

April 2000
Volume 74
Number 8

ROSTRUM



**Kansas Governor Bill Graves
with
Lt. Governor Gary Sherrer**

CDE Debate and Extemp Camps

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- * In 1991 CDE graduates won two events at Nationals plus second and fourth place trophies.
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- * In 1994 CDE graduates were the first U.S. team to ever win the World High School Debate Championships. And at N.F.L. Nationals 5 of the 12 Lincoln Douglas finalists were CDE graduates!
- * In 1995 CDE graduates won three National Championships.
- * In 1996 CDE graduates took second in L.D. Nationals, won three National Extemp Championships, and second in debate nationals.
- * In 1997 CDE alumni won two National Championships.
- In 1999 CDE alumni won the National Debate Championship and another National Extemp Championship.

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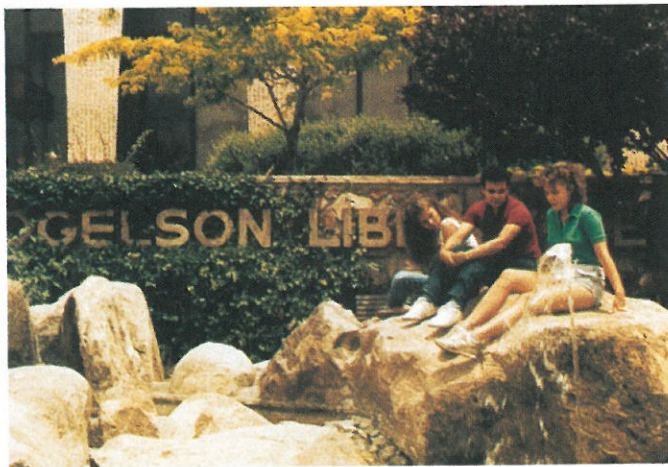
Lincoln Douglas and Extemp Camps: July 1 - July 15, 2000. \$1085, Alumni \$985, Commuters \$540, Teachers and Coaches \$440

(Held at Northern Arizona University in Flagstaff).

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(Held at the University of Utah, Salt Lake City).

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Email - bennett@laplaza.org



☐ Team Debate

☐ Lincoln Douglas

☐ Foreign Extemp

☐ Domestic Extemp

☐ Generic Extemp

☐ I have enclosed my \$85 application check (or CC# and expiration). Send me my full packet today.

Name _____

Mailing Address _____

Phone # _____

WHICH CAMP IS REALLY THE "BEST IN THE NATION"?

by William Bennett

The next few months you will see numerous ads, flyers, and other sources proclaim that their camp is a "great" camp, maybe even the "best in the United States." But, as you well know, only one camp can TRUTHFULLY make the claim. The thing you need to know to be sure to select the best camp for you is which one is telling the truth. And the answer is CDE. And there are six reasons why that is true.

First is the quality of the staff. No other institute offers you Catherine Bennett (coach of three national extemp champions and the ONLY coach whose students "closed out" final round at Nationals in Lincoln Douglas), and a staff of 27 more who between them have produced top debate speaker, two national championship debate teams, three firsts in L.D. at Nationals, and seven National champions in extemp.

Other teachers include Geof Brodak (1999 National Debate Champion, 2nd at L.D. Nationals in 1996), Bob and Anne Jones of Oregon (coach of 37 National qualifiers, and National trophyists in both extemp and Lincoln Douglas debate), Josh Levine (Univ. of Colorado and a recent National Champion), Frank Irizarry (former Director of Forensics at Pace University and author of THE REALLY BIG COMPUTER RESEARCH book), Bill Bennett (author and or editor of over one hundred books, past national policy debate champion, coach of National Champions in team debate, extemp, and Lincoln Douglas debate).

Second is the work commitment of the staff. Our people do NOT come in to give the occasional "guest lecture." We all work ten to fourteen hours a day to be sure that you get your money's worth.

Third is our record of empirical success. It is in your best interest to compare what percentage of CDE graduates qualify for Nationals compared to the other camp(s) you are considering. At CDE as many as 87% of our graduates in any given year make it to Nationals. No other camp has this success rate. Only CDE graduates have won both the high school and

college level international debate championships for the United States (Scotland, 1990 and New Zealand 1994).

Fourth is the amount of critiqued practice rounds you receive. WE don't just give you a "tournament" at the end. At CDE you get critiqued nondecision rounds through the whole camp. If you are in policy debate that means 24 debates before you graduate. In Lincoln Douglas you average 23, in extemp its 24 rounds. And they are all critiqued in constructive ways by successful professionals.

Fifth is the class structure you will enjoy. It is hard work for you but it assures learning and growth. And it is different from other camps because we do not assign you to "labs" for most of your time; too often "labs" are a name for subjecting you to the erratic vagueries of an individual coach or two. At CDE you follow a class, practice, and research format perfected since 1969. Hour-by-hour you move through a learning plan that exposes you to different teachers who excel at the subject they are helping you with. And this happens to you 6 days a week, from the day you arrive until the day you leave. You are exposed to every teacher on our staff, you are helped and prodded and even eat some of your meals with staff members to assure that your individual needs are met.

Sixth is cost. Unlike many other camps CDE figures the cost of all your meals into the price we quote to you. And unlike many other camps we figure in the cost of ALL debate blocks or L.D. blocks and extemp materials in the price we quote you. CDE's price tells you the truth.

Only one camp is the BEST in the nation. And that camp is CDE. We accept the first 60 students who apply.

CDE students also do well after they get to Nationals. Since 1983 CDE has produced more National Champions than any other camp. I hope you'll join us this upcoming summer.

FORUM

debate and i.e.

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**The one camp that you will walk away from with
more than just evidence.**

Benefits:

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- We specialize in personalized attention and individualized coaching. Student to Coach ratio 2/1
- Labs will be scheduled to promote both debate and individual event experience
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- Forum Tournament - Awards Ceremony - Professional and Community Judges
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- Lodging and all meals included
- Group rates available

RSVP by May 1, 2000 (credit card needed to hold reservation)

Full payment due by June 1, 2000

Fee: Nine day total cost \$500 (major credit cards accepted - tax write-off)

www.speechforum.org

For more information, contact Kourtney Kennedy (858) 689-8665 or e-mail forum@axnet.net

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The Debate and IE Forum is a non-profit organization

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SUBSCRIPTION PRICES

Individuals: \$10 one year; \$15 two years. Member Schools \$5.00 each additional sub.

ON THE COVER: Kansas Governor Bill Graves and Lt. Governor Gary Sherrer. Gary was Bill's NFL coach at Salina (KS) H.S.

NEXT MONTH: District Tournament Results. Quad Ruby Students

Tommie Lindsey Named Coach of the Year, 1999

Coach of the Year for 1999 is Tommie Lindsey, Jr. Director of Forensics at James Logan High School in Union City, California. Lindsey will be presented a Tivoli plate etched with his name and the NFL logo at the NW Rose Nationals in Portland. The award, sponsored by a grant from the National Communication Association, formerly was presented to the coach of the winning Sweepstakes team at Nationals. The Sweepstakes was discontinued in 1995 at the request of the Committee on Contests and Activities of the National Association of Secondary School Principals.

Now the award is presented to the coach who achieves the best record in NFL Chapter Affairs, NFL National Tournament and NFL Service.



Lindsey has led the Logan Chapter to 623 degrees, second high in the United States. James Logan led the nation in new degrees with 241 in 1999. Tommie's Duo team won the nationals and he placed a semifinalist in Drama. Two of his students were four time national qualifiers. And James Logan High School won a School of Excellence Award in Speech.

Tommie is director of The Barbara Jordan Debates on Health for the Bay area and his Martin Luther King Memorial Tournament on the King weekend is an outstanding event widely attended.

Finalists for the 1999 Award included Brandon D. Cosby of Evansville-Reitz (IN), Cynthia Burgett of Washburn Rural (KS), Donus Roberts of Watertown (SD) and John Hires of Downers-Grove-South (IL).

EXECUTIVE COUNCIL CANDIDATES ELECTION STATEMENTS ON PAGES 37-40

Roger Brannan Leaves Council

"Mr. Integrity" bids the Executive Council farewell but is not saying goodbye to NFL.

Roger D. Brannan, sixth diamond coach, Hall of Fame member, Coach of three National Champions and member of the NFL Executive Council will end his service on the Council after the expiration of his current term. Brannan chose not to run for re-election to another four year term.

Retired from a distinguished career at Manhattan (KS) High School, Roger cited his recent election to the Manhattan School Board and his retirement as reasons for not seeking another term. "I've moved away from the day to day concerns of the active coach," said the popular Roger, "Council members need to be active coaches."



During his time on the council Roger always had the good of the student members and chapter coaches as his top priorities. He has served at nationals as an ombudsman and in the tab room.

Roger will continue to help NFL in many ways: he is chair of the NFL oral history project and has agreed to chair NFL Lincoln Douglas tabulation at Nationals. Roger's wife Doris will continue as a Speech auditor in the National Tab room. Roger will also occasionally serve as an NFL weekend referee during district tournament season.

Six Diamonds, three National Champions, three District Chair Gold Awards, Distinguished Service Key and Plaque, Hall of Fame selection, NFL Councilor election: Roger D. Brannan did it all!

SEND L/D TOPIC SUGGESTIONS TO LOWELL SHARP, GOLDEN H.S.,
701 24TH ST. GOLDEN, CO. 80401-2398 BY APRIL 20, 2000

LINCOLN FINANCIAL GROUP NATIONAL TOURNAMENT L/D TOPIC

Resolved: Inaction in the face of injustice makes an individual morally culpable
(may not be used at district tournaments -- penalty: disqualification)

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

The Stanford Debate Society presents the

Stanford National Forensic Institute

Individual Events Program: July 31 - August 13, 2000

Dramatic Interpretation...Humorous Interpretation
Oratory...Extemporaneous...Impromptu...Expository
Thematic Interpretation...Prose...Poetry...Duo Interpretation

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

Outstanding staff includes:

Josette Surratt is in her 29th year of teaching, and is currently at Teurlings Catholic High School. She has qualified 90 students to the NCFL and 20 students to the NFL nationals in her last six years of coaching. She has coached state champions in every event.

Adam Lauridsen attends Harvard University, and went to Bellarmine College Prep for High School. Adam was the 1997 national champion in domestic extemp, and a two-time California State Champion.

David Kraft coaches speech at Holy Ghost Preparatory School in Philadelphia. He has coached two national champions in HI, and two finalists in duo. He is also a published playwright, and one of his plays recently was used to win first place in duo at CFL nationals, and another play made octos at NFL nationals.

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

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

"I had never competed before the Institute and now I am taking home First Place awards! I learned a lot while making friends for life. I'll be back!!"

- Loan Pham, previous SNFI Individual Events camp participant

Resident cost: \$1,375 / Commuter cost \$750

An additional application fee of \$75 is required

For additional information: call (650) 723-9086

SNFI, 555 Bryant St., #599, Palo Alto, CA 94301

The Stanford Debate Society presents the Summer 2000
Stanford National Forensic Institute

CX Program: July 25 - August 13

LD / Events: July 31 - August 13

Extended-week program for both CX and LD: August 13 - 20

**SUPERIOR
PROGRAM:**

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

**SUPERIOR
FACULTY:**

The majority of primary faculty will be current and former high school and collegiate coaches of national repute. Last year's faculty included (and most will return for Summer 2000):

Hajir Ardebili, UC Berkeley Law
Russ Falconer, Emory
Jon Miller, U of Redlands
Dan Fitzmier, Emory
Jon Dunn, Stanford Debater
Michael Major, formerly CPS
Byron Arthur, Stuart Hall
Jonathan Alston, Newark
Josette Surrat, New Orleans

Robert Thomas, Emory
Anne-Marie Todd, USC
Ryan Mills, College Prep School
Byrdie Renik, Columbia U
Jon Sharp, W. Georgia College
Jessica Dean, Boston U
Hetal Doshi, Emory
Leah Halvorson, Reed College
Aaron Timmons, Greenhill

Dave Arnett, UC Berkeley
Randy Lusky, El Cerrito HS
Abe Newman, UC Berkeley
Jessica Clarke, Whitman
Tina Valkanoff, Northwestern
Adam Lauridsen, Harvard U
Nick Coburn-Palo, Hopkins
Michael Edwards, Princeton
Matthew Fraser, SNFI Director

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

**SUPERIOR
SETTING:**

The SNFI is held on the Stanford University campus, located in Palo Alto, CA. There is no better location anywhere to study forensics. Stanford provides a beautiful setting for the students to study, practice and learn.

Supervision is provided by an experienced staff which collectively has hundreds of previous institute teaching sessions of experience. The SNFI specializes in advanced competitors, but comprehensive programs at all levels are available.

**REASONABLE
COST:**

Policy Debate

\$1,725 resident plan
\$895 commuter plan
\$850 Aug 13 - 20 CX extended week

LD and Events

\$1,375 resident plan
\$775 commuter plan
\$850 Aug 13 - 20 LD swing lab

Given the nature and quality of the 2000 program the cost is quite low. This program, both in faculty composition and in structure compares favorably with programs costing nearly twice as much. The resident plan includes housing for the duration of the program, 3 meals a day on most days of the program, tuition and all required materials. The commuter plan includes tuition and some materials. An additional \$75 application fee is required upon application to the SNFI.

TO APPLY

&/or INQUIRE:

(650) 723-9086

e-mail: snfi@mail.com

Stanford Debate Society - SNFI

555 Bryant St., #599

Palo Alto, CA 94301

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

The Stanford Debate Society presents the

Stanford National Forensic Institute

Lincoln-Douglas Program: July 31 - August 13, 2000

Outstanding features of the 2000 Lincoln-Douglas portion of the SNFI:

1) **14 fully critiqued practice rounds:** most camps offer a practice tournament at the end of the camp which may offer only four rounds of total experience. At SNFI, your students will **not** be sent home with a pile of notes on philosophy and a stack of student researched evidence with minimal visible improvement in their debate skills. Your students will receive practice rounds built into the daily schedule. Their progress is monitored so that their development is assured!

2) **Incomparable staff:** The 2000 staff includes:

Program Director: Dr. Michael Major, formerly of College Prep School

Lab Instructors:

<i>Hetal Doshi, Emory University</i>	<i>Leah Halvorson, Reed College</i>
<i>Adam Lauridsen, Harvard</i>	<i>Byron Arthur, Stuart Hall School</i>
<i>Aaron Timmons, Greenhill School</i>	<i>Jessica Dean, Boston University</i>
<i>Jonathan Alston, Newark Science</i>	<i>Michael Osofsky, Stanford Debater</i>
<i>Michael Edwards, Princeton</i>	<i>Michael Arton, New Orleans Jesuit</i>
<i>Nick Coburn-Palo, Hopkins</i>	<i>Jon Geggenheimer, Woodson School</i>

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

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

Important Information

SNFI LD Institute:

July 31 - August 13

Resident Program: \$1,375

Commuter program: \$750

LD Third week Option: August 13-20

Third Week Resident Program Cost: \$850

For additional information and applications contact us at

SNFI, 555 Bryant St., #599, Palo Alto, CA 94301

(650) 723-9086

HOW TO CHOOSE AN LD INSTITUTE

by Jason Baldwin

Ahh, sweet springtime, and with it, a *Rostrum* full of ads for LD summer institutes! Students who wish to attend a workshop but have never done so before may find the choice a bit overwhelming. Every year, it seems, the number of LD summer options increases, and all the ads and brochures promise so very, very much. Who should attend an LD summer program? How should students and coaches choose the place to go? No one, including your author, can offer final answers to these questions, but my experiences as a workshop student and teacher suggest some principles to bear in mind. I attended three LD workshops at two institutes as a student and have since taught a total of eight workshops at four institutes. By way of disclosure, I should note that I have spent the past four summers teaching and directing the LD division of the Kentucky National Debate Institute, where I plan to teach again this year. While I naturally believe Kentucky offers superior LD instruction, this article is not intended, and should not be interpreted, as an attempt to commend any particular workshop(s) over others.

Who Should Go

Summer LD institutes can be incredible educational bargains: for prices that average between five and fifteen dollars per hour, debaters can receive informed, personalized instruction from accomplished LD coaches and from some of the brightest college students around, plus room and board. But regardless of how much value a given student receives from a workshop, the costs are significant, and students should carefully consider whether such programs are a wise investment of their time and money.

Two types of students stand to gain the most from an institute. The first is the student who does not have an active or experienced LD coach during the school year. For such a student, a summer workshop offers a comprehensive overview of LD theory and a chance to receive the expert coaching needed to improve as a debater. Young teams or teams in transition may wish to send one or a few of their members to workshops with the expectation that these students can return home and pass along the knowledge and skills they have gained.

The second type of student most helped by an institute is the experienced debater who wants to work intensively on some particular area(s) of debate skill or philosophy. In any case, students who arrive with clear and specific goals will probably have the most productive and satisfying workshop experiences.

By implication, workshops generally have less to offer to young students from established teams with strong, active LD coaches at home. While I have taught a number of such students who came to workshops because they enjoyed the intellectual camaraderie and because their parents could afford to send them, there is no good reason most students need to attend a debate institute every summer. In fact, the dramatic decline in the number of competitive policy debate schools may be traced, in part, to the transformation of costly summer institutes from an extra help or luxury to a competitive necessity.

I believe it is a mistake for students to attend a workshop with the expectation that the experience will transform them from poor to average or from average to good debaters. Many students shell out thousands of dollars every summer in the unrewarded faith that some institute or other has a magic formula to grow their debate ability. In reality, most institutes do not make a great deal of competitive difference for most students. While a few students do make great progress over the summer (some of which must be due to simple maturation), the most talented debaters of a given year would have been the most talented whether they attended a workshop or not, and the same goes for the least talented. No institute can push students far beyond the ability and motivation they bring with them, though good institutes can inform and refine eager raw talent.

Students of slight physical or emotional constitution should probably think twice about traveling away from home to study debate. While most workshops offer conscientious adult supervision, the best demand quite a lot and are inevitably stressful for students. It should go without saying that debaters who think of workshops as places to flirt, smoke, or snort away from parents should stay home; institute staff

do not take kindly to such time wasters and will gladly send them packing as soon as they are caught in some form of mischief.

How to Choose: Staff

Once you have decided that an LD workshop is the way you want to spend two or three weeks of your summer, you must decide where to go. As with choosing a college, the single most important factor in choosing a debate institute is the teaching staff. Students who have yet to attend a summer program may think of it as an organization or institution, but students who have attended a workshop invariably remember it as the staff members who taught them.

In addition to whatever lectures, practice rounds, and large-group instruction they offer, almost all LD workshops place students in small "lab groups" under the direction of a single staff member to supervise individual work. This so-called lab leader often defines a student's institute experience, so wise shoppers will naturally want to choose the workshop where they have the greatest chance of working under an outstanding lab leader. While it is possible to request a certain lab leader, such requests are often ignored, and most labs are assigned based on experience, region, gender, and other factors. It is therefore unwise to choose a workshop based on the presence of one or two staff members. Instead, you should select an institute with a staff you trust as a group, thus maximizing your chance of studying with a satisfactory teacher. To whatever extent possible, you should choose an institute by choosing a staff.

There are two sensible ways to evaluate prospective workshop teachers. The first (and best) is by their teaching records. Subjectively, you can talk with students and coaches who have worked with the staff member in the past. While these word-of-mouth recommendations can be very helpful, bear in mind that students sometimes idolize their lab leaders and leave workshops with exaggerated pictures of the intellectual prowess and teaching ability of their own instructors. You should be especially wary of recommenders who focus on how "cool" a staff member is; rapport with students is part of good teaching, but excessive chumminess can also be a cover for sloppy

or lightweight instruction. Somewhat more objectively, you can evaluate potential teachers by looking at the achievements of their past students, yet this information can be hard to come by. You may have to settle for a list of accomplishments of recent workshop graduates. Obviously, a consistently-praised teacher of many successful students is the safest bet.

The second sensible way to evaluate prospective workshop teachers, especially former debaters, is by their own competitive records. Every region has its hierarchy of tournament prestige, and if you have your eyes fixed on performing well at certain regional tournaments, you may want to attend a local or regional institute with a staff accomplished at those particular tournaments. Many *Rostrum*-advertising workshops aspire to teach a more national style of LD, or at least a style likely to be successful at such "national circuit" tournaments as St. Mark's, the Glenbrooks, Emory, and the TOC. The debate achievements of staff members will often be highlights in printed materials and can also be had for the asking from most institute directors. Search for specific achievements; "cleared at many major tournaments" could mean almost anything. Generally, excellent debaters make good teachers. However, debate ability is not a perfect predictor of teaching ability, and the two finest institute teachers I have taught with are people with good, but not astounding, competitive records.

If you are interested in a particular workshop's announced staff, you need to get on the telephone and find out, as best you can, who the real staff will be. Most workshops try to advertise their staffs accurately; some, however, routinely list past staff members who have no intention of returning or big names they would like to hire. In 1999, one LD institute advertised with a group staff picture at least three years old, implying these same people would return to teach again; most did not. Because of the *Rostrum*'s early deadlines, even the most reputable workshops must print highly-provisional lists of staff based on projected enrollments and on the oft-changing plans of college students. You should probably call potential institutes in March and ask the director who the confirmed staff members are. You may even wish to ask for e-mail addresses for those people so that you yourself can confirm their intents to teach at a given institute.

How to Choose: Cost

After staff, the next most important

factor in a good workshop decision is cost. You may decide that any one of several institutes could be a good educational experience; the next step is to find the best value. Assuming you are comparing truly comparable staffs, the best way to figure workshops' values is to calculate their costs per instructional day. First, add up the total projected cost. Most two-week institutes will charge at least \$900 for room, board, tuition, and required fees, but some may charge \$1500 or more. In addition to the announced charges, you should probably plan to bring \$75 per week for copies, laundry, snacks, and other unforeseen expenses. Transportation can be a major part of your final institute bill, and you should definitely include travel in your total projected cost.

Next, you need to figure the number of instructional days. Count up the total advertised days for a workshop. Subtract the first and last days. Nothing too educational will happen at those times. Subtract all Sundays; most workshops take Sunday mornings off, and you can expect that, on average, another half-day per week will be spent doing something recreational or not especially productive. Lastly, subtract any days at the end of the institute devoted to a practice tournament. While many students seem to enjoy such tournaments, they typically require judging by other students or by unreliable locals, and they are notoriously poor predictors of school-year success. I have been party to seven workshop tournaments as a student and teacher, and they were not very instructional. After all this subtraction, you should be left with a good estimate of how many instructional days you can expect. You may be surprised to find that two ostensibly two-week institutes offer very different amounts of instruction. For example, an arrive-on-Friday, leave-on-Sunday workshop without a tournament yields 13 instructional days; whereas an arrive-on-Sunday, leave-on-Friday workshop with a tournament yields only 8 instructional days. Now you need only divide an institute's total projected cost by its number of instructional days to arrive at its cost per instructional day. Comparing these numbers for well-staffed workshops may be your best guide to value.

Other Factors

These two factors—staff and cost—should dominate your choice of institute. One factor whose influence you should seek to minimize is the slickness of the ads and mailings. In our consumer culture, it is very easy to be taken in by flashy layouts and

colorful pictures. But in the case of debate institutes, these say more about desktop-publishing savvy or marketing dollars than about product quality. The plainest photocopied brochure may announce a superb staff, while a fancy bound "prospectus" may trumpet the virtues of a very average workshop. Many institutes' ads will contain lots of glittering generalities which you should mostly ignore as you attempt a rational comparison; puffery is the norm.

Your own summer schedule will have much to do with the workshops you consider. Parents and coaches may also be concerned about the quality of supervision students will receive while away from home. Most institutes operate under a set of tightly enforced rules, and a list is often available from a workshop director well in advance. While the majority of workshop teachers are college students, most of these (especially, frankly, in LD) are quite responsible. Nonetheless, workshops led by adults with institutional affiliations to high schools or universities may offer an extra degree of stability. Debate institutes are generally run either as official summer programs of a university or as private enterprises which rent dormitory and classroom space from universities. Those institutes which are official university programs may receive an extra measure of administrative oversight and are also often closely connected with university medical and security services.

Students planning their first extended stays away from home may be tempted to follow friends or teammates to workshops for social reasons. While there is nothing wrong with a team attending a single institute, the team may gain more from members who attend different programs with different strengths and emphases. Most workshop students arrive knowing few or no other participants, and in two or three days, they have made a new set of friends. Debate provides an obvious common ground, and one of the most rewarding parts of institute for many students is the chance to get to know debaters from other parts of the country. With a very few exceptions, workshop students make easy (and sometimes lasting) connections quickly.

You should probably not pay much attention to a workshop's claims about food, housing, and recreation. College dorms and college food are about the same everywhere; they're not what you would choose for the rest of your life, but you can learn to (Baldwin to page 73)

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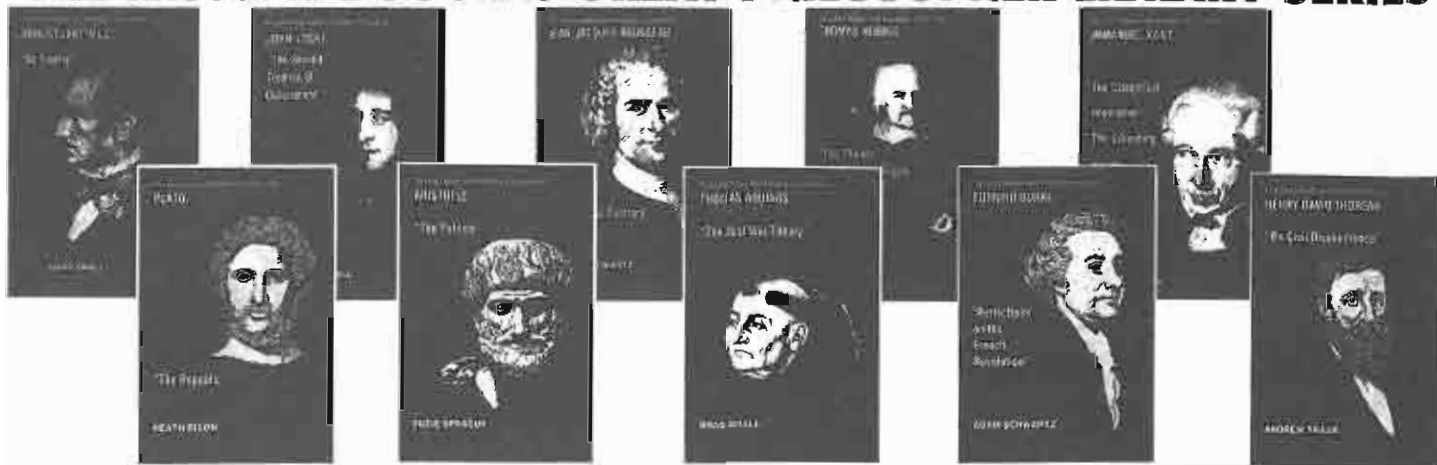
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THE LUDLUM STANDARD FOR USING LEGAL MATERIALS: WHY NOT?

by Marty Ludlum

Rogers & Luong's first article (1999) and their recent one (1999b) advocate using legal materials. In their most recent article (1999b) they also respond to my criticisms of using legal materials in debate (Ludlum, 1999). Hopefully, in this fourth discussion of the issue, we can reach a middle ground which is agreeable to both sides, and practical for high school debate.

In this essay, I will first explain the "Ludlum Standard" mentioned by Rogers & Luong. Second, I will identify where we have common ground, which may even surprise Rogers & Luong. Third, I will briefly explain an example of the misuse of legal materials that I see as common under current practices. I will then explore the main issues of my original position: published opinions should not be used; legal dictionaries should not be used; and legal journals can be used with some important caveats; the use of legal materials is not practical and not fair; and the use of legal materials is bad for debate. I will also respond to the criticism of Rogers & Luong. I will conclude with a proposal for a new area of common ground.

What is the Ludlum Standard?

Rogers & Luong do not make the Ludlum Standard explicit. I think they mean to say that if materials are abused, they should be banned. I would redefine it, as I may have misinterpreted their view. I am certain they have misunderstood mine. I would define the Ludlum standard as: **tell the truth.**

In my view, and I am sure in the view of Rogers and Luong, and all others who value the activity, telling the truth is an absolute precondition to winning in debate. People who lie should not be rewarded. This is obvious, but should be stated as an area of common ground for all involved.

I am not trying to train everyone to be a lawyer. We have far too many already. Nor am I trying to predict dire circumstances. The world will not end in a nuclear holocaust. Correction. It might end in a nuclear holocaust, there is no way to pre-

dict. But I am certain nothing anyone reads in a debate round will have any affect on it.

My entire position is that the way legal dictionaries and court cases are used in a way that is accidentally or intentionally dishonest. Debaters using legal dictionaries and court cases are not honest in the way this information is presented. They avoid or neglect to mention the context. Once the context is examined, it is nothing short of a miracle if these materials really apply to the debate resolution at hand. That is why I advocate banning their use.

The Middle Ground

Rogers & Luong (1999b) advocate using legal materials for four reasons: understanding the topic, generating ideas for affirmative and negative, finding real world examples, and using limited but substantive quotations. We have a great deal of common ground. In fact, we agree on all but the last one.

We can agree to read everything available to prepare. The better-prepared debater will most always succeed. Those debaters will be better prepared to see the "big picture" and notice the problems where they are implicit to the case. The better read debater is also better at asking questions and better at quickly organizing thoughts, two very important skills in competition.

I am not advocating that we padlock the doors to the law library. Nor should we confiscate legal materials of debaters. I simply argue that these materials should not be used in competition, meaning, in the debate round itself. Reading legal materials to prepare for the debate is good, as is all research on the topic. Some will be less than fruitful, and many will be tedious and boring, but that is for you to discover.

Ideally, you should know everything about a topic before debating it, but this is not practical. You must get what information you can, from the sources available, and within the time allowed for the activity. That means you get information from every possible source, including the material you cannot and should not expect to use in competition. For example, I also advocate inter-

viewing people in the area. Most are willing to volunteer for a talk about the specific subject -- and will add valuable insight into the topic. *But you cannot use this interview as evidence in competition.* The same argument applied to legal dictionaries and most court opinions.

While I encourage you to read legal materials, I do not share Rogers & Luong's optimism in finding many prosaic legal opinions. Law professors spend their entire careers trying to find enough prosaic cases on a specific subject to fill a textbook. When you look, you find most textbooks repeat the same cases because there are so few lucid descriptions that are not bogged down by legalese. I have much more experience reading legal materials, and have probably read all of the prose-filled ones and now must be content reading the dull and mundane ones, which are far more common.

We also agree that context is important, if not essential to the process of debate. I think much of our disagreement is based on a common law student misunderstanding of the context of legal materials.

Here Is What I See In Debates

Rogers & Luong describe that LD debate is not technical in nature, but reflects a general understanding of the issues and involves a more general discussion (p. 17). I can imagine these debates, highly trained teenage philosophers calmly discussing the resolution while sipping tea, discussing the important events in the Philharmonic, the development of modern art, and men's fashion, and only having the sparse use of evidence. As a frequent judge of high school debate, I do not see these calm, reasoned, and non-evidenced discussions. Below is my perception of the debates I judge.

It is common for resolutions to be of the type "_____ is justified" or "_____ is moral." Use your own memory to determine the exact number. They are plentiful. Inevitably some debaters will use *Corpus Juris Secundum* (CIS) or *Words and Phrases* to define "is." When you look, it gives a variety of definitions of the word. Some refer to

the past. Some define the word in the present sense. Some indicate the word has a future significance. I have seen debaters use each and every one of these different definitions when it was advantageous. I have also frequently seen and read all the definitions, only to conclude that "is" means "any time." This way, such a proponent could offer any historical timeframe or example to prove the resolution.

I would bet my life that none of these debaters read the cases to which these definitions refer. The problem is these definitions are content specific, referring only to anti-trust cases or labor discrimination cases. Others are geographically specific, those being used in different states and not by others. But the students do not do this. They instead make a blanket statement, "the book says _____," without any reference to the cases or even knowledge that these supporting cases exist.

Cases Are Misused As Evidence

Rogers & Luong (1999b) state that I am "quibbling about jurisdiction." I am not. Jurisdiction is vitally important in understanding the published court opinions. *Jurisdiction Is Part Of The Context*. Rogers & Luong miss the point. Consider this condensed example of what I see when students attempt to use court opinions in debates.

If a Wisconsin judge says, "vouchers are fine" he means within Wisconsin law or the Wisconsin State constitution. But when you read the quote, it likely says

Vouchers are consistent with the law and with the constitution.

The published opinion does not repeat the words "in Wisconsin" over and over again, but that is clearly what it means. However, this understanding but that is lost if you ignore or do not understand the context. This "mistake" about jurisdiction allows a debater to falsely over-claim the evidence, whether innocently or intentionally. Only if you understand the jurisdiction do you understand the real argument being made by the court.

That is why I am so stymied when Rogers & Luong claim that jurisdiction is not important, that it is just some lawyer babble, and debaters should not be held to the same standards as attorneys. It is not lawyer babble. Jurisdiction/context is part of the content of the cases. It supplements the meaning of the words written. Without

the jurisdiction, the context is lost. The truth is lost.

Jurisdiction is part of the context. When a court defines a term such as "commercial speech" or "tribal sovereignty" or "gun control," they do so within a specific context. Judges and lawyers do not pick "vocabulary days" and go into court to determine the infinite numbers of definitions for political speech. It does not work that way.

The courts do not exist to provide proving grounds for dictionaries or debaters. People do not hire attorneys, sue each other, and go to court, and therefore give court opportunities to give written opinions over disputes about the number of possible meanings for "academic freedom." The case, and therefore the written opinion, will have a specific context from the facts and the law of that jurisdiction. The context might be as limited as, in Arizona, "commercial speech" as used in the Arizona Newspapers Regulation Act means _____.

As such, the rationale (reasoning) for that opinion may or may not apply at all to another dispute, depending on how similar the facts and the law of the current dispute resemble those of the published opinion. There are numerous clues within the cases that indicate this rationale will be limited to these specific facts.

I think this is relatively straightforward. My business law students can comprehend this after the first lecture. I am personally shocked and amazed that a law student, least of all a student at one of America's premier law schools, cannot comprehend this. I think Rogers is being disingenuous by not admitting this obvious fact, precisely because this argument prevents students from using court opinions ethically in competition, which is what she and Luong advocate.

Perhaps I am being too harsh on Rogers & Luong. When I thought back, I realized that one day I was a baby lawyer, just out of law school, thinking I knew everything. The first thing my mentor did was take my law school textbooks and throw them in the closet, with the instruction "don't take those out till I tell you." He never told me to get them out. They may be handy for an occasional Jeopardy question, but in real life (and real law practice) their only purpose is to teach vocabulary and statute construction.

In America we have fifty laboratories of democracy. Each one has their own rules for everything. Many are similar, many are

complete opposites. That is why the jurisdiction of the cases is so important. Some states (such as Oklahoma) have guaranteed protection against searches and seizures. Some states have only the protection afforded by the U.S. Supreme Court decisions and no more. Oklahoma State court decisions will be more protective against searches because the state constitutional protection is in addition to the federally guaranteed protection. Therefore, when you read Oklahoma cases on illegal searches, they will be more protective of personal privacy than other states.

This does not imply that Oklahoma judges are "correct" and other state judges are "wrong" about privacy? If you just read quotes from the cases it would appear so. But if you understand the context of the cases and the applicable laws, you understand why their views are different. Note the word "different" not "wrong."

This means the states have different rules, and the differences in those rules are implicit (not explicit) in the published opinions. That is why it is impossible for the lay person to read these cases and understand their meaning. For each case there are numerous implicit legal factors at work.

That is why Rogers and Luong do not support my view about the context of cases. Ms. Rogers has not yet learned these details, and will not likely learn them until after law school. This is not about acting like a lawyer instead of acting like a debater. It is about reading materials and coming away with an accurate and in context understanding of those materials. It is about the truth. But this idea of context is not limited to legal publications.

The same is true for all professions. My sister-in-law is a pharmacist. I was thumbing through her reference book, as she termed "the bible for drug treatment." While not understanding most of it, I did notice one group of drugs that listed the only potential side effects as coma and death. I thought this was unusual. There was also a note under this listing with a red star.

I thought the red star must be an important reference, but did not know what it could be. I asked. The red star is just a memory device to remind the pharmacist of food interactions. With this specific medicine, taking wine or cheese (cheese, no kidding) would be fatal. I asked why the guide did not list this, since avoiding death sounds like serious business. She indicated "any remotely competent pharmacist would

know that."

The guide did not list the warnings explicitly, even though it was considered the primary reference tool for the profession. Why? It was assumed that professionals would be reading these materials, so they would know about these implicit problems. The red star was only there as a reminder. A professional will get the right meaning from reading these materials because they have the right educational background to understand them. A lay person will likely make fatal mistakes even if they do a thorough reading of the materials.

The same is true for legal materials. While some may appear deceptively simple on first glance, there are other factors at work that you may not understand. Rogers & Luong assume that if they do not see the problem, the problem must not exist. That is dangerous and irresponsible thinking. Implying that all LD debaters will instantly master the skill of interpreting cases (skill which Rogers & Luong lack) is a nice pep talk, but will not be borne out in practice.

Other Problems in

Rogers & Luong's Analysis

Rogers & Luong (1999b) also make a very basic mistake in claiming jurisdiction is not important since "there is no 'controlling jurisdiction'" (p. 17). Yes, there is a controlling jurisdiction for all of America. It is called the United States Supreme Court. It's a big white stone building, just a short walk from the White House. You can't miss it. It's always in the news. There might be a picture of it in some law books.

Just like Rogers & Luong advocate, the U.S. Supreme Court discusses how society should look, not how it is. When they ruled in *Brown v. Topeka*, society did not resemble their opinion. They made their decision on how society **should** look. That is why the Supreme Court opinions are so important. They change society in a profound way.

Rogers & Luong (1999b) also claim there is "no final authority to decide a debate round" (p. 17). Again, Rogers & Luong overlook the obvious. The debate judge is the final arbiter of the issues in the round and using evidence of legal decisions from another "judge" is an attempt by the debaters to usurp that authority. You can easily hear the debaters now, "a **real** judge in this case already said the affirmative was right..."

My advice, read the opinions to get an understanding of the legal issues, but do not use them as quotes for competition.

If you can find a specific quote within a case, and the reader correctly interprets it, (and it is important enough to be a chosen debate topic) someone in the mainstream will advocate it. If not, you probably accidentally (or purposefully) did not understand the context of the legal materials.

Using Legal Dictionaries

I think we are in agreement about the basic premise, in order to use legal materials, you should read the cases, as I and Rogers & Luong (1999b at 18) advocate. I think this establishes that Rogers & Luong understand the importance of context in the legal definitions, but choose to ignore it when reading the published cases. Where did the importance of context go? Why is it important to Rogers & Luong when looking at legal definitions, but not important when reading cases?

The difference is that Rogers & Luong believe that after reading the cases, some of them will be applicable to the resolution (p. 19). I have been researching debate resolutions since 1985, and I have never found a case in *CJS* or *Words and Phrases* that match the context of any resolution, high school or college, value or policy. I do not have hope for any in the future. Since resolutions repeat the same terms over and over again (justified, valued above, prioritized, etc.), it would be highly unlikely for a new one to change everything.

A good middle ground would be to require debaters who wish to use legal dictionaries to provide to the judge a copy of the court opinions that are similar to the resolution. Such a requirement would end the practice instantly, as none will meet this basic criterion.

If you doubt me, and believe the writings of Rogers & Luong, find ANY term in the resolution in *CJS* or *Words and Phrases*. Check the footnotes to see the cases to which they refer. Ask the librarian to help you find these cases. See if any of them are similar to the controversy within the resolution.

Rogers & Luong allege that I am critical of the use of *Black's Law Dictionary*. I am not. I have one at my very desk, and use it for definitions in Power Punch on every topic. It is a useful tool. But it only takes a moment's glance to see that *Black's Law Dictionary* looks much like *Websters Dictionary*, and nothing at all like *CJS* or *Words and Phrases*.

Lack Training Criticism

I argued in my first essay (Ludlum, 1999) that teachers and students alike lack a good legal understanding, and are therefore unable to train others to read court cases. Rogers & Luong criticize my view by providing the best proof that my view is correct. Rogers & Luong claim that it is easy to teach legal research to students, since Jack Perella of Santa Rosa Junior College has done the same (p. 19).

But they ignore the real premise of my argument. Attorneys can do this. Non-attorneys cannot. The reason why it worked for Jack Perella is **BECAUSE HE IS AN ATTORNEY**. He has the academic background which can help students understand cases they read, understand the context and the issues involved. When his students are headed down the wrong path, he can help them because he is trained as an attorney.

What percentage of high school coaches has an educational background just like Mr. Perella's or mine? It is unrealistic to think that Mr. Perella and myself (and presumably Ms. Rogers) can train every teacher to do legal research. And reading a book about it will not help, although I predict someone, likely Rogers & Luong, will enter the market with a new book and video explaining how to do legal research for debate. That may benefit the sellers of the book, but it will not benefit the activity.

Further, how can Rogers and Luong advocate everyone without training jump up and rush to read court cases when Rogers & Luong themselves seem blind to such simple ideas as context and jurisdiction in published cases? If a (I assume) highly trained law student at one of America's premier law schools cannot comprehend it, how can they expect someone with no training to instantly grasp it?

That leaves us with two possibilities. Ban the materials, as I advocate. Second, we could advocate their use, and hope and pray that everyone can be tutored by Ms. Rogers on legal research, or be left to make countless mistakes. While allowing them may be advantageous for students of Ms. Rogers, it would harm everyone who does not have an attorney to help train them in legal research.

Potential for Abuse Criticism

I argue (1999) that the potential for abuse (intentional and non-intentional) is so large that legal material should be banned. Rogers & Luong (1999b) counter (Ludlum to page 22)

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(*Ludlum from page 17*)

that there is "virtually no risk they will be abused" (p.17). Rogers & Luong certainly see the world through rose colored glasses. They have been abused, they are abused now, and they will be abused in the future unless we do something. The fact that Rogers & Luong do not understand the abuse does not mean it does not exist. If there really was no abuse, why did Rogers & Luong need to advocate their use in these two articles? Why are they even discussing this issue if it is impossible to abuse these materials?

The first thing I have to explain to many clients is "being illegal does not make it impossible." Assuming we ban legal materials does not make the problem go away. It simply provides for a solution to a problem that already exists. Rogers & Luong make an even bigger leap of faith, assuming if legal materials are allowed they will not be abused, even if there is no rule against it, nor any check on the abuse.

Rogers & Luong are also contradictory on this position, since they acknowledge that legal definitions were abused in college debate (as Ulrich's 1985 article among others shows). This obviously contradicts their previous position, that there is virtually no risk of these materials being abused.

They further this specious argument by claiming that the abuse of legal definitions existed only in 1985, and was miraculously remedied (p. 18). This claim is completely false and it would be a leap of faith to assume this was a casual error. Problems of abuse of legal definitions still occur in college debate, as can be shown by anyone judging a college tournament. If you doubt my observations, you can ask any college coach. To be sure, the article by Ulrich, many others, and myself (Ludlum, 1992) provide ammunition against the abusers. But punishment does not mean the violations of the rules stop. It simply provides a remedy for the abuse of the rules.

There was no magic wand waved in 1985, which remedied all problems of legal definitions, as Rogers & Luong suggest. During this period, I was a college debater and shortly thereafter a college coach. There was no magic wand in 1985. I would have noticed it. If my math is correct, Rogers should have been in grammar school during this time. She makes no explanation of what, when, or how this miracle occurred. I can state from being there, it did not. The problems of legal materials are, have been,

and continue to be a problem in college debate. We should learn from their example, not repeat their mistakes.

Not Practical

In this argument, I criticize legal materials because they are expensive, and not every school can afford them. Rogers and Luong (1999b) that this is not an issue of expense, that I must be blind, even doubting that I read their article (p. 19). Rest assured that I did read it, which is why I am critical of it.

This argument shows the pinnacle of ivory tower naivete'. Rogers & Luong state that internet research is "free." You simply turn on your computer, go on line, and save all these legal materials on disc. Rogers & Luong lack a basic understanding of economics or are so sheltered by academe to ignore real world economic issues. Just because internet research is free to Rogers & Luong does not mean it is free to everyone.

To make use of Rogers & Luong's suggestion, you need a computer. Computers cost money. They may be provided for free to Harvard students, but in the real world, computers cost money. To get these web sites, you need a telephone line and internet access service. While these may be free to Harvard students' the rest of the world has to pay for them. Even then, some of the legal materials sites are not free, and most, which claim to be free, are only free for a certain time period, after which you have to buy a membership.

Of my discussions with debate coaches (I have a mailing list of 11,000), I find that most have no financial support from schools. Teachers with computers are those who can afford to buy their own computer to let their students use. And most principals will scream at the idea of you putting in a private phone line (even at your own expense) to hook up to the internet. One student looks up a dirty picture on the internet, and the next day it is in the newspaper, and someone has to get fired. Some schools have computers for all, and plenty of internet access. They are the exception.

I deal with schools daily that do not have access to a fax machine. This is not to say that the debate coach does not have a fax machine. There is not one in the entire high school. Some coaches laugh aloud about materials on CD-ROM, claiming "what am I going to do with those?" Many schools have computers, but computers so out of date that they will only work on DOS shell (if anyone can remember those days).

Rogers & Luong's claim that computer research will eliminate printing costs is also dubious (p. 34). If you do save all these legal materials on disc, you will eventually have to print them out. You cannot show up to a tournament with a handful of computer discs and hope to be successful.

Likely, as is my experience, computer research will be printed out several times. They will be printed once to be edited, since they cannot be edited on the computer, as all the students in the class share the computer. Once read, they will then be edited, and printed again, to be put into briefs or cases. Likely, they will be formed into briefs and re-printed in brief form from the computer. Each one of these costs money. It may be a slight savings over cheap copies, but it is far from free.

Will this change in the future? I certainly expect so. I expect by the time my children attend high school (first grade and pre-kindergarten now), computers will be so plentiful, they will likely be built into the desks. But the future is not now. Currently, only teachers with significant pocket change will have a computer and online access of their own.

Rogers & Luong's advice to get the \$20 a month internet and computer deal is reprehensible. When you read the fine print, those "deals" are not cheap. The service is shoddy, and the computers will be long out of date before the long-term payments stop. Read the fine print. Coincidentally, this is my same advice for legal dictionaries and court opinions, read the fine print. Not surprisingly, Rogers & Luong ignore the fine print in both.

Rogers & Luong (1999b) also claim that the financial elitism that I discuss is a myth. They support this by arguing that small colleges are now dominant, where they could not be years ago (p. 34). Again, Rogers & Luong try to support their position by telling only half the truth. Financial elitism has devastated NDT debate. While it is true smaller colleges can be in the top 20 in NDT debate, it is because the numbers have dropped. During the 1970's, NDT reached an all time high of about 400 colleges. When I competed in the 1980's, this had dropped to less than 200. The last time I checked, there were less than 60 schools active in NDT; the numbers are dropping.

Bad for Debate

On this issue, Rogers & Luong (1999b) comment about "their favorite argument" of mine, something about needing

stacks of information, and the information being heavy to carry. I do not remember this argument, and I doubt I made much an issue about the carrying capacity of debaters. Personally, I would like each debater to have a wheelbarrow full of evidence, especially all available Power Punch briefs. I assume that Rogers & Luong like this argument since it does not involve any context issue, for which they have no answer other than to hope the issue dissolves into space.

Rogers and Luong (1999b) further argue that the "Ludlum Standard" will lead to no evidence at all, since every academic group could complain students do not understand their materials fully (p. 34). This is haphazard thinking at best.

I did NOT claim that students could not understand the material. If you take the time to decipher the terminology, and research the applicable state statutes, the cases are not that challenging. Tedious and outright boring most of the time, but not challenging.

Understanding is not the problem. I am saying that students are taking the material OUT OF CONTEXT accidentally or intentionally, an issue which Rogers & Luong have ignored and dismissed as silly in both their essays. Context is not silly, and it is not quibbling. Context is about telling the truth.

If asking people to tell the truth is paternalism, I plead guilty. The "Ludlum Standard" as Rogers & Luong call it, should be used in debate. Our activity depends on students telling the truth, and not just preventing fabrication of evidence. Evidence read in competition should be in context. If it is not, actions should be taken.

Rogers & Luong's description of LD is insulting and degrading to those who participate in it and judge it. LD is not a hodgepodge of students generally talking about vague ideas and concepts about how society should look. If it were, we would not need time limits, or tournaments. LD debate is a form of competition, and the pressures of that competition entice people to do things they might not otherwise do, such as take materials out of context when it gives them a strategic advantage.

A New Middle Ground

I propose a new middle ground, which should appease Rogers' need to use her newly acquired legal knowledge and still maintain an ethical, in context, discussion of the issues.

We should still prohibit the use of

CJS and *Words and Phrases*. At a minimum, we should require the proponents of such definitions to provide a copy of the case(s) cited by these sources which match the resolution.

As for the use of court cases as quotes in competition, I advocate that we limit them to only using United States Supreme Court cases. Why, you may ask?

There are several advantages to using only U.S. Supreme Court opinions. First, the U.S. Supreme Court is the final arbiter of constitutional issues. As such, the opinion by the Supreme Court is the most highly regarded.

Secondly, the U.S. Supreme Court is the court most likely to hear cases in the subject areas of debate topics. They are the final review for all constitutional cases, such as free speech, gun control, privacy, and a host of other value and policy topics. While none of the cases will discuss the issue of "substantially changing U.S. policy on privacy" there will be cases that deal with specific privacy issues.

Third, U.S. Supreme Court opinions are professionally written. The Supreme Court has a large staff of law students and young attorneys to write and re-write, and re-re-write the opinions to get them correct. Very few other courts have the staff for so much attention to detail. Most other courts are over-burdened and do not have the time to spend on re-drafting opinions. They are lucky to keep their heads above water.

Fourth, U.S. Supreme Court opinions can be accessed without the use of a heaven-sent computer. The public affairs office of the Court can mail copies of specific opinions to those who call and request them. The public affairs office is not a remote research office for you to use. If you ask for a specific (recent) case, they will send you a copy. You cannot call them to ask for "everything about privacy" and expect a response. A recent U.S. Supreme Court opinion will be better written and more definitive than any other court opinion you will be able to find.

Fifth, by using only U. S. Supreme Court opinions, there are no state issues dealing with fairness and access to materials. U.S. Supreme Court opinions are available to all without cost. Such is not the case with most recent state court opinions or federal opinions, for which you must purchase a slip opinion service, which makes the computers look cheap by comparison.

My last reason for supporting the use of U.S. Supreme Court opinions is that

people will be familiar with them. You do not have to be a lawyer to have heard about the Supreme Court nor its decisions. I cannot imagine that you can find anyone (smart enough to participate in debate) who has not heard of *Roe v Wade*. I would bet every novice policy debater knows about the *Brown* decision and its effects.

With these opinions out in the mainstream, the potential for a student to overclaim the evidence or take it out of context are minimized, if not eliminated. If a student reads a card from the *Brown* decision which the student claims supports the legalization of slavery, everyone will know it is out of context, including the lay judges. The same cannot be said for obscure state reports, and any of the 3,000,000+ published opinions already in circulation from courts other than the U.S. Supreme Court.

In summary, what have we concluded about using legal materials? First, legal journal/periodicals are fine, with the caveat to find out information about the author. Second, legal dictionaries (*Corpus Juris Secundum* and *Words and Phrases*) should not be used. Short of a ban of using direct quotes from court cases, I propose a middle ground of only using the published opinions of U. S. Supreme Court cases in competition. We can ensure access to and use of a new wealth of materials without compromising the truth in the process.

Endnotes

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(Marty Ludlum is owner of Power Punch Publications, Inc.)

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LD: THE FORENSICS "MAGIC BULLET"

by Bill Gibron



Bill Gibron

When I began my career in forensics, back when dinosaurs battled leprechauns for control of Middle Earth, I was introduced to a great many concepts at a speed second only to that of light, sound and the feet of an IEer toward break postings. All intrigued me, but none more so than Lincoln Douglas Debate. My initial thoughts, upon hearing the name, was that it was some sort of warped duo where students recreated that famous 1858 tete-a-tete while judges graded on poise, posture and stove pipe hat wearing ability.

When I was enlightened as to my own short sightedness, I discovered that it was a value debate. I was still confused, since the only connotation I could place on the term 'value' was a 2-for-1 sale at Wal-Mart. Well, time indeed passed and I discovered something amazing: Lincoln Douglas Debate is the best event in forensics, period. Now, before you policy people demand my rather fat head on a platter, or you Interp mavens feel I am again blasting your prima donna-ish path, I am prepared to defend my position.

For you see, I find that LD incorporates everything that we strive to teach in forensics. From learning to doing, from preparation to presentation, participation in Lincoln Douglas is nothing short of a crash course in the rest of a student's life. Don't think so? Well, let's divide it into sections, and see if I am completely off base.

Section 1: Education Skills

Why did we become teachers? (aside from the non-stop accolades and free junkets to the Cayman Islands). It is to teach the mind and mold the intellect of our nation's future. Students need challenge, and yet most find a simple set of multiple choice questions the mental equivalent of the Quantum Theory of Relativity. What they really need is something that stimulates their will, and their perseverance, not their ability to memorize. And LD provides

this.

Unlike most forensics events, LD changes topics every two months, requiring a new focus, a new outlook, and most importantly, a new set of cases. In order to achieve those precious arguments, students must use old and new skills, fine tuning their minds into powerful analytical machines. They need a cure from the short attention span randomness of the remote or mouse button. And LD is the antidote, a "magic bullet" to future success. Just look at the areas involved:

Research - as much as they hate to admit it, most LD topics are pulled from the headlines and poised in (usually successful) ethical tones. Pragmatic examples are one way of shoring up a position, or erating an argument and the best way to discover them is to hunt for them, in a library, or bookstore, or on the internet. This ability to define and refine a topic will be invaluable in college, where no paper goes unresearched and no topic goes unexhausted.

Thinking - but what do you do with all that information once you've gathered it up? Well, that's the next great thing about LD. It requires you to use it, to find out how and why those 75 cases you found about abolishing the death penalty apply to the resolution. It requires you to question and to explore, both internally and externally, and risk ridicule for the sake of reasoning and rationalization.

But LD also does much more than that. It asks the student to contemplate issues that they may not have ever thought about before. Rights, laws, morality and philosophy all play a major part in the creation of a fine LD case, and for the mind that has only until recently concerned itself with the lyrics to *Cowboy* by Kid Rock, this is a daunting task. But it is also a satisfying one, as we will explore later.

Argumentation - once considered, it is now time to analyze. Just because you know something is right or wrong, just because it seems fair or equal does not mean

you can express those thoughts logically or eloquently. This is where the development of arguments come into play. Like the old Monty Python sketch says, an argument is not just the "automatic nay saying" of the other person's words. An argument is a well thought out and researched proposition, mixing fact with fundamental principles to achieve a clear and concise statement.

And it is never as easy as this sounds. The development of good argumentation takes time, and topic areas, which indulge and modify the position and propositions asked for. In Team, or even Extemp, you tend to see the same set areas over and over again. Only LD offers the juxtaposition of morality vs. legality, right vs. might. By constantly honing and rehonoring arguments, an LDer develops the nature, not just the skill, to argue.

Writing - but all those fancy words and thoughts mean nothing if they cannot be communicated in an effective and efficient manner. This is where the ability to write is paramount. Students learn that arguments are only as good as the way in which you phrase them, and develop long term, irreplaceable benefits in the written word. Most courses in high school gloss over writing as a necessary evil, or merely a fill-in-the-blank formulation for the appropriate essay.

Not LD. LD teaches the need to be clear, concise and cohesive. It teaches word economy and eloquence, and educates young minds in one of the most difficult of all the communicative skills; the explanation of complex philosophical ideals. Most times they are successful. Sometimes they are not. An LDer need to constantly revise.

Rewriting - very few people, no mat-

ter how talented or gifted they are, can sit down and type write a perfect article or letter. Knowing the who, what, when, where, why and how of editing and rewriting is an essential skill to the communicator. And no other event requires the constant rephrasing and reevaluation of the words chosen than LD. Within the course of a 38-minutes round, a student may have to reconsider the wording and structure of their arguments hundreds of times.

But this should not be the first time this occurs. Editing should begin at the conception and creation phase. A student's first draft of a case should never be the one debated. It should be challenged and attacked, using the responses and rationales as a basis for the new and improved version. Many students who I have coached claim that this one requirement of LD helped them more in high school and college than any other.

But the written word is just one section of the big picture. Forensics is the ability to speak authoritatively, and persuasively, the key word in that sentence being "speak". Therefore, the next contribution to the education of the student is:

Section 2: Speaking Skills

Persuasion - few skills are more valued in the real world than the ability to eloquently and convincingly sell oneself and ideas. Everything from a job and ideas. Everything from a job interview to a case in court to a lesson plan in Trigonometry relies on persuasive speaking to get the point across. And Lincoln Douglas is the best event to fine tune persuasive speaking skills as it is mandated in the very fabric of the competition. A LDer can rely on the words of others to make his or her point, as do Interpers and Orators. In LD, it is the student, along in the rhetorical spotlight, living or losing by the agility of their words and the soundness of their reasoning.

And they receive a kind of instant feedback, more quickly than a ballot or oral critique; their opponents rebuttal. One spoken, an LDer knows how successful or absent they have been by the way in which their competitor addresses their points. And what is said about them.

Mental Agility - going concept to concept with persuasion is the notion of thinking on one's feet; of making micro-second decisions about what arguments to go for and which ones to drop; the sudden realization of being totally undermined and the need to rebuild from scratch, all in three

minutes of prep time. Team offers some mental gymnastics, as do the IE events. But when it comes to a total cranial workout, LD is the triathlon of the forensics tournament. After reading the type written case, its all up to the mind and talent of the student.

Self Reliance - LD is one of the few events that does not make students rely exclusively on the information of others to provide a basis for their performance. A LDer is lost without sources, as is an Extemp. Interpers would be doing stand up comedy or performance art if it wasn't for authors. LDers only need themselves. No partners, no manuscripts, no expert cuttings.

Wait, you say, what of the philosophers and thinkers that they rely on to provide grounding and support for their case? What of them, I say. Yes, they are important, but not VITAL to a round of LD. When was the last time you voted on a quote? Or a card? Evidentiary support is just that, support. The student learns to think first, and find consensus later. And in a very pre-programmed, forced fed society, only good can come from this.

So, where does this leave us? LD may be good for learning how to write an essay, or research paper, or even how to talk your way out of being grounded, but what real world application can this possible have? Well, unlike Algebra, LD is #1 in giving a young person the proper foundation for the future. This is clear in the final section of focus.

Section 3: Life Skills

Philosophy - at what age were you when you first contemplated freedom? Justice? Equality? Morals and ethics? For many of us, these issues seem best left for the pundits to propagandize about over our fourth cup of cold coffee and a tired 6:00 a.m. sweet roll. But these are the life blood of an LDer. These are the very notions that require and demand their attention. And when they do, they create the best possible result; the expansion of consciousness. No other event can do this. No other event offers the possibility of humanity, compassion and tolerance.

Constitutional Issues - do you know your rights? No? I had to attend three years of law school and pay several thousand dollars and I still am foggy on a few things; What does the 1st Amendment really mean? How does the 4th Amendment protect us? Most citizens in the United States are grossly misinformed or just plain ignorant

as to what they actually have the right to do and what they assume is their rights. LDers learn first hand, and work with over and over again, these very basic principles that makes up our noble republic.

Is this exhaustive? Far from it. Is it persuasive? I hope so. I honestly feel that, as I move on down the path of life toward the final drumbeats of infinity, I will always cherish my time as an LD coach. I have learned more than I every did in high school, and supplemented what little I got from college and law school. But its not just from my perspective. I think of all the students I have coached, all the young minds I have had the pleasure of warping with this wonderful dialectic drug.

And it is in their eyes, in the light and empathy, truth and intelligence at which I see them approach their lives and their relationships that I see the true healing powers of LD. How it opens narrow minds and excites the intellect of the bored or lazy. Just as it did so many decades ago, the course of a nation, or the course of a child's education, can be turned on the clamber of reasoning and analysis. And I am sorry, I just don't see that happening with a kritik. No, only Lincoln Douglas Debate, with its combination of Education, Speaking and Life lessons does what many think impossible; truly providing a student with a comprehensive and relevant education. Other events have their merit, but they are not LD. Long live LD, the King of all Debate events.

(Bill Gibron coaches at the Academy of the Holy Names (FL).)





Announcing the 26th Samford Summer Forensics Institute

16-29 July 2000
Birmingham, AL

Policy Debate Division: The SSFI Policy debate program is designed for students entering their first or second year of debate. Experienced coaches stress the fundamentals of debate. At the end of the institute, each student will have participated in writing an affirmative case, writing a disadvantage and a kritik, and taken part in at least eight practice debates. First year students learn how to flow and cover the fundamentals of debate. As of 1 January, policy debate labs will be directed by Michael Janas, Ph.D. (Samford University), Ben Coulter, MA (Samford University), David O'Connor, BA (Iowa City West High School), Thom O'Rourke, MA (University School, TN) and Heidi Hamilton, Ph.D. (Augustana College, IL).

Lincoln-Douglas Debate Division: Samford hosts one of the longest-running Lincoln-Douglas workshops in the nation. The program is designed for students who are in their first or second year of debate and acts as a complimentary program to the University of Iowa Summer Institute. In addition to providing a primer on the basics of moral and political philosophy, the L-D institute also seeks to develop fundamental skills such as flowing, briefing and casing. The Lincoln-Douglas workshop is directed by Marilee Dukes (Vestavia Hills H.S., AL), Pat Bailey (Homewood H.S., AL) and Claire Carmen (Episcopal H.S., TX).

Teacher's Institute: This year we are pleased to add a teacher's institute to our offerings. Designed for new teachers or those that find themselves in charge of a program for the first time, successful long-time coach Skip Coulter (Mountain Brook Jr. H.S. and Samford University) will conduct a workshop on the fundamentals of debate coaching. While we cannot promise to make you a champion coach in your first year, we can help orient you to the bewildering world of high school forensics and make you feel confident as you enter the forensics classroom for the first time.

Cost: \$925.00. Includes all room, board, tuition and group copying fees. Housing is in air conditioned, double-occupancy Samford dormitories. Classes are held on the Samford campus and dining is in the Samford cafeteria. There are no additional lab fees. Dormitories are directed by William Tate (Montgomery Bell Academy, TN). Financial aid is available for students with demonstrated need.

For more information:

Michael Janas, Ph.D.
Director of Debate
Samford University
Birmingham, AL 35229
(205) 726-2509
mjjanas@samford.edu



The National Forensic Consortium presents the

Austin National LD Debate Institute

Regular LD Session: July 2-15

One-Week LD Session: July 2-9

The Austin National LD Institute offers a national-caliber program with great instructors at a cost comparable to local camps. The camp has a variety of outstanding features, and has a history of preparing students for all levels of competition: local, regional, and national circuit.

The 2000 faculty includes:

Nick Coburn-Palo of Hopkins High School and Jessica Dean of Boston University. Both of these instructors specialize in teaching philosophy and advanced techniques of LD debate. Instruction is available for students from beginning to advanced level.

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

"All of the philosophical lectures and discussions were awesome! I was really pleased with the level of instruction. Our lab leader was very dedicated to providing us with a good experience, and the level of intensity was extremely high. I would definitely recommend this camp!"

Addie Frieweaver, previous program participant

"I would recommend this camp to other students because it was tons of fun and I learned a lot. The work was hard, and 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 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

For a brochure contact:

**1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800**

NFC ANDI LD Camp Fees :

**\$535 for the one-week, or
\$825 for the full program,
plus a \$75 application fee.**



Listed fees include tuition, room and a meal plan.

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 LD debate programs or for one-week primer sessions in either type of debate.

Fabulous Learning Environment

- **Great location.** The ANDI is located in Austin, Texas, an exciting city known for its cosmopolitan atmosphere and quality libraries. 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.
- **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 accommodate 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 2000 policy topic, while the LD students will be prepared to debate likely national topics.
- **Numerous special program features.** These include enrollment caps to ensure student access to ALL the top faculty; an incredible faculty-student ratio of around 1:7; special theory seminars, lectures and guest lecturers; multiple critiqued debates; rebuttal reworks and strategy training; and much more! The program as a whole emphasizes learning through doing, with all students working with a variety of faculty on basic and advanced skills such as argument preparation, strategizing, extension of positions, and foundational theories of debating and delivery. Policy debate students will also receive access to the best evidence produced at the NFC camps!
- **Top quality national-circuit faculty.** The ANDI faculty is composed of some of the finest coaches and debaters in the nation. Students will have the opportunity to learn from a supportive and experienced staff. A glance at the qualifications of the ANDI staff will reveal the depth and quality of what is every summer debate program's most important asset, its teaching staff. ANDI compares favorably with any other program in this and every regard!

Carefully Structured Schedules

SAMPLE CX SCHEDULE

8-9:00 AM	Breakfast
9-10:30 AM	Topic Lecture
10:30-Noon	Aff Case Construction
Noon-1:00 PM	Lunch
1:00-3:30 PM	Library work
3:30-5:00 PM	Theory seminar
5:00-6:30 PM	Dinner
6:30-8:30 PM	Lab session
8:30 PM	Commuter checkout
8:30-10:00 PM	Topic preparation
10:00-12:00 AM	Recreation & relaxation
Midnight	Lights out

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SAMPLE LD SCHEDULE

Breakfast
Value Analysis Practicum
Seminars on Strategizing
Lunch
Case preparation
Practice debate w/critique
Dinner
Delivery drills
Commuter checkout
Aff case work session
Recreation & relaxation
Lights out



Fees : \$995 for CX,
\$825 LD, \$535 1-week
plus \$75 application fee.
For info contact: NFC
1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800

The National Forensic Consortium presents the

NATIONAL LD DEBATE INSTITUTE, D.C.

July 2 - July 16 at George Mason University

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.

The program features include:

- **NATIONALLY RENOWNED FACULTY**
- **TARGETED LEARNING**
- **RIGOROUS CURRICULUM**
- **ACCELERATED LEARNING ENVIRONMENT**
- **SUPERIOR FACILITIES, LOCATION AND RESOURCES**

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:

Jessica Dean of Boston University and former coach at Needham High School. Ms. Dean had a high school win/loss record of 78 - 9, and placed third at NFL nationals.

Leah Halvorson of Reed College, formerly a nationally successful LD and events competitor, round-robin participant, and qualifier for elimination rounds of NFL nationals.

Here are how NFC students who have previously attended 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

\$1,275 (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



The National Forensic Consortium presents the

NATIONAL DEBATE INSTITUTE, D.C.

HELD AT GEORGE MASON UNIVERSITY

Policy Debate Programs: July 2 - July 20

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.

- **NATIONALLY RENOWNED FACULTY.** Outstanding coaches with proven track-records of success at both the high school/collegiate level, and top-flight current and former collegiate competitors.

- **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.

- **SUPERIOR FACILITIES, LOCATION AND RESOURCES.** 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 evidence produced at the camp for policy debaters! Remember to compare complete costs when pricing other camps.

- **TARGETED LEARNING** for both national circuit debaters and regional competitors. Classes utilize a variety of mutually reinforcing techniques, including fast-paced lectures, affirmative and negative labs, theory and practicum seminars, and individualized consultations.

- **ACCELERATED LEARNING ENVIRONMENT.** Includes over a dozen critiqued debates in the standard program as well as repeated argument drills and rebuttal rework exercises, all designed to teach mastery of superior technique at all levels.

- **INTENSIVE 30-ROUND POLICY DEBATE OPTION.** For students who feel they need a camp experience heavily weighted toward practice and technique instruction. Students in this special focus lab will spend a portion of each day learning theory, cutting originals, and putting together positions, and then will debate an average of two rounds a day (fully critiqued with reworks) for the duration of the camp. Look for an update on the outstanding staff for this special program in upcoming issues of the Rostrum!

- **EXPERIENCED PROGRAM DIRECTION.** The director is Dan Fitzmier, debate coach at Emory University. His college teams have closed out or won 10 major tournaments in the last two years. As a college debater he won the Heart of America, and closed out CEDA nationals with another Emory team. While in high school he was top speaker at the TOC his senior year. While coaching at Pace Academy his teams cleared to elimination rounds at most major tournaments.

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

Regular CX Program

\$1,450 (rm, board, tuition)

30-round plus CX program

\$1,675 (rm, board, tuition)

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

For more information:

on the web at:

www.educationunlimited.com (510) 548-4800

NFC

1678 Shattuck Ave., #305
Berkeley, CA 94709



The National Forensic Consortium presents the

California National Forensic Institute

LD program: June 16 - 30

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

THE 2000 FACULTY INCLUDES:

- **NICK COBURN-PALO OF HOPKINS HIGH SCHOOL**
- **ADDITIONAL NATIONAL CALLIBER STAFF TO BE ADDED AND ANNOUNCED SHORTLY!**
- **OUR FACULTY SPECIALIZE IN TEACHING PHILOSOPHY, LD TECHNIQUE, AND INSTRUCTING STUDENTS OF ALL LEVELS IN THE ART OF LD DEBATE**

PROSPECTUS and COSTS

Costs for the full resident program for LD, including tuition, housing, lunch and dinner on most days of the program, and most materials is approximately \$1,275. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$700. One-week programs are also available, for an approximate cost of \$675. 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
and on the web at: www.educationunlimited.com**



The National Forensic Consortium presents the

California National Forensic Institute

Policy and LD programs: June 16 - June 30, 2000

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 David Arnett of UC Berkeley and Ryan Mills of College Prep and 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 David Arnett 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

RANDY LUSKY, UC BERKELEY

DAVID ARNETT, UC BERKELEY

DAN FITZMIER, EMORY

ANNE MARIE TODD, USC

JON DUNN, STANFORD

NICK COBURN-PALO, HOPKINS HS (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 \$1,275. Commuters pay \$700. One-week programs are also available, for a resident cost of \$675. There is an additional \$75 non-refundable application fee. Students not accepted will have their application fee returned.

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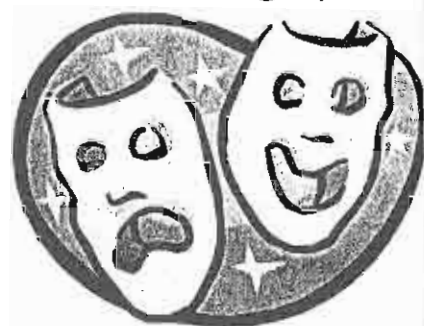
A Middle School National Invitational!

**To celebrate our 10th anniversary, the Nashville
Catholic Middle School**

**Forensic League is hosting a national tourna-
ment! You must be a member of the above league
or the NJFL (National Junior Forensic League) to
attend. Because of
space limitations, the
maximum number of
schools allowed to com-
pete will be 30.**

**So...get your spot
reserved NOW! You may only bring 2 entries per
category/event.**

Deadline: May 1, 2000



**Date: Saturday,
June 24, 2000**

Place:

**Fr. Ryan High School,
Nashville,
Tennessee**

EIGHT SEEK COUNCIL SEATS

The biannual election which will choose four directors to the NFL Executive Council, elect a council alternate, and establish an order for other alternates, will take place in April of this year. The four elected directors will each serve a four year term. The alternate's term is two years.

All seats are not up for election. Councilors Harold Keller, Ted W. Belch, Don Crabtree and Glenda Ferguson were elected in 1998 to four year terms and their seats will require election in 2002.

Ballots were mailed to chapters on March 28. Chapters not receiving a ballot by April 10 should contact the national office. The deadline for returning ballots is May 1 (postmark). The number of votes a chapter may cast is based upon total members and degrees on record as of May 1. The count will be done by Dr. James Hecht of Credentialing Services; all ballots will be mailed directly to him. No ballots should be sent to the national office nor will national office personnel or candidates see any ballots.

The order that candidates appear in this April Rostrum and the order that candidates appear on the ballot were determined in separate drawings conducted by NFL Comptroller Carol Zanto. Statements and pictures were furnished by the candidates and not edited.

For more information consult the NFL Constitution [Article VII B] and the NFL Chapter Manual [XI:NFL Elections]

Les Phillips

I am a working coach who is concerned about the future of forensics, and about the quality of our lives as teachers. NFL is the only forensics organization with the vision and resources to provide the professional and institutional support that we as educators need so badly. Coach burnout, together with the shortage of qualified young speech and debate teachers, may constitute the single greatest threat to the activity. I think it is time that NFL played a major role in coach recruiting and retention.

I think that forensics is too prone to division. All NFL coaches are teachers. We are all teaching thinking and research, presentation and performance, life lessons and life skills. Our common ground is much more important than the particular ways in which we choose to teach, or the styles that happen to be prevalent in our part of the country. NFL should work toward unity and inclusiveness.

I also believe that NFL needs a good, solid dose of participatory democracy. Members of the National Council should be much more accessible to the general membership, and should work harder at knowing what the membership actually wants. Technology makes this easier every day. If I am elected, accessibility will be my first priority, and I promise to be a very good listener.

I have coached speakers and debaters for more than twenty years. Like many of you, I have served as District Chair, labored on NFL committees, and worked in tab rooms at Nationals. Like many of you, I began my coaching career with five raw novices, no budget, and little support. New England is my adopted region, but my roots are Oklahoma and Texas, and I learned forensics in Missouri.

I think I know how varied and complex our community is. I am very eager to serve you on the Council, and I ask for your vote this spring.



Mike Burton

The National Forensic League has been moving forward and will continue to move forward into the 21st century. We have done some adapting and have a great need to adapt more to bring us into this new century. Five initiatives that I am proposing are:

- 1) To reduce the paper load in administering your program by streamlining the point system and allowing programs to either continue our point system of today or accept membership without working toward higher degrees. We all have students that will become members and never move beyond the membership level. A coach could certify that this individual has 25 points without having to do the point sheets. If the individual later started to move upward, point sheets could be recorded for those points.
- 2) Allowing some form of electronically reporting without a direct link to the NFL main computer. Jim's concern about a link to the computer is well stated, but a mailbox type computer program will allow the reduction of the heavy paper load.
- 3) An NFL electronic computer program to run your chapter. We have mounds of paper that you receive each fall. Let us put a major part of this on disk and reduce the load.
- 4) Continued support for the small programs with videotapes, coaches' workshops and additionally working with state and local coaches associations to do workshops for prospective and new coaches.
- 5) Continued discussions with the National Debate Coaches Association, Catholic League, National Federation of High Schools to streamline and correct the voting procedure for a representative vote for the CX topic each year.

With my thirty-one years of coaching, my continued roll as Director Emeritus at Auburn Senior High School, and my starting of a program at Eastside Catholic High School, I feel that I am a strong candidate for the NFL council. Please visit my web site at <http://www.michaelburton.net/> for more information on my campaign. Feel free to contact me here or at xxcoach@sprintmail.com. Bring an active coach to the NFL Council, vote for Mike Burton.



COUNCIL CANDIDATES



William Woods Tate, Jr.

Students and coaches form the core of the National Forensic League. Under the umbrella of forensic competition and service, we welcome a diverse panoply of individuals from different races, creeds and genders. As a national organization, serving people from different backgrounds and with different needs, we must be both responsive and responsible. Since 1990, while serving as your Council member, vice-president and President, I have placed these concepts in the forefront of all decisions.

During these years, the Council has been responsive to requests that portray students, coaches and the NFL in the best possible manner. We supported efforts to see the brightest among us earn the accolade of Academic All-Americans, knowing that such recognition salutes the quality of our students, our coaches and our programs. We lobbied foundations and corporate sponsors to provide student scholarships and other monies that will keep student and chapter fees at the lowest possible level. We encouraged the production and distribution of the new NFL video that promotes the values our coaches and chapters hope to create in our students, as well as tapes for coaches and the new interpretive final round tapes. In addition, we continue to promote a spirit of community among the diverse populations that comprise our membership. Finally, it has been my goal as President, to see that every proposal sent to the Council receives the fair, professional hearing it deserves.

But the NFL cannot survive by living in the past. It must press forward in its efforts to better serve students and coaches. Many of these proposals will come from you, the key individual coaches, who sense needs and dream dreams long before they become general knowledge. As an active coach for almost three decades in programs both large and small, I understand your need to be heard and your need for those who serve you to listen in a courteous, professional manner.

The dream I share with you is an NFL ever responsive to programs and activities that showcase our students and coaches, ever responsible in establishing a stable financial environment that will secure our organization's future, and ever remembering that we, as a community, must make the values of forensic participation available to as many students as possible. Your voice deserves to be heard. If you honor me with another term, that will be my promise.



Frank Sferra

The National Forensic League has changed the lives of untold young men and women over the past 75 years. The NFL has provided the incentive necessary for the development and continued existence of countless high school speech and debate programs. It is the job of the Council to see that this positive impetus continues into the new millennium. We need to listen more.

It is important that the League remain a viable program for all schools. We must continue to encourage the establishment of new programs. We must also nurture emerging programs. This strategy requires continuing outreach and communication. We need to listen more.

The League needs to be an organization that is open and welcoming to programs and schools of all sizes. The backbone of this organization is the Chapter. We need to provide services and support for all of our chapters. Our district Chairmen need to become more of an advisory group to the council. We need to listen more.

We need to continue to develop educational support for our students. The tape programs are a beginning, but there is much more that ought to be done utilizing the new technologies that are becoming available. We ought to be on the cutting edge of these technologies so that we are more accessible and available to our membership. We need to listen more.

If elected, I will continue to listen to all members. This is a time for the League to become more proactive. What do we want the NFL to look like in 2010, 2020??? I will continue to hear you.

COUNCIL CANDIDATES

Kandi King

For several days and nights I have been trying to write this "campaign stump" and every beginning, while true, has sounded trite or presumptuous. My first letter to all of you two years ago spoke about how I believed I offered nothing unique and, you know, that's still true. I am not unique and I don't like writing these kinds of letters. Let me wax eloquently about students; let me wax eloquently about my colleagues; let me wax eloquently about the world of forensics -- that I can do, but I cannot wax eloquently about myself. So, just why do I want to be a member of the NFL Council? So I can wax eloquently about all three.

I have been involved in the world of high school speech and debate since I began researching my first debate topic, well, more years ago that I want to put into numbers. Back then, I was a member of a debate team that consisted of four members whose sponsor was the high school civics teacher. We went to one tournament a year -- ONE! My senior year I became an extemp, not because I knew what the event was but because my high school speech teacher told me he needed an entrant for Girl's Extemp at the district tournament. We had no files, just stacks and stacks of magazines that I hauled with me to the district tournament. And, at this point in my life, I didn't even know what the NFL was; our school, was unfortunately, not a member.

But this serendipitous beginning led me to the world of college forensics and, when I had to choose what teaching fields in which I wanted to major, speech was my choice. And I can't imagine myself teaching anything else; it is the interactions that come from being a speech teacher and forensics coach that imbue my career with its life. I still remember my student teaching experience and the excitement my students had when we attended our first tournament that year. That was almost thirty years ago.

Then, I left my career behind and began a new one -- Mom! And Mom I was for several years until one day I was told that a high school near my son's day care center was looking for a debate coach. Well, that was the beginning of my career and it was also the beginning of my affiliation with the NFL.

I have to be perfectly honest -- I was a very inexperienced coach and my students were very kind to me. And, in spite of me, my students grew and developed. This they were able to do because I had many wonderful mentors who were so willing to share their wisdom and time with me.

Now, many years later, I still know I don't have all the answers. What I do have, though, is a twenty year-plus career that has been so enriched by all the students and colleagues I have had the good fortune to know. I have had the opportunity to be a part of an organization - the NFL - that gives so much to all of us in this world of forensics. And it is because of the students and my mentors that I am committed to serving the NFL and all of you.

And, while I am not unique, the NFL is! This organization is our common denominator. As a Council member, I will continue to represent and celebrate our diversity while we enjoy our love of what we do, of who we teach and coach, and of those with whom we work. Our students deserve nothing less.



Donus D. Roberts

Over the years, NFL coaches have entrusted me with many leadership opportunities; hopefully, I have earned the trust by good deeds rather than just good PR. Once more I ask for your support.

About fifteen years ago, the NFL was on the verge of economic extinction. Through the diligent efforts of many people, especially its Executive Secretary, the NFL has rebounded. In the 21st century the League is enriched by a number of sponsors. That is good news. On the other hand, we need to keep our own organization vibrant so we are insulated from economic downturns which could in turn influence our sponsors. How to become more self reliant is a challenge. More student members would be good; more schools as chapters or affiliates would be good; more coaches in the field would be good. These are the battles in the trenches that can only be won on the local and state level. The role of the national organization is to provide resources and leadership. A solid example is the video "Discover the Power of Speech," made possible by the Lincoln Financial Group. On the local level coaches should place this tape in the hands of all power-brokers: administrators, boards of education, PTA's, and student groups. Another initiative that the national organization has made is in the area of curriculum. The NFL is a clearing house of information, particularly because of the commitment of the late Lanny Naegelin.

One of my long-term goals is to make the NFL points more coach-user friendly. It will happen as soon as we can be assured the technology has been developed to protect the integrity of student records from state-of-the-art hackers. The need for security was certainly demonstrated in early February of this year. (In case a "rich" NFL coach would like to speed up the process with a 500k donation, call 920-748-6206.)

Most of all, I believe that NFL councilors should be good listeners. So many of the ideas I have been proud to sponsor have germinated through dozens of conversations: ideas such as district strength based upon degrees rather than the number of schools; national conferences where people have the time to listen to each other and develop policy recommendations for the national office; the position of ombudsman at the national tournament which gives all NFL constituents access to the same information and which also serves as a court of justice. Listening and finding ways to make things happen is my leadership style.

On the personal level I have coached all my career at Watertown High School in South Dakota. We compete in all NFL events. I have coached all NFL events (remember I did not say well). Living in South Dakota makes me particularly appreciative of tight money for budgets, the trials of travel, and the frustration of so much work for little appreciation. That is why coaches need tournaments (including the nationals), to find out that they are not alone.

The NFL is the most logical high school umbrella organization. For me the NFL is the most important organization I have ever belonged to. That is why I pledge my time, energy and talents to keep the NFL evolving to better serve students, teachers, and parents.



COUNCIL CANDIDATES



Dr. Robert S. Littlefield

My candidacy for the Executive Council of the National Forensic League stems from my long-time commitment to high school forensics. Although my involvement in forensics spans three decades, for the past eight years, I have been coaching debate, student congress, and speech students at Sullivan Middle School and Fargo Shanley High School. My five-year service to the Rough Rider NFL District Committee includes being elected District Chair this year. In addition, I served on the national tab room staffs in Fayetteville, Minneapolis, St. Louis, and Phoenix.

My involvement in the NFL began in 1967 when I earned membership at Fargo North High School. Upon graduation from college in 1974, I began teaching at Barnesville (MN) High School. Without delay, I chartered an NFL chapter. By the time I left to pursue a Master's Degree, my students were winning Minnesota state championships.

Leaving the high school ranks in 1978 was difficult, but I continued my coaching at North Dakota State University. I was elected in 1983 to the National Council of Pi Kappa Delta, serving as the National Tournament Director in 1985 and 1987. I was elected National President of PKD in 1991; and from 1993-1999 served as National Secretary-Treasurer. Throughout my involvement in Pi Kappa Delta, I sought to increase relations between PKD and the NFL. The Bruno E. Jacob-Pi Kappa Delta Award is an example of my efforts to improve inter-forensic relations. These opportunities have provided me with an awareness of the broader forensic community and could be helpful as the NFL continues its role as the strongest and best-organized promoter of forensic activity in the country.

Finally, my continued work with the National Junior Forensic League demonstrates my commitment to the NFL and forensics. With the numbers growing yearly, the NJFL has the potential to become a great asset to the NFL for many years to come.

I know and respect those who currently serve on the Executive Board of the NFL. If elected, I will serve the membership to the best of my ability.



Darrel Harbaugh

Hi! My name is Darrel Harbaugh. I am asking for your vote for the National Forensic League Executive Council.

Why do I want to serve on the Executive Council? Although there are several reasons I will express, I suppose the first among them is found in the opening question of this paragraph. I have a firm desire to serve the NFL community. By the term "NFL community," I mean all of the NFL Community - large schools, small schools, wealthy schools, poor schools, urban schools, and rural schools. I am seeking election to the NFL Executive Council because of my belief that the National Forensic League truly builds the leaders of tomorrow. I believe in the value of the National Forensic League and the activities it promotes, and wish to serve all NFL students regardless of the size of program or activity in which they are involved.

My background demonstrates a commitment to the NFL. Since 1980, I have either been on a District Committee, or have been a District Chair. My guiding principle during these years has always been, "Let's do what is best for the kids." As a District Chair, I have always emphasized that the District Committee serves the needs of all students. I have watched NFL grow, both within my home state and nationally. I have been part of the changes in NFL in Kansas that have seen the state grow from three NFL Districts to four, and then to five this year. As an Executive Council Member, I would represent the interest of all NFL students and of chapters of all sizes. I have experience working for the National Tournament and am open to new ideas that will support the involvement of new and experienced coaches alike. NFL must remain student oriented and helping new coaches and developing programs is a great way to keep the focus on the students we serve. I have supported and will continue to support changes within NFL that truly benefit our student members.

In addition to my coaching, directing, and NFL responsibilities, I have been actively involved in my state teacher's association. Through this association I have been an advocate for both teachers and students

for over twenty years. This involvement has broadened my interest beyond that of the classroom, yet I have remained a teacher first.

The speech program at Field Kindley Memorial High School in Coffeyville, Kansas is active in all areas of NFL events, from Cross-ex Debate to Duo Interp. This requirement of my job gives me a wider picture of NFL and prevents a narrow, parochial focus that might only be concerned with just one area of competition. I believe that competitive speaking should be available to all students, not just the few. My program has reflected this philosophy for twenty-three years.

The experiences that NFL offers our youth are priceless. If elected, I offer myself as an advocate for all students and all programs. The National Forensic League has an even brighter future ahead. I hope to assist in the continued growth of the NFL and its mission of "Training Youth for Leadership."

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Programs are structured to maximize the student's educational opportunity to work closely with all of our faculty in a variety of settings. The Summer Debate Workshop labs are tracked according to experience, but students get to work with other instructors in theory seminars, skills classes, and in practice rounds. The Policy Project, for advanced debaters, is not tracked. Our philosophy is that everyone at that level deserves the best we can offer, and that no lab is any "higher" (or lower) than any other. Coaches can request particular faculty for their student's placement at both of our workshops, but we are committed to giving every student the best we have to offer.

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We are highly sensitive to the educational needs of the high school level student. Our faculty includes a number of excellent high school coaches and teachers. And just as importantly, our curricular model emphasizes interactive learning and discussion. We have small classes for many of the kinds of subjects like theory and speaker positions that other workshops relegate to mass lectures. Our curriculum is very rigorous and challenging, but we do everything possible to involve the students in a dialogue, to get them to think with us.

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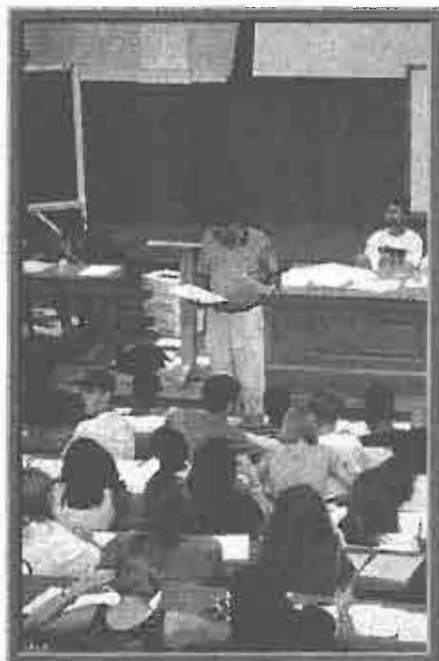
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Conrad Anderson - South St. Paul HS, MN - Director of Midwest Debate Institute

All instructors have at least five years experience working at one or more institutes. In addition, all have coached debate teams at the NFL National Tournament including second and third-place finishers, plus two second-place speakers.

Where can you receive applications and more information?

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Fax: (651) 696-6592
E-Mail: mity@macalester.edu
Internet: <http://www.mity.org>

MITY also offers a "Beginning Debate" session for students with no debate experience.

CIVICS IN THE CLASSROOM

by Paul Lorentzen

In this third article in the "Civics in the Classroom" series we will be talking about the three traditional branches in the American government system, and how this feature affects the nature and kind of work in the public sector.

As our first article mentioned, one mission of the Public Employees Roundtable is to encourage young people to consider employment in the public/government sector. Hence this series is devoted to significant features of our governmental system which need to be understood when thinking about working therein -- but which many young persons may not have been exposed to in their schooling.

One such important feature was discussed in the second article: the three-tiered federal nature of our governmental structure. Talking simply of "the government" makes little sense unless one specifies whether it is the local, state, or national level to which one is referring.

Similarly, we must distinguish among the three branches -- legislative, executive, and judicial -- when referring to "the government" as well as in talking about types of work performed in the public service. Not only are the functions of these branches quite different, but so are their career opportunities and ways for obtaining their positions. In fact, to use the expression "government work" makes little sense without specifying both what level in the federal structure as well as which branch therein you are talking about (e.g. the local government judiciary, the state government legislature, or the national/federal executive departments/agencies).

The Founding Fathers emulated the British system, with which they of course were well acquainted, when they established these three distinct (but related) branches in drafting the Constitution in 1787. Their historic innovation was to set them up in such a way that each has its own specific roles and power, but all are "checked" and "balanced": that: (1) a delicate level of interdependence exists to ensure general government stability,

and (2) no one branch will have the ability to amass all power to itself.

At the same time, the Constitution meant to and did correct major defects in the Articles of Confederation by granting the federal/national government certain exclusive powers (e.g. in foreign affairs, national security, etc.) as well as by establishing a Chief Executive (President) to ensure that laws enacted by the legislative branch (Congress) would be implemented. Establishing an independent federal judiciary with lifelong terms for judges was another significant innovation.

To relate all of this to the world of work we will first consider how certain general characteristics of each branch affects job functions and career opportunities.

To state the obvious: the huge majority of public sector positions are found in the executive branch -- true at both the local, state and national/federal levels. Here is where the policies adopted and laws enacted by city/county councils, state legislatures and the national Congress are being implemented and put into operation by the many millions of public employees working in different departments, agencies, commissions, offices, etc. The number of different occupations is in the thousands runnings from such categories as the trades and crafts to clerical, administrative, managerial, professional, scientific, educational, legal and still more.

Generally referred to as "the bureaucracy: and often mistakenly thought of as "the government," the most important functional distinction to be made is that these executive programs and operations are being conducted because legislative branches decided to set up and fund them. How (economically, efficiently and effectively) these executive branch operations are being performed is the pertinent question to ask here--and not why the operations should or should not exist in the first place. That latter question belongs and is decided in the legislative realm.

In a significant respect, the most important of the three branches is the leg-

islative: no government program or operation can start or continue without first being authorized and funded by the legislatures. Chief executives at all three levels may and usually do propose various policies and operational funding amounts, but only the legislature can adopt, enact and appropriate.

Hence these unique public service officials (legislators) are elected, in contrast the great mass of executive branch employees, who are appointed (except for most of the chief executives, e.g. the President and state governors, who are elected). However, legislative branches do have their own bureaucracies, small as they are compared to those of the executive branches. In addition to clerical/administrative positions, these consist mostly of legal, programmatic and special assistants hired by individual lawmakers plus legislative committee staff specialists appointed along political party lines.

The judicial branch is the smallest of the three, at all three structural levels. Local and some state court systems are a mixture of elected and appointed judges, with much variation among states, counties and cities. At the national/federal level, all judges are appointed by the President (with the advice and consent of the Senate); while administrative and other support positions are mostly filled in a way similar to that in the executive branch, i.e. by applicants meeting published qualification standards.

Thus, when one considers "the government" to consist of all operations and positions in the executive, legislative and judicial branches at the local, state and national/federal levels--as it obviously does--one can see that this public sector is as wide in scope and varied in kind as is the private sector, if not more so.

Our next article will concentrate quite specifically on types of career fields in the public service as well as different methods used to fill the multitude of jobs.

(Professor Lorentzen will be contributing a bi-monthly column)

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Here's Who We Are

Institute Directors

Linda M. Collier, Director of Instruction

People magazine called her the "Vince Lombardi of debate," and *Bottom Line Personal* offered her teaching techniques to parents seeking strategies to help their children maximize their achievement levels. Under her direction, UMKC's debate squad became the first in history to win both the Cross Examination Debate Association (CEDA) and National Debate Tournament (NDT) National Points Championships in the same year, 1997. The UMKC squad has ranked in the top 20 of CEDA for the last 11 consecutive years.

Jennifer Alme, Director of Tier 1 Instruction

Jennifer is a coach at Emory University and the associate director of the Atlanta Urban Debate League. As the associate director of the AUDL, she is in charge of designing and implementing debate curriculum in Atlanta Public Schools. As a college debater, Jenny was in late out rounds of both the NDT and CEDA National Tournament. Jennifer has worked at SDI for several years, and is nationally recognized for her ability to teach debaters who are early in their career.

Brent Siemers, Director of Tiers 2 & 3 Instruction

Assistant director of UMKC's program this year, Brent came to UMKC last year after coaching from 1997-98 at Kansas State University, where he debated from 1991-96 and was a member of the 1993 CEDA national championship team. Brent was 2nd speaker at CEDA nationals and a CEDA All-American as a debater.

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THE D G E

COUNTERPLAN PERMUTATIONS: THE BASICS

by David M. Cheshier

The most basic burden for a counterplan -- a negative proposal defended as an alternative to the affirmative plan -- is that it must compete. That is, for the counterplan and its advantages to count against the benefits of voting affirmative, they must constitute a reason to reject the plan. Although we have a tendency to think of competition (and even to teach it) by using the language of "competition standards" (which would obviously include the standards of mutual exclusivity and net benefit) the basic idea is more easily grasped by making an analogy to other concepts, and three in particular have had popularity. These are the ideas of opportunity cost, alternative worlds, and the disadvantage metaphor.

What Makes a Counterplan Competitive?

The opportunity cost idea is borrowed from basic economic theory. When we say a particular course of action creates certain opportunity costs, we are acknowledging that the total price of something is not captured simply by looking at its price tag. Beyond the list price, we must add up the costs of the foregone alternatives and count them as well. The total cost of a summer vacation, for example, includes the direct out-of-pocket costs one runs up (the airplane ticket, hotel, food, and so on) but it also includes opportunities made impossible by taking the vacation (such as the income one would have earned at a summer job by staying at home.)

The language of opportunity costs has always seemed appropriate to the counterplan competition question because the proposed alternative (e.g., having the states do the plan instead of the federal

government) is not normally a direct cost of the plan -- that is, there is usually no indication the states are plotting to do the plan and will be diverted from their efforts by federal action. Instead, when run as a counterplan, state action presents decisionmakers with an explicitly named opportunity cost, since (if the evidence is to be believed) federal action tends to co-opt and subvert state incentives to act.

The competition question can also be understood as a kind of thought experiment where the status quo is imagined as one "world," and the status quo as modified by the plan is imagined as another, slightly different world. Using such language, we can test whether the counterplan is a reason to reject the plan by asking a question: In the world as adjusted by the plan, should we or can we adopt the counterplan? Or we could put the question another way: In the world as adjusted by the counterplan, should we or can we adopt the plan?

Finally, the competition burden can be understood by analogizing the counterplan to a regular disadvantage. Although the vocabularies seem different, both disadvantages and counterplans specify costs of adopting the plan. Tracking the analogy out, one could say the disadvantage impact corresponds to the counterplan advantage, and the disadvantage link corresponds to the counterplan's competition claim. In the same way link evidence requires the negative to specify the connection between the plan and the negative consequences enumerated in the disadvantage impact, competition evidence forces the negative to connect their counterplan advantages (such as federalism or global federalism modeling) to the plan. If such a comparison seems artificial or forced, imagine the cards one would hear in a debate where federalism was run as a disadvantage, compared to the cards one might read in a state counterplan debate: the link and competition cards would be the same.

All three of these models raise interesting questions about the nature of counterplan debating. The opportunity cost metaphor forces us to attend to the nature of the counterplan choice: is the choice offered by the counterplan a genuine cost of the plan, or simply contrived? The plan/counterplan "worlds" approach leads to different issues. Some years back Harvard debate coach Dallas Perkins argued counterplans were unfair to the affirmative and should be banned, basing his argument

on this perspective. His point was that the counterplan competition question (to rephrase it again: "having adopted the counterplan, does it make sense to adopt the plan?") is never a winner for the affirmative, since the negative can always rig the world (with their counterplan) to make the plan either irrelevant or foolish. Finally, the "counterplan as disadvantage" theory (championed many years ago by Bates debate coach Robert Branham) raises this issue, among others: if the link matches competition, and impact matches counterplan advantages, then what is the match for uniqueness? The answer, of course, is that the disadvantage uniqueness burden is magically solved by fiat. In a federalism disadvantage debate, the negative has to prove state action is happening now; when they counterplan with state action the magic wand of fiat produces instantaneous fifty-state action. Some have used this feature of the disadvantage-counterplan analogy to argue against the legitimacy of counterplans, on the view that negatives should have to prove an actual and not a rigged trade-off.

As counterplan strategy evolved, a very particular problem arose to which so-called "permutation theory" offers a cure. The problem was that some teams grew very adept at rigging their counterplans so they appeared to pose a genuine forced choice, when in fact the choice was artificial. One counterplan which enjoyed a brief popularity essentially stole the plan's funding. The text would read something like: "All money newly allocated to (fill in the blank with the plan's mandates) will be diverted to famine relief." The counterplan sounds like a genuine forced choice: after all, you can't spend the same money twice, and if the negative could read evidence that famine relief should be our greatest priority, they seem to have a winner: a counterplan both mutually exclusive (can't spend twice) and net beneficial (famine deaths > education reform).

But is famine relief really an opportunity cost of educational reform expenditures? Obviously in the political world of everyday budgeting the two items do not intersect except in the most unusual circumstances (as in a case where the educational expenses envisioned are so huge as to trade off with everything else.) Only the introduction of the counterplan creates or, some might say, trumps up, the choice. Or consider this even more blatantly artificial counterplan: "The federal government will develop a cure for AIDS. The affirmative

plan is outlawed." Again, we seem to have a perfect counterplan: mutually exclusive (can't pass and ban the plan at the same time) and net beneficial (AIDS cure > making kids read *Gone With the Wind*). But the choice presented by the counterplan is not genuine; in fact, it is completely contrived. How can the affirmative persuade the judge this is so?

The Permutation Alternative

The language of permutation theory gives affirmatives a vocabulary they can use to reveal the artificial competition of abusive counterplans. Permutations entered college debate competition during the mid-1980's; the idea was first written up in an essay by Boston College debate coach Dale Herbeck, in an article he wrote for *Argumentation & Advocacy*, the research journal of the American Forensic Association.

The term "permutation" can be a little confusing, since its usage in debate does not precisely mirror its use in mathematics. When an affirmative answers a counterplan by naming and defending a permutation, they are basically asking the judge to participate in a thought experiment. A permutation is an imagined policy combining the plan with some part of the counterplan to reveal why the counterplan's benefit claims should not count against the plan. So, were a team debating the two abusive counterplans just described, they might respond to the first with: "Permute -- Do the plan and pay for famine relief." Or, with reference to the second: "Permute -- Do the plan and develop an AIDS cure."

One must be clear on what is being said when these words are spoken in a round. The affirmative is not defending a revised plan, or an amended proposal. Nor are they embracing the counterplan or any part of it (it is consistent for the 2AC to respond both with a permutation and by running disadvantages to the counterplan). A permutation is simply a thought experiment which reveals why the counterplans net benefit claims should not count as reasons to reject the plan. By offering a potential combination that gets the "best of both worlds," as it were, the affirmative illustrates why the counterplan is not a reason to reject its proposal.

In a certain sense, and this is a difficulty for some, one could say the permutation actually is advocated. After all, the thought experiment, though not literally defended by the affirmative as a 2AC plan amendment, does alter the judge's decision (*Chesier to page 54*)



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(Cheshier from page 50)

making calculation. Now, instead of comparing the plan alone with the counterplan alone, and voting for the one which produces the greatest benefit, the judge compares the permutation to the counterplan alone. If the permutation looks like the better of the two alternatives, she votes affirmative, since endorsement of the permutation thought experiment is also an endorsement of the plan it contains. If the affirmative defends the permutation as net beneficial, and the judge is only able to vote affirmative based on such a defense, could we not say it has been advocated? We'll return to this question shortly.

In the early days of permutation theory, Kentucky debate coach Roger Solt laid out a preliminary matrix of permutation types. Although he has modified this list in the years since, his first list lays out some of the important types still in use. The first type of permutation Solt called a "mechanical permutation." Here, a permutation is nothing more than a mechanical combination where the whole plan is attached to some part of or all of the counterplan. There is very little theoretical objection to such a combination, since in its purest form the mechanical permutation still requires the affirmative to defend their whole plan, and because it most plainly reveals the artificial nature of obviously abusive counterplans.

A second type Solt referred to as the "logical permutation." The logical permutation is necessary when the negative has artfully worded their counterplan so that a piece of its text cannot be simply lifted and attached to the plan (as with the "steal their funding" example). A counterplan which says "the affirmative's funding will be diverted to famine relief" cannot be mechanically attached to the plan since the wording presents no way to, say, lift the noncompetitive mandate and leave the other behind. And yet, although this counterplan appears to perform one clear move ("steal their money"), logically speaking it actually does two things. First, it steals the plan's money, then second, it puts money into famine relief. The logical permutation allows the affirmative to dissect the single mandate into its logical parts, and then attach one or more of those logical pieces to the plan. There is little objection to this sort of permutation either, since it is necessary to avoid the most sleazy counterplan texts.

In the third type, which one might call an "intrinsicness permutation," the affirmative combines their plan not with a piece of

the counterplan, but with something entirely different, shall we say "pulled out of thin air." Imagine the plan builds nuclear power plants, and the counterplan bans them, with the net benefit of slowing global nuclear weapons proliferation. The affirmative might try to permute with: "do the plan and convene a global disarmament conference." They might argue that this attachment to the plan solves the net benefit edge the counterplan appears to have over the plan, thereby proving the counterplan is not net beneficial. But they have done something arguably illegitimate by pulling their plan addition out of the air, rather than out of the counterplan text. Solt and many others believe this kind of permutation is unjustified theoretically: (1) like so-called "intrinsicness arguments" sometimes run by affirmative against disadvantages, they are arguably unfair to the negative, since potential net benefit claims could always be "fixed" with a plan amendment; (2) intrinsicness permutations are arguably unfair since they cannot be anticipated by the negative -- how could they ever know what to expect as a 2AC addition?; and we could add to this list with the other objections routinely made against disadvantage minor repairs.

Some permutation Issues to Consider

Every so often, someone will make an attempt to discredit the entire idea of permutations by offering some theoretical objection to the concept. For the most part, these arguments have not been found persuasive. Some have argued affirmatives cannot "advocate" permutations because they are essentially unfair plan amendments, which make the plan a moving target. Others have objected on the grounds that permutations are essentially extra-topical plan additions.

The common answer to both of these concerns have been to stress how permutations are not really advocated by the affirmative. They are simply "tests" of competition, or, using my earlier language, "thought experiments." And, following language, most believe permutations are never actually defended by the affirmative: the 2AC can name and defend as many as s/he likes, and neither the 1AR or 2AR bear any responsibility for future permutation advocacy.

The "it's only a test" logic has proved persuasive, although it is not entirely airtight. Consider how the "test" rhetoric may mask what actually is hypothetical or conditional affirmative advocacy. What does it

mean, after all, to say a debater advocates something? One way we could reply is to say a policy is advocated when a student specifies a plan of action and then argues its net beneficiality. By such a definition, permutations are "advocated" -- debaters name a policy and say why the net benefits exceed those of the counterplan alone. And since the judge can only vote affirmative by imagining herself to vote for the permutation, is not the practice of permutations a kind of advocacy? Consider this as well: why couldn't a negative running twenty hypothetical or conditional counterplans use the same "test" language to justify his extreme practices? After all, how can we distinguish between the "conditional advocacy" offered for permutations from what might be said for multiple counterplans, where the negative might defend himself by declaring "each of these counterplans is simply a test of the plan's net desirability"? These questions are too often glossed over in the rush to embrace the often-useful, even necessary, permutation tool.

Some other issues, in my view more serious, have arisen as the use of permutations has grown. Consider these questions:

It is necessary that the permutation include the entire plan, or is it sufficient if it merely contains part of the plan? The consensus has been to oppose these so-called "severance" permutations, on the grounds that the affirmative is obliged to defend their entire plan throughout the debate, regardless of the counterplan under consideration. Such a view essentially nullifies the use of permutations against "exception" counterplans, where all but some tiny piece of the plan is implemented ("do the plan everywhere but on Native American lands"). But is this consensus justified? If the permutation is simply a "test," then might not the test be sufficient if any topical action survives the onslaught of the counterplan? And is it consistent to require the affirmative to defend their plan in its entirety and against all possible alternatives, when the negative's advocacy may only be conditional or dispositional?

Are time frame, or order of adoption permutations legitimate? Debate here is more divided. A time frame permutation is one where the plan and counterplan are sequenced, as in "implement Holocaust education for five years, then devolve it to the states afterward." Or we might consider the opposite sequencing, where the counterplan is done first, followed by the (Cheshier to page 73)



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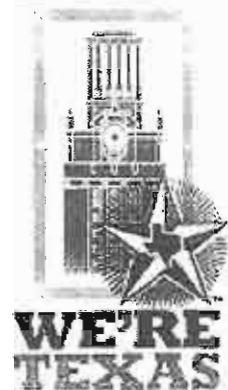
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July 12th-July 30th 2000

Gonzaga University has a long and distinguished tradition of excellence in collegiate debate. Recent accomplishments include a 4th place finish in the 1998-1999 NDT varsity rankings, a team in the quarterfinals of the 1999 NDT, and two teams in the octafinals of the 1999 CEDA National Tournament.

Currently, GU is ranked #5 in the NDT varsity rankings, #7 in the overall NDT rankings, #3 in the CEDA rankings, and #1 in NDT District II.

In July we will focus our talent on hosting an amazing summer high school institute experience. Our staff consists of many of the most talented and successful debaters and coaches from the college ranks. The staff this year includes

Adam Symonds, Whitman College
Erik Cornellier, Gonzaga University
Rachel Saloom, West Georgia
James Roland, Southern Illinois University
Larry Heftman, Emory University
Anne Marie Todd, University of Southern California
Sarah Glaser, Kansas State University
Casey Kelly, Gonzaga University
J.P. Lacy, Whitman College
Roger Stetson, University of Southern California
Eric Slusher, Southern Illinois University
Geoff "Sickboy" Smith, Southern Illinois University
Sarah Snyder, University of Vermont
Aaron Moburg-Jones, Gonzaga University
Matt Moore, University of Central Oklahoma
Justin Skarb, Arizona State University
Aaron Klemz, Southern Illinois University
Adam Hurder, University of Southern California
Amy Collinge, Lewis and Clark College
Kevin Kerwien, Western Washington University
Monte Stevens, Kansas State University

Other reasons to attend GDI

- Student-teacher ratio of 4-1
- Low cost compared to other institutes
- 20+ rounds on the topic
- Complete evidence set – Affirmative and Negative
- Two mock tournaments during institute

FINE HOTELS WELCOME CONTESTANTS TO THE NW ROSE NATIONALS



The Oregon Committee is proud to recommend a wide variety of excellent hotels to coaches and qualifying students attending the NW Rose Nationals. A complete, annotated list is available on pages 61-63 of this *Rostrum*.

Coaches and School Administrators are urged to study the hotel information charts. The chart clearly shows: number of available rooms (almost all double-doubles but kings or queens are available); the hotel name, address and website address, mileage from the PSU campus, amenities in the hotel and the rate. Each hotel's website can give further information.

Distance

No hotel is more than a 20-minute drive to the Portland State University but planning is vital. If you are staying near the University you will not have time to take a Congress person out to a Congress hotel and get back to the University in time for the tournament. We recommend that schools with a Congress qualifier stay at the Congress hotel where their congressperson is competing and drive tournament students to Portland State.

Advanced Booking

Please remember that when you book it is NFL policy that you provide a *two night non-refundable deposit* for each room or suite booked. This means *non-refundable*. You will be asked to send cash, check, or money order *immediately* to hold your rooms. If the money does not arrive in a timely fashion your rooms will be canceled and sold to others. Should you choose to use a credit card, the hotel will enforce NFL policy and *bill your card immediately* for the two night non-refundable deposit. If you book rooms, you will see charges on your credit card statement prior to Nationals.

NFL wishes to eliminate "Speculative" booking ("I will reserve rooms now in case we qualify"); and double booking ("I

always book two places and when I arrive I choose the one I like and cancel the other"). If a coach chooses to book excess rooms on several properties, s/he will pay a two night non-refundable deposit for each room they book, even if canceled later.

Function Hotels

Headquarters Hotel and Senate Hotel. The *Doubletree - Lloyd Center* will serve as the Headquarters hotel. It is close to the Portland Convention Center where registration, the opening assembly, final rounds and awards will be held. The Senate will convene in this hotel and finals of both Senate and House (Super Congress) will be here.

Recently refurbished, this premier property is on the Light Rail which runs to the downtown area and the campus. The Lloyd Center Mall, with stores and fast food is across the street.

House Hotel. Student qualifiers in the House will want to stay at either the *Doubletree - Jantzen Beach* where House prelims and semifinals will be held, or stay at the *Doubletree - Columbia River*, an easy walk to the Jantzen Beach Doubletree. Both properties are on the Columbia River which separates the states of Washington and Oregon. The hotels are an easy 15-minute drive down the expressway to Portland State University. Fast food and family restaurants are in the hotel and nearby. Also in the area is the *Courtyard-Marriott North Harbor*.

Near the Campus

The closest hotel to the Portland State University campus is the *Doubletree - Downtown*. Formerly a Red Lion Inn, this property is near the edge of the campus and has a large free parking lot suitable for vans, campers and motorhomes.

The *Days Inn City Center* is also within walking distance to the campus as is the completely new and very elegant *Marriott-City Center*.

Downtown Hotels

A slightly farther distance but still within walking distance, and on the Light Rail, are the downtown hotels facing the beautiful Willamette River. [It's Will - am' - it, damn it! said one Oregon governor to people who insisted upon calling the river the Will' - a - met] The *Downtown Marriott* has 175 double-double rooms available. It is a beautiful full-service Marriott with indoor pool, whirlpool and fitness center.

Also downtown is the *Sheraton-Four Points*. A fine location, a good rate and convenient parking make this hotel a good value, but no rooms are available on Saturday. Check in must be Sunday, June 11.

Convention Center Hotels

Across the Willamette from downtown, and near the convention center are excellent hotels. The *Marriott-Courtyard* is a new hotel just blocks from the convention center where the opening and closing events are to be staged. It is near the Light Rail. So too, is the *Holiday Inn - Convention Center*. The newly refurbished *Radison* (formerly Ramada) is nearby at only \$84 as is the *Hawthorne Inn and Suites* which offers the suite life and Light Rail access for only \$79. The *Red Lion Motel - Coliseum* is near the Rose Quarter BB arena. Free parking and a \$73 rate makes this property an excellent value.

South of the Campus

Schools looking for easy access, beautiful suburban surroundings and low rates should stay at the hotel properties south of the Portland State campus. Along I-5, twenty minutes or less from the campus are the *Holiday Inn Select - South*, the *Hilton Garden Inn*, the *Phoenix Inn-Lake Oswego*, near beautiful Lake Oswego, and the *Phoenix Inn-Tigard*. Additional Phoenix Inns can be found in Beaverton, west of Portland and Gresham, east of the city.

NW ROSE HOTELS



*Doubletree Lloyd Center
Senate Headquarters*



Downtown Doubletree



*Doubletree Jantzen Beach
House Headquarters*



*Doubletree Columbia River
Close to Jantzen Beach*



Hilton Garden Inn



*Holiday Inn Select
Portland South*



Radisson



*Courtyard Marriott
North Harbor*

Summer Debate Institutes

Kansas State University

July, 2000

Manhattan, Kansas

- **Great Value**
- **Students and Coaches Can Both Benefit**
- **Sound Theoretical Training**
- **Education and Skills Orientation**
- **Staffed by Eight Distinguished High School Coaches**
- **Featuring KSU Award Winning Speech & Debate Faculty and Students**

These Institutes have been designed to provide individual students with an experience oriented to their particular needs and goals. The experience will include Institute strengths in improved performance, critical thinking, speech or debate specific skills, argumentation theory, and research processes.

KSU Forensics has won fifteen individual or team, speech or debate, national championships in the past nine years and was the # 2 combined debate and speech program in the country in 1999 in the American Forensics Association Joint NDT-NIET Sweepstakes. KSU debaters have placed first, second, or third nationally in speaker awards, team finishes, or squad ranking in CEDA or NDT in eight of the last eleven years. 3rd nationally in 1999 as a squad, according to NDT rankings, they have reached the semi-finals or better at the CEDA National Champs Tournament five of the last ten years. KSU Speech has produced 11 national champs in the 1990's and had seven top five squad finishes.

Come to a K-State High School Institute and learn from nationally recognized collegiate instructors, outstanding collegiate debaters, and outstanding high school coaches.

RookieCat Institute

July 10-15, 2000

This introductory Institute experience is for novice or first year debaters who have little if any debate experience or training. Students receive a basic introduction to debate and to the 2000-2001 debate topic. Very basic, rudimentary skills training is also begun and students will leave the Institute with an affirmative case and basic negative position available to them, ready to continue learning about debate once the school year begins.

Fees: \$475, includes institute fee, room and board, and institute materials

Wildcat Debate Institute

July 10-15, 2000 or July 10-22, 2000

An institute for debaters with at least one year of experience though any student who will be active on the 2000-2001 high school topic may apply. The institute adds a focus on research skills, learning to analyze and construct positions, and debating the topic beyond the general introductions provided by the Rookiecat Institute. Students may enroll in either a one-week or a two-week institute.

Fees: One Week Session, \$495; Two Week Session, \$750, includes institute fee, room and board, and institute materials

The Powercat Debate Institute

July 10-29, 2000

This advanced, premium debate Institute is open only to highly motivated debaters with good fundamental background in debate prior to the Institute. In general, Powercats should be advanced two or three year debaters. The institute will provide intensive experience in debate skill drills, practice rounds, topic research, and advanced theory including the use of counterplans, critical theory as critique of traditional means of knowing, and paradigms for argumentation evaluation and judging. An Institute tournament will take place the last two days.

Fees: \$1,000, includes institute fee, room and board, and institute materials

Wildcat Speech Institute

July 10-15, 2000 or July 24-29, 2000

This Institute is designed to give students intensive instruction in the public speaking and oral interpretation events offered at high school nationals. Novices and experienced speakers or interpreters alike will find a curriculum aimed to challenge them to meet their individual goals. Students should learn enough about the processes of research, textual analysis, and communication to help them in their other high school classes as well.

Fees: \$395, includes institute fee, room and board, and institute materials

The Debate CoachCat Institute

July 17-22, 2000

A week of introduction to the 2000-2001 debate resolution and to the theory and practice of scholastic debate. The CoachCat Institute is open to coaches who are just getting started in the profession, any high school coach who would like to get an early start on the topic, a refresher course on debate theory, or an opportunity to learn from his or her peer coaches.

Fees: \$500, includes institute fee, room and board, and institute materials

The Speech CoachCat Institute

July 10-15, 2000

New and experienced competitive speech coaches will be able to learn the ropes, discuss contemporary theories in performance studies, and current championship practices in all the high school national speaking and interpretation events. In addition to having access to Wildcat Open Speech Sessions and a number of sessions targeted directly at the novice or experienced coach, this Institute also gives coaches a chance to significantly increase their files with potential topics and interp ideas.

Fees: \$500, includes institute fee, room and board, and institute materials

Complete Speech and Debate Institute information and registration forms are on the web at:

<http://www.dce.ksu.edu/conf/debate>



To request a registration packet via mail call the Division of Continuing Education Registration Office at 785/532-5566, 1-800-432-8222, info@dce.ksu.edu



JDI



THE JAYHAWK DEBATE INSTITUTE AT THE UNIVERSITY OF KANSAS

A Tradition of Excellence for Over 35 Years

TWO WEEK SESSIONS

June 18-July 1, 2000

July 2-July 15, 2000

JAYHAWK EXTENDED DEBATE INSTITUTE

June 25-July 15, 2000

LINCOLN-DOUGLAS DEBATE INSTITUTE

June 25-July 15, 2000

Outstanding Faculty: The squad leaders include college debate coaches and exceptional senior debaters from around the nation. This year JDI will be headed by Dr. Scott Harris, KU's Director of Forensics. Many of the topic and theory lectures will be delivered by Dr. Robin Rowland, KU's former Director of Forensics, and author of the annual NTC topic analysis textbook. Other members of the faculty include authors of topic and theory articles appearing in the *Forensic Quarterly*, the *Forensic Educator*, the *National Forensic Journal*, and *Argumentation and Advocacy: The Journal of the American Forensic Association*. Combined, our faculty have over a century of competitive debate and coaching experience.

Outstanding Resources: The University of Kansas holds over 5 million volumes in its library system. The campus is also home to a large federal document depository and a nationally-renowned archive. Students will find a wealth of resources related to the education topic at KU.

Outstanding Facilities: Students stay in air conditioned, double-occupancy residence hall rooms and eat in KU's award-winning dining facility. Everything a student might need during their stay, including a bank, restaurants, recreation facilities, an arcade, basketball and tennis courts, are all available on the beautiful Mt. Oread Campus at KU.

Outstanding Value: Over the last four years the Jayhawk Debate Institute has maintained an average 8 to 1 student to staff ratio. Students who attend have a chance to work with a variety of college coaches from among the nation's top college and university programs. Our students leave Lawrence prepared to debate a variety of positions that can be used locally and on the national circuit.

Outstanding Track Record: Over the past several years, students attending the Jayhawk Debate Institute have returned strong competitive records in national and regional competitions.

Outstanding Options

THE TWO-WEEK POLICY DEBATE SESSIONS

The two-week camps will offer labs in advanced and intermediate divisions. The advanced division is for experienced high school debaters. Students are exposed to advanced theory and work intensively on developing in-depth approaches to the topic. The intermediate division is for students with some experience who seek to improve their basic skills and to begin investigating more advanced theoretical concepts. All students are given ample opportunity to research both affirmative and negative aspects of the topic. A tournament concludes each of the two-week camps.

THE JAYHAWK EXTENDED DEBATE INSTITUTE

The most advanced workshop offered by the Jayhawk Debate Institute. The three-week session is for advanced high school debaters. Students will receive extensive assistance in research, argument construction, and debate skills, participate in tournaments, and receive special instruction in advanced debate theory. The Extended Debate Institute is directed by Dr. Scott Harris, Director of Forensics at KU, and is coordinated by the most senior members of the institute staff. Jayhawk Extended Debate Institute students should expect to participate in ten tournament-style practice rounds during the institute as well as numerous, individualized practice sessions. Students participating in this session should expect to be doing a great deal of original research during their stay at the institute.

THE LINCOLN-DOUGLAS DEBATE DIVISION

The Lincoln-Douglas division will teach theory, practice, and strategies of one-person debate. This division will be headed by Kevin McCulloch, a veteran of JDI. His experience as a successful high school Lincoln-Douglas competitor makes this a unique educational experience. This is not just a policy division transformed into L-D. The focus is on strategies and theory adapted to the unique demands of value debate. In addition to Kevin, students will be exposed to a series of guest lectures on philosophy and presentation that will help students with all aspects of debate preparation. Philosophy lectures, will survey a number of philosophers whose ideas currently influence Lincoln-Douglas debate. Additionally, for the first time the Lincoln-Douglas camp will be three week long allowing for more in-depth discussions and experience.

LOW COST!

With Room and Board: \$1100.00 (3 Weeks or Lincoln-Douglas) or \$800.00 (2 Weeks)
Without Room and Board: \$725.00 (3 Weeks or Lincoln-Douglas) or \$470.00 (2 Weeks)

A \$50 non-refundable deposit is required at the time of application.

For More Information Write, Call, or Surf the Web!

Jayhawk Debate Institute

3090 Wescoe Hall

The University of Kansas

Lawrence, KS 66045-2177

(785) 864-9893, jtvanele@falcon.cc.ukans.edu, <http://raven.cc.ukans.edu/~coms3/five.html>

Golden Gate Institute

July 2nd - July 15th 2000

- premier staff
- NFL, CFL, and California state events
- educational tour of San Francisco
- only national IE camp on the West Coast

Golden Gate Institute (G.G.I.) is an independent program held on the campus of San Francisco University. This two week Individual Events workshop for high school students focuses on education. In addition to preparing students for competition, the workshop teaches communication skills which will be used for a lifetime. G.G.I. commits itself to the ethics of competition and scholarship in Forensics. The Golden Gate Institute is directed by Tommie Lindsey of James Logan High School-Union City, CA, and Karen Piercy of the University of Wisconsin at Eau Claire.

Drawing from a pool of the nation's most talented speech educators, the Golden Gate Institute is staffed by the coaches of state and national champions on the high school and college circuits. Individuals committed to G.G.I.:

Bob **Marks**
Dave **Kraft**
Joe **Wycoff, Jr.**
Josh **Gad**
Karen **Piercy**
Tim **Campbell**

Ben **Lohman**
Sarah **Meinen**
Tommie **Lindsey**
Kim **Dal Santo**
Steven **Wilson**
Ben **Jedd**

G.G.I. Workshop	July 2 - July 15	\$1,325
Extended Coaching Session	July 15 - July 17	\$600
Coaches Workshop	July 2 - July 5	\$400

Space is limited | For more information and a brochure contact
Karen Piercy
Director of Forensics, HHH 152, UWEC, Eau Claire, WI 54701
715-836-3305 • fax: 715-836-3820 • email: piercykr@uwec.edu

FORENSICS WORKSHOP

NORTHWEST ROSE NATIONALS

JUNE 11-16, 2000

PORTLAND, OREGON

<u>Rooms Available</u>	<u>Hotel Name</u> [Web Site Address]	<u>Miles to PSU</u>	<u>Amenities</u>	<u>Rate*</u> [Street Address]	<u>Phone</u>
200	# Doubletree - Lloyd Center [Senate] [http://www.doubletree.com/DoubleT/Hotel141/143/143Main.htm]	2.5	AS,R,OP,F	\$98	1-800-222-Tree [1000 NE Multnomah St., Portland, OR 97232]
200	Doubletree - Jantzen Beach [House] [http://www.doubletree.com/DoubleT/Hotel141/151/151Main.htm]	7	AS,R,OP,F,P,W	\$98	1-800-222-Tree [909 N. Hayden Island Drive, Portland, OR 97217]
150	Doubletree - Columbia River [http://www.doubletree.com/DoubleT/Hotel141/150/150Main.htm]	14	AS,R,OP,F,P,W,L	\$98	1-800-222-Tree [1401 North Hayden Island Dr., Portland, OR 97217]
150	Doubletree - Downtown [http://www.doubletree.com/DoubleT/Hotel141/144/144Main.htm]	0.25	AS,R,OP,F,P	\$97	1-800-222-Tree [310 SW Lincoln, Portland, OR 97201]
50	Days Inn - City Center [http://www.daysinn.com/]	0.25	P,R,OP,F	\$80	1-800-899-0248 [414 SW 6th, Portland, OR 97201]
175	Marriott - Downtown [http://www.marriott.com/PDXOR/]	0.5	R,IP,F,AS,L,SB,W	\$99	1-503-226-7600 [1401 SW Naito Parkway, Portland, OR 97201]
25	Marriott - City Center [http://www.marriott.com/courtyard/PDXCT/]	0.5	W,R,L,F (No pool)	\$103	1-503-226-6300 [520 SW Broadway, Portland, OR 97205]
30	#Marriott - Courtyard - Lloyd Center [http://www.marriott.com/courtyard/PDXCL/]	2	AS,R,F,IP,W	\$110	1-503-234-3200 [435 NE Wasco St., Portland, OR 97232]
50	Marriott - Courtyard - North Harbour [http://www.marriott.com/courtyard/PDXNH/]	8	P,AS,W,IP,F,L,R	\$86	1-503-735-1818 [1231 N. Anchor Way, Portland, OR 97217]

*Rates do not include tax of about 9%

These Hotels are on the Light Rail Line to Downtown Portland

Legend: AS=Airport Shuttle OP=Outdoor Pool
CB=Continental Breakfast R=Restaurant
IP=Indoor Pool W=Whirlpool
P=Parking SB=Snack Bar

NORTHWEST ROSE NATIONALS

JUNE 11-16, 2000 PORTLAND, OREGON

Rooms Available	Hotel Name	Miles to PSU	Amenities	Rate*	Phone
	[Web Site Address]			[Street Address]	
40	Best Western Inn at the Meadows [http://www.bestwestern.com]	7	P,W,CB,AS,RL	\$80	1-503-286-9600 [1215 N. Hayden Meadows Drive, Portland, OR 97217]
50	Four Points Sheraton - Downtown [No Rooms Saturday June 10, Sunday, June 11 Check In Only!] [http://www.sheraton.com]	1	R,P,F	\$89	1-800-899-0247 [50 SW Morrison, Portland, OR 97204]
70	Hilton Garden Inn [http://www.hilton.com]	8	BC,W,IP,F,P,L	\$89	1-503-684-8900 [14850 SW Kruse Oaks Drive, Lake Oswego, OR 97035]
15	Hawthorn Inn & Suites - Gresham [http://www.hawthorn.com]	14	CB,IP,P,L	\$79	1-800-527-1133 [2323 NE 181st, Portland, OR 97230]
20	Hawthorn Inn & Suites - Northwest [http://www.hawthorn.com]	3	CB,IP,P	\$79	1-800-527-1133 [4319 NW Yeon Ave, Portland, OR 97210]
26	Hawthorn Inn & Suites - Convention Center [http://www.hawthorn.com]	2	CB,IP,P	\$79	1-800-527-1133 [431 NE Multnomah, Portland, OR 97232]
100	Holiday Inn - Convention Center [http://www.basshotels.com/holiday-inn]	2	R,AS,F	\$89	1-800-343-1822 [1021 NE Grand Ave., Portland, OR 97232]
75	Holiday Inn Select - South [http://www.basshotels.com/holiday-inn]	15	R,IP,P,W,F	\$80	1-800-HOLIDAY [25425 SW 95th Ave., Wilsonville, OR 97070]

*Rates do not include tax of about 9%

These Hotels are on the Light Rail Line to Downtown Portland

Legend: AS=Airport Shuttle
CB=Continental Breakfast
IP=Indoor Pool
P=Parking

OP=Outdoor Pool
R=Restaurant
W=Whirlpool
SB=Snack Bar

BC=Breakfast Café
F=Fitness Center
L=Laundry

NORTHWEST ROSE NATIONALS

JUNE 11-16, 2000 PORTLAND, OREGON

<u>Rooms Available</u>	<u>Hotel Name</u>	<u>Miles to PSU</u>	<u>Amenities</u>	<u>Rate*</u>	<u>Phone</u>
<i>[Web Site Address]</i>					
15	Phoenix Inn - Beaverton <i>[http://www.phoenixinn.com/]</i>	8	CB,IP,W,F	\$80	1-888-944-8100 <i>[15402 NW Cornell Road, Beaverton, OR 97006]</i>
10	Phoenix Inn - Lake Oswego <i>[http://www.phoenixinn.com/]</i>	8	CB,IP,W,F	\$80	1-800-824-9992 <i>[14905 Bangor Rd., Lake Oswego, OR 97035]</i>
14	Phoenix Inn - Tigard <i>[http://www.phoenixinn.com/]</i>	10	CB,IP,W,F	\$80	1-800-624-6884 <i>[9575 SW Locust St., Tigard, OR 97223]</i>
150	Radisson <i>[http://www.radisson.com/]</i>	2	AS,P,F,OP,R	\$84	1-877-777-2704 <i>[1441 NE 2nd Ave., Portland, OR 97232]</i>
30	Red Lion - Coliseum <i>[http://www.redlion.com/]</i>	1.5	OP,L,F,R,P,AS	\$73	1-800-RED-LION <i>[1225 N Thunderbird Way, Portland, OR 97229]</i>

*Rates do not include tax of about 9%

These Hotels are on the Light Rail Line to Downtown Portland

Legend: AS=Airport Shuttle
CB=Continental Breakfast
IP=Indoor Pool
P=Parking
OP=Outdoor Pool
R=Restaurant
W=Whirlpool
SB=Snack Bar

BC=Breakfast Café
F=Fitness Center
L=Laundry



**The University of Southern California
Annenberg School for Communication
National Debate Institute**

June 25 – July 8, 2000
(2-week session)

June 25 – July 14, 2000
(3-week session)

The Annenberg School for Communication National Debate Institute offers the best in summer debate camp experience.

Nationally Recognized Faculty

Superior Research Capabilities

- Leavey Library and Asa V. Call Law Library

Extremely Low Faculty-student Ratio (1-6)

Year-round Debate List Serve Facilities

Excellent Housing

- Close to library and computer facilities
- Refrigerators and microwaves in each room

Advantageous Pricing

- 2-week institute - \$ 1150
- 3-week institute - \$ 1650

Small Group Topic Analysis

Extensive, Critiqued Practice Rounds

**No application fees.
No hidden costs.**

Nationally Recognized Faculty:

- **David P. Damus** - Director of Forensics at the University of Southern California
 - Four-time NDT participant
 - Qualified 13 teams to NDT competition
- **William Southworth** - Director of Forensics at the University of Redlands
 - Coached teams receiving 23 bids to the NDT
 - Coached NDT 3rd place team, 1992
 - Coached NDT Championship Team, 1991
- **Anne Marie Todd** - Associate Director of Debate at the University of Southern California
 - Two-time NDT participant
 - CEDA National Champion, 1998
- **Becky Opasta** - Associate Director of Debate at the University of Southern California
 - Coached the CEDA Nationals 2nd place team, 1994
 - Coached the CEDA Nationals championship team, 1993
- **John Miller**
 - Outstanding high school debater at Damien High School
 - NDT out-round qualifier
 - Top-Ten speaker at the Kentucky Round Robin, Wake Forrest and Baylor University tournaments
 - Top Speaker at the Northwestern University and University of Southern California Tournaments
- **Mike Shortnacy** - Director of Forensics at Notre Dame High School
 - Two-time qualifier to NDT
 - Coached teams to the final round of the Bronx Science Tournament
 - Coached teams to out-rounds at Montgomery Bell Academy, The Glenbrooks, Georgetown Day and the Tournament of Champions.
 - Coached students to the California High School tournament and NFL Nationals.

Additional staff currently being negotiated.

Computer Assisted Research and On-Line Capabilities: Access to ISDweb which provides a front door to online resources and gateway access to Lexis-Nexis Academic Universe, FirstSearch, Ovid, Legislate, and JournalExpress.

Institute Generated Research Materials: Students will receive a minimum of 6 full affirmative cases/positions and 12 fully developed negative positions. Students receive a copy of all cases and positions produced during their program at no extra charge.

All application inquiries should be sent to:
Lynn Goodnight
Bovard Administration Building # 115
University of Southern California
Los Angeles, CA 90089-4019
213-740-5679

THE CAPITOL CLASSIC

DEBATE INSTITUTE

JUNE 25 TO JULY 15, 2000

A NEW WORKSHOP FOR A NEW MILLENNIUM

The Capitol Classic Debate Institute offers the benefits of learning in Washington, D.C., from one of the most accomplished faculties in the country.

Location — Easy access to the best research facilities any city can offer:

- Library of Congress
- Private think tanks
- Government agencies
- Congressional offices

A winning staff — Active college and high school coaches who have competed at the highest levels:

- Ronald Bratt, Catholic University
- Gordon Stables, University of Georgia
- Stephen Heidt, Emory University
- Michael Horowitz, Emory University
- Kate Charles, Louisville University
- Allison Chase, Emory University
- Michael Lee, Louisville University
- Michael Pomorski, Catholic University

Quality curriculum — We focus on improving a debater's speaking and research skills as well as his or her understanding of theoretical issues:

- Low 7:1 student to faculty ratio
- Practice debates
- Full tournament
- Speech and rebuttal redos
- Leading lectures on skill and theory
- Small seminar classes
- Speaking drills
- High-quality evidence

Get an application online at <http://summer.cua.edu> or by contacting Jessica Madrigal at 202-319-5310 or madrigal@cua.edu.

For further information, contact Ronald Bratt, director, at 202-319-5447 or rbratt@cua.edu, or Gordon Stables, assistant director, at wgstables@aol.com



THE CATHOLIC UNIVERSITY OF AMERICA
Washington D.C.

THE NATIONAL DEBATE COACHES ASSOCIATION ANNOUNCES THE YEAR 2000

BARTON SCHOLARS PROGRAM

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. Cash grants from the NDCA will be awarded from \$100 to \$500. Several colleges and universities work with the NDCA to offer free tuition and/or room and board.

The NDCA is grateful to the NFL Executive Council for their generous help, to the University of Iowa, the University of Michigan, Stanford University, the University of Texas, Michigan State, Emory University, North Texas University, and Dartmouth College for their offers and help last summer.

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 15. Awards will be made one week later.

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 School, 1800 NW 122, Oklahoma City, Oklahoma, 73120. You may e-mail Glenda at gferguson@heritagehall.com or dandgferg@worldnet.att.net. You can also use the application form in the *ROSTRUM* on the reverse side of this page.

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, or 405-721-6661 or at the e-mail address above.

APPLICATION FOR THE BARTON SCHOLAR PROGRAM

name: _____ phone: _____

address: _____

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 731230

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

(Baldwin from page 8)

tolerate them. It is standard practice for institutes to include brief recreational times to help students unwind, but some institutes make a great to-do about day trips to beaches, theme parks, or the like. These represent expenses that will be passed on to students but that do not result in any educational benefit. Some institute locations may seem especially appealing (or unappealing), but students should bear in mind that their workshop experiences will take place mostly within university buildings. Geographic settings are incidental, and a good institute's schedule will keep students too busy with debate to take in much local culture.

After You Choose

When you have settled on a first-choice institute, apply as early as possible; the best programs limit enrollment to ensure a low student-to-staff ratio. As workshop time approaches, you should get plenty of rest; institutes are fun but exhausting. And in addition to whatever the workshop recommends, you should be sure to bring a prepaid phone card, two or three rolls of quarters, shower sandals, pre-measured laundry detergent, rain gear, and towels (university-provided towels, when available, are not very nice). You may also want to bring your own pillow and linens, ear plugs (for noisy roommates), a tape recorder (for lectures), and a frisbee, soccer ball, or tennis racket.

When you are in the thick of battle, remind yourself how much you (or, more likely, your parents) are paying for your experience, so that you will make the most of every day's opportunities. Take copious notes. Ask questions and even pester staff members for extra help. At the same time, remember that summer workshops are for practice and experimentation. Apart from gross misconduct, nothing you do at the institute can make or break you in the debate year ahead. You should not worry about your performance, real or perceived; summer students with something to prove alienate more people than they impress. Finally, when the institute ends, take time to write down the most important things you have learned. Review this list, along with notes from specific lectures and lab meetings, throughout the school year, and you will earn continued returns on your summer investment.

(Jason Baldwin won the TOC L/D. He coaches at Vestavia HILLS (AL) HS.)

(Cheshier from page 54)

plan. Some believe time frame permutations destroy all counterplan ground (after all, even the most obviously contradicting policies can be made consistent through sequencing). But this objection is weak, since it ignores the obligation of the affirmative to specify the permutation net benefit, and coming up with a credible net benefit to the permutation of "banning, then mandating" can be quite difficult. A weightier objection is that some versions of time frame permutations are essentially intrinsicness permutations in disguise. Consider the case of a permutation which does the state counterplan first, and then follows it up with the federal plan mandates later. The net benefit might be that such sequencing sends the best-ever federalism signal (since the state action is seen as so brilliant even the federal government is persuaded to follow suit). But is the whole and original plan being defended, or has it been modified in the sequencing? And does the addition of the sequence end up adding a mandate contained neither in the plan nor the counterplan?

Many other issues might be raised about the limits of defensible permutation advocacy: Is there a limit on the number of permutations an affirmative can run? Does the affirmative ever have the right to defend permutations including anti-topical action? Can a permutation be defended as net beneficial, and kept "alive," even after the counterplan has been discarded? Does the net topicality of the permutation ever matter? Are there ever circumstances where a negative can force the affirmative to defend their awful permutations (e.g., if the negative only responds by running disadvantages to the permutation, can they stick the affirmative with it, in the same way affirmatives force negatives to defend dispositional counterplans by only arguing disadvantages against them?)?

For all these questions, the practice of permuting counterplans is by now well accepted. In fact, this acceptance has extended so far as to now justify the extension of permutation theory to critiques. As a result, debaters who hope to survive the exploding use of agent of action and exception counterplans must master the intricacies of permutation theory as well.

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

NFL HONOR AWARDS



Honor Cords (Twined/Untwined)

Where allowed, these 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.



Chenille Letters

Letter sweaters and jackets will never be the same! New silver and ruby NFL "letters" available in varsity (6") and J.V. (3") sizes. Show the jocks in your school that NFL scores!

Order form

Quantity	Item	Price	Amount
Graduation Honor Cords			
_____	Entwined	11.00	_____
_____	Not Entwined	11.00	_____
NFL Chenille "Letters"			
_____	Varsity (6")	15.00	_____
_____	J.V. (3")	9.00	_____
Total Order			_____
Shipping/Handling (entire order) +			5.00
Total Cost			_____

Ship to:

Name _____

School _____

Address _____

City, State, Zip+4 _____

send form to:

National Forensic League
125 Watson St
P O Box 38
Ripon, WI 54971-0038
Phone: 920-748-6206
Fax: 920-748-9478
nflsales@vbe.com

RIPON

C O L L E G E

RED HAWK FORENSICS INSTITUTE 2000

Sunday, July 23 to Saturday, July 29, 2000 • Ripon College • Ripon, Wisconsin

"The Red Hawk Forensics Institute is a godsend."

Jane Cook
Head Coach
Beaver Creek High School, Ohio

Specializing in Individual Events

Experienced coaches on staff in all individual events: public address, limited prep, and all genres of oral interpretation

"We believe there is no substitute for individualized coaching. That's why we personalize all aspects of the Red Hawk Forensics Institute to the goals of the students attending."

Jody Roy
Institute Director

Staff:

Jody M. Roy, Ph.D., Chair, Department of Speech at Ripon College. (Former Director of Forensics at Ripon College and at Indiana University)

Deano Pape, M.A., Director of Forensics at Ripon College (Former Associate Director of Forensics, Central College of Iowa and Central Missouri State University.)

Roy and Pape will be joined by a complement of assistant coaches, all of whom have national-level competition experience, and support, computer, research and residence hall staff.

Costs:

Tuition: \$225.00 • Room and Board: \$168.18
\$50 deposit due by July 1, 2000, to secure space.
Make check payable to Ripon College Speech Department.

For more information:

Contact Jody Roy at 920-748-8712 or royj@ripon.edu or look for Red Hawk Forensics Institute information on the Speech Department page of the Ripon College website at www.ripon.edu

"The coaching I received at the Red Hawk Forensics Institute is the primary reason I took first at state and seventh at nationals in DI."

Katie Grasley
1999 Wisconsin High School
State Champion in Dramatic
Interpretation

**Guaranteed maximum
student-coach ratio: 5-1**

**Average maximum
student-coach ratio
in past 4 years: 3-1**

"Because we individualize our coaching, both novices and experienced competitors get equal benefit from a week at the Red Hawk Forensics Institute."

Deano Pape
Director of Forensics
Ripon College

Please fill in the information requested below and send this portion along with your \$50 deposit by July 1 to:
Jody Roy, Red Hawk Forensics Institute, Ripon College, P.O. Box 248, Ripon, WI 54971

Name: _____ Phone No.: _____

Address: _____ State: _____ Zip: _____

Parent/Guardian Name: _____ Phone No.: _____

High School: _____ Year (2000-01): _____ Coach: _____

Events competed in: _____

Have you ever qualified for nationals: yes / no If yes, what event? _____

Event(s) you want to work on at camp: _____

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Meeting the needs of both new and experienced high school forensics coaches

July 27-29, 2000 • \$95 Basic Tuition

"The time we spent in Ripon was very productive. The results have been incredible. We utilize 99% of what we learned from the Ripon staff."

Jane Cook
Head Coach of Speech & Debate,
Beaver Creek High School (Ohio)

- *Is your forensics team ready to win?*
- *Are your students ready to learn more about forensics?*
- *Are you ready to get more satisfaction from coaching forensics?*

Then this clinic is ready to help you!

"The Ripon College forensics staff gave me the coaching and planning skills I need to run a successful team."

Jason Wood
Head Coach of Individual Events
for Seton Hall University

RIPON COLLEGE

For more information, contact Jody Roy at 920-748-8712 or e-mail royj@ripon.edu

Blue Ribbon Forensic Camp

July 28 - August 6, 2000 @ Indiana University

(last year's staff)

Interpretation

Daniel Tyree, Plymouth
Scott McDermott, Glenbrook

Jane Nelson, Plymouth
Adam Krupp, Plymouth

Catherine Keane, Chesterton
Elizabeth Kenny, Plymouth

Extemporaneous

Don Fortner, Munster HS

Policy Debate

Jim Cavallo, Chesterton

Christ Stepp, Ben Davis
Marlissa Hughes, Evansville North

Oratory

Bob Kelly, Chesterton HS
David McKenzie, Northfield

Lincoln-Douglass

Carol Biel, Chesterton

Camp Director

Charlotte Tyree, Plymouth

This championship staff is committed to the belief that education comes first. Their students have qualified for and made final round at both the NFL and CFL National Tournaments.

Individual state championships, team state championships, NFL School of Excellence and CFL Founders Awards make up this staff's "Blue Ribbon" resume.

Alumni

Scott Burman, *HI State*
Champion from
Glenbrook South High School

Katie Tyree & Ethan Ax,
Duo 5th 1999 NCFL Tournament
from Plymouth HS

For registration information
contact

Charlotte Tyree:
Plymouth High School
1 Big Red Drive
Plymouth, IN 46563
H: 219-936-5992
S: 219-936-2178 ext. 241
F: 219-936-4276
ctyree@plymouth.k12.in.us

The Scholars Program at the Emory National Debate Institute

June 18 - July 1, 2000 • Emory University, Atlanta, Georgia

The Emory National Debate Institute, which has contributed to the education of high school debaters for a quarter of a century, now offers a specialized workshop-within-a-workshop catering to experienced high school debaters with advanced skills. The Scholars Program, which was conceived and designed by some of the nation's most competitively successful college coaches, gives accomplished debaters the opportunity to receive the kind of instruction, research opportunities, and feedback they will need in order to meet their competitive goals for the coming year.

The Scholars Program will take place alongside the established Emory National Debate Institute, under the Direction of Melissa Maxcy Wade. Those who enter the Program will have access to the entire faculty of the ENDI. However, the Scholars Program contains a number of additional features designed specifically to benefit the advanced debater.

Special Features of the Scholars Program Under the Direction of David Heidt

Advanced curriculum: Every aspect of the Scholars Program has been redesigned by our staff of accomplished coaches, from the lecture schedule to the structure and pace of lab groups. Members of the Program will receive advanced library instruction, including guided research in the Woodruff library system and targeted use of Internet resources. Our curriculum helps students understand and utilize the most advanced modern debate positions, but without sacrificing their ability to win rounds with traditional skills and strategies.

Emphasis on evidence accumulation: Rather than forcing experienced students to endure redundant basic lectures, we let Scholars get on with the business of researching the topic and practicing advanced techniques.

Amazing staff-to-student ratio: We maintain a 1:4 staff-student ratio in lab groups, and each student will interact with nearly every member of our large Scholars Program faculty.

Unique, separate lectures: Outside their lab groups, members of the Program will receive direct instruction from top-rated college coaches. Even in lecture settings, our staff-student ratio is unusual, with no more than 20 students listening to one instructor. Furthermore, we offer a small group theory seminar menu targeted to students' needs and interests.

Numerous debate rounds: Our curriculum includes a minimum of 12 rounds, with extended time for critiques from our staff.

Select faculty: The Program will be directed by David Heidt, past winner of the National Debate Tournament and coach of numerous national collegiate champions at Emory over the past several years. Assistant Directors will include Kristin Dybvig and Stephen Bailey. Kristin is the coach at Arizona State University, where she was a nationally ranked debater, and has coached teams into the elimination rounds of national championship tournaments. Stephen Bailey, a veteran instructor of the Emory and Michigan Institutes, set a national college record last year when he compiled the second best win-loss record in the country as a sophomore. The rest of the Scholars faculty has been selected from among the ENDI's staff of accomplished college debaters and coaches.

Great value: Scholars will pay the same price as other students at the Emory National Debate Institute. We are a nationally competitive institute at a discount price!

You must apply for the Scholars Program at the ENDI. Those seeking admission should call or write:

Melissa Maxcy Wade

P.O. Drawer U, Emory University • Atlanta, GA 30322

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

EMORY

Barkley Forum • Emory National Debate Institute

June 18 – July 1, 2000 • Emory University, Atlanta, Georgia

Under the Direction of Melissa Maxcy Wade

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. 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.

Features of the Policy Division

Under the Direction of Bill Newnam

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 Iowa, University of Kentucky, Northwestern University, University of Michigan, Wake Forest University, Samford University, and Stanford University.

Excellent staff-to-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 20 students.

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.

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

Dormitory supervision: An experienced staff including high school teachers, graduate students, and college upperclass students will supervise 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.

Inclusive Fees: The standard Institute fee includes tuition, housing, food, lab photocopying fees, entertainment, a t-shirt, and a handbook—the works.

Features of the Lincoln-Douglas Division

Under the Direction of Jim Wade

Experienced staff: The Director of the Lincoln-Douglas division has been in the activity for over twenty years, and has served in his current position for eight years. Other staff members include an array of the finest college coaches, as well as some of the top college debaters in the nation.

Excellent staff-to-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.

Flexible curriculum: The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Our classes deal both with general philosophical issues and practical technique. There is a strong emphasis in lab groups on building speaking experience and providing constructive critique. A typical day involves three classes dealing with philosophy or technique and theory, followed by five hours of practical lab sessions.

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

Dormitory supervision: An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory.

Inclusive Fees: The standard Institute fee includes tuition, housing, food, lab photocopying fees, entertainment, and a t-shirt—the works.

For an application, write or call:

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

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

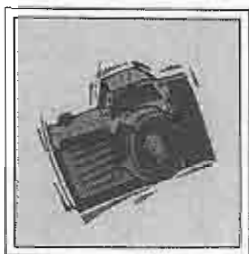
NFL'S TOP 50 DISTRICTS

(as of March 1, 20000)

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
1.	+1	Northern South Dakota	193.33	Watertown	515
2.	+3	Rushmore	183.80	Sioux Falls-Lincoln	366
3.	-2	Northern Ohio	180.45	Youngstown-Boardman	328
4.	--	Heart of America	174.38	Independence-Truman	417
5.	+13	Florida Manatee	153.27	Fort Lauderdale	323
6.	+1	New York City	152.42	Bronx HS of Science	364
7.	-4	East Kansas	151.84	Blue Valley North	340
8.	+3	Show Me	150.17	Blue Springs	366
9.	-1	Northwest Indiana	148.75	Plymouth	455
10.	-4	East Los Angeles	142.33	Gabrielino	372
11.	+3	Florida Sunshine	139.75	Sarasota-Riverview	270
12.	-3	Kansas Flint-Hills	132.82	Washburn Rural	503
13.	-1	San Fran Bay	132.37	James Logan	469
14.	-4	Sunflower	128.50	Wichita-East	244
15.	-2	South Kansas	127.63	El Dorado	245
16.	+4	Montana	124.88	Flathead Co.	281
17.	+7	Nebraska	122.57	Millard-North	319
18.	-2	Central Minnesota	120.50	Eastview	333
19.	-4	West Kansas	119.40	Manhattan	302
20.	+2	Eastern Ohio	113.04	Carrollton	280
21.	+2	Northern Illinois	109.50	Glenbrook-North	341
22.	-1	Hole in the Wall	108.66	Cheyenne-Central	283
23.	+29	Eastern Washington	108.20	Gonzaga Prep	199
24.	+1	Carver-Truman	107.13	Neosho	411
25.	+2	Illini	105.72	Downers Grove-South	382
26.	-9	California Coast	105.60	Bellarmino College Prep	389
26.	-7	West Los Angeles	105.60	Sherman Oaks CES	244
28.	+3	South Carolina	103.30	Riverside	288
29.	+6	North Coast	100.35	Gilmour Academy	242
30.	+3	Hoosier South	99.33	Evansville-Reitz	481
31.	+8	Eastern Missouri	99.00	Pattonville	406
32.	+4	Western Washington	96.18	Auburn Sr.	188
33.	-7	Southern Minnesota	96.00	Edina	230
34.	-4	New England	95.86	Lexington	239
35.	+11	East Texas	94.53	Dulles	244
36.	-7	Colorado	92.76	Cherry Creek	365
37.	-5	West Iowa	92.40	Ankeny Senior	307
38.	-10	Hoosier Central	92.37	Ben Davis	296
39.	+8	Utah-Wasatch	92.27	Layton	165
40.	+2	Heart of Texas	88.22	Westlake	190
41.	+7	Valley Forge	86.56	Truman	212
42.	-8	Northern Wisconsin	86.20	Appleton East	239
43.	-6	Northern Lights	85.70	Moorhead	315
44.	+10	Pittsburgh	84.83	Bethel Park	157
45.	+23	Idaho	83.82	Hillcrest	152
46.	+5	Tennessee	83.34	Mars Hill Bible School	223
47.	+9	South Oregon	82.41	Ashland	246
48.	-7	Sierra	81.41	Centennial	226
49.	+6	South Texas	80.75	Houston-Bellaire	351
50.	+9	North East Indiana	80.56	Chesterton	383

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
51.	-13	Rocky Mountain-North	80.50	Greeley-Central	229
52.	-8	Michigan	80.28	Portage-Central	202
53.	-8	Chesapeake	80.00	Calvert Hall College	133
54.	-1	Rocky Mountain-South	79.82	Wheat Ridge	253
55.	+9	Sundance	79.18	Alta	240
56.	-7	New Mexico	78.90	Eldorado	234
57.	+6	Nebraska South	78.50	Papillion-La Vista	140
58.	-18	Southern Wisconsin	78.46	Greendale	178
59.	-16	Southern California	77.64	Yucaipa	122
60.	-2	Ozark	77.40	Springfield-Hillcrest	164
61.	+20	Pennsylvania	76.84	Bellwood-Antis	144
62.	+12	Colorado Grande	76.43	Canon City	177
63.	-14	Southern Nevada	74.80	Green Valley	186
64.	+1	Great Salt Lake	73.30	Hunter	112
65.	+13	Wind River	73.21	Worland	137
66.	--	Western Ohio	72.70	Dayton-Oakwood	206
67.	+2	East Oklahoma	72.00	Tulsa-Washington	217
68.	-8	Carolina West	71.56	Myers Park	209
69.	-12	Big Valley	69.75	Modesto-Beyer	315
70.	--	Orange Blossom	69.30	Dreyfoos School of the Arts	171
71.	+8	Deep South	68.62	Vestavia Hills	222
72.	-10	West Oklahoma	66.69	Norman	196
73.	-12	North Oregon	66.23	Gresham-Barlow	143
74.	-2	Lone Star	65.60	Piano Sr.	261
75.	-1	Louisiana	65.18	Caddo Magnet	182
76.	-3	Georgia Northern Mountain	64.66	Westminster Schools	155
77.	+3	Greater Illinois	63.58	Belleville-East	143
78.	-7	North Dakota Roughrider	63.55	Fargo-Shanley	165
79.	-9	Big Orange	63.28	Esperanza	203
80.	-4	New York State	61.92	Scarsdale	119
81.	-4	East Iowa	61.88	Bettendorf	144
82.	+3	Maine	61.50	Brunswick	143
83.	+1	Arizona	60.73	Dobson	130
84.	-17	Gulf Coast	59.71	Gregory-Portland	257
85.	+1	New Jersey	59.52	Montville	157
86.	-3	West Virginia	59.00	Wheeling Park	90
87.	--	Mississippi	58.53	Hattiesburg	144
88.	-6	North Texas Longhorns	58.05	Colleyville Heritage	145
89.	--	Georgia Southern Peach	56.92	Fayette County	91
90.	+6	Puget Sound	54.83	Kamiak	137
91.	-1	Kentucky	54.40	Boone County	139
92.	+2	Tall Cotton	53.46	Odessa Sr.	150
93.	-2	Sagebrush	52.55	Reno	125
94.	-1	South Florida	51.35	North Miami Beach	154
95.	-7	Central Texas	50.35	San Antonio-Churchill	118
96.	-1	Mid-Atlantic	49.41	Blacksburg	186
97.	-5	Capitol Valley	48.09	Sacramento-Kennedy	91
98.	-1	Iroquois	39.55	Mount Mercy Academy	77
99.	-1	Tarheel East	39.00	Enloe	60
100.	--	Hawaii	30.62	Punahou School	104
101.	-2	West Texas	30.09	Montwood	91
102.	-1	Patrick Henry	28.92	Madison County	111
103.	-1	Guam	8.50	George Washington	22



NFL PEOPLE

(PLUS ONE HALL OF FAME BASEBALL PLAYER AND ONE GUARD DOG)

P
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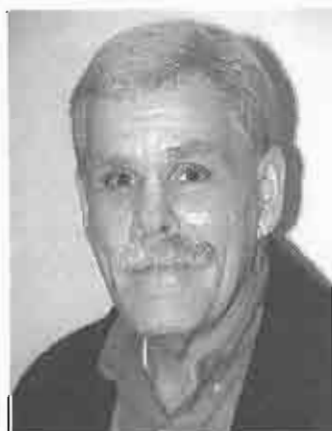
Ballingall, Belch and Oddo hanging out with
"Mr. Cub" Ernie Banks!



The always elegant Thom Sullivan



The Laughing Ladies: Pat Bailey, Michele Coody, Gloria Robison



David Johnson
"The Count of Controversy"



Jane Eldridge
"The Doyen of Debate"



"Jack Mastiff"
Oregon Nationals Mascott
(Courtesy David Dansky)

Submit pictures of
events
and activities to:
Attn: Sandy
NFL
125 Watson St
Ripon, WI 54971

Most Photos by Paul Slappey

MICHIGAN 2000

Announcing the Michigan Debate Institutes for the summer of 2000:

The Michigan National Debate Institute
June 25 - July 15

The Michigan Classic
July 16 - August 12

Michigan Seven Week Labs
June 25 - August 12

The Michigan Lincoln-Douglas Institute
July 16 - July 29

www.umich.edu/~debate

or write to:

**Michigan Debate Institutes
University of Michigan
530 South State Street #382
Ann Arbor, MI 48103**

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Just ask anybody. Members of the National Forensic League are strong. Strong enough to stand their ground, with something to say. Some call them opinionated. That's true enough. Who isn't? The difference is they have the guts to get up there and tell it like it is. Do you? For more information about the NFL, talk with members or call 920.748.6206 for an earful.



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