

ROSTRUM

VOLUME 72

NUMBER 8

APRIL 1998



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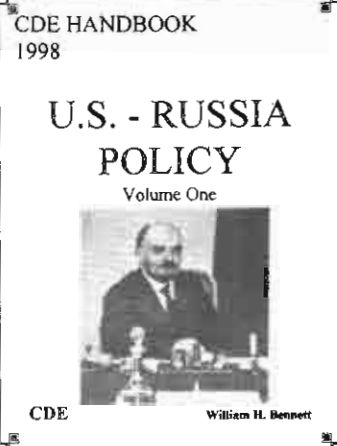
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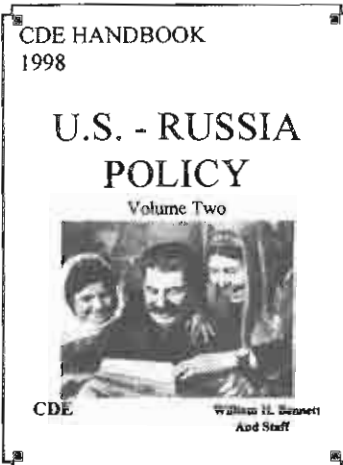
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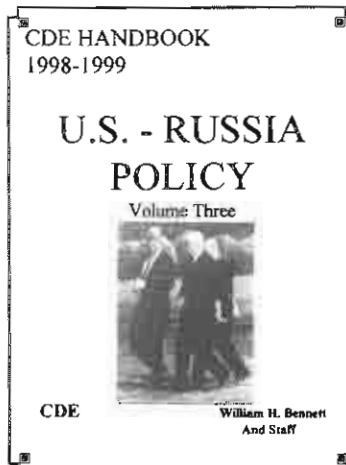
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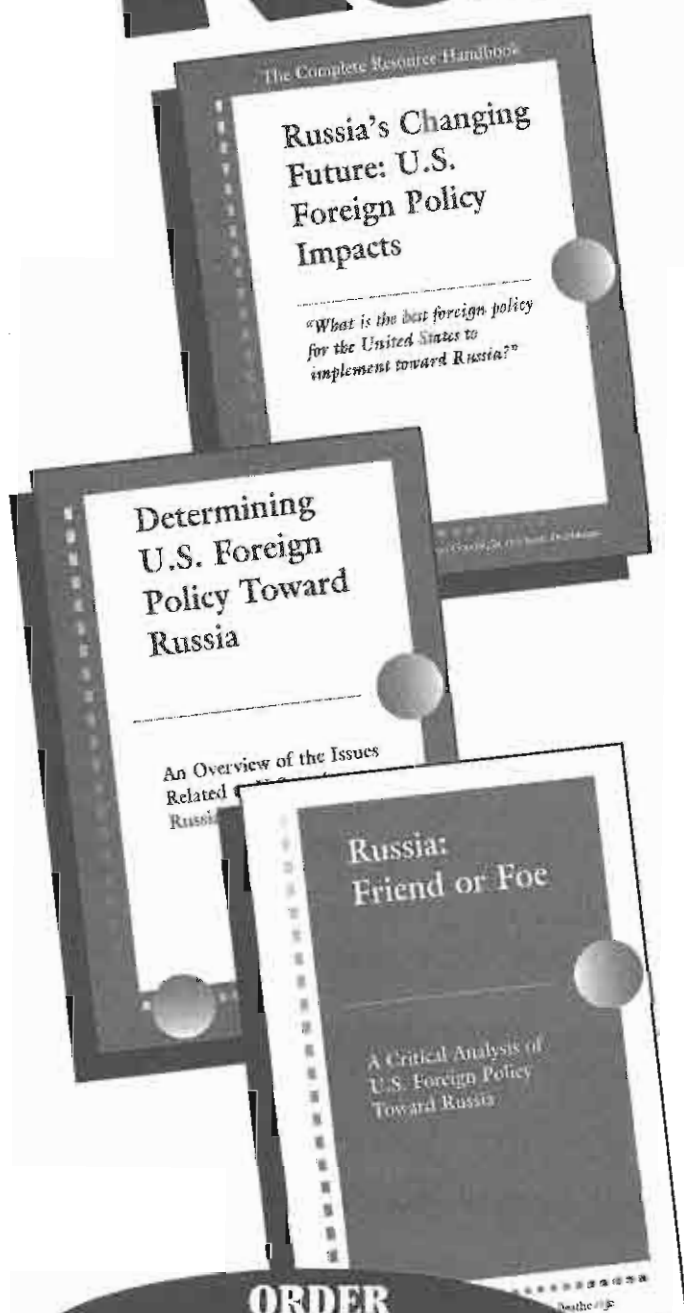
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On the Cover: NFL President Lanny Dean Naegelin.
23rd May 1943 - 22nd February 1998.

Next Month: Focus on Supplemental Events. District Results.

FAREWELL TO LANNY

In 1950 the NFL named the Top Speech Coach of the First Half of the 20th Century, John Davies of Kenosha (WI) HS. No poll need be taken to determine the best speech coach of the second part of the 20th Century, or indeed the entire century. It would be Lanny Dean Naegelin.

Lanny and his wife B. J. compiled a coaching record in speech and Lincoln Douglas at San Antonio (TX) Jefferson and Churchill High Schools that is unequalled: National Championships in LD 1981, Boys Extemp 1981, 1982, 1984, (and with Ron Krikac) DI 1985 and HI 1986. Four of Lanny's students were second at Nationals. Twenty-two reached the Final Round.

Lanny's teams won the National Sweepstakes in 1979, 1980, 1983, 1985 and the Bruno E. Jacob Award in 1986. Four times Naegelin was NFL Coach of the Year.

The Naegelins' teams dominated NFL district competition winning 6 district plaques and three district sweepstakes trophies. Lanny coached the district's top NFL point student six times and twice coached the Leading Point Student in the U.S. Churchill earned two leading Chapter Awards.

Mr. Naegelin was founding chair of the Central Texas District. Earlier he had been chair in West Texas. As chair he earned NFL's Gold Award. L. D. was first elected to the Executive Council in 1987. He was elected NFL President in 1996.

His many honors include: NFL Hall of Fame; President, Texas

Speech Communication Association and Texas Forensic Association; TSCA Teacher of the Year; Distinguished Service Award for Teacher Excellence from Trinity University; Emory University Gold Key Coach; Texas Forensic Association Distinguished Service Award; Associated Press Presidential Debate evaluator; PTA National Life Membership.



Lanny and B. J.

His obituary in the *San Antonio Light* recalled, "Naegelin's record of achievement is best measured in the lives he touched. In the students who today argue cases before the Supreme Court; who teach at Oxford University and at major universities throughout the United States; in the young people who pursue theatrical and writing careers with the enthusiasm and dedication he instilled in them; in the eclectic casts of his original all-school musicals who bonded and grew under his direction; in the multitude of students and friends who are daily influenced by his lessons in excellence. Lanny Naegelin embraced living, laughter, and learning and gave others the chance to join in his celebration. He taught not only the art of speech and the beauty of words, but how to speak the language of life articulately and passionately. . . . This gentle

giant of education was an inspirational leader whose fervor for the arts earned him and his students widespread recognition."

Although we will miss Lanny, he will continue to live in NFL, as we strive to meet his standard.

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Gateway Nationals '98 Tournament information -- see pages 64 - 75.

R: 1998 GATEWAY NATIONALS LINCOLN LIFE L/D TOPIC

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Glenbrook North, IL



Sarah Miller
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ERIK CORNELIER: Senior Champion debater, Michigan State University; Institute Instructor, Northwestern, 1997, and Michigan State, 1996.

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

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

STEPHEN HEIDT: Senior Champion debater, Emory University; Institute Instructor at Emory University, 1997.

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

GEORGE KOUROS: Senior champion debater, Emory; Institute Fellow, 1994; TOC National Champion, 1995; Institute Staff, Emory, Stanford and Kentucky, 1996-'97.

GORDON STABLES: Champion debater, George Mason University; currently, Debate Coach, University of Georgia; Institute Instructor, Michigan Classic 1996 and 1997, George Mason, 1993, 1994, 1995, 1996.

JON SULLIVAN: Senior Champion debater, Michigan State University; Institute Instructor, Michigan State, 1996 and 1997.

ANNE MARIE TODD: Champion debater, Emory University; former Institute Fellow; Institute Instructor, Emory University and Stanford, 1996 and 1997.

JASON TRICE: Debate coach, Michigan State University; CEDA National Champion debater, Michigan State University; Institute Instructor, Kentucky and Michigan State, 1996 and 1997.

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1998 INSTITUTE FELLOWS

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JASON BALDWIN: (THREE WEEKS -- FULL TIME)

1997 Philosophy Graduate, Wheaton College, IL; LD debater, Vestavia Hills, Alabama; first place LD wins: TOC; two times at Glenbrooks and Glenbrooks Round Robin; St. Mark's; Barkley Forum; Wake Forest and Bronx RR. Taught at five institutes including Kentucky, Iowa, Samford, Emory, WI.

MICHAEL K. BIETZ: LD Coach, Hopkins HS, MN; Univ. MN.

Philosophy major; has coached debaters to elim rounds at Bronx, St. Mark's, Greenhill, Glenbrooks, Harvard, NFL and TOC; member TOC Advisory Council and TOC Tab Room Staff member.

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

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

Institute Philosophy and Aims

The staff believes that fixed approaches to what is best for L-D are counter-productive: we believe that a variety of strategies and arguments, with varying levels of justification are possible. We therefore encourage the participants to think of the justifications for their strategies and arguments before, during and after debating. In order to emphasize this thoughtful justificatory approach to debate, we last year offered, over the course of three weeks:

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- small-group brainstorming sessions on possible L-D resolutions
- library research
- seminars to discuss relevant philosophical essays read by all participants
- practice rounds on possible NFL resolutions, with extensive oral critiques by the faculty.

Quite simply, we aim to teach clear, thoughtful, reasonable argumentation.

Institute Options

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GETTING THE MOST FROM SUMMER DEBATE INSTRUCTION

by Dr. David Cheshier

Summer debate programs are, for many coaches, a decidedly mixed blessing. Every summer thousands of students invest millions in summer workshops. By and large they return energized about the coming year of competition, and they mainly return well prepared to argue the new resolution. But every coach who sends students away has also heard the occasional "horror story," and faced students who returned dissatisfied or disappointed. More importantly, every coach understands how hard it is to retain reasonable control of her or his own program when students return with their cartons of evidence, convinced they know everything about everything.

This creates a difficult bind. Coaches want their students to be competitive, and summer instruction can be decisive in that process. Yet they also want to steer students toward the best programs, and assure a high quality experience. Making good decisions is tough, however, given the available information. The dozens of pages of workshop advertising that appear every spring in this magazine produce important revenue for the NFL and disseminate important information about dates, staffs, and logistics, but often fail to answer the most common coach, parent, and student questions. The ads can tend to blur together after a while, and every workshop claims to have discovered the magic keys to the elimination round kingdom. This problem even arises with some of the increasingly sophisticated brochure materials now distributed by mail and web site. Accordingly, some teachers feel they have little more to go on in recommending programs than word of mouth or reactions from their own students. Yet word of mouth tends to lag behind the times. While student opinion leaders have definite views about the elite programs, they often have little basis from which to judge workshops that mainly attract mid-level and younger students.

Relying on student post-camp experiences can be misleading too. Students have an understandable self-interest in persuading their coaches of their own enormous work effort. The rumor mill makes more of inevitable disciplinary events than they often warrant, and intense programs are rumor-mill echo chambers. And so, apart from

seeing the proof in the competitive pudding, student reports, even from mature debaters, can be hard to evaluate. I sometimes wonder if judging the benefits of a month's debate instruction based on after-the-fact reports isn't a little like assessing a Secretariat performance by sniffing him as he returns to the stable.

It's not my point here to defend summer instruction, although with many colleagues I am committed to doing it well, in a way that supplements the work you do when debaters return home. Rather, I'd like to offer some advice about how to assure that your students benefit from their summer experience. What follows comes from my own experience as an institute director, but more importantly from years of observing quality high school coaches who have devised systems that seem to get it right.

Picking an Institute You Can Trust

Although all workshops tend to look the same on first contact, they differ mightily. Some have made their first priority accessibility, and so they keep costs as low as possible, even though this necessarily comes at the expense of instructional quality. The cost for renting dormitory space does not vary that much between nationally advertised programs, and the same is true for food costs. And so, given the limited pool of high quality and experienced instructors, there are not that many places to cut costs. One can run a shorter program. But it can be difficult to do the necessary work in a shorter session. One can decide to save money by hiring more people from in-house. That decision can produce outstanding staffs depending on the quality of the sponsoring program. But they will tend to be younger and less experienced. Or one can save by providing fewer pooled resources; thus a camp may decide not to provide all students with all the evidence produced in so-called "lab" groups.

Other programs charge everything they feel necessary to provide the highest quality instruction, but the downside to that is obvious to every gasping parent who encounters the price tag. The premier summer programs do cost a bundle, especially when one calculates the true total costs (transportation, lost summer income, spend-

ing money plus all the fees.) They usually run longer, which makes summer planning around school and vacations more problematic. And yet the important benefit is, to be blunt, better and more comprehensive instruction.

I'm not trying to applaud one approach over the other. The best programs that hire younger staffs work to compensate for that by imposing a more rigorous common curriculum and by pairing younger and older teachers together, while camps with more experienced teaching staffs may give individual instructors more curricular leeway. And the premier high-priced programs often offer extensive scholarships, and work hard to keep costs under control. The worst try to have it both ways by pretending to offer high quality at low prices when what they are really doing is hiding costs. They either refuse to advertise the costs of evidence photocopying which will hit students when they show up, or they leave out food package costs to make themselves look cheaper. Or they advertise an experienced staff, when in fact the big names will only be making an appearance.

Another important difference in perspective reflects differing philosophical approaches. Some institutes run on what I would term the old "Georgetown" model. That approach is to hire the best people you can find, and give them maximum time and scheduling flexibility to do what they feel necessary with students under their charge. The benefit of this approach is that when lab leaders can determine the schedule for the whole day, the best can adapt instruction to their student's experience level. The minimal central oversight model also empowers lab leaders to run enormously beneficial marathon practice sessions, as Dr. David Glass did successfully in Washington for many years. The downside is, of course, that this "free market model" places students more at the mercy of a particular instructor's quality. If the instructor is energetic and matches well with your student, the experience will be unsurpassable. If the instructor is not a fit, or lacks the necessary discipline and commitment, the result can be a real disappointment.

The other major approach, and one which today characterizes workshops at-

tractive to older and more talented debaters, follows the old "Northwestern" model (my reference is to the David Zarefsky/Erwin Chemerinsky approach, still followed in important respects by the present NU summer programs). The idea is to more tightly control the overall curriculum, and to carefully schedule student time from the start of the day to its end. The major benefit of this model is that students can know with reasonable certainty exactly what instruction they will receive, regardless of the specific lab leader. This model permits debaters to have scheduled interaction with more of the staff. The downside is that on occasion students can feel like they are being herded through a common schedule that doesn't maximally serve any one of them.

I'm describing polar models, and few programs perfectly fit the extremes I've described (even perhaps the old Georgetown and Northwestern programs). Within the almost universally used lab system, it can be hard to tell which approach underwrites a given program. But it matters, sometimes tremendously. Students respond differently to different curricular orientations. Yet there is no perfect system, and each model has its defenders (as evidenced by the fact that in the 1970's Northwestern and Georgetown competed every summer for the best students).

So what can you do to ensure that you're helping to pick the right program for your student? Talk to the institute director. Ask how many hours a day students spend in supervised lab time. Ask how many of those hours are typically taken up with "work sessions," where students sit together in a kind of supervised study hall, cutting evidence, and how many are taken up with strategy discussions or drill work. Find out how many hours are spent in massed lectures. Ask what guidelines govern the use of lab time. Are lab leaders expected to introduce a specified set of concepts? Are there guidelines for drill work in which every student participates? To what extent are practice opportunities concentrated in the last three days of the program? Is all of a student's work distributed to all other students? Does every student participate in the writing of her or his own affirmative? How is theory taught -- in seminar, in mass lecture, when it comes up in lab discussion? How much of the evidence work product is originally researched by the students, and how much comes from prepared materials like handbooks? What percentage of workshop revenue goes into

actual instruction (as opposed to overhead, housing and food, or profit)?

Visit the summer programs to which you send the most students. Even if you choose not to enroll in a teacher program, can't stay for the duration, spend two days or more on site. If you are willing to contribute tournament judging, the director may be able to house you at no charge. See for yourself how students are supervised, and what instruction they receive. Sit through some of the practice debates, to see what level of feedback is being provided. What kind of library access do students have? More importantly, how much help do students receive in the library: are they let loose in the stacks while the staff takes off, do teaching staff also work in the library, or is there a specific library staff?

What percentage of the practice debates are judged by the senior staff, and how many are judged by younger college assistants? Overall, how many hours a day are students interacting with senior staff, and how many are they unsupervised or supervised by college students or assistants? Are faculty in residence with students, providing direct supervision, or is there a different residence hall staff? To what degree does the program exhibit an eagerness to adapt its instruction to the student's home circuit? To what extent does it seem interested in promoting certain arguments or approaches? How comfortable are you with those approaches, whatever they are? Are there written policies that make clear what student infractions can result in suspension? Have students ever been sent home pursuant to those policies? If the answer to this last question is yes, by the way, you should be encouraged, as opposed to feeling panic about mayhem potential.

To what extent are classes and lab groups tracked? How diverse is the student population? How is the student diversity reflected in the composition of classes and labs? How many women and minorities are placed in the upper labs? Are women and minorities fully represented on the staff, and active in the program's lecture and teaching schedules?

Whether you feel welcome at the college summer program you visit matters. While one can't expect to become the full time object of attention during a visit, if you're ignored and feel marginalized, that sometimes reveals a not-so-subtle hostility to high school work that your students will absorb, and which will complicate your post-institute work with them. Are there high

school teachers on the teaching staff? How visible are they as part of the overall program?

Obviously you should talk to other coaches whose advice you trust. You'll find that some put their students through a predictable track of summer programs in which they have confidence (e.g., to mention one, and there are many others: Iowa for sophomores, Michigan or Northwestern for juniors, either Michigan or Dartmouth's four week programs for seniors). Others prefer to send younger students to quality regional camps. Some run their own in-house workshops. Still others steer students away from the high rep workshops, figuring they will stand out and receive more attention at strong second tier programs.

Whatever your approach, this advice applies whether you, the students, or the parents play the more dominant role in making workshop choices. If the latter, then you can still have an enormous influence simply by collecting information and making it available to debaters and their parents. If the former, these ideas will be easy to incorporate into your existing approach.

Making Sure your Student Gets the Most From the Institute Experience

The most common strategy for guaranteeing a good institute experience for debaters once accepted is to specify a lab request. There's nothing wrong with that, of course, since the choice of lab leader can make a big difference in the quality of your debater's experience. But in several ways the request process can easily go wrong. Institute directors tend to get more requests for their own groups that they can handle, and so coaches who select only one instructor as "acceptable" will sometimes find their requests nullified once the lab fills up. And in general, requests tend to cluster around the two or three best known teachers. If one or two names are all you can provide, you may find your students are randomly placed in other groups.

Other information is useful to those who track labs. Details about debater records helps somewhat, but often not as much as you might think, since workshop directors may know nothing about the specific regional circuit where experiences were accumulated. So beyond specific name requests and record information, communicate something about the needs of the student. Does s/he require close supervision, or is he or she self-disciplined? Do you prefer that your students received a more con-

centrated skill work? Or do you want a balance of both? Describe the extent to which the student has done his or her own research in the past year. Is the student easily intimidated, or gregarious? Does s/he usually do better when given very detailed step-by-step instruction, or is s/he more a free spirit who chafes under close supervision? How does the student do with partners? What schedule do you intend to have the student travel in the coming year?

There is sometimes the temptation pair your own students together in a workshop lab. In certain circumstances (for instance, where the two have never debated together and need to learn how) that arrangement can work well. Most of the time, your program will benefit more by splitting up students, so that each participates in a different lab and with a different partner. The resultant diversity usually produces more evidence, and enriches the total instruction your students will receive over the course of the summer. Find out if the program you're considering will take your preferences into consideration.

The first days of a summer program are always a whirlwind for debaters. Transplanted into a strange environment, overloaded with information about the new topic, adjusting precariously to the rules and the schedule, a whole week can be lost if students don't stay focused. In my experience, two factors (beyond previous attendance at a summer workshop) are often decisive in determining how long this adjustment will take. The first factor is whether or not the student has done any work on the new topic. Students who arrive totally ignorant of the topic tend to waste the first couple days just getting their bearings, and precious (and expensive) time is forfeited. Of course many programs start work on the topic in the spring. It shows. Students who have done work on an affirmative, who have read a couple of introductory books on the topic, or who (best of all) have done some debating on the new resolution jump out of the gate much more quickly than their colleagues. It doesn't matter whether early work is scattershot, on affirmatives you plan to drop later on, unfocused completely, or impeded by more important work on the old topic: the more that occurs before arrival, the more the student will get out of the program. Insist that your students do reading on the topic before they arrive. Far too many students arrive at workshops to tell me and others they were asked to read for instance, the *Forensic Quarterly*, but never did.

Of course one of the main jobs of summer workshops is to provide comprehensive instruction on the new topic. My point is simply this: students who have even a rudimentary understanding of the topic before they arrive will get up to speed as much as a week earlier than their peers.

The other factor that tremendously slows down arriving students has to do with whether the student has ever encountered a college library before. All institutes I know of provide basic orientation in library use. But the number of students and the urgency of early orientation often means a student will not fully figure out how to efficiently use the library until halfway through the program. Given how much the attention the typical workshop allocates to research, this can severely hinder a student's success, and also produce an inadvertent impression that the student has less experience and research aptitude that they actually have.

Again, a big part of any workshop's job is to teach students how to use a college library. But those students who have already been oriented to a local college or academic library, and who have been walked through the basics of the research process, will get a lot more out of the first week of the institute experience than those who are seeing one for the first time.

In the early days of an institute, students have a tendency to keep quiet about their work preferences. They do so because they are in a new environment surrounded by strangers, and because they realize they have little understanding of the new topic. One downside is that debaters are often put to work on arguments they deplore, which has obvious implications for the energy they will bring to the job. Lab instructors understand this, and so they work to explain new positions right away in detail, to encourage questioning by debaters, and to afford students maximum leeway to pick the argument they will work on. But you can help the process by being in communication with your student immediately before, and in the early days of a program. Try to focus their thinking. Help them think about what affirmative or negative arguments they will work on. Help lab leaders out by urging your student to verbalize her or his preferences early on, if only in confidential conversation with lab instructors. It is vastly easier to accommodate lab and argument preferences expressed early on than to deal with upset and dissatisfied students later in a program.

Keeping Students a Part of Your Program After They Return

Some of the dissatisfaction focused on college workshops derives from the bad experience some have with returning students. Having been immersed in a particular program's perspective on the topic, students may return with new arguments you know will not be well received at area tournaments. Sometimes students will have absorbed the basic gist of a controversial theoretical position, but cannot explain it very well to you, which can contribute to a sense that college programs are derailing debaters with weirdness. Since older debaters are often necessarily involved in instructing your novices, bizarre theory can spread like a virus.

There is also the "imitation effect." Students learn an enormous amount through their interaction with peers, and by simply putting into practice the habits they observe in debaters more successful than themselves. Mostly those habits are good, but sometimes they're terrible. A couple of years ago the student-consensus "best debater" at a major summer program where I taught was incomprehensible. It seemed as if the whole top of the circuit was incomprehensible for the next two years. Several years before that the best debater (by student lights) hailed from Chicago's north shore, and exhibited a particular inflection then common to that region where the pitch dropped off at the end of every sentence. Again, I seemed to hear that annoying inflection across the top of the circuit for the next two seasons.

The common problem in all these cases is how to retain leadership of a debate program once students return, and sometime show to reassert your own influence as coach. I've heard some teachers say that they engage in a basic process of "re-programming" at the end of every summer, but that is really too extreme a description for what I have in mind. I'm simply referring to the process by which freshly energized students with new and innovative ideas can be productively reincorporated into the squad they left behind at the start of the summer.

The trick is to take charge of the Institute work product. Insist that your students pool all of the thousands of pages of evidence into one squad set. Then, together with your top two or four students, systematically rebrief the entire set before the start of the season. That way, when your students start the season, they'll be debating

off the "Vestavia" evidence, and not the "Stanford" evidence set. The process of rebriefing is an eye-opener for every coach who does it. They soon realize just how much garbage is produced at summer programs, not as a consequence of the program's poor quality, but simply as a function of the fact that these many pages are produced by often inexperienced high schoolers. They find evidence gems buried and mistagged in otherwise mediocre briefs. They come face-to-face with the full redundancy of summer workshop evidence sets.

The task of rebriefing everything sounds daunting, but it isn't as difficult as it sounds. Simply reducing overlap in arguments, deciding to discard awful arguments, and setting aside affirmatives you don't plan to run reduces the set to a manageable pool of arguments. Read quickly through those affirmatives to pull out evidence that will be useful for other arguments, but beyond that you need not rebrief or travel with extraneous affirmative evidence.

The process I'm describing is one many coaches initiate, but along the way it often falls apart, and important work doesn't get done in time for the early tournaments. That explains my recommendation that the rebriefing be done by your top team, or top two teams. Instead of handing out an argument to every student, which holds your argument set hostage to the varying strengths and weaknesses of your students, arrange work sessions where you and your top students are the principals. Within that group of three or five, go argument by argument. Have every person read the cards, so that the decision to discard cards is not a one-person decision. Then cut the good cards out, file together, and go through the briefing process together. Talk through the argument as you go. At the end index the entire position, write a first-line version to be read when the argument is introduced, and have quick mini-debates on the position so that you can hear it debated. Involve yourself in this process as much as possible.

The benefits of such an organizational process are substantial. At the end, you'll have a new set of arguments which assimilates the best summer, handbook, and originally researched evidence. Because you will have been involved from start to finish, it will reflect your input and your advice about how best to tailor arguments for the relevant circuit. And your top teams, instead of simply knowing a couple of arguments well, will have a comprehensive

understanding of the topic which will serve them exceptionally well in the early tournaments. It will also better equip them to coach your novices, and to answer their topic questions. Finally, you'll have far fewer pages to photocopy for all of your teams, saving a considerable sum.

Whenever I propose this idea, I hear the objection that it leaves out mid-level debaters. Some react that the system seems designed to foster a top-team mentality. For the majority of squads, where only two/four teams will be competing at the top regional or national level, it's a moot point. Only if you have a huge number of varsity teams who will travel heavily is the elitism concern appropriate. But under those circumstances, mid-level debaters can be productively involved. So long as the most experienced students are at the heart of the work, you can adapt my recommendation in a number of ways. You might organize students into groups, where each group includes your top two debaters, have them go through rebriefing, and then bring you in at the final briefing stage. And of course there is other work to be done, where less experienced teams can take the lead: new arguments to be researched, holes to be filled, affirmatives to write, updates to research and brief. After the main briefs are produced, every team should do drill work on the position. Once the season is underway, every student can and normally would be given assignments that further diversity the argument set, all in a process that you direct and coordinate. Presuming we agree the final goal is to bring all of your students up to speed on the topic, I am simply proposing you start by concentrating on the most experienced branching out from there, as opposed to a much harder to control system where bits and pieces are attempted by every student.

Conclusion

These tips address only a few of the questions that arise when facing summer workshop decisions. Many other issues crop up: how to deal with especially young students or novices who seek summer instruction, how to gauge dorm supervision and program safety, how to assess the relationship a program has with its sponsoring institution and the nature of the governing academic oversight, whether students should attend multiple programs in a single summer, the extent to which schools should fund raise for institute-bound debaters, to mention only a few.

It all boils down to this: the more you know, the better your student's summer experience, before, during, and after the fact. Take charge of the institute selection process and its work product, so that your debaters will receive the great instructional benefit without exposing your program to the potential downsides of summer instruction.

(Dr. David Cheshier, director of debate at Georgia State University, has taught at 26 summer programs. He is former director of the Georgetown University debate institute and currently is division coordinator of the debate institute at The University of Iowa).

(Snider from page 24)

sixth, and computer skills last. Michael Forrest, executive director of NACE, notes that even the top technical and consulting firms are hiring more liberal-arts students, "which underscores the importance of communications over more transitory technical skills." Interpersonal skills are revealed as a major factor in the success of managers and executives (*The Orange County Register*, April 15, 1996; Pg. D07, "On Working").

Oral communication skills may be even more important in small business as opposed to a corporate business environment. In evaluating the skills needed to be successful in small business, Miriam Pepper listed excellent communication skills as being as important as being a self-started and level of commitment (Miriam Pepper, *The Kansas City Star*, January 26, 1995; Pg. B1; "It's time to think small").

As we get closer to the new millennium, it appears to be more and more the case that speech communication training, in the classroom and through forensics, trains students to succeed on the job, in the community, and in the family. We neglect such training at our peril. Educational planners and administrators need to realize that speech communication is not just another subject to be taught, but a skill which benefits students and our society in many different and important ways.

(Alfred C. Snider, Edwin W. Lawrence Professor of Forensics, University of Vermont, is the founder of Debate Central: Debate's Biggest Website at <http://debate.uvm.edu/>)



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



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CHUCK BALLINGALL, Director of Debate at Damien High School; B.A., University of Redlands, he has coached many teams to the late elimination rounds of every major tournament; former high school and college debater; Vice President of the National Debate Coaches Association.

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1998 TEAM DEBATE TOPIC

CRITICAL INTERNATIONAL RELATIONS THEORIES: APPLICATIONS TO THE RUSSIA TOPIC

by Jason Hernandez and Steve Mancuso

The high school debate topic for the 1998-1999 school year poses the question of how the United States should change its foreign policy toward Russia. Although debate about foreign policy has been relegated to a back-seat compared to domestic issues by the American public, the academic community in international relations (IR) has been energized by the end of the Cold War. The Russia topic will provide a challenging opportunity for debaters, coaches, and judges to analyze alternative theories of international relations. The two purposes of this article are to provide a brief introduction to Critical International Relations Theories (CT), and secondly, to suggest how debaters could incorporate this exciting, but controversial field of IR into pragmatic debates about US foreign policy.

A Survey of International Relations Theory

International relations theorists take what they know about the world and create theories that rationalize the phenomenon known as world politics. However, just as there is no one theory of the beginning of the universe or presidential popularity, there is no single theory of international relations. Political scientists, much like the scientists investigating the origins of the universe, must piece together theories that explain past and current events based on the data they can assemble. This is a daunting task since either there may not be a single answer to the questions they are asking, or the unambiguous evidence they need to provide a fruitful hypothesis may no longer exist, assuming that it ever did. Some of the questions posed by these political scientists are: why are democracies less prone to violent conflict; why can Latin America nations not follow the East Asian development strategy; when do states cooperate; and, certainly how should the US change its foreign policy in the Post-Cold War world?

The primary mainstream International Relations theories are "Realism" and "Liberal institutionalism". Realists believe that states are situated in the anarchy of world politics where every state purely looks out

for its own national interest. A concept referred to as the "security dilemma" stems from the idea that all states are potential enemies and that enhancing the security of one state produces a relative loss of security for all others. Realists measure power according to material capabilities like military expenditures, troop levels and natural resources. Peace, Realists argue, is only sustainable through a balance of power among several states, as opposed to a bipolar, hegemonic world. The essential components of Realism are best summarized by Kenneth Waltz: states are involved in an unending struggle with each other, because that is the nature of states in an anarchic world; power is necessary to survive in it or to continue to fight; all states are potential enemies (Waltz, 30).

Liberal institutionalists believe that states can achieve security through construction of international regimes and structures. Examples of these structures include bilateral arms control agreements, like START I and START II, and multilateral economic institutions like the WTO. States can engage each other through these structures, learning norms of peaceful cooperation and developing a common interest in the status quo. Liberalism is most closely associated with the work of Immanuel Kant who argued that peace is achieved through international institutions and the spread of de-

mocracy. A prominent example of Liberalism in the American tradition is Woodrow Wilson's Fourteen Points during World War I. Scholars like Bruce Russett and Francis Fukuyama are prominent Liberals in the academic literature. A grand debate has taken place over the last several decades between advocates of Realism and Liberalism.

Critical International Relations Theories (CT) developed as alternatives challenging these dominant paradigms, primarily Realism. Precisely defining CT is a very difficult task, but roughly it is an interdisciplinary endeavor, combining political science, international relations, sociology, history, psychology and other fields to formulate different theories of world politics. There are many different theories under the rubric of CT, some examples include constructivism, identity politics, and post-structuralism. The main goal of the CT project is to provide an alternative to the Realist view of the world that more accurately explains world politics.

One Critical Theory known as "Constructivism" or "Identity Politics" is especially germane to the Russia topic. Identity Politics explores world politics from the viewpoint that IR can best be explained by analyzing a collection of identities, rather than states. Instead of taking the state as the given and only relevant unit of analysis, these theorists imagine the possibility



Steve Mancuso and Jason Hernandez

of many different states, many distinct identities. It then follows that alternative kinds of states do not treat each other in similar manners. This approach has been used to explain many of the hard questions in international politics that Realism has difficulty answering.

For example, the notion that there is more than one "Russian state" is a prime concern of Identity Politics. Russia's behavior in international politics is an outgrowth of these identities. What are Russia's identities? Consider the vast number of adjectives used to describe Russia in our everyday discourse in journals and newspapers. Russia is an "ex-communist state", it is a "developing state", it is a "democratic state", it is an "Asian state", a "nuclear state", and so on. According to theories of Identity Politics, we can best understand Russian behavior by studying these particular identities and how policy choices influence these identities. In this respect, Identity Politics considers a dramatically different set of variables than does Realism.

Furthermore, whereas Realists measure solely the role of states in world politics, Critical Theories take a more expansive course, incorporating actors like NGOs, transnational corporations and factors like domestic politics into their explanation of world politics. CT appeals to a number of different non-quantitative ("post-positivist" is term in the literature) fields to analyze world politics, whereas Realists believe that the influence of religion, culture, history and other variables is subordinate to precise measurements of material capabilities. Finally, critical theorists are very concerned with the inability of Realism to explain major events in world politics such as the end of the Cold War and the two world wars.

The Relevance of International Relations Theory In Debate Rounds

International Relations theory is in no way new to debate. Debaters have always implicitly relied on IR theory to make arguments even before the advent of "critiques". Confidence building measures, trade agreements such as GATT or the WTO, and climate treaties are all examples of policies based upon the rationale of Liberal institutionalism, in that these structures and institutions should encourage peaceful behavior. Typically arguments against these cooperative measures are based on a pessimistic, Realist view of the world.

Another common example of the use of International Relations theory in debate is the advocacy of disadvantages about geopolitics. These disadvantages normally state that the affirmative's plan exerts US influence in a particular region or over a particular issue, and in doing so reduces the influence of another actor, usually a country. Such arguments will be common on the Russia topic, focusing on Japan, China, and India. These disadvantages are rooted in Realism, a theory that places priority on the role of geopolitics, territory and material capabilities in determining security.

Critical IR Theories have commonly been used in debate as arguments referred to as "critiques." Negative teams arguing critiques depict the affirmative plan or case as a Realist explanation of world politics, and indict Realism using the work of Critical Theorists. CT has appeared in debate rounds under the auspices of critique arguments labeled Threat Construction, Orientalism, or even simply the title "Realism". Although Critical Theory can easily be used in this manner since the literature supports rejecting the Realist paradigms, this article takes no position on this particular framework for using CT. Rather, our goal is to introduce debaters to Critical IR Theory and to suggest ways in which CT can be argued in a traditional policy making paradigm.

One Critical Theory argument that will be especially prominent on the Russia topic is often termed "Threat Construction." Threat Construction is an argument grounded in identity politics which places an emphasis on identity, meaning and discourse in world politics. Advocates of the Threat Construction position indict the opposition for "dreaming up scenarios for conflict" or for creating "self-fulfilling prophecies" through their policies. The evidence for this argument is derived from studies of linguistics, discourse, identity, and culture. Policies aimed at these constructed threats, and which seek to remedy them with deterrent or hard-line solutions are the target of this criticism. The policies of the affirmative are sometimes said to create "otherness" - in the words of the oft quoted scholar David Campbell. Examples of cases that are subject to this criticism are ones that warn of virulent Russian nationalism and its expansionist tendencies. A case that deters potential Russian aggression by stationing troops in neighboring states would be another example. A non-military example

would be a case that uses economic sanctions to influence Russian behavior. One would argue that these plans created self-fulfilling prophecies or threats. Accordingly, if Russia is treated as an enemy or a rogue then Russia will "learn" to play that role. These arguments are supported by claims that identities are constantly changing and adapting, and are influenced by others or mutually constitutive. William Wohlforth, a fellow of international security studies at Yale University describes this process as it pertains to Russia. "The contemporary discourse of Russia's new foreign policy elite resembles a laundry list of the 'myths of empire' excoriated by Western scholars (if not policy makers): belief in the prevalence of bandwagoning in world politics, the possibility of falling dominos, the vital importance of a reputation for power in order to maintain the country's status and internal and external security, and a strongly zero-sum conception of international security and economics. It is difficult to persuade these new Russian strategists that any person knowledgeable about world affairs could possibly believe such notions to be myths. Each and every one of these propositions, they believe, was so clearly demonstrated by Gorbachev and Kozyrev's experience on the world scene as to be beyond discussion" (Wohlforth, 13).

Some affirmative plans will depend greatly on the theory of Realism. For example, this year's college debate topic requires the affirmative to provide security assistance to Southeast Asia. A plan that provides F-16s to the Philippines to deter China is very reliant on a balance of power world view, an assumption of realpolitik rationality among Chinese leaders, an assumption that China is a revisionist state, and that China's material capabilities are equivalent to its intentions. These assumptions are clearly Realist. The affirmative case, rhetoric and evidence will reflect this quite clearly. The affirmative will claim that "war is inevitable", "China seeks power insatiably", "A US presence strikes a good balance in the region", "China would not be willing to fight the US if we show strong resolve." These statements clearly reflect a Realist framework. High school debaters will encounter similar affirmatives on the Russia topic.

Critical Theory in a Traditional Policy Framework

The task of applying these complex

arguments to a policy making paradigm is not difficult. In fact, much of the language and the "ivory tower" appearance of Critical Theory can be stripped away. Adapting these theories requires debaters to go beyond evidence to make strong and intelligent link arguments. We offer three suggestions for how to incorporate Critical Theories into mainstream strategies and how to facilitate their understanding in debate rounds.

First, the negative should to use the cross-examination extensively to set-up these arguments. Using the cross-examination period to establish the affirmative assumptions allows discussion to begin at a casual, conversational pace and therefore increases the understanding of the negative position. Affirmatives do not generally make their Realist arguments or assumptions explicit, therefore the cross-examination is essential to demonstrate how the arguments in the First Affirmative speech utilize Realist assumptions. In essence, the negative should ask how the authors in the First Affirmative speech know their claims to be true. Take for example an affirmative plan that stationed troops in near-by states to deter Russian aggression. The cross-examiner should tease out the reasons why the authors of the affirmative solvency evidence believe their approach would prevent conflict. The cross-examiner should ask why Russia would be deterred by the affirmative policy. If, as is likely, the answer is "Russia would not risk a war with the US" the cross-examiner should continue to develop a further understanding of why Russia would not risk conflict. The subsequent affirmative response will probably be "The costs would be too great, to their leadership, economy and people". The cross-examiner should then ask if the affirmative plan prevents Russian aggression in a manner other than deterrence. The affirmative would likely respond that it was not necessary to transform Russia, one only needed to deter an attack to prevent conflict.

What would the negative have accomplished from such a cross-examination? They would have closely linked the affirmative to the assumptions of power politics and Realism. They would have demonstrated that the affirmative relies on deterrence and on pitting material capabilities against one another; that only troop levels, resources and territorial conquest matter to the states in question. The cross examination would have also established the affir-

mative assumption that policy makers can accurately predict Russia's response to the plan and furthermore, that aggression does not have to be eliminated at its root but can be contained or managed. At this point the negative is effectively prepared to advance the arguments of Critical International Relations Theory.

Second, the negative should present specific link analysis in the initial argument. An effective way to "demystify" the language of CT is for the negative to put into their own words an explanation of how the affirmative plan, case or evidence makes Realist assumptions and why Realism as a theory is inadequate or counterproductive. Drawing upon their accomplishments in cross-examination the negative should have no trouble indicating the specific links between the affirmative claims and the negative CT arguments.

Finally, the negative should demonstrate how their "case-specific" evidence and their "theoretical" evidence are mutually reinforcing. In the first instance, the negative can read evidence refuting the specific claims in the First Affirmative speech, such as reasoning why Russia will not go to war unless they feel encircled. On the second level, the negative can introduce their CT evidence that indicts the paradigm of power politics. For example, John Vasquez's *The Power of Power Politics: A Critique* makes the argument that statistically the outcome of foreign policies based upon state-centric, anarchical theories of power politics policies tends to be war, not peace (Vasquez, 200-1). In other words, when nations try to play power politics to balance against threats it is more likely they will cause war than preserve peace. Drawing connections between these two types of proofs helps make evidence that seems abstract and theoretical support a highly relevant policy concern.

Critical Theory In A Stock Issues Framework

Critical Theory can be used very effectively by the negative to challenge the harm and solvency subpoints of the affirmative case. Many affirmative harm contentions will be based upon predictions of war or instability premised upon Realist notions. However, it can be argued that the historical record of Realism to predict conflict is fraught with substantial shortcoming. Critics of Realism point to the theory's inability to explain the two world wars as a

major fault. Realist theory often assumes that states are hostile on the basis of static analysis of a nation's military capability, without regard to analysis of that nation's intentions. Furthermore affirmative cases may be premised solely upon analysis of state-centered actors, ignoring the roles that sub-national actors play in the process of preventing or causing conflict. These strong theoretical objections can undermine many of the fundamental assumptions of the affirmative harm contentions.

Critical Theories are also very fertile ground for attacking the solvency contentions of affirmative cases. Affirmatives may base their solvency upon assumptions of the viability of deterrence, power politics or balance of power. If the affirmative relies on such Realist justifications for their policy they must explain why similar policies have failed in the past. Theoretical evidence can be used to strengthen plan-specific solvency arguments.

For example, CT indicts the "problem-solution" approach of Realism. Under this approach the Realist takes "the world as it finds it... as the given framework for action. The general aim of problem-solving is to make these relationships and institutions work smoothly by dealing effectively with particular sources of trouble" (Cox, 128). The First Affirmative speech typically presents a classic problem-solution framework. The speech could pose, for example, the problem that Russia is selling arms to Iran, and offer the solution of targeting American economic sanctions at Russia for conducting these sales. The First Affirmative speech implicitly takes the structures of the world as given and works within them. Jim George indicts this approach and cites the recent conflict in Bosnia as an example of its failure, arguing that the problem-solution framework led to an inadequate US policy which he likened to an anaesthetized patient fading in and out of consciousness (George, 199). It is argued that Realist policies solve one security dilemma by creating another, never truly accomplishing a lasting peace. The negative can depict the affirmative case and plan as an incomplete snapshot of world politics that acts on a temporary problem with an incomplete solution.

Critical Theory in a Comparative Advantage Framework

Critical Theories can also be used in disadvantage and counterplan formats to

demonstrate that the affirmative plan does not offer a comparative advantage over the negative policy. Critical Theories can be used as disadvantages in several ways. The negative can argue that policy makers are gradually shifting the way they look at the world, away from a Realist paradigm, to a more inclusive view. The negative would then argue that the affirmative policy, by implementing Realist reasoning and solutions throws American foreign policy backward, toward the failure and harmful consequences of Realism. The critical element for the negative to successfully implement this strategy is proving that the status quo is not already locked in a Realist mindset. Such evidence can commonly be found in articles discussing the influence of CT on policy makers.

Critical Theory can also be used as a disadvantage in a more specific manner, by demonstrating the affirmative plan is counterproductive because it is based upon inferior theoretical assumptions. The "self-fulfilling prophecy" argument is an example of this type of disadvantage. The negative can argue that the affirmative policy causes Russia to become an aggressive rogue state by treating it as a nation that must be contained instead of engaged. Again such a position is made stronger by the incorporation of both specific and theoretical evidence.

Finally, the negative may be able to exploit Critical Theory with the use of a counterplan. The negative can present a counterplan that offers an alternative to the affirmative Realist solution, one that competes with the plan through a test of net benefits. Such a strategy must be considered very carefully, however as previously explained, one of the difficulties in using CT as a disadvantage without a counterplan is that there may be no escape from Realism or state-centrism by voting negative. Some negatives respond to this "uniqueness" problem by counterplanning with adoption of a "Critical" world view as their plan. For example, they could counterplan with adopting all policies supported by a certain critical theorist author, or counterplan by banning all state-centered foreign policy. The difficulty with this approach is that the best policy will likely be the combination of the affirmative and the negative (often referred to as "doing both"), in which case the negative would have failed to meet their burden of response.

A more narrowly tailored counterplan

strategy would be to incorporate CT into a very specific alternative. For example, suppose the affirmative plan provided humanitarian AIDS assistance to the Russian government, claiming that AIDS is rampant in Russia, and that assistance would solve the problem. The negative could counterplan by offering the same AIDS assistance to Non-Governmental Organizations (NGOs) in Russia, avoiding a state-centered approach to the problem. If the negative can demonstrate that the state is part of the problem in AIDS policy in Russia, perhaps the government is unpopular in certain subpopulations where the risk of AIDS spread is above average, a counterplan that cuts out the government as an actor might be preferable. The negative could bolster their counterplan by reading CT evidence that state actors are too inflexible, too reactionary or just incompetent.

Conclusion

Reading, debating and understanding Critical International Relations Theory can be intimidating at first. Debaters who take the time to learn about these theories will be well placed to take advantage of what is a highly relevant and powerful analytical paradigm for the upcoming Russia topic. As we have written, debaters will find CT useful in many situations, but they must be careful about how those arguments are developed and explained to ensure their maximum effectiveness.

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(Steve Mancuso was the greatest debater of his time! Coached by the legendary Phyllis Barton, he was NFL National Debate Champion in 1977 and NCFL Debate Champion in 1978. As coach at the University of Michigan, his teams have twice reached the NDT final round, he has coached an NDT top speaker and Michigan was awarded the Rex Copeland Award as the top ranked

college debate team in 1997. Steve debated for J. W. Patterson at the University of Kentucky, where he was NDT Top Speaker in 1982. Jason Hernandez debated at Palmetto (FL) HS and qualified for nationals in 1995, finishing 13th place and 6th speaker. He now debates for Michigan.)

[This article is a summary of a longer article and evidence book by these two authors available to debaters and coaches through Paradigm Research at 800-837-9973 or www.iglobal.net/paradigm/.]

TNT - 98

This trivia tidbit is for all true soap opera fans. Parkway West's Tuc Watkins represented the East Missouri District in 1984 in San Antonio and was a semi-finalist at the Eau Claire NFL National Tournament in 1985. His event was humorous interpretation which may explain why he got the nod to be in ABC daytime drama. He played the much-too-young husband of Dorian in *One Life to Live* and was really mean to Monica in *General Hospital*.

East Missouri has played matchmaker to many forensic-minded couples, but none is more significant to us than our own national tournament leaders--Becky and Randy Pierce. These two were coach-competitors before they became sweethearts. They met while Randy was coaching for Pattonville and Becky was at Berkely HS. They are grand alone and grand as a team, too. Becky is directing finals and our opening ceremonies while Randy is our overall tournament chair and forensics director at our host school. Nothing could have been more right than that the two of them should have been seen selected as the Teacher of the Year at their respective schools DURING THE SAME YEAR - 1997. They seem to have accomplished something that is nearly impossible--staying married while coaching their teams to achieve outstanding success. Their example is one reason why we think we know how to get along with each other in an activity that can be cutthroat. The Pierces have two lovely daughters. In true forensic tradition, their eldest has her mom for a coach at Parkway South HS.

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

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

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SPEECH COMMUNICATION SKILLS AND SUCCESS: AN UPDATE

by Alfred C. Snider

It has become part of the conventional wisdom that students need to be prepared to live in an information age global village, linked together by new media and interacting in new ways. While this often receives lip service, the realities of secondary education planning do not necessarily reflect these generally accepted concepts.

Those of us who support the inclusion of speech communication in the educational system of the 21st century often need sound arguments and evidence to support our advocacy. In a 1993 article ("Speech Communication must be emphasized in America's High Schools: a survey of empirical findings," *The Rostrum*, January, 1993) I attempted to present empirical findings so that administrators, teachers, coaches, parents, and students could act as strong advocates of oral communication skills, training, and forensics to their various constituencies.

In the beginning of 1997 I was approached by several interested parties and asked to share some of my newer information with them so that they could continue to lobby for taking speech communication skills seriously in secondary and higher education. I thought that it might be appropriate to share some of these findings with the larger community.

In the 1993 article I argued that speech communication activities are an essential part of living. 93% of waking hours involve communication activities, with 31% of those waking hours involved in speaking. Various measures indicated that young Americans are experiencing a communication skills deficit, with 25% incapable of communicating simple ideas orally. Over 60% of students could not give oral directions to a nearby grocery store. The most common fear expressed by Americans (41%) is fear of speaking to an audience. This is extremely unfortunate given that in an information society communicating effectively will be essential for personal success and well being as well as for the well being of our society, a point recognized by seven major study groups (including the National Commission on Excellence, the National Commission for Higher Education Issues, the Task Force on Education for Economic Growth, and the College Board). In a global and multicultural world oral communication skills will be pre-

eminent because the vast majority of intercultural interactions will be oral. With emerging breakthroughs in communication technology (audio and video on the internet) orality is likely to triumph over text.

Perhaps the evidence which sparked the most interest in the 1993 article was the information about oral communication skills and the role they play in helping students get good jobs, keep good jobs, and get promoted to better positions. New data confirm that this relationship is strengthening as time passes.

Increasingly, employers are concerned about the decline in oral communication skills in the job applicant pool. *Nation's Business* polled their readers about the changing nature of the job applicant pool, and 61% indicated that prospective employees seemed less skilled in 1996 than in 1993. The most often mentioned skill deficit (54%) was in basic communication skills (*Nation's Business*, October, 1996; "Readers' Views On Hiring" Pg. 85).

While oral communication skills are perceived to be in decline, they remain the most important factor that employers look to in hiring. The National Association of Colleges and Employers, a group which attempts to assess how students fit into the job market, concluded that the most preferred characteristic among job candidates are good communication skills (CNN, Newsday, November 13, 1996; Transcript 96111302V80, "Job market for college grads looks promising"). The Association's survey of 159 major employers verified this conclusion (*St. Petersburg Times*, January 10, 1996; "Employment outlook better for grads," p. 3B). Oddly enough, the second most sought after characteristic for employees was interpersonal skills, obviously closely related to oral communication skills.

Success in the "new workforce" of the 21st century will be closely related to oral communicative abilities. Yet, job applicants and current job holders are lacking in these basic skills. The *Research Alert* newsletter put it this way:

"It is becoming more difficult to hire employees with the basic skills needed to function in today's more demanding workplace, reports The 1996 Olsten Forum on Managing and Developing the New Workforce."

Most of the companies surveyed report deficiency among current employees in key basic skill areas. About 78% of the companies say the basic computer skills of employees need to be enhanced, and 75% cite people-skills, including interpersonal communication and listening skills, as areas in need of enhancement.

The most pronounced need among management personnel is for listening skills (cited by 66%), followed by interpersonal communication skills (63%). Managers are also more likely than other types of employees to require cross-cultural communication skills (50% versus 43% citing this need for support staff and 32% for general labor). The most pronounced need among professional/technical personnel is for interpersonal communication skills (61%) (*Research Alert*, November 15, 1996, VOL. 14; No. 22, "Ready To Work: Too Many In The New Workforce Are Lacking Basic Skills").

I have personally been told by some who dispute my points that oral communication skills are less important in an age of information technology, with email being the example offered. This position seems to be trapped in a text mindset, one which technological breakthroughs are about to render obsolete. Internet video conferences and audio-email are already a reality. As career consultant Cinda Cartee put it on the *PBS NewsHour* program:

Verbal communication will certainly play a role, because we will see the written word fast disappear as we go from print to audio. But the ability to verbalize, to interview, and do those kinds of high-level communications skills will assume greater importance in work (Cinda Cartee, *The MacNeil/Lehrer NewsHour*, July 7, 1995, Friday Transcript #5266).

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A PATRICK HENRY ESSAY: THE VOICE VS. THE PEN

by Mark Couvillon

In 1805, while seeking material for his biography of Patrick Henry, William Wirt wrote to Thomas Jefferson, asking for his help. In his return letter, Jefferson promised to comply with Wirt's request, adding "we had a very familiar intercourse for upwards of 20 years, & had ran our course nearly together, during this, our political principles being the same, we acted in perfect concert until the year 1781."

Jefferson never explained his curious remark about the year 1781 to Wirt. Yet the ramifications of that event, which Jefferson told a friend produced a wound that "could only be cured by the all healing grave," led him to distort his recollections of Henry to his biographer. These distortions have caused lasting damage to Patrick Henry's reputation and rightful place in history.

One of Jefferson's more vicious attacks on Patrick Henry concerned his abilities as a lawyer. The picture he presented to Wirt of Henry before the bar was that of a lazy, money-hungry lawyer, whose legal knowledge was "not worth a copper." Interestingly, it was a court case in 1773 which produced Jefferson's first known ill feelings towards his friend.

Before the Revolution, Patrick Henry and Thomas Jefferson had both practiced law in the General Court in Williamsburg, on occasion finding themselves as coadjutors. When such instances arose, they made a powerful team. According to Edmund Randolph, "Mr. Jefferson drew copiously from the depths of law, Mr. Henry from the recesses of the human heart." In 1773, however, the two became pitted against each other in a sensational trial in which the laws of marriage and the rights of dower were in question.

The case concerned a widow named Catherine Blair who had brought suit in the high court after the executors of her husband's estate refused to hand over her dower. They believed that since the year-and-one-half-old marriage lacked love and was never consummated, Mrs. Blair was never truly a wife. Jefferson was hired to prepare a defense for the estate, while Patrick Henry and John Randolph had been retained by Mrs. Blair to sue for her withholdings. In the end the court did not accept Jefferson's arguments, presented by

his colleague, Edmund Pendleton, that consummation was necessary to fulfill the marriage contract and ruled in favor of the plaintiff. After the trial, a miffed Jefferson contemptuously wrote in his notes, "Henry avoided, as was his custom, entering the lists of the law, running wild in the field of fact."

Yet from the mother of Mrs. Blair we get another of picture of Henry the lawyer. "The great Pendleton," she wrote, "abashed, confused in a state remarked by all of almost total stupefaction, and what he said so little to the purpose that he lost credit as well as cause. Not so my worthy friend Henry. He, they say, shinned in the cause of Justice backed by law."

Though both of these remarks come from interested parties, no case better shows the different legal styles of Henry and Jefferson. Despite all the legal and biblical precedents gathered by Jefferson and rationally argued by Pendleton, it took only one simple, yet brilliant observation on the part of Henry to destroy all of their work. During the trial Henry argued that if Mr. Blair had died in an accident on their way to their "honeymoon," his widow would have been endowed without question. Therefore the length of the Blairs' marriage was irrelevant.

It was the adoption of the Virginia State Constitution in 1776 by the Fifth Virginia Convention that gave rise to the first major political difference between Henry and Jefferson. From the start they disagreed over the legitimacy of the document. Jefferson had been in Philadelphia at the time of its adoption, and, itching to have his hand in determining the Constitution's final form, he declared it to be only temporary on the grounds that the delegates to the convention had not been elected for that specific purpose. His objections were brushed aside by Henry, who along with other leading members of the convention "saw no distinction between the conceded power to declare independence and its necessary consequence, the fencing of society by the institution of government." Jefferson never felt that the 1776 State Constitution was more than a temporary organization of government to prevent anarchy. As such, he believed it could be altered by the legislature. This difference of opinion would lead to a

clash between Henry and Jefferson after the Revolution. By then, however, their twenty-year friendship had come to an end.

In January of 1781 Thomas Jefferson was in his second term as governor, when a British force under Benedict Arnold caught Virginia totally off guard. Before the army's withdrawal, a great deal of destruction had been caused by the enemy, including the burning of the new state capital at Richmond. Questions concerning Jefferson's actions were soon raised. Why did he not act on General Washington's warning that a British fleet was on its way South? Why did he reject offers made to raise troops for the southern service? A motion for an investigation into the conduct of the executive branch for the last twelve months was brought forward in the legislature on June 12, 1781 by George Nicholas and adopted. Although the motion was later dropped after the victory at Yorktown and a vote of thanks presented him by the Assembly, nothing in Jefferson's life would cause him more pain than these haunting accusations of inadequacy and cowardliness.

Embittered over the inquiry, Jefferson temporarily dropped out of politics. While in seclusion he began to vent his anger against the man he felt had tarnished his reputation. Nicholas was not his target for revenge. In a letter written to Isaac Zane in December of 1781, Jefferson spoke of Nicholas as being "like the minners which go in and out of the fundament of the whale. But the whale himself was discoverable enough by the turbulence of the water under which he moved."

Jefferson's reference became clear in a letter he wrote to George Rogers Clark a year later. In one of his most vicious attacks on Henry's character, Jefferson spoke of him as being a cowardly man, who was "all tongue without either head or heart." He proceeded to warn Clark that his recent popularity would make him an object of Henry's enmity, but that "in the variety of his crooked schemes, however, his interest may probably veer about so as to put it in your power to be useful to him, in which case he will certainly be your friend."

Free in his mind of any wrongdoing, Jefferson had convinced himself that the attempted investigation of his conduct was

part of a "crooked scheme" by Henry to get him out of the way so that a dictator could be set up in Virginia. It was Henry's lust for that position, or so Jefferson believed, which led to his ill-treatment by the legislature and attempted overthrow of the constitution. Such is the version of the incident found in Louis Girardin's 1817 *History of Virginia*, which had been written under Jefferson's eye and with his approval.

In fact there had been a motion offered by Henry and Nicholas to empower a governor with extra-constitutional powers to combat the "unbridled fury" of the British army in the state, which had numbered over 7,000 men. In doing so they had looked to Rome for glorious examples of giving such power in times of distress. The more idealistic Jefferson, on the other hand, saw the move as contrary to the revolutionary principles of self government. Yet Jefferson was mistaken in his belief that Henry aspired to that position of unlimited power. The names mentioned were those of generals Washington and Greene. Jefferson was also mistaken about a connection existing between the inquiry and the motion for a dictator. Not present during the meeting of the Assembly at Staunton, Jefferson, as he later told Wirt, had to rely on hearsay. Had he been present, he would have known that the motion for a granting the governor extraordinary authority had been discussed and defeated prior to the inquiry into his actions. Nor was the motion for an inquiry introduced until after Jefferson had been replaced by Thomas Nelson as governor, not prior to Nelson's election, as Girardin states.

Despite Jefferson's attempt to vilify Henry's actions, there is no evidence that his support of an inquiry arose from any ill will or ambition on his part. On the contrary, it appears that his motives came from honest feelings arising from his sense of duty. They were no doubt the same as Nicholas', who, after receiving a scathing letter from Jefferson wrote, "You consider me in a wrong point of view when you speak of me as an accuser. As a freeman and the representative of free Men I consider it as both my right and duty to call upon the executive to account for our numberless miscarriages and losses so far as they were concerned in or might have prevented them. In doing so I had no private pique to gratify."

During the 1780s and 1790s, tension between Patrick Henry and Thomas Jefferson only intensified as the gap between their political and personal views

grew. When Jefferson and James Madison attempted to revise the state constitution by the calling of a convention in 1784, they found themselves up against the full force of Patrick Henry. Henry defeated their attempts by pushing through the legislature a resolution stating that any call for changes had to come not through the House of Delegates but "from a majority of all the free people." Upon learning of the defeat, Jefferson consoled himself by writing to Madison, "If one [convention] could be obtained I do not know whether it would do more harm than good. While Mr. Henry still lives another bad constitution would be formed." His insinuation that Henry would either distort the constitution to satisfy his thirst for power or prevent future changes led Jefferson to coldly conclude, "what we have to do I think is devoutly to pray for his death."

Another early bone of contention was over the role religion should play in government. Since the suspension of the tithe tax in support of the Anglican Church in 1776, there had been a decline of ministers and churches in Virginia. Convinced that the prosperity and happiness of his country depended on the virtue of the people, Henry had pushed a bill in the legislature in which the people would pay "a modest tax or contribution annually for the support of the Christian religion," which would benefit all Christian denominations but not Jews, Moslems, or atheists. Henry's assessment bill went directly against Jefferson's proposed Statute for Religious Freedom, which called for a complete separation of church and state. In Henry's eyes, Jefferson's bill did nothing to stem the tide of immorality in Virginia. If passed, he felt it would open the door even wider to vice and French deism. So concerned was he over the French infidelity which he felt was being imported into America, that Henry lost all sympathy with the French at the very beginning of their revolution. He predicted the evil which eventually came upon that nation and which, he warned his own countrymen, would follow their adopting French ideas. Henry's belief that Jefferson had become tainted by French deism both alienated him from Jefferson personally and kept him from attaching himself to the Jeffersonian Republican Party, which had embraced the French Revolution.

Although Patrick Henry was a republican in the sense of keeping the federal government to its constitutional bounds, he was not a Jeffersonian Republican. Nor

was he a Federalist. Unlike Jefferson, who felt opposition parties were necessary to keep the party in power honest, Henry saw them as a tool to disrupt the smooth running of government and to promote personal agendas. Henry did believe that it was a representative's duty to oppose legislation he felt contrary to his constituents' welfare. Yet opposition for the sake of opposition was intolerable to Henry's pure republican nature. It was this belief that led to his final clash with Jefferson three months before his death.

In 1798, believing war with France to be imminent, the Federalist controlled Congress passed a series of defensive measures called the Alien and Sedition Acts. These laws gave President John Adams power to deport or arrest any foreigner considered dangerous to the United States, as well as the power to suppress what was felt to be unlawful conspiracies or malicious writings against the government. In response to these questionable acts, Jefferson drew up the Kentucky Resolutions and prodded James Madison to present similar resolutions before the Virginia Legislature. These resolutions put forth the explosive doctrine that any state had the right to nullify laws passed by Congress which they believed were oppressive or contrary to the Constitution. Annoyed at Jefferson's continual use of Madison to promote his own agendas in the legislature, Henry, according to the staunch Federalist Timothy Pickering, remarked "that he could forgive anything else in Mr. Jefferson but his corrupting Mr. Madison."

Believing that the Virginia/Kentucky Resolutions were just as unconstitutional as the laws they were aimed against and likely to promote civil unrest, an ailing Patrick Henry left his retirement at Red Hill to run once more for the State Legislature. If elected, he hoped to "cast oil upon the waters of strife and save the union of the States." In his last public speech, given at Charlotte Court House on March 4, 1799, the old orator told his listeners that the Virginia Legislature had no right to disregard laws passed by Congress. Like it or not, he declared, with the adoption of the United States Constitution, the states had lost their sovereignty to the central government. Any opposition to National laws, therefore, must be through constitutional means. Henry criticized the inconsistency of Jefferson and Madison who, "after inducing the people to adopt such Government was now urging (Couvillon to page 48)

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A NOTE ON IMPROVING ORATOR'S LANGUAGE

by Dr. Wayne C. Mannebach

Style Defined

In 1783 Hugh Blair published his *Lectures on Rhetoric and Belles Lettres*, in which he defined style as "the peculiar manner in which a man expresses his conceptions, by means of language," and contended that "style has always some reference to an author's manner of thinking."¹ In 1851 Arthur Schopenhauer remarked in *The Art of Literature* that style is the "physiognomy of the mind" and "nothing but the mere silhouette of thought."² And in 1888 in a lecture on the definitions of style the Rev. Austin Phelps stated that "style is thought. Qualities of style are qualities of thought."³

These definitions of style provide a useful point of departure, because they stress the relationship between the conceptual process and language. All of them endorse Quintilian's dictum that "nothing should be done for the sake of words only, since words were invented merely to give expression to things; and those words are the most satisfactory which give the best expression to the thoughts of our mind and produce the effect which we desire upon the minds of the judges."⁴ This functional idea which Quintilian expressed is significant in that it postulates style as an indivisible element of the process of persuasion. With this in mind, a final definition of style is now warranted.

Because of the primary goal of the orator is to secure a favorable response from the audience, and because the orator's conceptual process and language pattern virtually are inseparable, style may be defined as the manner by which language is used to make ideas acceptable to a given audience.

Style Enhanced

Joseph Addison is said to have once remarked that nothing in nature is so variable as a lady's hairdress. He should have added "unless it be the concept of stylistic quality," for probably no term has moved about more freely and has caused so much confusion as the term "stylistic quality." This is evidenced by the pervasive, fruitless, and even pernicious attempt by rhetoricians to compartmentalize the kinds of expression according to certain features or qualities.

Among the qualities of style found in rhetorical treatises are the grand, middle, plain, austere, periodic, loose, dry, elegant,

simple, labored, concise, diffuse, nervous, forceful, sonorous, rhapsodical, whimsical, precise, erudite, harsh, flowing, pure, hyperlatinistic, prosaic, firm, vivid, noble, sublime, perspicuous, weighty, dignified, penetrating, smooth, vehement, lucid, puerile, bold, energetic, stately, polished, apathetic, natural, brisk, frigid, partronic, dogmatic, volatile, elaborated, involuted, opulent, terse, stoic, burlesque, libertine, and euphuistic.

The list is far from being exhausted, and each quality has its own characteristics. To learn so many qualities is impractical and, perhaps, even impossible for the high-school orator. Therefore, the orator should concentrate her time and energy in first learning only two stylistic qualities, namely clarity and impressiveness. The line of distinction between these qualities is not always clear, nor need it be, for the two qualities admittedly interact. However, clarity and impressiveness of style are the two most important stylistic instruments which contribute to the effectiveness of the communicative act. Ideally all orators should learn other stylistic qualities, but only after they have mastered clarity and impressiveness of style.

The purpose of this article is to reveal the most notorious obstacles to clarity in hope that young orators will evade the obstacles and thus generate clarity rather than confusion among their audiences.

Obstacles to Clarity

Verbosity. Arthur Schopenhauer wisely once remarked that a communicator should make sparing use of the hearer's time, patience, and attention, and that "to use many words to communicate few thoughts is everywhere the unmistakable sign of mediocrity. To gather much thought into few words stamps the man of genius."⁵ All too often the high-school orator violates this dictum. For example, common expressions are "because of the fact that" (instead of "because" or "since"); "in spite of the fact that" ("though" or "although"); "remind you of the fact that" ("remind you"); "the fact that he was present" ("his presence"); and "it just happened the way it was bound to happen" ("it was inevitable").

Other forms of oratorical double-talk are "consensus of opinion," "present status quo," "first beginning," "round in shape," "large in size," "true facts," "good

advantages," "basic rudiments," "habitual customs," and "skilled craftsman." It should be easy to understand why audiences become confused while trying to interpret how, for example, "true facts" differ from "facts"; "round in shape" differs from "round"; and "good advantages" differ from "advantages." Orators must remember that verbosity and clearness of thought often are incompatible.

Profoundness. Samuel Taylor Coleridge once said that "if men would only say what they have to say in plain terms, how much more eloquent they would be."⁶ Consider the following examples that accentuate verbosity and profoundness.

A student once remarked that "regardless of their pigmentation or coloration under normal illumination, felines of all species are cincerous when the earth becomes enveloped in tenebrosity." The student simply could have said that "all cats are gray in the dark." A diplomat once "informed" his hearers that communism is permeated through and through "by the spirit of metaphysical monism, ethical and axiological relativism, self-centered, autonomous humanism, impersonalist collectivism, historical dynamism, and militant atheism." Indeed! But try to picture what the man stated.

The following words appeared in recent high-school orations; tumescent, ultimogeniture, parsimonious, ostentation, peregrination, opprobrious, proselytism, concursus, and manducation. Surely there are better words for a general audience.

Over-Conciseness. Although verbosity may prove injurious to communication because it wastes time and clouds intelligibility, conciseness is not always virtuous. It is true that some of history's most powerful communications were brief. For example, Philip of Macedon is alleged to have threatened the Spartans by saying that, if he came to their land, he would exterminate them. The Spartans simply replied "If!" And what discourse on the vanity of human existence is more descriptive and concise than the words of Job? *Man that is born of a woman is of few days, and full of trouble. He comes forth like a flower, and withers; he flees like a shadow, and continues not* (Job 14:1-2).

However, precision of thought is impaired when the speaker fails to employ enough words. For example, a blunder re-

sulting from overconciseness, occurred when administrators in a western city put up a sign containing the following statute: "No vehicle drawn by more than one horse is allowed to cross this bridge in opposite directions at the same time."

Inaccurate syntax. Syntactical integrity concerns the way in which a speaker assembles words so as to convey intended thoughts. The accurate assembling of words a complex process best described in a standard textbook on grammar. This section is not a rehash of language mechanics. Instead, this section serves as a reminder that clearness of thought and the lack of syntactical integrity are incompatible, that the orator must make certain that his word assemblage says what he wants it to say, and that he is deceiving himself if he believes he can use this complex process with only a meager knowledge of it.

The lack of syntactical integrity takes many forms. One type of syntactical error is the misplaced modifier. For instance, a minister concluded his eulogy on a former parishioner by saying, "Such was the end of our dear friend at the premature age of thirty-six." The speaker's construction does not make sense. How could the parishioner's age be premature? The minister should have said, "Such was the premature death of our friend at the age of thirty-six." The error was a misplaced modifier.

Dangling participles, also violate syntactical integrity. Participles are verbal adjectives whose job is to modify some substantive in the sentence. The following examples help to illustrate the confusion that results when a speaker uses a participle but fails to provide a substantive for the participle to modify.

When a prominent scholar was to be inaugurated to the presidency of an eastern university, the speaker appointed to deliver the inauguration address said, "Rev. Dr....sir, having been elected president by the unanimous vote of the board of trustees and overseers ofUniversity, I come on this behalf to induct...." The context asserts that the person who delivered the address was the president-elect. This is not what the speaker intended. In Tennessee a tombstone stated, "She lived a life of virtue, and died of cholera-morbus caused by eating green fruit in the hope of a blessed immortality. Go and do likewise." In England a tombstone stated: "erected to the memory of...., shot accidentally, as a mark of affection by his brother." An express officer once remarked that his company was not respon-

sible for "loss by fire, or the acts of God, or Indians, or other enemies of the Government." And a student newspaper once advertised, "For sale, German police dog, eats anything; very fond of children." These examples may be amusing, but they cloud communication.

Another violation of syntactical integrity occurs when sentence elements of unlike importance are linked together as equals. In other words, a less important element should be subordinate to a more important element. Consider the following sentence: "I stayed at home; I was ill." The speaker merely associated the two statements, whereas he should have shown the relation of one to the other. He might have said, "Because I was ill, I stayed at home." "Feeling ill, I stayed at home." Or, "I stayed at home, quite ill."

The speaker who identifies relationships, instead of leaving his audience to infer them, makes his hearers' task easier. Not only does such a speaker present facts, but also he integrates them. However, the speaker must be careful not to cause thoughtless and careless subordination. For instance, a careful speaker would say, "Because my head was feeling heavy, I took an aspirin." The thoughtless speaker would treat the motive for the act as if it were the matter of importance. The act itself would be relegated to the subordinate position. Orators would bear in mind that careful consideration will make them appear as thoughtful speakers who carefully have selected their ideas and have arranged them with precision.

Weak parallelism also violates syntactical integrity. In its simplest terms parallelism means that like meanings should be put in like constructions. When a young speaker was asked to describe his favorite sports, he replied, "I like hunting, fishing, golfing, and to bowl." The answer is confusing in that the speaker mixed two noun forms of the verb, namely the gerunds "hunting," "fishing," and "golfing," and the infinitive "to bowl." He could have said, "I like hunting, fishing, golfing, and bowling." Or he could have said, "I like to hunt, fish, golf, and bowl." Listeners who are distracted by uncoordinated relations often fail to hear what immediately follows the structural errors, because they are too busy trying to extract the sense of what preceded the errors. The portion which the audience fails to grasp may well be the thesis or key idea of the address. When a speaker fails to convey his thesis, effective communication

cannot occur.

A final violation of syntactical integrity is inaccurate pronoun reference. For example, a speaker once remarked that "men look with an evil eye upon the good that is in others, and think that their reputation obscures them, and their commendable qualities do stand in their light; and therefore they do what they can to case a cloud over them." Who are "they"? Whom does "them" refer to? Who or what is "their"? What is the meaning of any of the pronouns of such a mess? Then there was the speaker who reported that "the analytical approach in rhetorical criticism would be fine if one had a written copy of the speech or a tape recording and this is rarely found in the classroom situation." Does "this" refer to "a written copy of the speech" or to "a tape recording?"

Since syntactical integrity is so vital to clearness of thought, orators should have a textbook on grammar in their working libraries and should use this text book whenever doubt occurs as to the phrasing of a thought.

Foreign Language. A wise man once remarked that just as a graft makes a gnarl in a tree, so does importation make a protuberance in a language. Because of their attachment to foreign language, some speakers freely employ foreign terms in their discourses. Some foreignisms that appeared in recent orations are: "terra firma," "tour de force," "una voce," "in situ," "in toto," "per diem," and "ad infinitum."

The problem is that listeners often fail to comprehend the meanings of the foreign phrases and thus communication breaks down. When preparing future speeches, the orator should ask, "What is the need for employing this foreign term or phrase when the vernacular is available?: If a speaker needs foreignisms. Words are made for thought, not thought for words. But if there is no need, then the speaker should not employ foreignisms.

Equivocation. Communication often breaks down because of equivocation, the assigning of two or more meanings for a particular word. To illustrate, a student made the statement: "The United World Federalists have many prominent members. For example, Washington, Adams, and Hamilton were Federalists. Hence, in the names of these great fathers of our country, I appeal to you to support the United World Federalists." Notice that the word "Federalists" in the first sentence refers to a federation of (Mannebach to page 48)

The National Debate Forum

A National Caliber Institute Exclusively for Lincoln-Douglas Debaters

August 1-15, 1998

held at the
University of Minnesota
Minneapolis

The National Debate Forum for Lincoln-Douglas debaters is an intensive two-week program dedicated to developing regional and national champions. The NDF is conducted at the superior facilities of the Hubert H. Humphrey School of Public Affairs at the University of Minnesota and features a premier faculty made up of championship coaches and former competitors from across the country.

The NDF offers a unique and advantageous opportunity for academic learning and professional development, including:

- Collegial and learning-friendly atmosphere: Enrollment is strictly limited to only **fifty-five** students
- Outstanding 6:1 student-to-faculty ratio guarantees every student "top lab" attention
- A minimum of eighteen critiqued debate rounds conducted throughout the program
- Access to all university libraries, including the nationally-ranked University of Minnesota Law Library
- Non-ideological philosophy promotes a diversity of forensic perspectives, not just one
- Topic preparation and research on all Lincoln-Douglas resolutions being considered for 1998-99
- Adult-supervised university dormitory living situation in **air-conditioned** Middlebrook Hall
- Affordable tuition: only **\$925.00** for residential students (all-inclusive amount includes tuition, lodging, 3 meals per day, and lab photocopies) and **\$450.00** for commuters (no room and board). *Be careful when comparing costs at other institutes which exclude meals and other "miscellaneous fees and expenses."*

Jenny Cook, NDF Director - Has directed the forensics program at Hopkins High School in Minnesota for four years where she has coached both Lincoln-Douglas debate and Individual Events. While at Hopkins, she has coached students to a close-out of the JV final round, and this year her students won the Minnesota State Championship in both Novice and JV divisions. Ms. Cook has also coached students to late elimination round finishes at tournaments such as St. Marks, Bronx, Mid-America Cup, Harvard, National Tournament of Champions, and the NFL National Tournament.

Minh A. Luong, Curriculum Director - Served as Chair of the Communication Studies Dept. at Pinewood College Preparatory, Director of Debate at San Francisco State, and Director of Forensics at the University of California at Berkeley, as well as Curriculum Coordinator at the Stanford L-D Institute. He serves as the Director of L-D at the Tournament of Champions. Mr. Luong is the only person to have won the National Collegiate Lincoln-Douglas Debate Championship title both as a competitor and coach. As a high school coach, he guided his students to great success at regional and national tournaments. A nationally-recognized authority and author on debate theory and practice, Mr. Luong is invited to conduct numerous debate seminars for school districts across the country.

Michael Bietz, Lead Instructor - Assistant debate coach at Hopkins High School Minnesota and is the site administrator for the TOC and Minnesota Internet L-D web sites. He has coached numerous novice and varsity students to state, regional, and national success.

Steve Clemmons, Lead Instructor - 1990 National Collegiate L-D Champion and Top Speaker, 1992 CEDA All-American, and 1995 National Parliamentary Debate Champion. He has served as Director of Debate at Loyola-Marymount University and Chairperson of the Speech Department and Director of Forensics at the Convent of the Sacred Heart Preparatory School in San Francisco, CA.

Nick Coburn-Palo, Lead Instructor - Considered one of the nation's best instructors in L-D debate. Earned national distinction as a competitor with titles in value, parliamentary, and policy debate. Years of successful college and high school coaching experience.

Courtney Ballentine, Associate Instructor - 1996 National TOC Champion in Lincoln-Douglas debate. He serves as an instructor at National Debate Education Project debate seminars. Mr. Ballentine attends Emory University in Atlanta, Georgia.

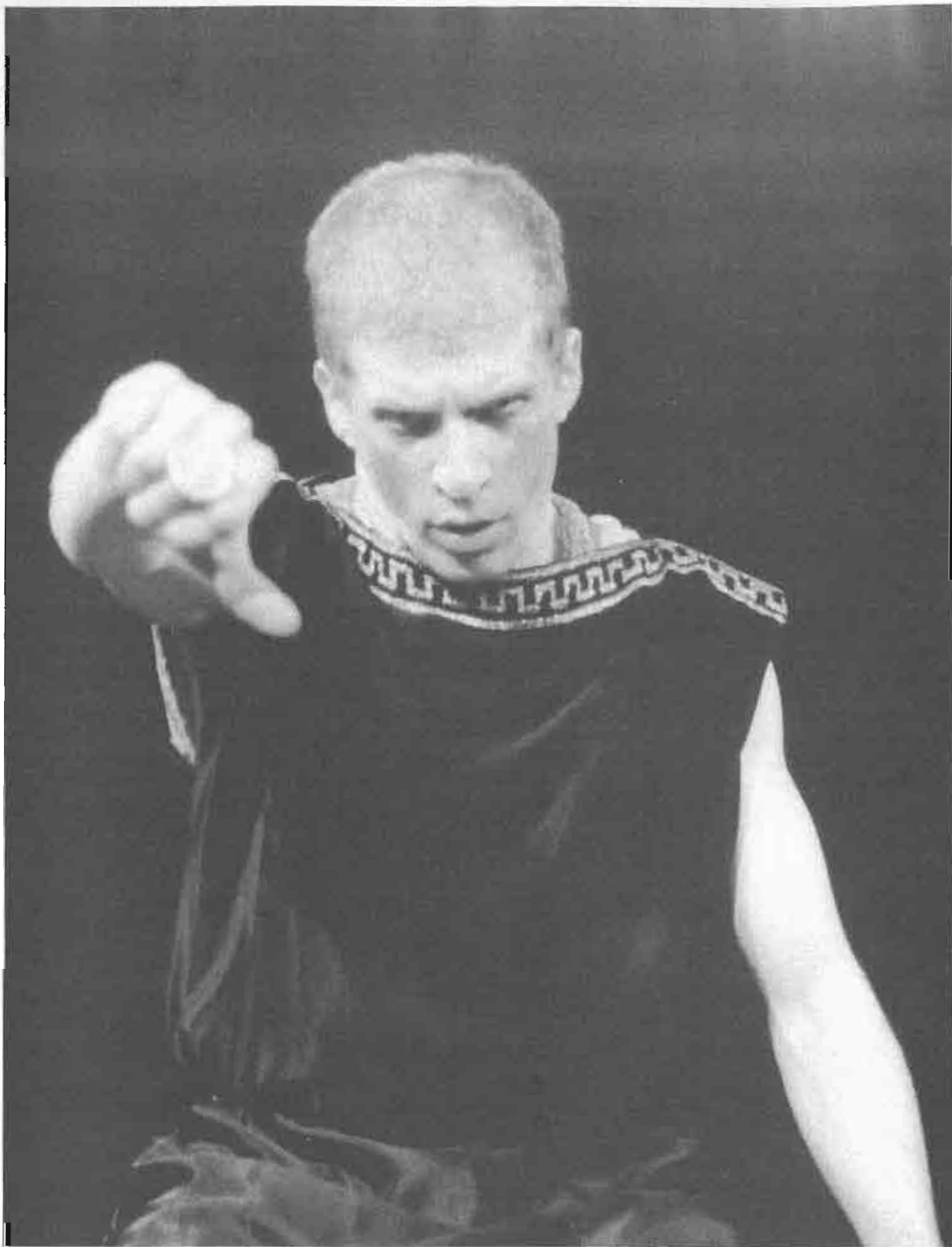
Cherian Koshy, Associate Instructor - Late elimination rounds and speaker awards at many regional and national tournaments, including NFL Nationals and National Tournament of Champions. Mr. Koshy attends The University of Minnesota.

Keryn Kwedor, Associate Instructor - English and education major at Colby College. Built a successful career in L-D debate at Manchester High School (MA) which included late elimination round finishes and speaker awards at regional and national tournaments. In addition, Ms. Kwedor attended the 1996 National Tournament of Champions in Lincoln-Douglas Debate.

David Singh, Associate Instructor - Coaches at Forest Lake HS (MN) where he has built a championship program in just two years; a testament to his outstanding coaching and teaching abilities. A semi-finalist at the MN State Tournament and late elimination round participant at NFL Nationals, Mr. Singh placed 2nd at the 1996 TOC in L-D debate and won the Glenbrook Round Robin Tournament.

Additional faculty members and teaching fellows will be appointed as enrollment warrants

FOR AN INSTITUTE PROSPECTUS AND ENROLLMENT APPLICATION, PLEASE CONTACT
Ms. Jenny Cook, Director • The National Debate Forum/Summit Debate Enterprises
1807 Ford Parkway #A • St. Paul, MN 55116



FROM HIGH SCHOOL "SPEECHIE" TO PROFESSIONAL ACTOR

by Spencer Chandler

Word is I'm an actor living in New York. "Working?" I'm asked. "Oh-ho, yes, yes, yes I am, thank you very much." "That's good." And that's the conversation, in a nutshell. Every so often someone will ask me how. "How is it that you are able to work with such regularity?--(I've been working steadily for two years now, since my first N.Y. audition, knock wood)--"Where did you study?" "Er-", I stammer, earning no speaker points, "-I didn't." And that is the conversation, albeit in the shell of a slightly larger nut. I've never "studied" acting, not at George Washington High School, not at UCLA (where I majored in Germanic Languages, *ach Du Lieber*), and not in any institutional setting since moving to N.Y. in August of '95. Yet I genuinely feel in possession of a certain knowledge when it comes to this dubious profession, this so-called life of mine as an actor, a knowledge which, I maintain, stems from my career in forensics.

Let's get certain things straight: auditioning well is absolutely key. It does you no good whatsoever to boast "I'm the best darn Julius Caesar to ever grace the New York stage!" if you can't, when auditioning for the role, pull it off. "I needed the grape leaf thing around my head. I need my toga and the wind whipping against my--" Yes, yes, we know. But when you audition you enter a space with strange heads staring at your every move, critically appraising you from the instant you materialize in the doorway until the moment you and your face scamper out of the room. You perform your monologue without benefit of props (ah! AH! Put the grape leaf down, Julius), costumes, or set pieces, and most actors emerge from this figurative lion's den cursing themselves for being lousy. Well, I honestly believe that many otherwise talented actors fall dreadfully short of their true potential in the audition situation, whereas the veteran of speech is so accustomed to the direct judgment of strangers, so accepting of the deprivations of traditional acting support that the process is, in a word, comforting. Put plainly, the speechie has a leg up in an audition, a forum where every advantage is critical.

Now that you've auditioned brilliantly and received the role, your work begins with the text. Tragically, many actors fail to grasp

the totality of the work at hand. Crippled by a kind of tunnel vision, they see the script in terms of their lines, acknowledging only the tail ends of other characters' lines as they might affect a cue. This approach provides them with only the most cursory understanding of the total story, leading them to ignore climax, general structure, and the larger message of the author. The actor with a background in speech however intuitively sees the larger picture, senses the shape of the piece, hears the other characters' words, thinks through both sides of a dramatic conflict, and by thoroughly examining all aspects of the work comes to understand it, elevating him or herself from medium to interpreter in the artistic experience. From this plateau, performing multiple roles, generating commentary about a work, and adapt-

Put plainly, the speechie has a leg up in an audition, a forum where every advantage is critical.

ing plays become familiar terrain. Ask any interper who's performed eight or more characters in an H.I. for which he or she wrote an intro after cutting a three act play down to ten minutes.

So you now understand the role masterfully, and the show enjoys a long run. The question is, how to keep your performance fresh in the face of such dulling repetition? To be perfectly candid, I find it difficult to articulate the process by which one reinvents his role nightly. It's rather like explaining how one sings, or manages to ride a bike without falling off: there's a coordination of muscle and thought that must be developed through practice. In the beginning it's conscious and deliberate, but later on it becomes second nature. I can safely argue that the sheer length of the speech season and the marathon quality of individual tournaments (I'm thinking especially of Nationals) mandate a consistent level of excellence, burdening the performer to be damn good time after time, whether it be prelims or finals, your New York premier or final touring destination after a year's worth of performances. Speech is the real life ex-

perience that forces the development of the ability to do your best always and in all phases, something which no classroom simulation could ever accomplish.

But all that's the cheery side of acting: getting the work, studying the play, enjoying a long run. An actor's life is, in most cases, wrought with periods of unemployment and strings of rejection. Many actors soon despair and pack it in after only a few years. Those who have competed in forensics, however, can be no strangers to the sensation of defeat. They have been through the grinding tournaments and have come up short, have proceeded anxiously to the gymnasium for postings only to find their code numbers conspicuously absent. Actors audition, go home to wait for the message on their services telling them, "We'd like to see you again on Tuesday for call backs" (outrounds--heaven!), and hear, instead, nothing. He who has competed in speech experiences a flashback to being out after three. He's been there, he knows the sting, he knows how to proceed: strength, courage, character, perserverance, sportsmanship. To be able to say, "I stood. I spoke. I've known victory, and I've known defeat. I will continue and persevere." That is the heart of my training. That, in essence, is the heart of speech.

(Spencer Chandler, an NFL All-American and two-time-finalist in D.I. and H.I. at Nationals in 1990 and 1991, resides in Manhattan where he works professionally as an actor. He has taught at both the Stanford and Cal Institutes, and coached for the Bronx High School of Science speech team. Spencer's high school coaches were the legendary S. F. and Danise Chandler, his parents.

Last season among other work, he starred in the title role of Albert Camus' Caligula (Director: Chris Cavalier) for the Starving Class Theatre in New York's Bank Street Theatre and has recently toured in a Theatreworks production of Prince and the Pauper by Mark Twain - he played Prince Edward as well as disguising himself as the pauper.

In the facing picture Spencer exercises his imperial judgment as Caligula dooms yet another Roman citizen.)

The National Forensic Consortium presents the

California National Forensic Institute

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

The California National Forensic Institute is a national caliber two-week summer forensics program located in Berkeley, California. The CNFI is an independent program held in the residence hall facilities of the University of California at Berkeley. The CNFI provides serious debate students the opportunity to interact with some of the finest and most renowned forensics instructors in the nation at an incomparable cost for a program of this nature, quality and location. The program is directed by Jon Sharp of West Georgia College and Ryan Mills of CPS and director of the California Invitational, the nation's largest speech and debate tournament.

POLICY and LD DEBATE

- The policy and LD programs offer intensive instruction for students of all levels of experience and skill. The instructors will include accomplished collegiate and high school debate coaches, as well as current collegiate debaters who are former NFL Nationals and TOC participants.

- In addition to topic and theory lectures, students will receive numerous critiqued debates with rebuttal reworks, free materials from the central evidence files, and personalized seminar instruction. All policy and LD materials are included in the program cost, with no additional fees charged for evidence distributed by the camp. Students also receive access to the best evidence researched at each of the other three NFC summer camps.

- LD students will participate in a unique curriculum designed to maximize individual improvement through philosophy lectures, technique practicums, and theory seminars.

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

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

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

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

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

ALLISON GROVES, REED COLLEGE (LD)

PROSPECTUS and COSTS

A detailed program prospectus can be obtained by writing to the address below, or calling and leaving a complete address on the program's message service. Materials will be sent in late February.

Costs for the full resident program for both team debate and LD, including tuition, housing, lunch and dinner on most days of the program, and most materials is approximately \$1,185. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$610. One-week programs are also available, for an approximate cost of \$625. There is an additional \$75 non-refundable application fee. Students not accepted will have their application fee returned.

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

www.educationunlimited.com



California National Forensic Institute

LD program: June 13 - 27

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

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

Munish Puri, previous CNFI camp participant

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

Chrissy Stear, previous CNFI camp participant

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

Amber Veldkamp, previous CNFI camp participant

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CNFI, 1678 Shattuck Ave, Suite 305, Berkeley, CA 94709 or call: (510) 548-4800
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The National Forensic Consortium presents the

NATIONAL DEBATE INSTITUTE, D.C.

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

CX (all programs): June 30 - July 18

LD: June 30 - July 13

The National Debate Institute, D.C. offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps. Students receive instruction from some of the nation's finest debate teachers, including respected high school and college coaches, as well as some of the nation's most successful current and former collegiate debaters.

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- **RIGOROUS CURRICULUM.** A carefully crafted schedule developed and refined over the years at NFC camps. Classes are intensive, designed for the dedicated student of debate who wishes to maximize personal improvement.

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

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

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

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

For more information:

on the web at:

www.educationunlimited.com

NFC

1678 Shattuck Ave., #305
Berkeley, CA 94709



The National Forensic Consortium presents the

NATIONAL LD DEBATE INSTITUTE, D.C.

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

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

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- **TARGETED LEARNING**
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Students have access to the vast educational resources of the nation's capital, its abundance of libraries and think-tanks, and get to experience the city's cultural and entertainment attractions while on fully-supervised excursions. Program pricing includes lunch and dinner throughout the program, and all topic preparation materials produced at the camp for LD debaters! Remember to compare complete costs when pricing other camps.

Initially confirmed staff members are:

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

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

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

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

Natalie Huddleston, previous NFC participant

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

Jack Fitzgerald, previous NFC participant

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

Danny Schoenfel, previous NFC participant

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

Two Week LD Program

\$925 (rm, board, tuition)

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

For more
information
contact:

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

on the web at: www.educationunlimited.com



Austin National Debate Institute

CX Main Session: July 2 - July 18

LD Main Session: July 2 - July 15

The Austin National Debate Institute seeks to provide students access to a national-caliber faculty at an incomparably low cost. The ANDI is an independent program which offers **both Policy and Lincoln-Douglas debate**, taught by some of the finest and most respected forensics educators in the country. The ANDI provides a true national level program, with options for policy debate or L-D debate programs or for one-week primer sessions in either type of debate.

Fabulous Learning Environment

- **Great location.** The ANDI is located in fabulous Austin, unique in Texas for its moderate summer climate, quality libraries and document depositories. Students are housed in a secure facility which is one of the finest residence halls in Austin. Housing is of the highest quality, with comfortable, climate controlled double rooms, many of which have a separate living area and kitchen facilities. Rooms are modern and tastefully furnished.
- **Educational emphasis.** The ANDI programs focus on the teaching of debate skills and techniques in combination with a proper emphasis on preparation and original research. The program is designed to accomodate students at the beginning and advanced levels, with separate labs and primary instructors for beginners. All essential camp evidence and materials, including over a thousand pages of briefs produced at the camp by policy debate students, are included absolutely free of additional charges. Policy students will graduate prepared to tackle the 1998 policy topic, while the L-D students will be prepared to debate a myriad of possible and likely national topics.
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9-10:30 AM	Topic Lecture	Value Analysis Practicum
10:30-Noon	Aff Case Construction	Seminars on Strategizing
Noon-1:00 PM	Lunch	Lunch
1:00-2:30 PM	Library work	Class on using evidence
2:30-3:30 PM	Theory seminar	Practice debate w/critique
3:30-5:00 PM	Library work	Neg case preparation
5:00-6:30 PM	Dinner	Dinner
6:30-8:30 PM	Lab session	Delivery drills
8:30 PM	Commuter checkout	Commuter checkout
8:30-11:00 PM	Topic preparation	Aff case work session
11:00-12:00 AM	Recreation & relaxation	Recreation & relaxation
Midnight	Lights out	Lights out



Fees : \$895 for CX,
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One-Week LD Session: July 2-9

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

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

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

Alison Campbell, previous program participant

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

Will Orloff, previous program participant

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

J.R. Holland, previous program participant

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

Haady Taslin, previous program participant

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

Viviana Gonzalez, previous program participant

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NFC ANDI LD Camp Fees :
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\$725 for the full program,
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Listed fees include tuition, room and a full board package.



WHAT DO WE WANT IN A JUDGE?

by Rusty McCrady

My path to becoming a coach was probably not typical. As a fourth year English teacher back in 1975 I was invited to judge at county forensics tournaments. The experience was so enjoyable that I kept at it...for the next fourteen years. Gradually I gained experience judging not only all of the various forensics events, but policy and then Lincoln-Douglas debates as well. In the 1980's I had the opportunity to judge at the district and national levels.

It was not until 1989 that I received my first coaching position--forensics at my neighborhood high school (not the one where I taught). Since then have become both forensics and debate coach at my own high school.

The point of all this is that of my twenty-one years of experience with forensics and debate, fourteen of them were as a judge. Thus I have been able to view the judging process from both sides of the invisible fence between coaches and judges. They coexist in the tournament lounge, but sometimes the tension between them can be palpable, can't it?

I've enjoyed both jobs enough to have given up countless Saturdays over much of three decades, often for little monetary compensation. I've come to appreciate their differences as well as their common interests, and most important, I've come to learn some of what they can and should expect from each other. In that light, I'd like to make the following observations and recommendations about the entire process of how judges, are found, recruited, and used, and also about how judges and coaches can best relate to each other.

Finding the best judges is a process that has fascinated me. At times it has also perplexed me. As Supreme Court Justice Potter Stewart once said about pornography, "I can't define it, but I know it when I see it." I know it's a bit of a stretch, but in a positive way, something like this can be said about choosing the person you want to judge in a tournament. You might not be able to describe the ideal judge in detail, but you probably know one when you meet one.

Does this sequence sound familiar? Coach gets twelve students ready for the tournament. Coach suddenly realizes, "I need three judges, but have only one experienced one lined up." Coach tells the twelve

prospective entrants: "You all come up with a couple parents or at least warm adult bodies, to judge, or I cannot take all of you to the tournament."

Sure enough, come the day of the tournament, the one *bona fide* judge and two neophytes, one grandfatherly retired businessman and one good-hearted parent, show up to judge. The coach has myriad pre-tournament details to attend to, and at 8:45 a.m. the two new judges are sent into rounds in a state of utter cluelessness. When some of their ballots later draw complaints from other coaches, the coach who hired them pleads ignorance or inability to address the situation. "Hey, I was lucky to be able to get *anybody!*" is how he punctuates his lame defense.

The above scenario is often all too real, and it need not be. It all came about when the coach threw the responsibility of judge recruitment upon his team. Quite simply, this is NOT their job. Indeed, there is a better way. First, let us ask ourselves what essential qualities we want our judges to possess. For all judges, we want them to be good listeners. For judges of interpretive events, we want aesthetic sensitivity. For debate judges, we want analytical ability. Regardless of the event, we want people who are somewhat humane or at least diplomatic.

I believe I can say without exaggerating that any coach has in his circle of acquaintances at least twenty people who fit most of the above criteria. Granted, most of them will not be free to judge on any given weekend, but two or three of them will. It's up to the coach to find these few willing and able persons, and sign them up.

Hiring qualified judges is a difficult and necessary part of a forensics program, but it's only a start. In order to run successful tournaments year after year, we must be able to keep good judges. We must make them feel needed and appreciated. Three elements are crucial here: pay, training and hospitality.

I used the term "hiring" in the previous paragraph for good reason. Too often, it is deemed an acceptable practice to have judges work for free as a "favor" to the coach or to the school. While I concede that we cannot pay good judges what they are worth, we need to pay them something. They are, after all, professionals. The only

way to have high expectations of judges and keep them coming back year after year is to pay them some sort of an honorarium (in the neighborhood of \$10 per round, minimum). If we fail to do so, we are inviting inconsistent judging quality. How do you give needed constructive criticism to a judge who is doing you a favor? Our students deserve the best possible judges at every tournament, and one way to provide such judges is to pay them for their work.

While extensive training of judges is not something that most coaches can fit into their busy schedules, a little bit goes a long way. It's important for coaches to obtain copies of and go over the ballot(s) with the new judges prior to the first round of the tournament. Doing so builds the judge's confidence and gives him or her a clearer idea of what is expected. It is also a proven way to elicit questions about procedures and criteria that will otherwise go unasked and unanswered until after a round, when it is often too late. A further suggestion is to have novice judges sit down with experienced judges just prior to the tournament, hand them sample ballot(s), and have the veteran serve as mentor to the newcomer. This process also enhances the dignity of the good old standby judges, making them feel appreciated and thus more willing to return and keep judging in years to come.

As to the matter of hospitality, coaches: put yourself in the judge's shoes for a moment. You get up *very* early on a Saturday morning, drive twenty miles to a strange high school, getting lost on the way. You walk into a "lounge" and are handed a stack of ballots and told to report IMMEDIATELY to Room C153. (It's down that hall on your right, and get there right now because they're ready to start. By the way, you'll be on your own for lunch, but the team is selling hot dogs and potato chips in the cafeteria as a fundraiser.)

Not a particularly auspicious beginning to a hard day of judging.

Let's hold as a guiding rule that a happy judge is a good judge. Do we really want disgruntled individuals sitting there evaluating our vulnerable, nervous teenagers? In order to avoid such a situation, we need to provide clear written directions to the tournament site with the arrival time for the judges clearly stated. When the judges (McCrady to page 55)

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

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

Other Confirmed Faculty:

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

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

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

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

Jenny Barker and Scott Betz, UMKC's top debate team, were winners in 1997-98 of the USC tournament and invited to the USC, Redlands, and Jesuit Round Robin tournaments.

1998 UMKC

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All Phase II applications are due June 1.

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Resident and Commuter options available:

\$770 – Residential/Private Room \$425 – Commuter

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Coaches Weekends

In conjunction with the institute, a two-weekend course is available for 2 credit hours through continuing education. It meets from 8:30 a.m. to 4:30 p.m. the first weekend for lectures and from 8 a.m. to 5 p.m. during the institute debate tournament on the second weekend. Coaches can participate in both the non-credit workshop and in the class simultaneously. Continuing education fees are paid directly to UMKC, not through the institute.

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(Couvillon from page 30)

Virginia to destroy it suddenly at the risk of immediate civil war & foreign invasion."

Upon learning of his stand against the Virginia Resolutions, Jefferson, remembering Henry's violent opposition to the proposed constitution in 1788, was convinced that Henry had turned against his former beliefs for personal gain or private vengeance. Writing to his friend Archibald Stuart on May 14, 1799, Jefferson remarked that Henry's "apostasy must be unaccountable to those who do not know all the recesses of his heart." Once again, Jefferson had looked to sinister motives to justify Henry's actions.

In speaking out against the Virginia Resolutions, it was not Henry's intention to support the Federalist cause but to condemn Jefferson's mode of opposing the Alien and Sedition Acts. What Jefferson viewed as apostasy was no more than a fundamental difference between the two men over the interpretation of the United States Constitution. Whereas Jefferson believed the new government to be no more than a compact between sovereign states, Henry felt that with the adoption of the Constitution, the states had lost their sovereignty to the central government. As no part can be greater than the whole, Henry reasoned, the state legislatures were not the proper tribunals to determine the constitutionality of federal laws.

Ironically, it was none other than Jefferson who had first opened the door to the encroachment of the Federal Government with his agreement not to oppose Alexander Hamilton's Assumption Act in 1790 in return for the new United States Capitol's being located in Northern Virginia. The passage of this act not only led to the formation of political parties, but gave the needed precedent for the Alien and Sedition acts. Patrick Henry, on the other hand, had opposed Hamilton's Assumption Bill in the legislature on the grounds that it "is repugnant to the Constitution of the United States, as it goes to the exercise of a power not expressly granted to the General Government."

In writing or in conversation, Patrick Henry was always reserved in his criticism of his one-time friend. It is likely that he never knew the real depths of Jefferson's hatred toward him. Yet Jefferson was not thought too well of in the Henry home, as is seen in a letter written by his widow to one of his daughters after Henry's death. Remark- ing on the dignity and calmness in

which her Christian husband faced his end, Mrs. Henry wrote, "What a seen [scene] have I been witnessed to. I wish the Grate [great] Jefferson & all the Heroes of the Deistical party could have seen my ever Dr. & Hond. [dear and honored] Husband pay his last debt to nature."

Six years later, in 1805, Jefferson began his correspondence with William Wirt. Over the next ten years he continued to answer inquiries and critique Wirt's manuscript. It is perhaps no coincidence that Jefferson's vicious remarks on Henry came at a time when he himself was being attacked by the Federalists as an unfit candidate for President because of his ineptness and cowardice while governor of Virginia. It was also during his correspondence with Wirt that Henry Lee's 1812 *Memoirs of the War* was published, which further perpetuated the stories of his failure as a chief executive. Still, Thomas Jefferson, who was so afraid of his role in history being written by partisan writers like Lee, had no reservations about furnishing biased statements concerning Patrick Henry to historian Louis Girardin and biographer William Wirt.

(Mark Couvillon was a summer interpreter at Red Hill while an undergraduate at Longwood College. He is now a full-time interpreter at Colonial Williamsburg and writes on Patrick Henry for this newsletter and other publications. The Patrick Henry Memorial Foundation Woman's Auxiliary is the sponsor of the Patrick Henry Oratory Contest at the 1998 Gateway Nationals)

(Mannebach from page 34)

various countries, whereas "Federalists" in the second sentence refers to a federation of American states. Speakers who equivocate usually confuse their hearers.

Glittering and projectile adjectives. Intelligibility frequently becomes hampered by adjectives which are highly emotional. For instance, what homogenous image can an audience acquire from such words as "colossal," "glorious," "stupendous," "tremendous," "terrible," "divine," "terrific," "ravishing," and "unbelievable?" Yet these words appear frequently in today's orations.

Projectile adjectives also hinder communications. Projectile adjectives function not so much to present an objective descriptions as to express the communicators' own feelings. Examples of projectile adjectives occurred when several students described

a young man as "that poor, old guy"; a smiling person as "that miserable wretch;" a wealthy person as "that poor fellow;" and a tall young woman as "the little old lady." Confusion occurs when the audience is uncertain whether the speaker's words are literal or figurative. Orators must be careful in their descriptions.

Nonfunctional Imagery. Imagery basically means the quality of words to evoke mental pictures. Clearness of thought demands clear imagery. A speaker once referred to the "wilderness of mind" and to the "obscure climate of the human intellect." What clear idea can one receive from the words "wilderness of mind?" What is an "obscure climate of the human intellect?" In fact, what is any climate of the mind? Such imagery blurs thought by taxing the bearer to discover resemblances which fail to exist.

Mixed imagery also clouds intelligibility. A politician once stated that "Virginia has an iron chair of mountains running through her center, which God placed there to milk the clouds and to be the source of her silver rivers." What corresponds to a chain of iron drawing milk from the clouds? Surely the imagery is vague.

Finally, communication should not be hindered by the use of learned and excessive imagery. All too often speakers conceal their thoughts by employing imagery that only people familiar with the classics can interpret.

The preceding examples fail to exhaust the obstacles to clearness of thought, but they sufficiently warn the young orator to be clear if persuasion is the objective.

Notes

- 1—Hugh Blair, *Lectures on Rhetoric and Belles* (Philadelphia; T. Ellwood Zell, 1883), pp. 101-102.
- 2—Arthur Schopenhauer, *A Series of Essays*, T. Bailey Saunders, trans. (New York; A. L. Burt Publishers, n.d.), pp. 298, 301.
- 3—Austin Phelps, *English Style in Public Discourse* (New York: Charles Scribner's Sons, 1888), p. 5.
- 4—Quintilian, *The Institutio Oratoria*, H. E. Butler, trans. (New York: G. P. Putnam's Sons, 1921), Vol. VIII, Preface 32.
- 5—Schopenhauer, *op. cit.*, p. 31.
- 6—William Shedd, ed., *The Complete Works of Samuel Taylor Coleridge* (New York: Harper and Row, Publishers, Inc., 1853), Vol. IV, p. 343.

(Dr. Wayne Mannebach was formerly Director of Forensics at Ripon College. This article appeared in the December, 1969 Rostrum.)



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Pat Bailey

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

Co-Dir. L-D
Claire Carman
BA

Lecturer
Renard Francois
BA

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

Lecturer
Marilee Dukes

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



Policy Debate

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

Co-Director
Michael Janas
Ph.D.

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

Paul Bellus
MA

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

Skip Coulter
MA

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

Heidi Hamilton Ph.D.	Coach, Augustana College, IL; fmr coach, U. Iowa; fmr. Coach U. North Carolina; Iowa Forensic Inst. '92-96; Samford Forensics Institute '95-97; Champion Debater, Augustana College, ND	David O'Connor BA	Champion debate coach at Iowa City West High School; Des Moines Roosevelt; W. Des Moines Dowling High School. He has had teams to the national finals of most national tournaments. Iowa Debate Inst. '86-97; Samford Forensics Inst. '93-97
Michael Jordan BA	Cumberland School of Law; Champion Debater, Charles Henderson High, AL and Samford U.; Coach, Mountainbrook High, AL; Samford Forensics Inst. '89-97	Thom O'Rourke MA	Debate coach at the University School of Nashville, fmr coach at University of Alabama, Champion debater at University of Alabama
Greg Myrberg BA	Debate coach at Iowa City West High School; Westminster Academy, GA; Champion debater at U. Kansas; Samford Forensics Institute '97		
Len Neighbors MA	Coach, Samford University; fmr coach, University of Georgia; Champion debater, University of Georgia; Bayside High School, VA; Longwood College Forensics Institute '94-95; Samford Debate Institute '97		

Individual Events

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

Director Dan Mangis BA	Coach, Texas Military Institute; DSR-TKA finalist Duo; NFL Finalist, Extemp, 1993; National Champion, Student Congress; fmr coach, University of Alabama; University of Alabama I.E. Team; U. Iowa Inst. '92-94; Samford Forensics Inst. '95-96	Lecturer Gloria Robison	Coach, Texas Military Institute; Champion Coach, St. James School (AL); Battleground Academy (TN); U. Iowa Inst. '88-94; Samford Forensics Inst. '95-96
Interp. Jon Birdnow BA	Assistant coach, University of Alabama; DSR-TKA 2nd Prose, ADS, Oral Interp '97; Semifinals ADS POI; Qualified all 12 AFA Events; University of Alabama champion I.E. team; Samford Forensics Inst. '95-96	Lee Robison	Assistant coach, Texas Military Institute; Champion I.E. St. James Academy; Davidson College; TMI Institute '97-98; Samford Forensics Inst. '96-98
Carol Davenport MA	Director of Forensics, Jefferson State College; fmr. coach, University of Alabama; Phi Rho Pi coach of the Year and Distinguished Service Award; National Champions in Prose, Poetry, Impromptu, Duo, ADS, Persuasion, Informative, and POI	Lecturer Frank Thompson Ph.D.	Director of Forensics, University of Alabama; 5 time DSR-TKA National Sweepstakes Champion; AFA Coach of the Year and Distinguished Service Award

The goal of the Samford Summer Debate Institute is to provide expert instruction at a reasonable cost. We do not fund any part of Samford Debate through the institute. Fees for the institute cover all essential expenses for students during the two week period. Supervised housing is provided in air-conditioned dormitories and all meals will provided. It is our firm intent to offer high quality at the lowest possible cost to the student.

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

Dr. Michael Janas or Dir. of Debate Samford University Birmingham, AL 35229 (205) 870-2509 mjjanas@samford.edu	Mr. William Tate Montgomery Bell Academy 4001 Harding Rd. Nashville, TN 37205 (615) 269-3959
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STUDENT VOICES

WHY?

by Alex Berger

What has drawn me to stay in an activity that is so demanding and so frustrating at times. The competition? The intellectual challenge? The missing school? No, two simple words: "Jim" Stories.

Of course, I am referring to my debate coach, Jim Gentile. Over the last few years, Jim has been many things to me: a coach, a mentor, a friend. I feel incredibly fortunate to have gotten to know him. I also feel incredibly fortunate to be around him, for he is the subject of many of my stories.

For example, on the way back from the Bronx tournament, while stopped at a Bob's Big Boy, we were complaining to Jim about how he never arranges for us to stay at a hotel. "Dudes," he said. "You know *nothing* about bad arrangements. When I went to St. Mark's a couple of years ago, we got to the tournament at 1:30 a.m. We didn't really arrange to have a room *per se*. We were just going to find someone to stay with. So the debaters found their friends to stay with but I couldn't find anyone, and I wasn't going to pay \$100 dollars for four hours of sleep. So I slept in the car."

When we expressed amazement, he told us that was nothing. "Dude. When the Greenhill Round Robin rolled around that Monday, I still didn't have a place to stay. Well, the tab room for the tournament was in the hotel, and it had a couch in it, and they had donuts, so I just sort of stayed there." When the first judge entered the tab room in the morning, he was greeted by Jim drying himself with ballots.

But seriously, why do I debate? It's an interesting question to ask yourself. Debate is an incredibly trying activity. Few other high school endeavors require year round commitment, travel across the country, a sacrifice of a normal social life and about three times as much work as is required in school. As Mr. Baker called it, debate is "full contact social studies." So why? I have been searching for a satisfactory answer to that question.

One of the more obvious answers is the learning experience, both in terms of amounts of knowledge and in the skills we learn. What other activity yields in-depth understanding about crime one year and climate the next, and still gives a broad

knowledge of current events like a Ballistic Missile Defense system and Clinton's fast track treaty authority? But also, it has taught me skills like time management, research, and discipline. I don't think that upon entering high school I ever imagined myself staying up until 6 a.m. on a summer night completing a file on the benefits and evils of nuclear power. It may be slightly crazy, but debate has taught me a lot.

I don't think that's really the answer though. After all, why not just read the newspaper every morning but not have to search frantically for scissors and tape every time you see the words "warming" and "Clinton" in a title. Perhaps the answer to the question, why I debate, is that it has made me more socially conscious. Debate is an activity full of discouraging hierarchies. It is very economically demanding. Money is required for entry fees, plane fare, car rental, hotel rooms, and other costs. I am incredibly lucky that my parents have been able and willing to pay for those costs and support me through the years. Unfortunately, the necessary capital is enough to drive many teams out. Yes, I know there are some teams from poorer schools who are able to overcome these obstacles, and deserve great credit. But those teams are too few and far between. At Georgetown Day we are working with two debaters from a city school who are very eager to learn about debate and very smart kids. But as I sit in our debate meetings and look at the two of them, I realize that they simply have very little chance of being competitive nationally in the next few years. Their school simply does not support the debate team with any money. And in a world where it costs \$500 plus to go to one debate tournament, the small schools usually cannot make it.

What is the solution to this problem? How can we make debate more inclusive. I'm not really sure. Part of the answer lies in encouraging more participation. Melissa Wade, who most of you know is the director of debate at Emory University, has been instrumental in the start-up of the Urban Debate League in Atlanta which now currently serves over 300 inner-city Atlanta students. Similar programs exist in Detroit, New York, Chicago, and Kansas City, with

leagues to come in seven more cities in the next few years. So part of what we can do is encourage or help in those programs and participate in their running.

But there are more simple ways to help than that. Most of us don't live near an Urban Debate League and/or don't have the time to commit to one. Really, all we need to do is, as Mrs. Wade says, "be the best we can be." In other words, we are sitting here, about to enter the late out rounds at one of the most competitive tournaments in the country. We serve as a model for many of the younger debaters. If we treat them with respect, they will want to continue on in the activity and will be excited about doing so. It's as simple as that.

But I don't think that's really the answer to the question I've been asking myself. Don't set me wrong. I think things like the Urban Debate League are *immensely* important. And perhaps it's my obligation to give back to debate what debate has given to me by trying to break down some of these hierarchies. But I don't think that's really why I debate. As I have pondered the question, why do I debate, over that last couple of months, one overwhelming answer has come to me: the friends.

Mr. David Baker delivered the keynote address about six weeks ago at the final dinner of the Greenhill Round Robin about what friendships have meant to him. In his address to the debaters, he said, "if you cultivate the friendships that you make in debate, your reward will be much greater and last much longer than the fleeting glory that your debate talents will earn." What he said could not be more true. In twenty years, we won't remember how we did at a given tournament, but we will always remember the people we spent time with.

To return to my theme of "Jim Stories", I should tell you another one. As I was struggling to think of what to say today, I asked Jim if he had any suggestions. He said he would think about it. And that he did. "Dude," he said, "I've done a lot of thinking, and I have decided what you should talk about at St. Mark's. I have the PERFECT format...[pause] Top Ten List!! Top ten things you like about debate! You (Berger to Page 55)

WAKE FOREST UNIVERSITY

announces

The Summer Debate Workshop, June 21st to July 10th, 1998

The nation's premier three week workshop for over 30 years, leading the way in the combination of practice, theory, and evidence. Staffed by the same nationally successful high school and college coaches who teach at the Policy Project, and a select group of intercollegiate debaters all of whom have substantial previous teaching experience. Every student participates in at least twelve debates, and contributes focussed, high-quality research assignments to a three thousand page set of institute-wide arguments. The workshop, open to all levels of students, is limited in size to the first 120 applicants.

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

For years, Wake Forest has led the way in institute curricular design and as a crucible of debate coaching at the highest level. The Policy Project will train 64 advanced debaters in cutting-edge debate theory and practice, and promote an ethic of high quality policy debate (including special lectures and discussion with former debaters who are now real-world policy makers and analysts, and special projects ranging from web page creation to public debates). The faculty are all prominent high school or college coaches, and represent many years of experience at every major national institute. Due to limited enrollment, applicants will be selected on a competitive basis, maintaining a firm 8:1 student-to-staff ratio.

Policy Analysis and Strategy Seminar, June 28th to July 4th, 1998

A fifth week for a select group of Policy Project participants, led by MBA's Alan Coverstone. This group will do directed reading and discussion on core topic issues, analyze the arguments produced by handbooks and the first workshops, and discuss high-level strategy, theory, and tactics of special interest.

The Fast-Track, June 21st to July 31st, 1998

A six week program for a select group of Policy Project participants, led by Ross Smith, Wake Forest's debate coach. Students get the full benefits of all of Wake's innovative summer programs plus the chance to work closely with the coach who in the 1990's has qualified more teams to the National Debate Tournament Elimination Rounds and has had more top-sixteen ranked teams than any other coach this decade.

All Wake Forest Workshops feature. . .

Need-based financial aid, air conditioned dorms, air-conditioned lab and classroom facilities, full meal plan options, unrestricted access to all libraries (including law, business, and medical), a copy of Wake Forest's *Debater's Research Guide*, a complete set of all workshop evidence produced by all labs, and a safe, supervised learning and living environment..

Wake Forest Debate, Box 7324 Reynolda Station, Winston-Salem, NC 27109

Phone: 910-759-5405 Fax: 910-759-4691 E-mail: debate@wfu.edu

Web Page address is <http://wfu.edu/~debate>



The Liberty Debate Institute

The Liberty Debate Institute is a summer workshop open to all high school students of all experience levels. It is sponsored by Liberty University and the Liberty University Debate Team. It is designed for beginning students who want to learn how to debate in the classroom or in competition as well as for intermediate and advanced (junior varsity and varsity) debaters who want to sharpen their debating skills and knowledge while getting a head start on preparing for the competitive debate season.

The One-Week Workshop will run from June 21 through June 27. The Two-Week Workshop will run from June 21 through July 4. The Three-Week Workshop will run from June 21 through July 11. Both the one-week and two-week formats are available to beginning through advanced debaters and will feature exposure to outstanding faculty and resources. The three-week option is for advanced debaters only.

If you are looking for a place to dramatically improve your speaking skills, your debating skills, your knowledge of this year's national topic, your knowledge of debate theory and your argumentation skills, then the Liberty Debate Institute should be your choice for a summer debate workshop.



Debate Coach Brett O'Donnell (center) is coach of Liberty University's two-time national championship debate team.

WORKSHOP FEATURES

- Affirmative case and topic-specific negative strategy research;
- Instruction on effective and persuasive communication in constructing and presenting arguments;
- Instruction on winning debating techniques;
- Debate theory instruction, discussion and analysis;
- Professional administration and supervision;
- Extremely low faculty/student ratio

For more information on Liberty Debate and the Liberty Debate Institute, visit our home page on the internet at:

<http://www.liberty.edu>



Liberty Debate Institute Workshops

One-Week Workshop	June 21-27
Two-Week Workshop	June 21-July 4
Three-Week Workshop	June 21-July 11

For a Brochure or More Information Contact:
Brett O'Donnell, Institute Director
Liberty University
1971 University Boulevard
Lynchburg, VA 24502
(804) 582-2080

(McCrady from page 44)

get there, they need to be greeted by a reasonable semblance of a continental breakfast (coffee, tea, juice, bagels, pastries, etc.). A lunch spread of make-your-own sandwiches and soft drinks or punch should also be served. Your league can provide all of this for a few hundred dollars a year--money well spent to create a proper atmosphere for our overworked and underpaid judging corps, not to mention our equally underfunded coaches.

Finally, a word of thanks, via note or just verbally goes a long way. (If the judge's work that day has been hopelessly inadequate, thank him anyway but don't rehire him unless you feel that the problems are remediable.)

As a coach, I'm often thankful that I spent all those years as a judge prior to having my own team. I know something of what it's like on the other side of that invisible fence, and more than ever I appreciate it when students encounter and learn from a good judge.

We coaches can expect professional conduct, specific, constructive written comments, and accurate ranking or win-loss decisions from our judges. To get these results, we need to get the best judges we can, and treat them with the respect they deserve.

(William "Rusty" McCrady coaches at Walter Johnson HS, MD).

CALL FOR LD TOPICS

Deadline May 5

Coaches and students who wish to suggest L/D debate topics for the 1998-1999 season should send them to:

Lowell Sharp
Golden High School
701 24th St.
Golden, CO 80401-2398

(Berger from Page 52)

could say, like 'number 10, Ken Strange's Laugh. Number 9. I get to perfect my Adam Goldstein impression."

Well, it may not have been the greatest idea. But as I thought about it, I realized that the reason I couldn't do that is that so many of the small things in debate have meant so much to me, too many to count only the top ten.

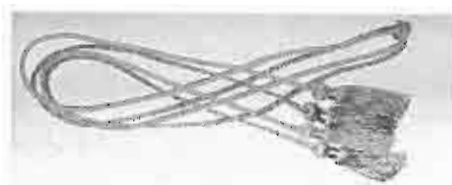
But one memory does stand out in my mind, a memory that illustrates the power of friendship. It was the last night of the Dartmouth Debate Institute this summer. The last night of DDI is usually the most fun of all. There is no lights out policy and basically we are all allowed to roam around like we were coo-coo for cocoa puffs the whole night. Well, I called home around 11 to make sure my plane ticket logistics were all worked out, looking forward to the night of fun in front of me. It was then that my mother informed me that Ben Cooper, my friend since the fourth grade, had been hit by a truck while waiting at a stoplight that day and killed instantly.

I cried that night for a while. But after that I just sort of walked around in a combination of shock and grief, friends immediately knew something was wrong, and helped me through the night. Over the next six or seven hours, I received constant offers of comfort, consolation and understanding. It was then that I realized I have a great group of friends.

Attitudes about debate are ever-changing. So often, we become frustrated with the activity, frustrated with everything from the large amounts of work, to the school absences, to the arbitrary nature of decisions. But the one constant is the bonds we share. I have thought on occasions about quitting debate. But I never would. There is no other activity where friends live together for the summer and then keep in contact during the year despite living great distances apart. There is no other activity where a group of people can be in constant competition and yet never break their ties of friendship. It is the magical quality of debate that out of argument can come understanding; out of exhaustion, exhilaration; out of conflict, camaraderie. There is no other activity that demands so much and yet gives so much back.

(Alex Berger debates for Georgetown Day High School (DC). This speech was delivered at the St. Mark's Tournament award breakfast in October.)

NFL HONOR AWARDS



Honor Cords

Where allowed, these entwined silver and ruby cords may be worn with cap and gown at graduation ceremonies to signify the graduate has earned NFL membership. Silver is the color of the student key and Ruby the color of NFL's highest degrees. New silver and ruby colors will not conflict with the cord colors of the National Honor Society.



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send form to:

National Forensic League
 125 Watson St
 P O Box 38
 Ripon, WI 54971-0038
 or
 Phone: 920-748-6206
 Fax: 920-748-9478

BARKLEY FORUM
EMORY NATIONAL DEBATE INSTITUTE
Lincoln-Douglas Division
Under the Direction of Melissa Maxcy Wade
June 21-July 4, 1998
Emory University, Atlanta, Georgia

The Emory National Debate Institute has been contributing to the education of high school debaters for twenty-five years. The curriculum is steeped in the most fundamental aspects of debate: presentation, research, and critical thinking. The curriculum has also developed over the years to adapt to the needs of current practice. An excellent combination of traditional argument and value debate theory and an emphasis on current debate practice, makes the Emory National Debate Institute one of the most successful year after year. Novice, mid-level, and varsity competitors have found the Institute a worthwhile learning experience because the staff has the expertise to teach all levels of students and the experience to adjust to a variety of student needs. Fees are comparatively inexpensive.

Features of the Emory National Debate Institute

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

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

Library access: The Institute offers debaters access to the Woodruff library system; including the Gambrell law library, the Woodruff medical library, and a large government document collection. While the main Woodruff library undergoes renovation, a comprehensive in-house dormitory library will provide access to journals, books, and government documents. In addition, an in-house dormitory library makes hundreds of articles and documents easily available. We find the dormitory library especially helpful for the beginning student.

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

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

Dormitory supervision: An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory. Back for her fifth year, the head dormitory counselor's sole duty will be supervision of the dormitory.

For an application, write or call:

Melissa Maxcy Wade
P.O. Drawer U, Emory University
Atlanta, Georgia 30322
(404) 727-6189; email:lobrien@emory.edu; FAX: (404) 727-5367

BARKLEY FORUM

EMORY NATIONAL DEBATE INSTITUTE, Policy Division

Under the Direction of Melissa Maxcy Wade

June 21-July 4 1998

Emory University, Atlanta, Georgia

The Emory National Debate Institute has been contributing to the education of high school debaters for twenty-five years. The curriculum is steeped in the most fundamental aspects of debate: presentation, research, and critical thinking. The curriculum has also developed over the years to adapt to the needs of current practice. An excellent combination of traditional argument and debate theory and an emphasis on current debate practice, makes the Emory National Debate Institute one of the most successful year after year. Novice, mid-level, and varsity competitors have found the Institute a worthwhile learning experience because the staff has the expertise to teach all levels of students and the experience to adjust to a variety of student needs. **A division for junior high students runs concurrently with the high school division.** Fees are comparatively inexpensive.

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Dormitory supervision: An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory. Returning for her fifth year, the head dormitory counselor's sole duty will be supervision of the dormitory.

Coaches workshop: An in-depth coaches workshop is conducted. Topics will include administration, organization, and coaching strategies. A full set of lectures appropriate for the classroom will be developed. Junior high teachers are also welcome.

For an application, write or call:

Melissa Maxcy Wade
P.O. Drawer U, Emory University
Atlanta, Georgia 30322

(404) 727-6189; email:lobrien@emory.edu; FAX: (404) 727-5367

COACHES CORNER

BRACES ON TEETH, TROPHY IN HAND

by Sr. Josephine Palmeri, MPF

"Why do you have so many kids on your team with braces on their teeth and marbles in their mouths?" a fellow coach asked us. Same old debate. Some felt forensics was only for the talented "elite." My partner Patricia Cray and I took anyone. Guidance kept sending us kids. "Put them in forensics, will you? They need confidence."

The other schools had 7 to 12 members. At one meet, the diocesan league moderator joked, "I told my kids not to be threatened by your team of 24. You have quantity, but not quality. And your president does an AM original oratory with an FM voice." "The year's still young," we countered.

Pat and I split the team between us, coaching kids before and after school, lunch hour, weekends. Some were talented -- like Dan, an experienced actor. Others...well, we felt like Henry Higgins with Eliza Doolittle. "Trophies are not our goal," Pat agreed. "We're here to help kids gain poise and self-esteem." And to our delight, the trophies came too.

There was Cheryl. Freshman guidance called me aside one day. "Look, Sr. Jo, this kid's unhappy. She says the school's too big, she's shy, no friends. Take her under your wing, OK?" Cheryl showed up at 3 PM to read for me. In walked declamation champ Nick, handsome, personable. "You're good!" he announced! "I bet you could do extemp & debate." The rest is history. We have photos of Cheryl with extemp and debate trophies. I can't take credit -- the girl was a natural.

Jackie was another story. A sweet-but-timid senior, she had almost passed out (literally) when Miss M. insisted she read in class. Due to a public speaking phobia, she had squirmed through 13 years of education without ever standing before a group.

After school, Jackie moaned about her near collapse. "Here, go to the lectern read this for me. I handed her my 'lucky' piece, 'Digit of the Moon,' a charming Hindu folk tale.

"You don't understand," she protested. "I can't get up in front of even ONE person!"

"You'll be in college next year. Do you want to be afraid all your life, or conquer

this?" I challenged.

After a few moments, she trudged to the front of the empty room, and began reading -- barely audible, faltering, eyes glued to the paper.

"Not bad for your first time," I fibbed. Try it again, much louder. Make your voice do what the word says, '...the softness of snow and the cruelty of the tiger.' Once in a while look up for eye contact."

The second time was better. Her voice was pretty, musical. We practiced enunciation and volume. The third try was surprisingly improved. At 5 PM, I read the story onto a blank cassette, with coaching tips, "Raise your head defiantly on this angry part...shake your head NO on the word 'never.'" "Here's your personal coaching tape," I said. "Play it 10 times. You're now in Prose Reading."

To my surprise, Jackie showed up for frequent coaching, and with arm-twisting from peers, went to a few small meets. No prizes, but she conquered her fear and earned her NFL certificate! She glowed with poise and new friendships, and went to the senior prom with our team President.

By January, her performance was flawless. One snowy weekend, at a huge tournament in Matawan, Jackie won third place in Prose Reading. "I can't believe this is happening to me," she marveled, clutching her trophy as the team cheered and bulbs flashed.

March would be the BIGGIE, the "Grands," deciding which two speakers in each category would represent Camden Diocese at the NCFL.

Before Grands, Jackie enrolled in an evening psychology course at Glassboro College. "The prof made us tell our names and goals," she bubbled. One poor guy was so nervous, he couldn't do it. That would've been me six months ago. When my turn came I said, "Hi! I'm Jackie Brady and I'm on the Paul VI HS forensic team. My goal is: I'm going to be 2nd-place winner in my diocese and go to Nationals in Detroit."

"Have you come a long way!" I interrupted.

"Yes," she agreed. "I keep repeating: 'Dan will win first and I will be second.'" Her face sobered. "But you know the real reason I want to win? My grandfather is dying

of cancer. I'm his only grandchild and he's proud of me. He said, 'Win it for me, Jackson.' That's his pet name for me."

At Grands, Jackie waltzed in looking like a model. Everything was perfect: her shell-pink, puffy-sleeved dress, high heels, curly shoulder-length hair, even a ribboned manuscript folder to match her dress!

After six grueling hours of competition, we drove to the Woodbine Inn banquet, where winners would be announced AFTER dessert.

The League Moderator spoke ceremoniously at the mike. Ten winners from our team, an all-time high, would represent Camden at the Detroit Catholic Nationals. Team President Joe Bertolino (our OO champ with AM speech and FM voice, later a forensic coach himself) proudly rose for his first-place trophy and the team Sweepstakes Cup.

Dan won Diocesan first place for Prose-and-Poetry, and Jackie second. Before they could discuss plans for Detroit, Jackie headed to the hospital to show her grandfather her trophy. He nodded his head and smiled. Not long afterwards, he died.

"Remember what Viktor Frankl said in *MAN'S SEARCH FOR MEANING*?" Jackie mused, after the funeral. "He who has a why can conquer any how." I think Nietzsche said it first. I prayed to win for my grandfather. He was my why."

That June, when my superiors asked me to teach in a new school, my team held a surprise going-away party, with 3-foot-long hoagies and pepperoni pizza. I was moved by the many gifts and expressions of affection, but especially one card which read, "How do I say thank you to someone who changed my whole life? With fondest love-Jackie."

Epilogue: In college, Jackie performed in drama productions, worked as broadcaster on a local radio station, and now possesses her master's degree. Presently, she enjoys teaching middle school, where all her students receive training in public speaking.

(Sr. Josephine Palmeri, MPF coached at Paul VI H.S. in Camden, N.J. She now coaches at Villa Walsh Academy, N.J.).

LONGWOOD COLLEGE INSTITUTE *for* PUBLIC ADDRESS, DEBATE, *and* FORENSICS

LONGWOOD COLLEGE has a deep commitment to excellence in communication including the fields of debate and forensics. Each year the College offers summer Institutes for high school students and coaches in preparation for competition in the coming school year. This summer, champion coaches and faculty have joined to provide three Institute offerings. Residential students pay only \$300 per week. *Register before June 26 to avoid a \$25 late fee.* ✻

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Bob Kelly, *Chesterton High School, Three National Oratory finalists in the past four years*

Pam Cady, *Apple Valley High School, Coach of the 1995 1st and 2nd place Oratory winners*

Doug Springer, *New Trier High School, 1997 state champs in varsity policy debate with three members elected to the All-State Policy Team*

Thomas Doyle, *Attorney, National qualifier in both student congress and policy debate, university national champion in extemporaneous speaking*

Don Tantillo, *Wheeling High School, Coach of Illinois state champions in both policy and Lincoln-Douglas in the past seven years*

Susan Tantillo, *Wheeling High School*

Bill Fiege, *Longwood College Director of Forensics and Institute Supervisor*

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*Lincoln-Douglas debaters will attend
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construction, debating values, refutation
and argumentation.*

Each Lincoln-Douglas debater will
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mative and negative cases and discuss
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For more information and an application, please contact:

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FOURTH DIAMOND COACH

**** S. L. Chandler
San Fran-Washington HS, CA

April 21, 1997

10,003 points



Coach Chandler thanks all the players whose 29-year efforts helped him reach four-diamond status; especially Spencer and Shana who combined for over 2,000 NFL points, seven appearances at Nationals and State Champions in OO (Shana) and DI (Spencer). Sanford gives loving thanks to co-coach, Danise Chandler for raising two great kids and covering tab tables while he mingled with the Washington team between rounds. He's proud of being the father of the 200 Club, the progenitor of Expository at Nationals and the use of the word "Supplemental" to replace the dubious "Consolation". S. L. has been a vocal enthusiast for unlimited rounds and point scoring per day, but vehemently upholds the maximum of 24 points in Congress. His recent suggestion, "Honorable Mention" for schools just outside of any top 25 range, was introduced in the September *Rostrum*.

Always friendly, voluble, and opinionated, Sanford Chandler is beloved by coaches and students alike.

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FOR INFORMATION PLEASE CONTACT:

JANE BOYD, DIRECTOR OF DEBATE
GRAPEVINE HIGH SCHOOL
3223 MUSTANG DR
GRAPEVINE, TEXAS 76051

817-251-5248

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Who's *We*?

Tom Downs

Successful high school coach

Chris Regan

Former L-D National Champion and current
Notre Dame Law student

A.C. 'Tuna' Snider

Director of Forensics, University of Vermont

Pam Stepp

Director of Forensics, Cornell University

Frank Irlizzary

Director of Forensics, Syracuse University

Sam Nelson

Director of Forensics, University of Rochester

David Berube

Director of Forensics, University of South Carolina
and author of Non-Policy Debate.

Isaac Castillo

Assistant University of Rochester Debate Coach
and former CEDA All-American

Jeff Clayton

Former Baylor University debater and current
University of Rochester Assistant

The Particulars

We start at 9:00 a.m. and end at 9:00 p.m. each day. Cost of the institute is \$250 for commuters and \$350 for students staying on campus. (Commuting coaches may attend free of charge!) **Send your registrations by June 15, 1998!**

Fees include all meals for commuting students and residence hall accommodations and meals for in-residence participants. Accommodations at the University are double occupancy. Rooms are equipped with standard residence hall furniture including twin beds and desks.

Need more details? Contact Sam Nelson, Director of Forensics, 418 Morey Hall, University of Rochester, Rochester, NY 14627, (716) 275-2064 or e-mail him at smnn@uhura.cc.rochester.edu.

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CX: 213 teams Duo: 128 teams

FX: 117 DI: 165

USX: 151 HI: 143

OO: 153 LD: 200

Congress: 160



*Sean Nicewaner (Nevada) and
David Watkins (Neosho), co-winners
of Varsity Sweepstakes.*



*Hall of Fame coach Bob Bilyeu
presenting Overall Sweepstakes to
Deana Butcher (Hillcrest).*

STRATEGIC LD

1998-1999

StrategyLD@aol.com

STRATEGIC LD is an association of former national qualifiers and national caliber LD'ers that provides exceptional and high quality analyses of LD topics. The writers of Strategic LD have competed in the later rounds of Nationals and placed at tournaments like St. Mark's and Harvard. In each analysis, Strategic LD offers values and criteria, observations and arguments, philosophers and evidence, and CX strategies and a reading list. Strategic LD also provides ongoing support for debaters and coaches who wish to call and discuss a strategy with a member of our team. Strategic LD makes coaches and debaters the following *guarantees*:

☐ The writers of Strategic LD have significantly greater LD related expertise than the writers for most other topic analysis services. Successful LD Coaches that take the time to read our product will notice a significant gap in the quality of our service and others.

☐ Strategic LD is an excellent teaching tool for coaches who want to help their debaters progress to a higher level. After using Strategic LD for several topics, your debaters will be able to apply paradigms and strategies from one topic to others. Many of the strategies that you read in Strategic LD are the same strategies that you will hear in eliminations of national tournaments.

☐ Strategic LD will help debaters learn to apply philosophers correctly. In the past, our analyses have included theories from Locke, Mill, Rawls, Adler, Sandel, Kant, etc. *Recognizing the best time to apply a philosopher is often the greatest challenge.*

☐ Strategic LD guarantees your satisfaction. In a survey of our test market, 92% of respondents rated Strategic LD as either "very useful" or the "most useful they had seen" when compared with other products on the market. 94% said they used ideas from the analysis "consistently" in their cases. One of Strategic LD's subscribers was represented in the final round of Nationals last summer. Strategic LD will make a significant difference in your tournament performance.

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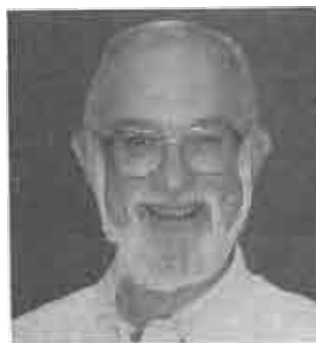
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GATEWAY NATIONALS COMMITTEE MEMBERS**Randy****Donna****Tim****Peggy****Rebecca****Bob****Brenda****Don****Eleanor****Jeff****Joe****Ken**

GATEWAY NATIONALS '98

EAST MISSOURI COMMITTEE

We of the East Missouri NFL have at last taken up the challenge posed twice by our NFL friends on the Western edge of the state. Executive Councilman Don Crabtree hosted Nationals at his school, Park Hill, in 1983 and 1994. Following Kansas City's stellar example, we welcome the nation to "Catch the Spirit" of St. Louis at the NFL Gateway Nationals '98.

The Pattonville School District has generously provided not only facilities, but also invaluable leadership and resources. Pattonville Senior High School and Holman Middle School will hold all speech and debate events. The two sites are separated by a 15 minute drive. Shuttle service, provided free through the courtesy of the Parkway School District, will run from Monday through Thursday.

Opening Day, June 14, 1998

After registering at the Renaissance Hotel which was immortalized on film in "Planes, Trains and Automobiles," please join us for our opening ceremonies. While we enjoy the state-of-the-art sound and video systems at Grace Church, Stone Phillips, nationally known anchor of NBC's "Dateline," will accept NFL's "Communicator of the Year" Award.

Directing Opening Ceremonies and Finals at Grace Church is Triple Diamond Coach Rebecca Pierce from Parkway South. Becky has earned awards as Parkway South's Teacher of the Year, Most Outstanding Teacher from Speech and Theatre Association of Missouri (STAM), Most Influential Teacher Awards from both the Missouri Scholars' Academy and University of Missouri at Columbia Honors College. Becky is known far and wide for the perfection of her theatrical direction.

Following the Opening Ceremonies, enjoy our hospitality as Northwest Plaza opens its doors after hours to the NFL. The Student Mixer will feature the latest in music and electronic games at "Tilt." The Coaches' Reception, sponsored by Missouri National Education Association, will be held in J.C. Penny court. It's free to coaches who send for admission tickets in advance.

Brenda Bollinger, winner of Oakville High School's Teacher of the Year and the Emerson Electric Excellence in Teaching Award, has been working hard to provide

Gateway Nationals '98 with low cost or free events from her post as Reception Co-ordinator. Brenda has so much energy that she can sponsor two nationally known programs at Oakville—NFL and TREND (Turning Resources and Energy in New Directions). She serves as advisor to the current TREND Volunteer of the Year and sponsors the Most Active TREND Chapter in the U.S. Her Oakville chapter was the first high school chapter in the TREND Hall of Fame. Brenda is assisted by Matt Thomas.

Leadership

Rarely can three people work together so well as the three who have steered Gateway Nationals '98. The complimentary abilities of these three along with the ever-increasing size of the National Tournament may explain why we have set a new precedent: having tri-chairs instead of single chairs or co-chairs.

Anyone who knows Pattonville Tournament Director, Randy Pierce, knows he has the energy to wear a dozen hats at once. Randy has earned four diamonds, NFL Distinguished Service, 4th honors; Pride of Pattonville Award, Most Outstanding Teacher (STAM), and Pattonville Teacher of the Year. Randy is the Missouri representative to the National Debate Committee and the St. Louis representative to the Missouri State High School Activities Association. Randy is so effective as a leader that he persuaded his school district to start '97-'98 a week early so that there would be extra time to prepare the buildings for Nationals. Randy contributed the initial impetus as well as daily doses of enthusiasm and untold amounts of hard work to making Gateway Nationals '98 a success.

Tournament Manager, Donna Ross who does wear a dozen hats, sets the standard for commitment. A Four-Diamond Coach, Donna has won numerous honors including STAM's Most Outstanding Teacher and NFL National District Chair for 1996. However, she takes greatest pride in her awards for service. Not only has she received several NFL service Citations, she was the first person ever to earn the STAM Loren Reid Award for Outstanding Service and, more recently, the STAM Emeritus Award. Donna established a scholarship to encourage East Missouri NFL students to become Communication Educators.

Donna is no longer a full-time teacher, yet has embraced the '98 Nationals in a full time commitment. Her busy writing schedule includes Mock Trial articles for the *Rostrum* and a Mock Trial book to be ready in June, as well as materials for Gateway Nationals '98. Donna will be aided by her son Damon, former Mock Trial State Champion from Parkway Central.

Tim Gore, Director of Operations, has the energy of a dozen people. He has received countless honors including Missouri State High School Activities Association Distinguished Service Award, Most Outstanding Teacher (STAM); and Tim was a finalist for Missouri State Teacher of the Year. He is a Triple Diamond Coach who is forging a new, integrated speech curriculum for the progressive Clayton School District from his directorship at Wydown Middle School. Tim's education experience spans small towns, suburban and urban education from elementary through high school levels in both forensics and theatre. Tim is not only versatile, he is unsurpassed at making things happen. He gets more done by 9:00 AM than a dozen Marines do all day.

Judges

Serving as Local Judges' Co-ordinator (along with her husband Alan Mitchell from Ritenour High School and newcomer Jennifer Frericks from Parkway South) is East Missouri's District Chair, Peggy Dersch of Parkway West. Peggy is a Double Diamond Coach who has been President of STAM and has won the prestigious Southeast Missouri State University Young Alumni Merit Award, Central States Communication Association Outstanding Young Teacher Award and STAM Most Outstanding Teacher Award. No one is more caring, skillful or articulate in dealing with people than Peggy.

Public Relations

Triple Diamond Coach at Francis Howell North is Public Relations Director and District Committee member, Linda Dencker. Linda has won an impressive list of honors including the Travis Hack Award for service to special students, University of Missouri Honors College Most Influential Teacher and Francis Howell award for Outstanding Service. Thanks to Linda and her husband Bob, we have a superb logo and designs for our materials. Linda is in-

valuable to the district committee for her warmth and sincerity. Working with Linda on our advertising booklet is Artistic Director, Dave Waldmann of Ritenour. Dave is an exceptional artist who brings a wealth of expertise and a true artist's eye to this challenge.

Double Diamond Coach at Ladue High School, Linda Box, serves on the district committee and is a Governor of the Speech and Theatre Association of Missouri. She is past President of the Greater St. Louis Speech Association and is well known for her excellence in creating high calibre student performance including coaching a national runner-up in Lincoln-Douglas debate. Linda will be working with Mark Ludwig of Pattonville to produce our commemorative video for Gateway Nationals '98. Taking our programs to cable is the job of former East Missouri District Chair, Tim Miller of Fox.

Publicity Director Kim Cranston brings varied experience as well as many talents to the Gateway Nationals. She has taught in towns and cities in Texas and Missouri. She has established an excellent program at Marquette High School, no doubt based upon the wisdom she learned from her student teaching experience under the guidance of redoubtable NFL Hall of Famer Bob Bilyeu of Springfield.

Volunteers

Director of Volunteers, Noreen Colbeck of Clayton, bubbles over with energy and has the true spirit of volunteerism. Recently, when the fall play director at Clayton High School became ill, Noreen took on the job of bringing the play to performance over the very tough last two weeks. By all reports, she did a fabulous job.

Aiding Noreen is Organizational Liaison Dr. Janet Brown and her assistant Rosemary Hopkins of Nerinx Hall. These two have been most successful in raising funds and enlisting volunteers.

Director of Student Volunteers is talented newcomer Kevin Neustaedter of Ritenour who will be aided by Keith Osterberg of Webster Groves and Rob Gleason, enthusiastic director of Wentzville's speech programs.

Hospitality

Hospitality Liaison Sara Hart from Parkway North knows both middle and high schools well. To all levels of students and to all types of coaches, Sara is a pro at giving TLC. Her magic fingers can even coax tired neck muscles to stop complaining.

Other distinguished Parkway personnel are Central's coach Kevin Hoffman and Allison Levin of South. Diamond Key Coach Zona Ludlum of Hillsboro, winner of Jaycee's Young Educator and DeSoto's Outstanding Young Woman Award will assist. Also helping Sara are the most dynamic teachers in the St. Louis Public Schools, Lynn Nicolay of Metro Forensics and Visual and Performing Arts Academy and Harry Kumke of Soldan International Studies Magnet School.

Four Diamond Coach Ron Shafer who founded the East Missouri District in 1978 will find time for the job of Sponsor's Liaison along with his job directing Extemporaneous Commentary. Ron has won just about every honor NFL offers and is a long-time Hall of Fame Member.

Our Special Events Chair, Susan Jakoby, proves that teaching forensics has a special lure all its own. As a Parkway South competitor, Susan was the Missouri State Oratory Champion in 1988. Competing for Bradley University, she placed in national final rounds. After a corporate career, she returned to coaching and began teaching. Susan brought her expertise full circle by coaching the Missouri Oratory champion for Parkway South in 1997. Susan is on the Pattonville staff for 1997-1998.

Our staff of greeters and people to provide information is both friendly and knowledgeable. They include Jan Haas of Hazelwood West, Katie Trapini of Orchard Farms and Betty Pfaff, formerly of Parkway Central.

Concessions

Undertaking the mammoth task of managing all food and souvenir sales is our Concessions Director Jeff Kopolow from Ladue, an NFL member for nearly forty years. Jeff hosts the St. Louis MSHSAA District Tournament as well as the local Mock Trial workshop. Even though he is a social studies teacher in the classroom, he is an award winning speech coach who calls forensics an "outstandingly healthy spectator sport." As proof he asks, "When is the last time you saw two football teams go out together for pizza after a game?" Jennifer Forrest, gifted alum from Ladue and Ladue's Media Specialist Joyce Inman will also lend their skills.

Working with Jeff on arcade sales are Parkway Northeast Middle School coaches Melody Stough and Sara Renschen. As a student at Clayton High School Sara was twice the state champion in poetry. In her "spare" time, Sara uses her formidable acting talent in local theatre companies.

Fund Raising

Vital to our fund raising efforts has been the charm and hard work of our Gifts Co-ordinator Ed Grooms from Webster Groves. Ed has increased our visibility by organizing our "Day at the Ball Park" and has solicited donations for our auction and for gifts to all coaches and participants at Gateway Nationals '98.

Our Educational Liaison from Clayton, Karen Malone, is hard at work bringing colleges and universities to St. Louis as exhibitors.

Also active in securing donations is our Registration Co-ordinator Melinda Bond and her assistant Nathan Willard from Lafayette. Ask Melinda about EMO's and you'll see why she's our most dynamic young coach.

Advising our efforts are Brent Williams of Priory and Barbara Barrett, distinguished alum from Parkway Central.

Facilities

Serving as Host Director at the Holman Middle School site is Diamond Key Coach Ken Lopinot from Pattonville High School. Ken coached State Interpretation Champions for two years in a row. Ken has also coached a student to The National finals in poetry. He is a Governor of the Greater St. Louis Speech League and a well-known local actor-director of great accomplishment.

Helping Ken make things run smoothly are Main Events Liaison Greg Jones from Valley Park; Wilma Cassibry from Fort Zumwalt South as Consolation Events Liaison; and Steve Geiger, Support Group Liaison from Francis Howell North who will see to the arrangements for extemp preparation rooms. Helping Steve will be Chris O'Donnell of Francis Howell HS.

Efficiency is the watchword of our Transportation Director, Fred Schue of Parkway North. Chaminade coaches Marty Strohmeyer and Phil Shayne are our Parking Co-ordinators.

Congress

Joe Kennedy of Red Bud High School in Illinois spent last June in Minneapolis learning every nuance of his job as Congressional Liaison. Also working with Congress is Pattonville alum and veteran competitor in NFL Nationals Bob Dillon of Fort Zumwalt South HS, who serves as our School Administrator Liaison. Bob remembers his own national tournament as a wonderful experience which he plans to extend to all the competitors in St. Louis in 1998.

GATEWAY NATIONALS COMMITTEE MEMBERS**Kevin H.****Kevin N.****Kim****Linda B.****Linda D.****Matt****Melinda****Nathan****Noreen****Sara****Susan****Suzie**

Communications

No one has a more crucial job than our Communications Director, Don Schulte from Pattonville. You may admire the work of our beloved wonk by visiting our website: <http://www.geocities.com/athens/forum/1093>. Don will be running computer messaging as well as co-ordinating telephone and paging service.

Recognition

No one is better suited to thank people and give them recognition than our Awards Co-ordinator, Eleanor Silberg from Priory. Eleanor was so grateful for her own high school and college forensics experience that she began a program at Priory even though the odds were against her. She teaches French, has no speech class and cannot meet with her students after school because of Priory's mandatory sports program. Hers is an object lesson in starting a forensics program regardless of the problems you have to overcome just because NFL is best for the students. As she says, "What better way to encourage proficiency in listening and critical thinking?"

Outstate Team Members

The East Missouri District is blessed to have outstanding coaches who are not in immediate proximity to Pattonville, but

who are hard at work promoting speech and raising funds to make Gateway Nationals '98 an unforgettable experience.

From the center of the state come Directors of the Mid-State Region Kathy Waner and Lisa Nieuwenheizer from Columbia Hickman High School and Stacy Bonderer from Columbia Rock Bridge High School. Stacy is a go-getter who has doubled her chapter's size every year since she's been coaching. First year coaches at Jefferson City High School are our Capitol Region Directors Laura Cooper and Annika Robb.

Double Diamond Coach and founder of the John F. Hodge NFL Chapter, Julian Kite is our Western Region Director. Julian is National Co-Chair of Rural Education for the National Council of Teachers of English and is St. James Teacher of the Year.

Jo Nell Seifert of Poplar Bluff has been a finalist for Missouri State Teacher of the Year. Jo Nell directs our Southern Region with her well-known wit and perspicacity.

Director of the Southeast Region, Susan Hekmat from Cape Girardeau Central High School, is more than busy with her duties as President of the Speech and Theatre Association of Missouri and with her work on Educational Standards for the State Department of Education. Still, she is mak-

ing time for the upcoming nationals.

Belleville East's Carol Harms, though not in the East Missouri District, has graciously offered to serve as liaison to Illinois high schools.

College and University

We are more than grateful for the financial aid and wholehearted support of our friends from higher education. Long time illustrious coach and NFL Hall of Famer, Dr. Richard Hunsaker from McKendree College, is our Illinois University Liaison. Serving as Missouri College-University Liaison is Dr. Tom Preston of the University of Missouri at St. Louis who graciously included our materials in his tournament invitation and promoted our efforts by giving our merchandize to semifinalists at his invitational tournament last fall. Through his efforts, the *Missouri Speech Journal* devoted its back cover to Gateway Nationals '98.

Returning to St. Louis after a time in Louisiana are Scott and Gina Jenson of Webster University. We couldn't be happier that they have picked this year for their homecoming.

All of us at Gateway Nationals '98 are looking forward to a splendid week when we play host to the most talented students and the finest coaches in the U.S.

ANNOUNCING THE 1998 BARTON SCHOLARS PROGRAM AN INITIATIVE OF THE NATIONAL DEBATE COACHES ASSOCIATION

Phyllis Barton, one of the most distinguished and successful high school debate coaches in the history of the activity, was a fervent and constant advocate of high quality argumentation. Her teams at Princeton High School in Ohio won all of the major contest events, often several times. Barton served as NFL Vice President. The Barton Scholars Program honors her legacy by funding coach scholarships for summer institute instruction.

Teachers who receive awards are permitted to use grants to attend any summer teacher program relevant to debate of their choice.

WHO CAN APPLY? Any Lincoln Douglas or Policy debate teacher of any level of experience. We will try to match you with a workshop that meets your needs.

WHAT WILL IT COST? It depends. Classes are free at university workshops that participate with the NDCA. The NDCA will consider each application and try to meet each applicant's financial needs as much as possible. NDCA members may apply without cost. There will be a \$35 fee to non-members when the scholarship is awarded.

WHEN DO I HAVE TO APPLY? Applications must be received by May 1st.

WHERE DO I APPLY? For more information, or to apply, send a letter including your financial and educational needs and where you would like to go (if you know) to Glenda Ferguson, Heritage Hall High School, 1800 NW 122, Oklahoma City, Oklahoma, 73120. You may e-mail at Gfergu1060@aol.com *school*, or dandgferg@worldnet.net *home*. You can also use the application in the ROSTRUM.

Colleges and Universities who conduct summer programs in debate teacher education and who wish to participate in the Barton Scholar Program should contact Glenda Ferguson at (405) 749-3033 *school*, or (405) 721-6661 (*home*).

APPLICATION FOR THE BARTON SCHOLAR PROGRAM

name: _____ phone: _____

school: _____ phone: _____

fax: _____ email: _____

Please give a brief explanation of your educational needs.

Please give a brief explanation of your financial needs.

Please list the teacher workshops you want to attend in order of preference.

1. _____

2. _____

3. _____

Please send a letter of recommendation from your principal.

Please send this form and your letter of recommendation to:

Glenda Ferguson

The Heritage Hall School

1800 NW 122

Oklahoma City, Oklahoma 73120

Questions? Don't hesitate to call Glenda at 405-749-3033 (school) or 405-721-6661 (home)

STONE PHILLIPS: MAKING THE NBC PEACOCK PROUD

by M. Donna Ross

Stone Phillips is a principal anchor of the award-winning newsmagazine *Dateline NBC*. He has generated headlines with a wide range of reports, including groundbreaking investigations, political profiles and consumer and human-interest stories. He also anchors *Weekend Magazine* on MSNBC. Also, Phillips has served as a substitute anchor on *NBC Nightly News with Tom Brokaw* and *Today* and as a substitute moderator on *Meet the Press*.

Phillips has earned honors for his work on *Dateline*, including a revealing interview with Bernhard Goetz, a hidden-camera investigation documenting the exploitation of child workers in Southeast Asia; an expose of incompetence and inadequacies in the New York City child-welfare system that contributed to the tragic loss of a six-year-old girl; a story on the reappearance of a U.S. serviceman presumed dead for nearly 30 years; a report on flaws in the 911 emergency-response system; and hour-long specials focusing on medical ethics.

He spent more than two years covering both O.J. Simpson trials for *Dateline* and landed exclusive interviews with several key figures in the case, including the jury foreman from the criminal trial, and Daniel Petrocelli, the lead attorney in the civil proceeding. Phillips also conducted newsmaking interviews with James McDougal, Sol Wachtler, Victoria Gotti, Bob Woodward, Walter Cronkite, Jeffrey Dahmer, Dennis Rodman, Sharon Stone, Michael Jordan, Anthony Hopkins and Howard Stern. Phillips's 1992 interview with President George Bush made headlines concerning the President's views on abortion rights. In addition, Phillips was granted unprecedented access to Boris Yeltsin for an exclusive interview.

Phillips has reported from all over the world, including the jungles of Bolivia and Colombia on the cocaine wars; the South China Sea on the Vietnamese refugee crisis, from India on the bloody riots between Sikhs and Hindus after the assassination of Indira Ghandi, and from embattled West Beirut during the Israeli siege.

Before joining *Dateline NBC* in 1992, Phillips had been a correspondent for ABC News' *20/20* since 1986. The same year he joined *20/20*, he also served as a substitute host on *Good Morning America* and as

sports anchor on ABC's *World News Sunday*. Before joining *20/20*, he was a general-assignment correspondent for ABC News, beginning in 1982. From 1979 to 1981, he was an assignment editor at the ABC News Washington bureau, where he helped coordinate coverage of the Iran hostage crisis and the 1980 national elections.

Phillips has received numerous awards for his work, including an Emmy for outstanding achievement in an interview, an Investigative Reporters and Editors (IRE) Award, a Robert F. Kennedy Journalism Award, three national Headliner Awards and a Sigma Delta Chi Award from the Society of Professional Journalists.

Phillips graduated with honors from Yale, where he majored in philosophy. He was born in Texas City, Texas, and raised in St. Louis. He is married with a son.

This is the official NBC biography of Stone Phillips, and an impressive bio it is too. Still, it did not answer the real question I have. Don't we all really want to know the secret of his success? How did a boy from the suburbs of St. Louis come to be the star anchor of a prestigious nighttime television news magazine? Since I didn't believe that just having looks-to-die-for could explain it, I went in search of a little background. I looked for the answer to this question:

"What was Stone Phillips like in high school?"

I sought answers from two people who knew the young Stone best—his mentor and his best friend.

Stone's mentor was Al Burr, internationally known speaker and educational leader, who was Principal of Parkway West High School while Stone was a student there. Burr said that Stone stood out in his memory as strong, yet gentle. His gift was his ability to personally connect with people. It's that same talent that now shines across the airwaves during each edition of "Dateline." Stone believed in linkage. He had an uncanny knack for uniting the various groups and factions across the school into one cohesive body.

Mr. Burr illustrated Stone's genuine commitment to unity with this story. When Stone was a Senior in 1973, he was chosen as the **top Scholar-Athlete in the entire nation**. This award included a check to him for one thousand dollars. He took the check

to Mr. Burr and said that he didn't feel that he personally owned that money. He said that his sports, football and basketball, were team sports—that he could not have won the scholar-athlete award without his teammates. It would seem logical for a generous person to want to share with his teammates. But Stone's vision of connection encompassed the whole school. He set up two five-hundred dollar scholarships to be awarded by a faculty committee to two *non-athletes* who had made contributions to Parkway West that made school a better place for everybody.

Stone's best friend in high school was Bill Thompson who is now as successful in the investment field as Stone has been in broadcast media. Bill told me this story. When he and Stone were in senior advanced English together, they were given an essay assignment with complete freedom of topic choice. Stone received his usual "H" (an honors grade which is a level above "A.") When they traded essays to read, Bill was astonished at Stone's topic choice—"Worry." Even to his best friend, Stone seemed to have everything—looks, brains, sensitivity, charm. What could the all-American boy possibly worry about?

Bill has kept the meaning of that moment ever since. He says it taught him two things. First, no matter how well we think we know others, we can't even scratch the surface of how they really feel. But perhaps we would not go far wrong if we imagine that they have the same fears, hopes and dreams as we do. Second, Bill said he had an insight into Stone's success—caring. Stone was always concerned; he was always striving; he never took things for granted or tried to get a free ride on his captivating looks and winsome personality.

What I have discovered about our Communicator of the Year is that he is as unusual and as uniquely genuine as his own real name—Stone Phillips. I applaud the National Forensic League on the choice of Stone Phillips as the 1998 NFL Communicator of the Year. I cannot imagine a more worthy recipient and role model for aspiring young people. No matter how successful he becomes, he will never lose the common touch because he has found the answer to making life's most important connections.

GRACE CHURCH-SAINT LOUIS SITE OF NFL FINALS

Grace Church-Saint Louis is an interdenominational congregation located in Maryland Heights, Missouri serving people from throughout the full St. Louis metropolitan area. Founded by their Senior Pastor Ronald D. Tucker in 1978 with only 30 people, Grace has grown to a weekly attendance of nearly 4,000 people in just twenty years. The church members have built a remarkable facility with 165,000 square feet

ing Hands is a ministry that provides free services such as car maintenance and hair cutting to the needy. Naturally, many of the ministries are focused upon devotional study as well as friendship and outreach programs. On any given night, as many as 8 different groups may be meeting.

Grace Church represents the essence of modern Christianity. Although it is doctrinally conservative, Grace Church makes

two permanent camera installations just below the light booth.

The newly extended parking lot can accommodate 1500 cars. Next to the sanctuary building is the classroom building which will accommodate supplementals and their videotaping. The newly remodeled 180 seat chapel at the east end of the building will be the site for those event finals on Friday.



of space which they gladly share with the community. Clearly, the Church is finding greater fulfillment each day for its mission: to lead unchurched people to become fully devoted followers of Jesus Christ.

Despite the large size of the congregation, much of its work is actually done in small groups because that is the context in which people are most receptive to life change and growth. Members are encouraged to become involved in their choice among the personal interest ministries which encompass 49 different areas such as coping with divorce, recovery from addiction and community for singles. Help-

ing Hands is a ministry that provides free services such as car maintenance and hair cutting to the needy. Naturally, many of the ministries are focused upon devotional study as well as friendship and outreach programs. On any given night, as many as 8 different groups may be meeting.

Grace Church represents the essence of modern Christianity. Although it is doctrinally conservative, Grace Church makes

wide use of contemporary media to help members and visitors find relevant answers to the challenges in their lives. The main sanctuary, which will be also be the site of the Gateway Nationals '98 opening ceremonies, finals competition and the awards assembly, offers a thrust stage and state of the art sound system. Typical services begin with contemporary performance music and often feature plays, tailor-made video productions and monologues to dramatize life issues for the congregation. Two theatre-sized video screens flank the stage and can provide enhanced vision for everyone in the approximately 2600 seat facility from

The people at Grace Church have offered us boundless enthusiasm as well as their time and talent. Their decision to host us is a living fulfillment for two of their five goals:

"ACT out our faith in giving our time, talent and treasure to serve God and people within the community."

"Extend compassion in action to our society and world."

Please take the time to thank the wonderful, caring people of Grace Church for sharing themselves and their place of worship with us.

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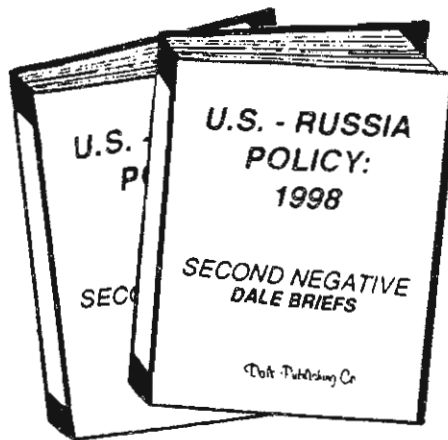
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ST. LOUIS

INSIDE THE CITY BESIDE THE MISSISSIPPI

St. Louis is multi-faceted. We have much more to discover than people who spend numerous hours a day at a tournament can experience. The *St. Louis Visitor's Guide* lists more than ninety attractions—use the guide to explain and locate most of the places you want to visit. Still, wouldn't it be nice to have advice from your own personal concierge? As an "insider" I thought I might help by suggesting just two things to provide romance for your own personal loves. I have not tried to offer an exhaustive study, but to suggest the "best" and the "rarest of the rest" in each category from my own eccentric viewpoint. So, the first listed is what most people—St. Louisans included, would consider our June showpiece. The second is my highly subjective and possibly whimsical notion of what St. Louis has to offer that would just not be the same (if it could be found at all) anywhere else in the world.

If you love...Try the Sublime...Or the St. Louis Original...

History Museums

Historical Society in Forest Park
Scott Joplin Home

Sports

Cardinals Baseball
Biking the Katy Trail, St. Charles

Music

Opera Theatre of St. Louis
Blues in Soulard

Tourist Traps

Union Station
Arch

Inspiration

Holocaust Museum
Our Lady of the Snows, Illinois

Art

Art Hill in Forest Park
New Cathedral Mosaics

Theatre

The Muny in Forest Park
Grandel Square Theatre

Amusement Parks

Six Flags, Pacific
Faust Heritage Park

Water

Riverport Water Park
Ferries from Brussels, Illinois

Special Places

Old Courthouse and Cathedral
Alton (Ill) or Winfield (MO) Locks

Nature

Shaw's Garden
Golf at "The Bluffs, St. Charles

Historic Homes

*Grant's Farm
Cupples House at St Louis U.

Food

Frozen custard at Ted Drewe's
Toasted ravioli at any Italian restaurant on "The Hill"

Big Attractions

Anheuser-Busch Brewery
Bigfoot 4x4 Inc.

Archaeology

Cahokia Mounds, Illinois
Mastodon Park at Imperial

Walks

Creve Coeur Park
University City Loop

Special Cinema

OMNIMAX at the Science
Dental Health Theatre Center

Shopping

The Galleria
City Museum Gift Shop

Animals

St. Louis Zoo in Forest Park
LaClede's Landing at night

*Grant's Farm is available only by advance reservation

You are also invited to celebrate the mighty Mississippi during the summer of 1998. The Federal Government, ten states and a multitude of local and regional groups will join each other as the Smithsonian produces a documentary on the greatest river in the U.S.

The Global Energy and Water Cycle Experiment will hold an international conference in St. Louis on a multi million dollar study of the Mississippi River Basin. The Project is under the auspices of the National Oceanic and Atmospheric Administration.

The Mississippi River Parkway Commission will be celebrating its 60th anniversary. Activities from concerts to photography contests will make up this very special commemoration. For more information, see the Web Site: <http://www.ogp.noaa.gov/mpe/gcip/miss/events.html>

ENGLISH/FORENSICS POSITION AVAILABLE

Pine Crest School in Fort Lauderdale, Florida, anticipates an opening for an English teacher and Head Forensics Coach beginning with the 1998-99 academic year. The teaching assignment in English would focus on grades 9-12 but could also involve 7 & 8. Class assignments could include up to two forensics classes and might evolve into other non-English assignments as well. The salary package will be competitive and based upon qualifications and experience.

The preferred candidate will have a demonstrated record of excellence in the classroom and in forensics but could also be a dynamically qualified but less experienced teacher and coach. He/She should be able to coach all forensics events including policy and Lincoln-Douglas debate, but consideration will be given to the candidate who has concentrated on the debate events. There are two other coaches in the program who can compliment that focus. Pine Crest's is an all-events program competing in all the events offered by the NFL, the NCFL, and the Florida Forensics League.

Pine Crest is an independent day and boarding school (130 boarders from 15 states and 32 countries) with 958 students in the Upper School (grades 7-12). Founded in 1934, it is known for its academic and its co-curricular programs and is fully accredited by SACS and FCIS. More than 650 AP exams are taken each year in 28 subject areas. Last year the median score was 3.83. Seven students from the current graduating class were admitted to Harvard in the early-decision program. Approximately 20% of the senior class will attend Ivy League schools. Pine Crest is a good environment in which to teach and coach.

The Pine Crest Forensics Program is well established and solidly funded (no fundraising necessary) and enjoys the unequivocal support of the administration. Lee Turner, Upper School Principal, is a Three-Diamond NFL Coach and a Key Coach of Emory University's Barkley Forum. He can be contacted at 954-492-4154 for more information.

Send application materials including references and a statement of educational and coaching philosophy to:

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The 20th Midwest

The Midwest Philosophy

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The Midwest Programs

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Best People

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Best Prices

Registration Deposit required for Cross Exam Workshop \$100
Registration Deposit required for Lincoln Douglas Workshop \$50

Midwest Debate Workshop - P.O. Box 51 - Greenwood, Mo. 64034

NFL DISTRICT STANDINGS

(February 28, 1998)

Rank	Change	District	Ave. No. Degrees	Leading Chapter	Degrees
1.	-	Northern South Dakota	191.55	Watertown	506
2.	-	Rushmore	183.11	Sioux Falls-Lincoln	328
3.	+1	Northern Ohio	182.45	Austintown-Fitch	347
4.	+2	Heart of America	152.70	Liberty	366
5.	+4	San Fran Bay	148.05	James Logan	553
6.	+2	Northwest Indiana	147.33	Plymouth	399
7.	-4	Kansas Flint-Hills	142.47	Washburn Rural	399
8.	-3	East Kansas	140.09	Blue Valley Northwest	355
9.	+5	Show Me	134.00	Blue Springs	332
10.	-3	West Kansas	125.77	Garden City	325
11.	+6	Northern Illinois	120.61	Glenbrook-North	343
12.	+3	Western Washington	119.09	Auburn	232
13.	-2	Florida Sunshine	117.80	Academy of the Holy Names	320
14.	-2	Hole in the Wall	116.12	Cheyenne-East	316
15.	-5	Central Minnesota	115.38	Apple Valley	297
16.	+9	Montana	113.90	Flathead County	266
17.	+3	New York City	113.50	Bronx HS of Science	305
18.	+6	Nebraska	113.23	Millard-North	361
19.	-3	California Coast	108.93	Bellarmine College Prep	389
20.	-7	South Kansas	107.78	Wichita-Campus	213
21.	-	Eastern Ohio	105.04	Carrollton	257
22.	-3	Sierra	101.41	Centennial	346
23.	+4	Rocky Mountain-South	99.93	Golden	270
24.	-6	East Los Angeles	98.63	Gabrielino	192
25.	+12	Florida Manatee	93.42	Nova	305
26.	+7	Carver-Truman	93.18	Neosho	341
27.	-4	Hoosier Central	87.73	Ben Davis	370
28.	-2	Hoosier South	87.46	Evansville-Reitz	364
29.	+10	Nebraska South	86.56	Millard-South	202
30.	-8	Southern Minnesota	86.16	Eagan	199
31.	-2	Illini	85.46	Downers Grove-South	512
31.	-3	New England	85.46	Lexington	375
33.	-3	Ozark	85.31	Springfield-Hillcrest	182
34.	+1	North Coast	83.85	Gilmour Academy	151
35.	+13	Eastern Missouri	82.80	Pattonville	401
36.	-4	Big Valley	80.09	Modesto-Beyer	326
37.	+10	East Texas	79.62	Alief-Hastings	191
38.	-2	Deep South	79.38	Vestavia Hills	213
39.	+25	Sundance	79.06	Jordan	224
40.	-9	Colorado	77.87	Cherry Creek	318
41.	+22	Tall Cotton	77.84	Amarillo	174
42.	-4	North East Indiana	76.77	Chesterton	404
43.	+9	Heart of Texas	76.66	Hays	154
44.	-4	South Oregon	76.53	Ashland	233
45.	-11	Northern Lights	75.73	Moorhead	216
46.	-	West Iowa	75.61	Ankeny	190
47.	-3	Southern Wisconsin	74.85	Marquette University	197
48.	+3	East Oklahoma	74.51	Tulsa-Washington	241
49.	-6	Pittsburgh	74.21	Cathedral Prep	212
50.	+3	Tennessee	73.84	Mars Hill Bible School	207
51.	-9	Valley Forge	72.60	Truman	231
52.	+2	South Carolina	72.35	Southside	272

NFL DISTRICT STANDINGS

(February 28, 1998)

Rank	Change	District	Ave. No. Degrees	Leading Chapter	Degrees
53.	+9	Wind River	70.94	Worland	154
54.	-13	South Texas	70.54	Houston-Bellaire	264
55.	+12	Great Salt Lake	70.50	Taylorsville	107
56.	+4	Southern Colorado	69.58	Rampart	151
57.	-8	Michigan	69.37	Portage-Northern	167
58.	+8	Utah-Wasatch	67.93	Ogden	157
59.	+9	Eastern Washington	67.77	Mead	191
60.	-4	Idaho	67.00	Centennial	176
61.	-6	New York State	66.23	Iona Prep	201
62.	-12	Rocky Mountain-North	65.75	Greeley-Central	125
63.	-18	Northern Wisconsin	65.71	Appleton East	206
64.	-7	Lone Star	63.36	Piano	276
65.	+4	Georgia Northern Mountain	62.46	Gainesville	101
66.	+8	North Texas Longhorns	61.86	Newman Smith	170
67.	+4	Southern California	61.81	Redlands	145
68.	-7	Sagebrush	61.77	Douglas	164
69.	+10	Western Ohio	60.84	Dayton-Oakwood	208
70.	+7	Southern Nevada	60.77	Green Valley	220
71.	-13	North Dakota Roughrider	60.15	Magic City Campus	117
72.	-13	New Mexico	59.60	Albuquerque Academy	167
73.	+12	Pennsylvania	59.35	Kiski	97
74.	+1	Greater Illinois	58.53	Heyworth	118
75.	+3	Mid-Atlantic	58.27	James Madison	252
76.	-7	Central Texas	57.11	San Antonio-Madison	150
77.	+6	South Florida	56.18	North Miami Beach	176
78.	-2	North Oregon	56.17	Clackamas	164
79.	-6	Louisiana	56.10	Caddo Magnet	158
80.	-8	West Virginia	54.16	Wheeling Park	107
81.	-1	West Oklahoma	53.92	Alva	152
82.	-17	Maine	53.55	Brunswick	108
83.	+4	Georgia Southern Peach	53.38	Warner Robins	101
84.	-2	East Iowa	51.94	Bettendorf	127
85.	-4	Arizona	50.22	Dobson	152
86.	+11	Big Orange	50.00	Los Alamitos	186
87.	-1	Carolina West	49.20	Myers Park	136
88.	-4	West Los Angeles	49.17	S.O. Center Enriched Studies	258
89.	+4	West Texas	48.66	Montwood	134
90.	-2	Iroquois	48.10	Richfield Springs-Central	94
91.	+5	Puget Sound	46.44	Mt. Rainier	105
92.	-	Kentucky	45.33	Boone County	140
93.	-4	Capitol Valley	45.00	Sacramento-Kennedy	91
94.	-3	Mississippi	44.93	Hattiesburg	176
95.	-5	Tarheel East	44.00	Byrd	75
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98.	-3	Gulf Coast	39.95	Gregory-Portland	189
99.	-1	Patrick Henry	35.05	Princess Anne	110
100.	-1	Hawaii	20.31	Punahou	65
101.	-1	Alaska	16.00	Robert Service	32
102.	-1	Guam	9.37	Academy of Our Lady of Guam	23

The 1998

Florida Forensic Institute and Two Outstanding Coaching Institutes

A Few Highlights

*From the Largest & Fastest Growing
All-Events Institute in the United States*
JULY 24 THROUGH AUGUST 7

Lincoln-Douglas Debate

The L-D workshop at the FFI continues to grow each year in numbers, just as the students leaving the institute have grown in their knowledge of debate. Our highly qualified staff of teachers and lab assistants work with students of all skill levels to enable them to reach their full potential as debaters. Students learn the foundations of philosophy, effective speaking skills and countless debate strategies that continuously place FFI alumni in the final rounds of national tournaments, **including both the NFL and NCFL National Elimination Rounds.**

Duo Interpretation

The FFI offers instruction in **all** of the interpretation events, and we have one of the premiere programs for those interested in Duo Interp--NFL *and/or* CFL style. FFI instructors collectively have coached **dozens of national finalists** in this event, including several NATIONAL CHAMPIONS! Come alone or with your partner to learn from the best!

Student Congress

The FFI is one of the few institutes to offer Student Congress as a separate lab. Instructors work with students who are new to the event, as well as highly seasoned competitors who wish to refine their skills. The lab focuses on the essentials of Student Congress theory and practice: ethics, drafting and critiquing legislation, brainstorming, speech writing, parliamentary procedure, congressional argumentation, and, of course, ethical politicking. No one will ever call Congress a "secondary event" again. Literally every student who attended the FFI Congress Lab qualified for one or both Nationals; and numerous alumni have competed in the National Super Congress.

National Coaching Institute (7/20-24) & FFI Teacher Workshop (7/27-8/7)

These workshops for teachers offer the opportunity for new coaches as well as experienced coaches to enhance their coaching skills. The FFI presents three options; an intensive one-week institute for coaches only, a two-week session which runs in conjunction with the FFI, or a combination of the two -- one week of each. Three hours of accredited University credit is included. *Featuring top notch staff from the Florida Forensic Institute, the NCI is coordinated by Anthony Figliola (I.E.), and Tucker Curtis (L-D).*

THE FFI ALSO OFFERS THE FINEST INSTRUCTORS IN THE COUNTRY FOR:

- **Extemporaneous Speaking** (*Featuring Fr. John Sawicki & Mr. Merle Ulery*)
- **Original Oratory** (*Featuring Mr. Bob Marks*)
- **Team Debate** (*Novice & JV Labs, with Jim LaCoste & Jeff Tompkins*)
- **All Interpretation Events** (*With Tony Figliola, Peter Pober, Casey Garcia, Heather Wellinghurst, Debbie Simon, David Risley and more).*

JOIN THE MOST EXCITING, INTENSIVE, AND REWARDING INSTITUTE IN THE COUNTRY!

Held on the campus of Nova Southeastern University in Ft. Lauderdale, FL

To receive an application to the FFI, or for more information, please contact
Brent or Kristin Pesola at 1-800-458-8724 or 954-262-4402.

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LIES THE HEART OF A PRUDENT ENGINEER.





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