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A case study of the 2nd Summer Debate Institute sponsored by the University of Nebraska at Omaha

James Lee Hullinger

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A CASE STUDY OF THE 2ND SUMMER DEBATE INSTITUTE
SPONSORED BY THE UNIVERSITY OF
NEBRASKA AT OMAHA

A Thesis
Presented to the
Department of Speech
and the
Faculty of the Graduate College
University of Nebraska at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
James Lee Hullinger

August 1970

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Accepted for the faculty of The Graduate College
of the University of Nebraska at Omaha, in partial ful-
fillment of the requirements for the degree Master of
Arts.

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CHAPTER I

INTRODUCTION

Perhaps at no time has a society been so concerned with communication and the development of communication skills at all levels as we are today in the United States. Many famous people have attributed much of their success in leadership positions to communication skills developed in a college forensics program. For example, V. I. Cheadle, the Chancellor of the University of California at Santa Barbara, wrote, "If I were to choose any single activity in school which contributed most to my career, I would certainly choose debating."¹

A very recent development designed to supplement and improve collegiate debate training is the National College Debate Workshop sponsored by the University of Nebraska at Omaha. Because of his connection with the workshop, the lack of any thorough description of it, and his present commitment to forensics, the writer decided to do a case study of the 2nd National College Debate Workshop.

¹Brooks Quimby, The Value of Discussion and Debate (Portland, Maine: J. Weston Walch, 1954), p. 4.

The first National College Debate Workshop was held in August, 1968. The Originator and director of the program, Duane L. Aschenbrenner, Director of Forensics at the University, said the program had three specific goals: to provide an opportunity for college debaters to prepare for the coming debate season; to afford coaches a chance to learn more about the debate question and share their experiences and ideas on directing forensics; to provide fun and relaxation.² The workshop seemed to have been very successful. In a survey taken by the Division of Community Services of the University of Nebraska at Omaha, 38 of the 40 debaters who participated in the workshop reported that the year following the workshop was one of their most successful seasons.³ If this survey is valid, the workshop appears to have been successful, at least in achieving the first goal. The writer has participated in several high school debate workshops which were, in his opinion, very unsuccessful in arousing student interest. Part of his interest in studying the Second National College Debate Workshop grew out of its apparent degree of success.

²Duane L. Aschenbrenner, Director of Forensics, private interview held at the University of Nebraska at Omaha, Omaha, Nebraska, April 8, 1969.

³Thomas Moore, Assistant Dean, Division of Community Services, private interview held at the University of Nebraska at Omaha, Omaha, Nebraska, April 8, 1969.

However, few records were kept to show how or why it was successful; little effort was made at evaluation. It is impossible to draw any conclusions about the first workshop because the records are so incomplete. For example, Thomas Moore, Assistant Dean of the Division of Community Services, said that it was six months before he even knew how much money had been spent on the workshop.⁴ Aschenbrenner has nothing except a few questionnaires filled out by a small number of students who participated in the workshop.⁵ Surely if the workshop was as successful as the questionnaires sent out by Moore tend to indicate, some record should have been kept to help determine why the workshop was successful and serve as a guide for future workshops. The present study was undertaken to describe in detail and evaluate the Second National College Debate Workshop.

Survey of Literature

A thorough survey of literature of debate workshops has shown that extensive research in debate has been done, but none relates directly to a college debate workshop.

Three articles have been published that relate directly to high school debate workshops. Kuhr, in describing how Bradley University set up a high school summer

⁴Ibid.

⁵Aschenbrenner, private interview, April 8, 1969.

debate program, said the ultimate success or failure of such a program depends on three very important factors: the university first has to be convinced that the program is worthwhile; the relationship between the university and the high schools; and the director's personal relationship with high school forensics directors.⁶

In another article, Roberts outlined the duties of a debate workshop director. She said the element which determines the ultimate value of a workshop is the director's initial good judgment in deciding what needs to be taught, how much, and through what means. She went on to say that when setting up his program the director should consider the needs and wants of those whom the workshop is to serve, and then imaginatively utilize the resources available in the school and community.⁷

Willmington's study of a high school debate workshop, which took two summers, was done to test the relationship of knowledge of debate theory and experience in school debate to debate effectiveness. Debate effectiveness was measured by utilizing both the rating of a critic judge and the debater's two opponents. The debater was rated on a five point scale on analysis, evidence, reasoning, refutation, and delivery for six rounds of debate.

⁶Manuel Irwin Kuhr, "Conducting a Two Week Debate Institute," The Speech Teacher, XII (March, 1963), 118-1119.

⁷Mary Roberts, "Planning a Forensic Workshop," The Speech Teacher, XII (March, 1963), 115-116.

This gave each debater a total of eighteen ratings in each area. The sum of the ratings assigned to the six factors was considered the total rating of the debater.⁸ In order to test debate effectiveness, Willmington had to devise a debate theory test. To make the test, he did a content analysis of six debate texts to see how many questions should be asked in the areas of analysis, evidence, reasoning, refutation, and delivery. He then made 250 questions which he checked against the criteria of difficulty and discrimination by item analysis. From the 250, he made a 100 question test. Knowledge of debate theory was defined as the score the subject made on the test. The test by Willmington is the only item-analyzed test that has been devised to test a student's knowledge of debate theory. In a telephone conversation on May 21, 1969, Willmington said the test might not be valid because the textbooks he had used to formulate the test had been revised and the information in the revised editions might be different from the original textbooks. The writer checked the revised editions and the original editions against the questions that were asked on the test and found that no significant differences existed. Willmington sent the writer a letter, giving him permission to use the test.⁹

⁸S. Clay Willmington, "A Study of the Relationship of Selected Factors to Debate Effectiveness," Central States Speech Journal, XX (Spring, 1969), 37.

⁹For letter, see Appendix B, p. 91.

Concerning the relationship between knowledge and debate effectiveness, the results of the first and second summer are contradictory. The first study found a significant linear relationship between knowledge of debate theory and effectiveness. The results of the second summer show no significant relationship between knowledge of debate theory and debate effectiveness.¹⁰

Both summers produced a significant linear relationship between experience in school debate and debate effectiveness. This finding refuted the idea that debate experience correlates with debate effectiveness only in the early stages of experience. There was a linear relationship between the variables throughout the range of experience of the subjects which went from 0 up to 100 debates. Willmington's final recommendation was that the wise debate coach who is interested in his debaters becoming outstanding performers should provide a program in which the debaters participate in as many decision debates as possible.¹¹

Proponents of academic debate claim that there are many desirable outcomes that a student can derive from an effective debate program. Critical thinking seems to be one of the more important ones. For example, McKown is of

¹⁰Willmington, "Factors to Debate Effectiveness," p. 38.

¹¹Ibid., p. 39.

the opinion that:

An effective debate program devotes more attention to critical thinking and reasoned discourse than almost any other speech activity. The debater learns the difference between inference and fact, assumption and evidence. He learns to recognize the worth of his opponent's case, and to expose prejudiced testimony, generalization, and errors in logic. The seasoned debater is keenly aware of the persuasive potential of a well reasoned discourse. Logical reasoning is a necessary tool for analyzing and arguing the question under debate.¹²

Several studies have been done to assess the effect of debate training on critical thinking. Two of the best known ones were conducted by Howell and Brembeck to show the effects of training in argumentation and debate on critical thinking. Howell used a battery of four Watson-Glaser Critical Thinking Appraisal tests to measure the effects of high school debating on critical thinking ability. He found that debaters significantly outgained non-debaters. Amount of experience in debating correlated significantly with critical thinking scores. Howell suggested that the type of debating experience probably has a heavy influence on the amount of growth in critical thinking ability of the debaters. Results from individual schools varied widely, some showing significant gains on the Watson-Glaser tests, others no gain at all, and others actual losses.¹³

¹²Harry C. McKown, "A Case for Debate," School Activities, XXXIII (April, 1962), 242.

¹³William S. Howell, "The Effects of High-School Debating on Critical Thinking," Speech Monographs, X (1943), 96-103.

In a related study, Brembeck used the same tests as Howell to measure the effects of a one-semester college course in argumentation. The results showed that the argumentation students significantly outgained the control students in critical thinking scores. In ten out of eleven schools, the students in argumentation classes had higher scores at the beginning of the semester than did the control group students. Although this narrowed the range for improvement, the argumentation students still outgained the control students. Argumentation students with high school or college debate experience made significantly higher pre-test scores than other members in the argumentation classes. Brembeck concluded that the wide variation in individual school gains in critical thinking scores suggests that probably argumentation, like some of the other academic courses which have been tested, can be taught in a manner which makes for greater or less transfer of training in the area of critical thinking.¹⁴

In summary, literature indicated that the workshop director is responsible for the ultimate success or failure of a high school debate workshop. The survey also indicated that experience is the best way to teach debate. Experiments showing that debaters usually make significant

¹⁴Winston L. Brembeck, "The Effects of a Course in Argumentation on Critical Thinking," Speech Monographs, XVI (September, 1949), 177-89.

gains in critical thinking have been done. The director's approach and experience in debating seem to be the two main ingredients necessary for a successful high school debate workshop. Critical thinking tests and Willmington's test of debate theory knowledge were located for testing learning in a debate workshop.

Structure of the Study

This study is divided into four parts. The first part describes the workshop format and content. The second part deals with the personal backgrounds of participants and their subjective reactions to the workshop as determined by questionnaire responses and direct observations. The third part deals with the development of critical thinking. The fourth part concerns the debate knowledge test.

CHAPTER II

PROBLEM AND METHODS

Problem and Limitations

This study attempted to answer three specific questions concerning the Second National College Debate Workshop. The first question was: "Was the workshop a success or failure as far as the participants, the faculty, and staff are concerned, and why?" The second question was: "What gain, if any, was made by students in critical thinking?" The third question was: "What gain, if any, was made by students in knowledge of debate theory?" The first two questions are important because as the survey of literature indicated, participant satisfaction and gains made in critical thinking are goals of a debate workshop. Although Willmington found that experience is more important than knowledge of debate theory for success in debate, there are some debate principles (such as the duties of the affirmative and negative speakers), which must be understood.

The study reported here includes only those activities that took place during the actual planning and operation of the Second National College Debate Workshop.

Because of time and cost restrictions, the writer did not attempt to do an assessment of long range effect or success of workshopers in intercollegiate debate.

Another restriction involved the people who attended the workshop. Not enough people wanted to attend to make selection and assignment possible. It was necessary to take students on a first come, first served basis. There was even some doubt that enough students would enroll to fill the quota. Only if there had been more than one application for every space available could selective admissions and assignment been made.

Methods and Procedures

Format and Content of Workshop

If an accurate evaluation was to be made, a reliable method for describing the content and format had to be devised. In order to obtain accurate data, the writer kept a day-by-day log of what was done and by whom.

Interviews with instructors, supervisors, and supporting staff members were conducted to support the observations.

There were two precautions taken to reduce bias of the researcher while collecting the data: the information was recorded as it happened, not as the writer wanted it to happen; and no attempt was made to analyze the data or evaluate the workshop while it was in session. Only after

all observations had been made and all information had been collected was any attempt made to evaluate the workshop.

Participants and Their Evaluations

The coaches and students were asked to fill out questionnaires at the beginning and the end of the workshop.¹⁵ Once the questionnaires were filled out, interviews to gather opinions about the workshop were conducted. The writer chose questionnaires that the participants could fill out because there was not time enough to conduct two thirty-minute interviews with each participant. The questionnaires at the beginning of the workshop were used to gather background information. The questionnaires used at the end of the workshop were divided into the non-academic side which included food, recreation, and library facilities, and the academic side which included the practice debates, debate knowledge, and instruction.

Two groups of students and coaches were involved. The "first week" group are those who attended only the first week, and the "third week" group are those who attended the entire three weeks. Three different questionnaires were used: those given to all groups at the beginning of the workshop; those given to the "first week" group at the end of the first week; those given to the

¹⁵See Appendix A, pp. 65-85.

"third week" group at the end of the third week.

These questionnaires served two very important functions. First, responses to questionnaires sent out by the Division of Community Services indicated that the students felt the workshop was successful.¹⁶ Unanswered was the question, "Why did the students think the workshop was successful?" It was very important to find out whether or not they were talking about the entire workshop or a part of it. Their meaning of success had to be determined before their opinions that the workshop was successful or unsuccessful could be accepted. The questionnaires also helped to determine the sources of student interest in the workshop. Second, it was designed to determine whether or not the objectives of goals of the students were consistent with the objectives presented by the workshop planners.¹⁷

Critical Thinking Test

The Watson-Glaser Critical Thinking Appraisal, form YM, was used to test critical thinking. It was chosen for two reasons: the first, it had previously been used to test changes of critical thinking by debaters; second, two

¹⁶See Appendix A, pp. 86-87.

¹⁷See Brochure inside cover of back page.

closely related studies by Howell¹⁸ and Brembeck¹⁹ have shown a significant positive relationship between debate training and critical thinking.

The Watson-Glaser test provides problems and situations that call for application of several important abilities involved in critical thinking about everyday data, statements, arguments, and issues. It has five subtests which cover:

Inference . . . , defined as the ability to discriminate among degrees of truth, falsity, or probability or inferences drawn from given facts or data; recognition of assumptions . . . , defined as the ability to recognize unstated assumptions in given assertions or propositions; deduction . . . , defined as the ability to reason from a given premise or recognition of logical implication; interpretation . . . , defined as the ability to weigh evidence and to discriminate among degrees of probable inference; evaluation of arguments . . . , defined as the ability to discriminate between strong and weak, important and irrelevant arguments.²⁰

The validity of the Watson-Glaser test has been determined by two means: (1) the soundness or logical "correctness" of the key (the usual concept of a test's content validity), and (2) concurrent validity by comparison with ratings of critical items by supervisors. The experiments and the evidence of its validity were sufficient

¹⁸Howell, "Debating and Critical Thinking," pp. 77-82.

¹⁹Brembeck, "Argumentation and Critical Thinking," pp. 177-89.

²⁰Goodwin Watson and Edward M. Glaser, Watson-Glaser Critical Thinking Appraisal, Form YM (revised ed: New York: Harcourt, Brace & World, Inc., 1964), p. 2.

justification for using the test in this study of the Second National College Debate Workshop.

The following procedures were employed to see if workshop participation produced a significant increase in critical thinking scores: First, only the students who attended for the entire three-weeks were tested at the beginning and the end of the workshop to see if any significant differences existed between the pre- and post-test scores. Second, for purposes of comparison, two additional groups were tested to determine whether any increase shown by the workshop students in critical thinking was significantly greater than an increase made on the two comparison groups would show whether it was the retaking of the test that made the difference or some other factor, such as knowledge and experience gained at the workshop.

The first comparison group consisted of all the students enrolled in the argumentation and debate class at the University of Nebraska at Omaha during the fall semester of 1969. They were tested at the beginning and the end of the semester course. The second comparison group consisted of a random sample of students enrolled during the same semester in Psychology 102, "Introduction to Psychology." Students taking courses in logic or debate were eliminated from this group. Again, a time lapse of one semester between the pre- and post-test was used as a check of the effects of taking the test a second time.

Four different tests were applied to the data received from the three groups.

1. A Pearson product-moment correlation was run between the pre- and post-test scores to see if the test was reliable.

2. The "t" test was used to compare the pre- and post-test scores for all three groups to see if a significant difference existed between the two sets of scores made by each group.

3. A one-way analysis of variance was used to compare the three groups on their pretest scores to see if any significant differences existed.

4. A one-way analysis of variance was used to test the three groups on changes in scores to see if any significant difference existed among the three groups on pre- and post-test score differences.

Debate Theory Test

Willmington's debate theory test was administered to help determine how effective the instruction received at the workshop was in teaching debate theory. It was given at the beginning and at the end of the debate workshop, and at the beginning and at the end of an argumentation and debate class given at the University of Nebraska at Omaha in the fall semester of 1969-70. The purpose of the testing was to see if there was a significant increase on scores by

workshop students and if there was any difference between the increase in debate theory knowledge by participants in the summer debate workshop and by students in a course in argumentation and debate.²¹

In setting up the design for this part of the research, it was assumed that in both the workshop and debate course groups there would be both experienced and inexperienced debaters. This would have allowed for a four way comparison between both groups. The gains made at the workshop by experienced debaters could have been compared to the gains made by the inexperienced debaters. The same process could have been followed in the argumentation and debate class. The scores made within equivalent sub groups could have then been compared. This would have provided a basis for using a two factor analysis of variance to see if a significant difference existed between or within the two groups.²²

The expected did not happen; no inexperienced debaters attended the workshop, and the argumentation and debate class had only five students with any debate experience. This automatically eliminated using the original design. A new design had to be devised to test the data to

²¹See Appendix C, pp. 98-107.

²²J. P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill Book Company, 1965), pp. 281-283.

see whether or not a significant increase in debate theory knowledge was acquired by either group, and to see whether or not there was a significant difference in increases between the two groups.

The new design had only two groups. The first group included only the experienced workshop students. The second group included only inexperienced students from Speech 112, "Argumentation and Debate." Even though five of twenty-seven students in "Argumentation and Debate" had prior debate experience, none had more than one year's experience on the high school level so they were all classified as inexperienced.

The "t" test was used to determine whether or not there were any significant differences between pre- and post-test scores for each group, and between groups on difference scores. The significance level was set at .05.

Summary

The final objective, a thorough description of a college debate workshop, was designed to serve as a written model for other workshops and as an evaluation of the Second National College Debate Workshop. A detailed description of the format and content of the workshop was achieved by direct observations and interviews, recorded in a diary. Evaluation and descriptive questionnaires provided data for describing participant characteristics and

participant evaluations of the workshop. By use of debate theory tests and critical thinking tests, learning outcomes of participants were appraised and compared with test results from students in a regular debate class and non-debate students. The four parts of this study taken together provide the basis for an overall description of the Second National College Debate Workshop.

CHAPTER III

PREPLANNING, STAFF AND FACILITIES

While the basic format of the workshop remained unchanged from the first to the second year, there were several factors such as rising costs, facilities, the debate proposition, and personnel changes which necessitated advanced planning.

Preplanning and Staffing

The first organizational meeting, held January 8, 1969, produced several important planning steps. Participating were Duane Aschenbrenner and James Hullinger from the Department of Speech and Drama, and Thomas Moore, James Erixson, and Archie Dalton from the College of Continuing Studies. They agreed unanimously that the debate workshop should be held, and then decided on necessary steps to include in planning and preparation for the Second National College Debate Workshop. These included a phone call to Canada to secure facilities and personnel, appointment of a Camp director, publicity, and preparation of salable materials (tape recordings and resource booklet).

While in session, the group called Kenneth Frigstad, Director of the Chamber of Commerce in Wasquesui,

Saskatchewan, Canada, who had arranged facilities the year before. He reported all previously used facilities were available except beds, requiring that beds be located in Omaha and brought to Canada. Mr. Frigstad had already located a cook for the camp. Securing a cook had been a serious problem the year before.

Dalton reported that he had located a military officer, Major Billy Chandler, United States Army, to serve as camp director. Chandler was selected because he had the knowledge and training needed to run a rural camp-site in Canada and had contacts for securing equipment from the military.

An announcement, which included a description of and an application form for the Second National College Debate Workshop, was sent to every accredited college and university in the United States. In the opinion of Moore and Aschenbrenner, the publicity received for the University from the announcements more than offset the cost of mailing.²³

The last item discussed was how to produce a video tape of the final debate in Canada and a resource booklet that could be sold. This project was to serve a threefold purpose: (1) it would give other schools advance information on the debate topic, (2) it would lower the net cost of the workshop, and (3) it would provide an invaluable

²³See Brochure inside cover of back page.

source of publicity for the workshop. Although this was the last item on the agenda, it posed one of the greatest problems. Five tentative debate topics were announced by the National University Extension Association Committee on Discussion and Debate on June 1, and the workshop was held August 10. If the workshop planners had waited until the actual debate topic was released on July 15, they would have had only a very short period of time to prepare a bibliography and gather information on the debate topic.

To prepare in advance, a new technique was tried. When the five possible debate subjects were released, one was rejected by Aschenbrenner because it was too vague. A list of forty experts and a selected bibliography in each of the other four areas was obtained through library research done by Miss Mary Jane Lohmeier, an experienced debater. This gave the workshop planners two advantages. First, regardless of the topic selected, they had a bibliography. Second, questionnaires could be sent to experts in the four areas and their opinions obtained.²⁴ In addition, the questionnaire on revenue sharing was sent to the governors of all fifty states and the mayors of the forty largest cities in the United States, not because they were experts, but because they were people who would have to

²⁴See Appendix B, pp. 92-96.

deal with this particular problem.²⁵

After the first meeting, the planning staff met weekly for the next twenty weeks. The purpose of the meetings was to make sure everything was on schedule.

One of the last jobs done before the workshop started was mailing each participant a list of clothing he or she would need for the workshop and a medical form.²⁶

Division of Administrative Functions and Duties

The workshop was not an independent function; it was sponsored by both the Speech and Drama Department and the College of Continuing Studies. Because the workshop was academic in nature, the Department of Speech and Drama was responsible for the training program. As Director of Forensics in the Department and originator of the workshop, Aschenbrenner assumed responsibility for the selection of faculty and design of the training program.²⁷ Aschenbrenner was the director of the workshop.

The College of Continuing Studies had the responsibility for everything that was considered non-academic. Included were mailing of letters, accepting and collecting money, and acquiring materials for the workshop. The CCS

²⁵See Appendix B, pp. 92, 96.

²⁶See Appendix B, pp. 88-90.

²⁷See Appendix D, pp. 108-112.

staff handled the debate workshop much like any other workshop they sponsor. It was their responsibility to provide the physical setup and to contract with the personnel needed to operate the workshop.²⁸

Selection of a Site for the Workshop

Since there were no facilities to house students on the University of Nebraska at Omaha campus, the students were housed in the dormitories of Creighton University and transported back and forth between the two universities. In addition to being sponsored by the University of Nebraska at Omaha, another reason why the workshop was not held on the Creighton campus is that Creighton does not have an adequate library to do the amount of research needed for an in-depth analysis of the debate topic. Aschenbrenner reported that many participants in both the first and second workshops said that the library at the University of Nebraska at Omaha was excellent for researching a debate topic.²⁹

The last two weeks of the workshop were spent in Prince Albert National Park, Waskesui, Saskatchewan, Canada. Aschenbrenner offered three reasons for choosing the Canadian site. First, he really wanted to make this

²⁸Moore, personal interview, April 8, 1969.

²⁹Personal interview, September 19, 1969.

workshop different from any existing workshop. Second, by going to a wilderness area, students would not have the distraction of campus or city living. Third, they would devote almost their entire time to research and application in practice rounds of debate. He claimed that more was accomplished toward constructing sound debate cases sitting beside the campfire at Lake Waskesui than could have been done in Omaha. Whether or not the students did build better debate cases sitting beside the fire at Lake Waskesui than they would have in Omaha was not tested.

Faculty for the Workshop

The faculty consisted of four forensics directors, assisted at times by three experts in political science and economics. Aschenbrenner served both as director of the workshop and as an instructor. The other instructors were Mr. Seth Hawkins of Southern Connecticut State College, New Haven, Connecticut; Mr. John Hebestreet of Weber State College, Ogden, Utah; and Mr. Robert Kemp of the University of Iowa, Iowa City, Iowa. Each has at least six years experience in coaching intercollegiate debaters and holds a Master's degree in Speech.

The subject experts were used to introduce the students to the debate topic which was: "Resolved, that the federal government should grant annually a specific percentage of its income tax revenue to the state government." Dr. Richard Shugure, Associate Professor of

Political Science at Creighton University, gave lectures on the political effects of revenue sharing on federal, state, and local governments. Mr. Donald Connell, Assistant Professor of Economics at the University of Nebraska at Omaha, gave lectures on the economic problems that would be encountered by governments on the federal, state, and local level if revenue sharing were adopted. Dr. Richard Marvel, Professor of Political Science at Nebraska Wesleyan University in Lincoln, Nebraska, and Chairman of the Budget Committee for the Nebraska State Legislature, gave a tele-lecture explaining problems revenue sharing would pose for governments on the state and local level if the resolution used as the national debate topic were adopted.

The writer asked Aschenbrenner if it wouldn't have been better to drop one debate coach from the staff and add one expert on the debate resolution. Aschenbrenner replied, "I would not consider dropping a coach just so I could add a subject expert to the staff." He said that if space and funds permitted he would take an additional subject expert along, but he was of the opinion that diversity in constructing debate cases was more important than the presence of subject experts. He stated that students could always do research to get needed information, but there was no way they could discover the different types of debate cases used in different parts of the country without the staff of four coaches.

Setting Up and Operating the Camp

A campsite large enough to accommodate forty people could not be set up in one day. Therefore, it was necessary to send an advance party to Canada to set up camp at least three days before the main party arrived.

The advance party consisted of six individuals and three vehicles, a truck and two automobiles. The six individuals were Major Billy Chandler, Mr. Thomas Moore, Mr. Archie Dalton, Mr. Galen Kuchel, Miss Jane Tooley, and the writer. Chandler was in charge of the group on the way to and from Canada and the two weeks they were in Canada. Kuchel, Chairman of the Department of Law Enforcement and Correction at the University of Nebraska at Omaha, and Tooley, a graduate student in Law Enforcement and Correction, were volunteers. Moore and Dalton represented the College of Continuing Studies. In addition to gathering data for this study, the writer filled in wherever and whenever he was needed.

The rented truck hauled all the equipment Chandler had borrowed from the military and the University of Nebraska at Omaha. The cars were taken along because it was less expensive to drive a car than a truck back and forth from camp to town. Another reason for taking three vehicles was a standing rule that there had to be a vehicle in the area at all times in case of emergency.

The advance party left for Canada on August 13, 1969. They arrived at the campsite two days later. Immediate plans were made to prepare the campsite. Six laborers were hired to help set up the tents. The camp was divided into two parts. One part was for the faculty, coaches, and students; the other section was used as a cookshack and living quarters for the staff.³⁰ Chandler felt that because the staff had duties that did not relate to the academic function of the workshop, they should have a separate area.

Eleven tents were used to house everyone in Canada. Four tents (general purpose medium wall tents, 28' x 18') were used to house the faculty, coaches, and students. One tent (general purpose large wall tent, 52' x 24') was used as a lecture hall, general meeting area, and library. One tent (general purpose medium wall tent, 28' x 18') served as living quarters for Chandler and Kuchel and as a supply tent. One two-man tent (8' x 12') housed Moore and the bus driver. Tooley, Dalton, Miss Edwards (the cook), and the writer each had small (6' x 6') separate tents.

After the tents had been set up, the staff then concentrated on the other jobs that had to be done to make the camp more liveable. The first and most immediate

³⁰See Appendix E, p. 113.

problem was to get the cookshack ready for the main party when they arrived. The cookshack, a three-sided shelter approximately 20' x 60', was the only building on the site other than three wooden toilets. After a long, hard winter, it was very dirty and had to be cleaned before it could be used. The first step in preparing it was to hook up a portable gasoline water pump to obtain water from the lake for washing the building out with soap and water. The staff next set up some portable gasoline water heaters, borrowed from the Army, to supply warm water to finish the cleaning job. Later these same heaters were used to furnish hot water for personal hygiene and washing dishes. The portable water pump was one of the most useful devices in camp because a minimum of 400 gallons of water a day was needed and the lake was at least 300 yards from the cookshack.

The only source of heat in the cookshack was an old wood stove that was hard to operate. Therefore, some portable butane stoves were rented to cook on. The butane stoves were much more efficient and dependable than a stove fueled with wet wood.

After preparing the cooking facilities, the staff hooked up a portable electric gasoline generator and decided where the light bulbs should be placed for maximum efficiency. The generator, which was capable of producing 2000 watts of electricity, ran eight hours a day.

The only problem with the electrical system was that small gauge wire caused such a great loss of voltage that when all the lights were turned on they were not as bright as they should have been. Once the electricity was turned off, gasoline lanterns were placed in the cookshack and near the large study tent. In addition, a camp fire was kept burning all night for warmth and as an additional source of light.

Kuchel built some extra food and utensil storage shelves in the cookshack, a large washstand, and shelves for the library books. After that, the advance party made a few other refinements.

When the main party arrived, each person was given an army cot, two army blankets, and an army sleeping bag. Because it was borrowed equipment and had to be returned, Chandler had everyone sign for everything, including recreational equipment and books. After bedding had been issued, a general assembly was held during which the camp rules were explained by Chandler. Two girls had to help the cook each day. Two boys had to chop enough wood to keep the woodstove and campfires burning for the day. In addition, every male member (with the exception of Dalton and Aschenbrenner) had to take fire duty in rotation. Fire duty started at midnight when the lights went out and lasted until 6:00 o'clock. This duty was handled by two men, each one standing a three hour watch. A daily

schedule was posted so everyone knew when it was his turn to serve.

The staff had regularly assigned duties. Chandler helped the cook keep the camp supplied with groceries and did many odd jobs. Kuchel lit the water heaters in the morning and the campfires in the evening, plus other odd jobs. Tooley was recreational director, librarian, and camp doctor. The writer took care of the generator and gasoline lanterns. Moore and Dalton did public relations work. In the writer's opinion, such a program could be run with two or three less people.

The town of Waskesui opened its arms to the Second National College Debate Workshop. The town provided us with shower facilities, food and other supplies, a hotel to keep sick people in, stern-wheeler for a ride around the lake and a picnic, power-boats for water skiing, and many other things too numerous to mention. The help given by residents of Waskesui, especially Kenneth Frigstad who is director of the Chamber of Commerce, was essential for the operation of a successful workshop.

Personnel of the Canadian Park Service did many things to make the workshop enjoyable. Before the advance party, Park Service employees had cleaned the campsite and parked a water trailer full of fresh water beside the cookshack. Every other day they brought a fresh supply of wood for the campfires. They picked up trash daily and did

numerous other things that helped in conducting the workshop.

Instruction Schedule

Everything the teaching staff had planned went according to schedule. Classes and debates were scheduled through the weekend, because, according to Aschenbrenner, when the students of the first workshop had Saturday and Sunday off, it was difficult to get them working again on Monday. This time they worked through the weekend, with the exception of taking time off to go to church. Students had only the last two days to enjoy the park, do additional research, or spend as they wished. The work came first and play later.³¹ This was judged by all the staff to be a great improvement over the schedule of the First National College Debate Workshop.³²

Preparation of Salable Materials

The final debate was video taped, and a tape for distribution was made from this master with added scenes of the camp and surrounding area. A booklet of 143 pages was produced to accompany the tape. Letters from the governors and mayors who stated how revenue sharing would affect them

³¹For copy of the schedule, see Appendix D, p. 112.

³²Interview, September 19, 1969

and the bibliography that was prepared in advance were included in the book. If all the letters and other evidence received from different sources had been included, it would have been a book of approximately 1000 pages, costing \$20 or \$30 a copy to produce. Probably such a cost would have reduced its salability.

In addition to the video tape and booklet, an audio tape of the final debate was also made. Thus the Division of Conferences and Workshops could offer three purchase options to other colleges and universities: a video tape and booklet for \$75 (\$40 if the purchaser sent a tape for recording); an audio tape and booklet for \$25; and a booklet for \$5.00. A letter describing the three options was sent to the same colleges and universities which had received announcements of the Second National College Debate Workshop.³³ Moore reported that by March 3, 1970, 35 video tapes and booklets, 41 audio tapes and booklets, and 95 booklets had been sold. These materials netted approximately \$2267.00. Moore said he did not know whether the people who had ordered and used the materials considered them to be useful because he had not received any feedback from the purchasers.³⁴

³³See Appendix B, p. 97.

³⁴Moore, in a telephone conversation, gave the writer this information on March 3, 1970.

Summary

The workshop proceeded as planned, probably in part because it was thoroughly planned and staffed by well qualified people. The Canadian site was reached without difficulty and prepared as a camp with adequate facilities for the 20 students, 3 coaches, and 4 staff members. The people of Wasquesui, Saskatchewan and the Canadian National Park Service were helpful in providing added services for the workshop. Everyone had duties in serving the camp. No one was hurt and none of the equipment was damaged. However, six books were lost or destroyed. The sale of instructional materials produced for and during the workshop produced a net profit of \$2267.00, helping to offset the cost. The instructional schedule was followed closely. Students had only Sunday morning free to attend church and otherwise worked 3 or 8 hours per day at debate. The last two days were for vacation, plus about 3 to 4 hours per day free for recreation. Logistically, the Second National College Debate Workshop could be considered a success.

CHAPTER IV

RESULTS

In this chapter are presented data describing the participants and their goals, their reactions to the workshop, and results of testing them on critical thinking and debate theory knowledge. Goals of the participants are presented first, followed by their evaluations of the workshop experience. Results of the Watson-Glaser Critical Thinking Appraisal, form YM and debate knowledge tests are presented last.

The Participants, Their Goals, and Their Evaluation of the Workshop

This section is divided into six parts, each presenting information obtained by one of six questionnaires used in the study. The first two were given to all students and coaches at the beginning of the workshop to determine their age, sex, school, debate experience, reason for attending the workshop, and their goals. The next two parts report workshop evaluations obtained from the students and coaches who attended only the first week of the workshop. The last two parts report the evaluations of the students and coaches who attended the entire workshop.

Students and Their Goals

Thirty students attended the first week of the workshop. Their average age was 20 years, with 25 being the oldest and 17 the youngest. There were 20 males and 10 females representing 15 different colleges and universities located in 15 different states. The mean number of years of college work was 2.6; only one had not attended college. There were no inexperienced debaters attending the workshop; all had debated in high school or college. Twenty had debated in high school, with a mean of 1.7 years debate experience. The average number of debate tournaments attended in high school was 13.3. All except one had college debate experience; the mean for college debate experience was 1.5 years, and the average number of debate tournaments attended in college was 14.3. Combining high school and college debate experience gave them a mean of 3.2 years debate experience and participation in 27.6 tournaments. The most experience any student had was 7 years and the least was one-half. The most tournaments any student had participated in was 86 and the least was 1.

Questionnaire responses show that every student except 2 who had attended the workshop the previous year received the information about the workshop from his coach. Eleven said they had come because their coaches wanted advance information on the debate topic. The other 19 said they came for a variety of personal reasons. In response

to question 13, all said they wanted a head start on the debate topic.³⁵ Of the 30, 21 said they wanted to gain research knowledge (information about the debate proposition gained through research). The other 9 listed the following goals: "Wanted to learn research methods," "How to construct a debate case," "To learn debate theory," "For debate practice," and "Recreation." The 11 schools that wanted their students to attend paid some or all the costs; the other 19 students had to pay their entire expenses.

Coaches and Their Goals

The following information was taken from the questionnaire the 6 coaches filled out the day they arrived at the workshop. Their average age was 32, with 49 being the oldest and 22 the youngest. These 3 men and 3 women represented 5 different colleges and 1 high school. Three identified themselves as "Debate Coaches," and 3 identified themselves as "Directors of Forensics." Their academic ranks differed greatly: 1 was a high school coach, 2 were college instructors, 1 was an assistant professor, 1 was an associate professor, and 1 was a full professor. Collectively they had more coaching experience in high school than in college; the means were 9 years experience in high school debate coaching and 4 years in college debate

³⁵See Appendix A, pp. 65-66.

coaching. Two came from universities with 6,000 to 6,500 students, 2 from universities with 4,500 to 5,000, and 1 from a college with 2,500 students. They had a median average of 14 students on their respective debate teams. They planned to attend an average of 11 debate tournaments during the year.

Like the students, the coaches received their workshop information from the announcements that had been sent out. In response to question 8, all 6 coaches stated they had come to the debate workshop to "learn new coaching techniques" and "gather information on the new debate proposition."³⁶ Four were sent to the workshop by their respective schools; the other 2 went of their own desires. Three had all their expenses paid by their schools, 1 had half of his expenses paid by the school, and other 2 had to pay their entire expenses.

Evaluation by Students Who Attended the First Week

Ten students signed up to attend only the first week of the workshop. The information listed in this section was taken from the questionnaires they filled out at the end of that time.³⁷ This questionnaire was divided into two sections. The first section lists the students'

³⁶See Appendix A, pp. 75-77.

³⁷See Appendix A,

evaluations of the physical qualities of the workshop. The second part lists the students' evaluations of the academic nature of the workshop.

In the first section, six questions evaluating the entire workshop and physical facilities were asked. In response to the question, "Do you feel the time and money it cost you to come to the workshop was well spent?" all 10 students said, "yes." The questions relating to the library services, food, recreation, housing, and transportation were grouped together. The number of respondents giving each rating is shown in Table I.

TABLE I

STUDENTS' RATINGS OF PHYSICAL FACILITIES
FIRST WEEK (N = 10)

Facilities	Ratings				
	Superior	Excellent	Average	Fair	Poor
Library	6	4			
Food	2	2	4		2
Recreation	2		4	2	2
Housing	2	8			
Transportation	2	4	4		

The academic section had three specific questions. In response to the question, "Would you attend a Third National College Debate Workshop?" 8 said "yes" and 2 said "no." The 2 who said they would not return were graduating.

The students were then asked, "Please rate each instructor according to how effective you thought he was in teaching you to debate this year's question more effectively."

The number of respondents giving each rating is shown in Table II.

TABLE II

STUDENTS' RATINGS OF INSTRUCTORS,
FIRST WEEK (N = 10)

Instructor	Ratings		
	Very Effective	Effective	Ineffective
A		2	8
B	8	2	
C	5	5	
D	9	1	

In response to the question, "Please rank the items you feel were most and least important: case construction, research methods, research knowledge, debate theory, debate practice, and recreation," the number of respondents giving each ranking is shown in Table III.

TABLE III

STUDENTS' RANKINGS OF COMPONENTS OF THE WORKSHOP
FIRST WEEK (N = 10)

	Rankings						Md
	1	2	3	4	5	6	
Content Subjects	1	2	3	4	5	6	
Case construction	2	6	2				2.0
Research methods					10		5.0
Research knowledge*	8			2			1.1
Debate theory		4	6				2.7
Debate practice			2	8			3.9
Recreation						10	6.0

*Knowledge about the proposition gained through research.

Evaluations by Coaches Who Attended the First Week

Three coaches signed up to attend only the first week of the workshop. The information presented in this section was taken from the questionnaires they completed at the end of the first week.³⁸ This questionnaire was divided into two sections. The first section lists the coaches' evaluations of the physical qualities of the workshop. The second part lists the coaches' evaluations of the academic nature of the workshop.

In response to the question, "Do you feel the time and money it cost you to come to the workshop were well spent?" all three replied "yes."

The questions relating to the library services, housing, recreation, transportation, and food were grouped together. The respondents' ratings are in Table IV.

TABLE IV

COACHES' RATINGS OF PHYSICAL FACILITIES, FIRST WEEK (N = 3)

Facilities	Ratings				
	Superior	Excellent	Average	Fair	Poor
Library		3			
Food			2	1	
Recreation					3
Housing		3			
Transportation		2	1		

³⁸See Appendix A, pp. 78-80.

The academic section had three specific questions. In answer to the question, "Would you attend a Third National College Debate Workshop?" all three responded "yes."

The coaches were then asked, "Please rate each instructor according to how effective you thought he was in teaching you about directing forensics." The number of respondents giving each rating is shown in Table V.

TABLE V

COACHES' RATINGS OF INSTRUCTORS,
FIRST WEEK (N = 3)

Instructor	Ratings		
	Very Effective	Effective	Ineffective
A	3		
B	3		
C	3		
D	3		

The rankings to the question, "Please rank the items you feel were most and least important: debate theory, debate strategy for the current debate topic, information about the current proposition, and social" are in Table VI.

TABLE VI

COACHES' RANKINGS OF IMPORTANCE OF COMPONENTS OF THE
WORKSHOP, FIRST WEEK (N = 3)

Workshop Objectives	Rankings				Md
	1	2	3	4	
Debate theory		1	2		3.0
Debate strategy		2	1		2.0
Information on topic	3				1.0
Social				3	3.0

Evaluations by Students Who Attended All Three Weeks

Twenty students registered for the entire workshop. The information listed in this section was taken from the questionnaires they completed at the end of the third week.³⁹ This questionnaire was divided into two sections; each section was then sub-divided into an Omaha and Canadian sector. The first section obtained the students' evaluations of the physical qualities of the workshop. The second section obtained the students' evaluations of the academic components of the workshop.

In the first section, six questions were asked. In response to the question, "Do you feel the time and money it cost you to come to the workshop were well spent?" all 20 answered "yes." The questions relating to the library services, food, recreation, housing, and transportation were all grouped together. The number of respondents giving each rating is shown in Table VII. (See p. 44).

The academic section had three specific questions. In response to the question, "Would you attend a Third National College Debate Workshop?" all 20 said "yes."

The students were then asked, "Please rate each instructor according to how effective you thought he was

³⁹See Appendix A, pp. 70-74.

TABLE VII

STUDENTS' RATINGS OF PHYSICAL FACILITIES
THREE WEEKS (N = 20)

Facilities	Omaha Ratings				
	Superior	Excellent	Average	Fair	Poor
Library	6	11	3		
Food		2	14	1	3
Recreation		1	6	6	7
Housing		14	2	1	
Transportation	3	6	6	4	1
	Canada Ratings				
Library		5	10	5	
Food	15	5			
Recreation	10	9	1		
Housing	2	15	3		
Transportation	2	8	7	2	1
Transportation to and from Canada	7	9	2	1	1

in teaching you to debate this year's question more effectively." The number of respondents giving each rating is shown in Table VIII.

TABLE VIII

STUDENTS' RATINGS OF INSTRUCTORS,
THREE WEEKS (N = 20)

Instructor	Omaha Ratings		
	Very Effective	Effective	Ineffective
A	1	12	7
B	10	10	
C	6	13	1
D	10	10	
	Canada Ratings		
A	1	13	6
B	9	8	3
C	8	12	
C	8	11	1

In response to the question, "Please rank the items you feel were most and least important: case construction,

research methods, research knowledge, debate theory, debate practice, and recreation" those giving each ranking are shown in Table IX.

TABLE IX

STUDENTS' RANKINGS OF COMPONENTS OF THE WORKSHOP
THREE WEEKS (N = 20)

Content Subjects	Omaha Rankings						Md
	1	2	3	4	5	6	
Case construction	4	2	11	2	1	0	2.9
Research Methods	0	5	0	6	1	8	3.3
Research knowledge*	9	6	3	2	0	0	1.7
Debate theory	5	4	3	2	6	0	2.8
Debate practice	2	2	3	8	4	1	3.9
Recreation	0	1	0	0	8	11	5.6
Content Subjects	Canada Rankings						Md
	1	2	3	4	5	6	
Case construction	3	8	4	4	1	0	2.4
Research Methods	0	0	1	2	5	12	5.7
Research knowledge*	7	3	4	3	1	2	2.5
Debate theory	4	1	5	2	6	2	3.5
Debate practice	5	6	1	5	2	1	2.3
Recreation	1	2	5	4	5	3	4.0

*Knowledge about the proposition gained through research

Evaluations by Coaches Who Attended all
Three Weeks

Three coaches chose to complete the final two weeks in Canada. The information listed in this section was taken from the questionnaires they filled out at the end of the third week.⁴⁰ This questionnaire was divided into two sections; each section was then sub-divided into an Omaha and Canadian sector. The first section lists

⁴⁰See Appendix A, pp. 81-85.

the coaches' overall evaluation and evaluations of the physical qualities of the workshop. The second section lists the coaches' evaluations of the academic components of the workshop.

In the first section, six questions were asked. In response to the question, "Do you feel the time and money it cost you to come to the workshop was well spent?" all three said "yes." The questions relating to the library services, food, recreation, housing, and transportation were grouped together. The number of respondents giving each rating is shown in Table X.

TABLE X

COACHES' RATINGS OF PHYSICAL FACILITIES
THREE WEEKS (N = 3)

Facilities	Omaha Ratings					
	Superior	Excellent	Average	Fair	Poor	
Library		3				
Housing		3				
Recreation				1	2	
Transportation		3				
Food					3	
Facilities	Canada Ratings					
	Library				3	
	Housing		3			
	Recreation		3			
	Transportation				2	1
	Transportation to and from Canada		3			
	Food		3			

The academic section had three specific questions. In response to the question, "Would you attend a Third National College Debate Workshop?" all three said "yes."

The coaches were then asked, "Please rate each instructor according to how effective you thought he was in teaching you about directing forensics." The number of respondents giving each rating is shown in Table XI.

TABLE XI
COACHES' RATINGS OF INSTRUCTORS,
THREE WEEKS (N = 3)

Instructor	Omaha Ratings		
	Very Effective	Effective	Ineffective
A			3
B		3	
C		3	
D		3	
Canada Ratings			
A			3
B		3	
C		3	
D		3	

Table XII presents rankings to the question, "Please rank the following items in order of their importance to you: debate theory, debate strategy for the current debate topic, information about the current proposition, and social."

TABLE XII
COACHES' RANKINGS OF IMPORTANCE OF COMPONENTS OF
WORKSHOP, THREE WEEKS (N = 3)

Workshop Objectives	Omaha Rankings				Md
	1	2	3	4	
Theory		2	1		2.0
Strategy		1	2		3.0
Information	3				1.0
Social				3	4.0
Canada Rankings					
Theory		2	1		2.0
Strategy		1	2		3.0
Information	3				1.0
Social				3	4.0

Critical Thinking Test Results

The Watson-Glaser Critical Thinking Appraisal, form YM, was given to the 20 students who attended the entire debate workshop, to 27 students in "Argumentation and Debate" class, and 27 students selected from "Introductory Psychology" classes at the University of Nebraska at Omaha. The results of the tests appear in Tables XIII-XVII.

TABLE XIII

MEANS, STANDARD DEVIATIONS AND CHANGE SCORES ON
WATSON-GLASER CRITICAL THINKING
APPRAISAL, FORM YM

	Pretest		Posttest		Change Scores	
	Means	SD	Means	SD	Means	SD
Workshop	78.15	7.79	75.25	9.02	-2.9	4.29
Debate	73.26	10.55	72.00	9.41	-1.3	4.83
Psychology	72.54	7.61	79.62	9.01	7.01*	5.51

*Indicates a change significant at .05 level of confidence.

A student "t" test was used to test the significance of differences between pre- and post-test means. A one-way analysis of variance was used to test for significance among groups on the change scores, to see where the difference was located, and a posteriori test was run. To check the test reliability, a Pearson correlation was run between pre- and post-test scores for the combined Psychology and Argumentation groups. The debate workshop group, which had a different time interval between the pre- and post-test scores, was conducted separately. The correlation

for Argumentation and Debate and Psychology was 0.76, and for the workshop it was 0.88. Both of these correlations are sufficiently high to justify the test as a source of research data.

TABLE XIV

ONE-WAY ANALYSIS OF VARIANCE OF DIFFERENCES ON
PRETEST SCORES, WATSON-GLASER CRITICAL
THINKING APPRAISAL, FORM YM

Source	df	SS	MS	F	p<.05
Treatments	2	406.24	203.12	2.59	NSD
Error	70	5492.20	78.46		
Total	72				

TABLE XV

ONE-WAY ANALYSIS OF VARIANCE OF DIFFERENCES ON
CHANGE SCORES, WATSON-GLASER CRITICAL
THINKING APPRAISAL, FORM YM

Source	df	SS	MS	F	p<.05
Treatments	2	2397.22	698.61	28.55	.01
Error	70	1712.83	24.47		
Total	72	3110.05			

TABLE XVI

MATRIX OF DIFFERENCES BETWEEN THE MEANS OF THE THREE
GROUPS ON THE WATSON-GLASER CRITICAL
THINKING APPRAISAL, FORM YM

	1	2	3
	Workshop	Argumentation	Psychology
1. Workshop	--	1.641	9.9777*
2. Argumentation	--	--	8.336*

*Significance <.05.

TABLE XVII

COMPARISON OF THE PRE- AND POST-TEST SCORES
MADE ON THE DEBATE THEORY TEST
BY THE TWO GROUPS

Statistic	Argumentation and Debate		Workshop	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Mean	47.91	51.36	54.05	54.70
SD	6.58	6.10	3.93	5.23
"t" Ratio	3.01*		0.44	

*Significance .05.

Debate Theory Test Results

The debate theory test was given to the workshop group of 20 students, and the Argumentation and Debate class of 27 students. The test was administered at the beginning of each class and at the final session of each. As the data in Table XVIII shows, the Argumentation and Debate class made a significant gain on this test, whereas the workshop students did not. It will also be noticed that the Argumentation and Debate students as a group reduced the difference between their mean score and that of the more experienced workshop group by about one-half. The "t" ratio between change scores of the two groups was not significant as shown in Table XVIII.

TABLE XVIII

COMPARISON OF THE DEBATE THEORY PRE- TO
POST-TEST CHANGE SCORES

Statistic	Argumentation and Debate	Workshop
Mean	3.45	0.65
SD	5.39	4.82
"t" Ratio	1.77	

CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

In Chapter II it was stated that the purpose of this study was to describe and evaluate the Second National College Debate Workshop. To achieve this objective the writer asked three specific questions. The answers to these questions, a summary of the findings drawn from the answers, and some suggestions for the research and the planning of future college debate workshops are presented in this chapter.

The first and major question was, "Was the workshop a success or a failure as far as the participants, the faculty and the staff are concerned, and why?" To obtain the information needed to answer this question, the coaches and students were asked to complete questionnaires at the opening and at the end of the workshop. Supplementary data was obtained by keeping a day-by-day log describing what was done and by whom, and by interviewing instructors, supervisors, and supporting staff members. The Watson-Glaser Critical Thinking Appraisal, form YM, and a debate theory test provided information for answering questions 2 and 3.

Even though only 30 students participated in the workshop, their backgrounds indicated that their experience

in debate was very extensive. The results from the first student questionnaire show that the average student who attended the workshop was 20 years old, had 2.6 years of college, had an average of 3.2 years of debate experience and had participated in an average of 27.6 debate tournaments. All said they had come to the workshop because they wanted to get a headstart on the debate topic. Two-thirds of the students also said they wanted to gain research knowledge (more knowledge about the current proposition by doing research on it).

Six coaches attended the workshop. Their coaching experience was somewhat high school oriented, with a mean average of 9 years experience in high school debate coaching and 4 years in college debate coaching. In response to an open-ended question, all 6 coaches indicated that they had come to the debate workshop so they could learn new coaching techniques and gather information on the new debate proposition.

The question of whether or not the workshop was successful for the participants who attended the first week and the entire three weeks contains two issues: (1) did the participants think the workshop was successful, and (2) were their objectives in attending the workshop achieved?

The answer to whether or not the participants thought the workshop was successful was based on the responses they gave to two questions: "Do you feel the

time and money it cost you to come to the workshop were well spent?" and "Would you attend a Third National College Debate Workshop?" The 30 students and 6 coaches all felt it had been a valuable experience. With the exception of 2 who were graduating, all said they would attend a third college debate workshop. Such positive responses to the two questions indicate the students and coaches did think the workshop was successful and worthwhile.

A partial answer concerning the meeting of student objectives can be found in the rankings of four items (debate theory, debate strategy for the current debate topic, information about the current proposition, and social) by the students. In the beginning, 21 out of 30 students said they had come to the workshop to gain research knowledge (knowledge on the debate topic gained through research). Eight of the 10 students who attended the first week ranked research knowledge first in importance on the questionnaire they completed at the end of that time. The rankings at the end of the first week tend to support the conclusion that the students who attended only this portion did achieve their objectives. Of the 20 students who went on to attend the entire three weeks, for the Omaha portion 9 out of 20 and for the Canadian portion 7 out of 20 ranked research knowledge first. In either case, there was a substantial loss in ranking over what they considered most important when they arrived at the

workshop and what they considered most important at its termination. This would suggest that either the students' goals changed during the three weeks or the longer the workshop is in operation the less adequately it appears to fulfill student objectives. The writer conducted interviews with all the students. None gave any indication that their objectives had changed nor did they state that their objectives were not being fulfilled.

On the first questionnaire they filled out, the six coaches said they attended the workshop to gain information about the current debate proposition. All six ranked information on the current debate proposition first in importance on the questionnaires they filled out at the end of the workshop. These findings indicate that the coaches thought the workshop was successful in meeting their first objective.

In summary, the findings indicate that the workshop was largely successful in the opinion of the participants. Logistically it was definitely a success, and all felt it was quite worthwhile. Perhaps some of their learning objectives were not met to their entire satisfaction.

Effects of Workshop on Critical Thinking

The second question was, "What gain, if any, was made in critical thinking?" Three groups were tested

using the Watson-Glaser Critical Thinking Appraisal, form YM: 20 workshop students, 27 students from "Argumentation and Debate" class, and 26 students from an "Introductory Psychology" class. The results of a one-way analysis of variance show that no significant differences existed (.05 level) among the pretest scores of the three groups. The change score was obtained by subtracting the pretest score from the posttest score. Of the 3 groups, only the Introductory Psychology group made a significant gain in critical thinking scores. The other 2 groups made no significant change. Although the test results clearly show that the workshop group did not make a gain in critical thinking, improved critical thinking was not a stated objective of the workshop director and planner.

There are several possible explanations why the workshop students made no gain whereas the psychology students made a significant gain in critical thinking. The difference in critical thinking gains might be due to chance, or it could be due to the methods of instruction used in the Psychology Department and in the workshop. All Psychology 102 students attend a master lecture. After the lecture, the students are assigned to small discussion groups. The discussion groups follow a master schedule so that each group discusses the same topics each week. The basic philosophy of the Psychology Department is to teach the students to think objectively, to accept nothing at

face value.⁴¹ So the increase in critical thinking scores by Psychology 102 students could be due to the fact that psychology discussion groups are organized. Brillhart found that there is a direct correlation between how thoroughly organized a leader is in discussion and the improvement the group members make on the Watson-Glaser test.⁴² Change scores on the Watson-Glaser Critical Thinking test made by psychology students might also result from maturation, from conditioning influence, or from a combination of the two.⁴³

The lack of gain in critical thinking scores by workshop participants might indicate some examination of the workshop academic program is in order. A study could be conducted to determine why the students in Psychology 102 made such an improvement. Then, of course, the forces at work for change in the psychology class could be applied in the workshop and other programs in debate. Perhaps more participant discussion of issues and arguments is needed in the workshop schedule.

⁴¹Richard L. Wikoff, private interview held at the University of Nebraska at Omaha, Omaha, Nebraska, March 20, 1970.

⁴²John K. Brillhart, "An Exploratory Study of Relationships Between the Evaluating Process and Associated Behaviors of Participants in Six Study Discussion Groups" (unpublished Ph.D. dissertation, Pennsylvania State University, 1962), pp. 254-56.

⁴³Howell, "Effects on Critical Thinking," p. 101.

Effect of Workshop on Knowledge of Debate Theory
Test Scores

The third question was, "What gain, if any, is made in knowledge of debate theory?" Willmington's debate theory test was given to the workshop group and to an Argumentation and Debate Class at the University of Nebraska at Omaha. The workshop mean for the pretest was 54.05 and the mean for the posttest was 54.70. The change was not significant. The mean for Argumentation and Debate students on the pretest was 47.91 and the mean for the posttest was 51.36. The gain made by Argumentation and Debate was significant at the .05 level of confidence.

The debate theory pre- and post-test change scores of the two groups was compared with the "t" test. No significant differences were found to exist between the change scores of the two groups. Again, although the workshopers did not improve in scores on this test, such gain was not a stated objective of the director of the workshop. The debate theory test was not designed for this workshop or Argumentation and Debate Class and may well be invalid as a test of what was presented to either group and of what is needed to be a successful collegiate debater. Because the debate theory test was designed to test high school debaters and it has never been determined whether experience or debate theory knowledge is more important, the writer suggests that a new debate theory test for

college debaters should be designed. The new test might show whether experience or knowledge of debate theory is more important and the academic nature of the workshop could be adjusted accordingly.

That some questions in the debate theory test may not be valid is indicated by the high pretest scores made by the Argumentation and Debate Class. This group moved halfway to the mean of the workshop group of experienced debaters.

Recommendations for Future Research

If a similar study were to be done, several changes should be made. They are:

1. More money should be made available in order to subsidize and thus attract participants as research subjects. This would allow for a group that was more representative of inexperienced and experienced debaters.

2. Studies should be done to determine the factors in a debate training program which relate to the development of critical thinking skills by the participants.

3. A standardized debate theory test should be developed. At the present time there are no valid tests that measure the skills needed to be a successful debater.

4. Followup studies should be conducted to determine if there is any correlation between critical thinking

skills, knowledge of debate theory, and success in inter-collegiate debate.

5. Two groups of debaters should be assigned at random to experimental and control groups. One group would participate in a debate workshop and the other group would debate without first participating in a debate workshop. A followup study should be conducted to determine which group compiles a better win-loss record for the following debate season.

Recommendations for Future Workshops

On the basis of this study, the writer makes the following recommendations for anyone wanting to hold a debate workshop:

1. For a workshop lasting three weeks, during the first and second weeks research and lectures by subject experts should be conducted to define the issues, followed by small group discussions to clarify the issues, and then lectures by the debate coaches explaining how the issues relate to the different types of debate cases. The third week should be devoted to small group discussion and practice debates.

2. Progress questionnaires or tests should be administered during the first, second, and third week of the workshop. Analysis of questionnaire and test results would provide a basis for individual instruction by the teaching staff.

3. Debate coaches are knowledgeable on the process of debate, but not necessarily on the debate resolution. Therefore, subject experts should be utilized to give background information and define the issues. Subject experts should be present throughout the workshop so that participants could consult with them about issues, the validity and meaning of information they locate through research, and how it relates to the debate topic.

4. All activities pertaining to the workshop should be deliberately planned and deliberately executed. The effectiveness of the workshop is dependent upon how well it is planned and operated. No item is too large or small to be overlooked.

5. The director of the workshop should not try to direct the workshop and be an instructor at the same time. Both are full time jobs.

These recommendations may not guarantee success, but they should serve as guidelines toward it for future workshop planners.

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SOURCES CONSULTED

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APPENDIX A

QUESTIONNAIRES

FIRST STUDENT QUESTIONNAIRE

Personal and Background Information

1. Please print your full name: _____
2. Age: _____ (in years)
3. Sex: Male _____ Female _____
4. Where do you live? City _____ State _____
5. How many miles did you have to travel to attend the workshop? (circle one)
50 or less 100 or less 500 or less
1000 or less 2000 or less
6. How much money will it cost you to travel to and from the workshop? _____
7. Aside from transportation, how much money will the workshop cost?
 - A. The Student _____
 - B. The College _____
 - C. Other source (name or describe) _____
8. Year in college: (circle one) 1st 2nd 3rd 4th
Grad. 1st 2nd 3rd
9. Where do you attend college? (or will) _____
10. Debate experience? (please answer with a number)
 - A. High School (years) _____ Number of tournaments _____
 - B. College (years) _____ Number of tournaments _____
 - C. Other source (name or describe) _____

11. How did you receive the information about the workshop? _____

12. Once this information was received, why did you attend:
- A. The coach said to come? (why) _____
 - B. You wanted to come? (why) _____
 - C. Other? (why) _____
13. What do you want most from the workshop? (circle one)
- A. Case construction
 - B. Research methods
 - C. Research knowledge
 - D. Debate theory
 - E. Debate practice
 - F. Recreation
 - G. Other (what) _____
14. How do you expect to use the knowledge gained at the workshop? _____

END 1ST WEEK STUDENT QUESTIONNAIRE

Background Information

1. Please print your full name: _____
2. Do you feel the time and money it cost you to come to the workshop were well spent? (circle one) Yes No
Why or why not: _____
3. The services provided by the library were (circle one)
Superior Excellent Average Fair Poor
Please explain your choice _____
4. The food was (circle one)
Superior Excellent Average Fair Poor
Please explain your choice _____
5. The recreational program was (circle one)
Superior Excellent Average Fair Poor
Please explain your choice _____
6. The transportation at the workshop was (circle one)
Superior Excellent Average Fair Poor
Please explain your choice _____
7. The housing was (circle one)
Superior Excellent Average Fair Poor
Please explain your choice _____

Workshop Information

1. Would you attend a 3rd National College Debate Workshop:
(circle one) Yes No
Why or why not? _____

2. If a 3rd National College Debate Workshop is held, what should be

A. Added? _____

B. Omitted? _____

C. Expanded? _____

D. Changed? _____

3. Please rate each instructor according to how effective you thought he was in teaching you to debate this year's question more effectively. (circle one number for each)

Mr. Aschenbrenner

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

Mr. Hawkins

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

Mr. Kemp

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

Mr. Hebestreet

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

4. Please rank the following items in order of importance to you- do not use the same number twice. Please explain the items you feel were most and least important. One is highest and six is lowest.

_____ Case construction

_____ Research methods

_____ Research knowledge

_____ Debate theory

_____ Debate practice

_____ Recreation

_____ Other (what) (omit if not used) _____

Most important _____

Least important _____

END 3RD WEEK STUDENT QUESTIONNAIRE

Background Information

1. Please print your full name: _____
2. Do you feel the time and money it cost you to come to the workshop were well spent? (circle one) Yes No
Why? _____
3. The services provided by the library were (circle one for each)
A. In Omaha: Superior Excellent Average Fair Poor
B. In Canada: Superior Excellent Average Fair Poor
Please explain your choice _____
4. The food was (circle one for each)
A. In Omaha Superior Excellent Average Fair Poor
B. In Canada: Superior Excellent Average Fair Poor
Please explain your choice _____
5. The recreational program was (circle one for each)
A. In Omaha: Superior Excellent Average Fair Poor
B. In Canada: Superior Excellent Average Fair Poor
6. The transportation at the workshop was (circle one for each)
A. In Omaha: Superior Excellent Average Fair Poor
B. In Canada: Superior Excellent Average Fair Poor
C. To and from
 Canada: Superior Excellent Average Fair Poor
Please explain your choice _____

7. The housing was (circle one for each)

A. In Omaha: Superior Excellent Average Fair Poor

B. In Canada: Superior Excellent Average Fair Poor

Please explain your choice _____

Workshop Information

1. Would you attend a 3rd National College Debate Workshop:

(circle one) Yes No

Why or why not? _____

2. The location where the workshop was held was: (circle one for each)

A. In Omaha: Superior Excellent Average Fair Poor

B. In Canada: Superior Excellent Average Fair Poor

Please explain your choice _____

3. Please rate each instructor according to how effective you thought he was in teaching you to debate this year's question more effectively (circle one number for each)

In Omaha

Mr. Aschenbrenner

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

Mr. Hawkins

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

Mr. Kemp

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

Mr. Hebestreet

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

In CanadaMr. Aschenbrenner

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

Mr. Hawkins

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

Mr. Kemp

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

Mr. Hebestreet

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

4. If a 3rd National College Debate Workshop is held, what should be

In Omaha

- A. Added? _____
- B. Omitted? _____
- C. Expanded? _____
- D. Changed? _____

In Canada

- A. Added? _____
- B. Omitted? _____
- C. Expanded? _____
- D. Changed? _____

5. Please rank the following items in order of importance to you--do not use the same number twice. Please explain the items you feel were most and least important. One is highest, six is lowest.

In Omaha

_____ Case construction

_____ Research methods

_____ Research knowledge

_____ Debate theory

_____ Debate practice

_____ Recreation

_____ Other (what) (omit if not used) _____

Most important (why) _____

Least important (why) _____

In Canada Case construction Research methods Research knowledge Debate theory Debate practice Recreation Other (what) (omit if not used) _____

Most important (why) _____

Least important (why) _____

6. Please list anything else that you can think of that would help in evaluation of the workshop _____

FIRST COACHES' QUESTIONNAIRE

Personal and Background Information

1. Please print your full name? _____
2. How did you receive the information about the workshop?

3. Why did you come to the workshop? (circle one)
 - A. The department chairman wanted you to come. Why?

 - B. The Dean wanted you to come. Why? _____
 - C. You wanted to come. Why? _____
 - D. Other - Please specify. Why? _____
4. How much will the workshop cost
 - A. The School? _____
 - B. You? _____
 - C. Other? Please specify _____
5. How many miles did you have to travel to get to the workshop? _____
6. Name of the school where you teach or will teach? _____

7. What is your academic rank? (circle one)
- A. Graduate assistant
 - B. Instructor
 - C. Assistant Professor
 - D. Associate Professor
 - E. Professor
 - F. Other (what) _____
8. What is the title of your position in relation to debate? (circle one)
- A. The debate coach
 - B. The forensic director
 - C. Forensic director and debate coach
 - D. Other - Please specify _____
9. Coaching experience. Please state in number of years.
- A. High School _____
 - B. College _____
10. Name of the department in which you hold rank _____
11. Approximately how many students are enrolled in the school where you teach? _____
12. How many different students do you have on your debate squad _____
13. How many debate tournaments do you plan to attend this year? _____

14. What do you expect to receive most from at the workshop? (circle one)

A. Debate theory

B. Debate strategy for the current debate topic

C. Information about the current proposition

D. Social

15. How old are you? _____

END 1ST WEEK COACHES' QUESTIONNAIRE

1. Please print your full name: _____
2. Do you feel the time and money it cost you to come to the workshop were well spent? (circle one) Yes No
Why? _____

3. The services provided by the library were (circle one)
Superior Excellent Average Fair Poor
Please explain your choice _____

4. The food was (circle one)
Superior Excellent Average Fair Poor
Please explain your choice _____

5. The recreational program was (circle one)
Superior Excellent Average Fair Poor
Please explain your choice _____

6. The transportation at the workshop was (circle one)
Superior Excellent Average Fair Poor
Please explain your choice _____

7. The housing was (circle one)
Superior Excellent Average Fair Poor
Please explain your choice _____

Workshop Information

1. Would you attend a 3rd National College Debate Workshop? (circle one) Yes No

Why _____

2. If a 3rd National College Debate Workshop was held, what should be

A. Added? _____

B. Omitted? _____

C. Expanded? _____

D. Changed? _____

3. Please rate each instructor according to how effective you thought he was in teaching you about directing forensics. (Please check one number for each)

Mr. Aschenbrenner

Very Effective		Effective		Ineffective
----------------	--	-----------	--	-------------

6	5	4	3	2	1
---	---	---	---	---	---

Please explain your choice _____

Mr. Hawkins

Very Effective		Effective		Ineffective
----------------	--	-----------	--	-------------

6	5	4	3	2	1
---	---	---	---	---	---

Please explain your choice _____

Mr. Kemp

Very Effective		Effective		Ineffective
----------------	--	-----------	--	-------------

6	5	4	3	2	1
---	---	---	---	---	---

Please explain your choice _____

Mr. Hebestreet

Very Effective

Effective

Ineffective

6

5

4

3

2

1

Please explain your choice _____

4. Please rank the following items in order of importance to you--do not use the same number twice. Please explain the items you feel were most and least important. One is highest and five is lowest.

_____ Debate theory

_____ Debate strategy for the current debate topic

_____ Information about the current debate topic

_____ Information about the current proposition

_____ Social

_____ Other (what) (Omit if not used) _____

Most important _____

Least important _____

5. Please list anything else that you can think of that would help in evaluation of the workshop. _____

END 3RD WEEK COACHES' QUESTIONNAIRE

Background Information

1. Please print your full name: _____
2. Do you feel the time and money it cost you to come to the workshop were well spent? (circle one) Yes No
Why or why not? _____
3. The services provided by the library were (circle one)
A. In Omaha: Superior Excellent Average Fair Poor
B. In Canada: Superior Excellent Average Fair Poor
Please explain your choice _____
4. The food was (circle one for each)
A. In Omaha: Superior Excellent Average Fair Poor
B. In Canada: Superior Excellent Average Fair Poor
Please explain your choice _____
5. The recreational program was (circle one for each)
A. In Omaha: Superior Excellent Average Fair Poor
B. In Canada: Superior Excellent Average Fair Poor
Please explain your choice _____
6. The transportation at the workshop was (circle one for each)
A. In Omaha: Superior Excellent Average Fair Poor
B. In Canada: Superior Excellent Average Fair Poor
C. To and from Canada:
Superior Excellent Average Fair Poor
Please explain your choice _____

7. The housing was (circle one for each)

A. In Omaha: Superior Excellent Average Fair Poor

B. In Canada: Superior Excellent Average Fair Poor

Please explain your choice _____

Workshop Information

1. Would you attend a 3rd National College Debate Workshop?

(circle one) Yes No Why? _____

2. The location where the workshop was held was (circle one for each)

A. In Omaha: Superior Excellent Average Fair Poor

B. In Canada: Superior Excellent Average Fair Poor

Please explain your choice _____

3. Please rate each instructor according to how effective you thought he was in teaching you about directing forensics. (circle one number for each)

In Omaha

Mr. Aschenbrenner

Very Effective Effective Ineffective

6 5 4 3 2 1

Please explain your choice _____

Mr. Hawkins

Very Effective Effective Ineffective

6 5 4 3 2 1

Please explain your choice _____

Mr. Kemp

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

Mr. Hebestreet

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

In CanadaMr. Aschenbrenner

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

Mr. Hawkins

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

Mr. Kemp

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

Mr. Hebestreet

Very Effective		Effective		Ineffective	
6	5	4	3	2	1

Please explain your choice _____

4. If a 3rd National College Debate Workshop is held, what should be

In Omaha

- A. Added? _____
 B. Omitted? _____
 C. Expanded? _____
 D. Changed? _____

In Canada

- A. Added? _____
 B. Omitted? _____
 C. Expanded? _____
 D. Changed? _____

5. Please rank the following items in order of importance to you--do not use the same number twice. Please explain the items you feel were most and least important. One is highest, five is lowest.

In Omaha

- _____ Debate theory
 _____ Debate strategy for the current debate topic
 _____ Information about the current proposition
 _____ Social
 _____ Other (what) (omit if not used) _____
 Most important _____
 Least important _____

6. Please list anything else that you can think of that would help in evaluation of the workshop_____

EVALUATION SHEET - 1ST NATIONAL COLLEGE

DEBATE WORKSHOP

Would you give us just two minutes of your time to let us know how you feel about the program? Please be frank! Your comments will help us to improve our program.

Sex: M ___ F ___ Education (circle one) Fr So Jr Sr Grad

Portions of the workshop you found most helpful _____

Portions of the workshop you found least helpful _____

Physical facilities (please comment):

Omaha

Canada

Transportation

Pre-course information

Meeting rooms

What did you expect of us? _____

Did we live up to your expectations? _____

What was your objective when you registered for the workshop? _____

Was it achieved? _____

We had three objectives:

1. To improve your forensics ability
2. To provide some in-depth knowledge on the debate proposition
3. To provide a "fun" three weeks

Did we achieve 1 _____ 2 _____ 3 _____ ?

Comment:

How do you rate the workshop in terms of our objectives?

Excellent _____ Good _____ Fair _____ Poor _____

Can you suggest a retreat area for next year? _____

Please suggest some areas of the program that you think
could be strengthened or altered _____

APPENDIX B

CORRESPONDENCE



University of Omaha 1908-31
Municipal University of Omaha 1931-68

UNIVERSITY OF NEBRASKA AT OMAHA

P.O. Box 688 Omaha, Nebraska 68101
Telephone 402/553-4700

Your registration for the Second National College Debate Workshop has been received and we are looking forward to meeting you.

To date, fourteen states from New York to California and Washington to Georgia are represented in the advance registration. We expect a total registration of about 40.

Enclosed is a list of clothing and other articles which you should bring for the Canadian trip. Also you will find a medical history questionnaire. Please complete and return the questionnaire as soon as possible.

You should plan to arrive the afternoon of August 10. However, shortly after the first of August we will send specifics about final registration procedures. In the meantime, if we can answer any questions, please write or call.

Sincerely,

Archie Dalton, Program Coordinator
Division of Community Services

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CLOTHING

The temperature range in Omaha is expected to be 70-95 degrees during your stay here. The temperature range in Canada is expected to be 40-80 degrees. The following list is recommended for the trip to Canada:

1. Clothing

- a. Two changes suitable for casual wear.
- b. Two changes suitable for hiking.
- c. One coat or jacket.
- d. One raincoat (small, easily packed type).
- e. Underclothing and sleepwear (Transportation to the local laundromat will be provided periodically).
- f. Bring sufficient warm clothing. (40 degrees is chilly, especially if it is raining).

2. Footwear

- a. One pair suitable for hiking.
- b. One pair suitable for trips to town.
- c. One pair of shower shoes (thongs or the equivalent).

3. Miscellaneous

- a. One flashlight with extra set of batteries.
- b. Insect repellent.
- c. Toilet articles to include wash cloth and towel.

Included should be any other items deemed necessary by the individual for personal hygiene and comfort.

UNIVERSITY OF NEBRASKA AT OMAHA
Omaha, Nebraska 68101
Medical History Questionnaire

To the applicant: All information is confidential and will be used only by University officials charged with your physical well being. This questionnaire is to be filled out by the applicant.

Name (print) _____ Age _____ Male _____
Female _____

Current mailing address _____
(number and street) (city) (state) (zip)

Permanent home address _____
(number and street) (city) (state) (zip)

Family Physician _____
(name) (city) (state)

Have you ever had or do you now have: (Check each item)

	Yes	No		Yes	No		Yes	No
Chronic cough	___	___	Asthma or hay fever	___	___	Duodenal or gastric ulcer	___	___
Varicose veins	___	___	Deformity or lameness	___	___	Stomach, liver or intestinal trouble	___	___
Skin disease	___	___	Dizzy or fainting spells	___	___	Gall bladder trouble or gall stones	___	___
Venereal disease	___	___	Piles or rectal disease	___	___	Neuritis or neuralgia arthritis or rheumatism	___	___
Rheumatic fever	___	___	Foot trouble or bad arches	___	___	Palpitation or heart trouble	___	___
Hernia or rupture	___	___	Frequent or severe headaches	___	___	Backache, back injury sciatica or herniated disc	___	___
Impaired hearing	___	___	Recent loss or gain in weight	___	___			
Epilepsy or fits	___	___	Sugar or albumin in urine	___	___			
Tuberculosis (TB)	___	___	Cancer, tumor, cyst, or growth	___	___			
High blood pressure	___	___						

Explanation of above: _____

When and for what reason did you last go to your doctor? _____

How many days of school or work did you miss last year due to illness? _____

Operations, date(s) and type(s) _____

Have you ever consulted a psychiatrist? ___ yes ___ no. If so, when and where? _____

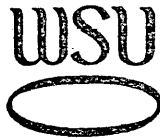
Beneficiary(for insurance purposes) _____ Relationship _____

I hereby give permission for the University physician or a local physician to render emergency medical care to my son/daughter in the event there is not sufficient time to contact me.

Signature of Parent or Guardian _____ Date _____

Signature of Applicant _____ Date _____

414/235-6220



WISCONSIN STATE UNIVERSITY, OSHKOSH, WISCONSIN 54901

SCHOOL OF LETTERS & SCIENCE

June 2, 1969

Mr. Jim Hullinger
 Speech and Drama Department
 University of Nebraska - Omaha
 Omaha, Nebraska

Dear Mr. Hullinger:

Enclosed is a copy of the "Test on Argumentation and Debate Theory" which I used in my dissertation. The limitations in using this instrument as a standardized test, as I pointed out in our recent telephone conversation, are numerous. If you are interested in the rationale behind my use of it, and the manner by which I constructed it, you can read this in the dissertation which is available on microfilm from Ann Arbor.

I hope this is helpful to you and that you are successful in your study.

Sincerely,

A handwritten signature in cursive script that reads "S. Clay Willmington".

S. Clay Willmington
 Associate Professor/Speech Ed.

SCW/mkr

Enc.

July 11, 1969

P.S. - I just talked to you on the phone again. Here goes!



University of Omaha 1908-31
Municipal University of Omaha 1931-68

UNIVERSITY OF NEBRASKA AT OMAHA

P.O. Box 688 Omaha, Nebraska 68102
Telephone 402 551-4700

June 23, 1969

Dear Sir:

The University of Nebraska at Omaha is sponsoring a National College Debate Workshop. Its purpose is to provide, especially for smaller colleges and universities, an opportunity to research in depth the Debate Question of 1969-1970. It also provides two weeks of work and recreation in Saskatchewan, Canada.

To assist us with research material of a contemporary nature, will you answer the enclosed questions pertaining to the Debate Resolution and return them to us by July 15?

In addition to this, if you have any official documents, pamphlets, etc., that would assist us in our research, we would appreciate having them.

Sincerely,

Duane Aschenbrenner, Director
College Debate Workshop

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Enclosure

DEBATE RESOLUTION:

Resolved, That the United States should join with other nations in establishing an international system of adjustable world monetary reserves.

QUESTIONS:

1. What would the United States gain by joining with other nations in establishing an international system of adjustable world monetary reserves?

2. Why is there a need to establish an international system of adjustable world monetary reserves?

3. What are the indications that the present international monetary system is "on shaky ground?"

4. Would the adoption of a plan in which the United States joined other nations in establishing an international system of adjustable world monetary reserves be a step toward strengthening the whole basis of world trade and investment?

DEBATE RESOLUTION:

Resolved, That the federal government should adopt a program of compulsory wage and price controls.

QUESTIONS:

1. What have or will be the effects upon the economy of uncontrolled or unregulated wages and prices?

2. Would compulsory wage and price controls significantly assist the government in dealing with the problem of inflation?

3. What would be the inherent difficulties in implementing a program of compulsory wage and price controls?

4. Is a plan of compulsory wage and price controls compatible with the United States' free enterprise system?

DEBATE RESOLUTION:

Resolved, That the federal government should grant annually a specific percentage of its income tax revenue to the state government.

QUESTIONS:

1. What would be the probable repercussions if the United States fails to eliminate the fiscal gap between state and federal government by refusing to grant a specific percentage of its income tax revenue to the state government?

2. Can the states and localities deal with pressing problems such as poverty, ignorance, unemployment, housing, and so forth in their areas if they don't have the financial support of a portion of income tax revenue?

3. What would be the advantages of granting annually a specific percentage of federal income tax revenue to the state government?

4. What are the threats that tax sharing poses?
To whom?

DEBATE RESOLUTION:

Resolved, That all labor disputes involving non-military public employees should be subject to compulsory arbitration.

QUESTIONS:

1. What has been the effect of labor disputes upon the nation?

2. Are the present methods of controlling labor disputes involving non-military public employees ineffective and inadequate?

3. What would be the objections to adopting a system of compulsory arbitration in labor disputes?

4. Would a plan enforcing compulsory arbitration in labor disputes involving non-military public employees destroy the system of collective bargaining?



University of Omaha 1909-31
Municipal University of Omaha 1931-68

UNIVERSITY OF NEBRASKA AT OMAHA

P O Box 688 Omaha, Nebraska 68101
Telephone 402/553-4700

July 16, 1969

Dear Debate Coach:

They say the early bird has the advantage, he gets the worm. How would you like to have an advantage on this year's debate topic?

The University of Nebraska at Omaha has a special pre-season offer--a one hour video-tape on this year's debate topic. This offer is special in several ways. First, the topic has been researched in depth by seasoned debaters. Second, the research has been done by experts who will be debating the topic, not just by research experts. Third, the video-tape is not just a beginning practice debate, it is the result of three weeks of concentrated research and debates. This tape will feature the four outstanding students attending the Second National College Debate Workshop, August 10-29, 1969, in the final debate of the Workshop.

Not only will you be able to see and hear the debate, you will gain valuable research sources. In addition to each tape, a select bibliography and the results of a special "poll of the experts" that we conducted early in June will be sent to you.

We offer you this package which includes one video-tape and the bibliography for \$75. Or if you send your own tape to us, we will make the recording for only \$40, and this will include the bibliography.

So be like the early bird, take advantage of our offer.

Sincerely,

Duane Aschenbrenner
Director of Forensics
University of Nebraska at Omaha

Enclosure

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APPENDIX C

TESTS

Name

TEST ON ARGUMENTATION AND DEBATE

Multiple Choice (33 points) - Place an X over the number of the correct answer as in the following example:

Example: The National High School Institute in Speech is held (1) Quarterly, (2) Semi-annually, (~~3~~) Annually, (4) Only on even-numbered years, (5) None of these.

1. When an individual used reasoning to get others to accept his conclusions, we have (1) Evidence, (2) Argument, (3) Rationalization, (4) A syllogism, (5) None of these.
2. If both premises in a syllogism are negative, the conclusion is (1) Positive, (2) Negative, (3) Fool-proof, (4) Invalid, (5) Most obvious.
3. "Either ... or ..." is the form used for (1) An enthymeme, (2) A disjunctive syllogism, (3) An hypothetical syllogism, (4) A categorical syllogism, (5) None of these.
4. A large number of typical examples upon which a conclusion is based is an example of (1) A fallacy, (2) An enthymeme, (3) A dilemma, (4) Refutation, (5) Induction.
5. X and Y always seem to go together. X is walking down the hall. Therefore, Y must be in the vicinity. This is (1) Fallacious reasoning, (2) Sign reasoning, (3) Chain of reasoning, (4) Hypothetical syllogism, (5) Cause to effect reasoning.
6. When one argues that Northwestern should have a student union building because Wisconsin, Michigan, Minnesota, Purdue, and Illinois have such buildings, he is arguing from (1) Example, (2) Analogy, (3) Cause, (4) Sign, (5) None of these.

7. The argument that the present system of international affairs is not satisfactory because a confederation of sovereign states cannot enforce rules upon an aggressor involves reasoning from (1) Example, (2) Analogy, (3) Cause, (4) Sign, (5) None of these.

8. Statistical predictions of election results in an opinion poll involve inferences from (1) Example, (2) Analogy, (3) Cause, (4) Sign, (5) Syllogistic reasoning.

9. Let us assume that it has been established that overpopulation is a major cause of war. If Country A is badly overpopulated, it is likely that it will be involved in war. This is an example of (1) Analogy, (2) Chain reasoning, (3) Sign reasoning, (4) Inductive reasoning, (5) Deductive reasoning.

10. Joe has a runny nose. He concludes that he has a virus. This is an inference from (1) Cause to effect, (2) Effect to cause, (3) Disjunctive syllogism, (4) Hypothetical syllogism, (5) None of these.

11. Persuasion, as compared to argumentation, is (1) More concerned with logical factors, (2) More concerned with the ethos of the speaker, (3) Not different in any significant way, (4) More concerned with belief, (5) More concerned with generalities.

12. In preparing for a debate, the debater should construct a case (1) Based strictly on logical appeals, (2) Based strictly on emotional appeals, (3) Based on a combination of logical or emotional appeals, (4) Based primarily on either logical or emotional appeals depending upon the subject of the proposition, (5) None of these.

13. Audience analysis should occur (1) Only before the debate, (2) Only during the debate, (3) Only after the debate, (4) Only before the debate and during the debate, (5) Only before the debate and after the debate.

14. If one argues that Joe Blow was never enrolled in the Northwestern University National High School Institute because his name does not appear in the records of the Institute, he is using evidence of the type known as (1) Written, (2) Real, (3) Positive, (4) Negative, (5) None of these.

15. When an advocate sets out several possible ideas and refutes all but one which he alleges is true, he is using the rhetorical device called (1) Method of residues, (2) Reductio ad absurdum, (3) Dilemma, (4) Turning the tables, (5) None of these.

16. In a cross-examination debate, the questioner should arrange his questions in this order: (1) From admitted matter to the alleged weakness or inconsistency of the opponent's argument, (2) From simple to complex, (3) Different types of questions asked in random order, (4) From specific to general, (5) None of these.

17. In a legislative or parliamentary debate, the type of motion which has precedence over all others is the (1) Main motion, (2) Subsidiary motion, (3) Incidental motion, (4) Privileged motion, (5) None of these.

18. A case is (1) a flaw in the reasoning process, (2) A type of brief, (3) A set of major arguments used in a particular debate, (4) Winning a particular argument, (5) None of these.

19. Assume that the affirmative proposes to increase student fees to provide more funds for the school newspaper. If the negative advocates more efficient business management of student publications, the negative case is (1) Pure refutation, (2) Defense of the status quo, (3) Adjustment or repairs, (4) Counterplan, (5) None of these.

20. "Presumption" means (1) A preponderance of demonstrated proof in favor of an idea, (2) Such a preoccupation of the ground that implies that the idea must stand unless refuted, (3) A belief that an advocate holds, (4) The duty of proving an assertion, (5) None of these.

21. The proper set of symbols for outlining are:

- | | | | |
|------|------|---------|------|
| 1. I | 2. I | 3. A(1) | 4. A |
| (A) | A | B | (1) |
| II | 1 | (2) | (2) |
| (B) | a | | a |

5. None of these.

22. Which is not a duty of the first affirmative constructive speaker? (1) Define terms, (2) Show evils in the present system, (3) Carry the burden of proof, (4) State the affirmative case, (5) None of these.

23. In reading as preparation for debate, the debater should read (1) From general to specific material, (2) From specific material to general material, (3) Only materials favoring his viewpoint, (4) Receptively rather than critically, (5) None of these.

24. Which would be the best source to use for finding newspaper articles on a particular subject? (1) The Newspaper Guide, (2) The Chicago Tribune Index, (3) The New York Times Index, (4) The Journal Index, (5) None of these.

25. Select the correct phrasing of an issue: (1) The issue is, that this plan will be financially sound; (2) The issue is, what will be the financial merit of the plan? (3) The issue is, will the plan be financially sound? (4) The issue is, what about finances? (5) None of these.

26. In the proposition, "Resolved: That Congress should enact universal military training," (assuming that we don't have it now), which one of the following is a stock issue? (1) Will it provide training in a trade? (2) Is selective service inadequate? (3) Can the proposal prevent draft dodging? (4) Is universal military training in the American Tradition? (5) None of these.

27. If one argues that John Doe should be elected to office because he is a splendid family man is to commit a fallacy of (1) Post hoc, (2) Sign, (3) Non sequitur, (4) Example, (5) None of these.

28. When one cites the percentage of income which one state spends on education and then says, "That's true of all 50 states," he may be using a fallacy of (1) Analogy, (2) Example, (3) Sign, (4) Ambiguity, (5) Cause.

29. What kind of fallacy is the following? "Because the states of Montana, Rhode Island, Utah, North Dakota, South Dakota, and Delaware have less than one million population (assuming that 6 examples out of 48 are sufficient for examination) it can be concluded safely that each state in the U.S. must average less than 1 million population," (1) Fallacy of insufficient examples, (2) Fallacy of assumed connection, (3) Fallacy of inadequate cause, (4) Fallacy of faulty analogical reasoning, (5) Fallacy of examples not typical.

30. "If this is true, then this follows . . ." is an example of (1) Fallacious reasoning, (2) Disjunctive syllogism, (3) Hypothetical syllogism, (4) Categorical syllogism, (5) Dilemma.

31. The most complete, logical outline used in preparation for advocacy is called (1) Case outline, (2) Speaker's outline, (3) Contrasting summary, (4) Brief, (5) None of these.

32. The brief should contain (1) Only logical proof, (2) Only emotional appeals, (3) More logical proof than emotional appeals, (4) More emotional appeals than logical proof, (5) A combination of logical proof and emotional appeals.

33. The proposition, "The powers of the executive branch of the government should be increased," is defective in that it (1) involves constitutionality, (2) Does not properly place the burden of proof, (3) Contains more than one idea, (4) is a loaded question, (5) None of these.

True-False (67) Points - Place an X within the brackets of either the True column or the False column for each statement to indicate that the statement is either true or false, as in the following example:

	<u>True</u>	<u>False</u>
Example: The National High School Institute in Speech is held annually.	(X)	()

34. The following argument is deductive:		
a. Organized gambling is big business in the U.S. for (1) The Kefauver Committee found the annual income of syndicated gambling to be 20 million dollars.	()	()

35. A literal analogy is a comparison of two things belonging to two different literal classes.	()	()
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36. The following argument is inductive:		
(1) Hostile propaganda is increasing, and		
(2) An atomic race is under way.	()	()

37. Depending upon audience analysis, the debater should decide to use either persuasive (motivational) appeals or logical appeals in a particular debate.	()	()
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38. With proper training, a debater can learn to make clear-cut distinctions between emotional arguments and logical arguments.	()	()
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39. By thorough audience analysis, it is usually possible to trace certain audience behavior to a single factor. () ()
40. Praise of the audience, even if it is effectively done, is unacceptable as a persuasive technique. () ()
41. Persuasiveness is greater if the audience is spread evenly throughout the room than if they are all sitting together. () ()
42. It has been scientifically demonstrated that an appeal to conformity is as strong as an appeal to security. () ()
43. A debater is more persuasive if he tells the audience which of their drives will be satisfied by accepting his proposal. () ()
44. Unethical persuasion is a type of illogical argument. () ()
45. There are two types of evidence: fact and sign. () ()
46. Because statistics can easily be manipulated, they are the weakest form of evidence. () ()
47. Evidence, even though it is of a factual nature, should be tested in terms of audience acceptability. () ()
48. If two pieces of evidence are both true, a judge should give them the same value in a debate. () ()
49. A judge should always place more value on the more recent evidence of two pieces of evidence presented in a debate. () ()
50. Results of a Gallup Poll usually reflect expert opinion. () ()
51. An authority who is reluctant to hear witness is usually stronger psychologically than an authority who volunteers to bear witness. () ()

52. In interscholastic debate, testimony, or opinion, is of little value unless it comes from someone who is considered an authority. () ()
53. When one side in a debate presents a prima facie case, the opposition has a burden of rebuttal. () ()
54. A certain amount of refutation should be included in every speech in a debate. () ()
55. In a rebuttal speech, it is wise for a debater to hit everything which has been said against his case. () ()
56. A dilemma is to place the opponents in a position in which they have two or more alternatives from which to choose, each of which is undesirable. () ()
57. It is effective preparation to practice giving refutation prior to a debate. () ()
58. The technique of refuting by directing questions toward the opposition is more effective as a tactic by an affirmative team than by a negative team. () ()
59. The best way to handle irrelevant questions posed by an opponent in his constructive speech is to ignore them. () ()
60. It is more effective for debaters to divide arguments to be handled in rebuttal rather than for both debaters to speak on all issues in each speech. () ()
61. The Oregon Plan of debating is a form of Cross-examination debating. () ()
62. The legislative type debate is educationally sound because it insures everyone equal time to speak. () ()
63. The direct-clash debate has longer speeches than the standard or traditional debate. () ()

64. The purpose of heckling in a heckling debate is to waste time, embarrass the speaker, and to interject irrelevancies. () ()
65. In a cross-examination debate, the questioner may ask questions which deal with arguments of the opponent or questions which deal with arguments of the questioner. () ()
66. It is a good technique for a questioner in a cross-examination debate to refute the answer of a respondent immediately in the cross-examination period while it is fresh in the minds of the audience. () ()
67. The burden of proof rests with the party who has the presumption against him. () ()
68. The burden of proof on the original proposition never shifts during the debate. () ()
69. The presentation of a negative counterplan admits the affirmative criticism of the present situation. () ()
70. The recommended method of organizing points in a debate speech is by chronology. () ()
71. A partition is a statement of the points the debater intends to prove. () ()
72. Time spent on transition sentences between contentions is better spent in going immediately to the next contention. () ()
73. The debater is responsible for simplifying his presentation to the point where it is understandable to his listeners even though they are widely uninformed about his subject. () ()
74. Figurative language should be avoided in a debate because it colors in facts. () ()
75. The debater will get more out of his reading if he reacts very critically, than if he reacts receptively to what he reads. () ()
76. The Congressional Digest is the official record of debates in the Senate and the House. () ()

77. National Congressmen are poor sources of information on most debate propositions involving the Federal Government because of their personal involvement. () ()
78. Statistics, illustrations, and specific cases should constitute more of the debater's file than opinions of experts. () ()
79. A fallacy is an unethical type of inductive argument. () ()
80. A syllogism can contain either two or three terms. () ()
81. An issue is a question the affirmative must affirm unless the negative concedes it. () ()
82. If an affirmative team is successful in proving a chronic problem definitely exists in the area under debate, they should be considered the winners of the debate. () ()
83. A first negative rebuttal speaker should attempt to analyze the debate in terms of four major contentions or less. () ()
84. In analyzing a proposition of policy, the affirmative is required to prove that present evils are becoming worse. () ()
85. It has not been until approximately the last 150 years that debate has become important in the U.S. as a means of solving problems. () ()
86. On the problem-solving continuum, debate precedes discussion. () ()
87. Debate, as a tool of decision-making, is useful in finding what solutions are available to solve the problem. () ()
88. Decision-making by formal debate is more economical in the use of time than is decision-making by discussion. () ()
89. Argumentation is either written or oral discourse. () ()

90. The principal statements of the brief are in the form of complete sentences. () ()
91. The four main parts of a brief are the introduction, the discussion or body, the proof, and the conclusion. () ()
92. It is necessary to engage in audience analysis when constructing a brief. () ()
93. The proposition, "The people of the U.S. should reject state socialism" is defective because it does not place the burden of proof properly. () ()
94. If a debater has the burden of proof, he is arguing against prevailing conditions. () ()
95. A good debate proposition often has words which have strong emotional content. () ()
96. Effective delivery is enhanced by practice in correct standing and specific movements at particular points in the speech. () ()
97. It is a good idea to read all evidence word for word from file cards in order to prevent misquoting an authority. () ()
98. Pitch refers to the loudness or softness of the voice. () ()
99. Dictionary definitions tend to break down in the interpretation of phrases. () ()
100. A brief is more inclusive than a case outline. () ()

APPENDIX D

WORKSHOP SCHEDULE

DEBATE WORKSHOP SCHEDULE

OMAHA

Monday - August 11, 1969

8:30 - 9:30 Tests - Jim Hullinger
 9:45 - 10:45 Tour Library
 11:00 - 12:00 Tests - Jim Hullinger
 LUNCH
 1:00 - 3:00 Lecture by an Authority
 3:15 - 5:15 Discussion of Debate Proposition
 (4 small groups).

Tuesday - August 12, 1969

8:30 - 10:00 Bibl. and Research
 10:15 - 12:00 Research in Library
 LUNCH
 1:00 - 5:00 Symposium
 DINNER
 7:00 - 8:00 Lecture: Evidence & Dev. a Brief
 8:00 - 9:00 Small Group Discussions

Wednesday - August 13, 1969

8:30 - 3:15 Research in the Library
 3:30 - 5:00 Lecture & Demonstration of Refutation
 DINNER
 7:00 - 9:30 Refutation practice

Thursday - August 14, 1969

8:30 - 10:00 Debate Round I
 10:15 - 12:00 Work in Library and individual conferences
 LUNCH
 1:00 - 2:30 Debate Round II
 2:45 - 5:00 Work in Library and individual conferences
 DINNER
 7:00 - 8:30 Debate Round III

Friday - August 15, 1969

8:30 - 10:00 Debate Round IV
 10:15 - 12:00 Discussion of Debate cases
 LUNCH
 1:00 - 6:00 Bus tour of Omaha area

CANADA PORTION

Monday - August 18, 1969

7:00	Breakfast
8:00	Roll call and sign up for day's activities
8:30 - 9:45	Lecture: The Duty System
10:00 - 11:15	Lecture: Building Affirmative Cases
11:30	Assignment of Debate Colleagues
12:00	Lunch
1:00 - 5:00	Recreation
5:30	Dinner
7:00 - 9:00	Work with Colleagues
9:15 - 10:00	Campfire sing
11:00	Lights out - Turn generator off

Tuesday - August 19, 1969

7:00	Breakfast
8:00	Roll call and sign up
8:30 - 10:30	Lecture: Negative Strategy
10:45 - 12:00	Lecture: Comparative Advantage
12:00	Lunch
1:00 - 5:00	Recreation and work with colleagues
5:30	Dinner
7:00	Debate Round I

Wednesday - August 20, 1969

7:00	Breakfast
8:00	Roll call and sign up
8:30	Debate Round II
10:00	Lecture and Delivery
12:00	Lunch
1:00	Debate Round III
2:30 - 5:30	Recreation
6:00	Dinner
7:00	Either boat trip on lake or dance in town

Thursday - August 21, 1969

7:00	Breakfast
8:00	Roll call and sign up
8:30	Discussion of debates
10:00	Lecture: Cross Exam Debating
11:30	Assignment of new colleagues
12:00	Lunch
1:00 - 5:00	Recreation
5:30	Dinner
7:00 - 9:00	Small group discussion of cases and debate proposition

Friday - August 22, 1969

7:00	Breakfast
8:00	Roll call and sign up
8:30 - 9:45	Lecture: Analysis and reasoning
10:00 - 11:30	Work with colleague and individual conferences with faculty
12:00	Lunch
1:00 - 5:00	Recreation
5:30	Dinner
7:00	Boat ride if not held last Wednesday

Saturday - August 23, 1969

7:00	Breakfast
8:00	Roll call and sign up
8:30 - 10:45	Work with colleague and individual conferences with faculty
11:00 - 12:00	Saturday morning challenge: Debate between students and coaches
12:00	Lunch
1:00 - 5:00	Recreation
5:30	Dinner
8:00 - 12:00	Dance or movie in town

Sunday - August 24, 1969

8:30	Breakfast
9:30	Roll call
10:00	Church on free time
12:00	Dinner
1:00	Free time 2-3 hour bus ride of park will be planned

Monday - August 25, 1969

7:00	Breakfast
8:00	Roll call and sign up
8:30	Debate Round I
10:00	Debate Round II
11:30	Lunch
1:00	Debate Round III
3:00	Debate Round IV
5:00	Results
5:30	Dinner
8:00	Championship Debate, video taped

Tuesday - August 26, 1969

Free time to do research, fish, and enjoy park

8:00 - 10:30 Coffee and rolls available

12:00 Lunch

5:30 Dinner

Wednesday - August 27, 1969

Same as Tuesday

Thursday - August 28, 1969

6:30 Breakfast

9:00 Bus leaves for Omaha

Friday - August 29, 1969

12:00 Noon: Bus arrives back in Omaha

SCHEDULE FOR THE TWO WEEKS
SPENT IN CANADA

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday
	Day							
7:00 - 8:00	Breakfast							
8:00 - 8:30	Roll call and sign up for day's activities							
9:00 - 12:00	L-L-A	L-L	D-L	L-L-A	L-C-I	I-D	Church	D-T
12:00 - 1:00	Lunch							
1:00 - 5:30	R	R-C	D-R	R	R	R	R	D-D-T
5:30 - 7:00	Dinner							
7:00 - 10:00	C-R	D	R	G	R	R	D	V

Legend: L - Lecture
 C - Work with colleagues
 D - Debate
 R - Recreation
 G - Small Group discussion
 I - Conferences
 A - Assign colleagues

T - Tests
 V - Video tape debate

APPENDIX E

CAMPSITE IN CANADA

CAMPSITE IN CANADA

Aschenbrenner	Hebestreet
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Hawkins	Kemp
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Smith	Durrie	Nolan
Glascok	Joseph	Woodland
Benavage	Edwards	

Carrigan	Moore	Ahrens
Vanderhoof	Fryk	O'Connel
Keltner	Haseltine	

O'Connell	Atkins	Swanson
Woodroof	Schmidt	Foster
Arsenault	Lohmeier	

Conference Tent

Moore

Chandler - Kuchel

Tooley

Edwards

Hullinger

Cook Shack

Dalton



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2ND NATIONAL COLLEGE DEBATE WORKSHOP AUGUST 10-29

UNIVERSITY OF NEBRASKA AT OMAHA 1969

PRINCE ALBERT NATIONAL PARK . . .



A great place to get away from it all.
And a great place to get with it!

Participants in the Second National College Debate Workshop will do plenty of each. Following one week of intensive study at the University of Nebraska at Omaha, the group will travel by air-conditioned motor coach to the Park for two weeks of additional work combined with unexcelled vacation delights. Situated in the center of Saskatchewan Province, Canada, the Park is an esthetic blend of lakes and woods, sandy beaches and nature trails. Waskesiu, a modern resort on the shore of Lake Waskesiu, offers stores,



restaurants, coffee shop, post office, beauty parlor, laundromat, resident doctor, even a detachment of "Mounties". Workshop participants will have lots of time to enjoy the area's many features: boating, scenic cruises, a challenging 18-hole golf course (please bring your own clubs and fishing tackle), tennis, roller skating, souvenir shops, dances and theaters. The Workshopppers will live in large tents, provided by the University, and dine "in the rough" on meals prepared by a professional chef.

THE SECOND NATIONAL COLLEGE DEBATE WORKSHOP IS A UNIQUE OPPORTUNITY...

It will do more than just prepare debate coaches and students for "The Question" of the 1969-1970 season. Three weeks of intensive study, research and practice debates will enable students to produce a polished presentation while the competition hasn't begun to hone rough edges.

(A survey of 38 students who attended the First Debate Workshop indicated they enjoyed one of their most successful seasons. These students represented 26 states from New York to California, North Dakota to Texas.)

Participants will not be diverted by other classwork, studies or exams as in the regular school year. Conversely, they won't need to "steal" time from other studies for debate preparation when school begins. Coaches should

explore the possibility of using 1969-1970 Forensic funds or the College Work-Study Program to enroll students and themselves in this experience. Most participants in the First College Debate Workshop received at least part of their expenses from their respective schools. When "The Question" is revealed, Mr. Aschenbrenner will assemble experts for resource lectures on the Omaha campus the first week. Coaches will huddle in their own problem seminars each afternoon. The final two weeks will be spent in Prince Albert National Park in Saskatchewan, Canada. Mornings there will feature group discussions while afternoons will be spent preparing for practice debates given each evening and in enjoying the delights of the preserve.

Duane Aschenbrenner



... conceived of the College Debate Workshop. He is the Workshop leader and will have charge of the group in Omaha and in Canada. Mr. Aschenbrenner has been Debate Coach at the University of Nebraska at Omaha six years. During that period he has increased the University's forensic activity so that we now participate in 20 national tournaments. He is Secretary-Treasurer of the Nebraska Intercollegiate Forensic Association, member of the American Forensic Association, National Forensic League and Speech Association of America. He holds a Bachelor's Degree from Westmar College, LeMars, Ia., and Master's Degree from Colorado State College at Greeley.

Robert Kemp



... is the Debate Coach at the University of Iowa and brings 16 years of forensics experience to this Workshop. His Hawkeye teams are consistently strong competitors. Of Iowa's first 14 tournaments this year, they have been in the elimination rounds of 10 and won 6. For the past three years Mr. Kemp has directed the Summer Debate Workshop for High School students at Iowa City campus and was a member of the faculty for the First College Debate Workshop. He is a past executive secretary of the Iowa Council of Teachers of Speech and holds Bachelor's and Master's Degrees from Northern Iowa University. He has done additional graduate work at the Universities of Colorado and Iowa.

FACULTY

Seth Hawkins



... is Director of Forensics at Southern Connecticut State College, New Haven. From 1963-1967 he was Director of Forensics at Norwich University, Northfield, Vt. Mr. Hawkins holds a Master of Arts Degree from Boston College, and has done doctoral work at New York University. He is President of the Collegiate Forensic Association and a past president of the New England Forensic Conference. He is also Governor of the New England Province of Pi Kappa Delta.

John Hebestreet



... is the Debate Coach at Weber State College, Ogden, Utah. He attended the First National College Debate Workshop as a Coach-Student and was invited to join the 1969 faculty. His debaters are respected as strong competitors throughout the nation. Weber State has placed first in three tournaments and second in another prior to semester break this season. Mr. Hebestreet received both his Bachelor's and Master's Degrees from Purdue University, and is a member of the Speech Association of America.

WHEN:

The workshop has two phases-----
August 10-16, on the University of Nebraska at Omaha campus, researching the Question.
August 17-29, camping and working in Prince Albert National Park, Canada.

WHO:

All college debaters, prospective debaters and debate coaches. High school seniors, graduating in June, 1969, may apply. Enrollment is limited. Since the Workshop is in two sessions, a limited number of students will be accepted for just the research session in Omaha.

SPONSORS:

Sponsored by Division of Community Services and Department of Speech and Drama, University of Nebraska at Omaha.

FEE:

Two fee options are in effect for this Workshop:

1. A fee of \$265 for the entire three-week Workshop, which includes the week in Omaha and two weeks in Canada.
2. A fee of \$100 for those wishing only the one week experience in Omaha. Both fee schedules include the cost of registration, workshop materials, and housing while in Omaha. The \$265 fee also covers round-trip transportation by motor coach between Omaha and Prince Albert National Park, all meals in Canada and camping equipment. Meals in Omaha and en-route to and from Canada are not included in either fee.

REGISTRATION:

Complete form on opposite page and return with deposit (check/money order) of \$30. This amount will be applied toward your registration fee. Remainder (\$235) payable at final registration. Deposit will not be refunded. Registration deadline: August 1. Please send resume of forensic experience.

BORDER CROSSING:

To enter Canada you will need one of the following: birth, baptismal, or voter's certificate or naturalization papers. Local draft boards require notification.

ADDITIONAL INFORMATION:

Write or call Duane Aschenbrenner, Department of Speech University of Nebraska at Omaha Box 688, Downtown Station Omaha, Nebraska 68101

REGISTRATION

2nd NATIONAL COLLEGE DEBATE WORKSHOP AUGUST 10 to 29, 1969

REGISTRATION

Important: Advance deposit of \$30 or payment in full must accompany this form.

1. _____
 (full name) (Social Security Number)

_____ (permanent home address) _____ (zip)

_____ (present address) _____ (zip)

_____ (present telephone)

_____ (school name) I am: fr so jr sr coach (circle)

2. _____
 (full name) (Social Security Number)

_____ (permanent home address) _____ (zip)

_____ (present address) _____ (zip)

_____ (present telephone)

_____ (school name) I am: fr so jr sr coach (circle)

_____ (permanent home address) _____ (zip)

_____ (present telephone)

_____ (school name) I am: fr so jr sr coach (circle)

MAKE CHECKS PAYABLE TO: UNIVERSITY OF NEBRASKA AT OMAHA

Mail to: EPPLEY CONFERENCE CENTER, UNIVERSITY OF NEBRASKA AT OMAHA, BOX 688, DOWNTOWN STATION, OMAHA, NEBRASKA 68101
 Registration must be received by August 1, 1969