience should reflect the heterogeneous nature of a debate round as a conglomeration of often conflicting audiences which a debater must meaningfully converge in the form of persuasive argumentation. Indeed, what that audience ought to represent is the debater's synthesis of the beliefs and attitudes of at least the judge, opponents, those knowledgeable (Hanson to page 52)

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

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



Fees : \$950 for CX,
\$775 for LD,
\$525 one-week
plus \$75 application fee.
For info contact: NFC
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HELD IN THE WASHINGTON, D.C. METRO AREA

CX (all programs): July 2 - July 20

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

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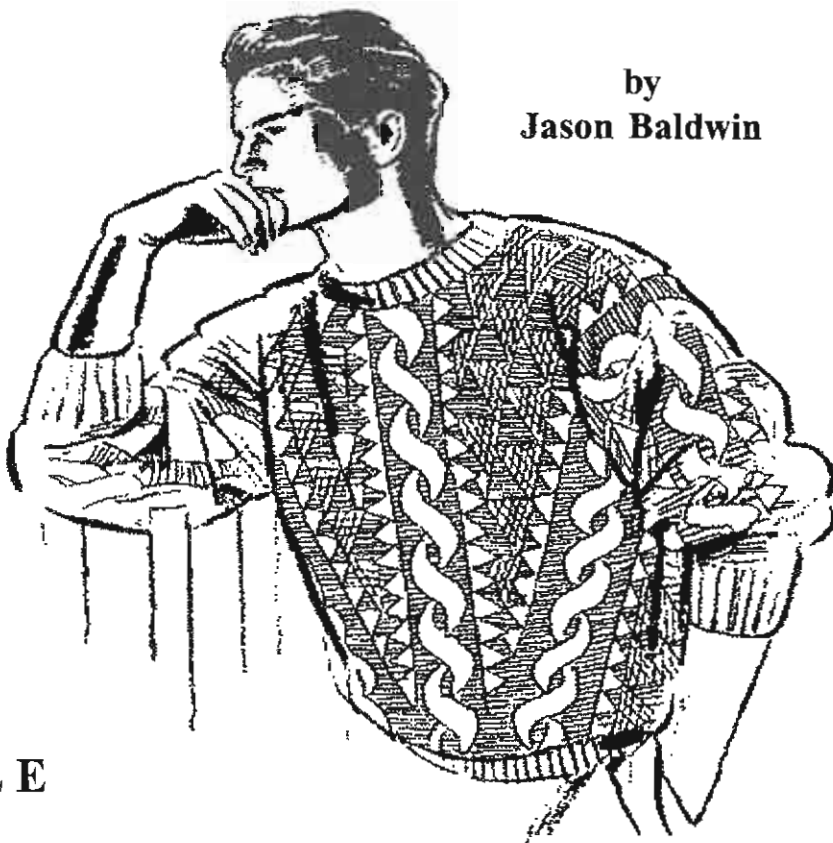
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E V I D E N C E

by
Jason Baldwin



A R A T I O N A L E N

L/D

When Lincoln/Douglas debaters rebuff challenges to their arguments by claiming that "this is L/D, so I don't need evidence," I am never sure whether they speak sincerely or are just covering up poor preparation. But when judges write similar comments on ballots, which they often do, I have to think that at least some friends of L/D really believe that evidence of a factual or empirical cast has no place in our activity. This attitude probably goes back to L/D's origin as a reaction to the excesses of policy debate. It may also have roots in the Enlightenment belief that questions of value are logically distinct from questions of fact; since L/D is values debate, empirical claims are irrelevant. I suggest, to the contrary, that empirical evidence plays a vital role in values debate and, far from being excluded, ought to be positively demanded in many L/D rounds.

To see why evidence is important to L/D, we shall make a brief excursus into the logical structure of arguments. Generally, each contention of the L/D case is designed, or can at least be schematized, as a type of argument called a categorical syllogism.

This is an argument with a major (or general) premise, a minor (or specific) premise, and a conclusion. Here is a simple example:

M: All plays by Shakespeare are great.

m: The Tempest is a play by Shakespeare.

C: The Tempest is great.

Notice that categorical syllogisms relate three terms, in the above example:

- 1) plays by Shakespeare,
- 2) being great, and
- 3) The Tempest.

Each of the two premises relates one term not found in the other premise (greatness and The Tempest, respectively) to a term common to both premises (Shakespeare), and the conclusion joins the two unique terms.

A syllogism may possess two merits: *validity* and *truth*. To be valid, the conclusion must follow necessarily from the premises. To be true, the premises and the conclusion must all be true. Our Shakespeare syllogism is valid because, given those two premises, it necessarily follows that The Tempest is great. The syllogism may or may

not be true, however, because it is highly debatable whether all plays by Shakespeare really are great. A syllogism may be both valid and true (*All mortals will die, I am mortal, so I will die*), or valid but untrue (*All debaters talk too much, Jane is a debater, so Jane talks too much*), or invalid but true (*All music by Bach is sublime, the Mass in B Minor is sublime, so the Mass in B Minor is by Bach*), or invalid and untrue (*All potted plants are green, my lawn is not potted, so my lawn is not green*).

In most L/D arguments, the major premise of the syllogism proposes a standard of moral or political judgment, the minor premise relates the controversial term of the resolution to that standard, and the conclusion affirms or negates the resolution. Take, for example, the resolution that capital punishment is justified. Here is one possible affirmative argument:

M: Any punishment consistent with the categorical imperative is justified.

m: Capital punishment is consistent with the categorical imperative.

C: Capital punishment is justified.

Now clearly this outline leaves the debater

with a lot of explaining to do. What is the categorical imperative, why is it always justified, and how is capital punishment consistent with it? (For a treatment of how to answer these sorts of questions clearly, see my "How to [Still] Make Our Ideas Clear," April *Rostrum*.) But the syllogism form does at least break the argument down into its component parts so that we can examine its logical validity and truth.

And here we begin to approach the question of evidence. For presumably debaters aim to make their arguments both valid and true, and while we can test the validity of arguments without appealing to external authorities, the truth of arguments will always hinge on the truth of their premises. Sometimes, as in the case of the categorical imperative syllogism above, empirical evidence will be irrelevant to establishing the truth of the premises. Of course, the affirmative debater may wish to quote Kant to explain or defend the major premise, but invoking Kant (or any other authority) is not strictly necessary to argue for the categorical imperative as the correct moral standard (major premise) or for the consistency of capital punishment with the categorical imperative (minor premise). These connections require a combination of moral suasion and concept analysis; they address the normative universe, and no external test of evidence could prove or disprove them. And if the connections hold, the conclusion that capital punishment is justified follows logically.

But other times, the nature of the premises is quite different. Consider this possible affirmative argument:

M: Any punishment that deters is justified.

m: Capital punishment deters.

C: Capital punishment is justified.

As with our categorical imperative syllogism, the moral standard proposed by the major premise of this argument is controversial. It must be argued for, though the reasons offered to defend it will not be of an empirical nature. But whereas the minor premise of the categorical imperative syllogism made a claim about the nature of concepts (that the nature of the concept of capital punishment is consistent with the nature of the concept of the categorical imperative), the minor premise of this syllogism makes a strong empirical claim which goes beyond simply understanding the concepts of capital punishment and deterrence. We may know what capital punishment is and what deterrence is, but still be unsure

about whether capital punishment actually deters. It will not help to argue that it just makes sense to believe that capital punishment deters, because the major premise does not say that any punishment which it just makes sense to believe deters is justified. If capital punishment does not in fact deter, it will not have been justified by the argument. Those judges and debaters, the vast majority I would think, who do not bring with them a firsthand knowledge of the deterrent effectiveness of capital punishment have little choice but to rely on empirical evidence to determine the truth of such an empirical claim.

Even a cursory review of the arguments offered for or against a given L/D resolution will reveal that many of them depend for their truth on empirical claims which cannot be satisfactorily evaluated without supporting empirical evidence. There are three things to note about the kinds of premises that need evidence. First, they are typically the minor premises of syllogisms, because major premises are usually the sort of broad normative claims that cannot be conclusively proven or disproven; minor premises, in the process of applying those broad claims to particular human practices and institutions, will often make implicit or explicit empirical claims about what exactly those practices and institutions involve.

Second, evidence-hungry premises usually follow major premises which propose a normative standard based on consequences. Moral rules (such as the categorical imperative formulation of the universal law) which are not based on consequences may not depend on empirical claims to apply the rule to an action, whereas consequentialist moral rules (such as utilitarianism) always evaluate an action on its (usually empirical) effects.

But, third, even minor premises of some deontological arguments may require empirical evidence to adequately flesh out the relation of the subject of the argument to the moral standard. Suppose I argue that suppressing pornography upholds the (deontological) categorical imperative formulation of the end-in-itself. Once I explain what sorts of actions count as violations of the imperative, I may still need empirical evidence to establish that the production, distribution, or consumption of pornography commonly includes those sorts of actions. My argument for pornography restriction does not hinge on any empirical consequences of the action, but it does rely on empirical claims about the nature of pornog-

raphy that probably cannot be evaluated by the average listener without supporting evidence.

In these circumstances, the distinction between persuasion and evidence breaks down. "Because I say so" is not persuasive proof that socialism makes people lazy, or that gun control makes people feel secure, or that feminism destroys families, or that prioritizing due process increases crime. Our individual experiences simply don't qualify most of us to speak persuasively to these issues. What we need are the kinds of expert research and opinion which good evidence provides to confirm our assertions that the larger world is or is not a certain way. And persuasive power aside, offering appropriate evidence is a basic duty of speakers; coaches and judges, in turn, have a responsibility to call students on unsupported assertions. Little is gained by way of "training for leadership" when we allow students to spin wildly inaccurate empirical webs from their active imaginations.

*Evidence is
an essential
forensic tool
which should be
part of every
debater's educa-
tion.*

Some readers may have noticed that since only certain types of arguments rely on empirical premises, it would still in principle be possible for an L/D purist to remain evidence-free by avoiding those types of arguments. Indeed, evidence is not logically necessary for every argument. But more and more, L/D resolutions invite empirical study by probing technical subjects such as genetic engineering, weapons of mass destruction, and First Amendment jurisprudence. Issues like these cannot be intelligently treated in an empirical vacuum. And whether or not a debater chooses to base his own arguments on empirical premises, he will in all likelihood have to refute opponents' arguments which are predicated on empirical claims, and he may need to be prepared with empirical evidence to do so.

Even arguments which we usually think of as purely philosophical or theoretical may have empirical claims lurking beneath them. Locke, Kant, and Mill, that mighty liberal triumvirate which occupies (*Baldwin to page 54*)

May 1, 1999

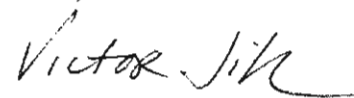
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You may be wondering, what ever happened to Victory Briefs? Or more probably, what and who is Victory Briefs? For four years (1989-1993), Victory Briefs was one of the leading Lincoln-Douglas debate publishing companies. Founded while yours truly was a student at Stanford University, Victory Briefs transformed the L-D publishing industry. What made us different? We believed that the highest function of the debate handbook is to inspire thought, not to supplant it with prefabricated cases. We believed that the handbook should supplement education, not moot it. We believed that an L-D handbook should be written by Lincoln-Douglas debaters and coaches, and not by ex-policy debaters or CEDA debaters. To us, the best handbook is one that frustrates rather than satiates students, by challenging them with philosophical ambiguity and new concepts. We strive to make debaters think!

After four years of publishing (and coaching debaters at Palo Alto High School to the state finals, championships at the Stanford tournament, and one who won the Tournament of Champions), I decided to put Victory Briefs on hold for Harvard law school. Now that I am a licensed attorney in Los Angeles, it's time to start up again. This time I am teaming up with the two Chad's - Chad Ho, the National U.S. Extemp Champion 1990, and Chad Kahl, who has a graduate degree and in fact teaches advanced library research techniques, with regular contributions by much of the original staff, including two National Champions and a Tournament of Champions winner.

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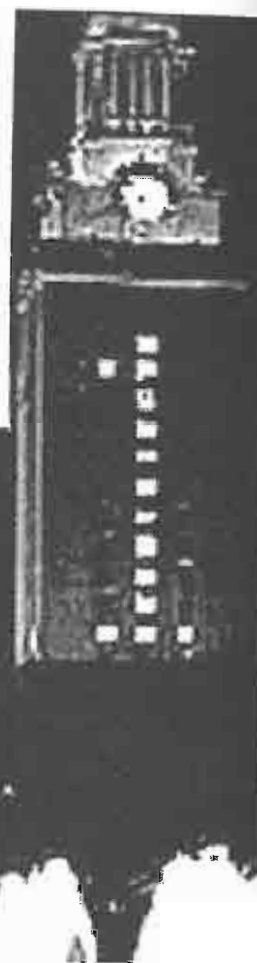
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SPONTANEOUS VERSUS PLANNED ORDER

by Gary Leff

When I first glanced at Larry Smith's article in the January 1998 *Rostrum* ("Curmudgeonly Thoughts on the State of Policy Debate"), I made a mistake: I dismissed it. At first brush, it struck me as a lone rant about the state of debate, with proposals far enough outside the mainstream that they had no chance for adoption.

Among other things, Mr. Smith proposed restructuring time allocations and forbidding the use of evidence except for those on 4 X 6 cards. I didn't think these specific proposals warranted consideration, and more importantly I didn't think anyone else would feel they merited discussion. As a result, I saw no reason to write a response. I was wrong.

Ultimately the question that Smith's articles raises and that's most worth considering is how we can best preserve and grow an activity that has tremendous social and intellectual benefits. I believe that the activity should be guided by the minds and ingenuity of the participants, with as few restraints as possible. Coaches should guide their students but not stifle them. Above all debate is one of the few opportunities high school students have for intellectual excitement and challenge, and we ought not risk anesthetizing it.

The problem isn't in the arguments student present in rounds. The real crux of any problem with debate lies in coaching. Hopefully we can spur a discussion of how to attract bright teachers who are willing to dedicate themselves to the activity.

Misunderstanding the Nature of the Problem

Perhaps the least compelling concerns about debate today are the ones that Mr. Smith cites. The real problems are varied, but they lie far away from the speed debaters talk or the innovative arguments they develop. There aren't enough coaches and there isn't enough money available to retain the good ones.

Debate has been getting consistently more complex over time. Smith told me that in the late 1960s his teams had a hard time competing against top schools whose students spoke "too fast" and went to summer institutes. At the same time, participation has grown exponentially. It seems hard to establish a causal relationship between the innovations in debate and any perceived recent decline in participation. There are fluc-

Response to Larry Smith article published in the January, 1998 issue of the *Rostrum*

tuations in the strength of schools, leagues, areas, and states over time, but debate is certainly larger today than when the complaint was first registered.

A large cause of fluctuations in policy debate participation has been Lincoln-Douglas debate. When LD debate was introduced some team debaters opted for the new form of debate. More importantly, it became a draw for new students entering the activity that might otherwise have participated in policy debate. Most regions have more team debaters than they did when LD began, though perhaps not as many as they would have if there was only one kind of debate. It's similar to a stock split. All of a sudden the price per share is reduced, but the total value of outstanding stock remains the same, and may continue to grow over time. Adding events, like LD or any number of interps, draws away from existing events but reinforces the activity over time by offering more things to more people.

Speed isn't the problem either. When lay judges are confronted with debaters who speak too fast and get scared away from future judging the culprit isn't the school of thought which favors significant quantities of detailed argument. No sane coach would recommend that his or her students speak in a manner the judge cannot comprehend. It doesn't foster learning or winning. The problem is that the students haven't been sufficiently trained to adapt to their audience. They need a coach who can help them understand their audience and use a more appropriate rhetorical style for the particular judge.

Some schools offer the explanation for only competing in individual events and/or Lincoln-Douglas because debate is too "tough" or their students "can't compete." That just doesn't stand up to scrutiny. First, because LD is probably tougher than policy (think about teaching graduate level philosophy to fourteen year olds), and second because it isn't the kids who can't compete, but the coaches who are unable or unwilling to teach them how (or put the work in to learn to teach them how). The key to overcoming this dilemma is a pool of coaches that aren't scared off at the mention of policy.

Far from discussing how to tweak the rules of the activity, the real focal point of our discussion ought to be: how do we develop and retain talented, dedicated coaches?

Unfortunately, solutions are far from easy. If we want to attract and retain bright people, we need to pay them more. A good coach's opportunity cost is simply too high if the compensation is substantially smaller than what they can receive elsewhere. Work environment plays a part, so support from school administration is important, too.

In order to develop high school coaches, strong college programs are a huge asset, first feeding assistant coaches and then teachers well-versed in the activity into high school debate. Too often, though, there is a huge disconnect between college debate programs and the high school teams in the same town.

Maybe this will spur some discussion, because these broad strokes alone will not be sufficient. The randomness of scientific discovery suggests that by having a multitude of people working on this problem we're bound to get farther than with just a few people opining.

Evolving and Growing

Though I believe that what Larry Smith describes is not good debate, simply saying "I'm right and you're wrong" isn't enough, since the concerns he expresses are real. I prefer viewing the world in a different way. I prefer to focus on the process by which debate evolves rather than the specifics of how topicality is debated or what kind of evidence can be used. The distinction I draw is between a spontaneous order and a planned order.

Spontaneous order is a dynamic process; a series of trials and errors. Individuals engaged in an activity try out different styles and different types of arguments, and those that seem to work well are adopted. Some are fleeting and others are enduring. It would be foolish to think that styles are chiseled in stone and will be around forever and thus need to be "fixed" if we don't like them. Though Karl Marx was much more inclined toward planned orders, he aptly described the aforementioned fallacy as the "illusion of the epoch;" the notion that the existing state of affairs is static and will remain unchanged.

Debate is constantly evolving and

the use of speed, critiques (or "kritiks"), and all other innovations will evolve as well. We ought to preserve an open forum where debaters can be experimental and try out new things, rather than creating restrictions in an attempt to engineer debate to meet anyone's own preferences.

Planning inevitably leads to unintended consequences, which are often worse than the ills the planner originally intended to remedy. Planned economies in Eastern Europe collapsed because of the "knowledge problem": no individual possesses sufficient knowledge to control a complex system of production. Questions like what to produce, how to produce, and how much to produce can only be answered by individuals who understand their own subjective preferences and managers who look at prices as summaries of information about relative scarcity.

Likewise, no single eye can account for all of the innovations of debaters or determine the validity of an argument *a priori*. It is much better to err on the side of liberty and free experimentation than seek to control an outcome by imposing rules on an institution like debate or an economy.

The philosopher of science Michael Polanyi sums up the argument in a piece titled "Two Kinds of Order" (*The Logic of Liberty*, 1951)

My argument for freedom in science bears a close resemblance to the classical liberal doctrine of economic individualism. The scientists of the world are viewed as a team setting out to explore the existing openings for discovery and it is claimed that their efforts will be efficiently coordinated if and only if each is left to follow his own inclinations. This statement is very similar to Adam Smith's claim with regard to a team of business men, drawing on the same market of productive resources for the purpose of satisfying different parts of the same system of demand. Their efforts—he said—would be coordinated, as by an invisible hand, to the most economical utilization of the available resources.

We must maintain the position that everything is open to challenge. Isn't that what we're trying to teach students?

The Unintended Consequences of Legislating Debate

The rules that Smith proposes aren't necessarily the most contentious or the ones most likely to be adopted. As such, I comment on them here only to demonstrate the perverse outcomes that often result from attempts to plan an activity such as this, and to illustrate my point that no one per-

son possesses sufficient knowledge to direct the activity.

Example #1: Instructing Judges to Inject Their Own Knowledge

Larry Smith writes that we ought to "[i]nstruct judges that they do not have to take debaters' word. If they have personal knowledge (not beliefs) that indicates an argument is blatantly untrue or counter intuitive to logic and historical precedent, the judge may reject the argument and so note on the ballot."

How are we supposed to separate out "knowledge" from "beliefs" in any meaningful way? Most people probably "know" that the average human body temperature is 98.6 degrees Fahrenheit, but they would be wrong (the original measurement was taken in Centigrade, rounded off, and then converted). "Knowledge" isn't supposed to be settled. Instead it should be debated.

When I debated the space exploration topic in 1990-1991, my partner and I ran a Gorbachev disadvantage. We argued that declining Soviet prestige would cause hard-line communists to stage a coup. At that point, the Soviet Union would either return to communism or more to democracy. Our position was that the United States had an important role to play in influencing the outcome. My coach told me that the position was ludicrous and that I shouldn't run it. In the summer of 1991, just such a coup occurred and the breakup of the Soviet Union ensued. Admittedly, the US space program probably wasn't instrumental in the collapse of communism, but that's exactly the debate that we had in rounds throughout the state. The future, while not unimaginable, is certainly unknowable. That's why it is folly to brand certain kinds of discourse bad or unacceptable. My coach's "knowledge" would have rejected this argument out of hand.

I was a part of another round where my partner and I did a fairly good job on the negative, and decided to collapse down to arguments we were winning in the 2NR. It was the college CEDA topic on the U.N. Universal Declaration of Human Rights. We kicked out of Islamic Fundamentalism. The judge voted for us on that issue because he "served in Desert Storm and he knows it's true."

Encouraging judges to intervene in this fashion *even more than they already do* can only serve to reduce the quality of argument, limiting it to conventional and reactionary themes which play to peoples' prejudices. And it can only stifle interest in

the activity (read: less participation, not more) when the work that a debater puts in is shunted aside by a judge that has been told to put his or her preconceptions above the discourse in the round.

Example #2: Evidence and Evidence Quantity

Another proposed rule would be to require that "Debaters may not utilize prepared briefs...debaters may read quotations from 4" x 6" cards in support of their arguments. There go the canned eight-page disadvantage briefs".

Far from improving debate, requiring evidence on 4 x 6 cards would force debaters to use short, conclusionary evidence, as opposed to longer, more detailed and analytical evidence, just to fit it on the index card. One of the *positive* trends in debate is students finding well-reasoned arguments that explain their claims, which can then be debated by their opponents. Eliminating this forces us back into the "he said, she said" dualism that I described earlier.

A rule against "pre-prepared briefs" could also be skirted by keeping cards in a particular order, with transition sentences written on each. Debaters are some of the sharpest students in school. Like the rules described in previous examples, they can easily be circumvented. Of course, I'd rather have students researching their cases than figuring out how to get around the rules imposed on them.

On this same issue, Smith suggests that we only "allow each debate team two evidence tubs for files." He doesn't define the size of the boxes as he does evidence cards (which, presumably, he would require the judge to measure; so much for easing the burden on judges and encouraging them to participate in the activity), so ever larger tubs would become the norm. And how about evidence that can be used either on the affirmative or the negative, depending on the case or disadvantage? Have we reached the point where we want to micromanage debate to the extent that we evaluate what evidence can be in which box?

No Rube Goldberg scheme can shackle the creativity of our brightest students, and we can't foresee their innovations or the unintended consequences of the rules that we, with the best of intentions, may pass.

Preserving Debate as a Learning Process

When we limit what is acceptable practice, a student learns all there is to know (Leff to page 57)

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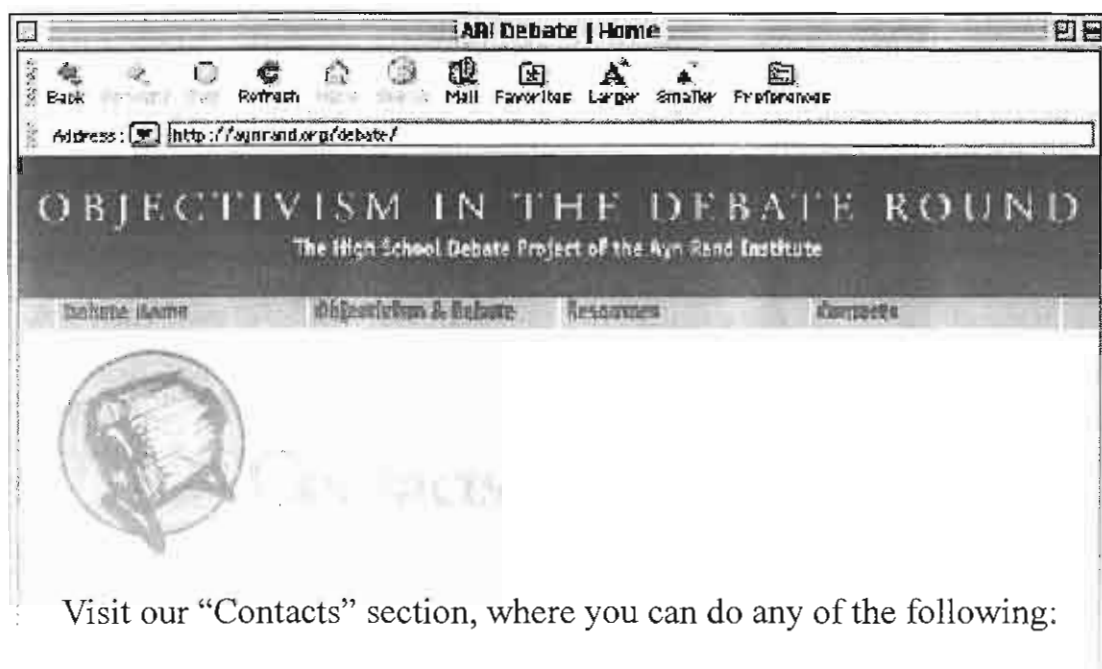
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PORTFOLIO ASSESSMENT IN THE DEBATE CLASS



by Tim Mangan II

When I first began teaching debate, I gave my students no formal grading criteria and instead emphasized that they would be graded on "work ethic." This quickly transformed into a policy where everyone got an "A". Then of course, the inevitable situation came about where a classroom made me decide that I needed some standard criteria for assigning grades.

My next approach involved a rigorous set of standards, which if not met, would result in a grade "lower than an A." I assigned a specific number of practice rounds, a specific number of cases to be written, and a specific number of speeches presented. The students were so concerned about their grades that the drive was to complete the specified number of rounds. Class turned into an endless stream of speeches.

Frustrated with the grading for my debate class I consulted a fellow coach. He told me that he graded his students in three basic areas: *Cooperation*, being one of the most important (I don't even remember what the other two were). I thought about what he had said and realized that taking his idea and organizing it in rubric format would solve several of my problems.

Cooperation would finally allow me to appropriately grade the varsity debater who came back from summer debate camp with the "coach is an idiot" syndrome. It also reminded the students of the importance of working as a team and sharing ideas to create better ideas. I had found that both of these attitudes was destroying team morale and undermining my ability to coach.

Skills demonstration would give me a way of requiring participation in debate tournaments. On several occasions I had students take the class who were only interested in arguing and had no intention of learning anything about competitive debate.

Productivity would solve the problem of the slacker who wrote one decent case and decided to sit for the rest of the quarter. It also solved the equally annoying problem of the student who wrote several poor cases and tried to tell me that quantity

was better than quality.

Diversity was added as a way of building my school's speech program and increasing our NFL participation. It also effectively serves as a check on a student's speaking ability. Our school requires a public speaking course, but students may opt to take debate instead. Even though any debate coach would easily agree, I wanted to minimize the argument that others had made regarding debate not enhancing proper speaking skills.

Miscellaneous was originally added to give students an opportunity to include debate work that I had not thought of including in the rubric. However, it has turned into a wonderfully creative endeavor for most of my students. In the last set of portfolios I collected, one student created a series of cartoons illustrating "proper" debate attire and attitude. I can't say it is the perfect model for my novices, but the student had some interesting insights.

Today grading my class runs very smoothly. For progress reports, I assign grades of pass or fail, based upon what evidence of work I have seen up to the midpoint of the quarter. All students received passing marks at the midpoint of this quarter. I collect the portfolios one-week before the end of the quarter so that I have time to get my grades completed. Even though you would think that the students would put things off to the last minute, I have had a tremendous work ethic among my debaters. Some students are so concerned about completing their debate work that I have had to emphasize that there are no deadlines other than the final portfolio due date and that they don't have to stay up until midnight every night doing debate work. Of course I still have to remind other students that you can't do practice rounds without a case and having neither obviously

lowers your grade significantly.

The most important aspect of the portfolio is the cover letter. This letter tells me how the portfolio is organized. I explain to the students that if I can't find it, I can't grade it. The letter holds the student accountable for providing documentation of his/her portfolio work. For example, a student explains to me in her cover letter that she gave a speech to a luncheon meeting of the Rotary Club. A copy of this speech or notes from the presentation should appear under the diversity section of the portfolio. The cover letter also serves as a reminder to me that the student has gone to x number of debate tournaments or participated in x practice rounds.

In addition to the cover letter, I ask students to document debate activities. For example, if a student asks me to look over a case I will most likely write comments on the case. If a student has one of his classmates evaluate a case, I ask that the student have his classmate write comments, initial, and date the comments. Students also keep copies of their practice round and tournament flows. Documenting these activities provides written proof of coursework if case grades are ever challenged.

This year I plan on making a few changes to the grading rubric and portfolio process. I would like to create a separate rubric for the varsity debaters. This would focus less on diversity, as these students should have proven their basic speaking competencies in their earlier years as debaters, I would replace this with a section on leadership. The cooperation section requires students to submit their ideas to others, but it doesn't reflect my desire that varsity debaters should be guiding their classmates in perfecting cases, critiquing

speeches, and setting a tone of professionalism.

I also need to revise the rubric to spell out exactly what I expect as far as documentation. I have explained my expectations fairly well in the preceding paragraphs and I do likewise in my class, but the rubric itself doesn't contain language specifically explaining my expectations for documentation.

Finally, some students would like to get feedback on their progress well before

the finished product is due at the end of the grading period. Next quarter I plan on letting my students turn in their portfolios one week before progress reports are due. These students would then receive a progress report grade other than pass/fail.

Overall I have to say that, portfolio assessment in my debate classes has been a great success. I haven't had any problems justifying grades since adopting this system. Student motivation is much better. Few students challenge my directions. I feel that

portfolio assessment provides consistency for my students and myself. My only regret is that I didn't start using it earlier.

If you have any questions or require further information on how the portfolio and rubric system is used in my classes, feel free to contact me at Freeport High School (815-232-0400) or e-mail me at tmangan@aeroinc.net. I can provide example cover letters, course syllabi, and a shortened description of this essay that I provide to students and parents.

GRADING RUBRIC

Debate Portfolios

Name: _____

Score: _____

Format (10%)

- Cover Letter included
- Portfolio is well organized and easy to follow
- Portfolio is legible
- Work completed in a timely fashion

Cooperation (20%)

- 5 Solicits feedback from teacher and classmates. Effectively uses feedback to improve debate skills.
- 4 Solicits feedback from teacher and classmates. Shows some evidence of using feedback to improve debate skills.
- 3 Listens to feedback from teacher or classmates. Shows some evidence of using feedback to improve debate skills.
- 2 Listens to feedback from teacher and/or classmates, but does not show evidence of using feedback to improve debate skills.
- 1 Does not listen to others or use suggestions from teacher and classmates.

Skills Demonstration (30%)

- 5 Has demonstrated improvement in speaking, researching, note taking, and arguing by participating in several practice rounds, drills, and debate tournaments.
- 4 Has shown improvement in the following areas: speaking, researching, note taking, and arguing. Improvement has been demonstrated by participating in practice rounds, drills, and debate tournaments.
- 3 Has shown some improvement in the following areas: speaking, researching, note taking, and arguing. Improvement has been demonstrated by participating in the following: practice rounds, drills, or debate tournaments.
- 2 Shows no improvement in debate skills from the beginning of the grading period.
- 1 Skill level can not be determined.

Productivity (20%)

- 5 Has written 3 or more complete cases for each topic/resolution studied this grading period. All cases demonstrate research and thought.
- 4 Has written 2 or more complete cases for each topic/resolution studied this grading period. Some cases follow basic structure, but lack research.
- 3 Has written at least one complete case for each topic/resolution studied this grading period. Cases fail to elaborate on main points.
- 2 Has not completed any cases, but several honest attempts to write a case appear as outlines of credible ideas.
- 1 Has written nothing, which bears a resemblance to a case.

Diversity (10%)

- 5 Has demonstrated knowledge of good speaking skills by applying debate knowledge to several diverse contexts.
- 4 Has applied debate knowledge to several contexts, but some applications lack preparation or commitment.
- 3 Has applied debate knowledge for application to one other context, but application shows minimal preparation and practice of good speaking skills.
- 2 Has plans to apply debate knowledge to another context, but has yet to accomplish the goal set.
- 1 Has not applied debate knowledge to other contexts or prepared information for such purpose.

Miscellaneous (10%)

- 5
 - 4
 - 3
 - 2
 - 1
- This section is left intentionally blank so that students can devise their own grading criteria.

I grade this area according to how much thought and preparation went into creating the work for this category.

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AN ATTORNEY'S VIEW

USING LEGAL MATERIALS IN DEBATE

By Marty Ludlum

Debate must keep the respect and support of the academic community to remain a vital part of the educational process. It can only remain so as long as debaters use evidence in the context it was written. One of the primary abuses of context is when legal materials are used in debate. This article will advocate a ban on the use of most legal materials.

This article is in response to the view of Rogers & Luong (*Rostrum*, January, 1999) which advocates the use of legal materials. While I think their view is well intended, it is not practical for high school debate. I will advocate three positions on legal materials: (1) published opinions should not be used; (2) legal dictionaries should not be used; and (3) legal journals can be used with some important caveats.

Debaters Should Not Use Court Opinions

Rogers & Luong (1999) over-simplify the legal system. An easy analogy is mainstream media reporting on facts uncovered in medical journals. When the *Today* show attempts to convey the information in the latest issue of the *Journal of the American Medical Association* they must often simplify the material so much that the truth is lost. When they report on a study that shows that oatmeal lowered cholesterol in test subjects, does that mean everyone should eat oatmeal? What if you already eat oatmeal, should you eat even more? If you are allergic to oatmeal should you still eat it to make your heart better? By trying to simplify the medical research so that everyone watching the *Today* show can understand, more questions are raised than answered.

In their attempt to boil the legal education process into four pages Rogers & Luong make the same mistake. I will point out one obvious mistake to serve as an example: the use of state court decisions. They have no bearing whatsoever outside of that state. There is a time-honored myth advanced by law professors that out-of-state decisions may be influential. Law students eagerly gobble up this myth, which makes the reading of the state decisions seem to have significance. The law professors and their obedient students are wrong. Any practicing attorney will tell you that cases

from outside your jurisdiction mean nothing. A typical judge's comment will consist of: "That is very interesting counselor, but this is Oklahoma, and I do not care how they do it in Tennessee."

Why? Because judges, like attorneys, live in the real world, not the ivory tower of academe. Judges understand that all decisions will be affected by the myriad of state laws, substantive, as well as procedural and evidentiary, and these rules affect how cases are to be interpreted. You can only understand a Texas state court opinion if you are familiar with Texas substantive laws, procedures and evidence. As a result, only cases from that jurisdiction (state or federal district) are really examined for precedent.

In rare instances, I have heard attorneys argue a case from another jurisdiction as precedent, then claiming that "state X" and Oklahoma have similar (if not exactly) worded statutes. They are never ever as influential as a decision from the home jurisdiction. As an Oklahoma attorney, I would much rather have a single Oklahoma court decision to support me than a wheelbarrow full of out-of-state decisions. Out-of-state decisions have little use in the practice of law, and absolutely no relevant application in high school debate.

When you go to a law library and read court cases, you have only a small portion of the cases on that issue. Only appellate decisions are published, and then not all appellate decisions. However, there is no shortage of published opinions. Jacobstein & Mersky stated there were 3,000,000 published opinions in 1980, adding 50,000 new cases per year [1985].

To research a case adequately, the student must be certain of several facts. First, the student must know the case's history [Ulrich 1985]. The case might be overturned on appeal or the precedent of the case may be moot because of the reasoning in other cases. Second, the student must know which statutes applied at the time of the lawsuit and be certain that they apply to the case at hand. Third, the student must be certain that the cases are factually similar. Since no two cases are identical, this becomes a process of discovering which factual changes would not change the ruling of the court [Lloyd 1974]. Courts may

treat apparently similar cases differently because the law sees a distinction between the cases which may not be apparent to the lay person. Ulrich [1985] states using court decisions poses serious problems for debate since they are poorly worded and difficult to follow.

In fact, Rogers & Luong (1999) violate their own standards on using state court opinions. They argue that in many issues, state opinions, are best, one of their examples being capital punishment:

First, many moral issues are local issues which are governed by states, not the federal government. For example, education, capital punishment, and liquor laws are matters primarily governed primarily by state law. (p. 33)

Assuming for the moment that two primaries make one secondary, what cases do Rogers & Luong cite for examples? Three U.S. Supreme Court opinions, *Furman v. Georgia*, *Gregg v. Georgia*, and *McCleskey v. Kemp*. Not one state opinion is mentioned, even by those attempting to advocate their use.

To summarize, state court opinions have no application, and doubtfully any relevance to high school debate. Even if any relevance could be found, they are so difficult to understand and apply that even their advocates cannot accomplish the task.

Debaters Should Not Use Legal Dictionaries

The meaning of legal terms is never clear on the surface, hence the need for legal dictionaries [Statsky 1974]. Lawyers consult legal dictionaries for a starting ground on their research [Smith 1986]. Legal dictionaries, such as *Words and Phrases* and *Corpus Juris Secundum* each have over 100 volumes listing hundreds of definitions for each term. The dictionaries list all the different contextual definitions for each term.

Each definition refers to a different case which interprets the term. Each case has a different fact pattern and occurs in a different jurisdiction, subject to different statutes. Hence, each definition in a legal

dictionary has its own specific context. They are not interchangeable. The simple fact that a dictionary has a definition you would like to use does not mean that it is proper. Context determines which definition should be used.

Since legal dictionaries are research tools, they have no authority in court [Cohen 198]. They simply aid attorneys in starting their research, they are never the final product [Smith 1986]. Debaters, however, misuse these legal dictionaries as authorities, not research tools as they are intended. The debate community incorrectly views these materials as a final product.

Legal definitions are the most abused materials in college tournament debate [Ulrich 1985]. Most often a debater misuses a legal dictionary to find an unusual definition which he/she cannot find within the context of the topic. However, removing legal definitions from their very specific context would cause distortion [Ulrich 1985, Cantrill 1988]. Both *Words and Phrases* and *Corpus Juris Secundum* caution researchers that the definitions are within the context of specific facts and issues. For example, *Webster's New Collegiate Dictionary* [1981] offers two definitions for bankrupt/bankruptcy. In contrast, *Corpus* offers 440 pages of definitions [v. 8A 1988].

Only possible use of legal materials is the use of legal journals, which have their own problems, but at least are written in a familiar style and can be accessed more readily. While legal journals have problems, such as source credibility, these are problems inherent in all materials, legal or non-legal, so this does not serve as a justification to prohibit their use.

An innocent reader can be easily misled by legal periodicals (journals and law reviews). Legal journals are deceptive since they are the easiest legal materials for the lay person to read. However, contrary to their appearance, legal writings are not settled issues. They are statements of opinion by the individual writers (most of whom are still law students). To determine if the article is credible, you should check to see if the others in the legal community accept the view of the article's author.

Often legal journal articles focus on the unsettled controversies of the time and have little relevance after the Supreme Court has ruled. Similar to television shows predicting who will win the Superbowl next year, legal journals contain articles predicting how courts would rule on a variety of scenarios which have yet to happen. Very of-

ten, the courts do not decide the case as the commentators expected.

Also, some articles show complaints about how the court rules in the past. These articles do not prove that the court made an error, they simply explain another point of view. For instance, hundreds of articles have been written on the *Rose v. Wade* decision. Some are enlightening, some are ludicrous. Only a scholar very familiar with the issue and the academic literature can tell the difference.

There are three reasons why legal materials should not be used in high school debate. It extends beyond the materials mentioned by Rogers & Luong, to include statutes and hornbooks. First, the use of legal materials is not practical. Second, the use of legal materials is not fair. Third, the use of legal materials is bad for debate.

The Use of Legal Materials Is Not Practical

For a skill to be practical in debate, it must be able to perform three tasks. It must be (1) taught, (2) researched, and (3) judged, all fairly and accurately. None of this is true when applied to most legal materials.

Rogers & Luong (1999) downplay the problem. Few, if more than a handful of high school debate coaches have legal training. One cannot realistically expect coaches to train students in areas which they are completely unfamiliar. An expectation that the high school coaches can be taught legal reasoning and research is equally unrealistic. High school coaches have their hands full teaching in their area of certification and learning all they can on the current topics. Adding an expectation of legal training in the coach's "spare time" is an unfair burden.

Reading cases or statutes is not something which a lay person can easily understand without training. They are filled with procedural issues and legal terms. Understanding the cases is a difficult task. Perella (1987), an attorney and debate coach, wrote this process of learning takes about a year in law school.

In fact, Rogers & Luong (1999) acknowledge this. In their article (p.34), Rogers & Luong argue to avoid mainstream media sources on legal issues since "often the analysis is diluted due to the fact that journalists are not legal scholars." (p. 34). If Rogers & Luong have doubts about legal writers for newspapers (by the way, many of which are attorneys who work as a correspondent on special events), how do they

expect high school coaches to understand legal research based on a dozen paragraphs in the *Rostrum*?

The truth is, their hope is not realistic. The problem is severe, and no one, Rogers & Luong included, have any proposal to pass the skills of legal research to high school coaches. Without the training, it is unrealistic to expect them to pass on this information to their students.

The Use of Legal Materials is Not Fair

Allowing, if not encouraging the use of legal materials puts some schools at a huge disadvantage, which is beyond their control. Those schools with a law school nearby will have a huge advantage, which even the best of Internet browsers cannot manage. Internet services which are complete, such as Lexis, cost significant amounts of money, even once subsidized by higher fees paid by attorneys. Many schools cannot afford computers in the classroom. Expecting schools to have computers and Lexis accounts "to be competitive" is both unfair and unrealistic. Interlibrary loan is not a substitute, as it often takes weeks to get the materials, far too long for a two month topic. This form of financial elitism has been devastating in college debate, leading many colleges to abandon their program rather than spend a small fortune on forensics. High school debate should learn from this mistake.

The Use of Legal Materials Is Bad for Debate

High school debate does not lend itself to this type of intensive research, least of all with Lincoln-Douglas topics, which change every two months. Debate research is already intensive enough, as the amount of materials carried by even novice teams requires a moving van and a pack mule to transport it to the classrooms. We should not complicate matters by expecting teams to have stacks of research from expensive materials, which have little real application, even when they are correctly interpreted.

Further, the timed format of debate does not allow a thorough discussion of these very important issues. Eight minutes is not enough time to fully develop any legal research issue. While at the appellate level, attorneys are time limited in their presentations, appeals focus on just a few issues, each attorney has 30 minutes to present their position and be questioned, and is supplemented by written research, (*Ludlum to page 57*)

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The **Stanford National Forensic Institute** offers a unique national caliber program which features policy debate, LD debate, and NFL events. The policy program is 3 weeks, the IE and LD programs are 2 weeks. The SNFI is conducted by the Stanford Debate Society of Stanford University, a registered student organization of the Associated Students of Stanford University. An excellent faculty teaches students both fundamentals and advanced techniques in a rigorous, carefully structured environment that caters to the needs of forensics students at all levels. Policy debate students who have attended an institute of sufficient rigor earlier in the summer may apply for acceptance into the "policy debate swing lab," designed for students desiring 5 weeks of comprehensive instruction.

**SUPERIOR
FACULTY:**

The majority of primary faculty will be current and former high school and collegiate coaches of national repute. Last year's faculty included (and most will return for 1999):

Judy Butler, Georgia State
Robert Thomas, Emory
Jon Miller, U of Redlands
Dan Fitzmier, Emory
Jon Dunn, Stanford Debater
Anne-Marie Todd, USC
Michael Major, formerly CPS
Matt Spence, Stanford Debater
Hedel Doshi, Vestavia HS

Randy Lusky, El Cerrito HS
Dave Arnett, UC Berkeley
Ryan Mills, College Prep School
Byrdie Renik, Columbia U
Jessica Dean, Boston U
Jennie Brier, Bronx HS
Adam Lauridson, Harvard U
A. Turkeltaub, Stanford Debater
Matthew Fraser, SNFI Director

Hajir Ardibili, U of Kansas
Joanna Burdette, Emory
Abe Newman, Stanford ('95)
George Kouros, Emory
Nicole Runyan, Wake Forest
Jon Sharp, W. Georgia College
Byron Arthur, Jesuit HS
A.C. Padian, Yale

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

**SUPERIOR
SETTING:**

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

**REASONABLE
COST:**

Policy Debate

\$1,595 resident plan
\$825 commuter plan

LD and Events

\$1,275 resident plan
\$675 commuter plan
\$795 Aug 13 - 20 LD swing lab

Given the nature and quality of the 1999 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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555 Bryant St., #599
Palo Alto, CA 94301**

**Scholarships in the
form of need-based
aid are available.**

Stanford National Forensic Institute

CX Program: July 25 - August 13, 1999

Events / LD: July 31 - August 13, 1999

"The SNFI Swing Lab Program"

The SNFI Swing Lab Program is a preparatory program available for policy debate students. To be eligible, students must be varsity level and must have previously attended at least one rigorous debate institute during the Summer of 1999. The Swing Lab Program is held at Stanford University, one of the world's premier research institutions. Faculty include some of the most respected debate educators, the curriculum is rigorous and carefully executed, and students receive more debates that are expertly critiqued than any other program of similar quality. The Swing Lab Program has a phenomenal track record: the 1997 and 1998 graduates "cleared" at most national circuit tournaments, including Greenhill, the Glenbrooks, Redlands, Loyola, Lexington, Berkeley, Stanford, and Emory. Recent participants of the swing lab have won 1st place recently at such tournaments as the Glenbrooks, USC, Berkeley, MBA, Stanford, and Lexington.

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. 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

Dan Fitzmier is a debate coach at Pace Academy in Atlanta, Georgia, and a coach at the renowned Emory University debate program. He was also a nationally ranked NDT debater at Emory University. Among his successes were first speaker and first place at the Heart of America Tournament, and he was one of the debaters who closed out CEDA nationals for Emory University in 1998. During his coaching career his teams have cleared to late elimination rounds at every major national tournament, and this year alone at Emory his teams have won outright seven college tournaments. Dan is returning to the SNFI and the Swing Lab for the second year.

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 tenth 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 SNFI. Call (650) 723-9086 if you have specific questions about the program, or wish to obtain copies of the program application.

Stanford National Forensic Institute

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The Stanford Debate Society presents the

Stanford National Forensic Institute

Lincoln-Douglas Program: July 31 - August 13, 1999

Outstanding features of the 1999 Lincoln-Douglas portion of the SNFI:

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 1998 staff included the following, and most have been confirmed to return for 1999:

Program Director: Michael Major, formerly of the College Prep School

Lab Instructors:

Hedel Doshi, Emory University Derek Smith, Harvard University

Michael Bietz, Minnesota Byron Arthur, New Orleans

Kenneth LeFrance, New Orleans Jessica Dean, Boston University

A.C. Padian, Yale University Matt Spence, Stanford Debater

Additional national caliber staff being confirmed now - check out future issues of the Rostrum, or see our brochure, for more details!

3) **Swing Lab Week Option:** The outstanding highlight of this option will be an extra 20 fully critiqued practice rounds. Students attending other camps during the summer can avail themselves of this one week experience or students in the regular camp can extend their stay for a total of 34 practice rounds!

For many LD debaters this is the equivalent of a full year of competitive LD debate experience in just 3 weeks!

Important Information

SNFI LD Institute:

July 31 - August 13, 1999

Resident Program: \$1,275

Commuter program: \$675

LD Third week Option: August 13-20, 1999

Third Week Resident Program Cost: \$795

For additional information and applications contact us at

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The Stanford Debate Society presents the

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Individual Events Program: July 31 - August 13, 1999

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The SNFI Individual Events program offers a comprehensive program which accounts for regional differences in style, content, and judging. Students will have the opportunity to work with coaches and national champions from around the nation. The Institute is designed to provide a strong technical foundation in an enjoyable atmosphere, students at all levels of experience will be accommodated.

The Two Track System of Placement allows advanced students to focus on specific events at an accelerated pace, while also ensuring that the beginning to intermediate level students advance at a more relaxed pace while participating in and learning about a variety of different events. This ensures that upper level competitors leave camp prepared to immediately step into high level tournament competition. Seminars are designed to cater directly to areas of student interest. Workshops are provided to instruct new competitors in basic speaking techniques, and novice workshops meet the needs of both new competitors and those solely interested in improving general speaking skills without the intention of later competition.

Team Instruction provides students who are involved in a recently formed Forensics team basic techniques on student coaching. We teach students of all levels how to coach themselves during the course of the year to maximize their competitive experience and success. The research facilities unique to the Stanford campus provide an excellent resource for the creation of a comprehensive script library. Institute staff has on hand hundreds of scripts both to assist student, and to serve as example material. Resource packets are provided specifically for this group.

Custom Coaching Seminars are a unique feature of the SNFI Events curriculum. The Institute's large Lincoln - Douglas and Policy debate as well as Individual Events staff allow us access to an enormous resource pool of coaches and former competitors all at the same location.

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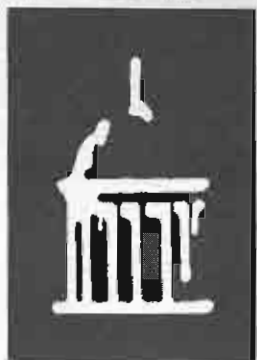
- Loan Pham, 1996 SNFI Individual Events camp participant

Resident cost: \$1,275 / Commuter cost \$675

An additional application fee of \$75 is required

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Dr. Zarefsky gave major attention to the importance of competitive debate in his keynote address to the International Communication Association in Amsterdam. Dr. Zarefsky's "Paradigms" lectures and "Logic" seminars have been enjoyed by Iowa participants for more than a decade. Professor Zarefsky may well have given more lectures to high school students on debate than any person living. None would disagree that any lecture by Dr. Zarefsky is expertly delivered. Students particularly enjoy the opportunity to ask questions after the lectures and sessions. Dr. Zarefsky is available to speak personally with teachers and students at Slater Hall on the last night of his visit. It is a singular honor to have him returning in 1999.

Faculty

THOMAS E. SULLIVAN, Former teacher and director of forensics, Highland Park High School, Dallas; B.S., University of Wisconsin, M.A., Baylor University; his teams have won every major speech and debate tournament in the forensics world.

DAVID HUSTON, Director of Forensics, Roosevelt High School, Des Moines, Iowa; B.S., Drake University, M.A., University of Northern Iowa; host for the 2001 National Forensics League Tournament; coach of the many national competition winners and finalists.

MIKE L. EDMONDS, Dean of students, Colorado College, Colorado Springs; B.A., theater and English; M.A., Ph.D., University of Mississippi; 1984 Hall of Fame graduate, University of Mississippi; several national individual events champions and finalists; board of directors, William Faulkner Debate Tournament.

RICHARD EDWARDS, Professor, Baylor University, Waco, TX; B.A., M.A., Ph.D., The University of Iowa; designed and perfected the Tab Room on the Mac program that has revolutionized tournament management; long time member of the wording committee for the national high school topic; editor and author of dozens of articles and publications for high school teachers and students on debate.



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THE D G E

IMPROVING CROSS-EXAMINATIONS

by David M. Cheshier

Effective cross-examination has long been understood as possessing the potential to transform debates, and perhaps for this reason it is institutionalized at the center of the legal and political process. As Jake Ehrlich, one of this century's most successful litigators, put it in the legal context, "Cross-examination is the most potent weapon known to the law for separating falsehood from truth, hearsay from actual knowledge, things imaginary from things real, opinion from fact, and inference from recollection" (*The Lost Art of Cross-Examination*, Dorset, 1970, p. 18). The drama of cross examination and of a focused given-and-take between smart and well-prepared interlocutors has attracted audience interest since before Socrates questioned his accusers to decimating effect while on trial for corrupting Athens' youth, and as recently as this week's episode of *Law & Order* or *The Practice*.

In the forensics world, the potential of cross-examination was first advocated in 1926 by the University of Oregon and its debate director, Professor Stanley Gray. Gray thought cross-examination (CX) would interest student participants (thanks to the variety it brings to the format) and excite audiences who still watched debates in great number. Gray also thought CX would move the forensics world away from decision debates, which he thought were corrupting the event; in that his wishes were not fulfilled. In 1952 the NFL endorsed the cross-examination format, and from then on it was only a matter of time before CX came to characterize debate. It wasn't until 1976 that cross-ex was introduced at the college National Debate Tournament, but now, of course, cross-ex is ubiquitous, and a part of other individual events as well, especially extemporaneous speaking.

For almost as long, debate coaches have been complaining about the quality of the typical cross-examination exchange. Too often, CX periods are simply backflowing exercises or turn into random conversation periods, unfocused, and apparently unthoughtful. More than twenty years ago James Sayer complained that cross-ex was often producing empty "bickering and avoidance tactics." Some are distressed at so-called "tag team debate," where cross-ex is taken over by the most prepared partner, letting others off the hook for their own advocacy. But the most common complaint I hear is simply that cross-ex is irrelevant or boring, usually failing to accomplish anything except providing more preparation time to uninvolved colleagues.

What to do? Cross-examination can seem hard to improve, and students are understandably frustrated by the criticisms they sometimes receive after worthless exchanges. You can almost see the reaction right in students' eyes: "Well, yeah, I guess it could have been better. But what could I have done differently? We had prepping to do! What does s/he want, Perry Mason? And who has time to think up complicated questions anyway?" The best debaters, of course, understand that cross-ex is an opportunity to display their intelligence and even their persuasiveness, to establish and reinforce critical points. Here are some tips, all of them easy to implement, that can make your cross-examination more effective:

It's OK to use cross-examination for filling in your flowsheet, but do it as quickly as possible. It is important to use the process of questioning to seek clarification, or to get a better record of arguments you missed. And no one I know will penalize you for using CX in such a way. But the longer this basic questioning continues, the worse you look. As minutes click by, the thought will inevitably enter your judges' mind that you're inept to have missed so much. Remember, the longer you ask for argument restatement, the more you cede the agenda to your opponent: after all, you're just giving them another chance to repeat their claims.

Be willing to spend the entire cross-ex on a single issue. Even when you feel obligated to get to a laundry list of questions, it's usually better to pursue a concentrated line of inquiry. Think about where the greatest weakness in your opponent's argument lies, and spend the entire three minutes talking about it. Does their disadvantage link evidence impress you as terrible?

Talk through it for the entire time, card by card. Is their topicality violation completely irrelevant given how the plan is written? Talk about topicality for three minutes. Good debaters are adept at covering the real weakness of their evidence in their speeches. They'll stand there and scream about their "five link cards," when they've actually read only one poor link card combined with some internal link evidence for cover. Use CX to go through the evidence, quote by quote, to reveal the full weakness of their position.

When you have deeply researched an issue, and believe the other debaters are somehow misrepresenting the evidence, talk about it for the whole cross-examination. I'm not speaking of context challenges, which can get dangerously out of control in a cross-ex period, and unproductive too. But if you know their main solvency study really prefers the counterplan, discuss it. The rapid fire exchanges resulting from detailed evidence discussions are among the best cross-ex periods possible: they showcase your work and intellect, often illuminating the issues even for inexperienced judges.

Don't back down too soon. No one wants to be ugly, or to watch ugly exchanges. And there is obviously a point of diminishing returns where illustrating your intellectual dominance simply turns into an act of cruelty. But backing off too soon in the name of niceness is the bigger problem I see today. Their respondent will give a sheepish look that says, "OK, you've got me," and the questioner will just as often back off: "OK, that's cool." Or here's another common situation: the questioner asks, "Why is this link unique given the damage done by the new American commitment to missile defense?" Answer: "Look, I'm not going to answer that. I read my shell. Make your argument, then we'll answer." Questioner: "OK, OK, fair enough."

No, actually, not fair enough. Too often backing off in this way is a mistake. In the name of keeping everyone calm, debaters get off the hook when they shouldn't. Don't fear followup. Seal the deal. If you pin someone into a contradiction, and don't have another overriding tactical reason to drop it, force the respondent to reconcile their competing claims: "So, which is it? Is the inherency answer right, or is your disadvantage unique?" Or, in the instance of the debater who doesn't feel obligated to answer: "Fine, I understand more answers will come in the block. But you've got a ba-

sic burden of proof. Why is the DA unique given the missile defense deal? What's the basic uniqueness story?"

Here's a common situation. Q: "I didn't hear a single solvency card that was specific to the plan." A: "What?! Every card in the 1AC was plan specific!" Q: "OK, OK. Give me the whole contention." Case closed, as the solvency contention is handed to the preparing partner. But this is another situation where extending the conversation can be productive. Better to follow-up: "Well, I guess we don't have any choice but to go through every card. The first card is from Walton. Where in the card does she say anything about your particular plan?"

With experience you will learn where the right limit lies. For example, it can be a mistake to push the discussion all the way to the declaration of a conclusion (as in: "So, your claim is we'll have a nuclear war with Russia as the effect of lending them two missile safety experts?"). By issuing a summary statement, and offering it as a question/challenge, you may only provide your respondent with opportunity to revise, retract, or clarify the issue in a manner destructive to your purposes. It also takes some experience to discover when a line of questioning has become unproductive, and when it is appropriate to move on (good clue: when you're hearing the same answer repeated again and again).

Minimize theoretical discussion. Some debaters drift into extended default discussions of theory arguments when they can't think of anything more productive. The problem? Such discussions usually go nowhere and often devolve into "yes/no" contests. If your opponents have obviously contradicted themselves, or if you need a quick theoretical clarification ("what exactly do you mean when you say the counterplan is 'dispositional'"), or if you want a quick laundry list of cases that meet the topicality violation, then fire away. But if you wish to engage in extended conversation about the merits of conditionality, the legitimacy of critiques, even whether topicality should be a voter, you'll usually find such conversations end in an unproductive draw.

One exception to this rule of thumb has to do with so-called "decision rules," claims where your opponent instructs the judge to favor one impact over another. Cross-examination can be the most effective place to interrogate such decision rules. "You say the judge should disregard low level nuclear impacts. Why does that make sense?" Or, "why is liberty really more im-

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FOL

portant than life, especially under circumstances where protecting liberty for some might start a war that would end liberty for everyone?"

When nothing brilliant comes to mind, ask basic questions. Investigate the basic operations of the plan: "what would happen if Russia refused to participate?" "What happens if the Congress refuses to implement the plan?" Or ask about the stock issue claims: "Exactly how many lives are lost if a limited biological attack occurs?" "Let's talk solvency: Is the solvency author advocating your specific plan? This particular agent of action?: Or review the basics of the first negative argument shells: "Let's just go through the Clinton story -- how much popularity are you claiming will be lost because of the plan? Where is that in the shell evidence?" "What kinds of plans would meet this topicality violation?" "What's the basic story on this Korea argument?" "Is the link based on popularity loss, bipartisanship, or agenda focus?" "What are Tannen's qualifications?" Debaters are often surprised to discover the extent to which such basic questions uncover major flaws in their opponents' arguments.

It is often productive to ask basic questions even about inherency, despite the difficulty in converting inherency into a freestanding argumentative winner. The most basic question of all is something like "If this proposal is such a good idea, why hasn't it happened yet?" Such a question is more constraining for the affirmative than you might think. They have to come up with an inherency answer without giving you a disadvantage link, although nearly every answer produces one anyway. The too-easy answer often goes like this: "Well, some think the plan would undermine US-Russia relations, but they have an exaggerated impression of that." Or, "Everyone thinks it's a good idea, but for now Jesse Helms is holding it hostage to his UN reform proposal." Fine, you've just been given a backlash link. Or the affirmative will say: "The Congress just doesn't know about this proposal." But that answer almost invariably expresses a falsehood. Follow up.

Keep the exchange even. Don't permit the respondent to talk, talk, talk the time away. It can be hard to gracefully interrupt someone who is speaking with passion, but do it if necessary. You won't look evil if you use pleasant interrupter phrases: "OK, OK, thanks. I understand." Or, "I have to interrupt to get to something else quickly, before our time is done." Or, even, under some

circumstances (where the debater just won't finish): "Stop! Enough! I get it. One other question..." Try to strike a balance between letting the response go on forever, and cutting him or her off too quickly or in an abrupt way. As George Ziegelmüller and Jack Kay put it in their text on debating: "It is important for the cross-examiner to establish early his or her control of the questioning session. Failure to assert reasonable dominance of the situation may result in an unproductive cross-examination... [But] A fine line must be walked. An overly assertive or aggressive manner can be counterproductive."

Connect the cross-examination discussions to the rest of the debate. It is easy to understand why judges are frustrated when a major concession on uniqueness is never applied to the disadvantage in the 2AC. But so often, useful explanations aren't applied at all, which undermines your effectiveness just as insidiously. Make sure to add an answer or reference to the cross-exchange: "5 -- No internal link, established in CX."

An easy way to accomplish this, and to quickly prep for CX, is to circle on your flow the cards or claims you want to pursue in questioning. If you forget what your question was by the time you stand up, simply ask what the claim was; that'll usually jog your memory. As cross-ex proceeds, double circle the issues you've raised. Then, in later speeches, you can drop in fast passing references to the cross-ex as you see the double-circles on your flow: "...as we discussed in CX."

Tell the truth when you know it. Nothing makes you look worse than denying the obvious, lying, or demanding proof for straightforward claims: "Look, I'm not going to answer that question until you establish the sun rises in the east!" The converse: be willing to admit your ignorance. Many of the worst outcomes of cross-ex exchanges come after someone bluffs or too quickly answers a question without thinking. If you don't know the answer, say so. If they press you, then bring your partner into the conversation, if the judge allows it. And if they won't, simply repeat what you said before: "I said I don't know. Make your argument, and we'll answer it."

Cross-examination should be practiced. Such a comment will either seem blindingly obvious, or completely absurd. After all, how can the completely spontaneous cross-examination exchange be re-

hearsed? But it can. If you're the first affirmative, practice reading the speech, then have your partner grill you on the details. If you're the 1N, ask your coach to interrogate you after reading the major disadvantage shells: "What's the final impact? What's the link?," and so on. The more one talks through positions in advance, the less likely he or she will be caught off guard in a tournament setting.

If you have a history of producing perfunctory cross-examinations, make a commitment to improve your questioning skills. Your work will pay off in the gratitude of judges pleased to see something more than the passing of debate briefs back and forth as the three minute clock winds down.

FOR ADDITIONAL INFORMATION ON CROSS-EXAMINATION: See James Copeland's *Cross-Examination in Debate* (Skokie, IL: National Textbook, 1982), and an essay by George Ziegelmüller, "Cross Examination Re-examined," in *Argument in Transition: Proceedings of the Third Summer Conference on Argument*, edited by David Zarefsky, Malcolm Sillars, and Jack Rhodes, 904-17 (Annandale, VA: NCA, 1983). The February 1998 *Rostrum* focused on cross-examination.

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

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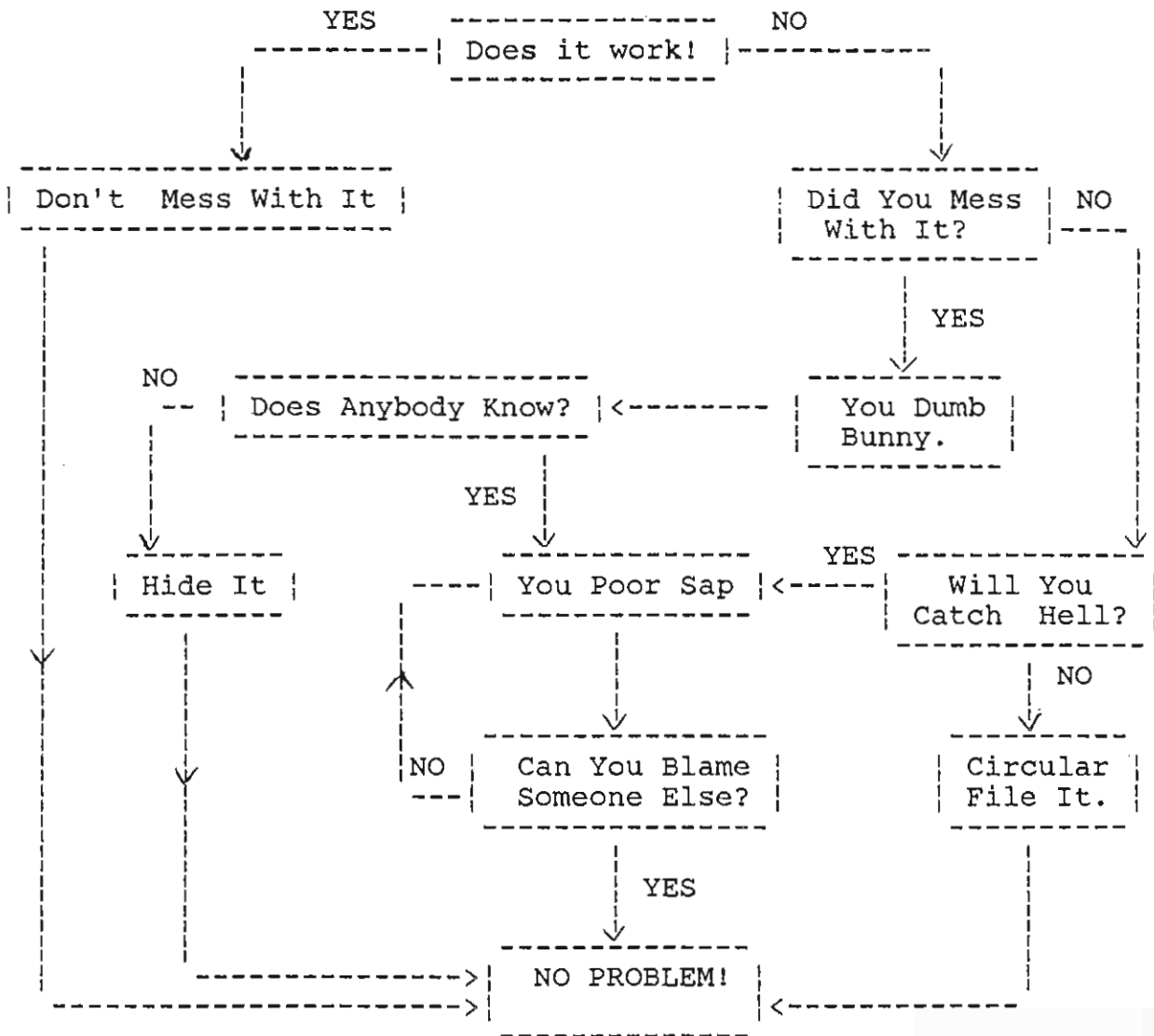
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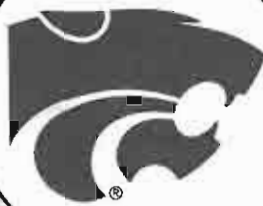
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Along with 100 degree temperatures, comes the SUN. Everyone immediately says: 'Oh, great, time to TAN.' Wrong!!! This is an unforgiving sun: 15 minutes and you are crisp. So, what to do. Carry that sun screen much like debaters carry post-it notes. The fairer your skin the higher the



SPF should be, and the more often you need to reapply.

Also, this is your time to show off those special shades: funky, cool, hip or chic, it doesn't matter. Just cover up those beautiful blues (or browns, grays, greens, blue and browns) - you get the idea. You will understand right after your first headache.

Now, we all know that bald is beautiful, except in the Arizona sun, so cover that top. In fact, hats are a very good idea. You can even wear them backwards and for the first time it is

going to make sense as it will protect your neck and ears from the burn.

But, what is the most important information we can give you? It is that WATER needs to be your best friend. You must become partners. Forget all those furbies, forget those girlfriends and boyfriends, get yourself a bottle, a water bottle that is! Most importantly use it. Don't wait until you feel thirsty, that is too late. Drink constantly.

O.K. we have scared you to death. We didn't mean to, but it is so necessary. We want this Nationals to be one of the best! In order for this to come true, your safety is our top priority. So, let us look at the 'SUNNY' side, you will not have to bring your umbrella!!!

(See pages 50-51 for party info)
Mel Olson - Host

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IF YOU DON'T WANT TO WEAR A BATHING SUIT, YOU MAY WEAR SHORTS AND A TEE SHIRT; HOWEVER, THEY CANNOT HAVE ANY ZIPPERS ON THEM.

(Hanson from page 10)

about debate, those knowledgeable about the topic, and his or her partner. This synthesis constitutes the knowing praxis of a debater who is conscious of how to present arguments so as to lead or "cue" the judge into writing a favorable decision.

Two main points arise from my discussion relevant to the role of reason in debate. First, I am arguing that rather than focus on traditional conceptions of "adherence" and what is rational and reasonable (which are fine for identifying what is "philosophically" true—at least in the Perelmanian sense), I am suggesting reason is praxis as engaged in the artful interplay between what we believe and what we know will "happen" when we say what we believe. Reason giving is as much about attempting to influence how others will reason about what we have said as it is about giving our reasons.

Second, I am also suggesting that debaters, as well as argumentation theorists,

need to begin to think how to prevent judges from believing there is a "narrative tie"—two stories exhibiting sound values, good reasons, etc. My suggestion is to examine the things that lead people to begin the process of buying into one narrative over another. It is that momentary cognitive click, that feeling of anger, of support, of seeing how two arguments can be brought together, etc. that brings to the fore a kind of rationality that would not be present had the debater just presented a different argument. Aristotle, as I said, has commented on this process, as did the faculty psychologists (especially Campbell), as do modern psychologists. It is time we rethought the role of how traditionally "peripheral" acts are critical to the central task of influencing decision making.

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¹³Carter, Constitutional.

¹⁴Carter, Constitutional

(Jim Hanson, currently at Whitman College, Walla Walla (WA).

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(Baldwin from page 16)

most of the known L/D world, might seem immune from the demand for empirical evidence. As I have explained above, Kantian arguments, with their purely deontological major premises, will sometimes not require any sort of empirical support. But Locke and Mill, at least as they are typically (mis) used in L/D, leave a lot to be desired empirically. Here is a syllogistic representation of the typical Lockean social contract argument:

M: We ought to do what we promised to do.

m: When we formed the social contract, we promised to [gist of resolution].

C: We ought to [gist of resolution].

Although the moral obligation to keep promises may be defended on deontological grounds, there is an empirical variable in the major premise that infects the minor premise, as well. According to the major premise, what we ought to do depends on what we actually promised to do. Thus, the truth of the minor premise, which specifies what exactly we are supposed to have promised to do, is crucial to the truth of the conclusion. And promises, at least promises that create contractual obligations, are empirically-verifiable events. A debater who presents a social contract argument in the above form ought to provide some empirical evidence to establish who promised

what to whom when. And what there is no good reason to believe that anyone did make the alleged promise? Then the conclusion does not follow and the argument should be revised or, better, abandoned.

In the case of Millian arguments, the need for evidence is clearer still. Of course a forthrightly utilitarian argument should appeal to empirical evidence to show that affirming or negating will, in fact, maximize whatever sort of good is specified. But here is another popular Millian argument which makes a glaring empirical claim:

M: Whatever promotes social welfare is good.

m: The marketplace of ideas, synonymous with [gist of resolution], promotes social welfare.

C: [Gist of resolution] is good.

Social welfare will always imply some empirically-verifiable state of affairs. Social welfare is a consequence, which means that once the rather murky natures of social welfare and the marketplace of ideas are clarified, the maker of the argument owes the rest of us some empirical evidence that the claimed relation between those two concepts holds. As with the social contract argument, lack of such evidence is good reason to rethink the position. Questions of value, it seems, are not always distinct from questions of fact.

We might summarize the foregoing with the simple rule, empirical claims require empirical evidence. Using syllogisms to examine the structure of arguments, we have seen that many debates about values have empirical claims embedded within them. In fact, the largest branch of the morality family tree, the consequentialist branch, will always make empirical claims of some kind in order to apply its broad ethical rules. Arguments are not either philosophical or empirical; rather, they are often both. And when they are, they cannot be complete or compelling without sufficient evidence.

Of course, empirical evidence can be used in better and worse ways. Good evidence should be clear, concise, and fully cited from a credible source. And knowing when and why evidence is necessary also means knowing when and why it isn't; there are many normative premises in arguments where a quoted authority is no substitute for persuasive explanation and original analysis. But given these qualifications, I think we in L/D ought to hold each other accountable for the arguments we make by demanding empirical evidence for empirical claims. Not that debater who does provide evidence, but that debater who does not, deserves the judge's censure.

(Jason Baldwin won the TOC L/D).

Q

&

Ask the Ref

A

Dear Ref,

One of our teams has been threatened with being withdrawn from the NFL if we bring Visual Aids to the District Tournament. By doing so, our team has become in a small panic. If this is against the rules of the NFL for CX Debate, we will stop using the poster. But if not, we need to be able to clarify the rules when judges threaten us with this sort of thing.

Sincerely,

Luke Croteau

President of Clark High School Forensics

Also Captain of the Cross-Examination Debate Squad

Dear Luke,

One of history's greatest debaters, Sir Thomas More, in his legendary debates with the English king, propounded the rule: "Silence gives content." (See the play *Man for all Seasons*). Where NFL rules are silent then the procedure is allowed. Analogy: Where in NFL rules does it say kritiks are allowed? Nowhere. But kritiks are allowed because they are not banned! Want physical evidence? NFL *Rostrum* cover November 1966 pictures a final round of debate with a chart! Charts are allowed -- but since they contain evidence, the evidence rules apply to them.

Two good chart stories:

I once judged a debate in Ohio where a team presented a beautifully drawn chart full of excellent evidence. The negative speaker refuted each point on the chart and as he did so he took a large black magic marker and crossed out that part of the chart!

Another time I judged a debate where the affirmative presented a chart to prove their affirmative case. The negative speaker noticed that on the backside of the affirmative chart was a negative chart that the affirmative team used during their negative rounds. The negative speaker began his speech saying, "There are two sides to every argument" and turned the chart around!

Visual aids are specifically prohibited in Oratory (Rule 14:1, Pg. TD-19), Interp (Rule 15:1; Page TD-19) and Expository (Rule XIII, Expository: 1; Pg TN-9). They are not prohibited in CX!

James M. Copeland, NFL Referee

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(Leff from page 22)

about debate in their first year. There are no more complex theories and innovations to grapple with. They can shut their brain down and coast the rest of the way. The affirmative says there is a problem? Negative just says there isn't. Solving the problem would be good? Negative responds that solving the problem would be bad. Simple mechanics and Boolean logic.

Theories and "counterintuitive" arguments are educational. They force debaters to think. First they have to study the issue, understand it, and dissect it. Then they have to discuss and debate it. They defend it and argue against it. Implicit in debate is the assumption that discourse and argumentation yields better truths. Some arguments are successful for a short period of time and then go out of style because they become discredited (anyone remember Topicality Justification?). Others survive and change form, improving over time. Outlawing this process is anti-educational.

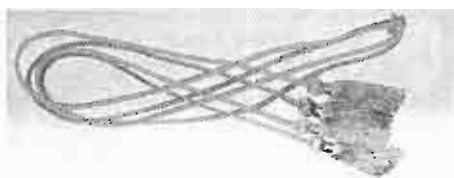
My ultimate point is not that Smith's proposals would be bad for the activity (although I think my position on them is clear). My point is that we don't want to try to "plan" the activity to conform to our wills, because it will inevitably backfire. We need open discourse. Let's not outlaw certain things like "theory" (whatever that might be defined as). If something out not be a valid argument, let's discuss its legitimacy in a round. Make a case against it, don't legislate it out of existence.

At least don't legislate against it on a statewide or nationwide level. **Offer a tournament where you clearly spell out a set of rules.** Good rules will attract participation, be emulated at other tournaments, and endure over time. Bad rules will get weeded out. If we impose rules "top down" this evolutionary process cannot occur.

The author would like to thank Bob Lechtrock and Les Phillips for thoughtful and constructive comments on this issue on the CX-L, the Internet discussion list for high school debate, as well as Larry Smith for providing a classroom environment which highlighted the benefits of an open intellectual atmosphere and challenging discourse, for which he will be forever grateful.

(Gary Leff was coach of the 1996 California State Champion debate team and now works for an education and policy institute near Washington, DC. Larry Smith was his high school forensics coach.)

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(Ludlum from page 32)

which often takes days to read. Ignoring context simply to add a new resource for debate research does not serve the students, the teachers, nor the activity.

Conclusion

In summary, the debate community should avoid the use of legal materials. Legal research requires too extensive research to be applicable, which neither coaches nor students have. Legal research is also too costly for most high school programs, for what little application it may contain. Legal materials should be avoided by debaters and coaches alike, and debate judges should scrutinize their context and application. That should limit the use of legal materials in debate, and perhaps raise the consciousness of the debate community to the importance of context of the evidence used.

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(Marty Ludlum is a licensed Attorney and Owner of Power Punch Publications.)

Book Review

CDE BOOK ON STUDENT CONGRESS

by Bob Jones and Jeremy Nygren

It's the start of a new year of speech and debate competition. It's the ideal time to initiate a Student Congress program as a serious endeavor and C.D.E. has published a *usable* and *workable* handbook designed for those lacking Congress experience as well as those desiring advanced information to expand a Congress program. Bob Jones, coach of the Canby, (OR) forensics program, and his student Jeremy Nygren have written the basic guide for students and coaches. It is their goal to invalidate, at the student level, Boris Marshalov's description of our US Congress: "Congress is so strange. A man gets up to speak and says nothing. Nobody listens, and then everybody disagrees." Use the Jones and Nygren CDE Book on Student Congress to insure good competition, outstanding speaking with worthy content, and reasonable and logical opposition.

In Chapter 1, "Why participate?" is answered. The remaining chapters in the spiral-bound guide cover the following important areas: preparation, parliamentary procedure, and establishing allies through good public relations. The chapter on Preparation includes discussion of legislation, preparing and delivering speeches, creating evidence files, and handling questions and answers. Chapter 3 on Parliamentary Procedure introduces the basics of parli-pro

as well as discussion of amending legislation, suspending the rules and tabling legislation. Three chapters cover Public Relations, Gaining Pre-Congress Support, and Working With Your Own Team. A Congress Simulation guides new participants through a day's experience in Student Congress. For those who seek additional experience, there is a chapter devoted to Chairing a Congress, which includes details on the responsibilities of the chairmanship, how to get elected, and dealing with the precedence of speakers. A bibliography of sources, both for further parliamentary research and for speaker resources, is included in the handbook. Finally, "A Look at Student Congress" by Harold Carl Keller, who is often called "Mr. Congress," has been included for further reference.

Student Congress as a speaking activity deserves a high priority on every school's team. It introduces students to the realities of legislative speaking and the necessity of fine-tuned listening skills. In addition, students should be able to have fun with Congress. The CDE Book on Student Congress encourages those goals to happen.

(The reviewer, Carol Anderson, is the coach of the La Cueva HS Speech and Debate Team in Albuquerque, (NM).

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Communication Studies

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mhickman@wcupa.edu

For questions about brochures, registration and payment, contact:

Cheryl Faust

Conference Services

West Chester University

West Chester, PA 19383

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The staff includes **Mark Hickman** from West Chester University, **Jill Gerken** from Seton Hall Preparatory School, **George LaMaster** from Indiana University and **Jason Wood** from Seton Hall University.

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Full Time Language Arts and Forensic Coach Position

Del Norte High School is located in a rural community on the northcoast of California near the Oregon border. The area is a beautiful, natural region ideal for those that love nature. However, nearest competitions for speech are distant.

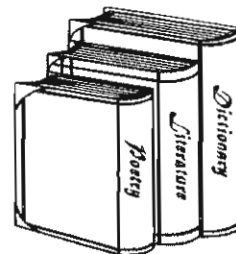
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E-mail judyjack@earthlink.net



QUAD RUBY STUDENTS

(FROM JANUARY 25, 1999 TO MARCH 22, 1999)

ARIZONA

Phoenix-Central
Emily Cuatto
Blue Ridge
Katie Van Hoey
River Valley
Jeff Squibb

CALIFORNIA

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Lucian Lee
Tiffany Pierce
Colton
Shawn S. Augsburger
Los Gatos
Eric Ow
Redlands
Harsha Dandamudi
San Marino
Akilesh Rajan
Saratoga
Ankur Luthra
Taft
Bryan G. Glenn
Modesto-Beyer
Erin Rossi
Laura Isho
Cypress
Aaron Fox
Rahul Agrawal
Danville-Monte Vista
Leah Ammon
Leland
Ben Lin
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Dennis Lee
Sherman Oaks CES
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Daniel Stewart
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Pocatello
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NFL'S TOP 50 DISTRICTS

(April 1, 1999)

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
1.	--	Northern South Dakota	193.55	Watertown	506
2.	--	Northern Ohio	181.63	Austintown-Fitch	355
3.	--	Rushmore	167.90	Sioux Falls-Lincoln	305
4.	--	Heart of America	165.31	Independence-Truman	370
5.	--	Kansas Flint-Hills	159.82	Washburn Rural	455
6.	--	Show Me	145.88	Blue Springs	355
7.	--	San Fran Bay	144.88	James Logan	616
8.	+8	East Los Angeles	138.60	Gabrielino	288
9.	-1	West Kansas	138.12	El Dorado	307
10.	-1	East Kansas	135.09	Blue Valley Northwest	321
11.	--	Northwest Indiana	134.15	Plymouth	356
12.	+7	California Coast	133.92	Bellarmine College Prep	419
13.	+1	Florida Sunshine	133.40	Academy of the Holy Names	303
14.	+3	Hole in the Wall	131.50	Cheyenne-Central	334
15.	--	South Kansas	127.00	Wichita-East	242
16.	-6	New York City	126.64	Bronx HS of Science	326
17.	+10	Carver-Truman	121.26	Neosho	423
18.	-5	Montana	119.42	Flathead Co.	271
19.	+26	Southern Nevada	117.14	Green Valley	313
20.	-8	Nebraska	115.50	Millard-North	380
21.	-3	Northern Illinois	114.76	Glenbrook-North	336
22.	-2	Central Minnesota	114.25	Apple Valley	363
23.	+1	Sierra	112.05	Centennial	375
24.	-3	Hoosier South	111.92	Evansville-Reitz	578
25.	-3	Florida Manatee	107.75	Nova	326
26.	-1	Rocky Mountain-South	107.18	Wheat Ridge	294
27.	-4	Eastern Ohio	106.39	Carrollton	245
28.	+16	West Los Angeles	103.00	Sherman Oaks CES	278
29.	-3	Western Washington	101.90	Auburn Sr. HS	191
30.	+18	Southern Wisconsin	100.00	Marquette University	223
31.	-1	Eastern Missouri	98.94	Pattonville	411
32.	+3	Hoosier Central	96.47	Ben Davis	309
33.	+9	Northern Wisconsin	95.89	Appleton East	321
34.	-6	North Coast	95.50	Gilmour Academy	201
35.	+43	Idaho	94.90	Centennial	265
36.	-7	South Oregon	94.15	Ashland	290
37.	-4	Ozark	93.90	Springfield-Hillcrest	184
38.	+11	Colorado	91.77	Cherry Creek	420
39.	-8	Chesapeake	91.00	Calvert Hall College	100
40.	+11	East Texas	88.55	Alief-Hastings	196
41.	+32	Southern California	88.50	Redlands	172
42.	-5	New England	88.37	Lexington, MA	280
43.	+19	Eastern Washington	87.66	Mead	173
44.	+22	Big Valley	87.16	Modesto-Beyer	337
45.	-4	North East Indiana	86.64	Chesterton	419
46.	-8	Nebraska South	86.06	Millard-South	180
47.	-13	Michigan	85.42	Portage-Central	166
48.	-1	Northern Lights	85.31	Moorhead	360
49.	+18	New York State	85.07	Scarsdale	153
50.	-18	General	85.00	Plymouth Canton Educ. Park	85

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
51.	-15	Tennessee	84.50	Mars Hill Bible School	246
52.	+7	Rocky Mountain-North	83.94	Greeley-Central	205
53.	+28	North Oregon	83.41	Gresham-Barlow	232
54.	-1	Wind River	83.10	Worland	144
55.	--	South Carolina	82.73	Southside	283
56.	-17	Valley Forge	82.33	Truman	208
57.	-1	Pittsburgh	81.85	Bethel Park	178
58.	-12	Deep South	81.07	Vestavia Hills	223
59.	+11	West Oklahoma	80.95	Norman	212
60.	+28	Louisiana	80.23	Caddo Magnet	191
61.	+18	New Mexico	80.21	Albuquerque Academy	256
62.	-4	Heart of Texas	79.70	Round Rock	170
63.	+2	Sundance	79.33	Jordan	256
64.	-4	Illini	79.31	Downers Grove-South	387
65.	-22	Southern Minnesota	78.95	Eagan	239
66.	-26	West Iowa	78.76	Ankeny Sr. HS	241
67.	+7	Great Salt Lake	76.66	Taylorsville	136
68.	-14	Tall Cotton	76.33	Odessa-Permian	174
69.	+2	Lone Star	75.70	Plano Sr. HS	343
70.	-13	West Virginia	74.80	Parkersburg-South	129
71.	-7	Colorado Grande	74.56	Canon City	157
72.	-22	Western Ohio	74.31	Centerville	237
73.	-21	Pennsylvania	74.23	Bellwood-Antis	138
74.	-13	East Oklahoma	73.67	Tulsa-Washington	274
75.	-3	Maine	73.55	Cape Elizabeth	131
76.	-13	Utah-Wasatch	73.33	Layton	171
77.	+7	Greater Illinois	72.84	Belleville-East	176
78.	+11	Arizona	72.07	Mountain View	170
79.	+8	Carolina West	69.85	Myers Park	228
80.	-11	North Dakota Roughrider	69.21	Fargo-Shanley	140
81.	+1	New Jersey	69.00	Montville	152
82.	-14	East Iowa	67.94	Bettendorf	147
83.	+3	South Florida	67.50	Miami-Palmetto	227
84.	+6	Big Orange	67.21	Los Alamitos	228
85.	-2	North Texas Longhorns	66.33	Colleyville-Heritage	187
86.	-11	South Texas	65.95	Houston-Bellaire	184
87.	-2	Kentucky	65.81	Rowan County Sr. HS	151
88.	-11	Georgia Northern Mountain	62.14	Westminster Schools	125
89.	-13	Central Texas	61.73	San Antonio-Churchill	158
90.	-10	Mississippi	60.21	R. H. Watkins	131
91.	--	Capitol Valley	57.50	Sacramento-Kennedy	138
92.	+5	Puget Sound	53.81	Kamiak	131
93.	--	Mid-Atlantic	52.62	Blacksburg, VA	209
94.	+4	Tarheel East	52.50	South View Sr. HS	97
95.	+1	Sagebrush	50.70	Reno	138
96.	-2	Iroquois	47.40	Mount Mercy Academy	88
97.	-2	Gulf Coast	46.71	Gregory-Portland	215
98.	-6	Georgia Southern Peach	46.21	Lee County	103
99.	--	Patrick Henry	38.38	Madison County	148
100.	--	West Texas	37.00	Montwood	117
101.	--	Hawaii	25.86	Punahou School	84
102.	+1	Guam	11.57	Southern	29
103.	-1	Alaska	10.50	Robert Service	21

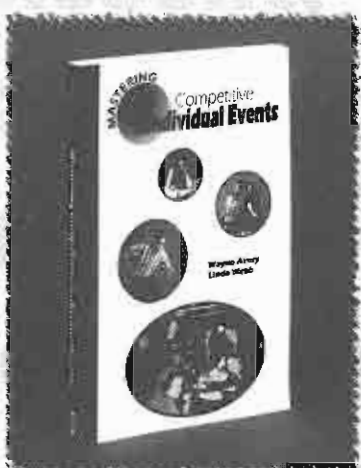
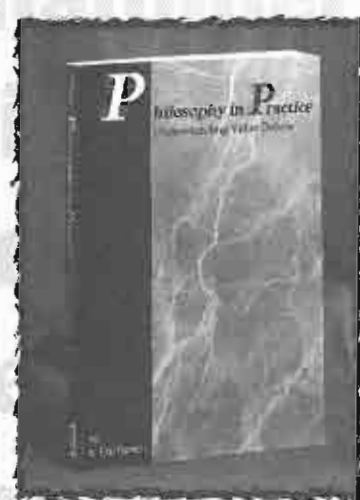


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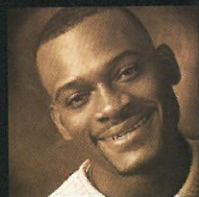
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