

ROSTRUM

VOLUME 74

NUMBER 3

NOVEMBER 1999

page 4 & 5

Marketing the NFL

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from a speech society,
our members tend
to go on and on.*



*As you
might expect
from a speech society,
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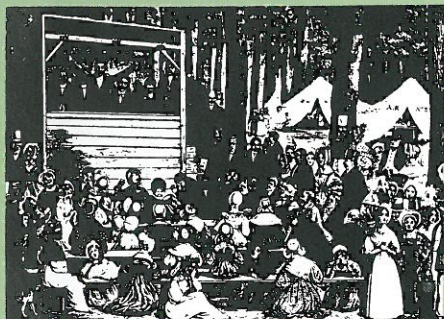
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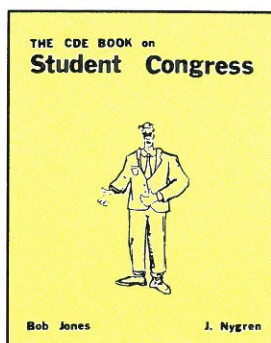
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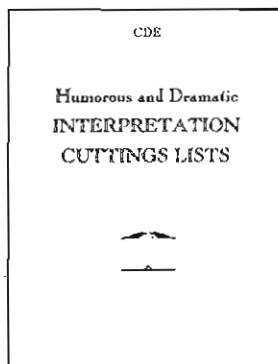
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THE ROSTRUM

Official Publication of the National Forensic League
(USPS 471-180) (ISSN 1073-5526)

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Editor and Publisher

P.O. Box 38
Ripon, Wisconsin 54971-0038
(920) 748-6206

The Rostrum (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 Rostrum, P.O. Box 38, Ripon, Wisconsin 54971.

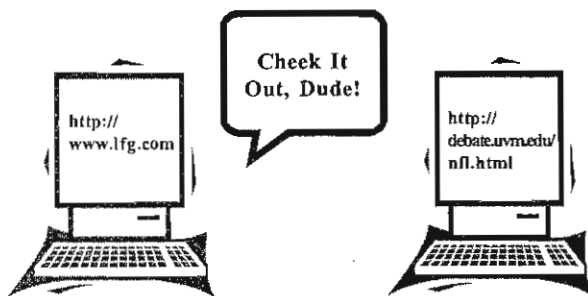
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ON THE COVER: The NFL Recruitment Video!

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NFL ON THE WEB



The Lincoln Financial Group has added information about its sponsorship of the NFL to its website at <http://www.lfg.com>. Click on "who we are." When the next screen comes up, click on "National Forensic League" (listed on the left under "educa-

tional partnership"). NFL thanks its sponsor Lincoln Financial Group for its support and encouragement.

The National Forensic League is proud to be part of "Debate Central" the world's premier debate site at <http://debate.uvm.edu>. The NFL's specific address is <http://debate.uvm.edu/nfl.html>. Topics, rules, ballots and NFL news can be found on this site. NFL thanks Professor Alfred "Tuna" Suider and the University of Vermont for making this opportunity available. NJFL material may also be found on this site.

The NW Rose Nationals Committee and Committee member Greg Oakes are developing a comprehensive website about the national tournament as well as *Rostrum* online and other material. The site will be ready soon.

MINH A. LUONG

Guest editor of this Lincoln/Douglas Debate focused *Rostrum* is Minh Luong. Few people have made the positive contribution to both policy and L/D debate that has been made by Minh. As a competitor, coach, institute instructor, author, consultant, editor and tournament director his expertise is much valued by both NFL and TOC. No person in the activity has a better command of theory and practice, and no person is more willing to share his knowledge.



IS 2002 FOR YOU?

The Council will accept bids for the 2002 Nationals until April 1. Contact Ted Belch, future nationals chair.

L/D TOPIC WORDING COMMITTEE OPENINGS

There will be 3 openings on the L/D Topic Wording Committee for the 2000-2003 term.
If interested, contact NFL President Billy Tate

NOVEMBER - DECEMBER LINCOLN FINANCIAL GROUP L/D DEBATE TOPIC

Resolved: The use of economic sanctions to achieve U.S. Foreign policy goals is moral.

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



Communication is a vital part of every aspect of our lives. Whether interviewing for a job, requesting funding for a project, managing employees, negotiating an agreement, or solving problems in personal relationships, effective communication is key to a successful outcome.



Jane Pauley
NBC

Yet more than fifty percent of high schools in the United States currently do not offer speech training to their students. Selling those schools on the need to provide communication training is the goal of an intense program to market the NFL to schools nationwide. Efforts ensue to enroll additional schools into the National Forensic League's program of teaching speech communication skills to tomorrow's leaders: today's high school students.



Jon A. Boscia
CEO Lincoln Financial Group

National Forensic League and Lincoln Financial Group have worked together to create a videotape designed to encourage school decision-makers to join the NFL. The upbeat, fast-paced video combines interviews with students, teachers and administrators with testimonials from NFL alumni who have made their mark on our society. Jane Pauley reminisces about her high school experiences in extemporaneous speaking and relates how that training directly led to her career as a nationally-known news anchor. Brian Lamb, whose C-SPAN network changed the nation's understanding of our government, insists that forensics training is so critical to the high school curriculum that any school not providing it is "missing the mark."

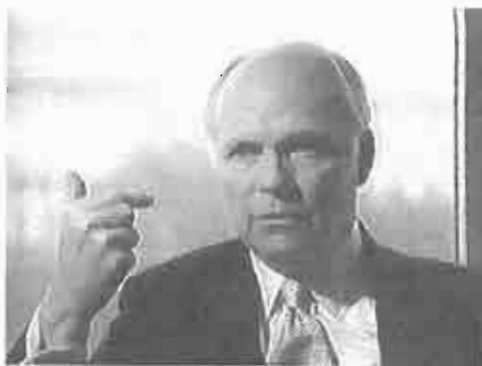
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National Forensic League



Brian Lamb
C-SPAN

The videotape will be distributed to more than 1,000 schools across the country in late October. Follow-up mailings will keep the issue of speech and debate training in front of those decision-makers while they consider their budgets for the 2000-2001 school year.

A correlating effort of marketing the NFL is to inform and educate the news media of the importance of speech and communication training.

The videotape will be distributed to newspapers and television stations across the country.



Dean John Sexton
NY University Law School

If you need a copy of the video, contact the National Forensic League at: nfl@mail.wiscnet.net, phone (920) 748-6206 or fax (920) 748-9478

Telephone calls will be made throughout the school year to encourage reporting of tournament results and attendance at the series of Good Luck Receptions that Lincoln Financial Group will host this year. The Portland news media will be informed of the 2000 National Speech Tournament, and encouraged to attend.



Professor James J. Unger
American University

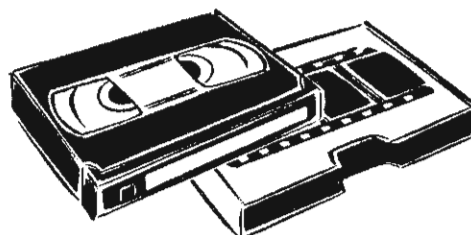
The videotape will be distributed to district chairpersons in November. District chairs and forensic coaches are encouraged to share the tape with schools in their area that aren't NFL members. Showing the tape at PTO meetings will get parents interested in the issue of communication training for their children.

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NCPA's High School Debate section contains research and analysis of major issues debated in high schools nationwide. This site is well organized, providing easy access and rapid data retrieval. The site is ideal for beginners as well as experts.

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THE NATIONAL 'SNAPSHOT' OF LINCOLN-DOUGLAS DEBATE

by Mitch Gaffer

In 1980, the National Forensic League sanctioned Lincoln-Douglas Debate as an event at the Huntsville, Alabama Nationals. Since then, it has grown in popularity nearly every year. It's safe to say that LD Debate is out of its' infancy and has become a permanent part of the debate world. As we approach the twentieth year of LD Debate, I believe that it is time to evaluate the current state of the event.

In its' infant years, early LD debaters had to 'feel' their way through. They were unsure of how this new form of debate should be performed, especially when dealing with the varied approaches involved in debating national competition.

In 1995, at the Ft. Lauderdale Nationals, the Lincoln-Douglas judge card was developed to remedy this situation. Judges attending the national tournament were able to relay their views on how LD Debate should be done to the students they were judging. By examining the data, a student could get a profile of a judge's individual Lincoln-Douglas perspective.

It was in Ft. Lauderdale that I suggested to James Copeland the possibility of compiling the data from these LD judge cards to discover a national perspective on Lincoln-Douglas Debate. With so much information being collected, it seemed a shame that we didn't use it to see where Lincoln-Douglas Debate was, in terms of its' rules and accepted debating practices. In his true diplomatic way, Mr. Copeland suggested that this was an excellent project for some interested young coach, and he flashed a knowing smile! With the challenge laid before me, I began counting numbers.

Methodological Considerations:

Each judge attending the national tournament is required to fill out a judge paradigm card. Data from the judge cards are reported in a paradigm booklet given to each LD coach attending the national tournament. Therefore, the data counted represents only those judges who filled out and turned in the judge card.

After counting the numbers for the individual judge responses, I translated that raw number into a percentage of the total. I then rounded it to the nearest whole num-

ber. This did result in a slight shifting of the raw number's true value. (For example, 21.3% became 21%.) But, it allowed this busy coach, with limited time and 3 kids to raise, to have an easier time plotting and drawing the graphs. I am confident that the national 'snapshot' of LD Debate is still intact.

Finally, I have utilized data from 3 different national tournament years. I found that trying to fit too many lines on one graph caused it to lose some of its' descriptive ability in the resulting blur. I began with the 1995 Ft. Lauderdale National's data. Because it is the oldest available, it seemed that it would offer the best hope of showing any change when compared with more recent graphs. Next, I calculated data from the 1998 St. Louis National's to see what had happened in 3 years. At the last minute, I decided to add the 1999 Phoenix National's data. Being the most recent, it gives us the most up-to-date view of LD Debate. For purposes of easier graph interpretation, the lines get darker and more solid as the data gets more recent.

Examining the Graphed Data:

There are many different conclusions that can be drawn from examining the graphed data, and it is hoped that this information will spark debate as to their meaning. Utilizing the data from our national's judge survey can only improve the quality of LD Debate discussion. With the national 'snapshot' in place, we can begin to see what coaches and judges believe about the different key issues in LD Debate. I encourage reaction and discussion among you and your peers, as I'm sure there will be many different interpretations of 'what's going on'.

What Does a '3' Mean?:

One of the first differences of opinion that appeared for me and my colleagues was the interpretation of the '3' response. All of the questions asked on the judge card are based on a graduated scale; with '1' being the one extreme and '5' being the other. So, is the '3' an undecided vote because it's in the middle and supports neither position or is it a call for moderation between the two perspectives? Without knowing the mind set of the person filling out the card,

we can't be sure why they chose the '3'. For example, graph 3A, dealing with the rate of delivery, could be interpreted in one of 2 ways: a call for moderate speed in the round or a willingness to accept a variety of different debating speeds. Continued dialogue between coaches and judges may help to reveal the true nature of the '3' response.

Rule vs. paradigm:

When interpreting the graphed information, we find that it supports different levels of acceptance for certain key LD Debate principles. The difference between a rule and a paradigm is found in the levels of acceptance for each given idea. If most people accept a certain argument or belief, then it approaches the status of a rule. Graphs with rules potential, such as 3B- persuasive communication and 3D- value premise, appear to be skewed to one side, as most people believe a particular perspective is true in each case.

Paradigm graphs appear to be flatter, as more perspectives get a respectable number of votes. Graphs, such as 3C- LD theory arguments or 3L- rebuttals, demonstrate a more paradigm tendency. Many perspectives have a decent chance of being in the back of the room. Since there are a variety of acceptable ways to approach these issues, students need to adapt to the particular judge panel in the round.

While it's true that no graph shows pure rule formation (all people voting for one perspective) or pure paradigm formation (a perfectly flat line with equal acceptance of all ideas), we can divine a general principle from this. The flatter the curve, the more it represents a paradigm mentality in the nation. The more skewed the curve is to one side, the closer we seem to be to rules mentality.

The Strength of the Curve:

I believe that the strength of the curve can help us to better discover the difference between rule and paradigm. If any one or two responses should get a strong percentage of the total vote, one could say that such a percentage indicates a rule. Graph 3K- burden of clash, for example, has 79% of the respondents selecting '4' and '5'. This

makes the burden of clash closer to decisive for most LD judges. As a coach, this makes a good 'rule of thumb' to follow when advising your team on debate strategy. Accepting the burden of clash in the round appears to be the way the LD Debate game is most often played.

Graph 3A- rate of delivery, 3G- use of evidence, and 3H- approach to the resolution all have strong curves as well. Each of them had over 50% selecting one response, resulting in a strongly pronounced curve. Trouble is they all selected the uncertain '3' response. This leaves interpretation difficult, and discussion open.

Uses of the National LD Debate 'Snapshot':

Certainly, a professional examination of our sport through our own responses has great value. Knowing where we are can help us to better direct where we are going. We should continue the national dialogue on LD Debate, using this great resource of LD information.

Looking at the shift of the curves over time can allow us to see how the sport is

changing. Although we shouldn't put too much stock in any one curve changing current practice, over time new curves will reveal new attitudes towards the sport. Periodic revisiting to the judge cards would certainly be helpful.

On a more immediate level, the graphs can be used to compare your state vs. the national snapshot. By matching the national data to the South Dakota data (See National / South Dakota Comparison 3H- Approach to Resolution), it confirmed what many of us here already suspected. South Dakota LD Debate is more pragmatic than the nation as a whole.

This definitely affects our case writing strategies when preparing for nationals. Knowing that we will be facing a more philosophical judge pool than we are used to allows us to add philosophical arguments that are integrated into our cases; not simply added on before the round. It helps the effectiveness of our work when we can see a snapshot of the national judge pool during the early stages of national's preparation.

Overall, I've learned a great deal from

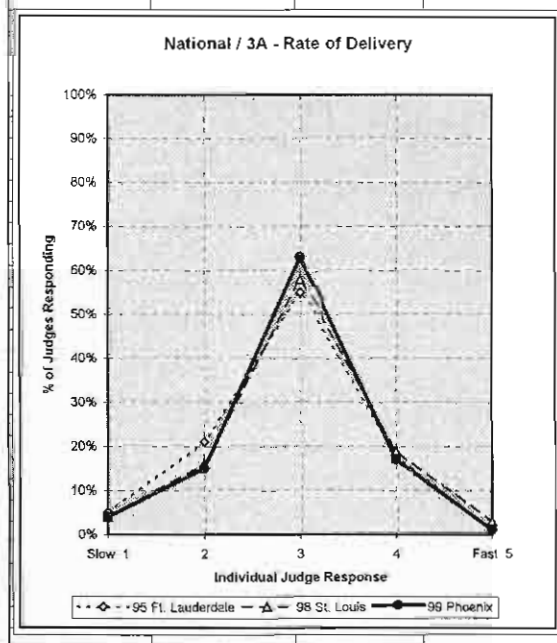
this project. I've shared the results with the students in my class and with my fellow coaches at the South Dakota Speech Convention. Each time I presented it, the data opened up new avenues of discussion on what LD Debate is and should be; just as I hoped it would. We can learn much from this annual national judge survey.

Nearly twenty years ago, the National Forensic League sanctioned LD Debate as an official event. Over 4 years ago, James Copeland issued to me a challenge to put to use the national's Lincoln-Douglas judge data. Today, both the event and I are a bit older..but hopefully a bit wiser!"

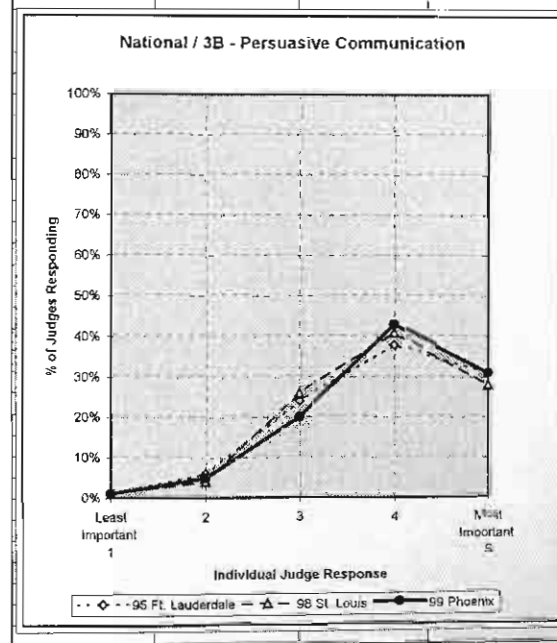
(Refer to Graphed Data found on the following pages)

(Mitch Gaffer has been the Head Coach at Huron HS, (SD) for 14 years. His debaters have won the Lincoln-Douglas Debate State Championship 6 times. He has qualified 9 students to national Lincoln-Douglas competition. Mitch has twice been recognized as a Distinguished Teacher in the U. S. Department of Education's Presidential Scholars Program.)

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Slow 1	5%	4%	4%	
2	21%	16%	15%	
3	55%	58%	63%	
4	18%	19%	17%	
Fast 5	1%	3%	1%	
	n = 415	n = 280	n = 219	



National / 3B - Persuasive Communication				
	95 Ft. Lauderdale	98 St. Louis	99 Phoenix	
Least Important 1	1%	1%	1%	
2	6%	4%	5%	
3	24%	26%	20%	
4	38%	41%	43%	
Most Important 5	31%	28%	31%	
	n = 415	n = 280	n = 219	

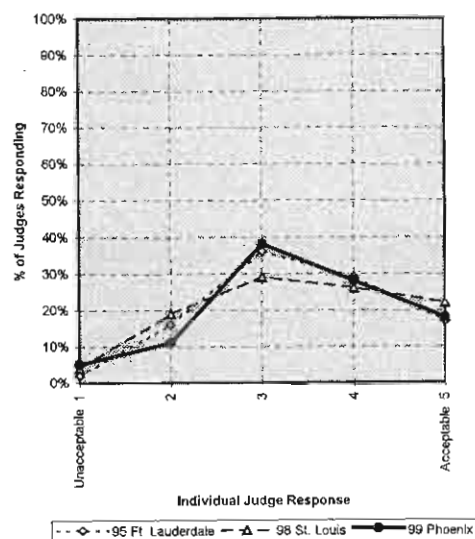


NATIONAL LINCOLN-DOUGLAS 'SNAPSHOT'

National / 3C - LD Theory Arguments

	95 Ft. Lauderdale	98 St. Louis	99 Phoenix
Unacceptable 1	2%	4%	5%
2	16%	19%	11%
3	36%	29%	38%
4	29%	26%	28%
Acceptable 5	17%	22%	18%
	n = 415	n = 280	n = 219

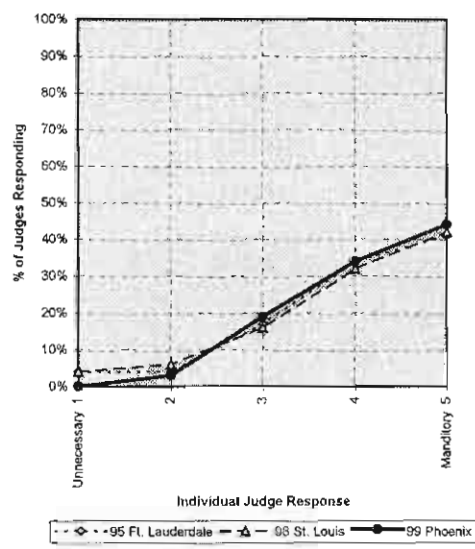
National / 3C - LD Theory Arguments



National / 3D - Value Premise / Core Value

	95 Ft. Lauderdale	98 St. Louis	99 Phoenix
Unnecessary 1	4%	4%	0%
2	4%	6%	3%
3	17%	16%	19%
4	34%	32%	34%
Mandatory 5	41%	42%	44%
	n = 415	n = 280	n = 219

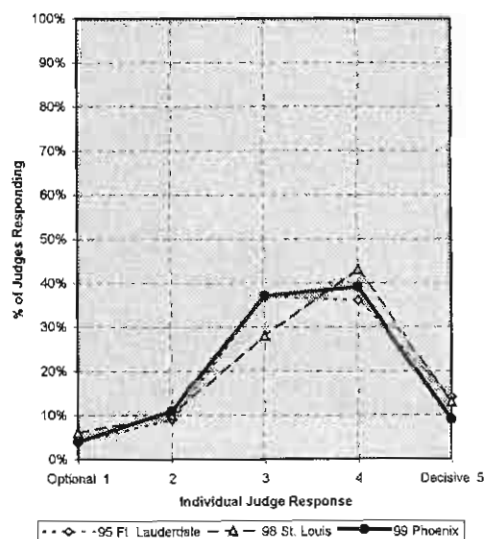
National / 3D - Value Premise / Core Value



National / 3E - Use of Example

	95 Ft. Lauderdale	98 St. Louis	99 Phoenix
Optional 1	4%	6%	4%
2	9%	10%	11%
3	37%	28%	37%
4	36%	43%	39%
Decisive 5	14%	13%	9%
	n = 415	n = 280	n = 219

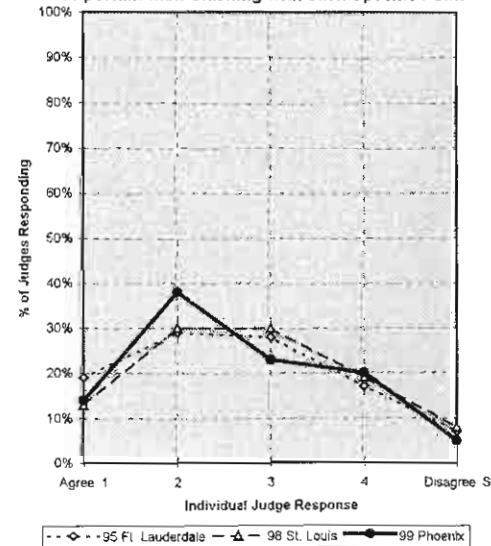
National / 3E - Use of Example



National / 3F - Focus on a Few Key Issues is more important than Clashing with each Specific Point

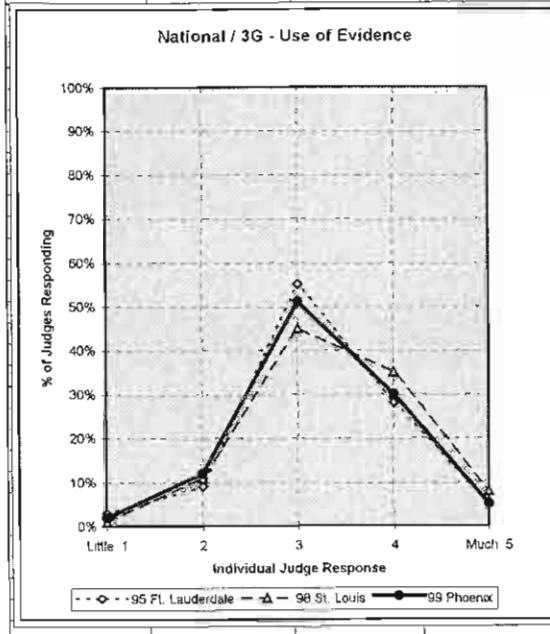
	95 Ft. Lauderdale	98 St. Louis	99 Phoenix
Agree 1	19%	13%	14%
2	29%	30%	38%
3	28%	30%	23%
4	17%	19%	20%
Disagree 5	7%	8%	5%
	n = 415	n = 280	n = 219

National / 3F - Focus on a Few Key Issues is more important than Clashing with each Specific Point

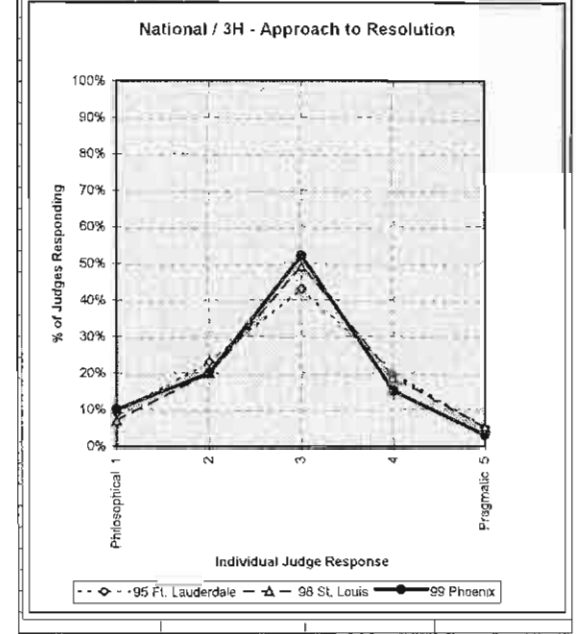


NATIONAL LINCOLN-DOUGLAS 'SNAPSHOT'

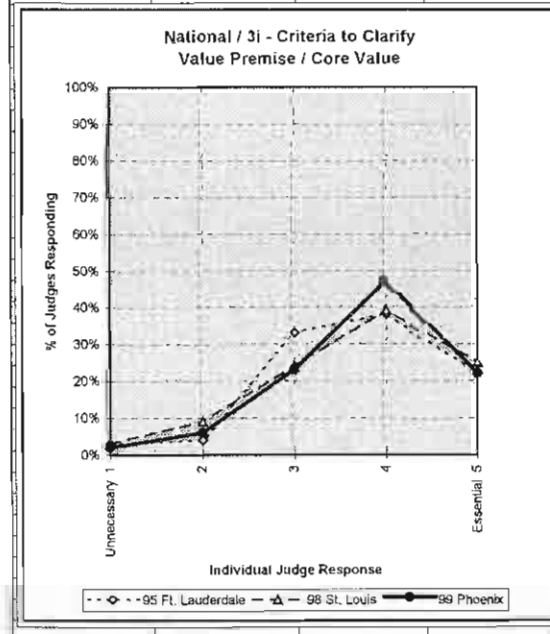
National / 3G - Use of Evidence			
	95 Ft. Lauderdale	98 St. Louis	99 Phoenix
Little 1	3%	1%	2%
2	9%	11%	12%
3	55%	45%	51%
4	28%	35%	30%
Much 5	5%	8%	5%
	n = 415	n = 280	n = 219



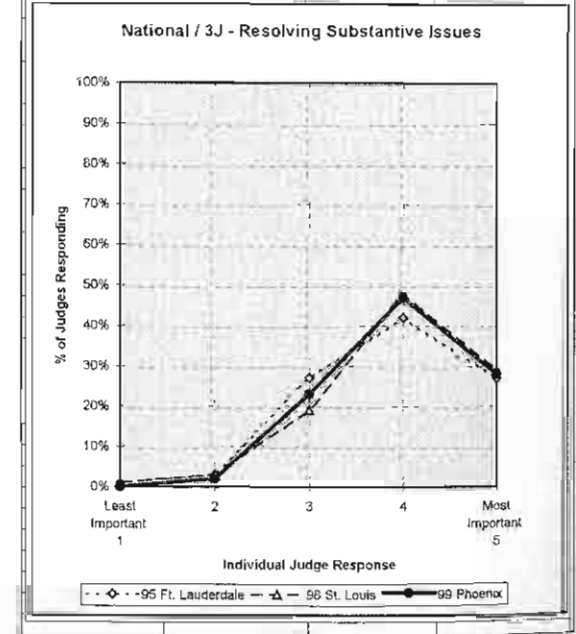
National / 3H - Approach to Resolution			
	95 Ft. Lauderdale	98 St. Louis	99 Phoenix
Philosophical 1	9%	7%	10%
2	23%	20%	20%
3	43%	49%	52%
4	20%	19%	15%
Pragmatic 5	5%	5%	3%
	n = 415	n = 280	n = 219



National / 3i - Criteria to Clarify Value Premise / Core Value			
	95 Ft. Lauderdale	98 St. Louis	99 Phoenix
Unnecessary 1	3%	3%	2%
2	4%	9%	6%
3	33%	24%	23%
4	38%	39%	47%
Essential 5	22%	25%	22%
	n = 415	n = 280	n = 219

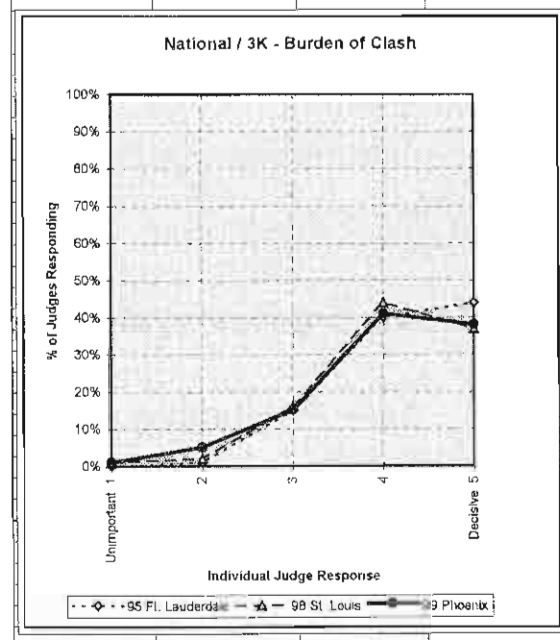


National / 3J - Resolving Substantive Issues			
	95 Ft. Lauderdale	98 St. Louis	99 Phoenix
Least Important 1	1%	1%	0%
2	3%	3%	2%
3	27%	19%	23%
4	42%	48%	47%
Most Important 5	27%	29%	28%
	n = 415	n = 280	n = 219

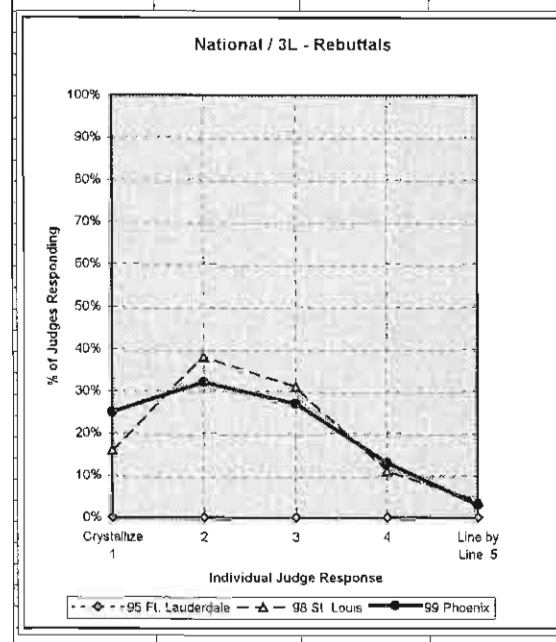


NATIONAL LINCOLN-DOUGLAS 'SNAPSHOT'

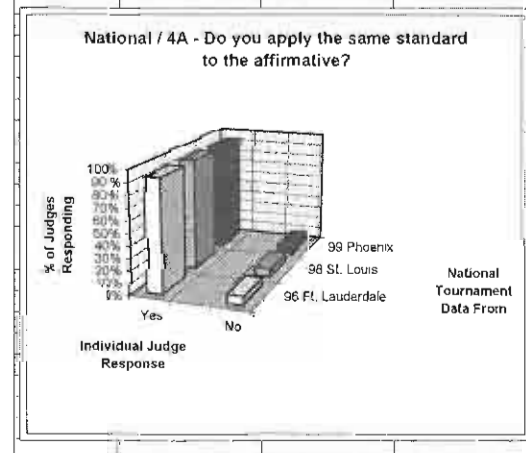
National / 3K - Burden of Clash				
		95 Ft. Lauderdale	98 St. Louis	99 Phoenix
Unimportant	1	0%	1%	1%
	2	1%	2%	5%
	3	15%	16%	15%
	4	40%	44%	41%
Decisive	5	44%	37%	38%
		n = 415	n = 280	n = 219



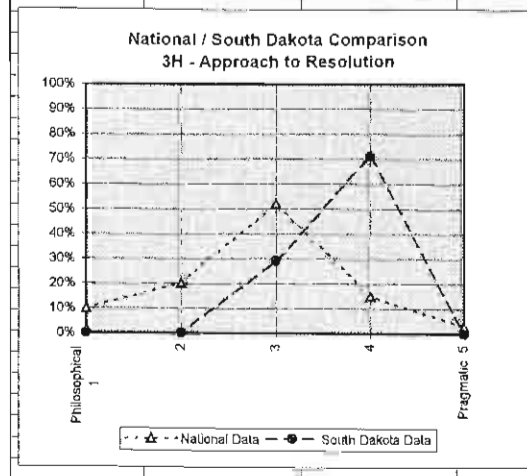
National / 3L - Rebuttals				
		95 Ft. Lauderdale	98 St. Louis	99 Phoenix
Crystallize	1		16%	25%
	2	Question not asked;	38%	32%
	3		31%	27%
	4	No Data	11%	13%
Line by Line	5		4%	3%
		n = 415	n = 280	n = 219



National / 4A - Do you apply the same standard to the affirmative?				
		96 Ft. Lauderdale	98 St. Louis	99 Phoenix
Yes		93%	93%	92.50%
No		7%	7%	7.50%
		n = 414	n = 280	n = 200



National / South Dakota Comparison				
3H - Approach to Resolution				
Comparison from the '99 Phoenix Nationals				
		National Data	South Dakota Data	
Philosophical	1	10%	0%	
	2	20%	0%	
	3	52%	29%	
	4	15%	71%	
Pragmatic	5	3%	0%	



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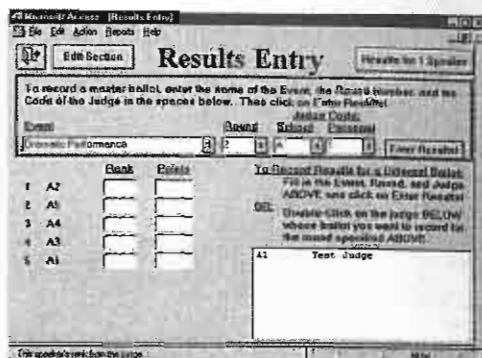
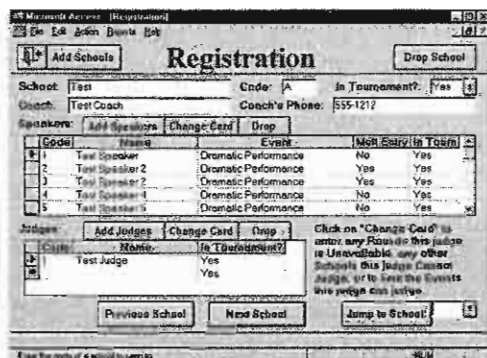
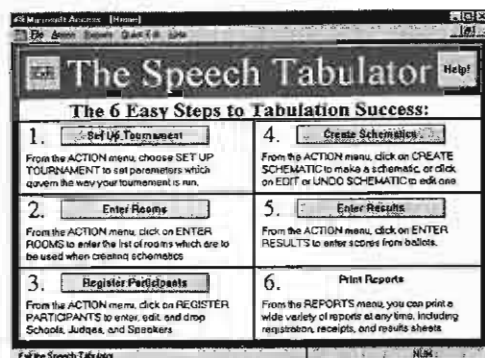
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ON THE IMPORTANCE OF INCORPORATING LEGAL RESEARCH INTO VALUE ARGUMENTATION AND ADVOCACY: THE CASE AGAINST MISPLACED PATERNALISM

by Elizabeth I. Rogers and Minh A. Luong

In a recent response to our essay, "Utilizing Legal Resources in Value Argumentation and Advocacy,"¹ attorney and owner of PowerPunch Debate Briefs Marty Ludlum advocated "a ban on the use of most legal materials."² After reading Mr. Ludlum's response, we felt that the bold claims and dire predictions made in "An Attorney's View: Using Legal Materials in Debate,"³ simply could not go unanswered. We are writing this essay to respond to Mr. Ludlum's primary issues and to reiterate our position that legal research can be extremely helpful – indeed vital – to the development of value-based argumentation about social issues such as those brought to the fore by current Lincoln-Douglas (L/D) debate resolutions.

A Difference of Philosophy Regarding Lincoln-Douglas Debate

To begin with, we believe that Mr. Ludlum is wrong about what high school debate is supposed to provide and what it is not. Given Mr. Ludlum's profession as a licensed attorney, his concern with the technical knowledge required to be a good lawyer is understandable. However, as debate coaches and educators we point out that the purpose of high school debate is to begin the process embodied by the NFL mission of "Training Youth for Leadership."⁴ If we are to train educated citizens and leaders for the 21st century, that training must begin with a fundamental understanding of the laws and rules of our society and the values at stake with respect to them. L/D debate promotes this training by exposing students to arguments about social rules and values and fostering the ability to assess those arguments critically. The best L/D debates are not highly technical in nature but reflect a general understanding of the underlying legal principles and application that a reasonable, non-expert judge can understand. Legal research in L/D should be used toward this end, not to teach students to formulate laws or argue them in court.

Many of the arguments presented in Mr. Ludlum's response are founded on the premise that debaters need to perform like

and dentary standards as trial attorneys in a court proceeding. The quibbling about jurisdiction of state opinions and state vs. federal cases illustrates this point. Mr. Ludlum's insistence that "[a]ny practicing attorney will tell you that cases from outside your jurisdiction mean nothing" demonstrates his ignorance of how Lincoln-Douglas debate is actually practiced at the high school level. L/D debate requires debaters to question the principles society – and its laws – *ought* to reflect. As such, there is no "controlling jurisdiction;" no final authority with the power to mandate the outcome of an L/D round. This is why the journalist's privilege resolution was debated so well last year despite the fact that the Supreme Court had already spoken to the issue in *Branzburg v. Hayes*, 408 U.S. 665 (1972).

We agree wholeheartedly with Mr. Ludlum's first statement that "[d]ebate 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. [sic]"⁵ Mr. Ludlum errs, however, by assuming that legal resources are necessarily taken out of context if applied in L/D debate. Legal resources can be used to increase general knowledge of a topic, and to develop ideas for value-based arguments with virtually no risk that they will be abused in debate rounds. Aside from providing such crucial background information, legal sources often make value-based claims in addition to engaging in technical legal analysis. Quoting these legal sources in L/D is perfectly appropriate when debaters treat them as we hope they would treat all other sources: quote a source in support of a value-based claim *provided the source actually supports the claim*.⁶

Were coaches and debaters to engage *only* in legal research, Mr. Ludlum might be right to fear that the focus of L/D rounds would be skewed. However, this rather extreme and unlikely scenario reflects neither current research practice, nor our position. We argue that preliminary research⁷ on the topic would yield a general understanding of the relevant social issues and would pro-

vide a basic contextual framework for understanding and reading legal material. Furthermore, reading decisions and, when available, legal commentary on decisions would further add to a debater's understanding of the resolution and its context and would provide the basis for some value-oriented arguments and quotations. Our position remains that incorporating legal research into a comprehensive research strategy will yield a much richer, more contextual understanding of L/D resolutions and better meet the educational objectives of the activity.

More importantly, however, if the debate community were to adopt Mr. Ludlum's call for a ban on most legal materials, today's L/D resolutions could be neither accurately researched nor debated to their full potential. Virtually every L/D resolution on the 1999-2000 ballot has direct or indirect application to the legal field, with more of the former than the latter.

On the Issue of Over-Simplification

Over-simplification of arguments to the point of inaccuracy is Mr. Ludlum's next concern. In support of this point he employs the analogy of media coverage of articles in medical journals. He states "When the *Today* show attempts to convey the information in the latest issue of the *Journal of the American Medical Association (JAMA)*, they must often simplify the material so much that the truth is lost."⁸ But the relevant question here is, "who actually gets to read the entire article in *JAMA* to understand the full context of the material to get to the truth?" By using the approach that we advocate – reading and understanding primary sources like *JAMA* and by extension court cases and law review articles – debaters have the best chance of fully understanding the arguments and context. The debater could then listen to the *Today* show but would have a better understanding of the issue and context having read the *JAMA* article.

Mr. Ludlum is correct to point out that our article was introductory, and therefore limited in scope. However, because our article is a *secondary* source, Mr. Ludlum's criticism actually demonstrates the importance of consulting *primary* legal resources.

Imagine, for a moment, that we adopt Mr. Ludlum's ban on reading court cases and by extension, *JAMA*. We would be left solely with sources like the *Today* show for our debate research. Should the debate community restrict itself to only interpretations or even worse, interpretations of interpretations exemplified by briefbooks? Our fear is that the truth would then certainly be lost.

Let us take Mr. Ludlum's argument to its logical conclusion: what if various "field experts" called for a ban on material in their field for the same reasons that Mr. Ludlum asserts? For example, political philosophers could say that because high school debaters cannot fully understand the conceptual nuances in *A Theory of Justice*,⁹ *Anarchy, State, and Utopia*,¹⁰ and other complex primary texts, that those materials too, should be banned from L/D debate. What research material would the activity be left with under the "Ludlum Standard?" Perhaps just secondary sources, one author's interpretation of another. However, any reputable scholar finds secondary sources inferior to original documents largely due to the risk that a secondary source may mischaracterize the original. Furthermore, anyone who has heard Bowie and Simon quoted on both sides of the same resolution knows that secondary sources can be just as abused as primary sources. If that risk is enough to ban research materials, debaters might be prohibited from researching at all. Debates would be reduced to a discussion of generalities and soundbites that defeats the purpose of conducting original research and debating issues of the day. Contrary to Mr. Ludlum's opening thesis, we see the debate community losing the respect and support of the academic community because bans such as these would drastically reduce the value of debate as an educational process.¹¹

On the Issue of L/D Debaters Using Court Opinions

Reading legal material provides another valuable source of ideas for arguments and serves as a real-life tutorial of how opposing arguments are made and evaluated. We explained above why Mr. Ludlum's concern regarding improper jurisdiction is a red herring. Arguing over state vs. state or state vs. federal jurisdiction is simply not important in L/D debate because no court has jurisdiction over an L/D judge's evaluation of the quality of the value-based argumentation presented. Even the final outcome of judicial decisions is not of primary interest

— just the reasoning and arguments behind those outcomes. It does not matter that a court voted 2-1 for a particular side; instead, debaters derive value from analyzing the formulation of arguments by both sides and the reasoning of the court's decision. As we noted in our initial article, it is never proper to cite the holding of a court case as a reason why a proposition of value is necessarily true.¹² Of course one cannot prove an "ought" with an "is."

Furthermore, Mr. Ludlum underplays the significance of state opinions by claiming that they "have no application, and doubtfully any relevance to high school debate."¹³ However, as we stated in our previous article, state opinions frequently interpret important issues of both state and federal law. For example, the Wisconsin Supreme Court upheld the constitutionality of a school voucher program over an Establishment Clause challenge in *Jackson v. Benson*, 578 N.W.2d 602 (Wis. 1998). Were we to debate whether the government ought to fund education through vouchers used by parents (even if many parents would use the vouchers at sectarian schools), *Jackson v. Benson* would be an extremely relevant source. Consulting the opinions would increase debaters' understanding of the real-world context in which voucher programs are implemented and debated, thereby increasing general knowledge of the topic. It would also provide arguments, or at the very least ideas for arguments and examples. Finally, the decision might also contain some eloquent, substantive passages which would be useful to quote in L/D debate rounds. Like federal court opinions, state court opinions can be relevant to L/D — debaters and coaches have much to gain by consulting them.¹⁴

On the Use of Legal Dictionaries

Mr. Ludlum warns not to use legal dictionaries because debaters "misuse these legal dictionaries as authorities..."¹⁵ Regardless of source, if a debater tried to use just a definition as an authority and failed to provide a reason why it was a reasonable boundary, we would join Mr. Ludlum and vote against that debater on a 3-0 decision. Mr. Ludlum cites warnings from two legal dictionaries that "definitions are within the context of specific facts and issues."¹⁶ However, Mr. Ludlum cited two dictionaries — *Words and Phrases*, and *Corpus Juris Secundum* — which provide definitions by quoting court cases. For those two legal dictionaries, it is true that debaters and coaches should read the cases cited

to ensure that the facts of the case square with the dilemma posed in the L/D resolution. It may often be the case that these definitions accord with the context intended in the resolution. However, this criticism really represents a strawperson argument because *Black's Law Dictionary* provides general definitions for legal words and phrases. Note that generic definitions from *Webster's* or *American Heritage* are also capable of being twisted out of context. That objection applies to *any* source of evidence; it in no way warrants rejection of the use of legal dictionaries in particular.

The approach Mr. Ludlum takes in proving his argument fails to credit the argumentation process in contemporary high school L/D debate. Attorneys use legal definitions to "aid their research,"¹⁷ but in L/D debate, definitions are used to set reasonable boundaries and meanings. The abuse of legal definitions in college debate observed by Walter Ulrich back in 1985, which by the way has since been remedied, is also not a reason for banning legal dictionaries from L/D. If, as Mr. Ludlum warns, a debater uses grossly out-of-context definitions, the remedy is straightforward: the opponent can easily defeat that definition by explaining how it is unreasonable given the context of the resolution.

For many resolutions, failing to consult legal dictionaries would actually cause the problems Mr. Ludlum wants to avoid.¹⁸ When topics employ a legal phrase, the only way to get a contextual definition is to consult legal materials. For example, debaters who went to *Random House Webster's College Dictionary* to define "commercial speech" for the NFL September/October 1999 topic found no explanation of the phrase in the context of freedom of speech. The definitions of the two individual words "commercial" and "speech" are so broad that they require excessive explanation and would allow non-contextual interpretations. In fact, attempts to conjoin generic dictionary definitions of "commercial" and "speech" were at a high risk of misconstruing the phrase. Those who consulted *Black's Law Dictionary* or read cases such as *Central Hudson Gas v. Public Service Comm'n*, 447 U.S. 557 (1980), fared much better at understanding and defining "commercial speech" in a context-appropriate manner.

Mr. Ludlum's unwillingness to risk sources being taken out of context undermines the credibility of debate materials like briefbooks and quotebooks. Such materi-

als utilize a format that combines short tags and quotations to make "arguments." Where is the understanding and context here? If we applied Mr. Ludlum's "contextual consistency standard" to published L/D debate briefs, we expect that that virtually all would fail. This observation, however, is certainly not meant as an indictment of debate preparation materials as a whole.¹⁹ Rather, it is meant to illustrate that all research material can be taken out of context. As a community we must take care to avoid such abuse; however, context can be preserved without banning the use of sources. After all, no one would abuse any sources in L/D if we ceased debating, or if we debated but prohibited quotations. These absurd measures are unnecessary because the risk that debaters will abuse sources can be reduced without banning materials. A more plausible measure is to consult all relevant sources, but cite them to support propositions only when we are sure they actually do so.

On the Use of Legal Periodicals

Unlike his first two primary claims, Mr. Ludlum does not advocate an absolute ban on the consultation of legal periodicals. In fact, he advocates limited use of legal periodicals in L/D debate. Mr. Ludlum points out that law journals and law reviews can be complex, usually address unsettled legal controversies, are often written by law students, and are not proof that a court opinion was decided incorrectly.²⁰ Importantly, Mr. Ludlum agrees that -- provided these caveats are acknowledged -- the use of legal periodicals is desirable in L/D debate despite his final three arguments (that the use of legal resources is impracticable, unfair and bad for debate). Thus, even Mr. Ludlum recognizes that his final three arguments are not fatal to a claim that the use of certain legal resources can assist in L/D debate. But what is the difference between legal periodicals and other legal resources such that the alleged impracticability, unfairness, and detriment to debate win out only with regard to the latter? The only positive attribute Mr. Ludlum assigns to legal journals is that they "at least are written in a familiar style and can be accessed more readily." By omission, and perhaps as a consequence of their accessibility, Mr. Ludlum indicates that he considers the risk of out-of-context application less of a concern for legal periodicals than legal dictionaries or court opinions. However, it is not necessarily the case that law review articles are more easily understandable and less

prone to out-of-context application than other legal resources. Consequently, Mr. Ludlum's internal logic suggests the following simple rule: use legal resources to assist in preparing for L/D when you can understand them and avoid using them out of context. This rule seems entirely reasonable. We advocate following it as you would with any other research source.

On the Practicality of Legal Resources

Mr. Ludlum claims that using legal resources is impractical because debaters and coaches cannot understand the material. He cites Jack Perella, attorney and debate coach, who wrote that "this process of learning takes about a year in law school."²¹ While it might take a year of law school to read cases to the standards of practicing attorneys, it does not take special education to read cases and derive some basic understanding of the issues. In fact, as the Director of Forensics at the University of California at Berkeley, Mr. Luong was a colleague of Jack Perella when they coached together in Northern California and Jack would strongly disagree with Mr. Ludlum's claim.²² As a debate coach, Jack taught his community college students (first and second year students who often did not have any previous debate training or experience) at Santa Rosa Junior College to use legal argumentation quite successfully -- an example of how it is possible not only to conduct legal research but to apply it in debate rounds effectively.

The allegation that coaches and debaters cannot understand the material contained in legal resources is patently false. To be sure, some legal resources are so poorly written that virtually no one can understand them. The authors have encountered a few themselves. It is also imaginable -- although we have yet to encounter any -- that someone in the L/D community is incapable of understanding all legal resources. Much more plausible, however, is the intuition that the debate community is comprised of people who are intelligent and experienced enough to weed out the few impenetrable legal resources, and to focus on the useful portions of the well-written, relevant legal resources that abound. At the very least, most debaters are in a position where they would benefit from giving supplementary legal research a try.

On the Issue of Expense and Fairness

One of the most common objections to on-line research made by opponents is that it is too expensive and will "destroy the activity." Mr. Ludlum makes the same

argument in his response, to which we must ask: did Mr. Ludlum read our article? Expense is an important concern; however, our initial article documented three examples of free or low-cost services.

Free Resources:

FedLaw, which can be found at:
<http://www.legalgsa.gov>

Forensics 2000 which can be found at: <http://www.forensics2000.com> (once there, click on the L-D section).

USSCplus

Both a web-based search and CD-ROM product updated semi-annually, includes complete Supreme Court coverage from 1938 through 1998. Together with selected older leading cases from 1793, the USSC database has a total of more than 8,500 decisions at:

<http://www.uscplus.com>

Additionally, Cornell University Law School's "Cornell Legal Research Encyclopedia" includes many free services to find primary source material as well as legal articles at:

<http://www.lawschool.cornell.edu/library/take1.html>

Mr. Ludlum attempts to scare high school programs into adopting his proposal by asserting that "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."²³ First of all, as a former college coach and program director, Mr. Luong points out that colleges have not abandoned their forensics programs simply because of research expenses. Shrinking university operating budgets are forcing institutions of higher learning to reduce or eliminate many programs, not just forensics. If anything, on-line research has been the saving grace for many more programs for the following reasons:

• Decreased operating expenses.

The traditional research method, book and journal photocopying, can be reduced by on-line research. By storing documents electronically and editing them in word processors, many programs have reduced copy expense and paper waste by up to 75%.²⁴

• Decreased handbook expenses.

By conducting original research and editing the quoted material, many programs

have reduced or eliminated the need for brief/quotebooks. Consider the cost of one USSC+CD-ROM containing Supreme Court cases that can be used throughout the season (and beyond) and costs no more than two or three briefbooks, which are good for only one topic.²⁵

• Small colleges are now competitive with big universities. On-line research (including legal research), contrary to Mr. Ludlum's claims of financial elitism, has been a tremendous equalizing factor in college debate, allowing previously uncompetitive small colleges with limited library collections to successfully compete against programs from large research universities. Look at the facts: ten years ago, large programs dominated the top-20 rankings; today there are small colleges as well as traditional powerhouse programs in the top ranks of college debate. The directors of small programs have been able to justify their budgets and even save their programs because of their ability to "compete on equal footing with the big universities."

The bottom line is that now more than ever, access to low-cost or free legal research is widely available. Even if computers are not installed in every classroom, as Mr. Ludlum notes, we observe that many public libraries have internet terminals and because of intense competition between national and regional internet service providers, there are now offers of a free internet-ready home computer if a customer signs up for two years of \$20.00/month internet service. The huge financial disadvantages that Mr. Ludlum claims simply are not true anymore. In fact, the cost savings of on-line research has kept forensic participation affordable for small and rural programs which have traditionally been at a disadvantage.

On the Issue of Goodness or Badness for Debate

Finally – and this is our favorite – Mr. Ludlum claims that the use of legal materials is bad for L/D debate because it will generate a need to carry "stacks of materials." According to Mr. Ludlum, these materials will exceed the heavy loads of evidence he perceives novices currently lugging to tournaments, and even if debaters manage to correctly interpret what they have lugged, the limited L/D time format will foreclose a thorough discussion of legal issues.

With regard to the charge of excessive materials, we do not advocate any research so intense that L/D debate would require the need for a "pack mule to transport it to the classrooms."²⁶ Rather, we ad-

vocate using legal resources to assist with: understanding and defining resolutions; generating case and rebuttal arguments and real-world examples; and finally, using limited but substantive quotations of the kind typically incorporated into L/D cases. In L/D debate, the reasoning behind the value-claims expressed in evidence is questioned. Debaters should – and do – treat arguments expressed in quotations as they would any other argument. Consequently, there is little danger that debaters who incorporate legal resources into their preparation will trigger the need to out-research one another in search of the mythical "winning card." By now, L/D coaches and debaters know that there is no such card. Those who still buy into the myth need a warning as dire as Mr. Ludlum's, though it is a warning that has to do with legal research only tangentially if at all.

With regard to the problem of limited time, L/D resolutions raise tremendous dilemmas – no resolution can be thoroughly discussed within the time limits. Years could be spent discussing each topic. In fact, many social and political philosophers have done so. Consequently, the fact that there is inadequate time to explore an issue raised by legal research should come as no surprise. There is a time and place for thoroughness, but there is also significant real-world value in the lessons taught by L/D debate. Among the most important L/D lessons are: "here is an introduction to major social issues we face"; "social issues affect and arise in numerous contexts including personal moral dilemmas, and group contexts – especially the legal system because it reflects our efforts to resolve these issues"; and, "you will never be given sufficient time to say everything you want to say, so cut to the heart of the matter."

Conclusions

Legal resources can be extremely useful in preparing for value-based argumentation. Learning to utilize them in preparation for L/D debate will not turn you into an attorney, but it will help you become a better debater and coach. When analyzed from the perspective of a debater or coach attempting to engage in the best preparation for L/D debate rather than from a lawyer's perspective – from which legal materials are useful mainly for their precedential value – the arguments against the use of legal resources in L/D debate deflate.

When someone suggests that we are incapable of doing something, there is almost always more to the story. Over the

years the authors have learned an important lesson: beware of those who suggest that your own intellectual advancement threatens to destroy an activity you hold dear. For years, doctors opposed patient education on the grounds that patients who knew too much would try to become amateur doctors themselves and kill themselves. Today, medical websites are the most valuable resources on the internet because they dispense information. As with our position on utilizing legal materials in L/D debate, we are not advocating self-performance of triple bypass surgery; we are simply pointing out that the acquisition of knowledge is helpful despite the paternalistic cries of those who benefit from people remaining in the dark. Legal research leads to a better informed debater and, as a result, citizen and leader.

The American democratic experiment has flourished because we have trained successive generations of leaders who can debate over issues and make decisions instead of having a king do it for them. Advances did not come because someone else thought for them or told them what they could or could not consider. The educational mission of debate remains the same today – we must train tomorrow's citizens and leaders. Will our students utilize legal arguments perfectly 100% of the time? Probably not, just as we know that licensed attorneys make mistakes. But to deny L/D coaches and students access to extremely relevant and substantive legal research material because they may misunderstand or misapply it is misguided. In an activity whose heart and soul are independent thought and analytic potential, the argument against legal research is – at best – misplaced paternalism.

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1. Rogers, Elizabeth I. and Minh A. Luong. "Utilizing Legal Resources in Value Argumentation and Advocacy." *Rostrum* 73.5 (January 1999): 33-37.
2. Ludlum, Marty. "An Attorney's View: Using Legal Materials in Debate." *Rostrum* 73.9 (May 1999): 31.
3. Ludlum, 31.
4. This is the motto of the National Forensic League and can be found on nearly all NFL publications.
5. Ludlum, 31.
6. Although reading legal material might be more complicated, the standards for contextual application are no different from other quoted material.
7. As coaches, we simply cannot limit our students to materials written to a 9th grade level such as *Time*, *Newsweek*, or *U.S. News & World Report* which are informative and rarely persuasive in nature. Debate offers

students an opportunity to develop and exercise their research skills at a time where they can afford to make mistakes without affecting a grade in a college course, for example.

8. Ludlum, 31.

9. Rawls, John. *A Theory of Justice*. Harvard Belknap: Cambridge, 1971.

10. Nozick, Robert. *Anarchy, State, and Utopia*. Basic Books, 1974.

11. Consider the enormous value of researching primary source material and incorporating ideas from that material into a research paper. This is the basic evaluation method of learning and competence in Advanced Placement and college courses. Implementing restrictions on primary research deprives students of this essential experience.

12. Rogers and Luong, 35.

13. Ludlum, 31.

14. Even the Supreme Court recognizes the potential importance of state opinions. The Court hears relatively few cases, and only hears them for compelling reasons. Supreme Court Rule 10(b) contains the following illustration of a reason which might be so compelling: "a state court of last resort has decided an important federal question in a way that conflicts with the decision of another state court of last resort or of a United States court of appeals."

15. Ludlum, 31.

16. Ludlum, 32.

17. Ludlum, 32.

18. When comparing legal dictionaries to general dictionaries, Mr. Ludlum's use of the term "bankrupt" and "bankruptcy" provides neither accurate nor realistic support of his claim. Those terms have not been used in any NFL L/D resolution in the past ten years. A more realistic comparison can be made by using actual terms from NFL L/D resolutions. Our example comes from the most recent (at publication deadline) Sept/Oct 1999 topic.

19. In fact, several organizations offer excellent material which provides comprehensive literature reviews and "tours of the topic." Rather than rely on the "tag and card" format, these analysis books explain key concepts, assist debaters in conducting original research by highlighting issues to consider when reading primary source documents, and enable debaters to develop positions based on their understanding of the material. Professor Roger Solt (University of Kentucky) and Scott Robinson (Texas A&M University), for example, have taken this pedagogically-sound approach in their materials found at <http://www.oneparadigm.com/>. Victor Jih (J.D., Harvard Law School and practicing attorney) and his staff of former national champion L/D debaters take a slightly different but still valuable approach in their L/D research series at <http://www.victorybriefs.net/>. Such resources can serve as a springboard in preparing debaters to conduct sound original research. The authors have absolutely no financial interest in these organizations but simply use them as examples of educationally-sound debate preparation materials.

20. In order to distinguish the credentials of the author of a law review piece, the following method is usually accurate: if there is no author listed, the author is a student member of the journal; if the author is listed, there is a note listing the author's credentials. With regard to the point that an argument in a law journal is insufficient to prove that a court has erred: this is correct if law journal argument is purporting to say what the law is. However, if one happens to be assessing what the law or social value-commitment *ought* to be -- as we do in L/D -- then arguments proffered in a law review article should carry as much weight as is warranted by the reasoning used to support the author's claim. The same holds true for the reasoning put forth in the prior court opinion. Our position is that by reading cases and articles, debaters and coaches may become aware of and better able to communicate these reasons.

21. Perella, Jack. *The Debate Method of Critical Thinking*, revised.

Dubuque: Kendall-Hunt, 1997 252-255.

22. Both Mr. Luong and Mr. Perella are alumni from the University of California at Berkeley and shared many conversations on campus and at tournaments on applying legal argumentation in value debate when Mr. Perella was attending law school in the 1980s.

23. Ludlum, 32.

24. Coaches with whom the authors have had discussions also report that on-line research has eliminated lost book fees and library fines for late returns, some of which ran into the hundreds of dollars.

25. Many programs have discovered the Electric Library at <http://www.electriclibrary.com> which offers full-text articles searchable by natural or Boolean search language on an annual subscription basis for around the price of only two textbooks (~\$60.00 total).

26. Ludlum, 32.

(Elizabeth I. Rogers attends Harvard Law School and earned her Bachelors degree in psychology from the University of Pennsylvania. She has taught at the National Debate Forum (MN), Florida, Iowa, Michigan, and Samford (AL) Lincoln-Douglas debate institutes and in 1997, served as an instructor in Latvia at the Soros Foundation-funded Open Society Institute. As a high school competitor, she was the CFL National Champion and won the Emory, Glenbrook, and Harvard (twice) tournaments in Lincoln-Douglas debate. As a college debater, she was the American Parliamentary Debate Association National Champion. She served as an L-D coach at Holy Ghost Preparatory School (PA) and Manchester HS (MA). Ms. Rogers can be reached via electronic mail at: <erogers@law.harvard.edu>)



Elizabeth I. Rogers & Minh Luong

(Minh A. Luong is the Academic Director of the National Debate Forum Lincoln-Douglas Debate Institute at the University of Minnesota and Volunteer Director of the National Debate Education Project which conducts weekend debate seminars in underserved areas across the country. A two-time top seed and top speaker at the National Collegiate Lincoln-Douglas Debate Championship Tournament, Mr. Luong is the only person to have won that national title both as a competitor and a coach. A former university and high school coach who now is a corporate consultant, Mr. Luong serves as the Director of L-D Debate at the National Tournament of Champions. Mr. Luong can be reached via electronic mail at: <maluong@hotmail.com>)

(Luong from page 27)

• **Position statements:** Limit your focus to one or two main issues. Successful Spar competitors combine elements of both impromptu and basic debate into their position statements which include:

- *Introduction*
- *Statement of the resolution*
- *Main point*
- *Analysis and reasoning*
- *Example or hypothetical situation illustrating main point*

• **Clash period:** Be firm but reasonable. The clash period is enjoyable for everyone if the debaters take turns asking a question or lines of questions. Debaters who are overly-aggressive or rude are penalized by the judge. Courtesy, professionalism, and assertiveness should be balanced.

• **Summary statements:** Be sure to contrast and compare your and your opponent's positions. Do not get bogged down squabbling over petty details. Summarize your main points. Be sure to conclude on a strong note -- a vivid story, example, or clever quote are all memorable ways of closing your statement.

• **Serious topics:** Since no "evidence" is allowed in Spar, focus on support based on general knowledge as well as logic and reasoning. Arguments should not require excessive explanation nor be so bizarre that a reasonable person would not accept them.

• **Silly/light topics:** Have fun and keep the humor in good taste. Storytelling and a quick wit (play on words, clichés, and witty sayings) will take you far in Spar.

Conclusions

Spontaneous Argumentation is a fun and lively exercise which can serve a variety of purposes. I used it as an exercise in my middle school, high school, and college classroom with great success. Coaches can use Spar to introduce non-debaters to argumentation and tournament directors who are considering offering a new event can count on attracting public speakers as well as debaters.

Spar shares several common features with L/D debate, most notably a one-on-one format, question-and-answer component, and a non-technical delivery style. Because formal evidence is not permitted in Spar and there is limited preparation time, this event encourages students to develop a broad base of knowledge and communicate persuasively in an interesting manner. Spar represents a new opportunity for the forensic community to try an event which can serve as both a classroom and tournament introduction to Lincoln-Douglas debate.

The National Forensic Library



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VOLUME I

• CX 101 Developing the Negative Position in Policy Debate Cross Examination

Instructor: Diana Prentice Carlin, University of Kansas

Addresses several key points in The Negative Position—reasons for use, ways to construct, how to use in a round, risks involved. *Length: 53:00*

• CX 102 Constructing Affirmative Positions

Instructor: Greg Varley, Lakeland High School, NY

Winning suggestions for novice debaters in the basics of affirmative case construction by exploring these two issues: evaluation of the resolution, building a successful affirmative case. *Length: 45:00*

• CX 103 A. Speaker Duties: The Conventions of Debate

Instructor: Bill Davis, Blue Valley, High School, KS

For novice debaters—outlines the responsibilities of each speaker from 1AC to 2NR and the only three rules of debate.

B. Stock Issues in Policy Debate

Instructor: Glenda Ferguson, Heritage Hall School, OK

For novice debaters—gives background and applications of significance, inherency, solvency, and topicality. (Both topics on one tape) *Length: 61:00*

• CX 104 Cross Examination—Theory and Techniques

Instructor: Dr. George Ziegelmüller, Wayne State University, MI

An in-depth study of the finer points of cross-examination: asking factual questions, using directed questions of clarification, using questions based on tests of evidence and reasoning, and preparing stock questions. *Length: 48:00*

• CX 105 Advocacy—How to Improve Your Communication in the Context of Debate

Instructor: Dr. George Ziegelmüller, Wayne State University, MI

Recommendations for improving your speaking style. *Length: 56:00*

• CX 106 "Unger and Company," Chapter 1

Moderator: Dr. James Unger, Georgetown University, Washington D.C.

Top collegiate debate coaches "debate about debate" in a McLaughlin group format. Topics include Experts in Debate, Topicality, Judging, and Impact Evaluation. *Length: 60:00*

• LD 101 Debating Affirmative Lincoln / Douglas Debate

Instructor: Pat Bailey, Homewood High School, AL

Marilee Dukes, Vestavia Hills High School, AL

Topics include designing affirmative strategy—considering the type of resolution, introductions and conclusions, establishing a value premise, rules for justifications, and duties of 1AR and 2AR. *Length: 56:00*

• LD 102 Debating Negative in Lincoln / Douglas Debate

Instructor: Pat Bailey, Homewood High School, AL

Marilee Dukes, Vestavia Hills High School, AL

Topics include organizing the negative constructive and strategies and rules governing the negative rebuttal. *Length: 58:00*

• LD 103 Cross Examination in Lincoln / Douglas Debate

Instructor: Aaron Timmons, Newman-Smith High School, TX

Tips in conducting successful cross examination with student demonstrations and critique. *Length: 48:00*

• LD 104 What are Values? and Applying Value Standards to Lincoln / Douglas Debate

Instructor: Dale McCall, Wellington High School, FL

Detailed examination of value standards as they apply to L / D Debate. *Length: 52:00*

• INT 101 An Overview of Interpretation and The Qualities of an Effective Selection

Instructor: Ron Krikac, Bradley University, IL

Issues explored are definitions of interpretation and discussion of the characteristics of a winning national cutting. *Length: 49:00*

• INT 102 Script Analysis

Instructor: Ron Krikac, Bradley University, IL

Script analysis including reading aloud, finding details, determining specific relationships and creating a sub-text. Many helpful suggestions and illustrations. *Length: 35:00*

• OO 101 Coaching Original Oratory: A Roundtable Discussion 1

Moderator: Donovan Cummings, Edison High School, CA

Five outstanding coaches discuss various oratory strategies: appropriate topics, use of humor, involvement of the coach, reliance on personal experience. *Length: 49:45*

• OO 102 Coaching Original Oratory: A Roundtable Discussion 2

Moderator: Donovan Cummings, Edison High School, CA

Five outstanding coaches discuss delivery techniques and strategies: importance of delivery, coaching delivery and gestures, improvement of diction. *Length: 35:00*

• OO 103 Oratory Overview

Instructor: L. D. Naeglin, San Antonio, TX

Examines elements in winning orations that listeners and judges want to hear and see. Based on empirical data, an excellent look at judge analysis. *Length: 1:25:00*

• OO 104 Oratory Introductions and Conclusions

Instructor: L. D. Naeglin, San Antonio, TX

A continuation of OO103. By understanding judge and listener analysis, speakers can use information to create winning intrs and conclusions. *Length: 59:25*

• OO 105 Oratory Content

Instructor: L. D. Naeglin, San Antonio, TX

From examples of national competition, tips on how to support ideas successfully in oratory with humor, personal example, analogy, etc. *Length: 56:20*

• EXT 101 Issues in Extemp: A Roundtable Discussion 1

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Outstanding extemp coaches discuss getting students involved in extemp, organizing an extemp file, using note cards and applying successful practice techniques. *Length: 43:00*

• EXT 102 Issues in Extemp: A Roundtable Discussion 2

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Continuation of EXT 102. Topics covered include organizing the speech body, use of sources, humor, use of canned or generic introductions. *Length: 48:00*

• EXT 103 Championship Extemp: Part 1—U.S. Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

A critique of two U.S. Extemp national finalists by a roundtable of outstanding extemp coaches. *Length: 41:00*

• EXT 104 Championship Extemp: Part 2—Foreign Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

A critique of two Foreign Extemp national finalists by a roundtable of outstanding extemp coaches. *Length: 41:00*

NEW! Volume II

VOLUME II

• CX 107 "Unger and Company," Chapter 2

Moderator: James J. Unger, The American University

The Unger-led panel of distinguished collegiate debate coaches clash over the following areas: Inherency, Structure, Generics, Counterplans, Real World Arguments. *Length: 59:00*

• CX 108 "Unger and Company," Chapter 3

Moderator: James J. Unger, The American University

This third chapter of "Unger and Company" contains several differing opinions about Presentation, Intrinsicness, Institutes, and Direction. *Length: 58:00*

• CX 109 Introduction to Debate Analysis: Affirmative

Instructor: James Copeland, Executive Secretary, NFL

A clear and precise introduction to affirmative case and plan writing for novice debaters. *Length: 1 hour 12 min.*

MORE TAPES, NEXT PAGE

Tapes sold only to NFL member schools!

VOLUME II (Continued from previous page)

• CX 110 Paradigms

Instructor: Dr. David Zarefsky, Northwestern University

Nationally renowned debate coach and theorist David Zarefsky presents his ideas on paradigms in argumentation. This lecture is required viewing for all serious students of debate. *Length: 54:10*

• CX 111 Demonstration Debate and Analysis

Instructor: Greg Varley, Lakeland High School, NY

Provides detailed explanation of each step of a cross examination debate, from opening arguments to closing rebuttals. Using as his model the final round debate from the 1992 National Tournament in Fargo, Coach Varley has produced a "winning" tape for both novices and experienced debaters. *Length: 2 hours*

• CX 112 Flowing a Debate

Instructor: Greg Varley, Lakeland High School, NY

Students will find a number of strategies in the proper flowing of a debate in this excellent presentation by nationally prominent coach Greg Varley. A sample flow sheet is included with each tape. *Length: 35:25*

• CX 113 Recruiting Roundtable

Moderator: Greg Varley, Lakeland High School, NY

Three outstanding coaches with very different debate programs offer insight and suggestions on recruiting new members. The discussion follows an excellent film that can be used as a recruiting tool. *Length: 53:10*

• LD 105 How to Prepare for your L / D Rounds

Instructor: Dale McCall, Wellington High School, FL

A comprehensive discussion about the preparation steps students need to undertake to compete confidently in Lincoln-Douglas Debate. *Length: 35:00*

• LD 106 Value Analysis in L / D Debate

Instructor: Diana Prentice Carlin, University of Kansas

An examination of value analysis by an outstanding debate coach. *Length: 35*

• LD 107 L / D Debate: The Moderate Style

Instructor: Pam Cady, Apple Valley High School, MN

Coach Cady provides invaluable advice on developing a moderate debate style. Her points are demonstrated by two outstanding student debaters. *Length: 53:00*

• LD 108 Rebuttal Preparation

Instructor: Carol Biel, Chesterton High School, IN

Coach Biel moderates a group discussion with outstanding young high school debaters in this examination of rebuttal preparation. *Length: 55:00*

• INT 103 Interpretation of Poetry and Prose

Instructor: Ruby Krider, Professor Emeritus, Murray State University, KY

Imagery, narration, and believability are but a few of the areas Professor Krider covers in this colorful and insightful exploration of the role of the interpreter of poetry and prose. Her lecture is divided into three parts: Catch That Image, Chat Chat Chat, and Make Us Believe You. *Length: 1 hour 25 min.*

• INT 104 Critique of Interpretation

Moderator: Ron Krikac, Bradley University, IL

What works and what doesn't work in dramatic and humorous interpretation? Three esteemed coaches analyze and critique performances in humorous and dramatic using examples drawn from national final rounds. *Length: 59:25*

• INT 105 Introduction to Poetry Interpretation

Instructor: Barbara Funke, Chesterton High School, IN

One of the nation's best interpretation coaches teaches a detailed and honest approach to poetry. Coach Funke provides insight into how to choose a poem and how to establish commitments as a performer. A practical and enlightening tape for all participants in individual events. *Length: 56:20*

• INT 106 Characterization in Interpretation

Instructors: Pam Cady, Apple Valley High School, MN

Joe Wycoff, Chesterton High School, IN

Outstanding national coaches Cady and Wycoff team up to share their expertise in the area of characterization. Cady takes on vocal characterization while Wycoff engages in a discussion on physicalization. Students who competed at the 1993 National Tournament are used throughout the presentation. *Length: 54 min.*

• INT 107 Breaking the Ice

Instructor: Rosella Blunk, Sioux Falls, IA

A terrific tape for beginning and advanced classes in drama and speech. How does one go about putting students at ease in a performance environment? Coach Blunk and her students provide several fun and easy activities that will make your students glad to be in class. *Length: 34:25*

• GEN 101 Ethics in Competition

Instructor: Joe Wycoff, Chesterton High School, IN

Hall-of-Fame Coach Joe Wycoff speaks about ethics in forensic competition and other related topics in this entertaining and candid presentation. *Length: 40 min.*

• EXT 105 First Experiences

Moderator: L.D. Naegelin, San Antonio, TX

Members of this panel of former high school extemp speakers discuss how they got started in extemp and share advice they found invaluable. *Length: 42*

• EXT 106 Expert Extemp: Advanced Techniques

Moderator: L.D. Naegelin, San Antonio, TX

On this program the panelists detail the skills and techniques they've learned on their way to becoming advanced extempers and champions. *Length: 44:30*

• EXT 107 Expert Extemp: Speech and Critique

Moderator: L.D. Naegelin, San Antonio, TX

The panelists listen to an extemp speech delivered by Jeremy Mallory of Swarthmore College and provide an in-depth critique of his presentation. *Length: 42:30*

• EXT 108 Advanced Extempore Speaking

Instructor: James M. Copeland, Executive Secretary, NFL

A practical tape for competitors which covers the basics of research, file building, and outlining as well as advanced concepts: the rule of the 4 sevens, topic selection, and attention factors. *Length: 1 hour 23 min.*

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THE ROLE AND NECESSITY OF EQUAL EDUCATION AND COMPETITIVE DEBATE IN POST CAPITALIST/INDUSTRIAL SOCIETY

by Michelin Massey

In this article.....

- Benefits of a Good Education
- Reducing Barriers Within Current Education System
- Debate Competition - A Rich Source for Education Reform
- U.S. Obligation to Provide Opportunities

Modern capitalism has changed dramatically over the years. It has moved from people trading in common market areas to selling mass-produced goods. In more recent times capitalism has become a more knowledge-based system. In order to achieve success in the so-called Post Capitalist (or Post-Industrial) era, education has become the essential prerequisite for achievement in the market. Those with a diversity of knowledge and who are able to synthesize that knowledge (i.e. those with training in critical thinking skills) are the ones who seem to have the best ability to attain success. As a result, in Post Capitalist society, to bridge the gap between the rich and the poor (the educated and uneducated), American society must offer curricular and extracurricular programs which encourage students to become critical thinkers.

In order to advance this argument, Section I will examine the necessity for equal and critically minded education in Post Capitalist/Industrial society. Moreover, Section I will explore the harms associated with unequal education in the current system and in the future. Section II will offer some solutions to help rectify the harms associated with unequal and lacking critical thinking training in many American schools both in curricular and extra-curricular activities. Section III will conclude my argument and help resolve the impacts of this matter.

Section I

A good education has been key to maximizing the benefits of Post Capitalist society. As the world has progressed, so has capitalism. In this evolution of the market system, most advanced nations have moved away from possessing a comparative advantage in the amount of goods that they are able to produce. Their new comparative advantage is in human resources. Nations like Japan have been leaders in furthering this transition from industrial capitalism. Although Japan is experiencing economic turmoil, most economic analysts argue that Japan's capacity to end their economic problems is enhanced by their educated work force. Because the 1970's and 1980's were a time for economic boom in Japan, many nations witnessed that developing human capital through education was a more efficient method of gaining economic success.

Today, workers in most industrialized nations are able to read, write, and perform high level tasks. In this knowledge-based world, the premium is on the worker with the most relevant amount of education. While education alone is not enough for a person to secure a job, it is now necessary to possess a higher level of education in order to succeed in this new, competitive world economy. Because job security is no longer guaranteed and careers span tenure at several jobs, companies are looking for workers who are critical thinkers and are able to be trained, instead of possessing a few skills. The new worker in Post-Industrial society is someone whose specialties are critical assessment and problem solving. A superior education provides this for many Americans. The United States, consequently, has been able to maintain a stable economy and a high quality of living for most Americans, despite severe economic trouble in other regions of the world. Unfortunately, not all Americans are receiving the benefits of the United States' increased economic prowess.

A lack of high level education is precluding many from the benefits of Post Capitalist America. "Many public schools are inferior. The Supreme Court in *Brown v.*

Topeka Board of Education ruled that education must be equal for all students, and not separated along racial lines. Over forty years after the *Brown* decision, United States public schools do not reflect this constitutional requirement..." (*Wade 60*). Students in many public schools are put at a disadvantage in the Post-Industrial United States, as a result. They are simply not able to compete with their counterparts in better public schools or wealthy private institutions foreign and domestic.

This injustice is the personification of the complexity of intersecting oppression. Students who are poor, Black, and Hispanic are living in a country that claims to have egalitarian goals. In reality, they are going to schools that do not offer the tremendous amount of support these students need academically, financially, and personally. There is no valid reason for why these students are forced to live in an unequal world. If education is good, society has an obligation to provide it for all of its citizens, despite their race, class, gender, or any other arbitrary characteristic they cannot control (or combination thereof) (*Kozol*).

The result of this educational inequality is enormous. "Thus the state, by requiring attendance but refusing to require equality, effectively requires inequality. Compulsory inequity, perpetuated by state law, too frequently condemns our children to unequal lives" (*Kozol 56*). Educational inequality cannot be ignored because this inequality is systemic. If Post Capitalist American society is going to ever reach its full productive capabilities, all Americans ought to have the opportunity to see success. But, the harms to an unequal education in Post-Industrial America are not just in terms of overall quality.

Disparities in information retrieval make it difficult for students of poor schools to adjust to Post Capitalist society. Schools across the country are training students for industrial work even though the United States is in a Post-Industrial era. "Bells currently ring in schools at all levels to signal the end of fifty minute classes, and to prepare students for factory shifts characterizing an industrial age which no longer ex-

ists" (Wade 61).

In addition to being psychologically ill prepared for work in the Post-Capitalist age, many students lack current modes of information retrieval and technology. "The most powerful force driving the division between the rich and poor is the computer. It separates working Americans into two camps: those with a good education, for whom the computer revolution has brought great benefits; and those lesser skilled Americans who perform good and honorable work ... now being replaced by technology" ("Tearing...." A10). Post-Industrial workers are becoming specialists in critical thinking only with practice. If every student does not have equitable access to information, it is impossible for all students to have the diversity of knowledge that is key to understanding a broad, diverse world.

This systemic inequality only causes harm. It hurts society as a whole because those with diverse and unique perspectives are voiceless in an era that places a premium on communication and discourse. The so-called "Marketplace of Ideas" does not function at its greatest capacity and society begins to stagnate ideologically. Beyond that, individuals who are politically, socially, or economically enfranchised are the recipients of a disservice. They are not able to practice critical thinking (gathering information, synthesizing, and problem solving) because they are not able to garner information in the first place. The United States has the potential to economically, politically, and socially empower or suppress its citizens in a changing job market. In order to increase the viability of as many American workers as possible, all people in the United States must recognize the magnitude of the harms associated with unequal education.

Section II

There are many things that can and should be done in order to reduce the barriers within the current system of education. These solutions are the best way by which the Post-Industrial United States will be able to realize a greater sense of justice, equality, and fairness.

Critical and experiential learning for all students is crucial to students feeling that they are ready and able to succeed in Post Capitalist economies. "The task of applying knowledge is critical to meaningful educational reform. Each student deserves and needs the opportunity for experiential education; for intellectual self-discovery; for a pedagogy that motivates authentic inquiry; for a pedagogy which allows students to 'own' their learning" (Wade 62). If students are able to feel some ownership in their educational experience, the time they spend will be more meaningful. They will embrace the lessons they have learned and truly be able to compete in the 21st century marketplace.

A reform of pedagogy is the best way to affect this change across the board. This reform should stress actual intellectual understanding and application of concepts being delivered to students as opposed to students being able to regurgitate facts on an examination. Schools can do this by emphasizing research projects and discussion within its classrooms about how the issues they are studying influence and affect their everyday lives.

The ability to tap into the "Information Age" with computers and other forms of accessing information is vital for all students. All schools should do their best to afford their students the curricular ability to find information. "Students attending schools with inadequate or non-existent computer resources are already being disenfranchised from the information age. Incentives need to be built into educational reform to encourage the skills necessary to apply computer-based information" (Wade 62). The Post-Capitalist United States is evolving. In the process of this evolution, it is imperative that all students have the opportunity to embrace critical types of education. Students could not choose where they were born and largely are not able to choose their schools.

If the United States is to uphold its mandate in *Brown*, it is necessary that it provide information to its students. Efforts such as the 1996 Telecommunications Act are good first steps towards this goal. The \$1.66 billion the federal government has budgeted will increase the ability for schools and libraries in urban and rural parts of the United States to access the Internet (Lowe). This program is not a panacea, however. The Telecommunications Act should be complimented by other federal, state, local, and private sector efforts to enhance the funding rural and urban schools receive in bringing their schools up to par, not only in the areas of computing capability and information retrieval, but how that technology is utilized in the classroom.

As an extracurricular activity, debate is an excellent forum that gives students the

training and practice to be critical thinkers.

Debate competition is a rich source of opportunity for providing educational reform; for leveling the playing field of unequal education; for lowering the institutional barriers of exclusion; for motivating interest in information.

How does one redress the inequality inherent in public education? Competition in debate teaches the communication skills vital to educational reforms which are critical to the success of living in a global society. If one knows how to advocate on one's own behalf in a way that will be acknowledged by the listener, one does not have to resort to violence to get the attention of decision-makers. (Wade 62-3).

While debate opportunities are not equal for all students in all situations of education, it is important to allow all students the opportunity to compete in a forum that allows them to express themselves verbally. This way, Post Capitalist America will have the right workforce to compete successfully in the global market. Today, many employers complain that job applicants do not possess requisite oral and written communication skills. If the United States is able to train a work force where competent communicative abilities is the norm, Americans will be extremely successful in an ever-increasing global marketplace. Competitive debate can provide this service for the United States, as the nature of debate is to give competitors an outlet to express their ideas verbally. Those ideas must be originally researched and tested in competition.

Debate also provides students training and practice in expressing their frustrations which can lead to substantive changes in the systems in which they live. The ability to analyze and solve problems is a tool all employers in Post-Industrial society are value in employees. More importantly, however, social, political, and economic institutions can be infused with fresh ideas and can make changes for the better with a minimum of conflict. Instead of using violence to express pent-up anger, persons once silenced by oppression are able to express their concerns and gain an ability to advocate ideas in their interest.

Beyond these benefits, promotion of competitive debate as an extracurricular opportunity for all American students is crucial toward promoting information diffusion.

While greater communication skills generate appropriate advocacy for educational needs, debate competition offers potential for computer usage. The Internet is a rich source of evidence for both policy and value contests.... Free access to information removes competitive barriers to those from inner-city and rural areas who might not have access to excellent library materials. (Wade 63).

To provide a realistic chance for students to achieve excellence and understand how to use their critical thinking skills in a competitive atmosphere (like Post-Industrial society), debate as a competitive activity should be provided on an extracurricular level to all American students. It is simply unfair to justify a system that allows some students to receive the benefits of debate, while others have very little intellectual extra-curricular activity selection at all, let alone competitive debate. The capacity for students to maximize their potential ought not to be based on luck. Students, as future citizens, should be well trained to be an active participant of their society and be a part of its solutions, not its problems.

Some would argue that debate in a competitive forum would alienate some students and would preclude students not suited to competition from enjoying the benefits of debate and other types of activities which promote critical thinking. However, this is not a reason to discourage these activities for two reasons. **First**, all students should become accustomed to the competitive atmosphere of Post Capitalist America and the competitive world marketplace. Competitive forums are a perfect opportunity for them to experience competition. As history has progressed, the clash of ideas has shaped the way people and institutions behave. The benefit to being apart of the vital questions of the day and the aptitude to relate ones own interest strongly outweighs the minimal cost of student shyness and discomfort in competition.

Second, competition allows students to hone their skills and provide motivation for students to seek out information.

Competition is that which motivates students to more fully explore the information necessary to achieve the levels of academic merit to which they aspire. If a debate loss motivates one to the library or the Internet, one is accessing the information age. Interscholastic debate offers a creative structure for increasing access to knowledge. (Wade 63).

Although it is unfortunate that some people may be alienated by competition, it

is extremely important to realize that competition is not an end unto itself. Competition in debate and other critical thinking extra-curricular activities is a means to achieving beneficial long-term goals.

• First Main Goal

Strengthen the educational experience for all students. On top of reform pedagogy in curricular settings, students need reinforcement outside of the classroom to illustrate how their learning can be applied and how it can be fun. Debate competitions, after all, are also social events in which students from different parts of the state, region, nation, and world interact and share ideas.

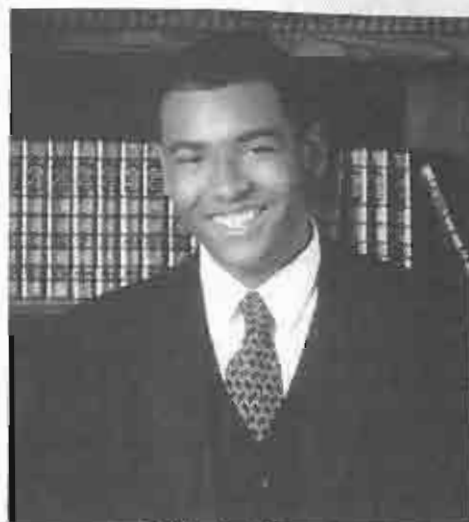
• Second Main Goal

Make a system that is just for all citizens. If there are flaws in the way that institutions work, the only way that those institutions will ever change without bloodshed is through critical reflection and discussion. Elite persons have had the ability to persuasively maintain their resources because they possess the communication skills to uphold structures that benefit themselves. In order to balance the power and level the playing field, persons not expressing the dominant paradigm should have their voices heard. Debate functions as a perfect opportunity for students to receive the skills necessary for the expression of their silenced voices.

Indeed, as the United States and other industrialized powers move into the 21st century, it is of growing importance that the United States provide all of its students with the tools necessary to succeed. Because the premium has moved away from brute strength to the ability to garner information, synthesize it, and use it solve problems, the United States must rethink its current method of educating its population.

The United States has an obligation to all of its citizens to provide access to equal education, the "Information Age," and extracurricular opportunities such as competitive debate. Industrialization allowed the United States to bridge the rich/poor gap by providing jobs for all sectors of American society. Today, the United States is in a unique position to avoid permanent socio-economic injustice and stratification. By providing opportunities to all sectors of American public education, the United States fulfills its obligation to "establish justice" and protect fairness and give all people a substantive ability to exercise their rights. Truly, as Americans, we ought

to strive toward a more just society by giving all of our citizens the equal ability to experience and enjoy all of the benefits of living in this society.



Michelin Massey

(Michelin Massey is novice debate coach at the University of Colorado--Boulder. A senior at the University of Colorado majoring in Political Science, Mr. Massey has an extensive background in political philosophy and argumentation. He served as a faculty member at the National Debate Forum Lincoln-Douglas Debate Institute at the University of Minnesota in 1999, an NDF teaching fellow in 1998, and National Debate Education Project seminars in Washington and Utah. He judges throughout the nation as an invited critic. As a competitor, Mr. Massey was an NFL high-point leader in 1996 and won or advanced to late elimination rounds at many tournaments both in high school and college.)

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SPONTANEOUS ARGUMENTATION AS AN INTRODUCTION TO LINCOLN-DOUGLAS DEBATE

by Minh A. Luong



Introduction

Over the past ten years, coaches who have attended my National Debate Education Project seminars have asked me if there was an event I could recommend that could give their students exposure to Lincoln-Douglas debate without the topic preparation and need for training in debate theory. My answer has been to try Spontaneous Argumentation or "Spar" for short. Spar combines elements of the Lincoln-Douglas debate format with the spontaneity of impromptu speaking and can be used in the classroom for non-forensic students as well as an individual event at tournaments. Popular in several states and offered at several college invitational tournaments, Spar gives non-debate competitors exposure to an argumentation event without extensive preparation and allows competitors to utilize skills which are familiar to them.

About the Event

The most common method of incorporating Spar into forensic tournaments is to offer it as an individual event. Given the time frame for each debate (10-12 minutes on average) it is best to assign students into panels of six, yielding three debates per section. Student speakers #1 and #2 debate each other, followed by #3 vs. #4, then #5 vs. #6.

Topics are different for each debate. Much like impromptu speaking, there is often a theme for each round but each pair debates a different resolution. Most tournaments include at least one round of humorous or "lighter" topics. Here are some examples:

Serious topics

- Teen curfews are a good idea
- The death penalty should be abolished
- Sport utility vehicles should be banned
- The U.S. should eliminate the national debt before cutting taxes
- The press should not report on the private lives of famous people

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Humorous or lighter topics

- The earth is really flat
- Elvis is still alive
- Humpty Dumpty was pushed!
- The U.S. should be ruled by a monarch
- Daria is better than The Simpsons

To begin the debate, the judge hands both debaters slips of paper with the resolution printed on them for their consideration. After a 10-15 second review period, the judge flips a coin and the student who wins the coin toss chooses to be affirmative or negative on the resolution. After a one or two minute preparation period in which both debaters prepare, the affirmative speaker begins the debate. There is usually no preparation time beyond this initial period.

Five events within a Spontaneous Argumentation Round:

- Affirmative position statement which lasts no more than two minutes;
- Negative position statement which lasts no more than two minutes;
- Clash period, during which each student may ask the other questions and also respond to those asked of her or him. No one "owns" the clash period and the session can be quite lively with a lot of give-and-take but students are rated on maintaining a balance of courtesy, professionalism, and assertiveness during the clash period;
- Negative summary statement which lasts no more than one minute; and
- Affirmative summary statement which lasts no more than one minute.

Some tournaments reverse the summary statements, noting that since there is no presumption for either side in this casual argumentation event, there is no theoretical support for the affirmative having the first and last speech in the debate.

Scoring the Event

At some tournaments, students are given wins or losses and receive "speaker quality points" of 1-30. Awards are based on records and points, much like Lincoln-Douglas debate tournaments. At most tournaments where Spar is offered as an individual event, however, students are ranked first through sixth and reach a final round based on overall rankings. The final round can be tabulated cumulatively or based on just the final round performance.

Tips for Successful Spar Debating

Here are a few tips for students who wish to try Spontaneous Argumentation:

(Luong to page 21)

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Plan
Advantage - Educational Renewal
Advantage - Democracy
Advantage - Social Movements & Hegemony
Advantage - Environmental Sustainability
Advantage - Disciplinary Power (Foucault)
Advantage - Eliets
Discourse of Educational Reform Kritik 1NC Shell
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Rhetoric of Crisis Kritik 1NC Shell
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DRAMATIC INTERPRETATION INSTRUCTIONAL VIDEOS NOW AVAILABLE**

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

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

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

The emphasis on staying current is also good advice because doing so naturally strengthens the skill of scenario construction, which is at the heart of good policy argument. Disadvantages tell a story and lay out a sequence of chained events starting with some occurrence triggered by plan adoption, and culminating in projected disaster. And of course the converse happens when the affirmative describes the benefits of the plan.

The reliance on scenario construction is criticized in some quarters, since it produces claims that can seem ridiculous: even the smallest policy changes are alleged to



INVENTING MORE CREATIVE DISADVANTAGES IN POLICY DEBATE II

by David M. Cheshier

produce nuclear apocalypse or to prevent it. Among the most popular critique arguments today are some that question the logic of cause-effect calculations at the heart of scenario-building. And protocols of argument that favor chained-out event sequences can seem to divert us from the real merits of proposed change, taking us invariably (it seems) into speculations about presidential popularity and budgetary politics.

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

from this kind of instruction, even if (and this is unlikely) his or her only lifelong public activity is responding (or not) to the claims of mass media advertising or political persuaders.

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

Inventing New Disadvantages

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

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

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

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

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

In thinking over new arguments, once you've started reading affirmative sources for more ideas, you'll encounter apparently true claims that nonetheless seem inconsequential for one reason or another. On the education topic, for example, there is considerable evidence that curricular changes face implementation obstacles when teachers are not included in the planning process. The temptation is to ignore such evidence, for several reasons. First, teacher opposition will strike many as expressing at best a partial solvency objection to most plans. How should such an argument be given a real impact? Second, curricular reforms are implemented by bureaucrats oblivious to teacher input every day -- how can such an objection be made to express a unique disadvantage? And what is the impact? Few believe teachers are likely to be so offended by this small change or that as to shut down schools.

But the urge to discard such link cards should itself be rejected. Creative teams will *find a way to impact well linked arguments*. How can such evidence be used? With reference to the "teacher backlash" argument, some will indeed search for (and may find) cards impacting in teacher strikes. Others will find ways to use teacher backlash arguments as a case turn. There are other options. You might counterplan by consulting teachers, a strategy that most likely would capture the benefits of the plan

and more (since consulted teachers can improve the proposal). Then the net benefit comes down to whether teacher involvement is good or bad. The counterplan (like the NATO consultation counterplans run last year) is mutually exclusive, since counterplan adoption is only probabilistic while the plan is guaranteed. If teachers agree, the counterplan gets the advantage better. And if they don't, the plan would likely not have any solvency anyway (since teachers can easily stymie mandates they object to). Or you could consider combining evidence regarding the political commitments of teacher unions to the Democratic Party as a way of producing a Clinton net benefit (were Clinton to consult teachers it might energize their work for the party in 2000). You may find a way to use the evidence to strengthen the internal link to some other argument you wish to connect to the plan, even if it doesn't support its own separate position (for instance, as internal link evidence to other political backlash arguments).

My point is not to convince your teams to go for "teacher backlash" every time they debate token curricular change proposals; far from it. But I encourage you to *mark and find a way to use any unusual impact evidence*, even if such evidence seems obscure or not immediately relevant given other apparently larger claims. Better to start a generic position with the *true* argument that teachers often object to federal classroom mandates than to strain for a "perception" link to something else. And if it doesn't connect with a generic position, try to find a way to make it into a case turn, case impact reducer, or solvency attack, read on the case.

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

So what exactly does one look for when seeking interesting impacts? *Look for impacts that are difficult to credibly turn*. That list grows even smaller given debater's inventiveness for arguing the merits of nuclear war and global economic depression. But there are many impacts left which are difficult if not impossible to defend as desirable, simply because no one in policy

making circles (mainstream or obscure) advocates them. I've never seen anyone make a credible defense of genocide, racism, AIDS, or ethnic conflict. Even those sick enough to defend war or the plague ("it brings Earth's population back beneath carrying capacity" or "it accomplishes Gaian appeasement") will not argue to accomplish population reductions by singling out particular ethnic or religious groups. And no one I know defends the horrific wars of ethnic fratricide seen recently in Rwanda. No evidence I've seen makes a good case that a militaristically nationalistic takeover in Russia would advance the cause of world peace. No credible evidence defends poison gas attacks as advancing social justice. These are incontestably horrible, even evil, consequences, and if they credibly connect to a link story you're developing, they will gain far more sympathy from your judges than will rehearsed economic depression impacts.

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

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

Teach your students that *when apparently crippling defects in potential positions become evident, not to stop and admit defeat but to rethink the story around*

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

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

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

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

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

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

Counterplans can also help reconfigure the context of comparison as well. Following the hegemony example: Even if one accepts American economic hegemony is desirable, the evidence for it does not often assume *educational reform.* Teams have enjoyed great success by piecing together credible internal link stories to make their case, but the fact is they often don't cohere very well. Some say "a restored commitment to teaching the basics" can restore American economic preeminence, but those advocates are often talking about state-level and vocational programs and not federally-imposed standards. Others say the US should "take the lead" in education, and if we do we'll have a "competitive advantage for centuries," but they're mainly speaking of a lead in a particular curricular area (like computers or science), and not in the more Olympian sense spoken of by the *Washington Quarterly.*

The point is not that economic leadership claims derived from educational reform are a lie. There is much evidence making the connection, and a plausible case can be made that the nation which designs the next generation of effective teaching will have great influence. But this link between education and hegemony is no stronger than similar cases made for other sectors. For every quality piece of evidence that speaks of how educational leadership will make us the planet's hegemon into the next century, there are as many or more making similar claims with respect to biotechnology, telecommunications, space exploration, advanced materials processing, computer technology, or genetics. Thus a way to *reconfigure the context* in this instance would be to counterplan by promoting

some other of these alternatives: it costs the same, captures leadership claims, meaning the debate will come down to the non-hegemony merits of educational reform.

A final piece of advice, pertaining to times when an inventive disadvantage idea just doesn't pan out. There you'll often find that *if an inventive idea does no good for the negative, it can often do wonders for the affirmative.* Your great new disadvantage suffers from uniqueness problems? Fine: Think about running it as an advantage, since advantages by definition are not unique (the harm is strongest if it *is* coming now). You've found a new way to solve the education crisis, but one problem: it doesn't have anything to do with standard-setting? Fine: defend vouchers or desegregation or funding equity suits as a counterplan or disadvantage. Creative research can always be used, if not on the negative then on the affirmative.

Conclusion

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

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

Debaters who structure their arguments to mask weaknesses also impress their judges as more creative: thus, to take but one example, if you find that you have a well reasoned link argument but only have one good piece of evidence to back it up, consider merging your link and internal link claims together on the flow, to create the impression that you have many cards sup-



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porting your story. Or, to take another, instead of spreading your extension evidence on the link out over an entire flowsheet worth of affirmative responses, consolidate them, reading all in the same place. Doing so will reinforce your persuasiveness, and contribute to a sense that your argument is not only true and smart, but also overwhelmingly supported by the literature. And creativity is enhanced by debaters who extend their arguments with specificity: instead of letting a judge forget your brilliant analysis of economic fragility by saying in the 2NR, "pull the Korea brink," invite the judge to recall evidence extended *by name*, and bring your analysis to mind by referencing it not simply with a word but with a suggestive extended phrase that evokes the precise wording of your best evidence.

Tactical creativity is also an imperative. When a team researches a new and creative argument, there is often the temptation to highlight them front and center. But featuring them that way (or worse, surrounding them with other arguments that are relatively stale) simply invites special early scrutiny by your opponents. I do defend the practice of hiding arguments,

or burying new claims within apparently old generics -- the purpose of good arguing is to win on the merits, not through cheap tricks. Rather than relying on strategies which presume your opponents will suffer a micro-seizure at some vital point during the 2AC, I urge you to strengthen your claims by anticipating your opponents' likeliest reactions and adapting accordingly. Adjust your arguments to sidestep their normal responses. If, for example, you know the team you're meeting prefers to answer Clinton with a flurry of uniqueness arguments, center your attention there, working to come up with a novel spin on your uniqueness position. If their preference is to link turn, and they've defeated you with those turns before, then run the argument the opposite way, so that you get the benefit of their link research.

Best of all is when you can adjust your main positions so that your opponents' normal responses will feed your version instead of taking it out. If your opponent regularly uses recent events (such as the failure of the CTBT) to make your perception disadvantages unique, look for uniqueness claims that have arisen post-CTBT, so you

can argue their normal uniqueness arguments really do only reinforce your brink claims. If you know that a certain affirmative answers all economic arguments by saying that, given the inevitability of educational reform efforts, the economic benefits are inevitable too (making your disadvantage not unique), then shift your attention to the issue of *who* benefits, and why that is good or bad, or to *when* these consequences happen.

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

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

Student Views

RESTORING INHERENCY

Cabel Schoen
is a senior at
Taos High School (NM)

On the semi-national circuit that I debate, it seems inherency is dead. This, I believe, is attributable to at least two factors.

First, a good inherency strategy takes substantially more library time than the seemingly standard, Topicality screen, Disadvantage strategy. This is because in order to run an inherency strategy well, one must do case-specific research on every conceivable affirmative case under any given topic. This stops many debaters for actively trying to achieve a working strategy. Also, in order to overcome the case inherency card(s), a negative must have multiple cards, further increasing their research burden.

Second, the increased use of the policy paradigm seems to be contributing to the demise of inherency. Since inherency is a "defensive argument," that is, it can only mitigate case, not win alone; under a policy paradigm, it needs a net-benefit, and with disadvantages, mostly when nonunique, when inherency is run this may, be difficult to procure.

However, the advantages of debating inherency are great. First, most affirmatives are completely unused to this issue, since it is nearing demise. Second, most paradigms, excluding policy maker, see it as an independent voter. Third, many huge inherency holes.

William Bennett in *Varsity Debate*, gives us one solution to the inherency problem, incremental inherency. This approach

allows the negative to run disadvantages with inherency¹. However, problems with this approach are not small. First some theorists say incrementalism must take on the full burdens of a counterplan. Second, even Bennett admits that incrementalism will inherently have a longer time frame and smaller solvency than the affirmative case.

However, another avenue lays open to affirmatives wishing to run inherency, the minor repair. This attack can be run in three ways. First, the negative may claim that case is only a minor repair, and is therefore encroaching on negative ground. This attack, although very strong, applies to a very narrow range of case options.

Second, the negative may find evidence that the agent of action has an already existing program that could solve for at least part of affirmative harms. The advantages of this approach are also large. The first is that if the affirmative's solvency authors are already exploring this field, with this agent of action in mind, there is a great possibility that the status quo has some under-funded or under-manned, program that would solve the harms of the affirmative well if it were only expanded. The second advantage of this approach is that the negative can claim immediate and at least case equal solvency, arguably without destroying the ability to run disadvantages.

Third, the negative may offer a minor repair with an alternate actor. This is the first time that this idea is being proposed. So, allow me to offer a definition of this attack. The negative would advocate that a small change in the policy of a body, other than the one named in the resolution, would be superior to the affirmative plan. An example of this for last year's resolution would be advocating that the companies that already have R & D programs in the affirmative's chosen plan area would increase funding to these areas.

This new idea deserves theory discussion. The key premise that the negative must defend in order to make this attack work is that it is the negative's duty to advocate the status quo, anywhere, e.g. the status quo of NGO in the renewable energy field. This is a simple premise to defend, since it is usually accepted by both teams (unless the negative runs a counterplan.)

The theory problems posed by this approach to inherency is that it may seem that it is just running a counterplan without accepting the full burdens of one. However, this attack is destroyed when counterplan theory is examined.

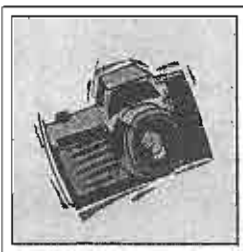
When a negative team runs a counterplan, they are advocating change, and therefore must take on all of the normal counterplan burdens (competitiveness, nontopicality, and net benefit). On the other hand, the alternate agent minor repair is advocating the status quo and therefore does not take on the same burdens, although with a policy judge, the negative must still prove a net benefit.

A third possible criticism of the alternate agency minor repair is that it would unfairly reduce affirmative ground, by forcing them to research every small country's small policies. This attack falls, however when one realizes that all countries or international bodies that have small policies toward the resolution will have agent counterplans written about them, and therefore the research burden on the affirmative will not unfairly increase. Also, the affirmative will only have to research minor repairs applicable to their case, and if they are a truly competitive team they will have all of that material ready anyway. Thirdly, the negative is by definition using a smaller agent of action than the affirmative is, so there should be no complaints.

The advantages of this kind of minor repair are significant. First they avoid disadvantage links to your policy position. Secondly, they allow for real policy discussion, without the FIAT problems inherent in running counterplan. Since the negative is using a smaller actor, and only making small changes, they will be able to claim FIAT rather readily. Also, minor repairs usually do not need to claim FIAT, it is assumed that since their advocacy is so small, that no one will oppose their plan.

Inherency should not be a thing of the past, and if we institute these actions, we can make it a more formidable issue than ever.

¹Michael Pfau, *Director of Forensics, Augustana (SD), JAF, Fall 1982.*



"AN UNBELIEVABLE NIGHT FOR DONUS ROBERTS"

On Saturday, May 15, 1999, approximately 80 family members, friends, students and colleagues gathered at the Lakeshore Restaurant (SD) in celebration of the career of Donus Roberts who retired from teaching. He will continue to coach. Forensic coaches from both South and North Dakota and Minnesota joined in the celebration.



Stories of Donus' legacy in how he inspired many young people in entering the coaching and teaching profession were noted by Bob Stevens, coach at Sioux Falls (WA). Judy Kroll, coach at Brookings expressed the committed involvement Donus gave in the speech profession from both the local and the national level. A letter from James Copeland, Executive Secretary of the National Forensic League was read by Roger Brannan expressing the profound indebtedness to Donus' leadership.

Following the main speakers were several amusing recollections and touching contributions from friends, colleagues, and former students. Merlin Bauder of Grand Rapids, (MN), some assistant coaches, Robyn Van Horn, Greg Dawson, other colleagues, and at least two former students gave tributes. One student presented Donus with a "Jesse Ventura Award."

Former students from the mid 1970's, Brad Johnson and Pat Howey announced that a scholarship has been set up in Donus' name for students from Watertown. Contributions can be made to the Donus Roberts Scholarship Foundation.

Assistant coaches presented Donus with a pocket watch with the inscription, "Carpe Diem" (Seize the day). Judy Kroll brought the tribute to a close with a touch of emotion by presenting Donus with a beautiful Black Hills gold wrist watch, a gift from coaching friends and the words that "Donus is what South Dakota speech is all about."



Lovila, Donus & daughter Robyn

Ken Pickering, Assistant Secretary of the South Dakota Activities Association began the parade of speakers with some amusing insights of Donus' career. Mr. Pickering presented Donus with a Proclamation of Excellence from the South Dakota Association.



Lovila, wife of Donus and daughter Robyn were also recognized for their contributions to the successful program at Watertown. (Text by Roger Brannan)



Best Wishes Donus!!

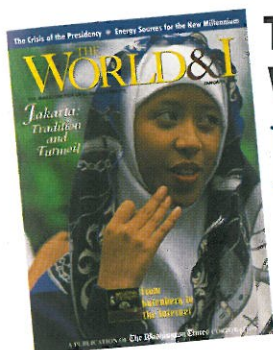
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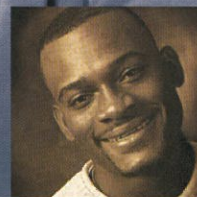
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