

THE DEVELOPMENT OF HIGH SCHOOL STUDENT
DEBATING IN NOVA SCOTIA

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by
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An Abstract

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Debating in Nova Scotia

ABSTRACT

Nova Scotia has a long tradition in debating but little effort has been made to preserve the story of this activity for the future; this study is an attempt to alleviate that lapse in our educational records. It is designed for the educator who is interested in speech development and written with the hope that those who read it will glimpse something of the fibre of the debating customs in this local instance.

A brief historical sketch, tracing debating from the mid-eighteenth century in England and France to the colleges of North America and, in the early twentieth century, to the schools of Nova Scotia, places the present debate structure in historical perspective.

Personal accounts gleaned from the memories of former debaters and coaches, and records from newspaper accounts and yearbook stories are used to describe the early years of debating.

The major portion of the study concentrates on the establishment and growth of the Nova Scotia Student Debating Association and the contributions this association is making to our educational system. The scope of interest of the Nova Scotia Student Debating Association embraces debating and allied

activities including such events as oratorical contests, model parliaments and debate camps. The study endeavors to describe the development of these activities in the context of the present association.

Guides to debating techniques of various styles are included in the appendix so that prospective debaters, coaches and other interested readers will have readily available rules and models.

The compilation of this material allows the reader to perceive in the concrete some of the variations in debating style and content which have developed in the span of the past century in Nova Scotia.

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PREFACE

This thesis has been designed for the educator who is interested in speech development. It has been written with the hope that those who use it will glimpse something of the fibre of the debating tradition in this local instance.

Formal debating has been in vogue in the schools and colleges of Nova Scotia for many years but little has been written to preserve the story of this activity. The results of a field search for debating beginnings in Nova Scotia netted many generous responses to the more than one hundred letters addressed to individuals reported to have been active in the speech area. Yet, it became significantly evident that much of this history was rapidly being obscured with time since so many of these enquiries were abortive, sometimes by just a narrow margin in the time element. The compilation of the material in this volume will serve to record some of the debating events of the past and to provide a guide for future planning.

Debate, to me, is essentially an educational experience; its justification in our schools lies in the training it provides for the participants. With this in mind, guides to debating techniques of various styles have been included in the appendix so that prospective debaters and coaches will have some readily available information.

The activities carried out by the present association have been placed in historical context so that the reader will be able to perceive

in the concrete the variations in style and content which have developed in the span of the past century in Nova Scotia.

I wish to acknowledge the assistance given to me in the preparation of this study by my thesis adviser, Professor Bette Hanrahan. For her guidance I am most grateful.

I wish also to thank Mr. John Filliter of the Nova Scotia Student Debating Association who so patiently provided of his time and knowledge of debating activities while I was gathering information for this study.

Finally, I express my thanks to all those who responded to my request for information by writing personal letters to me. Without the help of all these people the study could not have been completed.

INTRODUCTION

Student interest and involvement in debate activities in Nova Scotia schools have grown steadily during the past decade. A large measure of this activity can be traced to the people involved in the formation and development of the organization which has become known as the Nova Scotia Student Debating Association.

Before the late sixties, debating among high school students was extremely limited; a few high schools located in the major population centers engaged in inter-school tournaments from time to time but there was no continuous program for students interested in developing debating skills. There was no organization at the provincial level to which schools could turn for advice or which would direct and promote seminars, competitions, and other activities related to debating. In the mid-sixties, however, a series of tournaments was held in Port Hope, Ontario, from which grew interest sufficient to spark the formation of a national federation and provincial associations in every province in Canada. An Ad Hoc Committee was formed in Nova Scotia under the leadership of Mr. G.W. MacKenzie in an attempt to promote interest in organized debating activities in our schools; this committee has expanded and evolved over the years into the existing Nova Scotia Student Debating Association. This association is the outgrowth of years of preliminary work and promises educationally worthwhile experiences for the students of the province.

According to the By-laws of the N.S.S.D.A., the purposes of the Association are:

- (a) to promote and co-ordinate debating and its allied activities in the high schools of Nova Scotia;
- (b) to develop closer relationships between schools and their communities;
- (c) to provide valuable travel and exchange experiences for Nova Scotia high school students; and
- (d) to foster a growing knowledge of, and interest in, problems common to all Canadians.¹

The N.S.S.D.A. is a non-partisan educational organization incorporated under the provincial Societies' Act.² Membership in the association is open to schools, students, and interested individuals.

The association is a non-profit, volunteer organization, recognized by the federal Department of Revenue as a registered charity organization. Its fund-raising activities have been approved by the Better Business Bureau.

The funding for the association comes mainly from affiliation fees, tournament registration fees, a printing credit with Dalhousie University, a grant from the provincial Department of Recreation, and a grant from the Committee of Chartered Banks serving Nova Scotia.

The N.S.S.D.A. is a member of the National Student Debating Federation which has similar affiliates in all the provinces and the Northwest Territories and which sponsors regional workshops and annual national seminars.

¹By-laws of the Nova Scotia Student Debating Association, Article 4, p. 3; see appendix B.

²For Registered Office address, see appendix C.

The association encourages debating among Nova Scotia students (junior as well as senior high scholars); co-ordinates allied activities throughout the province (for example, it organizes the annual Joseph Howe Festival Oratorical Competition); and sponsors camps, workshops, coaching clinics and tournaments, in addition to taking teams to regional, national, and international events.

To some people, debating is just a game in which one side tries to win an argument by out-witting, out-acting, or simply out-shouting the other. To others, it is just an academic exercise in futility involving pedantic, semantic hair-splitting. To the N.S.S.D.A., debating is the essence of education. To the students involved in the programmes of the association, it is an exciting experience, exposing participants to new ideas, different ideals, important information, interesting individuals, and cultural exchange through travel.

Debating requires the student to analyze a proposition, investigate its implications, develop cases both for and against the resolution, research the subject thoroughly, collect and organize the evidence, think rationally and argue logically on his feet, defend his position and destroy that of his opponents, and speak in a convincing manner.

These skills help students to develop self-control, self-confidence and poise; improve powers of persuasion and the ability to communicate effectively; motivate them to co-operate and co-ordinate their efforts with the work of colleagues; increase interest in, tolerance of, and appreciation for other people's ideas and opinions; and instil in students an orderly process of problem-solving and decision-making.

Students involved in the programmes of the N.S.S.D.A. take part in tournaments, workshops, seminars, panel discussions, debatathons, radio and cablevision series, impromptu speaking and oratorical competitions, summer camps, and cultural exchanges with other areas.

Besides the Oxford Style of debating, the N.S.S.D.A. uses cross-examination, mock trials, Kingfisher Courts, direct clash, parliamentary style, Model Parliaments, Model United Nations General Assemblies, and town and city council sessions as formats.

Some debates are "prepared", others "impromptu". Competition is sometimes in school teams, at others, teams comprising debaters from different schools.

Debate topics range from serious political, economic, social, and moral issues to light, humorous, and even irreverent resolutions!

The N.S.S.D.A. has an Executive Committee and five Regional Councils. Each Regional Council is composed of a staff and a student representative from each of the affiliated schools in the region. At present, the regions are:

Cape Breton (Cape Breton Island)

North Shore (Guysborough, Antigonish, Pictou, Colchester, and Cumberland Counties)

Metro (Halifax City, Dartmouth City, and Halifax County)

Central (Hants, Kings, Lunenburg, and Annapolis Counties)

South Western (Shelburne, Yarmouth, Digby, and Queens Counties)³

³1973-1974 Appendix to the By-Laws of the Nova Scotia Student Debating Association, Article I, "Administrative Regions," p. 1. See appendix D. For a map showing the regional division, see appendix E.

This division into regions is designed to foster the development of local activities and to create a system of local autonomy. The regions are not intended to operate in an atmosphere of mutual exclusiveness; schools close to each other but in different administrative regions are encouraged to participate in co-operative ventures.

Each school, upon the payment of the ten dollar affiliation fee, becomes an Institutional Member of the Association and is therefore entitled to receive all the association publications and to participate in all of the association activities.

The need for and value of this type of association to our students cannot be measured easily. If, however, the enthusiasm and delight expressed by the ever-growing numbers who participate in the activities of the organization from year to year are any measure of its worth and success, it has already exceeded the fondest hopes of the original organizers and is moving to greater achievement in the future.

Chapter 1

HISTORICAL PERSPECTIVE

Debating is by no means a new art; the concept of debating predates Demosthenes. The process continues a mental discipline widely exercised even before there were printed books. Greek and Roman students were trained through dialectic which was considered to be the first among the seven liberal arts.

After the Reformation, debating was held in high regard in England, especially among the leaders of Protestantism. The practice moved from the monasteries and into the academies and universities. Records show that as early as 1742, Edmund Burke, at Trinity College, founded a debating club, the minutes of which show that he spoke on numerous occasions.¹

Contest debating has been carried on in colleges and universities for many years, just how many it is difficult to discover. In medieval times, students at the University of Paris were required to present disputations - argumentative speeches on philosophical questions written and delivered in Latin - and similar discussions were required in leading universities in England. More than three centuries ago, students at Oxford and Cambridge took part in debates - informal, two-sided discussions of questions selected in advance.²

¹A. Craig Baird, Argumentation, Discussion and Debate (New York, 1950), pp. 307-308.

²H.B. Summers and F.L. Whan, How to Debate (New York, 1940), pp. 14-20.

Debating has been carried on in North America from colonial days. The Massachusetts Historical Society lists among several hundred topics debated by Harvard students from 1655 to 1790 such questions as: Was there a rainbow before the deluge?³

As early as 1800, students at Oxford University who were members of the Oxford Union were engaging in a form of discussion that met all the requirements of a contest debate, with a resolution selected in advance, assigned speaking duties and definite rules. By 1840, literary societies modeled after the Oxford Union had been organized in many North American universities, with formal debates as the most important element in their weekly programs.⁴

Going back into history one can easily recall the names Plato and Socrates in ancient Greece, Gladstone and Disraeli in Great Britain, Lincoln and Douglas in the United States, Sir John A. Macdonald and George Brown in Canada, and a host of others who had a highly developed skill in the art of debating. Coming to our own times, one can readily name some great debaters: Prime Minister Trudeau and Honorable John Diefenbaker in the federal field; Premier Gerald Regan, Opposition Leader John Buchanan, Dr. T.J. MacKeough in the provincial field. It is obvious, though, that the excitement of the debate in the literary society of the country school house and in the old intercollegiate tournaments, where hundreds attended, is no longer in evidence.

During the last ten years, however, a great revival in the art of debating has been seen in Nova Scotia and, indeed, in all Canada.

³Baird, p. 309.

⁴Summers and Whan, pp. 25-26.

In this and following chapters I will try to establish reasons for this revival and to show how the organization of debate activities in Nova Scotia today is an outgrowth of the organization and experimentation of several decades. Many changes have been made both in style and in method yet many similarities exist which give a real continuity to debating activities over the years.

Before the beginning of intercollegiate debating in North America, that is, before 1893, American and English debating were essentially the same; now they are essentially different. (Harvard and Yale met on January 14, 1892 in the first modern intercollegiate debate and spoke on the topic: Resolved that a young man casting his first ballot in 1892 should vote for the nominees of the Democratic party.⁵) The two types of debating, English and American, could not occupy the same stage without conflict in method and style. American debating is argumentation, pure and simple. English debating is persuasion, and uses argument incidentally as one of the methods of persuasion. English debating is the expression of the individual while American debating in its pure form is never the opinion of the debater. Because English debaters seek to persuade the audience, they don't hesitate to entertain it by using humor and wit. American debaters, until they came under the strong influence of international debating, seldom made use of humor. The English system is not so concerned with content as it is with style while the American system is much more conscious of content than of style.⁶

⁵E.R. Nichols and J.H. Baccus, Modern Debating (New York, 1936), p. 383.

⁶Nichols and Baccus, pp. 65-68.

International debating has had an effect on both nationalities and it would seem that both have benefited. Both types of debating have remained essentially different when one goes to the foundations but the Americans have liberalized their methods, adapted some English customs, do much more persuasive speaking and have become much more audience conscious. The English, on the other hand, have become more inclined to use evidence and logical reasoning and less humor and persuasion.⁷

Starting points in the evolution of the activity as we see it today are difficult to establish. There seems to be some agreement among those who have studied its growth that there were four distinct periods: (1) literary societies which grew primarily in colleges to 1900; (2) triangular leagues which flourished to 1920; (3) forum debates of the thirties; and (4) present day tournament debates.⁸

The literary societies of our early colleges seem to have been developed out of needs of the student for social as well as intellectual outlets. Each weekly meeting featured a debate, but also included dancing, singing and a business session. Usually no decision was given in the debate and through participation, students gained an appreciation of various speaking techniques. In efforts to improve their skills, students often invited guest lecturers to conduct short sessions in debating and it was with these that systematic training in debating began.

⁷J.V. Garland, *Discussion Methods* (New York, 1951), pp. 352-360.

⁸C. William Colburn, *Strategies for Educational Debate* (Boston, 1972), pp. 1-2.

These early literary society debates were very simple affairs. Subjects discussed were quite different from those used later. "Which is the more useful, wood or iron?" and "Which is the more destructive, fire or water?" are typical of the questions used. As a rule, four or five speakers were assigned to each side. The speeches were prepared in advance and delivered exactly as they were prepared. Libraries were rare, and even those which did exist contained little in the way of proof materials such as those used by our present-day debaters. The decisions were based primarily on delivery, so that these debates were close to present-day oratorical contests in which all speakers talk on the same subject.⁹

The spirit which brought students to debate in the literary societies led, in the early 1900's, to debates between colleges. This period was one of foundations and beginnings. It was concerned chiefly with building up a technique and the machinery of the activity. The scheme of debate used by the literary society was for the most part abandoned and new styles were tried. All speakers were given rebuttals, the negative leading. The type of subject debated was changed to social, political, economic and educational problems, thus introducing the necessity of study and research and making the new plan of debate educational. The old contests composed chiefly of the expression of personal opinion on such resolutions as "the pen is mightier than the sword" vanished.¹⁰

⁹H.G. Summers, F.L. Whan and T.A. Rouse, How to Debate, A Textbook for Beginners (New York, 1963), pp. 13-20.

¹⁰Nichols and Baccus, pp. 383-386.

Later triangular leagues were established in which three schools would debate, each affirmative team remaining at home and the negative teams travelling. During this period of growth, a spirit of enthusiastic rivalry developed and debating drew large audiences. As more debaters became interested in participation the dual triangular system gradually displaced the single debate system. It was during this period that the substantial call for training in debating, oratory and public speaking was heard and the demand for credit in debating soon led to regular classes in debate in the curriculum of many schools and colleges.¹¹

A third distinct period of educational debate developed shortly after World War I. Forum debates, calling for no decision and acting as a supplement to interschool debating, became popular. High school debating was well established during this period and paralleled the development of college debating. The popularity of this type of debating can probably be attributed to a desire to minimize the competitive nature of the activity. The forum system, usually operated under community sponsorship, and the style allowed for audience participation through questions directed to speakers. During the 1930's and 1940's, these discussions were often encouraged as means of informing the community of national and international events.¹²

Records show that high school students in Nova Scotia did participate in this type of debate before various community audiences.¹³

¹¹Colburn, pp. 3-4.

¹²Baird, pp. 283-285.

¹³Sister Mary G. MacInnis, retired teacher, Holy Angels Convent, Sydney. Interview, 12 January 1976.

Specific information on the Nova Scotia debates will be included in chapter 2.

The tournament debate system, referred to as the fourth period, grew during the depression years: a large number of teams would meet at a central location, at reduced travelling expense, and a series of debates would be worked out to give debaters a great deal of practice in a single day. In this type of event, coaches could act as judges, hearing teams other than their own. The rise in tournament style debating was clearly related to the economics of the times. From 1930 until today, tournaments have continued to grow in popularity.¹⁴

In Nova Scotia, debating seems to have weakened during the thirties and forties, perhaps due to the economic hardships of the times, but when it grew again in the fifties and as it took its present shape, the tournament system is most in evidence. There are some serious drawbacks to the system. Because various debates run simultaneously, audiences are small for individual debates; therefore, the opportunity to develop a fluent communicative style is lessened. Coaches are busy judging and therefore cannot hear and evaluate their own students in the actual debate. Debaters don't get enough opportunity to hear others debate. However, there are many advantages in this system: it is less time-consuming than the single debate style; it has economic advantages; it allows students to debate more frequently; it allows for social contacts with other debaters from different regions. Because of these and other advantages, the Nova Scotia Association uses this style, attempting, of course, to lessen the drawbacks at each tournament.

¹⁴ Colburn, p. 5.

The chief dissatisfaction with debating as it had developed, came during the 1930's and 1940's, when a considerable group of debaters, objecting to the high degree of competition being fostered, abandoned the contest idea and took up non-decision, open forum, and extension debating. The English style came into further prominence with this group who accepted the idea of debating beliefs rather than evidence.

The large group which still adhered to decision debating began an experimental period in which many types of judging and all the various new inventions in debating were tried; critic decisions, shift of opinion decisions, a composite type of judging, split-team debating, open-forum debating with decisions, and various other cross-question types. The direct clash plan was also introduced during this period. The most significant change, however, was in style and methods of debating. The memorized speech became a thing of the past as extemporaneous debating moved to the forefront.

Contest debating, framed in the tournament mode, proved to be a successful combination which took the interests of both groups. Now debaters could debate more often, all teams in a squad could enter the tournament and emphasis on the single contest was gone. The chief concern of debaters now rested on a creditable performance for a season, rivalries diminished and with them many of the reasons why some had disagreed with decision debating.¹⁵

Debating as an educational activity has flourished over centuries of societal and educational evolution as an activity which teaches students the value of sound research techniques; demands solid

¹⁵Nichols and Baccus (New York, 1936), pp. 390-391.

analysis, clear organization and logical thinking; rewards imagination; and requires a command of the communication process. An activity such as this which involves so much of the total educational process of the student will surely continue into the future as a part of our school program.

Chapter 2

DEBATING IN NOVA SCOTIA

The first debating society in Nova Scotia was started in 1830, when the people of one community (in Pictou County) gathered at a home to argue as to which was the greatest - Anticipation or Realization. There were four to a side, and the schoolmaster headed the trio of judges. The good woman of the house, however, was very nervous of the outcome as the usual jug of potent beverage was brought for the occasion. As the debate waxed hot she took every opportunity of pouring water in the jug. Finally the last speaker was finished and the decision was given in favour of Realization. Then the food was passed around, and, last but not least, the jug. One old-timer had several swallows, then he rose and solemnly moved that the decision of the judges be reversed. The Club flourished for three years, and when there was a shortage of men to argue, the women joined in. Soon it was found that they could hold their own with the best of the male orators. So it was planned that for the final meeting before Christmas there would be four men debating against four women, and in order that neither side would have any advantage, the subject was to be drawn from a hat on the evening of the debate. Some wag put a slip in the hat, and it was drawn. The subject was: Resolved that wives will join their husbands in heaven. The women objected so strenuously that the meeting broke up in disorder.¹

Thus the tradition of debating was off to an auspicious start in Nova Scotia. Many changes were made as debating became more and more an academic activity and the locale became the high school or university. The jug was no longer passed, the issues fell more into the political and economic realms but the verbal battles lived on.

Few records were kept of the debating activities carried on in our schools but memories of some of the debates of the 1920's are alive in the minds of several of the participants. Sister Mary C. MacInnis, now living in Holy Angels Convent, Sydney, recalls debating as a grade

¹Will R. Bird, This is Nova Scotia (Toronto, 1955), pp. 379-380.

nine student in 1928. She describes inter-class debating as a year round activity at Holy Angels High School.

I recall one debate we made public that year - the topic was: Resolved that Sir John A. MacDonald was a better statesman than Sir Wilfred Laurier. I was on the affirmative and we won. It was not parliamentary debating. We had a chairlady to introduce the debaters, the public was invited to hear the debate in our auditorium and I recall it was packed. I don't remember the judges but the parish priest was there and some other dignitaries. We went around to several schools in the area with that same debate just for demonstration purposes - no judging - so it must have been a dilly.²

Sister MacInnis explains that debating was popular at that time because of the active interest of Sister St. Walburga who was teaching at the high school, but that she doesn't recall any debating other than in-class sessions during the remainder of her high school days.

Miss Bernadette Francis has memories of her days as a student at Sydney Academy in the late 1920's and recalls a great rivalry with debaters in Glace Bay. However, she reports:

I began teaching in 1932 and, to my knowledge there was no inter-class debating in this area during that time. When I began high school teaching it was part of my English course but it was within my English classes only. I do recall some debating in Sydney Mines High School prior to 1950.³

Miss Francis could add no further details to her story and attempts to locate other debaters who participated in events during that time have proven futile.

A letter from Mrs. Mary Campbell, who is presently teaching in Coxheath, also tells of inter-school debating in Nova Scotia from 1928 to 1930. Mrs. Campbell remembers debating teams travelling from Halifax

²Sister Mary C. MacInnis, retired teacher, Holy Angels Convent, Sydney. Interview, 12 January 1972.

³Miss Bernadette Francis, retired teacher, North Sydney. Interview, 3 February 1976.

(Mount St. Vincent College) to Sydney and Yarmouth for tournaments.⁴

During the mid and late forties, the Eastern Shore area was actively involved in competitive public speaking. Mr. A.J. Fanning reports that while he was teaching in Sheet Harbour he did a considerable amount of work in public speaking. Schools in the area would run eliminations and then the best speakers from the individual schools would compete before a public audience. Mr. Fanning remembers no debating during this period. He continues on to report public speaking competitions in Pictou County which were sponsored by local service clubs in the early 50's.⁵

Lunenburg and Pictou counties, according to a report from Mr. Erwin T. Shipley, participated in inter-school debating in the 1940's, though, Mr. Shipley recalls, it was limited and not highly organized. He reports that during the 1950's and 60's, high school debating came to be better organized along the South Shore.

During part or most of the 50's, inter-school debating was organized in Queens and Lunenburg counties with schools from Liverpool, North Queens, Bridgewater, Mahone Bay and, at times Lunenburg, participating. Later, I believe Center Consolidated and Chester took part.

In the early 60's the Lunenburg County high schools decided to form their own debating league. Thereupon, North Queens and Liverpool Regional joined with the high schools in Shelburne and Yarmouth counties and for several years a very active and interesting debating league operated. The participating schools were: North Queens Rural High, Liverpool Regional High, Lockeport Rural High, Shelburne Regional High, Yarmouth Memorial High and sometimes Barrington Municipal High. This was indeed a very successful league and created lots of interest. No one school dominated and every school had its share of success.⁶

⁴Mrs. Mary Campbell, teacher, Riverview Rural High School, Coxheath, letter, 1 February 1976.

⁵A.J. Fanning, teacher, St. Peter's Junior High School, Dartmouth, letter, 6 February 1976.

⁶Erwin T. Shipley, retired teacher, Truro, Nova Scotia, letter, 13 February 1976.

Mr. Shipley continues on to describe a Debating and Public Speaking Club which he coached while he was teaching at Liverpool Regional High. The club met regularly once a week and had a membership of about thirty students per season. The club participated in intra-mural and inter-school debating and public speaking contests. He remembers several other schools with similar programs. Mr. Shipley is not aware of any school taking part in any provincial championship or if there was a provincial championship at that time. He quotes topics from the Year Book of Liverpool Regional High School: Resolved that nuclear arms be abolished; Resolved that Red China be admitted to the United Nations and that permanent membership of the Security Council be increased to six to include both India and Red China; Resolved that religion be taught in all schools in Nova Scotia.

Mr. Gordon Hayes recalls inter-class debating as an important part of school activity in Tatamagouche Rural High School from 1952 to 1957. Mr. Hayes' interest in coaching debaters led to debate clubs being formed in Hants West High School in 1957 and continuing on until 1961. He also activated debaters in Central Colchester High School between 1961 and 1965 and moved to Liverpool where clubs were formed in 1965. The Liverpool club was active in inter-school competition and travelled in the South Shore League, debating in academic style and using current events as topics for debate.⁷

Sporadic attempts at forming active debate clubs were made in the Halifax area over the years. As has already been mentioned, high school students from Mount Saint Vincent College participated in interschool

⁷Gordon Hayes, retired teacher, Elmsdale, telephone interview, 7 February 1976.

debating as early as 1928. Halifax Grammar School also held debating in high regard and inter-class debates have always been an integral part of school life there. Since the mid-sixties, the Grammar School has been involved in inter-school competition and has represented Nova Scotia during the McGill Invitational High School Tournament and the Port Hope Invitational Tournament several times since 1965.⁸

Sydney Academy students have been involved in debates and model parliaments since the early 50's. Mr. Robert Chafe, Principal of the Academy, reports:

In the early 50's debating was an integral part of the English classes. Dr. William Mould did a great deal of work to develop debating skills in those days.

Inter-class debates on Friday afternoons were well-contested and drew fairly large crowds.

When the new building opened in 1959 interest in debating increased. A league was formed, inter-class debates were well attended and staff members acted as judges.

In 1954-55 and for a few years following that, the Cape Breton Student's Congress tried to encourage inter-school debates. As I recall it did not become too great a success.

In 1969 we had an excellent debating club formed, members of which made three trips to Montreal to participate in tournaments. The team from the Academy which participated in the McGill University International Debating Competition won seven rounds and lost only one. This gave them a tie for first place with Upper Canada College. The topics debated were:

- Resolved that man should seek commitment rather than freedom.
- Resolved that no prophet has more peace than a baby at peace.
- Resolved that progress is an illusion.⁹

Mr. Chafe also reports a well-established annual Model Parliament at Sydney Academy. The parliament is held in the fall of each year and is open to the public. Sydney Academy currently has revived an interest in inter-school competition in the debate field and has joined the N.S.S.D.A.

⁸Ian Spencer, teacher and debate coach, Halifax Grammar School. Interview, 18 February 1976.

⁹Robert Chafe, Principal, Sydney Academy, letter, 8 February 1976.

Mr. John Girdwood, Supervising Principal of Penhorn-Woodlawn Schools in Dartmouth, recalls the Dartmouth Suburban Junior High Debating League which operated from 1954 to 1960 and included the following schools: Wellington (later becoming Talahassee); North Woodside; Hampton Grey (Shearwater); Shannon Park; and Admiral Westphal. Mr. Girdwood remembers that the rules of intercollegiate debating were followed and a plaque was presented each year to the winner. Following the amalgamation of the town of Dartmouth and the suburban areas, Hampton Grey and Talahassee were the only schools left under the county local and the league ceased to function. This league had been sponsored by the Dartmouth Suburban Local of the Nova Scotia Teachers' Union.¹⁰

A letter from Mr. Pius Nearing also describes this league and gives the same reason for its discontinuation. Mr. Nearing reports that during the period from 1957-60, there was a debating league set up among several Halifax County schools including: Shannon, Shearwater, Admiral Westphal, North Woodside and Wellington. In 1960 Dartmouth amalgamated some of these areas and only two of the schools in the league were left under the jurisdiction of Halifax County - Shearwater and Wellington. As a result of this the debating league ceased to exist. Mr. Pius Nearing, who was teaching in Shannon School during that period, recalls that the task of coaching was usually allocated to the teachers of English.¹¹

The Nova Scotia Teachers' Union took an active interest in public speaking in Yarmouth County during the early 60's. Reports in the

¹⁰ J.W. Girdwood, Supervising Principal, Penhorn-Woodlawn Schools, Dartmouth, letter, 9 February 1976.

¹¹ Pius Nearing, Principal, Shannon School, Dartmouth, letter 27 January 1976.

Yarmouth Herald describe a major competition sponsored by the N.S.T.U. at Yarmouth Memorial High School in 1964.¹²

Students of Yarmouth Memorial High School were also involved in Model Parliaments and reports in the Yarmouth Herald show strong public support as well as enthusiastic student participation in this activity. The enjoyment the students found in this event is reflected in a section of a report in the Chronicle Herald:

The Yarmouth Memorial High School second model parliament proved successful with both the government and opposition members in fighting form.

Debate at times grew heated and twice the Speaker threatened to remove members. "Guy Fawkes" preparing to heave a barrel of gun-powder into the furnace in the basement under the auditorium was apprehended by two cabinet ministers.

Late in the session the Opposition launched a vote of non-confidence in the government, but the motion was crushed by a firm row of cabinet colleagues.¹³

Students in the Political Science Society, a student organization within the Yarmouth High School, also participated in Model United Nations General Assembly sessions. One such activity is reported in a December edition of the Yarmouth Herald. In this news story the speakers were commended on their ability and the Political Science Society was congratulated for having held such a successful event.¹⁴

Reports also show these students involved in an active debating league. Inter-school debates on a competitive basis were held regularly with teams from the participating schools travelling in the circuit for

¹²"Yarmouth Local, N.S.T.U. Sponsors Very Successful Speech Festival," Yarmouth Herald, 25 April 1964, p. 1.

¹³"Model Parliament has no Bilingual Problems," Chronicle Herald, Halifax, 14 April 1964, p. 20.

¹⁴"High School Students put on Model United Nations Assembly," Yarmouth Herald, 22 December 1964, p. 3.

tournament debating. Besides the Yarmouth High School, North Queens Rural High, Shelburne High School, Barrington High School and Liverpool High School were active in this league. Among the topics debated by this group were such then current questions as: Resolved that driver education should be taught as a high school subject.¹⁵

It is interesting to note that several of the students who participated in this league in the early 60's are now active in the efforts of the National Student Debating Federation or the Nova Scotia Student Debate Association. Several of them serve regularly as judges in provincial competitions and John Filliter, who was an active participant in the South Shore League, has served several terms as provincial co-ordinator of the N.S.S.D.A. and is presently one of the chief organizers of student debating in Nova Scotia.

According to reports from Mr. Gordon Sampson from the Canadian Coast Guard College, that institution sponsored debate tournaments for high schools in the area as early as 1968 and probably before that. Yearbook reports show that a cup was presented to Sydney Academy students following a tournament in the spring of 1968 but that there was not sufficient interest to stage such a contest in 1969.

However, the Yearbook of the College shows that by the following year a significant change had taken place.

An outstanding accomplishment of this year's club was the revival of the Fall High School Debating Competition which took place at the C.C.G.C. on Saturday, November 21. Teams from four high schools (Sydney Academy, Holy Angels, Reserve and Riverview) competed for the C.C.G.C. High School Debating Trophy. Each team debated both prepared and impromptu debates and in both the affirmative and the negative. The judges for the final debate between

¹⁵The Yarmouthian, Yearbook of Yarmouth Memorial High School, 1964.

Riverview Rural High and Reserve District High favoured Riverview two to one. Captain J.Y. Clarke, Commandant of the College, presented the trophy to Alistair Dow and Pauline Merchant of Riverview while commending them and Reserve representatives Nelan Butts and Anne Smith for their fine performance.¹⁶

The Yearbook for the following year, 1971-72, shows that this annual tournament was continued.

The Cape Breton County High School Debating tournament was held here at the C.C.G.C. in mid-April; for the second consecutive year, Riverview Rural High School won, debating the prepared main topic: If Canada wished to maintain peace she must prepare for war, and other impromptu topics.¹⁷

A report from the following year shows that though the College did not sponsor a tournament (due to a series of unfortunate circumstances including the loss of their auditorium by fire) the cadets remained actively interested in promoting high school debating. "In mid-February, the club had a change of pace when they judged the Cape Breton County High School Debating Tournament, held at Holy Angels High School in the midst of a blizzard."¹⁸

The cadets continue to show their support and act as speakers or judges for N.S.S.D.A. events held in Cape Breton.

From this brief survey of high school student debating, it is easy to see that there has always been student interest in the activity. Where clubs or leagues were begun there seems to have been ample student support, but for various reasons each league or club lasted for only a brief period. Among the reasons which have been cited for these sporadic beginnings is the fact that things competitive in the area of speech

¹⁶Yearbook, Canadian Coast Guard College, Sydney, 1970-71.

¹⁷Yearbook, Canadian Coast Guard College, Sydney, 1971-72.

¹⁸Yearbook, Canadian Coast Guard College, Sydney, 1972-73.

activities seldom seem to gain continued support. The competition in many cases seemed to become the important part of the activity. This offers support to the N.S.S.D.A. policy of stressing other aspects of debating as well as the competition.

In some areas it seems that debating was activated through the interest of a teacher or group of teachers and lasted only as long as that person or persons remained in the area and kept the club organized.

The fact that clubs or leagues existed in several regions with no central organization to support or encourage inter-club activities seems also to be a reason why the clubs did not remain active over long periods. The present organization of debate activities by the N.S.S.D.A. attempts to overcome this factor by keeping close contact with schools in all regions of the province and sponsoring inter-regional and provincial competitions and workshops on a regular basis.

The need for a strong debate program in our schools and a support organization such as the N.S.S.D.A. is easily documented.

Recent surveys indicate a growing interest and desire among administrators and speech teachers for inclusion of debate training and discussion in the extra-class program. This trend arises from the fact that most of the forensic activities - debate, oratory, and extempore speaking - provide training for students in the methods of advocacy. These activities teach persons to gain acceptance for their ideas and propositions by persuasive methods. While these methods are essential in a democracy, it is equally important for students to learn ways of attacking problems, inquiring into them, and seeking solutions to them.¹⁹

Teaching debating and speaking is recognized as making a contribution to the achievement of educational and societal objectives by Balcer and Seabury in Teaching Speech in Today's Secondary Schools.

¹⁹Karl F. Robinson and J. Kerikas, Teaching Speech - Methods and Materials (New York, 1950), p. 406.

Teaching debating is a process of stimulating and guiding the all-round growth of the individual by (1) satisfying and broadening his speech interests and needs, (2) developing his speech activities (a) to use effectively audible symbols and visible bodily action to stir up ideas and affective states in the other persons and (b) to interpret the audible symbols and gestures used by other persons to stir up ideas and affective states in him, and (3) developing desirable personal attributes such as alertness, initiative and industry, imagination and resourcefulness, co-operation, reliability, and integrity and self direction in discharging responsibilities promptly and well.

The contribution of speech education to the achievement of educational and societal objectives has long been accepted by the thoughtful man. Citizens of the Greek cities recognized the need. A kind of speech education was started by 400 B.C. in Sicily. Likewise, authorities in speech education and also progressive educators have expressed the need for more emphasis in speech education. They agree that effectiveness in society is the mark of an educated person. They also agree that speech can be taught and that provision should be made for it in the secondary schools.²⁰

Closer to home there is also support expressed for activities such as those sponsored by the N.S.S.D.A. Dr. Henry Hicks, President of Dalhousie University states:

The person who can speak well, express his thoughts clearly, and communicate accurately with other people, is always at an advantage in our society.

In recent years, with the increasing importance of the various communications media, and the greatly extended scope of communication by word of mouth (whether assisted by radio or television, or not), the advantages of speaking well and clearly are even greater than ever before. Formal debating activities sharpen one's wits; enhance one's critical judgement; and generally add to one's competence and stature.

I am glad that there seems to have been a real revival in debating in our schools and universities these past few years, and I commend this excellent and pleasurable activity to all young people who want to play a full role in today's complicated society.²¹

Hon. John Buchanan, Leader of the Opposition in the Nova Scotia Legislature speaks highly of the skills developed through debating.

²⁰ Charles L. Balcer and Hugh F. Seabury, Teaching Speech in Today's Secondary Schools (New York, 1965), pp. 25-26.

²¹ Dr. Henry Hicks, President, Dalhousie University, Halifax, letter, 26 January 1976.

It is my view that debating societies and programs provide an individual with an excellent opportunity to develop analytical ability along with a greater facility in the use of the language. The development of these skills lead, in turn, to the further development of confidence in an individual's ability to communicate. When you come right down to it the ability to communicate one's thoughts and arguments - clearly, concisely and with confidence - is one of the most important abilities or skills that one can develop.

Debating societies provide an opportunity for the development of this chain of proficiencies, each of which is important in itself, but when combined with the others gives the individual a more complete and effective personality.²²

The primary concern in the development of debate clubs or associations is the value it will bring to the students involved. I have seen during my membership in debate circles, sufficient good to warrant enthusiastic support for the further growth of debate activities. It has been my pleasure to watch numerous students grow, not only in the skills inherent in actual debating, but in maturity and personality as they participated in debate activities. I have watched and attempted to help several groups of Nova Scotian students who, chosen from various regions of our province, came together as a Nova Scotian team and struggled to bring honor to their schools and their province. To be able to observe the provincial teams as they become a happy family of debaters, as the pressures of competition become secondary and the fun and fellowship which can be found through debating are stressed, makes all the hours of planning and preparation well worth the effort.

Many hundreds of Nova Scotian students have participated in this activity over the years. I have chosen as a spokesman for them, Tom Lathigee, who is presently a student at Dalhousie University and plans to study international law. Tom was one of the most active debaters in

²²Hon. John Buchanan, Leader of the Progressive Conservative Party of Nova Scotia, letter, 30 January 1976.

our province during his high school years, participating in many regional and provincial tournaments as well as a national tournament in Yellowknife, Northwest Territories. As part of his debate club activities, Tom entered several public speaking competitions, participated in speech nights and acted as master of ceremonies for several variety concerts. He maintains his interest in speech activities through his active participation in the executive of the N.S.S.D.A.

Since its inception, the Nova Scotia Student Debating Association has enriched the educational, personal and social experiences of literally hundreds of junior and senior high school students throughout the province.

Much has been written on the more formal benefits accruing from organized debating. I shall add simply that I cannot place a sufficiently high value on such skills as efficient, in-depth research and logical presentation of issues. Exposure to both abounded during my contact with the N.S.S.D.A.

As far as my own involvement with the association is concerned, I must admit it is difficult to express my feelings for an organization around which three years of my life revolved. Needless to say, I greatly appreciate the technical skills of debating which were developed through my work in debating. However, for myself and many other people who debated with me, our contact with the association became practically a way of life. We had our social groups, our debating friends and romances, our hurts and annoyances and even our traditions; but, most importantly, debating was something we experienced together; it helped us to learn together, first as a school team, then in larger groups at tournament time. Yes, we all said some pretty immature things at first. Just at a time when we wanted to be so worldly and "cool" our inexperience and our youth stuck out like a little boy's ears. But we learned, we grew up together in the N.S.S.D.A. and we are better people for it. Maybe not more mature or sophisticated or cool, but definitely better people. My imagination fails me when I try to picture my high school days without the N.S.S.D.A.

Now that we are in university, a new group of students is manning the podiums and the N.S.S.D.A. is eager to help them, to teach them to debate and help them grow. No, not everyone has the good fortune and coaching to be selected for national competition. Even fewer are lucky enough to be named to Canada's "Dream Team" as were Glen MacCurdy, Toni Newman, Peter Mancini, and myself, but I speak for all four of us when I say we will never forget our debating days, the days when we tried so hard to act twice our age, and people like John Filliter and Gerry Punke wondered not "What is this generation coming to?" but rather, "Where is it going and can we help?"

The need for the Nova Scotia Student Debating Association in terms of its educational value is unquestionable. As far as its personal value, I stand not alone when I say the people who have passed through the N.S.S.D.A. owe more to that association than we will ever realize.²³

²³Tom Lathigee, student, Dalhousie University, Halifax. Interview, 16 February 1976.

Chapter 3

DEVELOPMENT OF NATIONAL SEMINARS

A coast-to-coast revival in the art of debating in schools has developed as a by-product of Canada's centennial celebrations. All over the country, clubs, leagues and tournaments have been growing; regional and provincial associations are being formed in every province; the growth of interest in debating among high school students in Nova Scotia and the organization of the Nova Scotia Student Debating Association are directly related to this national surge.

For many years, there have been sporadic debating activities throughout Canada; these have come and gone with no sense of national unity or purpose, depending for their existence upon the efforts of individual teachers or coaches who happen to have had an interest, or upon a brief show of interest from a university club or league. Debating has continued over the years in the university setting and has usually become the preserve of a small group of students which has generated little interest or activity outside its immediate circle.

The most significant event in the recent revival of interest in debating in our schools appears to have been a small Invitational Tournament held in Port Hope, Ontario, as part of the Trinity College School's Centenary celebration in 1965. Eight Ontario schools involved in this tournament debated the Resolution that "This House Approves the Current Search for a Canadian Identity." The occasion was so successful that it

was decided to repeat it. The next year a Quebec school was added, and the Resolution "That Canada Should Send Troops to Viet Nam" was debated. In 1967, twenty schools were involved, debating "That the Current U.S. Influence on Canada is a Significant Threat to Canadian Sovereignty." 1968 saw the introduction of Newfoundland and Manitoba schools, and a fuller program than in the past was obviously warranted; the Resolution "That Independent Nationhood is in the Best Interests of the People of Quebec" pitted the most successful student debaters against two young Levesque disciples, and the debate drew attention in the Press and on television across Canada as President Tom Symons of Trent University in adjudication likened the overwhelming Separatist vote of the House to a famous Oxford debate on Queen and Country in the 1930's.

President Symons spoke of the "passionate concern" this should arouse among Canadians; Bruce West wrote of blushing with shame at our apathy, and of the fateful crossroads it could lead us to; Tom Nichols of the Hamilton Spectator asked "the reasons for Canada's existence and survival." Students in many parts of the country spoke on T.V. and discussed in class their attitudes towards Quebec and the French language.¹ The ripples this debate generated convinced the organizers that the Tournament should be broadened, that it could serve a far wider purpose than in the past. The immediate aim accordingly was to send students back to their respective provinces to initiate debating activities in their local schools, with a "National" Tournament acting as the carrot to spur competition.

¹Tom Lawson, "Report on the History and Prospects of the National Student Debating Association," Speakers Unlimited, no. 2 (Spring, 1971).

In several provinces, notably Alberta and British Columbia, the process began to occur. Still, it was not yet possible to institute any sort of official provincial competitions, but an official observer from the Department of the Secretary of State gave the organizers reason to hope that travel grants would be available from the government to enable every province to be represented at the national seminar in 1969.

When the expected federal travel grants did not materialize, the debaters at Trinity College School raised enough money to bring representatives from Alberta and British Columbia to their tournament. The 1969 Tournament resolution that "The Moderates Cannot Solve Canada's Major Problems" involved seminars and other activities including a day in Toronto.

Although the main Press ripple from this tournament was an attack on Dalton Camp for an apparent encouragement of anti-Americanism, the ripples among the student participants were far-reaching. The organizers received over 150 letters, many of them long, enthusiastic discussions by students of possibilities for the future, all making it clear that the seminar had been well worth the immense effort that went into it.

The planning for the 1970 seminar involved a definite hope to use it as a basis for a more or less official national championship, and for the formation of provincial associations to underpin the development. A substantial grant from the Department of the Secretary of State ensured nationwide representation, and all provinces except P.E.I. were in fact represented by competitors. With Urban Sprawl as the issue for the seminar, this event proved to be eminently successful.²

²T.W. Lawson, President's Report, "Report on the History and Prospects of the National Student Debating Association," given at the National Seminar, Port Hope, March, 1971.

Work began almost immediately in various parts of the country to set up a framework for regional and provincial competition. Back in their own provinces, coaches and debaters approached a wide variety of citizen groups and public agencies for support. The original organizer, Mr. Tom Lawson of Trinity College School, was enabled to travel across Canada to help in this work, covering the West in the spring and the East in the fall. The trip proved invaluable and productive, beyond his wildest hopes. A Provincial Co-ordinator was appointed for each province and eliminations organized so that every province would be represented by a delegation of teachers and students, all of whom had won the right to represent their province in official competition. In more than half the provinces, every school in that province was invited to participate.

In all this work, there was a diversity of approach and much experimentation. The good will of the organizers and the debaters enabled every major obstacle to be successfully overcome and there was now much excitement and optimism over the growth of student debating in the future.

Tom Lawson, who has been described as the father of present high school debating associations in Canada, expressed his hopes for future developments in a series of aims among which were included: the establishment of a National Student Debating Association to direct the future development of the project; the establishment of permanent Student Debating Associations in every province; the establishment of Debating Leagues and/or an annual series of tournaments in every province, involving, if possible, official city and regional championships, and the participation of a majority of Canadian Secondary Schools in the program.³

³T.W. Lawson, "Report on the History and Prospects of the National Student Debating Association," Speakers Unlimited, no. 2 (Spring, 1971).

Mr. Lawson saw the proposed Associations offering a significant contribution to Canadian Studies in our schools from coast to coast.

It was at this time and under the guidance of Mr. Lawson, that a series of meetings began in Nova Scotia which would eventually lead to the formation of the Nova Scotia Student Debating Association.

Chapter 4

NOVA SCOTIA ORGANIZES

Because there was no adequate provincial debating league from which students could be chosen to attend the 1970 Interprovincial Tournament in Port Hope, Dr. Maurice E. Keating, Superintendent of Schools for Halifax, invited a team of two debaters from the Halifax Grammar School and a team of two from King's College School to represent the province in Ontario during the seminar.

In keeping with the decision to attempt to set up provincial associations in each province, in August, 1970, Mr. Tom Lawson wrote to Mr. George MacKenzie, then Director of Inspection Services for the Nova Scotia Department of Education, requesting his assistance in building Nova Scotia's part in the national student debating association. Mr. MacKenzie was asked to co-ordinate eliminations which would be set up in a provincial championship during the winter. Mr. Lawson suggested that parts of the province were already interested and active in debating. He mentioned specifically Mr. Malcolm Bradshaw of Yarmouth, who had been involved in debating in that area, and also the Canadian Coast Guard Academy in Point Edward which had sponsored a Cape Breton Competition in 1969.

Four students and two teachers from Nova Scotia were invited to attend the national competition. Financing for the transportation for this tournament was to come from the Secretary of State. Mr. Lawson

expressed his willingness to come to Nova Scotia sometime during the fall to meet with those who would be interested in forming a Nova Scotia Association.

Subsequent to this communication, Mr. Lawson was invited to come to Halifax and meet with Mr. George MacKenzie and others interested in debating.

Mr. Lawson agreed to come and contacted others in Nova Scotia who had expressed an interest in student debating and specifically, he tried to interest people in the schools to take an active part in the planning of an association. He was frank in stating that, with the exception of Prince Edward Island, Nova Scotia had done less than any other province in laying the necessary groundwork.¹

On November 9, Mr. Lawson stopped briefly in Nova Scotia on his way to St. John's, Newfoundland, to discuss the program with representatives of the Department of Education and the school systems of Halifax County. Those present at this meeting were: Mr. G.K. Barry, Principal, Graham Creighton High School; Mrs. T. Bussey, a teacher of English at Sidney Stephen High School; Mr. A.J. Fanning, Principal, Dartmouth High School; Mr. Clyde Myers, Supervisor of Secondary Curriculum, Halifax, and Mr. G.W. MacKenzie, Director of Inspection Services, Department of Education.

This group, in a meeting at the Lord Nelson Hotel, decided to form an ad hoc committee and formulated the basis on which teams would be selected to represent Nova Scotia at the National Tournament.

In order to inform all teachers in the province of the attempts of the group to form an association, Mr. MacKenzie drew up and issued a

¹T.W. Lawson, in a letter to Mr. George MacKenzie, September 22, 1970.

P. & I. Release regarding the national tournament. The release was sent to Inspectors, Superintendents, and Principals of high schools. In the release,² Mr. MacKenzie outlined plans which had been made up to then and gave a guide for selecting a team from Nova Scotia to travel to Port Hope.

He informed the teachers that the ad hoc committee which had been formed on November 9 would act for the year to make it possible for the schools in Nova Scotia to participate if they were interested. If the project turned out to be a popular one, Mr. MacKenzie suggested that a more permanent organization would be established for future years, based perhaps, on a style similar to the Nova Scotia School Athletics' Association.

All high schools in the province were invited to participate in a provincial debating tournament, sponsored by the ad hoc committee, to be held February 12 and 13, 1971, to select the Nova Scotian teams. The tournament was held in Dartmouth High School and schools in the area arranged for accommodations for those participating in the tournament. Each school was invited to send one team of two students and one teacher-advisor and would be responsible for the travelling expenses of the participants.

Mr. Lawson requested that the adult delegation to Port Hope would include persons with organizational ability, who would be ready to offer constructive ideas for the development of provincial and national associations and who would accept responsibility for taking back to Nova Scotia ideas and plans for the development of debating in the Nova Scotia schools.

²A copy of the P. & I. Release can be found in appendix F.

Twenty-three high schools responded to the invitation to the provincial tournament. The ad hoc committee met in Halifax in December to review the entries and decided it was necessary to have zone competitions; therefore, the schools were grouped into five zones. The principal of each school (or his representative) was to act on a committee for the zone in which his school was located. Each zone committee was asked to conduct a zone tournament to select a team to compete in the provincial competition. Tentative rules were given to each committee and deadlines for tournaments were set. It was decided that both teams competing in the finals in the provincial competition would be selected to go to the National Seminar.

At this time a list was published by Mr. George MacKenzie, naming those who were now members of the ad hoc planning committee. This list included:

G.K. Barry, Principal, Graham Creighton High School

Mrs. T. Bussey, Debating Advisor, Sidney Stephen High School

A.J. Fanning, Principal, Dartmouth High School

Donald Kendall, Debating Advisor, Graham Creighton High School

Clyde Myers, Supervisor of Secondary Curriculum, Halifax

G.B. Punké, Debating Adviser, Halifax Grammar School.

Zone competitions were held in January and the planning of the ad hoc committee was subjected to typical January road conditions. Some schools, e.g. King's County Academy, were forced to drop out; others like Barrington Municipal High, reported:

We had an enjoyable day, except for the weather. Our journey back to Barrington (from Caledonia) was the worst we have so

far experienced! I began to feel that King's County Academy had been the sensible ones!³

Since no one on the ad hoc committee had had any experience with the parliamentary format, it was decided to begin with a method familiar to the members.⁴

The judges for this, the first official provincial debating tournament sponsored by the ad hoc committee, were:

Sister Mary Albertus, Dean of Department of Education, Mount St. Vincent University

Mr. J.H. Hudson, Judge of Family Court, County of Halifax

Mr. K.L. Perry, Inspector of Schools, Halifax County

Miss Louise Calder, Consultant in Home Economics, Department of Education

Mr. Donald MacLean, Head of the Conference and Course Section, Institute of Public Affairs, Dalhousie University

Rev. J.W. Scott, Director of Strategy and Survey Projects for the Atlantic Baptist Convention

Mrs. S.E. MacKenzie, Teacher and law student, Halifax

Mr. S.A. Sheffield, Inspector of Schools, Department of Education

Miss Florence Wall, Executive Assistant, Nova Scotia Teachers' Union

Mr. E.T. Marriott, Acting Dean of Student Services, Dalhousie University

Mr. G.B. Hallett, Dean of Arts, St. Mary's University

³Mrs. M.S. Pitceathly in a letter to Mr. G. MacKenzie, January 27, 1971.

⁴Details of the various styles of debating can be found in appendix F.

The winners of this tournament and therefore Nova Scotia's representatives at the national seminar were: Colleen Bannerman and Susan Cameron of East Pictou District High School; Michael Monahan and Paul Talbot of Halifax Grammar School. Mrs. Anna Cluney of East Pictou District High School and Mr. G.B. Punké of Halifax Grammar School were asked to travel to Port Hope with the team as advisors.⁵

In Mr. MacKenzie's opinion, the tournament was a highly successful one and he reported that the ad hoc committee had been very cooperative and helpful. He expressed plans for a meeting of a group of interested people to discuss the desirability and possibility of organizing a provincial group to carry on an annual provincial debating tournament.

Mrs. Cluney and Mr. Punké were requested to attend all National Council meetings so that they could describe the situation in Nova Scotia and report back to the provincial committee.

Mr. George MacKenzie agreed to act as provincial co-ordinator until some more permanent organization could be established in Nova Scotia to administer the provincial competition. Mr. Punké was asked to act as Mr. MacKenzie's representative and to assume the responsibility of voting at any meeting of the Council of Co-ordinators in Port Hope during the seminar.⁶

It was planned that the organization to be formed at the National level would leave a maximum of autonomy to provincial associations -

⁵G.W. MacKenzie, from a letter to Mr. Tom Lawson, 23 February 1971.

⁶G.W. MacKenzie, from a letter to Mr. Tom Lawson, 8 March 1971.

the intention being to keep the whole thing as flexible as possible and to include room for experimentation and exchange of information from year to year.

Sixty debaters participated in the Port Hope tournament debating the resolution: "That greater authoritarianism in Government is in the best interests of the Canadian people."

Michael Monahan was judged the best Nova Scotia debater during the tournament.

The first Canadian National Student Debating Championship was viewed with a mixture of pride and optimism by Tom Lawson, who reported during the tournament:

The dream of a nationwide competitive student debating program appears to be realized at last. It is hard to believe that every province in Canada has managed to stage a provincial competition and to pick a delegation of students, all of whom have earned the right to represent their province in official eliminations. This is a tremendous credit to the students, teachers, community leaders, and distinguished public servants who helped in one way or another, and a great renewal of faith in an age of so much cynicism.

Over two hundred schools were involved this year and the number promises to double next year.⁷

In the same report, Mr. Lawson referred to the development of debating in Nova Scotia and expressed hope for the future.

Under the leadership of Mr. George MacKenzie and the Department of Education, an extraordinary job of organization has been accomplished, and a good basis laid for future development of a comprehensive provincial debating program.⁸

⁷T.W. Lawson, "Report on the History and Prospects of the National Student Debating Association," Speakers Unlimited, no. 2 (Spring 1971), p. 2.

⁸T.W. Lawson, "Student Debaters," Speakers Unlimited, no. 2 (Spring 1971), p. 2.

Late in May, Mr. Lawson announced that he was to devote his full time during the following year to the development of the debating association, and that he had been granted a leave of absence for that purpose by his employer. He announced that over two hundred fifty schools had been involved during 1970-71, and he hoped to double the number in the next year. Plans were made to introduce a constitution, incorporate the association, open accounts, produce a budget, and set objectives for the program for the coming year.

Meanwhile, the Nova Scotia Ad Hoc Committee met and agreed to ask the English Teachers' Association to take over the direction of the provincial debating tournament for the next year.

A special meeting of representatives of schools which had participated in the 1970-71 Provincial tournament was held in the Board Room, Department of Education, Trade Mart, on October 16, 1971.

The meeting was chaired by Mr. Scott Sheffield of the Department of Education. Mr. G.W. MacKenzie described the formation and organization of Nova Scotia student debating during the past year. He congratulated the committee for beginning operations and suggested the election of a steering committee to help build the organization during the coming year. Mr. MacKenzie resigned as interim co-ordinator and Gerald Punké was elected to the position. He was to be assisted by a steering committee consisting of: Sister Anne LeSota, Halifax; D.B. Dickson, Springhill; Donald Kendall, Dartmouth; Suzanne Krause, Windsor; and John Filliter, Halifax.

Under the direction of this steering committee, the organization of student debating in Nova Scotia was entering a new phase in its development.

Chapter 5

FROM COMMITTEE STATUS TO ASSOCIATION

With the experiences of the Ad Hoc Committee during the past year as its guide and the desire to increase participation and to further organize activities as its aim, the steering committee, under the leadership of Gerald Punke, began its task. The steering committee was encouraged by the student response and enthusiasm shown during the previous year and now established a policy whereby there would be active student involvement in guiding the philosophy and the activities of the committee.

The first executive meeting of the Nova Scotia High School Debating Committee was held late in October, 1971. The committee sent letters to all high school principals in Nova Scotia inviting school participation. Since the Department of Education had announced that no funds were available for debating, each school was encouraged to ask service committees and other organizations for financial assistance. Initial plans were made for a tournament which would be held in December and from which representatives would be chosen to participate in an Atlantic Provinces Workshop in St. John's, Newfoundland in January. The committee's plans also called for a provincial tournament to be held in March to select the Nova Scotian team for the National Seminar in Alberta during the first week of May. With these two debating trips being offered to student debaters, the committee now began the task of organizing the

schools which had already shown an interest and attempting to interest those which had not yet responded to the invitation.

Later in October, a second executive meeting was held in Windsor and there it was decided that for the initial provincial tournaments, parliamentary style debating would be the format. The functional value of this style of debating was cited as the prime reason for this choice and it was noted that this style allows variety, interjections, points of order and points of personal privilege.¹

By November, seventeen schools had affiliated with the committee and on December 10, representatives from eleven schools met at the Convent of the Sacred Heart for the first tournament sponsored by the new committee. Thirty students attended and debated the topic: Resolved that the world must ultimately starve. Eighty judges from the community volunteered their services and eventually chose Ross Fraser of Riverview Rural High School, Cathy Boyd of Halifax Ladies' College, Dianne Mackie of the Convent of the Sacred Heart and Debbie Rodd of Halifax West High School to represent the province during the workshop in Newfoundland. The excitement, enthusiasm and diligent efforts of all the students who attended this tournament were proof to the committee that its work must be continued and expanded. Debating in Nova Scotia's high schools was now off to a fine start!²

Interest in the Halifax area alone was so significant that during the year the Metro region formed the Halifax Debating League which was

¹See appendix F.

²A full report on this and other provincial tournaments can be found in the Annals of the Nova Scotia Student Debating Association, Suite 9, 5614 Fenwick Street, Halifax.

to meet once a week and provide a forum for debating for the high school students in the Halifax-Dartmouth area.

On February 20, 1972, the executive committee met once again at the Convent of the Sacred Heart, this time to plan for the provincial championship tournament which was scheduled for March. The minutes of this meeting reveal a significant step towards development of national ties: Tom Lawson, president of the Canadian Student Debating Federation, announced in a letter to Gerald Punké that he would attend the March tournament and meetings. The committee accepted a trophy, donated anonymously, which was to be known as the Nova Scotia High School Debating Trophy and was to be awarded annually at the final tournament of the year. A gift of money was accepted from the Dalhousie Alumni Association; this was to be used for prizes for the best individual speakers in the province.

Twenty schools had affiliated by March and representatives from them gathered at the Weldon Law Building on March 3 and 4 to debate: That Canada's goal should be to achieve greater national independence.

Dr. Henry Hicks, President of Dalhousie University, delivered a welcoming address and congratulated both the students and the committee for the revival of interest in debating in Nova Scotia. Gerald Doucet, M.L.A., stressed the value of the training received in debating and then addressed the gathering on the theme of national independence.

A variety of debating techniques was presented and analyzed by Mr. Tom Lawson during a seminar on style. The students then staged a Model Parliament and were thrilled to have the speech from the throne read by the Honorable Victor deB. Oland, Lieutenant-Governor of Nova Scotia. The interest and involvement of such prominent citizens gave

further encouragement to both students and staff and the lively debates carried on during this tournament foretold future growth.

From the parliamentary debates six students were named to represent the province during the national seminar which was planned for later in the year in Fort Saskatchewan, Alberta. The final debate saw a team from Riverview Rural High School win over a team from Halifax Grammar School in a debate in which Mr. Justice Malachi Jones acted as Speaker and Mr. Ian Chambers, Ombudsman from Dalhousie University, was the judge. The audience size for this debate was very pleasing to the organizers. The tension as the debate went on and the applause given when points were well made were evidence of the interest of the students and also of the growing fellowship among student debaters.

The students who were chosen to go to Alberta were: Ross Fraser, Riverview Rural High School; Toni Newman, Halifax Ladies' College; Robert Aterman, Halifax Grammar School; Cindy Jordan, Halifax West; Maureen Latter, J.L. Ilisley; Cathy Barbour, Convent of the Sacred Heart; and Sue Crowe, Graham Creighton High School. Gerry Punke and Clevie Wall were asked to accompany the team to Alberta as staff advisers.³

The next executive meeting was held on March 21. This time reports were heard about workshops which had been held in various provincial centers such as Pictou and Springhill. Plans were made for further workshops including one to be held during April in Margaree Forks at the request of that school.

At this meeting, John Filliter, a member of the executive committee and a Halifax lawyer, suggested that it would be in the best

³"Provincial Team Chosen," Advocates Ahoy, March, 1972.

interests of the group to change its name from committee to association. It was decided that meetings to consider this and other changes would be held during the summer months.

The Nova Scotia debaters represented the province admirably in Fort Saskatchewan where they attended a session of the Alberta Legislature, visited a Hutterite Colony, enjoyed a Buffalo Barbecue and placed fourth in the debate competition! Ross Fraser was named Nova Scotia's top debater.⁴ The Nova Scotia debaters were making good progress.

During the seminar, a bid was entered on behalf of the Nova Scotia Committee to hold the National Seminar in Halifax the following year. The bid was accepted unanimously by the National Student Debating Federation. The role of our province in national debating circles was now entering a stage of rapid development.

The work of the Nova Scotia Committee at home, however, was considerably slowed for the remainder of the school year by the work-to-rule policy instituted by the Nova Scotia Teachers' Union.

On May 25, an important structural meeting was held at the Convent of the Sacred Heart. During this meeting changes in the format of the committee for the coming year were developed. It was clear that the committee was being hampered by having a central co-ordinator and that a strong policy for regional development was needed. The committee eventually decided that for debating purposes the province should be divided into five regions and in each of these regions a regional co-ordinator (staff) and a student co-ordinator should be chosen to help organize and administer the region. The new plan would divide the province as follows:

⁴"National Seminar Reports," Advocates Ahoy, 3 June 1972.

Region One	Cape Breton Island	- 32 high schools
Region Two	North Shore	- 26 high schools
Region Three	Central	- 22 public high schools 2 private high schools
Region Four	Western	- 12 high schools
Region Five	Metro	- 14 public high schools 4 private high schools

All co-ordinators from the five regions were to form the new executive committee. The Provincial Co-ordinator could be elected from the regional co-ordinators or could be a separate person. There would also be chosen a secretary, a treasurer, and a publicity and public relations officer.

At the regional level each school which affiliated was to send an adult and a student to a meeting to form a regional committee and from this meeting the regional co-ordinators were to be chosen.

The interim co-ordinators were asked to act until the general meeting in the fall. These co-ordinators were:

Cape Breton	-	Clevie Wall
North Shore	-	D.B. Dickson
Western	-	Tom Sheppard
Central	-	Suzanne Krause
Metro	-	Gerry Punké

The committee empowered John Filliter to prepare a final version of a constitution for the organization and asked him to circulate copies to the members.⁵

⁵The Annals of the Nova Scotia Student Debating Committee, 1972.

Further meetings were held in June during which the constitution, a memorandum of association and a set of by-laws were presented and discussed. Mr. Filliter made clear at these meetings the need for a transitional clause to cover the change-over from the committee stage to full association status. The aims of the program were discussed again and it was stressed that the prime purpose of the organization was an educational one. It was noted that student initiation of the programme was one of the foremost principles of the committee.

By this time twenty schools were affiliated and had become active members and the committee prepared for further expansion the next year.

During the year a news bulletin, Advocates Ahoy, had been instituted by the executive and through this medium members were kept informed of the activities of the committee. It is easy to see the pride of the committee as it announced in its final bulletin for the academic year: "We are becoming an association - incorporated under the Societies' Act of Nova Scotia."⁶

⁶Advocates Ahoy, June, 1972.

Chapter 6

THE N.S.S.D.A. BEGINS WORK

In an effort to have the initial organizational work finished before the beginning of the new school year the members of the steering committee met on numerous occasions during the summer months to sort out plans. The annals of the N.S.S.D.A. contain minutes of many meetings held in Windsor during July at which the constitution of the association was finalized.

At the first Annual General Meeting of the N.S.S.D.A. in October, 1972, Gerald Punké announced that the Association had become incorporated under the Societies' Act of Nova Scotia on August 1, 1972.¹ The N.S.S.D.A. was now a registered charitable organization within the meaning of paragraph 149 (I)(f) of the Income Tax Act. Accordingly, donations made to the Association are eligible for deduction for Income Tax purposes. The Association is registered as a society incorporated or established solely for educational purposes within the stipulation of tariff item 69605-1 and is entitled to duty-free benefit that applies to goods specifically mentioned in the tariff item (e.g. video and audio tape) and is exempt from Federal Sales Tax.

Gerald Punké was elected to the position of Provincial Co-ordinator during this initial meeting; regional co-ordinators for each of the five regions of the province were also elected and gave reports on activities in their regions.

¹See appendix B.

Plans for the forthcoming year included experimentation directed towards the activities of the association and embracing not only debating but many related speech experiences.

The association had been experimenting in September with television debating and at this meeting the first T.V. debate in the proposed series was shown. The series was to be called "Decision by Debate" and the first program was to feature a team of students from Halifax West High School debating against a team from Halifax Grammar School. Arrangements had been made to have the series of debates shown on Halifax Cablevision weekly during the winter months.

This experiment proved to be a popular one with both participants and viewers; therefore, the scope of the program gradually grew to include participation by schools from all the regions of the province and later on the program was also broadcast on Dartmouth Cablevision. The programs were co-ordinated by Gerald Punké and judged by volunteers from the Halifax-Dartmouth area.²

In an attempt to broaden the range of the debating activities used in tournaments the direct clash style was added to the parliamentary format in the plans for the fall provincial tournament. This tournament was held at Queen Elizabeth High School in Halifax and saw representatives of thirteen high schools debate; Resolved that the preservation of our natural environment should take precedence over industrial development in Nova Scotia. The students were briefed on the concepts of development by Mr. Al Lomas, Deputy Minister of Development for Nova Scotia, who invited

²Gerald Punké, Regional Co-ordinator, N.S.S.D.A., Atlantic Region, Interview, 20 December 1975.

the winning team to spend a day as guests of his department sometime later in the year. A team from Riverview Rural High School won the tournament, accepted Mr. Lomas' invitation and spent a day in January touring some of the major industrial developments in Halifax.³

A curtain-raiser debate was staged in conjunction with the December Tournament in which two visiting English university students, Nicholas Davidson (Cambridge University) and Simon Gould (University College, Cardiff) pitted their debating talents against Michael Monahan and Robert MacLelland of the Dalhousie Debating Society. The English debaters proved their abilities in defeating the Nova Scotians on the topic: Resolved that youth is too precious a commodity to be wasted on the young. Adjudicating the match were Tom Lawson, national co-ordinator of the National Student Debating Federation; Miss Mary Casey, a member of the Faculty of Law, Dalhousie University; and Professor Daord Parkin, Chairman of the English Department, St. Mary's University.

Six students were chosen from among the competitors at this tournament to make up a Nova Scotia team to participate in the Atlantic Province's Workshop which was to be held in Rothesay, New Brunswick. The students chosen were: Sandy Ball (Riverview) who eventually emerged as the winner in the workshop competition; Cathy Jordan (Halifax West); Mary Pushie (Convent of the Sacred Heart); Gerry Marriott (J.L. Ilsley); Jerry Godsoe (Cobequid Education Center); and Heather Taylor (Lockeport Regional High School).⁴

³"Cape Breton High School Wins Provincial Tournament," Halifax Mail-Star, 4 December 1972, p. 18.

⁴Advocates Ahoy, January, 1973.

As the plans for the National Seminar to be held in Nova Scotia in May took shape, the interest and strength of the participating schools grew. An example of the type of activity which was generated by the upcoming National Seminar is the radio debating series which was undertaken by a group in Yarmouth as that area was gearing for participation in the Nationals. The voluminous plans, which were necessitated by the size of the seminar, coupled with the desire of the N.S.S.D.A. to make this seminar an outstanding one in terms of debating and cultural exchange, required many lengthy meetings in various parts of the province. Gerald Punké co-ordinated plans to bring half of the contingent to Yarmouth, the other half to Sydney, and have them "debate their way" to Halifax.

By February, plans for the National Seminar were well underway and the N.S.S.D.A. took time out to plan its own provincial tournament and choose its team for the seminar. During that month, several members of the Joseph Howe Committee contacted the Association and told of plans to hold a speech contest in conjunction with the Joseph Howe Festival which was to be inaugurated in October. They were invited to attend the March Tournament and present their case to the executive.

The minutes of the Executive Meeting held during the tournament show that Mrs. Marie Nightingale attended as a representative of the Joseph Howe Committee and told the association of her plans. The chartered banks had expressed a willingness to donate prizes for the speech festival and the Young Barristers' Association was willing to help judge the event. Mrs. Nightingale and her committee hoped to work with the N.S.S.D.A. and to use its system of regional organization. Since the aim of the N.S.S.D.A. was to promote debating and its related activities, this plan was seen by the members as an opportunity for the association to expand its interests

and the N.S.S.D.A. decided to undertake the running of the festival in conjunction with the Joseph Howe Committee. Regional playoffs were planned for June with the theme: What Would Howe Say Now? The Joseph Howe Committee announced that it would donate a trophy to be known as the Model Parliamentarian Award, to be awarded annually to the person judged to be the best parliamentarian during the National Debating Seminar. The presentation of this trophy, a small statue of Joseph Howe, has since become a valued part of the awards ceremony of the annual seminar.

The Provincial Championship Tournament was held on March 2-3 in the Weldon Law Building of Dalhousie University. Once again several types of debating events were introduced as the N.S.S.D.A. tried to offer practice in a wide range of skills to the student participants. The speech from the throne was read by Halifax Mayor Walter Fitzgerald and a seminar was conducted by several prominent government officials. The debaters argued the topic: Resolved that the provincial government of Nova Scotia should withdraw all powers and responsibilities conferred upon the municipal governments. A mock trial was staged on the subject of Sir Charles Tupper's efforts in leading Nova Scotia into confederation.

Sixteen teams participated in this tournament with a team from Queen Elizabeth High School of Halifax emerging as victors. The students who were chosen to form Nova Scotia's team for the National Seminar were: Toni Newman, Queen Elizabeth High School; Roslyn Campbell, Riverview Rural High School; Robert Nickerson, Yarmouth District High School; Harold Hoare, East Pictou Rural High School; Glen McCurdy, Queen Elizabeth High School; and Sheila Ray, West King's District High School.⁵

⁵Advocates Ahoy, March, 1973.

The time had now come for the N.S.S.D.A. to prove its potential in the staging of the 1973 national finals. Gerald Punke had stated in May of 1972: "Business and government have recognized the vital importance of this program and I feel confident that the necessary finances can be raised to stage a truly memorable event in 1973."⁶

Reports in the Annals of the N.S.S.D.A. reveal that the seminar indeed was a truly memorable event. Over eighty debaters representing students in all the provinces of Canada, many more chairmen, timekeepers, adjudicators, judges, and other interested citizens gathered in Halifax as Nova Scotia hosted its first national debating seminar. The theme for the seminar was the peace, order, and good government clause of the Canadian Constitution. Half the students travelled to Halifax from Sydney through Antigonish, while the rest arrived at Yarmouth and stopped over at Wolfville en route to Halifax. Parliamentary debates and historical and cultural tours were featured in Coxheath, and Yarmouth; mock trials were conducted in Acadia University, Wolfville and Saint Francis Xavier University, Antigonish, as the two groups of students made their way to Halifax. Co-operative investigations on six spheres of interest were held at Saint Mary's University, Halifax; a Model Parliament was staged in Province House; mock trials were held in the Law Courts. The seminar concluded with an awards banquet held in the Hotel Nova Scotian and sponsored by the Government of Nova Scotia. The team from Ontario placed first in the provincial competition; Glen McCurdy of Nova Scotia won a spot on the Dream Team, a team chosen annually comprising Canada's six top student debaters.

⁶"National Finals for Nova Scotia," Halifax Mail-Star, 28 May 1972, p. 16.

In his report to a meeting of the N.S.S.D.A., Mr. Punke described the national seminar as a resounding success.

The seminar generated considerable interest and enthusiasm for debating, exposed many Nova Scotians to debating of a high calibre, and gave Nova Scotians an opportunity to share their culture, scenery, and hospitality with visitors from across Canada. There was good participation by our students, generous support from the community, and even the financing of the event worked well.⁷

Eighteen schools had affiliated with the N.S.S.D.A. during the year and with the interest sparked by the national seminar, the association members looked forward to a period of growth the next year.

The momentum achieved during the planning and staging of the national seminar spilled over into the summer months as the debaters held their first summer camp at the Filliter Cottage in Cap Brulé, New Brunswick. There it was decided that the camp should be an annual event as it would be a means of debaters keeping in contact during the summer months and it would provide a time and place to discuss informally the activities of the past year and to plan for the future. Thus the activities of the N.S.S.D.A. continued in an almost unbroken pattern from the academic year 1972-73 to the academic year 1973-74.

⁷G.B. Punke, "Report on the National Seminar," Annals of the N.S.S.D.A., June, 1973.

Chapter 7

GROWTH TO NATIONAL ACHIEVEMENT

With the experiences and development generated by hosting the National Seminar behind it, the N.S.S.D.A. now concentrated on its own growth and expansion. Eighteen schools had affiliated during the last academic year and now the aim of the association was to double that number.

The association began its new year with an annual general meeting on October 20, 1973. Gerald Punke, the Provincial Co-ordinator, had now accepted the position of Regional Co-ordinator for Eastern Canada and so resigned his position in the Nova Scotia Association. John Filliter was elected to the position and began work on what was to become a year of major expansion. A new provincial executive was elected and the association began another phase of work.

During the fall a series of workshops was held in such places as Iona and New Glasgow, leading up to the first provincial tournament of the academic year. This tournament was held in Queen Elizabeth High School on December 1 and 2. A record sixty-six students (including ten junior high students) debated the topic: Resolved that the province of Nova Scotia begin the Fundy Tidal Power Project immediately with public funds. Co-operative investigations, parliamentary debates and impromptu speaking contests highlighted this tournament. A panel consisting of the Honorable John Buchanan, Leader of the Opposition; Dr. Ian Garrett,

an oceanographer with Dalhousie University; Dr. Tom Gray, a recognized authority on Fundy Tidal Power; and the Honorable George Mitchell, Minister of Development, addressed the debaters prior to their first round of debating.

A team from Riverview Rural High School of Coxheath emerged as victors in the team competition while Peter Mancini of Riverview and Richard Flint of Halifax Grammar School took individual honors in the senior and junior competitions respectively. This was the first tournament in which there was a special section for junior high school students. The ten students who participated in this section showed such enthusiasm that the association decided to promote more actively the affiliation of junior high schools.¹

The Atlantic Provinces Tournament was held that year in Charlottetown, Prince Edward Island and a team of senior debaters from Nova Scotia was chosen to attend this event on the basis of their scores in the December tournaments. As in the past few years, our province was represented admirably in this tournament.

A record twenty schools sent representatives to participate in the annual provincial championship tournament which was held on March 1 and 2 at the Weldon Law Building of Dalhousie University. The topic debated was: Should sex education courses be taught to all students before they reach high school? Cross-examination debating and a Kingfisher Court were added to the regular parliamentary and co-operative investigation styles of debate for this event. Once again a team from Riverview Rural High School led the province in the senior high division and

¹Advocates Ahoy, January, 1974.

Halifax Grammar School copped the junior high trophy. This was the first time a trophy was offered to a junior high team.

Students representing all regions of the province were selected to represent Nova Scotia during the National Seminar which was to be held in Ottawa in May. The Nova Scotia team consisted of: Peter Mancini, Riverview Rural High School; Toni Newman, Queen Elizabeth High School; Rod MacNevin, Halifax West High School; Allan Eddy, Cobequid Education Center; Mary Lib Morse, Yarmouth District High School; Paul Parker, Wolfville High School; Bianca Lang, Convent of the Sacred Heart. Gerald Punké and Pauline Scott were asked to travel to Ottawa as coach-chaperones for the team.²

The growth and strength of debating abilities among our Nova Scotia students was given national recognition during that seminar when Peter Mancini of Riverview Rural High School became the national champion and brought the prized Weedon Trophy to Nova Scotia for the first time. To further the recognition given to the team representing the N.S.S.D.A. that year, Toni Newman (even though she suffered an unfortunate accident and was hospitalized overnight during the tournament) placed fourth in the nation. Both these students were named to Canada's Dream Team, this being the first time that two students from Nova Scotia won this honor in the same year.³

Back on the provincial scene debaters remained active for the rest of the school year as novel events, for example, a Debate-a-thon, speech nights, and other related events, were added to the activities of

²Advocates Ahoy, March, 1974.

³"Peter Mancini Named Canada's Top Debater," Cape Breton Post, 20 May, 1974, p. 3.

N.S.S.D.A. members. Four schools participated in a Debate-a-thon in Truro in which each participating debater spoke for twenty-four hours with a ten minute break each hour. Parliamentary and cross-examination styles, mock trials and discussions were used during this event which the students designed to draw attention to debating and to help raise funds for their club. A special event known as Speakers' Night was instituted at Riverview Rural High School to give the public an opportunity to see the type of activity being carried out by members of the N.S.S.D.A.⁴

The organizers of the Cape Breton Festival of Drama, Speech and Music, recognizing the value of the skills being developed by debaters and the quality of their work, opened a new section in the festival for debaters. Schools from the Cape Breton Region of the N.S.S.D.A. participated and won top honors in this event.⁵

The N.S.S.D.A. continued its support of the Joseph Howe Committee into this year by organizing the Joseph Howe Oratorical Festival. In October of 1973, the provincial finals of the contest were staged at Province House; thirty-eight contestants in all had participated to this point, speaking on the subject: What Would Howe Say Now? Two members of the N.S.S.D.A., Kathy Jordan and Donald Sword, both of Halifax West High School, took top honors in this contest. During late May and early June the N.S.S.D.A. organized the regional play-offs for the 1974 Joseph Howe Competition.⁶

⁴The Annals of the Nova Scotia Student Debating Association, 1974.

⁵Mary Campbell, Syllabus Co-ordinator, Cape Breton Festival of Drama, Speech and Music. Interview, 20 December 1975.

⁶Advocates Ahoy, June, 1974.

Once again, a debate camp was held during the summer in Cap Brulé, New Brunswick, and the debaters had a chance to review their year and plan for the next session. The aim of the organizers to increase membership during the year was fulfilled as reports showed a total of thirty-five schools and over five hundred students were now affiliated with the N.S.S.D.A. Much had been accomplished during the year; the brief summary of the 1974 debating activities of the Provincial Coordinator, John Filliter, and his annual report give an idea of the work carried out by the executive.⁷ It should be noted that no salaries or reimbursements of any kind had been able to be paid to any of the officers of the association. The association charges a small affiliation fee (ten dollars) to cover costs of correspondence; provincial tournaments had been self-supporting through registration fees paid by participating debaters; small but valuable donations had been received from interested individuals and groups; otherwise all time and services had been donated to the association.

The hopes of the founders of the Nova Scotia Student Debating Association were now bearing fruit. Debate activities were well underway in the province and our debaters could rank with the best across Canada. Students from Nova Scotia now were able to test their skills against the best debaters from the other provinces and as the Weedon Trophy was claimed by Nova Scotia in May, 1974, the N.S.S.D.A. achieved national recognition for its efforts.

⁷See appendix F.

Chapter 8

CONTINUED GROWTH AND EXPANSION

The National Student Debating Federation conducted a survey in October, 1974 which showed over five hundred and fifty schools and more than ten thousand students across Canada were involved in the federation's program.

Public interest in the debating program of the N.S.S.D.A. was also growing. In a promotional brochure published by the N.S.D.F.,¹ Janet Carney, Consultant in English Language Arts, Department of Education, Halifax, expressed her interest in the work of the N.S.S.D.A.:

As far as the work of the Nova Scotia Student Debating Association itself is concerned - it's a real pleasure to observe the wide-ranging and challenging activities that fit within the very contemporary definition of debating. I'm not convinced that the public at large is completely aware that 'debating' in your context is light-years away from the rather stilted and pre-packaged presentations of my own school days.

Language is learned in operation, and oracy is at least as crucial as literacy. The Nova Scotia Student Debating Association deserves support simply for encouraging young people to be articulate, verbal, confident, and above all, thoughtful individuals. This is no small matter.

In the same publication, P.J.T. O'Hearn, Judge, expressed his enthusiasm:

My contacts with the Nova Scotia Student Debating Association as a debating judge and resource person have more than convinced me that the Association's program has a truly remarkable value in stimulating the student participants to study important facets of the contemporary world. It has equally great value in helping them to sharpen and to perfect their talents of expression.

¹The brochure is available from John Filliter, P.O. Box 995, Halifax.

Among the priorities of the N.S.S.D.A. as it began its work for the 1974-75 academic year, were the further development of junior high student participation and expansion of the "Decision by Debate" series of cablevision programs. The annual meeting held at the Education office of Dalhousie University once again elected John Filliter as provincial co-ordinator and another year of debating activities was launched.

In keeping with the association's goal to increase junior high participation, several high school clubs in various regions began to give demonstrations in the junior high schools and, once interest had been established among the younger students, some high school clubs sponsored junior high tournaments. This program reached its culmination as the first Atlantic Provinces' Junior High Workshop was held on February 1-2 in Riverview Rural High School, Coxheath. Unfortunately a series of snow storms during that week prevented some teams from other provinces from attending; however, debaters representing all the regions of Nova Scotia gathered at Riverview and the enthusiasm evident in this group foretold great expansion in the junior high division of the N.S.S.D.A.

The expansion hopes for the cablevision series were also fruitful as the series was expanded to include the schools in the Halifax and Dartmouth area with coverage of a weekly thirty-minute program by both the Halifax Cablevision channel and the Dartmouth channel.

Again this year many workshops were held in all regions of the province and interest in debating grew. The December Tournament brought a record eighty-five students to the first provincial tournament of the N.S.S.D.A. to be held outside Halifax. The host school was Dartmouth Senior High School where the debaters argued issues evolving from the

Graham Commission Report on Education. Model parliaments, cross-examination and parliamentary styles were featured in this event. An attempt to develop the dramatic aspect of debating was encouraged through a "Drama in Debating" workshop which preceded the competition. Individual winners in this, the largest December tournament ever sponsored by the N.S.S.D.A., were Tom Lathigee of Riverview Rural High School and Kathy Jordan of Halifax West.²

Early in November, a team of debaters from the N.S.S.D.A., chosen during the Howe Pow Wow sponsored by the Association in conjunction with the Joseph Howe Festival, travelled with the provincial coordinator to participate in the McGill Tournament in Montreal. Another team of N.S.S.D.A. members travelled later in November to the Atlantic Provinces' Workshop held in Cornerbrook, Newfoundland. Both these groups represented Nova Scotia well and brought new debating experiences to share with their fellows in the N.S.S.D.A.

Among the highlights of the Provincial Championship Tournament which was staged at King's College, Halifax in March, was a luncheon which the debaters attended with Lieutenant-Governor Clarence Gosse. At this luncheon a representative of the provincial Department of Recreation announced some financial support from his department for the N.S.S.D.A. This support was to allow the association to participate in the National Seminar in Yellowknife and to allow for continued work in the schools of the province.

An invitational cablevision tournament was held in conjunction with the provincial meet; this tournament saw Yarmouth debaters pitted

²Advocates Ahoy, December, 1974.

against a team from Riverview, while students from Holy Angels High School in Sydney tested their skills against a team from Horton District High School.

The topic used for the Championship Tournament was: Should the other provinces assist Quebec to secede by 1980? As was the tradition in N.S.S.D.A. debates, each team participating in the tournament was required to debate both sides of the issue, and to use several styles of debating during the event. A team of students from Halifax West High School won the tournament and took the Championship Trophy to Halifax West High School for the first time.

Once again the N.S.S.D.A. chose its team to compete in the National Seminar on the basis of competitions held during December and March. The team named to represent the association in Yellowknife was: Leigh Hyndman, Halifax West High School; Tom Lathigee, Riverview Rural High School; Brenda Austin-Smith, Kentville High School; Mary Lib Morse, Yarmouth Consolidated High School; and Dal Atwood, New Glasgow High School. Hugh Williamson of Halifax West and Cleve Wall of Riverview were asked to travel with the team as coach-chaperones.³

The talent of the Nova Scotia debaters was again recognized at the national level when Tom Lathigee won a spot on the Dream Team by taking second place in the overall standings in the nation and Brenda Austin-Smith placed first in the original oratory contest. The close competition among the top debaters during the national event was emphasized during the Dream Team Debate. This debate was intended to show the citizens of Yellowknife the top talkers of the country and the audience

³Advocates Ahoy, March, 1975.

was to judge the event. The result, however, was a dead heat; fifty-eight agreed with the affirmative side, fifty-eight agreed with the negative side, and the rest were undecided. The topic was: Should Provincial Status be given to the Northwest Territories?⁴

The N.S.S.D.A. had again included participation in the Joseph Howe Festival as part of its program and therefore organized the provincial finals which were held in Province House in October, 1974. Two members of the debate association took top honors in the Oratorical Competition which saw twelve finalists from across the province competing for the titles of Mr. and Mrs. Joseph Howe. Contestants were chosen through a series of regional run-offs held in various high schools under the auspices of the N.S.S.D.A. Toni Newman of Queen Elizabeth High School in Halifax and Tom Lathigee of Riverview Rural High in Coxheath were \$1,000 winners and presided over the ten-day festival as Mr. and Mrs. Joseph Howe.⁵

For the second consecutive year, the Kiwanis Festival of Music, Speech and Drama, held in Sydney, recognized the value of student debating and placed emphasis on it by including a special section for debating in its syllabus. Four teams from schools affiliated with the N.S.S.D.A. participated in this event which saw a team from Riverview Rural High School emerge as winners. Members of the N.S.S.D.A. also took top honors in the solo speaking, public speaking, individual interpretation,

⁴"Kentville Girl Wins Debating Honors" (Yellowknife Special), Halifax Mail-Star, 12 May 1975, p. 14.

⁵"Mr. & Mrs. Howe: They're \$1000 Winners," The Highlander, Sydney, 19 October 1974, p. 2.

sight reading and impromptu speaking categories of the Festival.⁶ Their participation in debate activities during the year was now proving its worth.

A record thirty-nine schools had affiliated with the N.S.S.D.A. during the academic year 1974-75 and the executive, though pleased with the expansion to date, looked for further growth.

Gerald Punké, in his Eastern Canada Co-ordinator's Report,⁷ given during the National Seminar in Yellowknife, reported, "I do believe debating is in a significantly stronger position in this region than ever before."

He listed among the successes in the region:

- (1) the use of high quality promotional materials in contacting all of the schools in each eastern Canadian province at an educational level designated by the provincial organizers
- (2) the production of a "debate pack" of debate materials for use or reference by each of the eastern provinces
- (3) the preparation and production of six monographs on debate styles, made available to the provinces either through the SWAP catalogue of the Nova Scotia Teachers' Union or the office of the Eastern Canada Co-ordinator
- (4) the staging of an excellent Atlantic Provinces' Workshop for high school students in Cornerbrook, Newfoundland
- (5) the promoting of debating at the junior high level with obviously promising results in Nova Scotia

⁶"Kiwanis Festival of Drama and Speech Held in Sydney," Cape Breton Post, Sydney, 9 May 1975, p. 10.

⁷Gerald Punké, Eastern Canada Co-ordinator's Report, Yellowknife, May 1975.

- (6) the staging of an inaugural Atlantic Provinces' Workshop for junior high students in Coxheath, Nova Scotia by the N.S.S.D.A.
- (7) and the formulating of a plan for an Atlantic Provinces' debate exchange with Britain.

The Provincial Co-ordinator's report⁸ from John Filliter of the N.S.S.D.A. was very encouraging. Among the items included in this report were:

Thirty-nine schools have affiliated with the N.S.S.D.A. so far this year. Estimated number of students involved this year: 500.

Highlights of the 1974-75 debating year:

Joseph Howe Festival Oratorical Competition
 McGill University High School Debating Tournament
 Atlantic Provinces' Workshop, Newfoundland
 December Provincial Tournament, Dartmouth
 Riverview Invitational Tournament, Coxheath
 Atlantic Provinces' Junior High Workshop, Coxheath
 Provincial Senior High Championships, King's College University
 Dalhousie University Invitational Tournament, Halifax
 Provincial Junior High School Championships, Windsor
 1975 Joseph Howe Festival Regional Play-offs
 N.S.S.D.A. Summer Camp

As well, there have been eighteen workshops, several regional tournaments and a revised cablevision debating series in Metro. Projection for next year: hopefully a similar schedule, possibly adding a British Tour and a visit to the New England States by Nova Scotia student debaters.

The Debate Camp, previously sponsored by the N.S.S.D.A., was expanded and came under the sponsorship of the Eastern Canada Co-ordinator, Gerald Punke. The Big Cove Campsite near New Glasgow was the locale in which junior and senior high debaters from the eastern provinces gathered

⁸This report was included in the Eastern Canada Co-ordinator's Report, Yellowknife, May 1975.

in mid-September to participate in the largest camp sponsored to that date by an eastern debate association. Thus, the activity which had begun as a finale for a debate year's activities now became the springboard for the activities of a new year.

Chapter 9

PRESENT ACTIVITIES AND PLANS FOR THE FUTURE

As the N.S.S.D.A. moved into the present academic year (1975-76) it appeared that another year of growth was in store. The activities officially got underway early in October as the Joseph Howe Oratorical Competition finals were organized by the N.S.S.D.A. In conjunction with the Howe Festival, a Howe Pow Wow was sponsored by the association; the major event of this meet was a model parliament during which the trial of Dr. Henry Morgentaler was discussed by the debaters.

The Annual General Meeting held during the Pow Wow elected to the position of Provincial Co-ordinator, Hugh Williamson, a teacher at Halifax West High School.

By mid-year several activities had been held under the sponsorship of the association: various workshops in provincial centers were led by John Filliter; a group of ten debaters participated in the Atlantic Provinces' Workshop in Saint John, New Brunswick; the Riverview Invitational Tournament was held in Coxheath and brought participants from all over the provinces; and a team of junior high debaters participated in the Second Atlantic Provinces' Junior High School Workshop in Souris, Prince Edward Island. By November, thirty-two schools had affiliated and a record year was anticipated.

The first provincial tournament of the year was held at King's College, Halifax and was the largest ever: one hundred students

representing twenty-five schools in Nova Scotia and two in New Brunswick participated. These students debated the topic: Resolved that Canada should severely curtail immigration. Shauna Sullivan of Riverview Rural High School took top individual honors in the senior high division, while Peter Aterman of Halifax Grammar School placed first in the junior high section.¹

Competition was keen for the provincial delegation to the 1976 National Seminar positions and an international event which had been the aim of the association for two years was now being planned. A group of students from the N.S.S.D.A., along with a team of university debaters, are now finalizing plans for their British Tour. The group will be accompanied by Gerald Punke and will debate in several colleges and universities in England. Another dramatic step has been taken on the road to growth by the N.S.S.D.A.

As plans are being made for the provincial senior high championship tournament; the N.S.S.D.A. is especially encouraging French-speaking students to participate. A place on the provincial team is being reserved for a French-speaking debater and it is hoped that this move will encourage participation by French students.

It is expected that the association will have a membership of at least fifty schools before the end of the academic year.

The tradition of the N.S.S.D.A. seems to have become that each provincial tournament is larger than the one immediately before it; that a larger number of schools are involved each year; and that new activities are added to those of the previous year while the N.S.S.D.A. broadens its base. The present academic year certainly seems to be continuing this trend.

¹Nova Scotia Student Debating Association Information Letter, 9 December 1975.

Chapter 10

RELATED ACTIVITIES

Although the main concern of the N.S.S.D.A. is the promotion of student debating, the association has involved itself with a number of other speech activities which while they are subordinate to debating itself, are encouraged to improve the calibre of debating and to introduce debating to students interested in other speech activities. The following will be a brief summary of some of these related activities and will show the extent of N.S.S.D.A. involvement in the events.

Joseph Howe Oratorical Competition

From the beginning, in 1973, the cost of this competition has been borne by a committee of the chartered banks serving Nova Scotia, namely, the Bank of Montreal, the Bank of Nova Scotia, the Canadian Imperial Bank of Commerce, the Mercantile Bank of Canada, the Royal Bank of Canada, and the Toronto-Dominion Bank.

Since it was begun, the competition has been organized throughout the province by the N.S.S.D.A. and its five regional councils. Selection of the winners who become Mr. and Mrs. Joseph Howe for the ten-day festival, is made through the medium of an oratorical contest with participants chosen through a series of regional "speak-meets" held in various high schools under the auspices of the N.S.S.D.A. It is excellent for many reasons, not the least is the impetus which it gives to public speaking and debating. These are talents not exercised enough

these days and to which little attention is paid in most public schools.

Howe Pow Wow

This event was initiated in 1973 in conjunction with the Joseph Howe Festival and is sponsored entirely by the N.S.S.D.A. The Pow Wow offers to students in the province an opportunity to meet, view the potential of the N.S.S.D.A., and to participate in a model parliament. Several experts on the topic to be discussed during the model parliament usually address the students who also have the opportunity to attend the Oratorical Contest at Province House during the Pow Wow. Three such events have been sponsored to date by the N.S.S.D.A.

Decision By Debate

In an attempt to provide students in Nova Scotia with a wider audience for their ideas, the N.S.S.D.A. arranged with Halifax Cablevision for the televising of a regular debate series during the academic year 1972-73. To test the feasibility of the idea, two teams went to the Halifax Cablevision studios on September 19, 1972, to record a pilot debate on the topic: Resolved that the Olympic Games should be replaced by international competition. The experience proved to be a successful one. Workshops to prepare for the television format were held over several months and a highly interesting and successful series of debates was taped by teams from seven participating schools. The ensuing twenty-four week competitive series was broadcast in weekly fifteen-minute programs under the guidance of Gerald Punke.

In 1974-75 an expanded series, this time for junior and senior high school students and broadcast by both Halifax and Dartmouth channels,

was introduced. The programs now were lengthened to thirty minutes each with the first half of the year being given over to senior high students and junior debaters using the latter part of the year.

This series was planned in response to a real teacher desire not only to expand the regular classroom environment, but also a desire to help students grow, through debating, to be able to express themselves publicly and articulately. The series involved primarily students in the Metro region; however, during the provincial championship tournament in March, 1974, teams from each of the other four debating regions participated in an invitational television debate as part of this program.

The programs are organized and sponsored by the N.S.S.D.A. and the National Student Debating Federation.

McGill University Invitational High School Debating

Although various schools from Nova Scotia have participated in the McGill Tournament over the years, the N.S.S.D.A. became involved as recently as 1974. A team of four students representing the association travelled to Montreal and participated in classical style debates. The N.S.S.D.A. considered the experience a very valuable one and hoped to make participation in this tournament an annual event. Unfortunately, lack of the necessary finances prevented participation in 1975; however, it is hoped that involvement can be renewed in 1976.

Pamphlets

In an attempt to make materials on various styles of debating, scoring, preparing research, and other related information available to interested teachers and students, the N.S.S.D.A. prepared a series of

pamphlets which are available through the S.W.A.P. program of the Nova Scotia Teachers' Union for a small fee. These pamphlets are given to all schools which affiliate with the N.S.S.D.A. The following titles are now available:

Debating Tips

A Complete Guide to Parliamentary Style Debating

An Introduction to Direct Clash Style Debating

A Guide to Cross-Examination Style Debating

A Guide to Organizing a Model Parliament

A Guide to Co-operative Investigation

Halifax-Dartmouth Regional Youth Parliament

Although this parliament is not organized by the N.S.S.D.A., students in the Metro region who are members of the association are encouraged to participate and do, in fact, make up a significant portion of the parliament. Members of the executive of the N.S.S.D.A. assist the organizers of the Youth Parliament in preparing their schedule of events.

Advocates Ahoy

The first copy of the newsletter of the N.S.S.D.A., Advocates Ahoy, was printed in September, 1972 and replaced the News Bulletin previously printed by the executive. Advocates Ahoy is used to inform all debaters in the province of the activities of the association, to report results of competitions and to encourage participation in debating. One of the students serving on the executive is usually responsible for the newsletter.

Kiwanis Festival of Music, Speech, and Drama (Sydney)

This festival is sponsored by the Kiwanis Club of Sydney and includes a section for debating activities. This section is organized by the N.S.S.D.A. and is open to participation by any high school in the Cape Breton Region.

Debate Camp

This event began in the summer of 1973 as a small camp serving primarily as a forum for opinions on the previous year's activities. The first camp, held at the Filliter Cottage in Cap Brulé, New Brunswick, proved to be so popular that it was expanded the following summer and students representing all regions of the province attended. In September, 1975, the camp again expanded, becoming now a gathering of debaters from the Atlantic Provinces. Big Cove Campsite, near New Glasgow, was used for the event and its success has led to plans for another such camp next year. Students attending the camps participate in debate workshops and seminars as well as having a planned recreational program including swimming, canoeing, and hiking. The camp now serves as a starting point from which to plan and begin activities for the new academic year.

Through all these activities related to debating, the N.S.S.D.A. hopes to reach an ever-broadening segment of our student population, for it is only as more and more debaters become involved that the purposes of the association will be accomplished.

CONCLUSION

Debating has come a long way in Nova Scotia, from the school-house meeting in Pictou County where the jug played such an important role to the highly organized and well defined association of today. It is interesting to notice that the various styles of debating used in N.S.S.D.A. tournaments have roots far back in the English societies of the 1800's and that the extemporaneous speaking, so much expected in our parliamentary methods, really took root as a result of dissatisfaction with the methods of the early 1900's.

The N.S.S.D.A. appears, in retrospect, to be a combination of various schools of thought in debating circles. Using as it does contest and non-contest techniques on various occasions, it attempts to provide a forum both for those who like the competitiveness of the tournament and those who prefer the sheer enjoyment of a good logical argument. Debaters are asked to discuss such contemporary political questions as Canada's immigration policy but are also asked to debate opinion topics similar to those of the early literary societies, for example: Honesty is the best policy. The days of speeches prepared in advance and delivered exactly as they were prepared are reflected in today's oratorical contests such as the annual Joseph Howe competition and the extension of the idea is seen in the original oratory contests of the National Student Debating Federation.

Yet there is much remaining to be accomplished. The N.S.S.D.A. looks forward to the day when bilingual debating will be a vital part

of its program. It is working towards a firmer continuing program being established in the junior high school with the hope of broadening membership through this effort to include a much larger percentage of Nova Scotia's student population. A wider variety of interprovincial and international activities are also being planned for the coming years. The association hopes to further broaden its membership base by encouraging debating by senior citizens, drop-outs, and adults generally, as well as students.

Many young Nova Scotians have benefited in a variety of ways from the work of the N.S.S.D.A.; therefore, perhaps it is best to allow one of them the final word.

It has been said that the high school and teen years are crucial in the development of the individual's attitude towards his future goals. Acceptance, popularity and achievement are those things most desired by a high school student. Rejection, isolation, alienation and failure are among his most feared nightmares. The education system, in an effort to deal with these emotions, has encouraged the development of extracurricular activities. One of those activities in which I was fortunate to become involved was the debating association.

My involvement with that society has meant many things. It has provided the chance for travel; through debating I was able to travel to Halifax, Charlottetown, P.E.I. and Ottawa, while friends of mine went to Newfoundland, New Brunswick, Alberta, and the Northwest Territories. As with any extracurricular activity, this society also provided experience in organizing and taking responsibility, and helping others as we planned and participated in tournaments.

Perhaps more importantly, however, apart from trophies, titles, and praise, this involvement with the Nova Scotia Student Debating Association provided interaction with people. In today's increasingly complex society it is easy for the individual to be lost and withdraw into himself. The experience of meeting people of other backgrounds and interests automatically leads to closer associations with more people. In short, knowledge of issues was secondary in comparison with the knowledge of people gained through debating activities.

The ability to interact with people, to express oneself clearly, to research properly, which were learned by participating in the debating society, is benefitting me now in my college years, and will undoubtedly continue far into the future.¹

¹Peter Mancini, Dalhousie University student, former member of the N.S.S.D.A. Interview, 28 January 1976.

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APPENDIX A

GUIDE TO DEBATING TECHNIQUES

ARTICLE ONE

An Introduction to Cross-Examination Style Debating.

Compiled for the Nova Scotia Student Debating Association
by Gerald B. Punke, Field Development Officer, Department
of Education, Dalhousie University.

January 1974

For Further Information: contact the

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Cross-Examination Debating

I. Values of Cross-Examination Style:

- a. It places an especially significant premium upon thorough study and preparation of the resolution by the participants. There is little chance of concealing the fact of inadequate preparation from a cross-examiner who is alert and is himself prepared.
- b. It is an excellent device for training the student in a flexible and extemporaneous style of speaking.
- c. It is a safeguard against failure on the part of the speakers to reach a definite clash of opinion. Essential issues can be brought into clear relief; verbal camouflage loses its potency.

II. Style of Cross-Examination Debate:

While there are several arrangements that have been used for Cross-Examination Debating, the one that is normally used by the Nova Scotia Student Debating Association is set up as follows:

- a. First affirmative, main speech, 8 minutes.
 1. Main speaker cross-examined for 4 minutes by second negative.
- b. First negative, main speech, 8 minutes.
 1. Main speaker cross-examined for 4 minutes by first affirmative.
- c. Second affirmative, main speech 8 minutes.
 1. Main speaker cross-examined for 4 minutes by first negative.
- d. Second negative, main speech 8 minutes.
 1. Main speaker cross-examined for 4 minutes by second affirmative.
- e. Refutation and summary for the negative by first negative speaker, 4 minutes.
- f. Refutation and summary for the affirmative by first affirmative speaker, 4 minutes.

The times outlined above are only suggested times; other arrangements can be used.

III. Preparing for Cross-Examination:

- a. Prepare thoroughly and carefully, but never be a slave to that preparation. A series of prepared questions may to a large degree fit the opponent's case, and you may want to stay with those prepared questions most of the time, but more often than not such prepared questions simply point the way toward a certain goal and offer broad suggestions as to how to reach the goal. In the debate, you must play it by ear for much of the time; that is be ready to add or subtract questions and pursue new lines of thought if and when the situation demands such changes.
- b. In the process of preparation, try to work out series of questions related to each argument you think your opponent might offer during a debate. These questions ought to be analysed, studied, and improved upon until the wording is brief, the meaning is precisely clear, the questions are difficult to evade or avoid, and until one question builds upon the foundation of a previous question.
- c. Questions designed to impeach evidence will have, as a rule, to be phrased while the debate is in progress. Nevertheless, some advance preparation will help here, too. Lists of authorities commonly cited on the resolution can be prepared, and material relating to the qualifications of these authorities and their positions on the arguments can be recorded. In this way, you will be in a far better position to attack source of evidence when it is offered, proving bias, prejudice, insufficient background, and so on.
- d. You must also examine your case extensively enough to be able to defend it from cross-examination; you must worry about answering questions, too. A study of your case should reveal to you the probable lines of questioning that will be asked about it by your opponents. You should make a list of the questions you would ask about it if you were an opponent, and from this list, decide on the type of answer you would want to give to each question.

IV. The Role of the Examiner in Cross-Examination Debates:

- a. During the cross-examination, the examiner is in charge, it is his time.
- b. Generally speaking, it is best to begin questioning with neutral questions. Having gained the respect and confidence of the witness, the examiner can gradually work toward the more controversial and hostile questions in the hope that the witness will stay with him.

- IV.
- c. A series of questions probing one or two basic arguments is generally more effective than a miscellaneous assortment of questions bearing on many arguments.
 - d. Move from more general questions to specific questions.
 - e. Remain flexible in your approach.
 - f. Order your questions so that an admission obtained from a previous question is used to formulate following questions.
 - g. Make sure that each question contains only one point. Each question should be narrow enough to prevent evasion by the witness.
 - h. All questions should grow out of arguments previously introduced into the debate.
 - i. Try to build momentum as cross-examination proceeds. Such a momentum should be built on the admissions, the contradictions, and the inconsistencies disclosed through questioning. Persistence - staying with a particular line of thought until it has been thoroughly explored - usually pays off.
 - j. Do not ask unfair questions. Do not ask questions on trivial matters. Do not ask questions on such minute detail that reasonable preparation would not have prepared the witness to answer. Do not insist on a "yes" or "no" reply when any question cannot fairly be answered by such a reply.
 - k. Be very aware of the impact of possible responses to each question you may ask.
 - l. Learn how to shift from one line of questioning to another. Do not spend too much time on a series of questions once you are convinced that you cannot get the reply you want.
 - m. If you do not experience success at breaking down an argument by approaching it one way, keep up the pressure by attacking from a different flank.
 - n. Do not try to get the opposition to admit too much in any one question. It is a basic principle of human nature that you can get someone to give you what you want more easily when you ask for it in small doses rather than one large package.
 - o. Present questions in a logical sequence. Your questions should follow both a logical chain of reasoning as well as a psychological sequence.
 - p. Seek short answers to your questions. As a rule, long answers come as a result of poorly worded questions. For example, questions that begin "Why..." or

- IV. "Would you explain..." usually invite long answers. Some witnesses will be motivated to do this regardless of the question asked, and the witness will need to be reminded to keep his answers short and to avoid elaboration.
- q. Make sure that your questions are actually questions. Too often questions represent arguments or conclusions.
 - r. If possible, do not permit evasion and avoidance. Politely demand a definite answer to your question.
 - s. Do not argue with the witness.
 - t. Be yourself and do not assume television "district attorney" type roles.
 - u. Remember that cross-examination is used to secure common ground. There is little point in wasting time in a debate disputing matters over which you and your adversaries are in mutual agreement.
 - v. Also remember that results from cross-examination are used to support arguments and counter-arguments in constructive speeches and rebuttals.
- V. The Role of the Witness in Cross-Examination Debates:
- a. All questions fairly and legitimately asked must be dignified by a brief and honest answer.
 - b. The witness, like the examiner, should be well prepared.
 - c. The witness should not consult with his colleague at any time during the examination.
 - d. The witness should avoid asking questions. If the original question was confusing, of course, he should ask for clarification.
 - e. The witness should not react defensively. The witness should keep cross-examination in its true context and approach it as a challenge, not a threat, to his abilities to prepare and defend a case. The examiner has a job to do, and that job entails undermining the opponent's case. It does not entail a personal attack on the honesty and intelligence of the witness.
 - f. The witness should not hedge in his answers. There is no great wrong in not having the right answer; there is wrong in pretending or being evasive.

- V. g. Be as brief as possible in answering questions.
- h. Qualify your answers when such is necessary to understanding.
To not give qualifications solely because you do not want to run the risk of getting into trouble.
- i. Do not argue with the examiner.
- j. Do not attempt to include constructive material in your reply.
- k. It is probably wise not to reply instantly.
Do not waste time, but do not put your head on the block unnecessarily.
- l. Do not attempt to answer trick questions or unfair questions.
If a question contains more than one question ask the examiner which of the several questions he wants asked.

VI. Something for both Examiner and Witness:

Cross-examination should be carried on in atmosphere of gentility.

To convert cross-examination into a bullying and hostile exercise in which voices are raised in anger, in which sarcasm and ridicule are the order of the day, in which no respect for one's adversary is apparent, is to pervert the very purpose cross-examination seeks.

Attack ideas; attack arguments; attack evidence and reasoning, but never attack the dignity of your opponent. Tact and good judgement are essential.

ARTICLE TWO

An Introduction to Direct Clash Style Debating.

Compiled for the Nova Scotia Student Debating Association
by Gerald B. Punke, Field Development Officer, Department
of Education, Dalhousie University.

January 1974.

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Direct Clash Debating: An Outline

1. This type of debate is essentially an "issue-by-issue" or "point-by-point" method of presenting and discussing the problem for debate. This is an intimate, dynamic and rapid-fire exchange that allows little room for speech-making.
2. Physical arrangement: Preferably the moderator and the four debaters (two affirmative and two negative) will be at close quarters. In addition, it is important to ensure that the audience can hear the debate easily for at some stage in the proceedings the moderator may wish to open up the debate on a particular issue to the members of the audience.
3. Order of events: Flexibility is crucial but, as a guide, the following outline may prove valuable.

- 1) After initial introductions, the debate begins with a period of definition and analysis. To achieve this the Moderator allows the speakers on each side from 5 to 8 minutes in which to define and analyze their view of the proposition. The affirmative speaks first followed by the negative and usually both affirmative and both negative speakers are involved in this stage.

During these introductory statements the moderator needs to itemize for his own use the areas of agreement and disagreement between the two teams for, after this initial period, the debate is limited to the issues which are the subject of disagreement.

- ii) From this point on the discussion proceeds by a series of clashes. The Moderator determines the issue and then calls for arguments for and against it.

While the affirmative or negative side may initiate the clashes, it is important for the Moderator, besides being actively involved in leading or directing, encouraging or curtailing these clashes, to ensure that all four speakers have an equal opportunity to present their views.

- iii) When the Moderator feels that the participants have exhausted their arguments he may either:

- proceed to the next issue; or
- take an audience vote and then proceed to the next issue; or

- open up the issue for debate and question from the audience before proceeding to the next issue and/or taking an audience vote.
- iv) After all issues identified, or an equal number for both sides, have been dealt with in this manner, the final decision can be determined. Decisions can be based on any of the following:
- the team with the highest points' total on a score sheet prepared for the occasion;
 - the team winning the majority clashes as determined by audience votes; or
 - a final audience vote.
- v) This particular style of debate is particularly effective in regular classroom situations. Because teachers are often limited in what they do by the length of available class period times, it is often advantageous to impose time limits on each of the issues to be dealt with during a clash debate. Such time limits may serve to encourage the participating debaters to take greater care in the preparation of their arguments, for conciseness and precision are essential in such circumstances.

A Possible Score Sheet

(complete a sheet for each debater)

NAME: _____ SCHOOL: _____

SPEAKER: Affirmative or Negative
 Leader/2nd Speaker Leader/2nd Speaker
 (Circle the one applicable)

RESOLUTION: _____

Content: (facts, examples, aptness, originality etc.) _____ /20

Organization of Material (logic, clarity, conciseness, etc.) _____ /20

Defence of own arguments: _____ /10

Refutation of Opponent's Arguments _____ /20

Delivery: Vocabulary and Grammar: _____ /10

Voice and Gesture: _____ /10

Effect on Audience: (sincerity, humour, etc.) _____ /10

TOTAL: _____

Marking Scheme: A Guide -

Poor:	Fair:	Adequate:	Very Good:	Superlative:
<u>Either:</u> 1-2	3-4	5-6	7-8	9-10
<u>Or:</u> 1-4	5-8	9-12	13-16	17-20

COMMENTS:_____
Signed_____
Dated

ARTICLE THREE

A Complete Guide to Parliamentary Style
Debating.

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PARLIAMENTARY DEBATING

A. THE GOVERNMENT

Purpose: In debating, the government is the side which presents, defends, and attempts to pass the resolution before the House. Because the onus is thus on the government to present its case, and since its side is, therefore, more vulnerable to attack, the government is usually well advised to keep two important ideas in mind: CONNECTION and EXPANSION. Briefly, all government speeches should be connected, one with another, to clarify arguments for the House and each speech should make and expand upon one or two major points. Only very strong and well-documented points can stand up against the rebuttal of a determined opposition.

The Prime Minister: The Prime Minister has the most responsibility of all government members. He must present the resolution, and, more importantly, define it. A resolution which is haphazardly defined is open to devastating attacks by the opposition. A well set out resolution, on the other hand, is an asset to the government. The Prime Minister then should briefly outline his speech, and those which follow, if he so desires. His speech is, of course, entirely up to him, but he should remember that one or two solid points emphatically made are far more important than five or six points brief and generalized.

An extremely important duty of the Prime Minister is his closing rebuttal. In it he tries to bring out the one or two basic arguments or themes of the opposition, and effectively destroy them. If he can do this convincingly, he will go a long way in nullifying the earlier speeches by the opposition.

Second Member: The second member's first duty is to remind the House of the Prime Minister's points and to connect his own speech to that of the Prime Minister, and/or to the resolution. He then proceeds with his speech. Integrated in it should be the rebuttal of any ideas of the leader of the opposition which threatened any of the Prime Minister's points or those of the second member himself. At the end of his Speech, the member should try directly or indirectly to either introduce the third member's remarks, or briefly reiterate the important points he has already made in his own speech.

Third Member: The third member has more or less the same responsibilities as the second member. In addition, towards the end of his speech, he should re-emphasize the main points made by the government during the debate, thus crystallizing them in the minds of the members of the House.

B. THE OPPOSITION

Purpose: The basic purpose of the opposition is to prevent the government's resolution from being accepted by the House. There are two basic ways to accomplish this:

- 1) by refuting the key government arguments in favour of the resolution and;
- 2) by building up the counter-arguments which will prove that the government's resolution is erroneous.

Of the two, the first method is probably the key to success and yet it is the one most often overlooked. A well-balanced argument consisting of both methods is most convincing, but rebuttal is still the key to victory.

A note of warning: the opposition is a team of three members. This means that a rapport must exist among all three speeches and that any counter-arguments developed must be coherent and flowing. Three unrelated speeches, no matter how effective individually, are not as convincing as one smooth, lucid approach.

The Opposition: The first opposition speaker has several key duties. These must be fulfilled if the opposition is to present its views in the clearest manner.

Firstly, he must state his disagreement with the resolution, and give a terse but effective reason for it. It is often a good idea to prepare the House for the ensuing speeches by giving an indication of what line of reasoning the other two members of his team will be taking.

Then he must examine the Prime Minister's speech. He may disagree with the Prime Minister's terms of reference, though not with the dictionary definition of the key words in the resolution. He must never allow a different set of references to disturb him, but he should be prepared to present his own in an acceptable manner. He can then rebut the Prime Minister's arguments but must keep in mind that if the rebuttal is integrated into the speech it is often more effective.

The presentation of the speech proper should be carefully prepared. The tone of the opposition's arguments should be established quite early. Ideally, when the First Speaker of the Opposition is seated he should have demolished the Prime Minister's arguments, built up a convincing list of his own views, and prepared the House for the speeches of his two colleagues.

Second Member: The second member must pick up the thread of the argument from the first member. At all costs his speech must show continuity. He is also expected to refute the second government speaker's argument, and, once again, should try to integrate speech

and rebuttal. His speech should further develop the opposition's philosophy without becoming unduly repetitive. This is a good place to introduce some humour, but this step must be carefully considered; banality or offensiveness should definitely be avoided. At the end of his speech he should quickly summarize the entire opposition thread of logic, prove that the government has thus far failed to establish any case for the resolution, and set the stage for the third member of the opposition.

Third Member, Leader of Opposition: This speaker is given two minutes more, and this is for an excellent reason: rebuttal. Of the three members this one should be the best spontaneous speaker, and his final argument can usually decide the issue. Once again rebuttal is the key, but this time he should refute the entire government's arguments. That is, rather than isolating single ideas, he should point out the central or spinal themes in the government's long list of arguments, and also attack them. It is extremely advantageous if he can prove that the government rises or falls on one or two postulates and then establish the falsehood of these basic premises. At the same time, this speaker is expected to complete the opposition's arguments and briefly review the essential features of the previous two opposition speakers, with a view to providing coherence and unity. He should keep in mind that this is the last chance the opposition has. The Prime Minister will have a few minutes more. But for the opposition the third speaker must be both the firebrand of rebuttal and the logician of the prepared speech. If he can succeed in both capacities, and if the previous members have performed successfully, the opposition can at least feel confident of having done everything within its power.

The decision, of course, will rest with the House and/or the judges, but a feeling of accomplishment should come irrespective of victory or defeat.

C. MOTIONS

General Use: Debaters are encouraged to use points of order, personal privilege and reference. The following motions should, however, be used sparingly, and in clear-cut cases only:

Points of Order: A member may rise at any time on a point of order. At that time, the member who has been speaking will sit. The member who has risen on the point will explain his point of order briefly and then sit down. (In the case of (d) below the member who has been speaking may defend himself.) The Speaker of the House will rise and give his decision. Among the more common points of order are:

- (a) Failure to address the Speaker
- (b) Excessive reading from notes

- (c) Unparliamentary language ("liar", etc.)
- (d) A segment of a speech which is totally unrelated to the topic
- (e) Introduction of new material or evidence by Prime Minister in his rebuttal.

Points of Personal Privilege: The procedures are the same as that for a point of order. A member may rise at any time if he feels he has been misquoted or grossly misrepresented. Again, after hearing both sides, the Speaker will make a ruling which is, of course, final.

Points of Reference: A member may rise at any time on a point of reference. At that time, the member who has been speaking will sit. The member who has risen on the point asks the Speaker if the Hon. member will accept a question. The Hon. member may choose to accept or reject the question.

D. RULES OF ORDER

1. Debates should be carried out along accepted Parliamentary lines in Canada. As far as possible, the House should be divided into two groups facing each other. The members supporting the motion should represent the Government and sit on the Speaker's right. The members representing the Opposition should sit on the Speaker's left.
2. Acknowledgement of Speaker: Members of the House should rise as the Speaker enters and leaves the House. Members crossing the floor or entering or leaving the House while it is in session should acknowledge the Speaker.
3. The Speaker should call the House to order and should then welcome the visitors and introduce the Judges, or arrange for this to be done.
4. The Speaker should read the resolution before the House. No amendments to the motion are in order.
5. ORDER OF SPEECHES: The Speaker should call upon a debater for and against the motion, alternately, beginning with the Leader of the Government and followed by the First Speaker for the Opposition. After the three speeches by each team the Leader of the Government should be called upon for Summary or Rebuttal.
6. TIME OF SPEECHES: (the times given are only an example of a possible time arrangement)

Government:

1. Leader (Prime Minister)
(1st debater) - 7 minutes
3. 2nd Member
(3rd debater) - 7 minutes
5. 3rd Member
(5th debater) - 7 minutes
7. Leader (Prime Minister) - Rebuttal
(7th debater) - 3 minutes

Opposition:

2. 1st Member
(2nd debater) - 7 minutes
4. 2nd Member
(4th debater) - 7 minutes
6. Leader of Opposition
(6th debater) - 10 minutes

Time cards, or some such similar device, should be used to indicate to the debater the balance of time left while delivering his/her remarks to the House.

The time taken up by any Point of Order, Point of Personal Privilege or Point of Reference raised by another member or by excessive applause, etc. should not be counted in the time of the address. However, the time taken to reply to any such remark should be counted.

7. Subject Matter: The subject matter should be reasonably relevant to the Motion before the House, but each speaker may elaborate his theme as he sees fit. Members should not use language ruled by the Speaker to be offensive. In the Rebuttal by the Leader of the Government, no new material or evidence may be introduced. If he does so, it is the responsibility of the Opposition to rise on a Point of Order. Borderline cases here can make for excellent debate.
8. Establishing a Case: Some guidelines

The "burden of proof" lies with the Government, unless the Opposition proposes a counterplan (in which case, the onus shifts to the Opposition). Normally, the Government must prove its case.

Except in the case of a counterplan, the Opposition must directly meet the Government's arguments. The Government must answer Opposition objections and attack the Opposition's case. Refutation or defence of arguments is valid at all stages of the debate.

All arguments introduced stand until reasonable doubt has been cast upon them.

Generally speaking, and other things being equal, if the Government has built a case which the Opposition has not dismantled, the decision goes to the Government. If, on the other hand, the Government fails to establish a satisfactory case, or the Opposition has demolished Government contentions, the Opposition is declared the victor. In the case of a counterplan, the Opposition must prove the desirability of its proposal or lose the contest.

9. Form of Address: Members should rise to speak, and with the Speaker's permission address their remarks, at least in form, to the Speaker. Members should address only "Mister Speaker" when beginning their remarks. Only one member at a time should have the floor of the House. Members should not refer to another member of the House by name but should use a phrase such as "The Honourable Member", "The First Speaker for the Opposition", or "The Member from Ecum Secum" or some similar form.
10. Notes: Members should not read speeches, but may refer to notes and may read quotations if these are relevant.
11. Points of Order: Any member may rise and call the Speaker's attention to a breach of the Rules of Order. He shall preface his remarks by saying "Mr. Speaker, I rise on a Point of Order."
12. Points of Personal Privilege: Any member who considers that a material part of his speech has been misrepresented or misquoted may rise, at his own peril, to draw attention to the fact. He shall preface his remarks by saying "Mister Speaker, I rise on a Point of Personal Privilege", and if the Speaker agrees, may clarify the point in question but may not introduce new material.
13. Heckling: Only verbal heckling shall be permitted and that only by the competing debaters. Penalties should not be excessive or thoughtless and should not lower the tone of the debate.
14. Speaker's Ruling: The Speaker's ruling is final in all cases. No vote of censure of the Speaker is in order.
15. Remarks from the floor of the House and/or the Judges: After the formal presentations are completed and before any decision is rendered, the Speaker may invite comments either for the Government, for the Opposition or Cross-Benches from the floor of the House. Once these remarks have concluded, and if a panel of judges is being used, then the judges would be called upon to give comments on the efforts of the two teams.
16. The decision: A decision may be arrived at by a division of the House or by a panel of judges using suitable scoring sheets. Where scoring sheets are used the judgement shall be made on the basis of 60% for material and 40% for manner of presentation. The following is a suggested break-down:

Material

- | | |
|--|-----|
| 1. Introduction | 5% |
| 2. Content (including rebuttal, facts, illustration, description, organization, sources, logic and clarity of thought) | 50% |
| 3. Conclusion | 5% |

Manner of Presentation

1. English (grammar, vocabulary, pronunciation) 10%
 2. Voice (Clarity and control) 10%
 3. Deportment (Stance, gestures, ease of speech) 10%
 4. Effect on audience (convincing humour, sincerity, response of audience, and rebuttal) 10%
17. Adjournment: When the debate is completed, the Speaker may declare the House adjourned.

A. Speaker's Script for Parliamentary Debates

Before beginning, be sure that all judges have all debaters' names in correct order on their score sheets.

Once all members of the House are in their places, enter, take your position and say clearly and firmly: "THE HOUSE WILL COME TO ORDER. I AM PLEASED TO WELCOME YOU TO THE TOPIC FOR DEBATE IS RESOLVED THAT..... REPRESENTING THE GOVERNMENT TODAY, WILL BE:

<u>NAME</u>	<u>CONSTITUENCY</u>
THE PRIME MINISTER: _____	FROM: _____ ;
2ND GOVERNMENT SPEAKER: _____	FROM: _____ ;
AND THE 3RD GOVERNMENT SPEAKER: _____	FROM: _____ ;

SPEAKING FOR THE OPPOSITION WILL BE:

ITS 1ST SPEAKER: _____	FROM: _____ ;
THE 2ND SPEAKER: _____	FROM: _____ ;
AND THE LEADER OF THE OPPOSITION: _____	FROM: _____ .

ON BEHALF OF THE HOUSE, I EXTEND A SPECIAL WELCOME TO OUR JUDGES:
(if used)

<u>NAME</u>	<u>DISTINCTION</u>
_____	WHO IS _____ ;
_____	WHO IS _____ ;
_____	WHO IS _____ ; AND
_____	WHO IS _____ ."

(If anyone else of note is present, say: "MAY I ALSO SAY HOW PLEASED WE ARE THAT _____ HAS HONOURED US WITH HIS/HER PRESENCE.")

"EACH SPEAKER WILL HAVE SEVEN (7) MINUTES IN WHICH TO DELIVER HIS/HER REMARKS, EXCEPT FOR THE LEADER OF THE OPPOSITION, WHO WILL HAVE TEN (10) MINUTES TO SPEAK. THE PRIME MINISTER WILL THEN HAVE THREE (3) MINUTES OF OFFICIAL REBUTTAL. THE TIMEKEEPER WILL STAND WHEN A DEBATER HAS ONE MINUTE OF SPEAKING TIME REMAINING, AND WILL REMAIN STANDING TO THE END OF THE SPEAKER'S TIME, WHEN THE TIMEKEEPER WILL SIT. (If an alternate timekeeping procedure is used, then explain what it is.)

ARE THERE ANY QUESTIONS REGARDING THE RULES OF DEBATE? (Pause, and if no questions are forthcoming:) THEN I CALL UPON THE PRIME MINISTER TO DELIVER HIS/HER REMARKS."

After the Prime Minister has finished speaking, thank him or her and remind the judges (if being used), that in the case of the Prime Minister only, to reserve the rebuttal score space for the official rebuttal. After allowing the judges half a minute or so to complete their scoring, call upon the first speaker for the Opposition. Thank

and introduce the remaining debaters the same way. Before the Prime Minister begins his or her official rebuttal say: "I NOW CALL UPON THE PRIME MINISTER TO DELIVER HIS/HER REBUTTAL. (S)HE IS REMINDED THAT NO NEW MATERIAL MAY BE INTRODUCED DURING THIS SPEECH EXCEPT IN REPLY TO ARGUMENTS OR EVIDENCE INTRODUCED BY THE OPPOSITION."

After the official rebuttal, allow the judges time to complete scoring and then say: "THE HOUSE WILL RISE WHILE THE JUDGES RETIRED TO CONSIDER THEIR VERDICT." After they have exited, say: "PLEASE BE SEATED."

If you decide to open the debate to the floor of the House then, after the House is seated and quiet, say: "THE DEBATE IS NOW OPEN TO REMARKS FROM THE FLOOR OF THE HOUSE. ALL SPEAKERS WILL PREFACE THEIR REMARKS WITH THEIR NAME (AND CONSTITUENCY), AND WILL ADDRESS THEIR REMARKS THROUGH THE SPEAKER. HAVE I A SPEAKER FOR THE GOVERNMENT?"

If the House is slow to get into the act, you may have to ask the formal competitors to add further to their remarks; however, the aim should be to develop an open debate, with as many speakers as possible. It is often a good idea to have speakers planted and prepared ahead of time to start the ball rolling. Once underway, it picks up momentum.

After a Speaker for the Government has been heard, you should say: "IS THERE A SPEAKER FOR THE OPPOSITION?" or "IS THERE A SPEAKER TO CHALLENGE THOSE REMARKS?" or "IS THERE A MEMBER WHO WISHES TO SPEAK CROSS-BENCHES?" In any case you should call on speakers for the two sides alternately. (Whenever a speaker wishes to rebut someone else's arguments, he should be encouraged to address his remarks explicitly to that person through the Speaker in the usual formal manner.) (If a Member is taking an excessively long time to make his remarks, the Speaker should interrupt him as tactfully as possible. One method is to use the bell as a one minute warning, but it may be necessary to stand and say: "WOULD THE HONOURABLE MEMBER PLEASE TERMINATE HIS REMARKS AS QUICKLY AS POSSIBLE?")

Once debate from the floor of the House has terminated (or has been terminated) it is common practice to have a division of the House. "I NOW CALL FOR A DIVISION OF THE HOUSE. YOUR VOTE SHOULD BE BASED ON ALL THE ARGUMENTS YOU HAVE HEARD RATHER THAN ON THE RELATIVE MERITS OF THE COMPETING TEAMS (OR YOUR VOTE SHOULD BE BASED SOLELY ON THE MERITS OF THE DEBATERS AND NOT ON YOUR PERSONAL CONVICTIONS.)" "I NOW CALL FOR A DIVISION OF THE HOUSE. YOUR VOTE SHOULD BE BASED SOLELY ON THE MERITS OF THE COMPETING DEBATERS AND NOT ON YOUR PERSONAL CONVICTIONS REGARDING THE ISSUE (OR "YOUR VOTE SHOULD BE BASED ON ALL THE ARGUMENTS YOU HEAVE HEARD RATHER THAN ON THE RELATIVE MERITS OF THE COMPETING TEAMS"). "WOULD ALL THOSE WHO SUPPORT THE RESOLUTION MOVE TO MY RIGHT, AND ALL THOSE WHO OPPOSE IT TO MY LEFT?"

After the Count has been made by two appointed "counters", the Speaker should say: "THE RESOLUTION HAS BEEN (passed, defeated) BY A VOTE OF _____ TO _____."

When a House is particularly crowded, it may be wise to have a vote by show of hands, or even to have people record their vote by the door they use in leaving. The latter has the disadvantage of making the outcome unknown till later.

If judges are to give the decision then, as the judges enter, the Speaker should say: "THE HOUSE WILL RISE". After the judges have sat down, say: "PLEASE BE SEATED. ALTHOUGH THE SCORES OF DEBATERS AND THE RESULT OF THE MATCH MUST REMAIN A SECRET FOR THE TIME BEING WOULD ANY OF THE JUDGES CARE TO COMMENT ON THE DEBATE?"

After the judges have delivered their critiques, say: "WILL THE TIMEKEEPERS PLEASE COLLECT THE SCORE SHEETS." The timekeeper delivers the score sheets to the Speaker who announces: "THE RESOLUTION HAS BEEN (Passed/Defeated) BY A SCORE OF _____ TO _____."

After this is done thank all Members of the House and especially the judges, and then say: "I DECLARE THIS DEBATE CONCLUDED:: THERE BEING NO OTHER BUSINESS BEFORE US, THE HOUSE STANDS ADJOURNED."

B. SPEAKER'S INSTRUCTIONS FOR HANDLING DIFFICULTIES IN PARLIAMENTARY DEBATES

Points of Order, Personal Privilege, and Reference

In order to raise one of these Points, a debater must rise and say: "MR. SPEAKER, I RISE ON A POINT OF (ORDER), (PERSONAL PRIVILEGE), (REFERENCE)."

You should recognize him immediately (unless another Point is being dealt with, in which case you should finish dealing with the first point before considering the second) and say: "PLEASE STATE YOUR POINT SPECIFYING WHICH (RULE), (REMARK), (STATEMENT), YOU HAVE IN MIND."

Do not permit any debate on the Point. As soon as it has been explained, rule either "THE POINT IS WELL TAKEN" or "THE POINT IS NOT WELL TAKEN." In case of doubt, hold the objection not well taken.

On a Point of Reference, you must decide whether the assertion for which authority is demanded is (a) factual and (b) not of common knowledge. If the answers to both questions are affirmative, say: "THE POINT IS IN ORDER SO I DIRECT THE HONOURABLE MEMBER TO PROVIDE THE HOUSE WITH THE SOURCE OF HIS INFORMATION OR TO RETRACT THE STATEMENT. IN EITHER CASE, HE IS TO BE ALLOWED ADDITIONAL TIME TO COMPENSATE FOR THIS INTERRUPTION AND HIS ANSWER."

Appeal of Your Decision or Attempt to Censure You

Your decision is final and no appeal is in order; all debaters are bound to abide by your rulings. If a debater continues to object after you have made a ruling, you should draw his attention to this Rule and say: "YOU ARE OUT OF ORDER: PLEASE SIT DOWN AND BE SILENT."

Disruption and Heckling

If improper heckling is disrupting the delivery of a speech, say pointedly: "THE JUDGES ARE TO PENALIZE ANY DEBATER WHO IS INTERRUPTING ANOTHER THOUGHTLESSLY OR EXCESSIVELY OR WHO IS LOWERING THE LEVEL OF THE DEBATE." If a debater is handling his hecklers well, however, probably you should not intercede.

If heckling or other conduct is lowering the level of the debate, call for "ORDER IN THE HOUSE." If this doesn't succeed, call the offending side to order (for example, "THE GOVERNMENT WILL COME TO ORDER."). Usually you should not permit cross-bench heckling (where seated members are being heckled).

If you are convinced that any debater is making it difficult for the Judges to hear what another is saying (for example, by shuffling papers, whispering loudly, or tapping his feet), say: "YOU ARE MAKING IT DIFFICULT FOR US TO HEAR WHAT THE HONOURABLE MEMBER HAS TO SAY. WOULD YOU KINDLY DESIST."

Offensive Language

If any member uses unparliamentary language, say forcefully: "YOUR REMARKS ARE NOT WORTHY OF A MEMBER OF THIS HOUSE. PLEASE MODERATE YOUR LANGUAGE AND APOLOGIZE TO THE HOUSE FOR WHAT YOU HAVE SAID."

Discipline or Unruly Conduct or Disobedience

If a debater persists in breaking the rules of debate (despite being called to order repeatedly) or if he refuses to obey your orders or heed your warnings, say: "WOULD THE SARGEANT-AT-ARMS (if you like the timekeeper could double in this capacity) PLEASE REMOVE (name debater) FROM THE HOUSE."

Instructions for Timekeepers in Parliamentary Debates

Before the debate begins, you are responsible for filling out the Speaker's Parliamentary Debate Script and for ensuring that the members of the adjudication panel (if you have one) know the names, the order of speaking, the roles, and constituencies of the participants. When this is done and the Speaker is ready to enter call the House to order by saying: "ALL RISE".

After the Speaker enters and sits down, say: "PLEASE BE SEATED".

You are responsible for keeping the times of speeches and reporting any overtime infractions to members of the adjudication panel.

When the panel of adjudicators has returned, and after they have addressed their comments to the teams, collect the score sheets from each of the adjudicators, and hand them to the Speaker.

When the debate is over and the Speaker has adjourned the House, ask the people in the House to stand while the Speaker exits by saying: "ALL RISE".

Information for the Judges

A. Remarks on Judging Debates

(The following suggestions are made to enable judges to achieve efficient and uniform marking.)

The easiest way to achieve reasonably efficient marking seems to be to follow the order suggested by the attached sheet.

1. INTRODUCTION: (to be marked as soon as it is completed - usually within the first minute or so of the speech): As these debates follow parliamentary procedure, debaters do not start with the common practice of saying "Honourable Judges, Worthy Opponents", etc. All their remarks are addressed through the Speaker. Of course, they face the House as they speak, but they do not address individual members of the House by name (except in the third person).
2. ENGLISH, VOICE, AND DEPORTMENT: (should be marked within the first half of the speech).
3. EFFECT ON AUDIENCE: (This should not be marked until near the end, as the debater often saves his most powerful appeal for the climax of the speech.) Marking is the same as for voice, deportment, etc.
4. CONTENT:
 - a) Government: This is the most difficult category to mark as it includes so many other things than mere facts. It is not usually marked on a basis of adding specific points for numbers of illustrations, sources, quoted, etc., but on an overall impression of the SUBSTANCE of the speech.
 - b) Opposition: Whereas the Government has a maximum 35% for content, the Opposition has only 20%. This marking is later balanced in the rebuttal category. The Opposition's duty is not necessarily to introduce new points but to introduce material that destroys or diminishes the government's case.
5. REBUTTAL: Both Identification (specific reference to opponent's material) and Refutation (destruction of opponent's arguments) are provided for on the marking sheets. Since the Opposition must destroy the Government's argument, the majority of its content marks (30) comes under rebuttal. The Government's task, on the other hand, is merely to state and sustain their argument; hence its rebuttal is only worth 15%.
6. CONCLUSION: This is a CONTENT mark and is marked on the same scales as is the INTRODUCTION.

7. PENALTIES:

- a) Memorization and reading of speeches: Notes may be used, provided that they are not being read, and provided that the use of them is not a distraction to the listener. The speech would have to be read from start to finish for the debater to lose all 25 marks in this category. Also, a speech would have to be stilted and lack natural rhythm of speech for the debater to lose all 25 marks for a memorized speech.
 - b) Overtime: Counted against the debater only if he adds more than one sentence after the sentence during which the final bell rings. Of course, none of what he says after this can be counted as content and thus his remarks for conclusion suffer also. Thus debaters are strongly advised to avoid overtime at all costs.
 - c) Heckling: Only verbal heckling shall be permitted, and that only by the competing debaters. Judges shall penalize any speaker who is interrupting another excessively or thoughtlessly or who is lowering the tone of the debate.
8. If at any time you are unable to hear what a debater is saying, please interrupt and ask him to speak up, others to quiet down, etc.

B. General Instructions for Judges

1. Rules of Debate

The burden of proof lies with the affirmative unless the negative proposes a counterplan (then the onus shifts to the negative). So ties are impossible: the side bearing the burden of proof must discharge that burden or lose.

The standard of proof required to prove a proposition is "the balance of probabilities" (that is, such evidence as would convince a reasonable man that the assertion is more likely to be true than false) except in criminal mock trials (in which the Prosecution must prove the guilt of the accused (beyond a reasonable doubt" in order to succeed).

Definition of the terms of the resolution is the privilege and responsibility of the affirmative. If it considers the affirmative's definition of terms to be unreasonable, the negative must challenge these definitions during its first speech; otherwise, it is deemed to have accepted the affirmative's definitions. When definitions are disputed, Judges must accept the interpretation of the team which best supports its position with reasoning and evidence. If the affirmative cannot defend its definitions satisfactorily, this fact alone may warrant a decision in favour of the negative.

Debaters may speak on any subject but Judges need not attach any weight to remarks unless their relevance to the resolution is satisfactorily demonstrated. All arguments introduced stand until proven wrong, but again, the weight to be accorded to them is for the Judge to assess. Judges must consider all arguments raised by debaters, but may decide to ignore totally unsupported assertions on purely emotional appeals.

If one side has posed serious questions relevant to the debate and the other side has neither satisfactorily answered the questions nor justified its failure to do so, the points in issue may be considered won by the questioner.

All assertions of fact by debaters must be accurate; Judges are to penalize debaters for using inaccurate evidence. If a Judge is sure that a debater has deliberately fabricated or falsified evidence, he should promptly report this to the tournament director. (Hence debaters should be prepared to provide exact references for any information they intend to tender as evidence.)

Rebuttal is not restricted to the official rebuttal period - any debater may attempt to refute his opponents' arguments or evidence during his main speech. No new evidence or constructive argument may be introduced during the official rebuttal period unless this is done in reply to a question or criticism raised by the other side and the rebuttal period is the first opportunity for reply. The Judges are to disregard any evidence illegally introduced during this official rebuttal period.

Debaters may use visual aids to support their speeches, but once such exhibits have been introduced, they are available for the use of opponents.

Debaters may use notes or abstracts but should be heavily penalized for reading a speech. Verbatim quotations may be employed but debaters may not be prompted by their colleagues. Memorization should be penalized where it results in poor presentation (such as stilted or unnatural delivery).

Judges are to disregard all arguments and evidence introduced in overtime and should penalize debaters who seriously exceed their allotted times.

Debates are to be judged solely on what the debaters have said; Judges are to assess the merits of debaters objectively (that is, without regard for their personal prejudices on the subject of debate, their pet theories on how the resolution should be debated, or any special knowledge of the topic which they may possess).

2. Procedure

Be prepared to deliver a critique at the conclusion of the contest without revealing your decision. This criticism should be constructive if possible.

If the Speaker errs in a decision, try to compensate the debater against whom the decision went.

ARTICLE FOUR

A Guide to Organizing a Model Parliament

Compiled for the Nova Scotia Student Debating
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ORGANIZING A MODEL PARLIAMENT

Parliamentary-style debating is becoming very popular in Canada of late, but there is a scarcity of materials on organizing and conducting model parliaments. The purpose of this kit is to provide step-by-step instructions for teachers and debate coaches who wish to sponsor model parliaments but who have had no experience in running such events. Hopefully, this article will also promote more standard practices across the country.

In order to keep the materials as short and useful as possible, model parliament organization will be discussed around the reference point of Appendix I - the script of the model parliament held at the 1973 National Student Debating Seminar. Since that event was probably quite different from your situation, you may wish to depart from many of our practices.

Before getting down to the nitty gritty, perhaps I should outline a few of the objectives and benefits of holding a model parliament. Many aims and aspects of debating are applicable to model parliaments, but the following features are particularly noteworthy.

One major purpose of a model parliament is, of course, to expose students to the democratic process as it operates in Canada. By playing the role of politicians, students should gain an appreciation of our system of government as well as a concern for the problems of people in other parts of the country. By debating political subjects, students learn propaganda techniques as well as the usual analysis of issues and articulation of arguments. Not only will they become familiar with the facts of Canadian life and culture by researching topics of debate, but in their consideration of policy proposals and alternatives, they should acquire a respect for and tolerance of other points of view. Finally, co-operation and collaboration are important aspects of the parliamentary process, especially for members of Opposition parties.

Model parliaments are superb spectator sports, too: a quick quip from across the floor can leave a slow-witted speaker speechless, but will afford a good debater the opportunity to ignominiously put down his heckler. This is a team sport in which either side can take the initiative at any time; one word can bring down the House, so the action is swift and the play continuous. No wonder audiences delight in the cut and thrust of parliamentary debates.

Beside contributing towards individual self-development by participating students, model parliaments train community leaders and educate both participants and observers on topics under debate.

Preliminary Planning

Once you have decided to hold a model parliament, the first question or choice which confronts you is what the scope and theme of the assembly should be. These questions are usually related, since whether you choose to follow a town council, provincial legislature, or federal Parliament format will depend in large part on whether you select a local, provincial or national issue as the theme for your assembly. (If an international issue is to be the subject of debate, a model U.N. General Assembly might be the most appropriate forum for discussion.)

While it is not essential to have one theme for your model parliament, a single issue usually tends to crystalize opinion more clearly, facilitate greater research by the students, and arouse more interest. For example, the issue of constitutional reform provided a topical theme for our assembly.

(To drum up interest in the parliament and involve more students, you may wish to hold a school plebiscite or election campaign in conjunction with the assembly, or to have various aspects of the parliament theme debated in a general school assembly or in classes to which they relate.)

Another preliminary decision you will have to make is whether or not to permit representatives of the traditional political parties to participate as such in your parliament. We made a policy decision against allowing this because partisanship often produces a "mock" (as opposed to "model") parliament and generally inhibits free-thinking and good debating.

On the other hand, some kind of parties are probably necessary to co-ordinate arguments and strategy. Our parties (Centralist, Localist, and Anarchist) reflected the theme of the parliament and enlivened the proceedings.

Because students from throughout the country attended the Seminar, and time was at a premium, we had to impose a fairly rigid frame work and schedule for the parliament. We couldn't involve local students in organizing, planning, selecting a tournament theme, or even in writing the Speech from the Throne, without being unfair to participants from other parts of the province: hopefully, you will have more time at your disposal. (Ideally, a model parliament involves the students of one school or several schools within one community and the students do all these tasks themselves.)

Besides the ordinary members of parliament, there are five official functions to be performed in a parliament:

- (1) The Speaker presides over debate as a chairman does in non-parliamentary debating. He must follow the speeches carefully to be able to handle points of order and personal privilege and must be ready to intervene at any time to restore or preserve decorum.

(Though, the Speaker should be thoroughly familiar with the rules of debate, he may wish to refer technical questions to the Clerk for advice; Appendix III contains the rules used for the Model Parliament at the National Seminar.) To prevent pandemonium, you may wish to make the Speaker's decision unappealable as we did. By injecting humour and reprimand where necessary, the Speaker sets the tone of the proceedings.

- (2) The Governor General reads the Speech from the Throne and may participate in a concluding ceremony in which he signs into law legislation passed by the Parliament.
- (3) The Clerk keeps a record of all motions, votes, and rulings, and the Speaker may request his advice on procedural technicalities.
- (4) The Sergeant-at-Arms escorts the Governor General in and out of the House and may remove unruly members if required to do so by the Speaker.
- (5) The Page boys carry messages, get water; and generally run errands for the members.

Caucuses are party meetings to elect leaders, select a party resolution and questions, and organize debate strategy generally (e.g. arguments, the order of speakers, etc.). It is desirable that these sessions be held before the Parliament begins (perhaps the worst mistake we made in our Parliament was in not providing the students with sufficient time for caucus). In caucus, each party should arrange for different students to speak on the various resolutions: this promotes participation by "the silent majority" and discourages the strident few from monopolizing a Parliament.

Individual debaters, besides researching for debate and preparing their speeches, must decide what they will wear and which constituency they will represent. Costumes (e.g., bowler hats, pin-striped trousers, walking-sticks, bow ties) can contribute immensely to the atmosphere of a Parliament, as can humorous riding hames (e.g., Spud Island, Smogbound, Big Bad City). If possible, the Speaker should wear a black academic gown.

The speech from the Throne also sets the stage for the debate; it can be used to set out guidelines for debate and place the tournament topic in perspective. (Appendix II is the text of a Throne speech used in the Model Parliament at the 1972 Nova Scotia High School Debating Championships: as you can see, we used it to avoid non-confidence motions, give opposition parties the right to have their bills fully debated, abolish the Senate and dispense with the need for signing of bills by the Governor General.) Students can have a delightful time wording this address.

Procedure

The first event in the Model Parliament is election of the Speaker: this simple ceremony constitutes "Scene I" in Appendix I. The Mace is the symbol of authority and is usually prepared by wrapping tinfoil around a padded baseball bat.

The "election" of the Speaker is, of course, agreed upon beforehand. His chair is vacant before the election and the Speaker usually sits on the Government side of the House before assuming the chair. If you wish to dispense with the election ceremony, you could incorporate some reference to the adoption of a permanent Speaker in the opening remarks of the Speaker.

The Speech from the Throne ceremony is self-explanatory. The Governor General's Aides may be the page boys and the Governor General takes the chair of the Speaker, who returns to his place on the Government benches for this occasion. The Sergeant-at-Arms should sit at the Clerk's table for this brief ceremony.

All participants in a model parliament should have complete instructions so that they know what to do and say. Probably the easiest way to provide such instructions is to duplicate the entire script and have each person overline his cues and lines with "Standout" or "Hi-Liter".

The Debate in Reply to the Speech from the Throne is also pretty self-explanatory. You may prefer to have the traditional Bill #1 (entitled An Act respecting the Administration of the Oaths of Office) moved, followed by the Debate in Reply to the Throne Speech. Our Prime Minister dispensed with both these formalities in his opening remarks: we opted to gain time at the expense of ritual. We also dispensed with non-confidence motions, which tend to distract attention from the debate itself.

It is desirable to involve all students in the action as early as possible, and a brief but humorous introduction of oneself to the House is an ideal way to break the ice. The Clerk can prepare a seating plan of the House, identifying members by name and constituency, or each student might be responsible for making a cardboard sign showing his name, party, and constituency.

After the motion of thanks to the Governor General has been passed, the bills are introduced. In caucus, all parties should have decided upon the resolutions they will move (and on private members' bills, if these are permitted) and the full text of all bills should appear on an Order Paper prepared by the Clerk. Below the title "Order Paper" should appear the headings, "Routine Proceedings" and "Orders of the Day". A seating plan of the House indicating members' names, ridings and positions may be listed under the first heading, while the text of bills should appear below the latter. Copies of the Order Paper should be distributed to all members by the page boys.

All members responsible for moving first reading of a bill should practise the procedure several times: it is not difficult, but can be confusing the first time it is encountered. When member rises to move first reading, he should have a page boy take the original copy of the bill to the Clerk of the House.

Because our Parliament didn't begin until mid-morning, we had to adjourn for lunch before question period. Also, the students needed more caucus time to prepare their questions, arguments and speeches. If you allow sufficient time for organization before the Parliament begins, students should be prepared to proceed with questions as soon as all bills have been read for the first time.

The Speaker should allow one question for each opposition party in rotation until the time allotted for questions has expired. It may be wise to restrict supplementary questions (i.e., second questions based on answers to the first) to one rather than the customary two. The Speaker may have to rule several-questions-in-one out of order (e.g. when a member says his question has three parts); however, this should be agreed upon in advance.

Following the question period, debate on the resolutions begins with the motion that the House go into Committee of the Whole. You may or may not wish to have a deputy Speaker take over the chair during Committee of the Whole: it will probably depend on whether you have two well-trained chairmen or wish to give a second student experience in playing the role of Speaker.

You should note that we used two ways of moving second reading of bills: one for Government members, the other for Opposition bills. A passage in our Speech from the Throne accorded Opposition parties the right to have their proposals debated in full, and it is probably wise for you to arrange some such procedure so that an arrogant Government doesn't refuse to discuss Opposition proposals. Except for Committee of the Whole, the Mace should always be on top of the Clerk's table when the House is in session; in Committee, it should be placed on the second lower table beside the Clerk's.

After debate on each resolution concludes, or the time allotted for such debate expires, the bill is put to a vote. If it is carried, and your Parliament has time for third reading, the motion will later be moved again, read in full by the Clerk, and put to a final vote without debate.

(Actually, on third reading you could also allow the Opposition to move the six month's hoist, "that this Bill be read a third time six months hence" in effect a proposal to amend the time of third reading. If this amendment is carried, implementation of the bill is of course postponed.)

If the bill passes third reading, it is ready for Royal Assent. You may be able to arrange a signing ceremony by your Governor General, or you may dispense with this ritual (as we did in our Throne Speech).

It is customary to begin each sitting of the House with a short prayer. Appendix IV is a letter I sent out to students before the 1972 Nova Scotian Parliament advising them of what to expect and how to prepare for it.

In concluding, may I emphasize that our model parliament is not held out as a particularly good example of what such an assembly should be. You will no doubt be able to improve immensely on our practices, but for newcomers to this activity, it should provide a useful starting point.

Good luck in your organization, and I would be delighted to hear about your experiences with this exciting style of debating.

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I also want to acknowledge the assistance derived from the "Model Parliament Kit" prepared by Ruth Gillis of Dalhousie University, Halifax and the Nova Scotia Department of Education, which article was published in the October 1971 issue of the Social Studies Review, the monthly publication of the N.S.T.U. Social Studies Teachers Association.

APPENDIX I:

MODEL PARLIAMENT SCRIPT

SCENE I: ELECTION OF THE SPEAKER

* The Mace is on a chair beside the Clerk's table.

* Members take their seats.

* The Clerk rises, points to the Prime Minister, then sits down.

* The Prime Minister rises and says:

"It gives me great pleasure, Mr. Clerk, to move, seconded by my honourable friend, the Leader of the Opposition, that _____, Esquire, member for the electoral district of _____, do take the chair of this House as Speaker."

* The Clerk rises, points to the Opposition Leader, then sits down.

* The Leader of the Opposition rises and says:

"Mr. Clerk, I am honoured to second the motion proposed by my right honourable friend."

* The Clerk rises and says:

"Moved by the Right Honourable, the Prime Minister, and seconded by the honourable Leader of Her Majesty's Loyal Opposition, that _____, Esquire, member for the electoral district of _____, do take the chair of this House as Speaker. Is it the pleasure of the House to adopt the motion? All those in favour of the motion, please signify by saying "Aye". (Pause) Those opposed, please say "Nay". (Pause) I declare the motion carried!"

* Members of the House rise and applaud the newly-elected Speaker.

* The Prime Minister and the Opposition Leader walk over to the Speaker and escort him to his chair. Before sitting down, the Speaker says:

"I wish to return my humble acknowledgements to the House for the great honour you have been pleased to confer upon me by (unanimously) choosing me to be your Speaker."

* The Speaker sits down, followed by the House. The Prime Minister and Opposition Leader return to their seats; the Sergeant-at-Arms places the Mace on the Clerk's table and then goes to his place near the door.

* The Speaker then reads the following communication:

"Rideau Hall, Ottawa
Ontario, Canada
9 May 1973

The Honourable, the Speaker
of the House of Commons
Ottawa, Ontario, Canada

Dear Sir:

I have the honour to inform you that the Governor-General will proceed to the House of Commons on Friday, the 11th day of May, 1973 at the hour of 10:30 o'clock in the forenoon for the purpose of formally opening this present session of the Parliament of Canada.

I have the honour to be, Sir, your obedient servant,

Miss Charlotte Whitton,
Secretary to His Excellency,
the Governor-General."

* The Speaker then announces:

"I am going to greet His Excellency."

* The House rises; the Sergeant-at-Arms comes forward, picks up the Mace, and leads a procession out of the House. After him exit the Speaker, the Clerk, the Prime Minister, and the Opposition Party Leaders.

* * * * *

SCENE II: THE SPEECH FROM THE THRONE

* There are three knocks on the Commons door; the House rises. The Sergeant-at-Arms opens the door and announces:

"His Honour, the Speaker."

* In comes a procession led by the Sergeant-at-Arms (carrying the Mace), followed by the Governor-General and his Aides, the Clerk and Speaker, Prime Minister and Opposition Leaders, who all walk to their seats.

* The Sergeant-at-Arms lays the Mace on the Clerk's table.

* The Governor-General nods to the House, takes his seat, and the House then sits down.

* The Speaker says to the Governor-General:

"May it please your Excellency: The House of Commons have elected me their Speaker, though I am but little able to fulfill the important duties thus assigned to me. If, in the performance of these duties, I should at any time fall into error, I pray that the fault may be

imputed to me, and not to the Commons, whose servant I am, and who, through me, the better to enable them to discharge their duty to their Queen and country, humbly claim all their undoubted rights and privileges, especially that they may have freedom of speech in their debates, access to Your Excellency's person at all reasonable times, and that their proceedings may receive from Your Excellency the most favourable interpretation."

* The Governor-General replies:

"Mr. Speaker, the privileges are gladly granted."

* The Speaker then says:

"I am commanded by His Excellency, the Governor General, to declare to you that he freely confides in the duty and attachment of the House of Commons to His Excellency's person and government, and not doubting that their proceedings will be conducted with wisdom, temper and prudence, he grants, and upon all occasions will recognize and allow their constitutional privileges. I am commanded also to assure you that the Commons shall have ready access to His Excellency upon all reasonable occasions, and that their proceedings, as well as your words and actions, will constantly receive from him the most favourable construction."

* The Governor-General then reads the Speech from the Throne.

* After the Speech has been read, the Sergeant-at-Arms goes to the Clerk's table and picks up the Mace. The House then rises and the Sergeant-at-Arms leads out the procession in the order in which it entered the Commons chamber.

* * * * *

SCENE III: DEBATE IN REPLY TO THE SPEECH FROM THE THRONE

* There is a knock on the Commons door and the House rises. The Sergeant-at-Arms (carrying the Mace) leads in the Speaker, Clerk, Prime Minister and Opposition Leaders. The Leaders escort the Speaker to his chair, then go to their places.

* The Speaker says:

"May the Lord in Heaven look kindly upon this sitting of the House. Amen."

* The Speaker sits down, followed by the House. The Sergeant-at-Arms places the Mace upon the Clerk's table, then goes to his place near the door of the Commons. The Speaker then reports to the House:

"I have the honour to report that, the House having attended on His Excellency the Governor-General, I informed His Excellency that the choice of Speaker had fallen upon me, and, in your names, and on your

behalf, I made the usual claim for your privileges, which His Excellency was pleased to confirm to you."

* The Prime Minister says:

"Mr. Speaker, it is traditional at this time for the House to debate a token bill to demonstrate its independence from the Crown. My Government, however, is of the opinion that we ought not to trouble with this gesture today. As was noted in the Speech from the Throne, motions of non-confidence are no longer in order. This removes the *raison d'être* of the Debate in Reply to the Speech from the Throne, but since we are all new to this House, I propose that each of us introduce her- or himself to the House. Seconded by the Minister of Finance, I move that we proceed immediately to the Throne Speech Debate and that this debate consist only of introduction of members."

* The Minister of Finance rises and says:

"I second that motion."

* The Speaker says:

"It has been moved by the Prime Minister and seconded by the Minister of Finance that the House proceed immediately to a restricted Debate in Reply to the Speech from the Throne. The motion is now open for debate. Is there any discussion? (Pause) Are honourable members ready for the question?"

* Some members say:

"Question. Question."

* The Speaker says:

"All those in favour of the motion, please signify by saying "Aye". (Pause) All opposed, please say "Nay". (Pause) I declare the motion carried and call upon the Prime Minister to introduce him/herself to the House, to be followed by all other members in the order of their seating."

* All members introduce themselves briefly, stating their names, constituencies and party affiliations.

* After all members have introduced themselves, the Prime Minister says:

"Mr. Speaker, I have the honour to move, seconded by my honourable friend, the Leader of the Opposition, that the following address be presented to His Excellency the Governor-General to offer the humble thanks of this House to His Excellency for the gracious speech which he has been pleased to make: 'May it please Your Excellency, we Her Majesty's most dutiful and loyal subjects, the House of Commons of Canada, beg leave to offer our humble thanks to Your Excellency for the gracious speech which Your Excellency has addressed.'"

* The Leader of the Opposition then says:

"I am honoured to second that motion."

* The Speaker says:

"The motion is open for debate. Is there any discussion? (Pause)
Are honourable members ready for the question?"

* Some members say:

"Question. Question."

* The Speaker says:

"All those in favour of the motion, please signify by saying "Aye".
(Pause) Those opposed, please say "Nay". (Pause) I declare the
motion carried!

We will now proceed to the Orders of the Day. Are there any Govern-
ment Orders? (Here cabinet appointments may be announced by the
Prime Minister.) Are there any Public Bills or Orders? (Pause) Are
there any notices of Bills?"

Introduction of Bills

* At this point, Government and Opposition parties move first reading of
their Bills. The order is as follows: first Government Bill, first
Bill of the official Opposition; second Government Bill; Bill of the
second Opposition party; third Government Bill; second Bill of the
official Opposition. The procedure for introducing Bills is as follows:

* The member moving the Bill rises and says:

"Mr. Speaker, I beg to move, seconded by my honourable friend _____
_____, for leave to introduce Bill # __, entitled An Act Respecting
_____."

* The Speaker says:

"_____ moves, seconded by _____, for leave to
introduce a Bill entitled An Act Respecting _____. Is it
the pleasure of the House that these members have leave to introduce
this Bill?"

* Some members say:

"Agreed."

* The mover then says:

"Mr. Speaker, I move that Bill # ___ be now read a first time."

* The seconder then says:

"Mr. Speaker, I second the motion."

* A page boy takes the original copy of the Bill from the mover to the Clerk.

* The Speaker says:

"Moved by _____, seconded by _____, that the said Bill be now read a first time. Is it the pleasure of the House to adopt the motion?"

* Some members say:

"Agreed."

* The Clerk then rises and reads the Bill. After the Bill has been read, the Speaker says:

"When shall the Bill be read a second time?"

* The mover replies:

"At the next sitting of the House, Mr. Speaker."

* After all party Bills have been introduced, the Speaker announces: "Private and Public Bills?"

* At this point, any approved private member's Bills should be introduced, in the same manner as the party Bills have been introduced.

* After all Bills have been introduced, the Speaker says:

"The next item on the Order Paper is the Question Period. Each Opposition party is permitted three original questions and one supplementary question to each original; these may be put to any Government member."

* The Speaker then recognizes up to three members of the two Opposition parties. These members may ask their questions to any Government member, but supplementary questions must be put to the same member as the original was.

* As soon as the Question Period has ended, the Speaker declares:

"The House stands adjourned for five minutes."

* All members rise as the Sergeant-at-Arms picks up the Mace and leads the Speaker out of the House.

* * * * *

SCENE IV: SECOND READING AND DEBATE OF BILLS

- * There is a knock on the Commons door and the House rises. In comes the Sergeant-at-Arms, who bears the Mace and leads the Speaker to his chair. After arriving at his chair, the Speaker says:

"May the Lord in Heaven look kindly upon this sitting of the House. Amen."

- * The Speaker sits down, followed by the House. Then the Sergeant-at-Arms puts the Mace on the Clerk's table. The Speaker then says:

"Under the revised Standing Orders, the House is now sitting in Committee of the Whole, so the Bills will now be debated in detail. Orders of the Day. A motion for the second reading of Bill # __, entitled An Act Respecting _____."

- * The mover of the Bill says:

"Mr. Speaker, I beg to move, seconded by my honourable friend, _____, that Bill # __, entitled An Act Respecting _____, be now read for the second time."

- * The seconder says:

"Mr. Speaker, I second the motion."

- * The Speaker says:

"It has been moved and seconded that Bill # __ be now read a second time. Is it the pleasure of the House to adopt the motion?"

- * Some members say:

"Agreed."

- * Under Standing Order 11(b) the motion is deemed to pass regardless of the actual voting, so the Speaker says:

"The motion is carried and I call upon the mover to speak on the Bill."

- * Debate on the Bill then proceeds, the mover speaking first. Amendments and amendments to amendments may be proposed, and debate is governed by the Standing Orders. After twelve members have taken part in the debate on any Bill, the Speaker may allow additional debate if he deems this appropriate or he may bring the issue to a vote by saying:

"Is the House ready for the question? Mr. Clerk, would you please read the text of the Bill (as amended)."

- * After the Clerk has read the Bill, the Speaker calls for a vote by saying:

"All those in favour, please say "Aye". (Pause) Opposed, say "Nay".
(Pause) I declare the motion carried/lost."

[* If any member thinks that the vote was close enough to warrant a standing vote, he may require one by saying at this time:

"Mr. Speaker, would you please conduct a standing vote?"

* The Speaker shall then ask all members in favour of the Bill to stand, and the Clerk shall count them; next the Speaker asks all opposed to stand and the Clerk totals their numbers. The Clerk then announces the results; this count is final and cannot be appealed.]

* After the first Bill has been voted upon, the Speaker says:

"Orders of the Day. A motion for the second reading of Bill # __,
entitled An Act Respecting _____."

* The mover and seconder move second reading as outlined above, and debate proceeds in the same manner as before. After each Bill has been voted upon, the next is introduced. There may be adjournments for lunch or coffee, or other worthy causes, but Committee of the Whole resumes after each such recess. During each adjournment, the Sergeant-at-Arms picks up the Mace, leads out the Speaker, leads the Speaker back in after knocking on the door, and puts the Mace back on the Clerk's table after the Speaker has said the traditional prayer and sat down.

* * * * *

SCENE V: THIRD READING AND PROROGATION

* If time allows, third reading of Bills may take place. Third reading is moved just as second reading was, but there is no debate following third reading.

* When time has almost run out, the Prime Minister rises and says:

"Mr. Speaker, seconded by the Minister of Finance, I move prorogation."

* The Minister of Finance rises and says:

"Mr. Speaker, I second the motion."

* The Speaker says:

"All those in favour of prorogation, please indicate so by saying "Aye".
(Pause) All opposed? (Pause) I declare the motion carried and pronounce this session of Parliament officially prorogued."

* The House rises; the Sergeant-at-Arms removes the Mace from the Clerk's table and leads the Speaker from the House for the last time.

APPENDIX II:

Speech from the Throne

"Mr. Speaker and Members of the House of Commons:

It is an honour and a pleasure to address you in opening this first session of the 29th Parliament of Canada.

The occasion is indeed unique, for this is the first time that a Speech from the Throne has been read in the chamber of the House of Commons. Why, the abolition of the Senate by the last session of Parliament has already been of immediate personal consequence to me!

And that measure has immediate consequences for the members of this honourable House, too: your responsibility has increased, since now you alone legislate for the body politic. Whatever its defects may have been, the Senate used to provide a calm atmosphere for sober second thoughts on legislation; now if you enact laws rashly, there is no safeguard to save the country from ruin. So I exhort you to be doubly careful to scrutinize every bill closely before allowing it to become part of the law of the land.

This added responsibility is not the only legacy of the 28th Parliament with which you must live. In the dying days of the last session, fundamental reforms of the legislative process were made. Only time will tell what practical ramifications these massive changes will have.

By abolishing motions of non-confidence in the Government of the day, the last House saw fit to repose complete confidence in the individual consciences of you members of Parliament. You are all free to vote in accordance with your conscience on every bill brought before the House, whether it be Government-sponsored or a private member's bill. What effect this will have on our tradition of ministerial responsibility and on the party system remains to be seen, but it may well herald a second golden age for the private member.

The late Parliament also saw fit to officially recognize the existence of parties, and especially third parties, in the House. Now an opposition party which garnered at least ten per cent of the popular vote in the preceding general election has the right to have one of its bills per session debated in full by the House.

This right is to be made effective by granting all opposition parties the privilege of deferring the vote on principle of one bill until after it has been considered in Committee of the Whole House.

The last Parliament also did away with the requirement that bills be signed by the Queen's representative to become law. Now legislation which receives third reading in the House automatically becomes law on the date set by the House on last reading.

The final revision in Parliamentary procedure to which I will allude is the reorganization of the committee system. Perhaps the most significant aspect of this change is that departmental estimates and the budget debate will now be considered in standing committees rather than Committee of Supply and of Ways and Means respectively.

An exciting election campaign was the only possible outcome of such radical action by a session of Parliament. And it was a campaign the likes of which Canada had never seen before. It will not comment further, other than to note that it was unprecedented in the history of British parliamentary democracy for every incumbent member of a legislature to be defeated!

The issue that took the country by storm was that of national independence: the tremendous interest that Canadians took in this subject was manifested in their overwhelming turn-out at the polls. The polarization of opinion on this issue is readily apparent from the representation of parties in this Parliament. The Government has called you into emergency session to deal with programs based on its campaign pledges, and I have no doubt that the opposition parties will bring forth proposals in a similar vein.

Members of the House of Commons: these are inspiring times. Never before have such golden opportunities for progress presented themselves to a Canadian Parliament. Surely this is a period such as Shakespeare had in mind when he wrote:

There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune . . .

I have every confidence that you will rise to meet this challenge. May Divine Providence guide you in your deliberations.

* * * * *

APPENDIX III:

STANDING ORDERS OF THE MODEL PARLIAMENT

01: Parliamentary Procedure

Except as hereinafter altered or modified, the Model Parliament shall be conducted according to traditional Anglo-Canadian parliamentary procedure.

02: Mace

The Mace (the symbol of the authority of Parliament) shall be placed on top of the Clerk's table whenever the House is in session. Otherwise, the Mace shall be kept in the custody of the Sergeant-at-Arms, who is responsible for safeguarding it and bearing it when leading processions into and out of the House. As a gesture of respect for the House, members shall nod to the Mace when entering or leaving the House or crossing its floor.

03: Speaker

A Speaker shall preside over all sittings of the House as chairman of debates; he shall not take part in the debates but shall preserve order and decorum in the House. His procedural rulings shall be final and no motion to censure or remove the Speaker or appeal from his decision shall be in order. The Clerk of the House shall serve as chairman in the absence of the Speaker and shall, in such case, have the same rights and responsibilities as a regular Speaker.

The Speaker is to be accorded proper respect by all members. Debaters shall stand when the Speaker enters or leaves the House and shall remain at their seats until the Speaker has left the chamber in the case of an adjournment. After the Speaker has put a question to the House for a vote, no member may enter, leave, cross the floor of, or cause any disturbance in, the House.

04: Discipline

Members shall attend all sittings of the House unless excused by the Speaker, shall be of good behaviour while in the House, and shall obey all orders of the Speaker. A member who has been called to order by the Speaker must apologize to the House immediately: failure to do so, or refusal to obey an order of the Speaker, may result in expulsion from the House.

The Speaker may "name" any member who refuses to comply with his orders and the Sergeant-at-Arms shall escort an offending member from the House immediately after he has been "named". Such a member may return to his seat only after he has apologized to the House through his party leader and he has received permission from the Speaker to return to the House.

05: Parties

The House shall be divided, as far as possible, into two groups which will sit opposite one another. Members of the Government sit on the right side of the Speaker while members of Opposition parties and Independent members sit to the left of the Speaker.

06: Sittings of the House

The House shall begin sitting at approximately 10:30 a.m. on Friday, May 11, 1973. All sittings shall be deemed to be Committee of the Whole House and the sitting following each adjournment shall be deemed to be a new session of Parliament. Prorogation will take place at approximately 5:30 p.m. on Friday, May 11th, 1973.

07: Agenda

Unless the House wills otherwise, it shall deal with business in the order in which it appears on the Order Paper.

08: Bills

To be debated by this Parliament, Bills must be propositions of policy placed before the House by either a party or a private member. The Government will be entitled to propose three Bills, the official Opposition two, and the third party, one Bill. If time allows, Bills submitted by private members will be considered by the House.

All Bills must be in writing and be moved and seconded before they can be considered by the House. Before a Bill can be debated or voted upon by the House, it has to be read a first time at a previous sitting of the House, except in the case of an emergency debate. An emergency debate can be held upon a bill which has not been read for the first time at a previous sitting of the House only if its immediate consideration received unanimous approval from the House.

09: Amendments

Any member of the House may move an amendment to a Bill or an amendment to an amendment which has already been proposed, but no amendment which would change the entire sense of the original Bill or amendment may be proposed. An amendment may be achieved by the deletion of words from and/or the insertion of words into the original text.

10: Motions

Only the following motions shall be in order:

- (a) for first reading of a Bill;
- (b) for second reading of a Bill;
- (c) for third reading of a Bill;
- (d) for emergency debate on a Bill;
- (e) for amendment of a Bill;
- (f) for amendment of a proposed amendment;
- (g) for an immediate vote on a Bill or motion;
- (h) for a standing vote;
- (i) for an adjournment;
- (j) for prorogation.

Motions such as Non-Confidence (to overthrow the Government), Closure (to restrict debate), or the Six Months' Hoist (to indefinitely defer the vote on third reading) are not in order. No amendment of a motion shall be in order.

Motions must be seconded and must be moved at a time when no other debater holds the floor of the House. Motions for the reading of Bills must be made at the times set out in the Order Paper but motions for an emergency debate or to adjourn may be made at any time. The Speaker may permit brief debate on a motion before putting it to the House for a vote.

11: Voting

Every member of the House is entitled to vote, except for the Speaker, who is entitled to vote only in the event of a tie. Every member must vote for or against every motion or Bill or announce his abstention from the vote. Majority rule governs all votes except for; (a) an emergency debate motion, which must be passed unanimously; (b) motions for first or second reading of Bills, which are deemed to have passed regardless of the actual voting; and (c) motions for a standing vote, which any member may require (it too being deemed to pass) if he disagrees with the Speaker's interpretation of a verbal vote of the House.

RULES OF DEBATE

12: Right to Speak

Only one member shall hold the floor of the House at a time. While any debater is speaking, no other member may pass between him and the Speaker, distract his attention, or cause any disturbance or upset in the House.

13: Recognition of Speakers

A member shall speak from his feet only after having been recognized and called upon to do so by the Speaker. Every member desiring to speak shall rise in his place, uncovered, and address himself to the Speaker. In selecting members to speak, the Speaker shall try to alternate between members supporting and opposed to the motion or Bill before the House, and to give all members an equal opportunity to speak.

14: Limits on Debaters

No member may speak upon the same Bill or motion twice, except for the mover, who has the right of reply: such a rebuttal brings debate to a close. A member who has spoken on the original Bill may speak once on any amendment proposed to the Bill and again on any amendment which may be proposed to an amendment.

15: Limits to Debate

Unless the Speaker allows additional addresses, the debate on each Bill shall be restricted to twelve speeches of a maximum of four minutes each. Half of the speeches may be made by Government members, one-third by members of the official Opposition, and one-sixth by other Opposition members.

16: Irrelevance and Repetition

Speeches shall be relevant to the Bill or motion before the House and must not repeat arguments or evidence already adduced. The Speaker may call a debater to order for irrelevance or repetition and may direct him to discontinue his speech if he persists in being irrelevant or repetitious.

17: Reading and Memorization

Members shall not read their speeches, though they may make reasonable reference to notes or read direct quotations. Nor should members deliver speeches which have been memorized.

18: Unparliamentary Language

No member may use unparliamentary language (that is, foul, profane or offensive language or words abusing the House, any member thereof, the Queen or a government official) and members must not repeat any language or conduct for which they have been reprimanded by the Speaker.

19: Forms of Address

Debaters shall always address their remarks, in form at least, to "Mr. Speaker" and shall refer to one another in the third person (e.g., "the Prime Minister", "the Minister of the Crown", "the Honourable Member of her Majesty's Loyal Opposition", "the Leader of the Opposition", "the member from _____"). Participants and audience may be collectively referred to as "the House".

20: Heckling

Heckling is permissible as long as it is pertinent or humorous, brief and infrequent. While wit is welcome, however, it must not be used just to disrupt the delivery of a speech.

21: Recognized Interruptions

The only times at which a member may rise and interrupt another member who holds the floor are to raise:

- (a) a Point of Order: immediately after any rule of Parliament has been broken. The objection need not be against the behaviour of the member who was speaking at the time it was raised, but the objector must be prepared to point to a particular rule which has been broken by somebody. While the point is being explained by the objector, the member who was speaking at the time the point was raised shall sit down. If the objection is against him personally, he has the right to explain or defend his conduct. The Speaker may permit debate on whether or not the Point is legitimate and shall then rule upon the objection;
- (b) a Point of Personal Privilege: immediately after he has been misquoted, misrepresented or slandered. If this Point is well taken, the Speaker may permit the objector to clarify his position (but not to introduce new material) and may direct the offender to apologize to the objector;
- (c) a Point of Clarification: if the other member has made ambiguous remarks. The Speaker shall rule whether or not the remarks were ambiguous as alleged, and if he agrees that they were, he should ask the member to explain what he intended to say;
- (d) a Formal Question. The other member is not obligated to entertain a question, but if he agrees to accept it, it may be asked. If he declines to surrender the floor, however, the would-be questioner must sit down immediately.

22: Question Period

During the official Question Period, each Opposition Party shall be entitled to ask three questions, but only one supplementary question to each of the three original questions will be in order.

* * * * *

APPENDIX IV:

Letter to Students

INFORMATION REGARDING MODEL PARLIAMENT:

Dear Debaters and Coaches:

I am in charge of the Model Parliament to be held during the High School Debating Championship and the purpose of this letter is to inform you of what to expect and prepare for with regard to the Model Parliament.

To begin with, here is an outline of the main events:

- (1) Caucus: party meetings to plan debates, elect leaders, etc.
- (2) First sitting: Election of Speaker; etc.
- (3) Second sitting: Speech from the Throne; Introduction of Bills; Debate in Reply to the Speech from the Throne; etc.
- (4) Third sitting: Question Period; Second Reading of Bills to be debated; Committee of the Whole; Third Reading; etc.
- (5) Fourth sitting: Signing of adopted Bills by the Governor-General; closing ceremonies; Prorogation.

Parties

There will be up to six official parties in the Model Parliament; namely, the Government Party (Independent Canada Party) and the Opposition Parties (the World Federalist League, the Continentalist Party, the Back to Britain Brotherhood, the Free Quebec Front and the United Maritime Federalists). Debaters will not be allowed to sit in this Parliament as Independents.

Students must choose their parties in accordance with the following formula: When six students represent a school, three must be Government members and the other three must represent DIFFERENT Opposition parties; When three students represent a school, two of them must be Government, the other an Opposition M.P.

The reason why we are setting up a majority government and excluding Independent members is the short time in which we have to conduct the Parliament. There are enough complications as it is!

Caucus

Each party will hold its own caucus in the room assigned to it.

The Government Caucus will break into three committees to discuss the three clauses of the Government Bill - the main arguments for and against the clause, who will propound and rebut them and in what order; who will answer questions, make motions, etc. Each of the committees will nominate a candidate for Prime Minister, and the Government leader will be elected when the committees reconvene.

Each Opposition Party will decide which Private Members' Bill it wishes to sponsor and which questions it wants to raise during the Question Period. Then it will elect a Party Leader.

Then the several Opposition Parties will meet together and decide which two Private Members' Bills are the best. The Party that proposed them will sponsor them and the other parties will move the amendments to the Government Bill.

The Opposition parties will then split into three committees to discuss the three clauses of the Government Bill - to decide which arguments to attack it with, what amendments to propose, who will speak and in what order. N.B. In deciding who will speak, the caucus should keep in mind the objective that every student should speak at least once in addition to introducing himself in the Throne Speech debate.

Preparation

Students need not worry about formal terminology; we will provide those who perform official functions with copies of the exact wording required.

Students should thoroughly research the Government Bill, however, and they should bring as many and as original arguments and facts as possible; please do not hold back any "key" materials for your own use in the Tournament debates.

All debaters should be prepared to speak for two or three minutes on at least two of the clauses in the Government Bill, and if a school sends six debaters, each of the three Government members must be ready to speak on a different clause of the Bill.

Each Opposition debater must submit at least one question and one Private Members' Bill to his party caucus. Private Members' Bills need not be directly on the Tournament Topic and should not overlap with the Government Bill.

Officials

The Clerk of the House, Speaker, and Governor-General will not be students but will be provided by the organizers.

Speech from the Throne

The Throne Speech will be very short and will set the stage for the Parliament rather than going into great detail about the proposed progress of the Government.

The debate in reply to the Speech from the Throne will involve every student, since all new members will be called upon to introduce themselves to the House. To do so, debaters will state their names, constituency they represent, and (if they wish) add a comment about themselves or their constituents. Students: try to be witty in naming your riding: e.g. Fogbound Island.

These introductory speeches should not exceed half a minute each. After they are over, the Opposition Leader will move an amendment to the address in reply to the Speech from the Throne - the traditional method of moving non-confidence in the Government at this point - and the motion will be voted upon without debate. (Once again, for time considerations)

Before debate on the Throne Speech, the Government will move for leave to introduce Bill 1 - a traditional assertion of its independence. Following the Throne Speech debate, the Bills to be debated by the Parliament will be read for the first time.

The Government Bill

So that everyone can prepare for the debate in advance, we are requiring that the Government Bill be the following:

Her Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:

That the Government of Canada:

- (a) immediately cancel all international commitments;
- (b) censor all foreign communications entering Canada; and
- (c) nationalize all foreign-controlled industries forthwith.

Question Period

Each Opposition Party will be allowed two or three questions; these must be directed to a specific Minister of the Government.

Committee of the Whole

After the Second Reading of the Bills, the House goes into Committee of the Whole to debate them clause by clause. Debate in Committee is a little less formal than otherwise. At this time, the Opposition should be prepared to introduce amendments to the Government Bill as well as to argue against its adoption by the House.

Closing Ceremonies

During these proceedings, nothing much is required of the students other than their presence.

I hope that the information just related gives you a general idea of what to expect and enough knowledge to prepare for a Parliament.

John D. Filliter

ARTICLE FIVE

A Comprehensive Guide to the Cooperative
Investigation - with Examples.

Compiled for the Nova Scotia Student Debating Association by Gerald B. Punke, Field Development Officer, Department of Education, Dalhousie University.

January, 1974.

For Further Information: contact the

Provincial Coordinator
Nova Scotia Student Debating Association
P.O. Box 995
Halifax, Nova Scotia

A. How to conduct a Cooperative Investigation:

1. Introduction:

The discussion to which this name has been given is based upon the analysis of a problem according to Dewey's analysis of the steps involved in the complete act of thought. According to Professor Dewey's analysis in How We Think the act of thought goes through five stages:

1. A felt difficulty;
2. The location and definition of the difficulty;
3. Suggestions of possible solutions;
4. Development by reasoning of the bearings of the suggestions;
5. Further observation and experiment leading to the acceptance or rejection of a suggested solution.

The cooperative investigation discussion method deals chiefly with steps 2, 3 and 4; that is, it devotes attention to "understanding the problem" and examination of the proposed solutions to it.

The outline which follows shows the plan for a discussion of this type. It should be noted that this is not a debate per se, it is as the title suggests, a cooperative investigation.

The first three speeches are tied together under the caption "Understanding the Problem" and are directed to explanation and investigation; the other three come under the heading "Suggested Solutions" and combine arguments and pleas.

2. Example No. 1: (This topic was used at the Nova Scotia Student Debating Association's Invitational Tournament, December 1st and 2nd, 1972)

i) Topic: What should be our policy on industrial development?

ii) Outline:

A. Understanding the Problem:

1. What are the historical/traditional factors of the problem?
2. What are the current economic factors of the problem?
3. What are the current political factors of the problem?

B. Suggested Solutions:

4. Should our goal be maximum industrial development?
5. Should our goal be to remain an industrially under-developed province?
6. Is there an acceptable middle course?

iii) Procedure:

- a. Six speakers are involved in this cooperative investigation. Each speaker is responsible for preparing material to answer one of the six questions listed in the Outline above.
- b. The first three topics are historical and expository in nature. Their presentation provides a background of information which should be made clear before possible course of possible action are considered.
- c. Speakers on the last three topics are free to take any position they wish on the proposed policy. They should, however, explain what that course of action would mean. A rational and logical approach is recommended over the emotional plea.
- d. Speakers will have 4 minutes for a talk on their topic and an additional 8 minutes for open discussion and comment from the audience and the judges.
- e. Judges will rank each speaker on his excellence in speaking, the quality of his research and ideas, and his skill in adapting his talk to what has been said.

There is no such thing as a team decision for this is a cooperative investigation.

3. Example No. 2: (This topic was used at the National Student Debating Seminar, Halifax, May 7th-14th, 1973.)

1) Topics: What should be the constitutional allocation of power and responsibility in the following areas:

1. National Unity (e.g. international relations, external defence, internal security, protection of minority rights, etc.)
2. Economic Development (e.g. regulation of trade, interprovincial commerce, development of industrial infrastructure, etc.)
3. Social Development (e.g. health, education, social security, cultural and family development, etc.)

4. Human Rights/Civil Liberties (e.g. citizenship, immigration, fundamental freedoms, etc.)
5. Financing of Government (e.g. principles of taxation, equitable taxation, distribution of revenues, etc.)
6. Environmental/Resources Protection.

ii) Outline: (This pattern of questions applies to each of the six topics listed above)

A. Understanding the Problem:

1. What are the objectives presently being pursued in this area and by which level(s) of government?
2. What methods are being used to achieve these objectives and what are their major strengths and weaknesses?
3. What better methods of achieving these present objectives are available to us?

B. Suggested Solutions:

4. What objectives should be pursued in this area and by what level(s) of government?
5. What are the best methods for realizing these objectives?
6. What specific changes in programmes should be undertaken immediately?

iii) Procedure:

- a. Six speakers are involved in each of the six possible Cooperative Investigations.
- b. Each speaker must be prepared to discuss one of the six questions listed in the Outline above.
- c. The first three Outline questions are historical and expository in nature. Their presentation provides a background of information which should be made clear before possible courses of action are considered.
- d. Speakers on the last three Outline questions are free to take any position they wish on the proposed policy. They should, however, explain what that course of action would mean.

- e. Each speaker will be allowed five minutes to deliver a set speech on the allotted Outline question.

At the conclusion of each five minute set speech, a discussion question and/or rebuttal period will ensue. This period may last for a maximum of 15 minutes and will be moderated by the chairman. The chairman may choose to move to the next speaker before the 15 minutes has elapsed should there be insufficient interaction.

This 15 minute period will be open to both the judges and the other members of the cooperative investigation panel.

- f. It is anticipated that in the judging panel at least one of the members will be a recognized expert in the topic area being investigated.

Judges will rank each speaker on his excellence in speaking, interacting, and quality of his research and ideas and his skill in adapting his talk to what has been said.

APPENDIX I

COOPERATIVE INVESTIGATION SCRIPT: for the Chairman
(Relevant to Example No. 2)

PREAMBLE: Once this script has been filled out by the Timekeeper and you are ready to proceed, take your seat in the centre of the six debaters involved in the investigation.

Addressing the group that has gathered say, "Good evening, it is my pleasure to preside over and to welcome you all to this Cooperative Investigation. The discussion to which this name has been given is based upon the analysis of a problem according to Dewey's analysis of the five steps involved in the complete act of thought. The cooperative investigation discussion method deals chiefly with steps 2, 3 and 4 of this analysis; that is, it devotes attention to 'understanding the problem' and an examination of the proposed solutions to it."

"Tonight's Cooperative Investigation looks at the Topic:

'What should be the constitutional allocation of power and responsibility in the area of: _____

"Analysing this Topic each of the members of the investigating panel will, in a 5 minute address, present their ideas on ONE of six developmental questions.

The first three speakers will attempt to increase our understanding of the problem:

_____ of _____ will answer
Name:

the question, 'What are the objectives presently being pursued in this area and by which level(s) of Government?'

_____ of _____ will look at
Name:

question: 'What methods are being used to achieve these objectives and what are their major strengths and weaknesses?'

and

_____ of _____ will consider
Name:

the question: 'What better methods of achieving these present objectives are available to us?'

While the second three speakers will attempt to look at a variety of suggested solutions:

_____ of _____ will consider
Name:

'What objectives should be pursued in this area and by what levels of government?'

_____ of _____ asks 'What are
the best methods for realizing these objectives?'

_____ of _____ suggests 'What
Name Province

specific changes in programmes should be undertaken immediately?'

After each of the speakers has concluded his/her formal presentation, a question, discussion and/or rebuttal period will ensue for a possible 15 minutes. To initiate interaction during this period we will be calling upon the services of our adjudication panel. Tonight we are privileged to have on our panel:

Name	WHO IS	Distinction
_____	WHO IS	_____
_____	WHO IS	_____
_____	WHO IS	_____
_____	WHO IS	_____
_____	WHO IS	_____

While our adjudication panel will be given first option in responding to each presentation, other members of the student investigating panel are also invited to become involved in this question and discussion period as are the members of the audience.

In all cases, please address questions and comments through the Chair and if you wish to be called upon to ask a question or make a comment would you please signify by raising your hand until you have caught my attention. Hopefully, by this means I will be able to accommodate everyone in an orderly manner.

The total time for the Cooperative Investigation is 120 minutes to control the individual time elements so that we keep within this allocation we have our timekeeper:

_____ Name

If there are no questions, I will call upon the first speaker:

_____ FROM _____ to begin
this Investigation.

At the conclusion of the student's presentation, thank the student and invite members of the adjudication panel to respond. (Suggestion: To establish the pattern, it may be wise to call upon the adjudicators in order and by name.)

Also be aware of the other student members of the Investigating panel and the members of the audience and allow them, or invite them, to interact BUT do not allow this to dominate this part of the proceedings (unless of course, there are no questions/comments from the adjudication panel).

BE VERY SURE that the student who made the presentation is given ample opportunity to answer questions or react to comments made by these other people.

Should interaction lag and, despite all of your efforts, there seem to be no more responses, move on quickly to the next question. The timekeeper will reallocate the balance of time to one or other of the remaining periods where interaction might be at a higher level and the 15 minutes limitation is proving to be too short a period.

Follow a similar pattern to that outlined above for each of the presentations and when the Cooperative Investigation is over allow time for the adjudication panel to complete their score sheets. When this is done, ask the timekeeper to collect these sheets and give them to you.

Finally, thank the students involved in the Cooperative Investigation; thank the members of the adjudication panel, make any concluding remarks that you think appropriate to the occasion and bring the meeting to a close.

APPENDIX II

Instructions for Timekeepers in Cooperative Investigations

Before the investigation begins, you are responsible for filling out the Chairman's Cooperative Investigation Script and for ensuring that the members of the cross examination/adjudication panel know the topic of the Cooperative Investigation, the names, the order of speaking, the questions being spoken to, and the provinces of the participants.

You are responsible for keeping track of the times of all presentations and for making adjustments to times where necessary. For example:-

- 1) if a 5 minute speech is short, then add the balance of the time to the 15 minute question/discussion period that follows, and if the 5 minute speech is overtime, deduct the overtime portion of time from the 15 minute question/discussion period.

OR

- ii) if the discussion during one or more of the 15 minute question/discussion periods lags and the Chairman decides to move onto the next question before the 15 minutes has expired, then feel free to divide the balance of the remaining time so as to extend other question/discussion periods, where the response is lively, beyond the set 15 minute limit.

Times: i) formal presentation - 5 minutes per speaker; on the panel;

- ii) question/discussion period - 15 minutes per speaker on the panel. (following each formal presentation)

REMEMBER: Stand when there is ONE minute of time left and remain standing until all time is used up, and then sit.

When the Cooperative Investigation is completed and the cross examination/adjudication panel has completed marking its score sheets, collect the sheets from each member and then give them to the Chairman.

APPENDIX III

Score Sheet: (Complete a sheet for each of the six speakers)

NAME: _____ SCHOOL: _____

Speaker: 1st/2nd/3rd/4th/5th/6th. (Circle One)

SPEAKER'S TOPIC: _____

Content: (facts, illustrations, descriptions, etc.) _____ /20

Organization of Material: (logic, clarity, etc.) _____ /20

Suitability of Content and Organization to Purpose _____ /10

Ability at dealing with questions/new information/rebuttal _____ /20

Delivery: Vocabulary and Grammar _____ /10

Voice and Gesture _____ /10

Effect on Audience: _____ /10

TOTAL: _____

Marking Scheme: A Guide

Maximum Possible	Poor	Fair	Adequate	Very Good	Superlative
10	<u>Either:</u>				
	1-2	3-4	5-6	7-8	9-10
20	<u>Or:</u>				
	1-4	5-8	9-12	13-16	17-20

COMMENTS:

_____ Date

_____ Judge's Signature

INFORMATION FOR THE JUDGES

Some Considerations for Judges

1. DEBATING SKILLS

CONTENT

definition - reasonable?
background - proper perspective?
analysis - sound?
evidence - examples? anecdotes?
 comparisons & contrasts?
relevance - to topic

ORGANIZATION

introduction - interesting?
planning - well structured?
 pattern evident?
development - logical, coherent?
good use of time?
summarizing - comprehensive?
conclusion - clear?

LOGIC AND CREDIBILITY

reasoning - sound? non sequiturs?
facts - accurate? distinguished
 from opinion evidence
 properly?
fair, exact v. prone to distortion
 and exaggeration
 (emotional language, slanted
 statements, obvious bias, etc.)

REBUTTAL

reaction and reply to argument
adaptation to opponents' speeches
extemporaneous speaking ability

PREPARATION

knowledge of topic and case
research involved - extensive?
anticipation of opposing arguments
familiarity with rules of debate

2. PUBLIC SPEAKING SKILLS

MANNER

confidence and composure?
natural? audience at ease?
sincere v. frivolous
serious v. too intense or
 emotional
convincing?
interesting?
projection of personality?

PRESENTATION

originality
proper use of notes
enunciation

DELIVERY

eye contact with audience
speech rate, pauses, fluency
gestures & facial expression
stance - deportment - posture
voice: pleasant or irritating?
 interesting or monotone
 or sing-song inflection
clarity and audibility
pitch and flexibility

STYLE

good English
command of grammar? incomplete
 or run-on sentences?
breadth of vocabulary v. trite
 expressions, hackneyed
 language, etc.
appropriate treatment of topic?
effective use of devices:
 humour?
 questions: direct & rhetorical?
 visual aide (diagrams, slides,
 exhibits, etc.)

3. PENALTIES

deliberately false statements
excessive use of notes
obvious memorization
objectionable heckling
unsatisfactory language
disrespectful conduct

ARTICLE SIX

RULES OF STANDARD STYLE DEBATING

Under "Classical", "Oxford Union", "Academic", "Platform" or "Standard Style" Debating, six speakers address themselves to a resolution: three affirmative debaters attempt to establish the truth or validity of the proposition while their three negative opponents seek to refute the case developed in support of the resolution.

The "Chairman" presides over the contest: his role is to perform certain official functions and generally to maintain order and decorum. The debaters must accord him proper respect and abide by his rulings; they should always preface their remarks by acknowledging "Mr. Chairman" (or "Madam Chairperson" if there be a lady in the chair). Some speakers also address themselves to "Honourable Judges, Worthy Opponents, Loyal Colleagues, Ladies and Gentlemen", but this is not required.

Debaters must stand to deliver their main speeches and only one speaker at a time may hold the floor. The Chairman grants the right to speak by introducing a debater; once he has received the floor, a debater is obliged to surrender it only on the demand of the Chairman. Such an order is highly abnormal and occurs only after a serious breach of the rules or if a long-winded orator doesn't conclude his address within a reasonable time of the expiration of his allotted length.

This style of debating makes no formal provision for Points of Order or Points of Personal Privilege. Accordingly, Chairmen should be especially alert to call debaters to order for any improper or unbecoming conduct or other breaches of the rules of debate. A debater, through an aside, may comment immediately on a breach of the rules by his opponents or he may remark on the offence when he later enjoys the floor. Judges should not hesitate to penalize debaters for remarks made in bad taste or for any other violations of the rules of this style of debating.

Nor does this style of debating provide formally for questioning, though there is no rule against "thinking aloud" a particularly telling query! The Chairman should take no notice of such asides unless the privilege of uttering them is abused.

Heckling is permitted but should be pertinent, humorous, brief and infrequent. While wit is welcome, however, it should not be used just to disrupt the delivery of an opponents' speech. Hence Judges are to penalize debaters who lower the level of debate through excessive or thoughtless interruptions.

To begin a debate, the Chairman calls for order, then welcomes the audience and introduces the Judges. Next, for the benefit of the audience, he reads the resolution to be mooted; then he calls upon the debaters to deliver their speeches in the order provided below.

The order of speakers and the maximum times for speaking shall be:

First speaker affirmative	5 minutes
First speaker negative	5 minutes
Second speaker affirmative	5 minutes
Second speaker negative	5 minutes
Third speaker affirmative	5 minutes
Third speaker negative	5 minutes

INTERMISSION 5 minutes

First negative rebuttal	3 minutes
First affirmative rebuttal	3 minutes
Second negative rebuttal	3 minutes
Second affirmative rebuttal	3 minutes
Third negative rebuttal	3 minutes
Third affirmative rebuttal	3 minutes

Team members may alter their original speaking order when delivering their rebuttals, provided that they notify the Chairman of this change in advance.

A timekeeper will indicate by the use of cards how much longer a debater has to speak and will notify Judges of the expiration of the time limit by rising to his feet.

The prime responsibility of the first affirmative debater is to introduce the resolution and define its terms. If he fails to do so, it becomes the prerogative of the negative to define the resolution in any manner it sees fit. After defining the terms of the resolution, the first speaker affirmative should go on to explain the background of the proposition and begin to build the affirmative case. To do so, he should analyze the resolution and then adduce reasoning, evidence and emotional rhetoric in support of it.

The first negative speaker must either accept or contest the affirmative interpretation of the resolution; if he does not challenge the definitions, the negative is deemed to have accepted them and is precluded from arguing about them later in the debate. If the first speaker negative attacks the affirmative interpretation, however, it is up to both sides to try to convince the Judges that their definitions are more reasonable through the introduction of dictionary definitions and evidence of any colloquial connotations that the terms may carry. The outcome of the debate may be decided on the issue of definitions alone.

In addition to dealing with any dispute about definitions, the first speaker negative should generally discuss the proposition, trying to place it in the perspective most favourable to his team, and should respond to the remarks of the first affirmative speaker by criticizing them wherever possible.

The second and third speakers for the affirmative should further develop their case by elaborating upon, clarifying and defending the remarks of their first spokesman. They may attempt to rebut comments made by the negative side at any time, but they must conclude all constructive argument and supporting evidence during these main speeches. It is customary for the third speaker to summarize the arguments articulated by the affirmative side.

The second and third negative speakers should continue the attack launched by their first speaker and they too must during these main speeches introduce all the arguments and evidence upon which they intend to rely. In order to effectively refute and ridicule affirmative contentions, the negative should also rely on logic, facts, and appeals to the emotions of the audience.

During the five minute intermission which follows the main speeches, debaters must remain in their chairs and must not consult or communicate with any person other than their team members.

Debaters should use their official rebuttals to summarize and clarify their arguments and point out inadequacies and inconsistencies in their opponents' case. They must introduce no new arguments or evidence at this time unless it is by way of rebuttal of points made by their adversaries.

After all rebuttals have been delivered, the Chairman shall give the Judges an opportunity to complete their scoring and shall then invite them to deliver a critique of the debate without revealing the scores they have awarded to speakers.

Following any such comments by the Judges, the Chairman shall thank them for their assistance, ask the timekeeper to collect the score-sheets, and then declare the debate officially adjourned.

All debaters must be prepared to provide authority for any evidence tendered during a debate (i.e., give book, page number, etc. for the source of their information). The penalty for fabrication or falsification of evidence, or failure to document challenged evidence, is immediate disqualification.

ARTICLE SEVEN

RULES OF PARLIAMENTARY STYLE DEBATING

01: General

Parliamentary style debates shall be conducted according to the following Rules and, when a problem arises which is not provided for by the Rules, the Director of the Tournament shall decide what procedure is to be followed.

02: Speaker

A Speaker shall preside as chairman over each parliamentary debate: his role is to preserve order and decorum and he shall not participate in the debate itself. All rulings of the Speaker are final and no appeal from them is in order. The Speaker is to be accorded proper respect by all debaters, who are bound to obey all his orders and abide by his rulings. When reprimanded by the Speaker, a debater should apologize to the House immediately.

03: Discipline

If a member becomes unruly or refuses to obey the Speaker, the Speaker may have the debater removed from the House by the Sergeant-at-Arms by naming the offender by his proper names. A debater who has been expelled from a debate in this manner may not return for the duration of the debate.

04: Seating

As far as possible the House shall be divided into two groups which face each other. Debaters supporting the Bill (the Government) sit to the right of the Speaker as he faces the House while members of the Opposition sit on the left hand of the Speaker.

05: Bills and Motions

The only Bill debated by the House will be the resolution prescribed by the Director of the Tournament.

The only motion which is in order is the proposal of a counter-plan by the Opposition. To introduce such an amendment, the Opposition must make a concrete proposal of policy differing from but related to the Bill during the address of its first speaker. A counter-plan may be introduced informally (it requires no formal motion of amendment and no seconder) but it must be a definite alternative to the Government Bill.

06: Order of Business

It is assumed that the Bill has passed first and second reading and is about to be considered in Committee of the Whole.

The Speaker shall call the House to order, welcome visitors, and introduce the debaters and Judges. Next he shall read the resolution before the House; then he shall call upon debaters to speak for and against the Bill alternately.

The order of speaking and time limits on speeches are:

First Government Speaker (Prime Minister)	5 minutes
First Opposition Speaker	8 minutes
Second Government Speaker	8 minutes
Second Opposition Speaker	8 minutes
Third Government Speaker	8 minutes
Leader of the Opposition (Third Speaker)	8 minutes
Official Rebuttal (by the Prime Minister)	3 minutes

The Clerk of the House will indicate by visual means how much longer a debater has to speak and will rise to his feet when the time limit has expired. After all speeches have been heard, the Speaker will ask the Clerk to inform Judges of how long each debater took to speak, and if any of them went overtime.

After the Judges have completed their scoring, the Speaker will thank them for their assistance and declare the House adjourned.

RULES OF DEBATE07: Conduct and Language

Members shall debate in a dignified manner and shall not use any unparliamentary language (that is, foul, profane, or offensive language, or words abusing the House, any member thereof, the Queen, or a government official).

08: Form of Address

Debaters shall always address their remarks, in form at least, to "Mr. (Madam) Speaker" and shall refer to one another only in the third person (for example, "the Prime Minister", "the Honourable Member of Her Majesty's Loyal Opposition", "the Minister of the Crown", "the Leader of the Opposition", or "the Honourable Member from _____"). Participants in the debate and any audience are collectively referred to as "the House" while the resolution being debated should be termed "the Bill".

09: Irrelevance and Repetition

All debaters should address their remarks to the Bill, any counter-plan proposed by the Opposition, or any Points raised by a debater. While

speeches should not be irrelevant or repetitious, however, it is NOT in order for a debater to object to another's speech on the grounds of irrelevance or repetition, and the Speaker shall not call a member to order for such infractions of these Rules.

10: Memorization and Reading

Members shall not read their speeches, though they may make reasonable reference to their notes or read direct quotations. Judges should penalize debaters for excessive reading or memorization which results in unnatural delivery.

11: Right to Speak

Only one member at a time may hold the floor of the House. When another member rises and addresses himself to the Speaker, the first should surrender the floor to him by sitting down. When the Speaker rises to his feet, all members should cease speaking and resume their seats.

Every debater desiring to speak shall rise in his place, uncovered, and address himself to the Speaker. A debater may continue to speak from his feet ONLY after having been recognized and called upon to do so by the Speaker.

12: Heckling

Only verbal heckling is permitted, and this only by participating debaters: the only exception is that the interjection "Source?" may not be used for heckling. (A debater who earnestly desires another member to provide authority for statements made should rise on a Point of Reference.) Heckling is encouraged as long as it is pertinent, humorous, brief and infrequent. While wit is welcome, however, it should not be used just to disrupt the delivery of an opponent, and the Judges are to penalize debaters who lower the level of debate through excessive or thoughtless heckling.

13: Fabrication or Falsification of Evidence

All debaters must be prepared to cite specific authority for any evidence they tender during a debate (that is, to give a book, page number, etc. of the source of their information). The penalty for fabrication or falsification of evidence or for failure to document challenged evidence, is disqualification from eligibility to win any award or distinction during the Tournament.

14: Points of Order

Every debater has the right to insist on the observance of the Rules of debate and may raise a Point of Order immediately after any Rule has been contravened. A Point of Order need not relate to the member who has the floor at the time it is raised and the Speaker may call any member to order even though no formal objection has been made to the member's conduct by another debater.

To raise a Point of Order, a debater must rise to his feet and say, "Mr. Speaker, I rise on a Point of Order." The Speaker shall recognize the objecter and reply, "Please explain your Point." Meanwhile, the debater who was interrupted must surrender the floor. The objecter shall then explain his Point and the Speaker will rule that it was either "Well taken" or "Not well taken".

If a Point is "Well taken" AND concerns an infraction committed by the debater who was speaking when it was raised, the time consumed by the interruption is counted as part of the speech of that debater. Otherwise, the debater should be allowed additional time to compensate him for that lost during the interruption.

15: Points of Personal Privilege

Similarly, a debater may rise on a Point of Personal Privilege if he has been misquoted, misrepresented, or slandered. If such a Point is "Well taken", the Speaker may allow the objecter to clarify his position (though not to introduce any new material in so doing). The same procedure and time considerations described under Points of Order above apply to Points of Personal Privilege.

16: Points of Reference

A debater may rise on a Point of Reference only if the member holding the floor is making unsubstantiated allegations of fact and the objecter wants the other to provide the sources of information on which he bases the statements. The Speaker shall rule whether or not such Points are justified; if he finds them to be in order, he should direct the debater who made the statements either to provide authority for them or else retract them. The time consumed during such interruptions shall NOT be deducted from a debater's speech, whether the Points of Reference are held to be in order or not.

17: Formal Questions

A debater may seek to question the speaker holding the floor by rising to his feet and asking, "Mr. Speaker, will the honourable gentleman entertain a question?" If the honourable gentleman agrees to consider the query, it may be put to him; otherwise, it may not and the would be questioner must resume his seat. Neither the time taken to ask such a question nor the time required to answer it is deducted from that of the debater who was speaking.

RULES OF CROSS-EXAMINATION STYLE DEBATING

A chairman shall preside over each Cross-Examination debate: he must not take an active part in the contest and should intervene only where this is necessary to protect the rights of a debater. His decisions cannot be appealed: debaters should accept adverse rulings stoically and always accord the Chairman proper respect.

A Timekeeper shall notify debaters of how much speaking time they have remaining and will advise the Judges of any overtime infractions. The Chairman shall sit between the two three-student teams and the Timekeeper must be clearly visible to both teams. Debaters may stand or remain seated during the debate.

The Chairman shall call the debate to order, welcome everybody present, announce the question being debated, and introduce the debaters and officials. He then shall ask if there are any questions regarding the Rules and, after answering any that are raised or if there are none, will call upon each debater to speak, cross-examine and be cross-examined, for a maximum of three minutes each,* in the following order:

First affirmative speech, cross-examination by second negative speaker;
 First negative speech, cross-examination by third affirmative speaker;
 Second affirmative speech, cross-examination by third negative speaker;
 Second negative speech, cross-examination by first affirmative speaker;
 Third affirmative speech, cross-examination by first negative speaker;
 Third negative speech, cross-examination by second affirmative speaker.

Then the Chairman shall call for a two-minute rebuttal of the opponents' case by the first speaker for each side, the negative first. The Chairman will next call on the second speaker for each side to defend his team's case for two minutes (again the negative first). Finally the Chairman will call on the third speaker from each team to summarize his side's position in two minutes, the affirmative speaking last.

The Chairman will then ask the Timekeeper to report on overtime infractions so the Judges can penalize any overly verbose speakers. Next the Chairman will ask the Judges to complete their scoring (and, after the second round, to give their Score Sheets to the Timekeeper). Finally the Chairman will congratulate all participants, thank the Judges and Timekeeper, and declare the contest concluded. (The winner of the debate should NOT be disclosed at this time.

All speeches, questions and answers should relate to the subject under debate but the Chairman will not interfere when irrelevant remarks are made UNLESS they are in response to a pertinent question (in which case he will direct the student being cross-examined to answer properly). Cross-examiners will be evaluated on their ability to elicit admissions from their opponents; accordingly they will be penalized if they use their questioning period to rebut or argue with the witness.

* If a speaker does not use his full three minutes, his cross-examiner will enjoy the unexpended time in addition to the usual three minutes for questioning.

Debaters should strive to avoid repetition and must refrain from reading their speeches, though they make reasonable reference to notes. They may introduce exhibits or other real evidence if they wish. All debaters must be ready to cite authority for any factual assertion they make; any debater caught fabricating or falsifying evidence during a debate will be disqualified from winning any award.

Debaters should treat one another with dignity. A cross-examiner should try to ask fair questions on relevant subjects and give opponents a reasonable opportunity to answer them; if an opponent tries to answer at unnecessary length, however, the cross-examiner may ask the Chairman to cut him short. When being cross-examined, a debater should give direct, honest answers. If he finds a question confusing, he may ask the cross-examiner to clarify it, and if he thinks that a question is unfair or that he is being badgered, he should appeal to the Chairman for protection.

The Chairman will not entertain any objections except those noted above and he should not permit any prompting of or consulting with a debater during his speech or cross-examination. No heckling or other interjections should be allowed.

APPENDIX B

CONSTITUTION OF THE
NOVA SCOTIA STUDENT
DEBATING ASSOCIATION

MEMORANDUM OF ASSOCIATION

1. The name of the society is the "Nova Scotia Student Debating Association".
2. The objects of the society are:
 - (a) to promote and co-ordinate debating and its allied activities in the secondary schools of Nova Scotia;
 - (b) to develop closer relationships between high schools and their communities;
 - (c) to provide valuable travel and exchange experiences for Nova Scotian high school students; and
 - (d) to foster a growing knowledge of, and interest in, problems common to all Canadians.
3. The activities of the society are to be carried on throughout the Province of Nova Scotia, though most co-ordination and administration will be conducted from Halifax.
4. The registered office of the society is 5867 Spring Garden Road in the City and County of Halifax, Province of Nova Scotia. (Notice of change to this address was filed at the office of the Registrar of Joint Stock Companies on the 30th day of October, 1973.)

WE, THE SEVERAL PERSONS WHOSE NAMES, ADDRESSES, AND OCCUPATIONS ARE SUBSCRIBED, DESIRE TO BE FORMED INTO A SOCIETY IN PURSUANCE OF THIS MEMORANDUM OF ASSOCIATION.

<u>Names of Subscribers</u>	<u>Addresses and Occupations</u>
(Signed) Gerald Brandon Punke	5467 Inglis Street, Halifax, Halifax County, Nova Scotia; Graduate University Student and Teacher.
(Signed) Diane Margaret Mackie	1158 Dalhousie Street, Halifax, Halifax County, Nova Scotia; High School Student.
(Signed) Edgar Donald Kendall	21 Rattling Avenue, Dartmouth, Halifax County, Nova Scotia; Teacher at Graham Creighton High School.
(Signed) Edward Ivan Raine	Apartment #1, 154 Herring Cove Road, Halifax, Halifax County, Nova Scotia; High School Student.

(Signed) John David Filliter

1474 Carlton Street, Halifax, Halifax
County, Nova Scotia; Barrister and
Solicitor.

Witness to the above signatures:

(Signed) Dr. Charles Oler, Dentist;
407 Embassy Towers, Spring Garden
Halifax, Halifax County, Nova Scotia

BY-LAWS OF THE NOVA SCOTIA STUDENT DEBATING ASSOCIATION

Article 1. Definition and Interpretation of Terms

In these By-Laws and the annual Appendices hereto, the term:

"annual Appendix" refers to the supplement to these By-Laws adopted by the Association at its most recent Special Constitutional Meeting;

"Association" means the Nova Scotia Student Debating Association;

"Association year" means the period between one Annual General Meeting of the Association and the next Annual General Meeting;

"Director" refers to a member of the Executive Committee of the Association;

"Executive Committee" means the Executive Committee of the Association constituted as prescribed by the annual Appendix;

"Province" means the Province of Nova Scotia in the Dominion of Canada;

"Provincial Co-ordinator" refers to the chief executive officer and chairman of the Executive Committee;

"Regular Association Meeting: includes the Annual General Meeting, the Special Constitutional Meeting and such other Special General Meetings of the Association as the Executive Committee may call;

"Regional Council" refers to a meeting of representatives of the Institutional Members of the Association from an administrative region of the Province as defined by the annual Appendix;

"Registrar" refers to the Registrar of Joint Stock Companies for the Province;

"Secretary" refers to the duly elected secretary of the Association;

"Societies Act" means Chapter 286 of the Revised Statutes of Nova Scotia (1967);

"Treasurer" refers to the duly elected treasurer of the Association.

Article 2. Name, Constitution, Records, Seal Execution

1. These are the By-Laws of the Nova Scotia Student Debating Association.
2. The Constitution of the Association shall consist of its Memorandum of Association, these By-Laws as they may be amended from time to time, and the annual Appendix in force at the material time.
3. The Secretary shall prepare the minutes of meetings of the Association and its directors and keep all the books, clippings and other records of the Association except for its accounts, which shall be kept and maintained by the Treasurer.
4. The Secretary shall make the records of the Association available for inspection by any member of the Association at the registered office of the Association at a reasonable time of day, provided that the member has given the Secretary at least three days written notice of his desire to inspect the records.
5. The official seal of the Association shall be kept at its registered office and may be used only as authorized by the Executive Committee.
6. The Treasurer shall execute all negotiable instruments on behalf of the Association but he must first have been authorized to do so by the Executive Committee.

Article 3. Powers of the Association

1. By virtue of incorporation under the Societies Act, the Association has power, inter alia, to:
 - (a) accept, acquire, hold, enjoy, improve, develop, sell, exchange, and lease property, both real and personal;
 - (b) contract and sue, or be contracted with or sued, in its corporate name;
 - (c) use its funds and property for the attainment of its objects and purposes;

- (d) borrow and provide security for borrowing as allowed by the Societies Act;
 - (e) deal in negotiable instruments as authorized by these By-Laws;
 - (f) alter its name or objects in accordance with the requirements of the Societies Act;
 - (g) subscribe to or acquire membership in other organizations if authorized to do so by a Special Resolution of the Association; and
 - (h) do all such other acts and things as are incidental or conducive to or consequential upon the exercise of its powers or the attainment of its objects.
2. The Association may exercise the borrowing powers conferred upon it by the Societies Act only after being expressly authorized to do so by a Special Resolution of the Association.

Article 4. Purposes of the Association

The purposes of the Association are:

- (a) to promote and co-ordinate debating and its allied activities in secondary schools within the Province;
- (b) to develop closer relationships between high schools and their communities;
- (c) to provide valuable travel and exchange experiences for Nova Scotian high school students; and
- (d) to foster a growing knowledge of, and interest in, problems common to all Canadians.

Article 5. Policies of the Association

1. The Association shall emphasize learning rather than competition in debating and its allied activities.
2. The Association shall strive, where- and whenever possible, to involve students in the organization and operation of Association programmes, and to involve the community at large in Association activities.

Article 6. Programmes of the Association

1. The Association shall endeavour to implement the programmes adopted for the Association year at the Annual General Meeting.
2. The Association will participate in the schedule of the National Student Debating Association and its successors to as great a degree as is practically possible.

Article 7. Membership in the Association

1. The types of membership in the Association are:
 - (a) Institutional Membership; and
 - (b) Individual Membership: Ordinary and Honourary.
2. Any secondary school within the Province is eligible for Institutional Membership in the Association, and any resident of the Province or other person approved by the Executive Committee is eligible for Individual Membership in the Association.
3. Before September 15th of each year, the Secretary shall mail to all schools eligible for membership in the Association an official invitation to participate in Association activities during the next Association year.
4. An eligible school or person shall be admitted to membership in the Association for an Association year upon paying the full membership fee as prescribed by the annual Appendix for that year, but Honourary Individual Membership is acquired only through appointment by the Executive Committee.
5. Institutional Membership in the Association entitles a school to receive copies of the Association newsletter for its student debaters; to receive notice of all Association meetings and events; to receive minutes of the Regular Association Meetings; and to attend, participate in and vote at Regular Association Meetings and events.
6. In voting at Regular Association Meetings, each Institutional Member shall be entitled to two ballots, one to be cast by a teacher from the school representing its faculty, the other to be cast by a student from the school representing its debaters.
7. Individual Membership in the Association entitles:
 - (a) an Ordinary Member to receive the Association newsletter and notice of Association meetings and events; to attend and participate in, but not to vote at, Regular Association Meetings, though he may be eligible to vote at meetings of the Executive Committee or a Regional Council as allowed by the annual Appendix; and
 - (b) an Honourary Member to receive the Association newsletter and to attend and participate in, but not to vote at, Association meetings and events.
8. Members are responsible for payment of the annual fees of the Association and for abiding by the Constitution of the Association.

9. Members of the Association shall remain in good standing as long as their annual membership fees are paid up to date and they abide by the Constitution of the Association; but a member may withdraw from the Association at any time by sending his written resignation to the Provincial Coordinator.
10. Any disciplinary action, including suspension, expulsion, and fining of Members, shall be dealt with at a Special General Meeting of the Association of which an impugned Member is notified and at which the Member is given an opportunity to explain and defend its or his conduct.

Article 8. General Meetings of the Association

1. The Executive Committee shall hold the Annual General Meeting and Special Constitutional Meeting of the Association during the first half of October each year.
2. The Executive Committee may call such other Regular Association Meetings as it deems necessary as long as it abides by the Constitution of the Association; it shall call a Special General Meeting whenever it is requested to do so by one-tenth of the Institutional Members of the Association.
3. To call a Regular Association Meeting, the Secretary shall mail written notice of the time and place of the meeting to each Association member at least fourteen days before the meeting is schedule to be held.
4. The quorum required for a Regular Association Meeting to be officially constituted is twenty per cent of the Institutional Members of the Association, whether present physically or by proxy.
5. An Institutional Member of the Association may vote by proxy at a Regular Association Meeting by authorizing in writing an individual member of the Association to vote on its behalf at the meeting but a proxy is valid for only one meeting or adjournment thereof and is null and void unless it specifies on its face at which meeting it is to be exercised.

Article 9. Administrative Organization

1. The business of the Association shall be carried on by the Executive Committee and Regional Councils constituted as prescribed by the annual Appendix.
2. Directors shall be responsible for discharging the duties assigned to their positions by the annual Appendix and may exercise any powers of the Association not required to be

exercised by the Association at a Regular Association Meeting but no director shall receive any remuneration for his services.

3. Directors may be removed only for cause, and then only by a Special Resolution of the Association passed at a Regular Association Meeting at which the impugned director is given an opportunity to defend himself.

Article 10. Finance

1. Sources of funds for the Association may include affiliation fees, donations from interested individuals and groups, contributions from corporations, and grants from government organizations.
2. The Treasurer shall prepare and propose at each Annual General Meeting of the Association a budget for the Association year and the meeting shall adopt the budget as proposed or amended.
3. At each Association meeting, the Treasurer shall report all expenditures from Association funds made since the last Association meeting.
4. The Provincial Co-ordinator and another director of the Association other than the Treasurer shall perform an annual audit of the Association accounts one week before the Annual General Meeting; the audited financial statement of the Association shall be distributed to all members present at the Annual General Meeting and be considered by the meeting; and within two weeks of being prepared, the audit shall be submitted to the Registrar for his approval.
5. The Association shall be carried on without purpose of gain for its members and any profit or other accretions to the Association shall be used in promoting its objects.
6. In the event of dissolution or winding-up of the Association, all its remaining assets, after payment of liabilities, shall be distributed to one or more recognized charitable organizations in Canada.

Article 11. By-Laws, Appendices, and Amendments

1. Association By-Laws may be made, altered or rescinded only by a Special Resolution passed by an officially constituted Association meeting.
2. At each Special Constitutional Meeting, the Association shall adopt an annual Appendix to these By-Laws, which Appendix shall continue in force only until the following Special Constitutional Meeting.

3. The annual Appendix to these By-Laws shall provide for the constitution of the Executive Committee and Regional Councils and shall prescribe the duties of directors and such other administrative details as may be necessary.
4. The annual Appendices to these By-Laws may be amended by a Special Resolution of the Association passed at an officially constituted Association meeting.
5. Any proposed amendment to the By-Laws of the Association or annual Appendices thereto must be communicated to the Secretary at least three weeks prior to a Regular Association Meeting in order to be considered at that meeting.
6. In order for a Special Resolution of the Association to be valid:
 - (a) it must be passed by at least three-quarters of the Association members eligible to vote at the Regular Association Meeting at which the resolution is considered;
 - (b) notice of the meeting must have specified that the resolution was to be proposed as a Special Resolution at that meeting;
 - (c) within fourteen days of being passed, the Special Resolution must have been filed with the Registrar; and
 - (d) the Special Resolution must be approved by the Registrar.

APPENDIX C

SOURCE OF DEBATING INFORMATION

REGISTERED ADDRESS

The registered address of the Nova Scotia Student Debating Association is:

Nova Scotia Student Debating Association
5614 Fenwick Street, Suite 9
Halifax, Nova Scotia

The annals of the N.S.S.D.A. including official reports, documents, copies of Advocates Ahoy and other debate information are available at this address.

APPENDIX D

1973-1974 APPENDIX TO THE BY-LAWS OF THE
NOVA SCOTIA STUDENT DEBATING ASSOCIATION

1973-1974 Appendix to the By-Laws of the
Nova Scotia Student Debating Association

Article 1. Administrative Regions

The Province shall be divided into the following administrative regions:

- (a) Cape Breton Island;
- (b) North Shore (Guysborough, Antigonish, Pictou, Colchester, and Cumberland Counties);
- (c) Metro Region (Halifax County)
- (d) Central Region (Hants, Kings, Lunenburg and Annapolis Counties); and
- (e) South-western Region (Shelburne, Yarmouth, Digby and Queens Counties).

Article 2. Regional Councils

1. Regional business shall be carried on by a Regional Council whose members shall hold office for one Association year.
2. The Regional Council for each administrative region shall include:
 - (a) the two representatives of each Institutional Member located within the administrative region eligible to vote at Regular Association Meetings; and
 - (b) such Ordinary Members from the administrative region as the Regional Council sees fit to admit to its ranks, to a maximum of six persons.
3. From amongst its institutional representatives each Regional Council shall elect two Regional Co-ordinators, one a faculty member, the other a student.
4. Each Regional Council shall also elect the following officers:
 - (a) a Secretary;
 - (b) a Treasurer; and
 - (c) a Publicity Officer.
5. All members of the Regional Council shall have one vote in Council Meetings except for the Chairman, who shall have a casting ballot to be exercised only to break a tied vote.
6. The Regional Council may appoint such task forces as it deems necessary for the period for which they are required; the operational director of such a task force must be a member of the Regional Council and shall serve as the spokesman on the Regional Council for the task force.

Article 3. Regional Council Meetings

1. At the Annual General Meeting of the Association, each Regional Council shall hold a meeting at which the two Regional Co-ordinators for the forthcoming Association year are elected.
2. Other meetings of the Regional Council shall be held as the need arises, and the Secretary of the Regional Council shall give all members of the Regional Council at least seven days written notice of the time and place of each such meeting.
3. Twenty-five per cent of the members eligible to vote at a Regional Council meeting shall constitute a quorum, whether present physically or by proxy.
4. A member of the Regional Council unable to attend a Regional Council meeting may vote by proxy at the meeting by authorizing in writing an individual from within the administrative region to vote on its behalf at the meeting, but a proxy is valid for only one meeting or adjournment thereof and is null and void unless it specifies on its face at which meeting it is to be exercised.
5. The Regional Co-ordinators shall act as joint chairmen of Regional Council meetings and shall alternate from meeting to meeting in performing this function; if neither is present at a meeting, the Regional Council shall appoint a substitute chairman for that meeting.

Article 4. Duties of Regional Council Officers

1. Teachers and students who are Regional Co-ordinators shall:
 - (a) act as the executive officers of the Regional Council;
 - (b) serve as joint chairmen of the Regional Council meetings, alternating in this capacity from meeting to meeting;
 - (c) represent their administrative regions on the Executive Committee of the Association, serve as directors of that Executive Committee, and report on Executive Committee proceedings to their Regional Councils;
 - (d) assist in organizing debating and its allied activities within their administrative regions;
 - (e) perform an annual audit of the Regional Council accounts and submit it to the Regional Council for approval during the month of June; and
 - (f) submit a proposed debating schedule for the forthcoming Association year to their Regional Councils in the month of June and, after the plans have been accepted or amended, forward the approved plans to the Provincial Co-ordinator before July 15th of each year.

2. The Secretary of each Regional Council shall:
 - (a) keep and prepare minutes of all Regional Council meetings and distribute copies to the Association Secretary and all members of the Regional Council;
 - (b) keep on file a copy of the minutes of all Executive Committee meetings;
 - (c) keep records and handle correspondence for the Regional Council as required by the Regional Council; and
 - (d) prepare and distribute such other information as the Regional Council deems appropriate.

3. The Treasurer of each Regional Council shall:
 - (a) keep the accounts of the Regional Council;
 - (b) report to each Regional Council meeting all expenditures from the Regional Council's funds made since the last Regional Council meeting;
 - (c) during the month of June submit a proposed regional debating budget for the forthcoming Association year to the Regional Council and, after the budget has been accepted or amended, forward the approved budget to the Association Treasurer before July 1st of each year;
 - (d) make the accounts of the Regional Council available to the Regional Co-ordinators for audit and forward the audit approved by the Regional Council to the Association Treasurer before July 15th of each year; and
 - (e) head all fund-raising activities and task forces of the Regional Council.

4. The Publicity Officer of each Regional Council shall:
 - (a) establish publicity outlets for regional debating activities with the media;
 - (b) attempt to involve the media in regional debating activities;
 - (c) supply current information on regional debating activities to the Publicity Officer of the Association;
 - (d) assure the distribution of relevant information to all members of the region;
 - (e) keep the Archives of the Regional Council; and
 - (f) generally develop and maintain supportive links with all segments of the regional community.

Article 5. Executive Committee

1. Association business shall be carried on by an Executive Committee whose members shall hold office for one Association year.

2. The Executive Committee shall include:
 - (a) the Provincial Co-ordinator elected at the Annual General Meeting;
 - (b) two Regional Co-ordinators from each of the five administrative regions of the Province; and
 - (c) up to six Ordinary Members of the Association appointed to the Committee by the Provincial Co-ordinator and Regional Co-ordinators.

3. The Executive Committee shall elect the following officers:
 - (a) a Secretary;
 - (b) a Treasurer; and
 - (c) a Publicity Officer.
4. For the efficient administration of the Association, the Secretary, Treasurer, and Publicity Officer should be within easy access of one another and the Provincial Co-ordinator.
5. All members of the Executive Committee shall have one vote in Committee meetings except for the Chairman, who shall have a casting ballot to be exercised only to break a tied vote.
6. The Executive Committee may appoint such task forces as it deems necessary for the period for which they are required; the operational director of such a task force must be a member of the Executive Committee and shall serve as the spokesman for the task force on the Executive Committee.

Article 6. Executive Committee Meetings

1. Meetings of the Executive Committee shall be held as the need arises and the Secretary shall give all members of the Committee seven days written notice of the time and place of each such meeting.
2. A member of the Executive Committee unable to attend a meeting of the Committee may vote by proxy at the meeting by authorizing in writing another member of the Committee to vote on his behalf at the meeting, but a proxy is valid for only one meeting or adjournment thereof and is null and void unless it specifies on its face at which meeting it is to be exercised.
3. The Provincial Co-ordinator, or in his absence, a person appointed for the occasion by the Executive Committee, shall chair Executive Committee meetings.
4. A simple majority of the members of the Executive Committee shall constitute a quorum, whether present physically or by proxy.
5. Between meetings of the Executive Committee the business of the Association shall be conducted by the Provincial Co-ordinator consulting by telephone, mail, or in person with other members of the Executive Committee and conducting mail ballots on matters of policy interpretation where necessary.

Article 7. Duties of Association Directors

1. The Provincial Co-ordinator shall:
 - (a) serve as chief executive officer of the Association and chair Regular Association Meetings and meetings of the Executive Committee;
 - (b) act as Director on the board of the National Student Debating Association and in the event of Nova Scotia acting as host province for a National Debating Seminar, serve as Chairman of the National Student Debating Seminar;
 - (c) submit an outline of all proposed regional and provincial debating programmes for the forthcoming Association year to each Annual General Meeting of the Association;
 - (d) with another director perform an annual audit of the Association accounts and within fourteen days file with the Registrar an authenticated copy of the financial statement of the Association signed by both auditors;
 - (e) distribute information keeping all Regional Councils informed of developments and techniques in use elsewhere in the Province and around the country; and
 - (f) provide assistance in organizing debating activities around the Province.

2. The Association Secretary shall:
 - (a) keep and prepare minutes of all meetings of the Association and the Executive Committee and provide copies to all Association members entitled to receive them under the By-Laws and to the Secretaries of the Regional Councils;
 - (b) keep on file a copy of all minutes received from the Regional Councils;
 - (c) keep records and handle correspondence of the Association and the Executive Committee as required by the Executive Committee;
 - (d) keep a register of the names, addresses and occupations of all directors and members of the Association and the dates on which they acquire and lose membership in the Executive Committee and the Association respectively;
 - (e) file with the Registrar an authenticated annual list of directors and notice of any change of directors or change in the location of the registered office of the Association within fourteen days of such change;
 - (f) file with the Registrar an authenticated copy of every Special Resolution of the Association within fourteen days of its passage;
 - (g) provide a free copy of the Association Constitution to every member upon his admission to the Association and additional copies for fifty cents each; and
 - (h) prepare and distribute such other information as the Executive Committee may direct.

3. The Association Treasurer shall:
 - (a) keep the accounts of the Association;
 - (b) at each Executive Committee or Regular Association Meeting, report all expenditures made from Association funds since the last such meeting;
 - (c) allow an annual audit to be performed as required by the By-Laws;
 - (d) prepare and propose at each Annual General Meeting a budget for the Association for the Association year, to be adopted with or without amendments;
 - (e) prepare budgetary guidelines for the forthcoming year's proposed Association activities for the use of debating clubs and student councils in affiliated high schools; and
 - (f) head all fund-raising activities and task forces of the Executive Committee.

4. The Association Publicity Officer shall:
 - (a) create and direct all publicity programmes and promotional campaigns on behalf of the Executive Committee and the Association;
 - (b) establish publicity outlets with the media for Executive Committee and Association activities and involve the media in these activities;
 - (c) arrange for regular publication of a debating journal and/or news bulletin;
 - (d) keep the Archives of the Executive Committee and the Association; and
 - (e) develop and maintain supportive links with all segments of the community.

Article 8. Membership Fees and their Distribution

1. Membership fees for 1973-1974 are:
 - (a) for Institutional Memberships: \$10.00 per high school; and
 - (b) for Individual Membership: Ordinary - \$2.00 per person; Honourary - nil.

2. For each Institutional Membership fee from a given administrative region, the Regional Council of that region shall be paid sixty per cent of the total fee.

3. For each Ordinary Individual Membership fee where the Ordinary Member is:
 - (a) an elected member of a Regional Council, fifty per cent of his membership fee shall be paid to his Regional Council;
 - (b) an elected member of the Executive Committee, none of his membership fee will be paid to a Regional Council.

4. For all other Ordinary Individual Membership fees, six per cent of each fee will be paid to each of the five Regional Councils.

Article 9. Miscellaneous Administrative Details

1. At the final provincial debating tournament of each year, the Executive Committee shall present a Championship and a Runner-up Nova Scotia High School Debating Trophy to the championship and runner-up teams respectively.
2. At other provincial debating tournaments, the Executive Committee may present such trophies and/or other awards as it deems appropriate.
3. At regional debating tournaments, Regional Councils may present such trophies and/or other awards as they deem appropriate.
4. No debate or allied activity shall be conducted by any Regional Council during the period in which a provincial tournament is taking place.
5. The principal resolutions to be debated at provincial tournaments during an Association year shall be selected at the Annual General Meeting for that year.
6. In any one Association year, no regional tournament shall use a resolution which has been adopted for use as a principal resolution at a provincial tournament during the same year prior to its use at the provincial tournament and any school which participates in a regional tournament involving such a resolution shall be ineligible to enter the provincial tournament scheduled to use the same resolution.

APPENDIX E

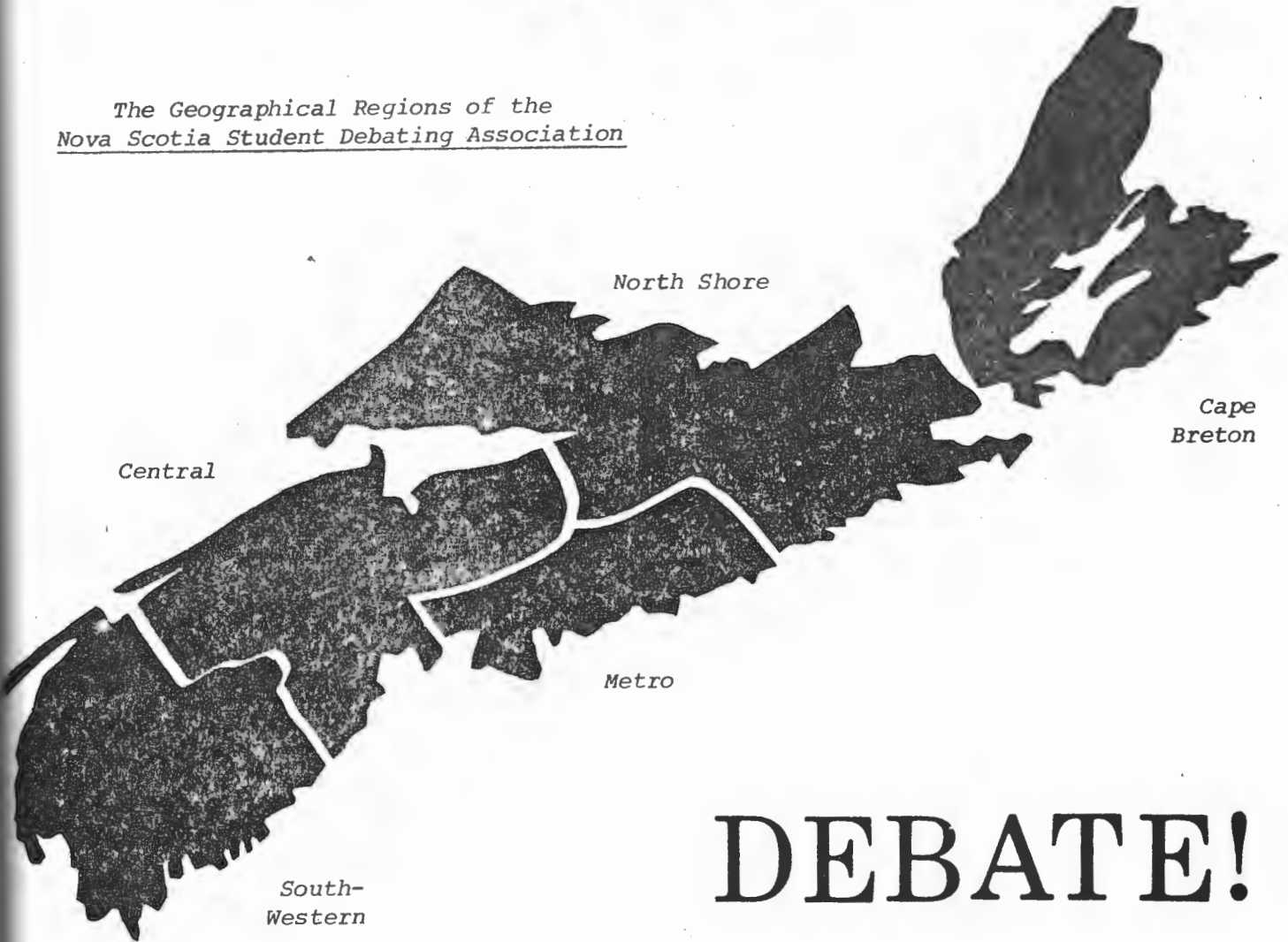
MAP OF THE GEOGRAPHICAL REGIONS OF THE NOVA
SCOTIA STUDENT DEBATING ASSOCIATION

Nova Scotia Student



Debating Association

The Geographical Regions of the
Nova Scotia Student Debating Association



DEBATE!

APPENDIX F

P. AND I. RELEASE

PROVINCE OF NOVA SCOTIA
DEPARTMENT OF EDUCATION

P AND I RELEASE

P.O. Box 578

Halifax, N.S.

No. W-3: 1970-71

November 17, 1970

CONTENTS: NATIONAL DEBATING TOURNAMENT

DISTRIBUTION OF THIS RELEASE:

1. Inspectors of schools and other officers of the Department of Education.
2. Superintendents and supervisors of schools.
3. Principals of senior high schools.
4. Secretaries of amalgamated, urban, municipal, regional and regional vocational school boards.
5. NSTU, UNSM, NSAUMSB, and university faculties of education.

NOTE: Supervisors and principals are requested to pass on the information contained in this release to all persons concerned.

NATIONAL DEBATING TOURNAMENT

Over the past few years a debating tournament has been developed centered in the Trinity College School at Port Hope, Ontario, largely through the efforts of Mr. T.W. Lawson, a member of the school staff.

This tournament is held over a 3 or 4-day period and includes a variety of activities with the major emphasis on debating and public speaking.

Those participating in the tournament are accommodated in private homes in Port Hope with the arrangements being made by the staff of Trinity College School. The cost of travel for the participants is paid by the Department of the Secretary of State in Ottawa. Consequently, there is no cost to the participants except that each one is expected to pay a \$10 registration fee to assist in covering the expense of providing meals.

The number of provinces participating has been increasing over the past few years. Last year two independent schools in Nova Scotia, the Halifax Grammar School and Kings College School, were represented. This year it is expected that all the provinces across Canada will participate and Nova Scotia has been invited to send two teams of two students and one teacher-advisor for a total of four students and two teachers. The dates for the tournament in Port Hope are April 15-19, 1971. The tentative program includes the following: social activities, speech competitions, debating competitions and a trip to Ottawa. It is expected that participants will travel from Nova Scotia to Ontario by air.

On November 9, Mr. Lawson stopped briefly in Nova Scotia on his way to St. John's, Newfoundland, to discuss the program with representatives of the Department of Education and the three school systems in Halifax County. Those present at the meeting were: G.K. Barry, Principal, Graham Creighton High School; Mrs. T. Bussey, a teacher of English at the Sidney Stephen High School; A.J. Fanning, Principal, Dartmouth High School; Clyde Myers, Supervisor of Secondary Curriculum, Halifax; and G.W. MacKenzie, Director of Inspection Services, Department of Education.

Selecting Teams from Nova Scotia

Following a discussion with Mr. Lawson at which the points already outlined were brought out, the five Nova Scotians met as an ad hoc committee and agreed upon the following:

1. The invitation for participation by Nova Scotia in the national tournament should be publicized in the high schools in Nova Scotia through the Department of Education.
2. An invitation should be extended to all high schools to participate in a debating tournament on Friday and Saturday, February 12 and 13, 1971, to select the Nova Scotia teams.

3. An invitation from Mr. Fanning to hold the tournament in the Dartmouth High School should be accepted with thanks.
4. The high schools in the metropolitan area of Halifax should be requested to arrange accommodation for those participating in the provincial tournament.
5. Each school should be invited to send one team of two students and one teacher-advisor and would be responsible for the travelling expenses of the participants.
6. Interested schools should send their entries on the attached entry form not later than December 11, 1970, to G.W. MacKenzie, Department of Education, Box 578, Halifax, Nova Scotia.

The Committee agreed that it would meet again shortly after December 11, when the number of entries will be known, to make further plans. If the number of entries is so large that it is not considered practical to have all of the teams participate in a tournament on the one weekend, arrangements will be made to have zones established and zone winners declared. Subjects for the debates will be chosen and procedures arranged for getting the debates judged and to have debating rules established.

The present ad hoc committee agreed to act at short notice for this year in order to make it possible for the schools in Nova Scotia to participate if they are interested. If the project turns out to be popular and successful a more permanent organization should be established for future years, perhaps similar to the Nova Scotia School Athletics Association.

Please note that it will be necessary for the committee to adhere strictly to the closing date for entries. Entries received with postmarks dated after December 11 will not be considered.

APPENDIX G

SAMPLE OF ACTIVITIES

Brief Summary of 1974 Debating Activities
Organized by John Filliter

23 January	Dalhousie University debate and Metro Regional Meeting
1-2 February	Cape Breton Workshop at Riverview Rural High School
11 February	Dalhousie University Debating
12 February	Junior High Workshop at Tower Road School, Halifax
1-2 March	Provincial Championship Tournament, Halifax
5 March	Junior High Workshop at Caledonia School, Dartmouth
10 March	Dalhousie University Debating
11 March	Meeting with Department of Recreation re Debating
26 March	Debating at Halifax Ladies' College
6 April	Workshop in Sydney for Provincial Team
8 April	Meeting with Youth Arts re Debating
17 April	Meeting with Chartered Banks re Howe Oratorical Contest
20 April	Workshop in Yarmouth for Provincial Team
27 April	Workshop in Sydney for Provincial Team
4 May	Workshop in Yarmouth for Provincial Team
11 May	Workshop in Halifax, selection of Provincial Team
6 May	Joseph Howe Festival Organizational Meeting
15-21 May	National Student Debating Seminar in Ottawa
25 May	Cape Breton Play-off, Joseph Howe Oratorical Competition
29 May	Metro Regional Play-off, Joseph Howe Oratorical Contest
31 May	North Shore Regional Play-off, Joseph Howe Competition
1 June	Southwestern Region Play-off, Joseph Howe Competition
8 June	Central Region Play-off, Joseph Howe Competition
18 July	Meeting with Greg Donovan re Debating

- 16-18 August Debating Camp at Cap Brule, New Brunswick
- 22 September Metro Regional Meeting re Cablevision Series
- 3 October Provincial Final, Joseph Howe Oratorical Contest
- 4 October Model Parliament, Seminar by Brian Flemming
- 5 October N.S.S.D.A. Annual General Meeting
- 12 October Assisted at Founding Meeting of New Brunswick S.D.A.
- 15 October Dalhousie University Debate
- 16 October Metro Regional Meeting and Elections
- 17 October Southwestern Regional Meeting and Elections
- 22 October Dalhousie University Debating
- 29 October Met with Rob Asprey of C.A.R.B. re Debating Fund-Raising
- 31 October Debating Workshop in Digby
- 1 November Debating Workshop in Port Maitland
- 4 November Debating Workshop at Horton High School, Greenwich
- 8-10 November McGill University High School Debating Tournament, Montreal
- 13-18 November Atlantic Workshop in Cornerbrook, Newfoundland
- 18 November Junior High Workshop at Saint Thomas Aquinas School, Halifax
- 25 November Workshop at Sir John A. MacDonald High School
- 28 November Workshops at Windsor, Cambridge Station and Annapolis Royal
- 2 December Workshop at Sir John A. MacDonald High School
- 6-7 December Provincial Debating Tournament, attended Drama in Debating Workshop
- 11 December Junior High Workshop at Grosebrook School, Halifax
- 12-14 December Cablevision debating at Halifax Studio
- 13 December Cultural Policy Conference re Debating and Speech Arts

These are meant to be the main events; there were numerous other meetings with committees planning the Joseph Howe Festival, provincial tournament, trips, etc.

1973-1974 Annual Report of the N.S.S.D.A. Provincial Co-ordinator

The 1973-74 Association year was both highly successful and somewhat disappointing for the Nova Scotia Student Debating Association.

On the bright side, we had 35 schools join our ranks - a record, held two provincial tournaments - both of which set new attendance records, held the first junior high school provincial championship, and sponsored a series of workshops in all parts of the province.

We took 13 students, including four university debaters, to the Atlantic Workshop in Charlottetown. The Dalhousie students registered victories over U.P.E.I., Mount Allison and N.S. Teachers' College en route and later attended the McGill University Tournament, where their two teams placed 12th and 13th out of 64 teams and one of their teams defeated Osgoode Hall Law School in an exhibition match. A resounding revival of Sodales, the Dal Club, and a promising beginning for a university debating revival in Atlantic Canada.

Nova Scotia fared well at the National Student Debating Seminar in Ottawa, too. Peter Mancini became the first Nova Scotian student to be Canadian high school debating champion and Toni Newman joined Peter on the national "Dream Team" by virtue of her fourth place finish. In the unofficial standings, Rod MacNevin was eighth overall and lost out in the Impromptu Speaking contest by a narrow 19-18 margin. The Nova Scotian team placed fourth of the ten provinces, each of which was represented by six students.

Nova Scotia sent seven observers to Ottawa as well, and the delegation reflected balanced regional representation: of the thirteen debaters, four were from Metro, three from Central Region, and two each from Cape Breton, North Shore and Southwestern. Only two students were from the same school and the second was taken only after students from two other schools were given first refusal on the position. The Nova Scotian standing was especially strong when you consider that regional representation on our team reduces our competitiveness with other provincial teams which select members simply on the basis of performance.

Riverview High School held the first provincial invitational tournament of the Association and hopefully this successful event will be continued. Again in 1974 the N.S.S.D.A. organized the Joseph Howe Festival Oratorical Competition and again two debaters walked off with the \$1,000 first prizes and the title of "Mr. and Mrs. Joseph Howe". 1974 was the first year we could affiliate with the N.S.D.F., which we did.

But while our programmes got off to a quick start, they ground to a halt when we ran out of funds. Support expected from the provincial government was not forthcoming, save for \$848 from the Department of Recreation which arrived just in time to enable us to take our delegation to Ottawa for the National Seminar.

Because of our financial plight, provincial programmes were severely curtailed after March, except for preparations for the National Seminar and regional play-offs for the Oratorical Competition. Fortunately our summer camp was salvaged, though it too suffered from lack of funds.