

ROSTRUM

Volume 76

Number 8

April 2002



Richard Young

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**ON THE COVER: Richard Young, 7th Diamond Coach,
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**MAY: Barbara Miller, and the Queen City Nationals
will be highlighted.**

RICHARD YOUNG

November 11, 2001

Little River HS, Kansas

21,565 points

Seventh Diamond Coach Richard Young, currently at Little River High School (KS) has been an NFL coach since October, 1962 and an NFL Hall of Fame Coach since 1992.

Mr. Young's brilliant record includes coaching eight debate teams from three different Kansas High Schools to the KSHSAA State Championship. Richard also coached state champions in Extemp, Oratory, Poetry, Duet Acting, S.S.A., LD, Informative and Prose.

An innovator, Mr. Young founded and directed the Ft. Hays and Kansas Wesleyan Debate Camps; the Kansas Novice State Tournament and the Kansas Debate Coaches Invitational.

Richard Young has qualified over 100 students to Nationals in Policy Debate, LD, FX, USX, Oratory and Congress, including a National Champion Congressman, 5th and 10th place in Debate, 3rd place in LD, 3rd and 6th place in FX, and 4th and 5th places in Poetry. Also, Richard has coached eleven NFL All-Americans.

Mr. Young earned the NFL Distinguished Service key and plaque - third honors. He has served seven years as West Kansas District Chair. In 1995 he was inducted into the West Kansas Hall of Fame, in 1989 and 1999 was awarded the Kansas Teacher Recognition Award and in 1971 and 1988 Richard was Kansas State Speech Teacher of the Year.

A powerful force in Kansas Speech education, Richard was instrumental in persuading the KSHSAA to allow Kansas qualifiers to attend the National Tournament and convinced the KSHSAA to increase the number allowed debate tournaments from 5 to 8!

As owner and editor of Hutchinson Research, Richard has written many books, guides, texts and handbooks. He also has published in the *Rostrum*. Richard himself is an effective speaker and one of NFL's most respected citizens.

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UNIQUE INTELLECTUAL ENVIRONMENT

by
Richard Macdonald Re

High school speech and debate events are often called educational activities, and for good reason. Students beginning their careers in forensics are typically looking for fun and friendship; what they discover besides is a unique intellectual environment where they can learn about philosophy, policy, government, and many other fields of knowledge not commonly discussed in the classroom. As a debater I was constantly surprised by how quickly new competitors come to recognize the inherently educational nature of their events. Now that my debate years are behind me, I am almost as often reminded by my friends of how important debate was in their intellectual development, coming at a time in their lives when they most sought self-understanding. Speech and Debate make

.....Speech and debate make young people aware that they are empowered members of a community that extends beyond high school and into the real world, and that is a feeling that can sustain someone for their whole life.

young people aware that they are empowered members of a community that extends beyond high school and into the real world, and that is a feeling that can sustain someone for their whole life.

In this article I want to focus on just one educational aspect of forensics activities, their ability to expose young people to global and international perspectives. Recent events have returned matters of international concern to the center of public consciousness, but for years domestic concerns in the United States have been emphasized almost to the exclusion of foreign affairs. High school curricula typically provide only a distantly historical perspective on international relations and today's national culture is remarkably inward-looking. Forensics events that have encouraged young people to explore international studies and to learn about global concerns have been performing a service that only becomes obvious after a catastrophe like the one suffered last year. It is important for today's youth to have an international perspective, and speech is one way to inculcate that outlook.

The relationship between forensics and internationalism is subtler than is immediately apparent. There are the straightforward cases where the issues up for discussion in rounds are international in nature.

Events like foreign extemp, student congress, and policy debate inspire students to read hundreds of pages of *The Economist*, *The Far Eastern Economic Review*, or, god be praised, *The Harvard International Review*.

Knowledge is acquired through research and opinions are formed in competition. In an amazingly short time, a teenager too bored with school to care can become a bona fide expert on nuclear arms treaties or first amendment rights or Guatemalan politics.

But there are also indirect educational effects associated with speech and debate that are relevant to the formation of a successful cosmopolitan perspective. Forensics takes parochial youths across the country, offering a glimpse of their own remarkable nation and the diversity it contains. Competition emphasizes clarity of thought and expression as prerequisites to changing minds and resolving conflicts. All the while, new ideas and perspectives are fairly considered regardless of who advanced them, teaching an important lesson on toleration. Those involved in international relations know that these are the experiences and skills that first and foremost—even more than objective knowledge—determine whether a global outlook succeeds or fails to spawn effective cooperation.

Anyone familiar with what actually happens in speech and debate rounds, on the other hand, knows that this picture of forensics is many ways an idealization. Coaches, whose commitment creates the possibility of this international education, work tirelessly to shorten the gap between the ideal and the reality. What many students and parents sometimes forget is how invaluable this service is, not just to the individuals involved, but to the health and well-being of our society. Ours is a time of national crisis, and in crisis we can begin to see the societal import of the work we do as laborers, researchers, police—and teachers.

Of course, not all speech events emphasize transnational issues and perspectives to the same extent or in the same ways. Nor should they.

The selection of debate topics is influenced by current events, and one can only assume that military and international topics will therefore be advantaged in months to come; but there is a limit to how far this preference can be carried without sacrificing other important kinds of lessons debate can teach. It would obviously be wrong to argue that debate should become a one-dimensional endeavor or that foreign extemp should be preferred over domestic. There is a lot young people can
(continued to page 86)

Outcomes

(Re from page 4)

learn to become better citizens and there are as many types of expertise necessary for the administration of our society. Learning to view the world from an international perspective is perhaps not foremost among these experiences, but it is surely an important one, and too easily forgotten.

(Richard Macdonald Re is Senior Editor, Features section, of the Harvard International Review. In high school, Richard debated for Jesuit High School, New Orleans and competed at the round robin level.)

(Mannebach from page 28)

The second step is to concentrate on a **single type** of style, namely a **Pragmatic Style**.

The third step is to promote **only two qualities** of style, namely **Clarity** and **Impressiveness**. The line of distinction between these qualities is not always clear; nor need it be, for the two qualities admittedly interact. However, Clarity and Impressiveness are the two most important instruments of style which contribute to oratorical effectiveness. Hopefully students of oratory will learn other stylistic qualities, but only after having mastered **Clarity** and **Impressiveness**.

The fourth step is to study the orations of select people who were masters of clarifying their language and making their intended thoughts impressive to their audience. In her essay on "The Criticism of Rhetoric" Marie Hochmuth well explains the practicality of such study. Hochmuth says:

Orators, of course, have been agents in history and, like all agents, must be supposed to have effects. Greece without Demosthenes, Rome without Cicero, England without Burke and Churchill, Germany without Hitler, and the United States without Patrick Henry and Lincoln would have been different. To believe otherwise is to succumb to

the notion that human effort counts for little or nothing. Along with the other arts—painting, sculpture, drama, poetry—oratory has sometimes transformed abstractions into meaningful patterns and directives in our lives, has projected and given impetus to ideas that have become the values by which we live.

Recommended examples of oratorical excellence are:

Susan B. Anthony	Thomas Hart Benton	Albert Jeremiah Beveridge
William E. Borah	Henry Brougham	William Jennings Bryan
Edmund Burke	George Canning	Lord Chatham, William Pitt
Winston Churchill	John Philpot Curran	George William Curtis
Georges Jacques Danton	Clarence Seward Darrow	Camille Desmoulins
Henry Emerson Fosdick	Charles James Fox	Henry Grattan
Alexander Hamilton	Patrick Henry	Oliver Wendell Holmes, Jr.
John Fitzgerald Kennedy	Martin Luther King, Jr.	Louis Q. C. Lamar
Abraham Lincoln	Douglas MacArthur	Comte de Mirabeau
Dwight L. Moody	Wendell Phillips	William Pitt
Franklin Delano Roosevelt	Theodore Roosevelt	Richard Brinsley Sheridan
Adlai E. Stevenson	Robert Walpole	Daniel Webster

CONCLUSION

Students of oratory are not exempt from having to learn the concept and appropriate treatment of the mechanism called style, and the above recommendations should prove helpful.

(Dr. Wayne C. Mannebach directed debate and forensics at Ripon College for nine years, and for the past twenty-five years he has taught English at St. Mary Central High School in Neenah (WI).

(Student Views continued from page 46)

me but if I put in more time and effort I believe I can do just as well as other students and the trophy would always remind me of this.

It's been two years since I was an ESL student. Back then, I received help from others when I needed it and I know what it feels like when you need someone to help you. Now I want to give help to others when I can. I am no longer an ESL student, however, those experiences will always be a part of me.

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by
Michael Marks

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And so is the entire mock trial experience.

In 1988, I signed on as the new debate and drama coach at Hattiesburg High School. Like any teacher new to a school district or community, my initial thoughts were centered on finding or creating opportunities for my students to increase their com-

.....CEO's across our country tell us that the most valuable commodity a high school graduate can possess is the ability to clearly articulate ideas. Mock Trial, then, provides the ultimate forum for the development of public speaking skills.

munication skills. During the annual Mississippi Youth Congress, a mock Congress for high school students, I had a conversation with my mentor, Suzanne Case of South Pike High School. This fierce competitor divulged an activity that she thought was top notch for improving critical thinking, improvisational speaking, and research discipline. The event of which she spoke so highly later I learned was sponsored by The Mississippi State Bar Association and was held each year at Mississippi College's School of Law. As was their custom, Suzanne's South Pike students were scheduled to participate.

As a South Pike alumnus, I'll admit to feeling "a little pumped" when I learned that our cross-county rival, McComb, was that year's "team to beat." Coach Case insisted that I field a team at my new school. After consulting with my principal, I allowed Hattiesburg High School to join the fray of The Mock Trial Program.

On the National Board for Professional Teaching Standards, we have a credo that emphasizes what every good teacher ought to know and be able to do. For this educator, Mock Trial represented one giant leap towards the ultimate professional teaching experience.

Coach Case always reminded me when our teams would meet at Youth Congress, "I taught you everything that you know

but not everything that I know!" Her words proved particularly prophetic, as those early mock trial rounds were pretty intimidating for teacher and students alike. As novices in this law-related education project, we took some early hits-discovering that there was much to learn in order to be competitive in this tough league. Imagine our delight when we discovered, via the judges ballots, that we had actually won a round! Without a doubt, we were bitten by the mock trial bug. Working with our volunteer attorney coaches, who were neophytes themselves, we vowed to become the best in the state. The team knew that it would take lots of work and long research hours to reach this lofty goal but we scarcely could have realized how much fun getting there would be and how we would bond as a team in the process.

We learned a lot from perennial powerhouses McComb and South Pike. Scheduling scrimmages with those Pike County squads enabled us to put together our own practice strategies - necessary to have a legitimate shot at the state title.

In the early days, we focused primarily on the work of the student attorneys. Our real-world lawyer coaches Chris Farris and Eve Gable helped the students to understand the law, especially courtroom etiquette, scholarly jargon, and legal protocol. Through constant drilling and practice our students rose to the occasion, more than once giving up holidays and peer social functions for team workouts. In short order, we landed a berth in the state championship semifinal round opposite my old school. We put up a valiant effort but fell to eventual national champion South Pike. My kids were disappointed but understood that they were inching closer to their goal. They were now more determined than ever.

With new attorney coach Carey Varnado, we were poised to make another run for the roses. This time preparation took a different bend. We diversified our approach. It had become apparent, early on, that having a balanced team effort was the way to go and that good student attorneys along was not enough. In order to gain consistently high scores from the panel of judges, a team needed to have incredible witnesses as well. Suddenly this drama and debate coach found his niche in team preparations. I had always been blessed with talented actors at Hattiesburg High School but this calling was not business as usual. Actors were challenged to think, react and prepare differently than they had done for traditional stage roles and forensic competitions.

Once we received the long-awaited case script from the state bard, witnesses focused on credibility and char-

acter development. At each step along the way, we stopped to analyze human behavior in order to create signature portrayals for each witness. In addition to memorizing their unique affidavits, I made sure that witnesses were as knowledgeable about the law as their attorney counterparts.

Each round now defined itself as a battle of wills: the opposing team's attorneys vs. our witnesses; our attorneys vs. their witnesses. We studied dialects, researched costumes, and paid attention to aging each witness according to their station in life. In other words, our witnesses now offered a high powered offense to balance our traditional defense, great lawyers.

This time making our way through the recently restructured regional qualifying competitions, we found ourselves in The Mississippi Supreme Court Chamber, poised to take on the defending national champions in final round action. As a teacher-coach, I held my breath and said a prayer that our kids had come of age, that they had mastered all of the self-imposed objectives necessary to succeed in mock trial at the state level. It would turn out to be the round of our lives.

Mock Trial is truly an educational activity. While the competition is keen and exciting, it is not paramount. Students who are fortunate enough to participate in mock trial programs, at any level, accrue a myriad of life skills. CEO's across our country tell us that the most valuable commodity a high school graduate can possess is the ability to clearly articulate ideas. Mock Trial, then, provides the ultimate forum for the development of public speaking skills. In addition, the confidence and discipline that is learned during participation earmark students for success beyond their high school years. Moreover, students understand the inherent worth of cooperative learning. Students witnesses and attorneys learn to work together. Attorney Coaches infuse the law into school curriculum. Teacher coaches broaden the boundaries of their classrooms by engaging the community while expanding the educational reach of their students. Mock Trial, for all involved, is a win-win scenario.

And what about the social value of this law-related project? Lasting friendships are formed as students from participating schools create a network of contacts that will span a lifetime. Just last year, incidentally, one of my former HHS Student Attorneys married a former student attorney from Tupelo High School. Yes, mock trial has changed lives profoundly.

Teachers, too, form alliances with their colleagues. I have personally called on former teacher coaches to stage workshops. During my period of service as Law-Related Education Teacher of the Year, I had conducted an endorsement interview for a former mock trial coach colleague who was by then an aspiring candidate for the state senate. The impact of mock trial is far reaching.

I held my breath as we awaited the judges decision. It was unanimous. Hattiesburg High School had won its first state championship and would represent Mississippi in the national finals. As I shook my former coach's hand at the conclusion of the spirited round, I felt like I had beaten the legendary Bear Bryant on his home turf at Alabama.

That was the first of a four-year stint as state champs. Each year grew tougher. Great teams surfaced to test our legal mettle. In our last appearance in the state championship round, we created our own version of the storied all-Pike County final rounds staged by McComb and South Pike. This time it would be Hattiesburg High School's cross-county rival, petal, that would secure a final round spot creating an all-Forrest County showdown.

With encouragement from the friendly folks at the Mississippi State Bar Association and the financial support of South Mississippi lawyers, we were fortunate enough to distinguish our state with Top Six Team finishes in each of our four years. On more than one instance, we missed the final national championship round by only one point!

Great cases like The Shoeless Joe Hardy Scandal, Elvis's Death, and the Johnstown Flood served as sufficient inspiration for my team to continue trial work into the waning weeks of May, when other state teams were finished after the March State finals.

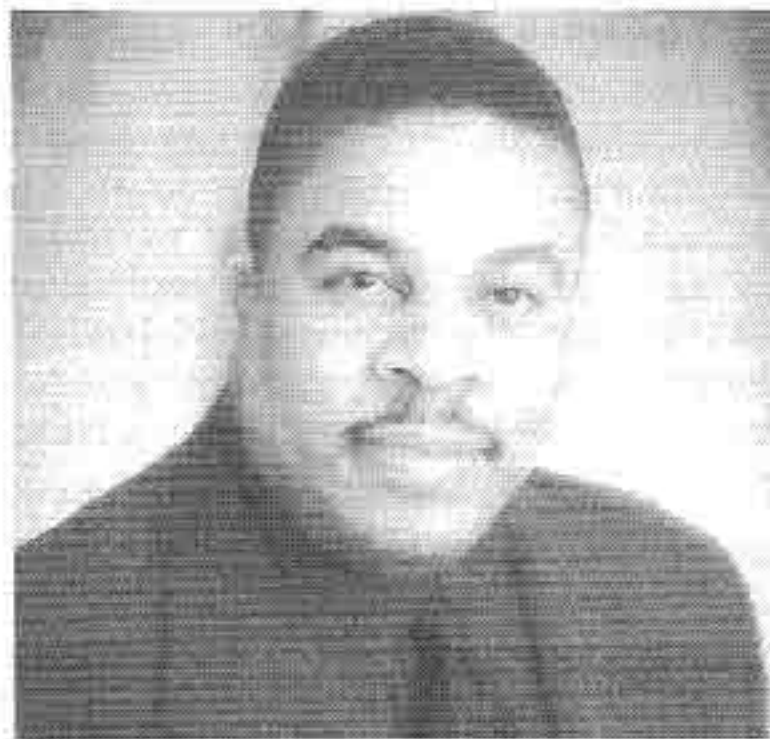
No one has to convince me now of the academic integrity of mock trial competition. I've lived it and I understand the value it plays in the education of my students. It is one of the best educational opportunities that a high school student could garner. It is, in fact, *priceless*.

Before our first round in Pittsburgh, Pennsylvania, I turned to one of our witnesses and asked him if he could stand the pressure of his first national round. His laconic reply was, "Coach, there is no pressure when one is prepared." Somehow I know that his "game day" philosophy will apply to his life as well.

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Knowing that mock trial has helped prepare your students for life in the work-a-day world: *priceless*.



(Michael Marks is a debate/drama instructor at Hattiesburg High School. He is serving as a national officer of the 2.6 million member National Education Association, the largest educational advocacy organization in the country. He also serves on the Board of Directors for the National Board of Professional Teaching Standards and can be reached at mmarks@nea.org.)

The son of two public school teachers, Marks boasts a long and rich history of contribution to education and the arts. He most recently served as president of the Mississippi Association of Educators (MAE). He is a former Mississippi Teacher of the Year (1988) who has received national honors, including Disney's Outstanding Teacher of the Performing Arts Award in 1995 and the Milken National Educator Award in 1994.)

The National Forensic Consortium presents the

NATIONAL DEBATE INSTITUTE, D.C.

HELD AT THE UNIVERSITY OF MARYLAND, COLLEGE PARK

Policy Debate: July 1 - July 19, 2002

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•EXPERIENCED PROGRAM DIRECTION: The director is **Russ Falconer**, currently the assistant debate coach at the University of California at Berkeley, formerly a debater and coach at Emory University and Highland Park (TX) HS. This is his second year as director.

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Each NFC Lincoln Douglas program offers an intensive curriculum, taught by an experienced faculty of former championship debaters and veteran coaches who have led students to late elimination rounds at competitive national tournaments. The programs are carefully planned to provide balance between philosophical/theoretical instruction and rhetorical practice through speech seminars and practice debates. The curriculum is also structured to include both concepts from moral and political philosophy that are directly relevant to the year's topics as well as introductions to more general material that thoroughly ground the students' preparation in the history of ideas. Plus, the faculty's extensive teaching experience enables them to adjust to the needs and interests of students of a wide range of styles and abilities. The curriculum features:

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-Stephanie Brockman, NFC-LD 2001

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Applications are also available in the March issue of The Rostrum.



The National Forensic Consortium Presents the

California National Debate Institute

Policy Debate Programs: June 14 - June 29, 2002

The California National Debate Institute is a national caliber two-week summer forensics program located in Berkeley, California. The CNDI is an independent program held in the residence hall facilities of the University of California at Berkeley. The CNDI provides serious debate students with 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 Robert Thomas, formerly of Bainbridge HS and Emory University; Mr. Thomas has been directing camps for 9 years.

•**Policy Debate:** The policy debate program offers intensive instruction for students of all levels of experience and skill. Students will receive topic and theory lectures, numerous critiqued debates with rebuttal reworks, small-group seminars, and access to the best evidence researched at other NFC camps. Strictly limited lab size ensures personal attention from an elite staff who have been carefully selected for both their knowledge of debate and their multiple years of experience as lab-leaders. This year's initially confirmed staff includes: **Judy Butler**, 17 year veteran instructor; **Russ Falconer**, UC Berkeley assistant coach; **Gerard Grigsby**, coach at the Harker School; **Jen Johnson**, director of the Bay Area UDL; and **Jon Sharp**, assistant coach at USC. Costs: \$1,450 for residents, \$785 for commuters.

•**The Mentors Program:** This two week program, now entering its fifth year, is open only to advanced debaters who are recommended by their coaches. Students in this program are mentored by **Randy Luskey**, 2001 Copeland award winner, and **Sarah Holbrook**, two-time CEDA national champion. The students also have the opportunity to be mentors themselves to younger students at the camp. In lab, students will receive advanced instruction on the intricacies of complicated arguments, the tools of exhaustive research, and the fundamentals of debate theory, and as mentors the students will solidify their own mastery of debate by teaching it to others. Costs: \$1,325 for residents, \$700 for commuters.

•**One Week Program:** This special CNDI program, which runs from June 22-29, is designed to be a shortened version of the regular CNDI curriculum. The lab features in-depth topic analysis, extensive explorations of debate theory, affirmative and negative argument construction, practice rounds, seminars, and lectures. This lab will give participants a strategic perspective on researching the topic as well as the theoretical clout to put it all into action. Costs: \$735 for residents, \$460 for commuters

SPECIAL OFFER FOR EARLY APPLICATIONS!
Submit your application and enrollment fee by
April 1st and receive a \$50 rebate on camp tuition.

For more information or an application, please call 510.548.4800 or e-mail debate@educationunlimited.com. Applications are also available in the March 2002 issue of The Rostrum.



The NFC Presents The Berkeley Mentors Lab 2002

as part of the California National Debate Institute at UC Berkeley
June 14 - 29 \$1,325 for resident, \$700 for commuter

The Berkeley Mentors lab offers students the unique chance to be mentored by some of the finest college coaches and debaters in the nation. This two week program, now entering its fifth year, focuses on topic analysis, theory, strategic decision making in the debate round, kritiks, and in-depth research at one of the finest libraries in the nation. This exciting lab will be led by one of the most successful NDT debater of recent years, Randy Luskey of UC Berkeley. Randy and his partner were the winners of last year's Wake Forest and Northwestern tournaments and, by virtue of being ranked #1 in the nation by the 2001 NDT ranking report, garnered the prestigious Copeland Award. Co-directing the lab with Randy will be Sarah Holbrook, of the State University of West Georgia, where she was the CEDA National College Champion for the past two years. Sarah has won numerous speaker awards, including first at the South Carolina Round Robin, and she debate in late elims at every tournament she has attended this year. She is also one of only a small number of debaters ever to qualify for three consecutive first round at large bids to the NDT.

We have tentatively arranged for the lab to feature guest seminars by Jon Sharp, the veteran Mentor and Swing Lab leader and extremely successful college coach for West Georgia and the University of Southern California. Jon has qualified teams for a first round to the NDT for the last six years in a row.

Mentors will also have access to the other staff at the CNDI camp. Initially confirmed staff include: Judy Butler, a veteran of over 40 camps; Russ Falconer, Berkeley assistant coach and assistant coach of the 2000 NDT champions at Emory University; Gerard Grigsby, assistant coach at the Harker School; Jen Johnson, one of the highest rated instructors at the Stanford debate camp and director of the Bay Area Urban Debate League; and Robert Thomas, the California National Debate Institute director and one of the most experienced instructors in the nation. The Mentors lab is open only to very advanced debaters. This highly selective program will accept very few individuals to participate in the lab. If you would like to apply, please fill out and return the application below by April 10th. Successful applicants will be announced no later than May 1.

Mentors Application

Name: _____

Address: _____

Phone: _____ Email: _____

School: _____ Coach's Name: _____

Year of Graduation _____ Number of Years Debating: _____

2001-2002 Win-Loss Record: _____ Past Camp Experience: _____

On the back of this form indicate tournaments attended and record for the past two years. At least one recommendation from a coach, former lab leader, or former Mentor is required. Send form to CNDI - Mentors; 1678 Shattuck Ave. #305; Berkeley, CA 94709. For more information: call 510-548-4800; email debate@educationunlimited.com; on the web www.educationunlimited.com.

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WHAT IS PARLIAMENTARY DEBATE?

by
William H. Bennett

*Where there is much desire to learn, there of necessity
Will be much arguing, much writing, many opinions;
For opinion in good men is but knowledge in the making.*
John Milton

Parliamentary debate is growing by huge numbers at the college level. As invariably happens that means that high school programs and tournaments are beginning to explore this "new" style. But for those who are uninitiated or want to know more what is parliamentary debate?

Parliamentary debate is a formal contest of persuasion, wit and rhetorical skill modeled on the House of a democratic parliament. It is patterned or based on the debate in the British House

.....One element that unifies all types of parliamentary debate is its extemporaneous nature. With only ten to fifteen minutes preparation time after the topic is announced, every successful team will use its knowledge, organizational skill, wit and creativity.....

of Commons and the platform debate first popularized at the University of Oxford. Two teams, the government and the loyal opposition, with two debaters on each side if it's the American version of parliamentary debate, consider a resolution proposed or offered to the House.

A different resolution is debated each round. The resolution to be debated is announced approximately fifteen minutes before the round begins. Most resolutions begin "This house believes" or "This house would". Occasionally it begins with the simple word "Resolved". A typical resolution might be "This House upholds liberty over necessity", or "Resolved: controlling crime justifies increased police powers". Resolutions are selected from the very large number of controversial issues that can be derived from economic, political humorous, sociological and philosophical questions found in our culture.

The resolution can be anything. It might be a line of poetry (This House affirms that truth is beauty), a quote from the Bible (Resolved that the world was created in seven days), a core philosophical belief (This House believes in the greatest good for the greatest number), a specific current event policy (This House opposes the war on terrorism), or a line from a song (This House affirms that all you need is love). Some tournaments provide two topics a round and the government team gets to

select which topic to use.

Supporting the resolution is the Government. Arguing against the resolution is the Opposition. The judge is called the Speaker of the House.

During the fifteen minutes before the debate starts both sides prepare their cases. Some tournaments urge or occasionally even require that five minutes into preparation time the government notify the opposition what case they will argue so that the opposition is better prepared.

The speaking order starts with (1) the Prime Minister for seven to eight minutes, the length depending on the rules for that particular tournament. This speech begins by acknowledging the Speaker, the opposition, announces the resolution and may offer definitions of the most critical words. It presents a case and supports it with several independent arguments and examples. The case must always side against the status quo, against present beliefs or actions. The government bears the burden of proof. Then comes (2) the Leader of the Opposition for eight minutes. This speech provides the opposition's philosophy, contests and offers counter definitions if necessary, presents the opposition strategy and or a counter case, gives new independent analysis, and then attacks or rebuts the government's case.

Next (3) a member of the government speaks for eight minutes. She usually starts with an overview then attacks the opposition's case and or arguments. She then rebuilds, as well as she can, the government case and introduces any new arguments her side thinks important. Then (4) a member of the opposition gets the floor for eight minutes. A common organization is to start with a review of the Opposition philosophy, then introduce new attacks and analysis, rebuilds the main points from the first opposition speech and answers Government attacks, and ends by setting Government burdens.

Finally comes (5) the closing rebuttal by the Leader of the Opposition for four minutes. No new arguments are allowed in this speech, although new examples are. It usually addresses the main issues, crystallizes, and finally provides dichotomies. (6) The closing rebuttal by the Prime Minister for four to five minutes, depending on tournament rules. Again no new arguments are allowed but refutation of opposition arguments and responses to attacks on the government case are good tactics, especially when they are focused on the most critical issues in the debate. New examples are allowed. Often time the speech ends with crystallization of the biggest or most important reasons to vote for the Government position.

The constructive speeches present the case for each side. New arguments are given only in the constructive speeches. Rebuttals attack, rebuild attacks, and or answer opposition arguments and attacks. Timing and time signals are either handled by the Speaker or a person designated by the Speaker.

The speakers are usually judged on their logic, argument selection, knowledge, wit, delivery and rebuttal skills. Emphasis is placed on quick thinking and analysis, on command of rhetoric and refutation. No recorded evidence or outside written material is allowed in the majority of parliamentary tournaments.

Interruptions

Unlike almost all other forms of competitive debate parliamentary debate allows speakers to be interrupted. Debaters on the other team can attempt to interrupt the speaker in three ways: heckling, points of information, and points of order.

Heckling includes sarcastic commentary, short jokes at the speaker's expense, a quick touch of *Reducto ad absurdum*, or a short refutation of the argument. Good heckling is very short (usually just one sentence), never rude, and is expected to occur two or three times each speech. Teammates and audience members are allowed to react to heckling and or other things any speaker says. They can applaud, boo, laugh, cheer, or do anything else that is not rude or distasteful or intended to interrupt the speaker's presentation.

After the first ninety seconds of a speech, and excluding the last minute of the speech, an opponent can rise to a "point of information". To do it the opposition speaker stands up with hand on her head (yes, on her head), and asks to be recognized. The speaker is free to ignore the questioner, say no, or accept the question and answer it. The speaker can even allow or tolerate follow up questions.

Either side can also rise to a Point of Order. Points of order are a protection for both sides. They are usually reserved for the rebuttal speeches. By raising a "point of order" the debater claims that a breach or violation, in accepted debate practice has occurred. An opponent might rise to a point of order, for example, if he thinks a new argument or disallowed evidence is being introduced. The judge, the Speaker of the House, rules immediately for or against the point, the claimed infraction.

National and International Variations

Parliamentary debate is organized in the Eastern and parts of the Southern United States by the APDA, the American Parliamentary Debate Association, a student run organization. In the West, Southwest, and parts of the South it is run by the NPDA, the National Parliamentary Debate Association, which is run by university faculty. Canada is organized by the CUSID, the Canadian University Society for Intercollegiate Debate.

Japan is based on APDA rules and procedures, but some rounds have two or three resolutions for the government to select from. In Australia there are three debaters on each team, with two teams in a debate labeled affirmative and negative rather than Government and Opposition. Australasian debate has responsibilities more clearly defined for each speech and judges consider these responsibilities in their scoring.

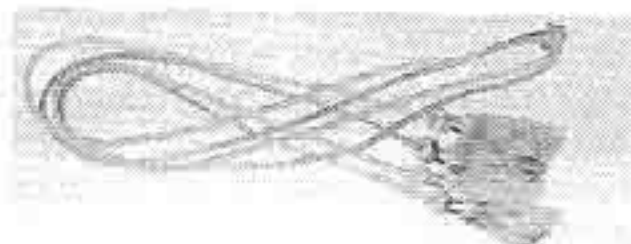
The British style is used in the United Kingdom and at the World Debate championships. Teams are two people but there are four teams in every debate, two on each side. None of the teams confer with each other before the debate begins. Every speech lasts seven minutes.

One element that unifies all types of parliamentary debate is its extemporaneous nature. With only ten to fifteen minutes preparation time after the topic is announced every successful team will use its knowledge, organizational skill, wit and creativity to develop strong persuasive arguments and examples.

The extemporaneous style is a major difference between parliamentary debate and the team policy debate often found at American high schools and colleges. While team policy debate has one topic that is researched and debated for an entire year, parliamentary debate has the topic change every debate. Team debate uses prewritten cases and blocks, parliamentary debate relies on quickly developed arguments and nearly spontaneous thought and logic. Research is critical in policy debate; it can be used only during preparation time in parliamentary debate.

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(William H. Bennett is Chairperson of the CDE National Summer Camps which includes a parliamentary debate institute - and CDE Publications. This article © 2002 by William Bennett.)



(See Page 92)

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Jenny (Cook) McNeil, NDF Director and Instructor, is Director of Forensics as well as a History and Performing Arts Instructor at Milton Academy in Milton, Massachusetts. Previously, she served as a Social Studies instructor and Director of Forensics at Hopkins High School (MN) where she built a nationally successful program both L-D and Individual Events in five years, during which time her students have won Minnesota State Lincoln-Douglas Championship titles in novice, junior varsity, and varsity divisions. Mrs. McNeil coached last years CFI, National LD Champion and NFL, third place LD contestant.



Minh A. Luong, Academic Director and Instructor, teaches in the Ethics, Politics, and Economics Program at Yale University and International Affairs Council Fellow at the Yale Center for International and Area Studies. Professor Luong also serves as the Assistant Director of International Security Studies at Yale and is the Director of Ivy Scholars at Yale. He previously served as Chair of the Department of Speech and Communication Studies at Pinewood College Prep. (CA), Director of Debate at San Francisco State, and Director of Forensics at UC Berkeley. Professor Luong serves as director of L-D at the TOC, and director of the National Debate Education Project which conducts seminars and helps start new forensic programs throughout the country.

Mark J. McNeil, Residential Life and Individual Events Director, is the Director of Forensics at Sacred Heart High School. Mr. McNeil serves as Chairperson of the Performing Arts Department and has teaches in the Performing Arts and English Departments. Mr. McNeil's students have been in late elimination rounds at regional and national tournaments. At the 2001 National Forensic League National Tournament, Mr. McNeil had five students reach final rounds and two students reach semi-finals.

Nick Coburn-Palo, Instructor, is a debate coach and instructor at College Prep in Oakland, California. Mr. Coburn-Palo's teams have been in late elimination rounds at major national tournaments, round robin participants and Tournament of Champions participants.

Beena Koshy, Instructor, attends the University of Minnesota double-majoring in Broadcast Journalism and Speech Communication. Miss Koshy is an assistant L-D debate and speech coach at Apple Valley HS (MN).

Betty Luther, Instructor, attends Harvard where she is a junior majoring in History and Women's Studies. Ms. Luther was an MBA round robin fifth place finisher, Minnesota State LD Debate Champion and participant at the Tournament of Champions and the NFL National Tournament.

Ben Rothstein, Instructor attends the University of Chicago. He was the NCFL National Champion in LD Debate and the third place finisher in LD at the NFL National Tournament. Mr. Rothstein won several top speaker awards and was in elimination rounds at the Tournament of Champions.

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MY OBJECTION TO YOUR OBJECTION

by
Jonathan E. Carr

To say I am in the "old school" of Lincoln-Douglas debate is an accurate claim. In fact, I completely agree that the activity of values debate began and exists as an alternative to team debate. During my four year debate career, I had the opportunity to travel to countless tournaments, from rural Alabama to New York City. In retrospect, it goes without saying that the styles and methods of Lincoln-Douglas debate are different depending on the locale the activity is being practiced. A debate round in Massachusetts is not the same as a debate round in Texas, for the debaters in these regions are taught different methods of approaching the activity. This is one of the intriguing and strategic aspects of winning on the national circuit: adapting to the expectations of different judging pools.

Yet within these differences *exist* a number of problems

.....As an important role for judges, it is increasingly clear that the activity needs more interventions at times, where judges speak out on the ballots and explain to students that they are misusing given philosophers in their cases. Otherwise, the activity falls in its educational mission.

which bring a black eye to Lincoln Douglas debate: critiques, spreading, and misuse of philosophy. In truth, none of these flaws are inherently new. I have been out of the activity for over five years, and they exist now just as when I debated. Yet, their continued existence is a sore point in the continuing evolution of the activity. And as the organizers of this activity continue to promote its virtues on a national and state level, it remains puzzling why judges and coaches still tolerate these three problems.

Critiques are the new and growing fad in Lincoln-Douglas debate. The problem is that fundamentally this form of argument is outside both the scope and purpose of the activity. It first has to be expressed that specific guidelines do exist for Lincoln-Douglas debate. This activity was never intended as an extemporaneous debating forum *entirely*. Instead, values debate started under the assumption that a fair resolution could be offered, which would allow both the affirmative and negative to present cases in support and opposition to the resolution. From that, each side would argue the merits of the presented materials as a means to weigh the issues and prove their points. But notice the foundation presented here as a guideline to debate: the resolution is considered fair and equal. If this were not the case, then how would it be fair for the affirmative or negative to equally debate a resolution if one was immediately presented with the "lemon"

side of the resolution? Critiques, however, miss this fundamental point, because instead of attacking the arguments presented, they argue against the rhetoric and language used by the other debater. For example, imagine two debaters arguing the resolution, "Economic sanctions against proven rogue states are moral." The affirmative stands, reads the prepared case, and answers questions. Rather than presenting a negative constructive and then attacking the affirmative case, the negative instead shifts the debate by running a critique on the resolution. Such a critique might attack the term rogue as ostracizing a country, and then the debater might read evidence from postmodernists and dependency theorists stating why rogue nations receive unfair treatment in the international community. Hence,

the negative has not actually attacked anything the affirmative has argued (and spent countless hours preparing), but instead, this debater is essentially trying to win the round because of the wording used by the resolution's writers. So much for the first affirmative constructive.

A larger point raised by the use of critiques though is what they are actually attempting to accomplish. My reaction to this strategy is that it is both superficial in logic and shirking in the duties of a debater. Many times in hearing critiques, those who run this argument use it as a method to mask certain ideological arguments. In essence, a negative who argues that the term "rogue" implies ostracism is making an argument that some might accept as true, and using it as accepted fact to attack the way a resolution is written. Moreover, by making this argument, a debater defeats the educational purpose of this activity. Perhaps you could run a critique here and claim I am imposing my views on what Lincoln Douglas debate entails. And you are absolutely right if you do so. In order for this activity to survive, some semblance of what is accepted and unaccepted in terms of strategy has to be made. Otherwise, debaters will run the risk of increasingly walking into rounds where no value premises are used (rather odd in values debate) and critiques are run (ignoring the merits of the resolution in place of rhetorical semantics). Granted, some flexibility must exist in an activity to allow creativity and individual development. But again, Lincoln Douglas debate is not a tabula rasa activity, where debaters walk in cold slate, having no idea as to what their expectations are. I frankly believe that if more judges would enforce a basic understanding of the activity, then so many rounds would not devolve into one side making absurd statements like, "The

resolution is flawed, hence you must vote for me."

A second dilemma facing the activity is that spread debate is as popular as ever. Granted, this is not as problematic as the use of critiques, because many good rounds can still exist despite one side speaking extremely fast. However, it should always be remembered that the negative has an inherent advantage, because of the time constraints presented in the first negative constructive and the first affirmative rebuttal. Too many rounds focus on the arguments which the affirmative dropped due to time constraints. The negative simply stands in its rebuttal and extends these arguments, claiming that the round is won because the affirmative dropped given points one, two, and so forth. But is this really debate or packaged strategy? How is an activity educational when a debater uses time constraints to force his opponent to miss a certain point, and then shifts the grounds of the debate to the point? If anything, it seems almost cowardly, for the debater is refusing to actually engage in intellectual conflict, instead picking and choosing his or her fights based on the arguments conceded because of the three minutes in difference between the INC and the IAR. Certainly, nothing is inherently wrong if a debater impacts a dropped argument, because both sides have an equal burden to debate the important points of the round in order to have clash. However, it is obvious when a debater runs a stacked case, written intentionally to take advantage of the time constraints imposed on the affirmative in order to extend arguments. When such a scenario happens, I am hopeful that judges will recognize the blatant misuse of spreading and punish the debater accordingly. There simply is no need for such a strategy in an activity which partly began to move away from speed debate.

Third, an ever increasing trend is for debaters to misuse and

misunderstand philosophy. It is quite amazing for high school students to use the philosophers often quoted, because many are not fully studied and analyzed until graduate school. Whenever judging a debate round, I immediately become suspicious of students who run Kant, for the simple fact that it is usually 99 percent certain they do not fully understand his philosophy. Yet, as I noted above when discussing critiques, students often run arguments which have no merit simply as one tag line arguments. Claiming that such and such point imposes "Western hegemonic imperialism" implies knowledge about this topic, which most debaters simply do not have. I do not raise this concern simply to slam the activity or frown upon the use of philosophy, but running a given point is futile if a debater does not understand the logic s/he is using. As an important role for judges, it is increasingly clear that the activity needs more interventions at times, where judges speak out on the ballots and explain to students that they are misusing given philosophers in their cases. Otherwise, the activity fails in its educational mission.

In short, there is no question that Lincoln Douglas debate continues to prosper and thrive as an activity. However, this does not detract from the improvements which the activity could address. Each of these issues are important, because they address specific areas of values debates in terms of logic and style. Furthermore, a refinement of these issues would begin the process of steering debate away from practices which undermine its educational value. While I admit that no one solution exists to improving this activity, these three steps could serve as initial steps.

(Jonathan E. Carr is a Fulbright Scholar at The London School of Economics and Political Science)



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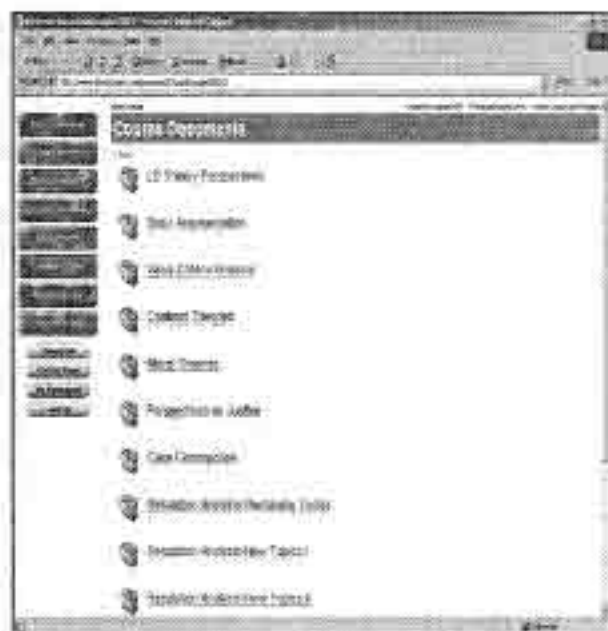
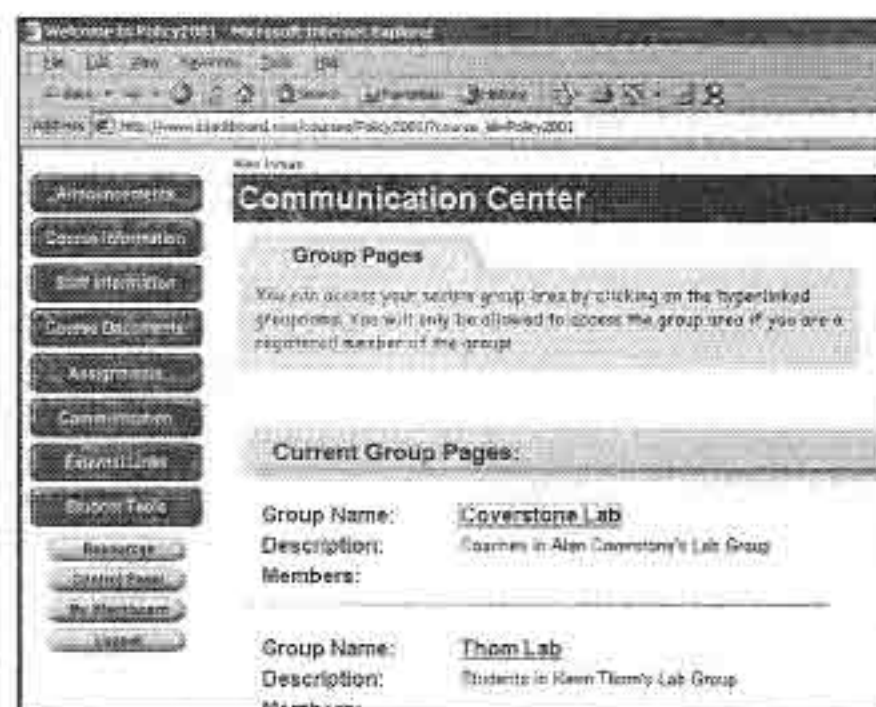
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HEY, ORATORS! ARE YOU CONFUSED? IF SO, I DON'T BLAME YOU!

by
Wayne C. Mannebach

COOPERATION AND SYMBOLISM

#%ΦΧυΞΨ ∴
ψεζ◊≅δΕΘ∇Πω:
α σ γ η φ κ λ β ν Ω

Are some or all of the above markings confusing? They need not be, for history reveals that human beings through cooperation with one another can make any marking, sound, or object stand for anything. For example, they can make paper,

.....The most developed and complicated form of symbolism is language. All human accomplishment, including study of the past, treatment of the present, and prediction of the future, rests upon language. Like air, food, and water, language is a human need.

metal, and plastic stand for affluence or poverty; ribbon, metal paper, and animal skin stand for intellectual and physical achievement; a dove and hawk respectively stand for peace-seeking and war-mongering; a white ball and turned-up thumb or black ball and turned-down thumb respectively stand for acceptance and life or rejection and death; and a donkey and elephant stand for political ideology and political power or weakness.

Through cooperation with one another human beings can make crossed pieces of wood, glass, iron, or plastic stand for religious conviction; colored fabrics stand for patriotism; white, hooded robes stand for ethnic or racial hatred; sirens and whistles stand for medical emergencies, natural disasters, and law enforcement; green, yellow, and red light respectively stand for proceeding, becoming cautious, and stopping; and lighted flashlights and cigarette lighters stand for aesthetic approval. The process by which certain things stand for other things is **symbolism**.

The most developed and complicated form of symbolism is **language**. All human accomplishment, including study of the past, treatment of the present, and prediction of the future, rests upon language. Like air, food, and water, language is a human need, and the need was well identified by Peter F. Drucker,

an economist, when contending in *How to Be an Employee* that the values of learning to write and speak are unmistakably the responsibility of the school in the instruction of students. Drucker says:

Expressing one's thoughts is one skill that the school can really teach, especially to people born without natural writing or speaking talent. Many other skills can be learned later—in this country there are literally thousands of places that offer training to adult people at work. But the foundations for skill in expression have to be laid early: an interest in and an ear for language; experience in organizing ideas and data, in brushing aside the irrelevant, in wedding outward form and inner content into one structure; and above all, the habit of verbal expression. If you do not lay these foundations during your school years, you may never have an opportunity again.

The human need for skillfully expressing one's thoughts includes style, and students of oratory are not exempt from having to learn this language mechanism.

THE PROBLEM OF OMISSION OR ABUSE

The learning of style can be problematic for several reasons. For instance, some students of oratory tend to rely mainly on oral composition textbooks that either ignore style or treat it in ways that range from inferior to jejune to confusing. Some authors seem to know little about style and its functions and elegance and, thus, ignore it. Other authors treat style rather haphazardly only because their publishers believe it ought to be included. None of these reasons are commendable, but they are operative. Whatever the reason, style all too often is ignored or mistreated, and these errors of omission or abuse should be expiated.

THE PROBLEM OF PLETHORIC DEFINITIONS

Another significant problem for students of oratory trying to learn style is that definitions of style are plethoric and, therefore, contribute to exaggeration of style. For example, some authors define style as the choice and combination of words. This approach is typified by Elizabeth Andersch and Lorin Staats who in *Speech for Everyday Use* report that "a study of language in speech, then, must deal with words and ways of putting words together in a proper way."

Andrew Weaver and Ordean Ness in *An Introduction to Public Speaking* present style as an individualized manner of expression, stating that "style, the manner in which the speaker or writer uses language, varies with each other."

Other authors present broad, inclusive concepts of style. For illustration, in *Basic Principles of Speech* Lew Sarret and his colleagues present a fusion of style and delivery by contending that style "is the product of the individual mind expressing ideas through combination of language, vocal utterance, and bodily action."

Charles Lomas and Ralph Richardson go beyond the fusion of style and delivery by insisting in *Speech: Idea and Delivery* that style is "the product of one's interests, personality, orderliness of mind (or lack of it), use of language and delivery."

To learn multiple and varied definitions of style is impractical, especially for students beginning their pursuit of oratorical effectiveness.

THE PROBLEMS OF EXCESSIVE COMPARTMENTALIZING

Another reason for problematic learning of style is the pervasive, fruitless, and even pernicious attempts to compartmentalize style according to multiple types and qualities. For example, the following types of style appear in contemporary textbooks on public speaking.

Apathetic	Austere	Bold	Brisk
Baroque	Concise	Diffuse	Dignified
Dry	Flamboyant	Elegant	Energetic
Erudite	Firm	Flowing	Impersonal
Loose	Lucid	Middle	Nervous
Noble	Opulent	Oral	Patronizing
Penetrating	Periodic	Personal	Perspicuous
Picturesque	Plain	Sonorous	Stately
Stoic	Sublime	Truncated	Vehement
Vivid	Voluble	Weighty	Whimsical
Wholesome	Witty	Written	Zealous

The above list is far from being exhaustive, and each type has its own characteristics. What exaggeration! To learn so many types is impractical, especially for students pursuing oratorical effectiveness.

The following qualities also appear in contemporary textbooks on public speaking, adding to the problematic learning of style.

Acceptability	Accuracy	Appropriateness	Clarity
Concreteness	Correctness	Directness	Ease
Efficiency	Embellishment	Energy	Explanation
Familiar Word	Force	Grammar	Imagery
Impressiveness	Liveliness	Movement	Originality
Parallelism	Pleasantness	Precision	Propriety
Repetition	Rhythm	Sentence	Simplicity
Specificity	Variety	Vividness	Word Choice

Indeed; but to learn so many qualities is impractical, especially for students pursuing oratorical effectiveness.

A USEFUL POINT OF DEPARTURE

About 95 A.D., the Roman educator Quintilian introduced his *Institutio Oratoria* in which he asserts that "nothing should be done for the sake of words since words were invented merely to give expression to the thoughts of our mind and produce the effect which we desire upon the minds of the judges." In other words, Quintilian argues that the style of language is an indivisible element of persuasion, and that the orator should study style for what it does for the message rather than for what it is.

Contrary to the aforementioned impractical approaches to

style, Quintilian's dictum has not gone unheard. For example, in his *Discours Sur Le Style* delivered before the French Academy, M. De Buffon contends that "style is simply the order and movement one gives to one's thoughts," and that "style supposes the united exercise of all the intellectual faculties. Ideas and they alone are the foundation."

In *Lectures on Rhetoric and Belles Lettres* Hugh Blair states that "style has always some reference to an author's manner of thinking. It is a picture of the ideas which arise in his mind, and of the manner in which they arise there. . . . style is nothing else than the sort of expression which our thoughts most readily assume."

In *Literary Remains* Samuel Taylor Coleridge stresses that style "is nothing else but the art of conveying the meaning approximately and with perspicuity, whatever that meaning may be"; and that to have a good style "the primary rule and condition is not to attempt to express ourselves in language before we thoroughly know our own meaning."

Arthur Schopenhauer in *The Art of Literature* says that style is "the physiognomy of the mind"; that style "shows the formal nature of all his thoughts"; that style "receives its beauty from the thought it expresses"; and that style "is nothing but the mere silhouette of thought; and an obscure or bad style means a dull or confused brain."

In *Alice's Adventures in Wonderland* Lewis Carroll instructs his audience to "take care of sense and the sounds will take care of themselves."

Austin Phelps insists in *English Style in Public Discourse* that "qualities of style are qualities of thought. Forms of style are thought in form. In every specimen of perfect style this principle tolerates no question of its authority. Not only is thought primary, and expression secondary, thought is absolute, it is imperial. Expression as an independent entity is words without sense."

Glen Capp argues in *How to Communicate Orally* that style is "language used in expressing your ideas," and in *Speaking from the Pulpit* Wayne Mannebach and Joseph Mazza insist that style "is the manner by which language is used to make ideas acceptable to a given audience."

The above definitions of style that endorse Quintilian are useful points of departure, for they stress the relationship between the orator's conceptual process and his or her language. They emphasize that style is an indivisible element of persuasion, and they urge students of public speaking, **including oratory**, to study style for what it **does** rather than for what it **is**. In other words, style must be **functional**; its primary purpose is to convey the intended thoughts of the speaker in a manner that is favorable to the audience.

A PRACTICAL APPROACH TO THE STUDY OF STYLE

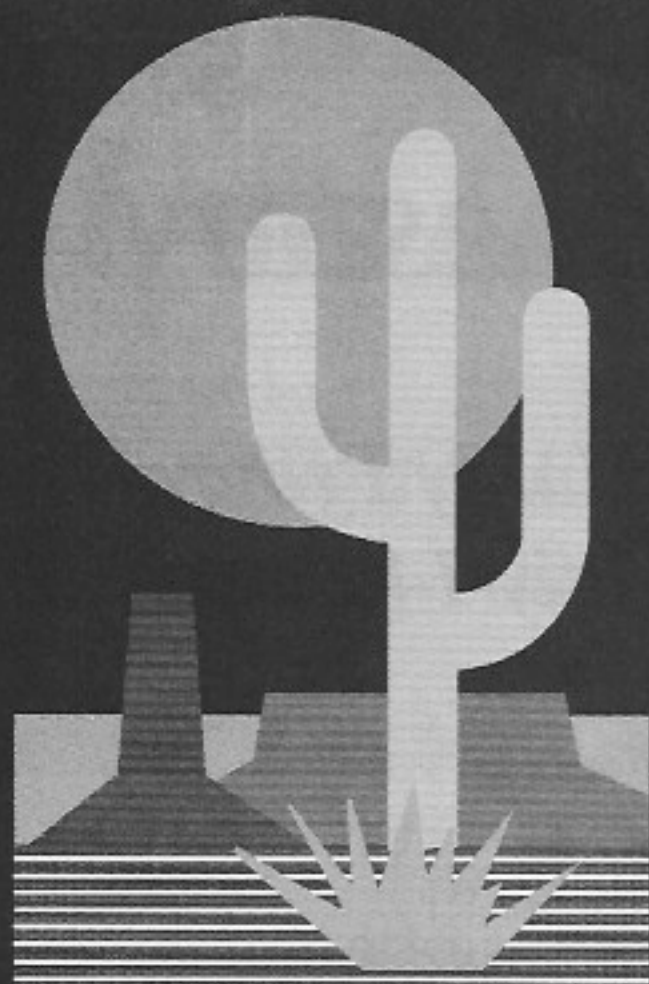
To improve oratorical effectiveness, specifically style, four steps are recommended.

Students of oratory who apprehend and comprehend these elements and appreciate certain self-possessed strengths and liabilities tend to be better prepared to maintain, or even enhance, the strengths and make appropriate corrections to improve, or even eliminate, the liabilities.

The first step is to define style as **the manner by which language is used to make intended ideas understood and acceptable to a given audience.**

(continued to page 80)

22ND ANNUAL



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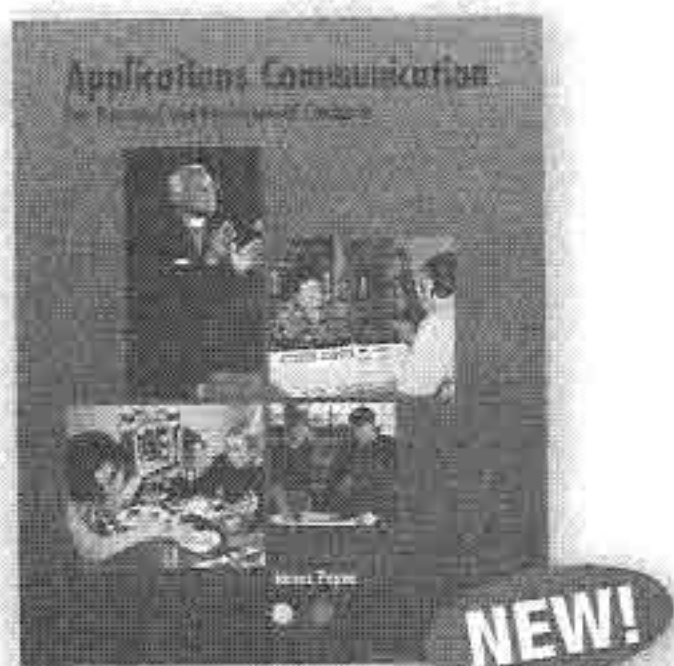
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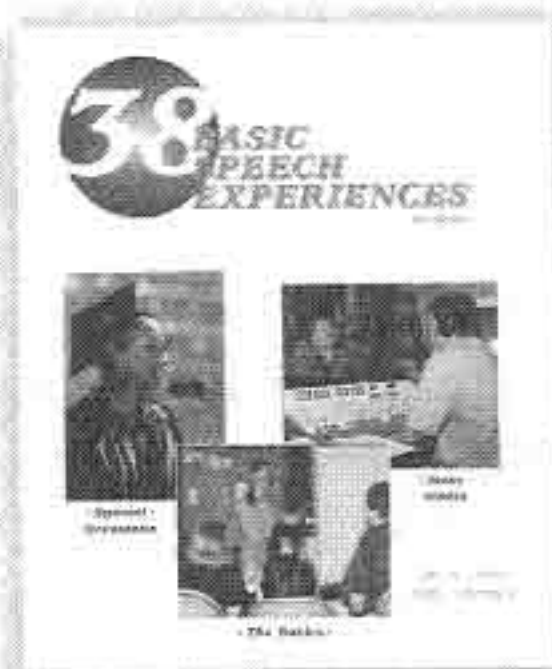
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URBAN DEBATE COACHES

by

Eric Tucker and Kelly Phipps

U D L C o a c h e s

"The kids are my reason for being, so I think that any success that I've experienced is a direct result from the kids we've empowered. That bottom lines it for me. I exist because of them."

—Anonymous teacher and debate coach, Baltimore

In the last five years, the national Urban Debate League movement has spread to 13 cities across the country, building and supporting debate teams in our nation's urban public schools. Debate, a rigorous exercise in critical thinking, research, and public speaking, has the power to engage students and train them to advocate for themselves and their

administrator, a stand-in parent, a chaperone on close to a dozen weekends a year, and a fund-raiser. And that is the minimum commitment! Most coaches do much more.

Coaching debate simply entails too much time and energy for an ordinary teacher to agree to volunteer in this position indefinitely. Time spent coaching pulls teachers away from their friends and loved ones. Professional teachers, just like other professionals, deserve to be paid for what they do. Teachers in every Urban Debate League have negotiated for, and in many cases won, adequate compensation for their work. This problem of compensation, however, is not unique to Urban Debate Leagues. No coach or teacher will ever be paid for every hour they put in at work, but some compensation is necessary.

....Coaching entails being a hands-on argument instructor, an administrator, a stand-in parent, a chaperone on close to a dozen weekends a year, and a fund-raiser. That is the minimum commitment!

"I do have a mortgage to pay ... as much as I want to help the students more than anything else, that still has to be included."

— Anonymous teacher and debate coach, Chicago.

communities. Urban debate coaches serve as leaders in their schools, and through debate, young people learn to become active participants and decision-makers in their schools and society at large. The demonstrated success and growth of these programs owes much to the commitment of school administrators to the development of debate teams.

This article is based on interviews that the authors conducted during the last year with sixty-five Urban Debate League coaches from around the country. By listening to the voices of these teachers, we can learn what it takes for schools to support this activity and ensure that debate continues to provide educational opportunities to our nation's youth for generations to come. One issue that resonates with all teachers we interviewed is the need for adequate compensation for the countless hours they devote to their teams. This article puts forward a series of observations about the necessity of such school support for program success.

Coaching debate places an enormous burden on teachers. Overworked and under-recognized, only truly exceptional teachers are able to maintain the commitment and excitement necessary to balance all of the responsibilities of coaching. Coaching entails being a hands-on argument instructor, an ad-

ministrators alike get driven out of the profession due to low salaries. One student in New York reports that his school lost four debate coaches in as many years at his school as a result of low wages. Coaching debate simply was not lucrative enough to entice teachers to stick around long enough to gain a love for the activity. Several teachers report that bills might soon make continuing to coach debate impossible. Even teachers who "want to help the students more than anything else" must still in their own words "be pragmatic." Mortgage payments and other financial obligations, whether the teacher likes it or not, might force them to stop coaching if a better-paid option comes up.

In many circumstances, unless teachers are fairly compensated for the hours they spend with their teams, they will become unable to accept or keep the position as a coach. For example in New York and the San Francisco Bay Area, the cost of living has risen too high for anyone to live comfortably on a teacher's salary. Even a teacher who might be willing to volunteer as a coach in another context might "need to take on part-time jobs and need to find other ways of getting income."² Teachers' time is already limited, and they could not, for instance, work weekends and still coach debate. Additionally, Urban Debate Leagues, just like the urban public school dis-

tricts in which they operate, are constantly at risk of losing teachers to alluring suburban positions.

"Well, gee, I am leaving you because I happen to enjoy this. I am flying to Chicago. I'll see you [when I get back]"

- Anonymous teacher and debate coach New York City

No one wants to make this announcement to his or her family, jokes one New York coach. After a while, deciding to leave home several weekends a month for an uncompensated hobby "gets a little sticky." Debate coaches, like everyone else, have families and personal commitments. In one coach's assessment, when a teacher is paid nothing, putting in long hours "is very hard to justify to a spouse, to a family." She emphasizes the importance of being able to call coaching a job rather than having it labeled an enjoyable hobby. This coach laments that her passion for debate trades off with time she could spend with her family. She confesses, "I like my family. I am missing as we speak my son's football game. He has very few of them left."

Compensation often makes it easier for spouses and family members to understand why a debate coach commits long hours to their team. One teacher describes how much easier it made it for his already supportive wife to appreciate his decision to coach. His wife is a full-time student and sees clearly the need for the additional income the position provided. She says: "Look, the reality is that the amount of money you make doing debate is a salary."¹

"I had researched how much the football coaches get [paid] - it is tremendous. They get a whole other teacher's salary. It is incredible. And what they were offering me was pretty much nothing."

- Anonymous teacher and debate coach, New York City.

A comparison between debate and other school activities like football illustrates the need for fair compensation of debate coaches. The extended competition hours and full year session of debate last longer than with other serious coaching commitments. After school practices, all day Saturday tournaments (or even all-weekend tournaments), and administrative details combine to make coaching debate more taxing than coaching football. On top of all this, the debate topic changes every year. Unlike other coaches, debate coaches must constantly train themselves in new content areas, from the science of environmental policy to the history of foreign affairs. Yet football coaches in most cities are paid for a "tremendous" amount of per session time.

Unfortunately, internal school politics often de-value debate as an activity, causing stipends for coaches to be overlooked or even preventing the allocation of funding. Union contracts may not include a paid position for debate coaches, or school budgets may not have the necessary line-item. Schools strapped for resources are often forced to make difficult budgetary choices. However, administrators must understand that the choice not to pay coaches is often the choice not to have a debate program.

"[The mayor's] attitude towards teachers is constantly, 'oh, well you know, these teachers should be more dedicated to their students. I can't believe they would ask for money! '... It's our job!

Who works and doesn't ask for money? Education is one of the only areas where people are... backwards enough to assume people would want to work and not get paid."

- Anonymous teacher and debate coach, New York City.

Society holds an odd belief about teacher salaries, almost as if teachers are volunteers and should not complain about how little they are given. Few other areas of the job market hold the expectation that workers should respond eagerly when asked to do more for less. As this teacher points out, people often attack teachers for being greedy, instead of demanding that teachers be treated and compensated like professionals. Compensation is a symbol of professional respect, and this respect is often as valuable to coaches, if not more so, than the objective dollar amount of the stipend. Debate teams will not attain sustainability until teachers are justly compensated for the hours they dedicate to their team. Teachers cannot be asked to work without pay. Although exceptional teachers may agree to coach for a year or two without compensation, after a while "you have to get paid or you'll leave."²

Those of us concerned with securing a place for the cherished tradition of debate in our school and communities would do well to treat coaches with the respect they deserve. Though certainly not an end-all solution, adequate compensation is a critical first step in recognizing the contributions of debate coaches to a school community and ensuring the success and sustainability of the debate program.

¹ Anonymous teacher, Chicago, IL. Interview by author, August 2001, Chicago. Tape recording.

² Anonymous teacher, New York, NY. Interview by author, October, 2nd, 2001, New York. Tape recording.

³ Anonymous teacher, New York, NY. Interview by author, October, 2nd, 2001, New York. Tape recording.

⁴ Anonymous teacher, New York, NY. Interview by author, October, 2nd, 2001, New York. Tape recording.

(Eric Tucker is the Assistant Director of the National Urban Debate Initiative. He majored in Public Policy and Africana Studies at Brown University and co-founded the Providence Urban Debate League.)

(Kelly Phipps is the co-founder and student coordinator of the Providence Urban Debate League. She is working on degrees in International Relations and Gender Studies at Brown University.)



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→ **FOR MORE INFORMATION:**

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Ravi Shankar
Glenbrook South, IL

EXCELLENT STAFF

(All are definite unless starred)

DAVE ARNETT: Director of Debate, University of California Berkeley; Champion NDT Debater, University of Louisville; Institute Instructor, Stanford, 1998-01.

DAN DAVIS: Former debater, University of Georgia; Debate Coach, West Georgia; runner-up 1997 NDT National Champion; Institute Instructor, Dartmouth and Kentucky, 1997-01.

NERMIN GHALI: Champion debater, Emory University; 2000 Kentucky Fellow, 2001 Kentucky Institute Staff.

RUSTY HUBBARD: Champion debater, University of Kentucky; NDT first round bid, 2002.

AARON KALL: Assistant Debate Coach, University of Kentucky; Kentucky Institute Staff, 1996-01.

***MICHAEL KLINGER:** Champion debater, Harvard University; Glenbrook North winner of TOC, NFL & CFL; Kentucky Fellow 2000..

CALUM MATHESON: Champion debater, Michigan State University; NDT first round 2001 and 2002; first place team & 2nd place speaker, Northwestern, 2002.

***JASON PATIL:** Justice Department, Washington, D.C., Assistant Coach, Glenbrook North; former Champion debater, University of Kentucky; Institute Instructor, University of Kentucky, 1995, 2000-01.

JONATHAN PAUL: Senior Champion debater, Northwestern University.

RACHEL SALOOM: University of Chicago; CEDA National Champion; Instructor, Kentucky Institute 2000-01.

DAN SHALOM: Champion Debater, University of California; TOC and NFL National Champion; 1999 Kentucky Institute Fellow; Kentucky Institute Instructor 2001.

JASON TRICE: Director of Debate, Michigan State; CEDA National Champion; Institute Instructor, Kentucky and Michigan State, 1998-01.



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MAY I HAVE THE ENVELOPE PLEASE?

by
Patricia Lynne Smith

"When we drove by, all I could see were papers blowing around. I figured it was a Speech Team."

This accident must have happened Friday early in the morning. The wind had picked up, and the snow was coming down. The roads turned to total ice. Those combinations on a Wyoming Road aren't good. I imagine the scene as a flat piece of highway. But on this day it didn't matter that the stretch was flat or narrow, or a hill. The school van started to slide on the ice, due to the speed and the heaviness of the vehicle, as it reached a fishtail effect, the momentum allowed the 12-passenger van to flip. It flipped completely three times. When it stopped the van was right side up and the debater's Blue and Green Rubbermaid cases were ejected from the car. Papers

.....Little did the team standing on the prairie know the tournament in Cheyenne still continued. Suddenly the words "Speech Meet" took on a whole new meaning for this group.

being blown around everywhere. Yes, the snow is white but the prairie isn't, and with that much paper your eye is drawn to the paper all over the place. Like slow motion confetti falling from the sky. It's sad but there is so much paper, so much research, so much work and the survivors just let it blow away. Some farmer in Sullivan County will pick up a piece of this paper in March and say, "First Affirmative Constructive? This is lawyer stuff." Initially the people were so shook up at the sight of their papers being tossed on the prairie, they didn't take time to do a count of the people, and they didn't look to see if everyone was there. It was probably the sound of the wind and the sound of the papers tossing along that deterred them. The coach says, "Have you seen Ester?"

No one answers.

"Where is Ester I said!"

Still no reply. The seconds become even longer.

"Brock you go in this direction and Jill, you check the car. I'll walk this way. Call her name, Call for her!"

Brock yells back from a distance of about a football field.

"Coach, she's over here. Oh my God she's not moving! There's blood everywhere." The last part of Brock's sentence was said with such terror and heightened pitch, everyone knew

it was bad. The team runs over to her aide. The only thing they could do was sit and wait for the emergency crew to arrive. Sit and wait braving all the elements. Seconds are getting longer still. Tenderly, Brock holds her hand, and whispers in her ear "everything will be all right, Ester, just hang in there."

Little did the team standing on the prairie know the tournament in Cheyenne still continued. Suddenly the words Speech Meet took on a whole new meaning for this group.

Seconds after any accident are terrifying. Initially the accident feels like it happens in slow motion. But the seconds after are scary. You look at your own body for blood. At the same moment you look around for the people that were with you in the car. You call out to everyone "Are you OK.?" If it requires a second calling, you'd probably scream it again "Are you all OK.!" The silent-ness is the most terrifying part. Especially if the person calling out the questions is the surviving driver of the vehicle. You may hear a whimper here or there, or even a person starting to cry. The ones that cry are shook up from the trauma and not necessarily injured. The ones that don't cry make the scene unimaginable. And for a person out on a Wyoming Highway in the middle of January there is nothing you can do but stand there and wait. Stand there and wait for another car to drive by, and hope they have a

cell phone. Stand there and wait for the wind to stop blowing. Stand there and find your bags scattered about the prairie. Stand there and listen to your student's papers being strewn across the frozen prairie. Stand there and thank God you can still feel air in your lungs. Stand there and pray the Highway patrol gets there soon. Stand there and count the seconds that pass until help arrives. I've heard time in solitary confinement is easier. These become the longest seconds, ever.

Other schools arrived safely at the tournament in Cheyenne. Students arrived and brought their cases. The schedule went off as planned. Judges arrived and coaches still complained that there wasn't enough coffee. Round two takes off and students are crying over their performance. Coaches complain they are too tired this week. The Laramie judge complains that she is still on Christmas break, and why does she have to be at a tournament again. The postings go up and the rounds go off without a hitch.

Little did we know, Ester's body was just being lifted from the frozen prairie. And some coach somewhere had to make the worst phone call.

"Mr. and Mrs. Dennison, there was an accident,

Ester is being air lifted to Rapid City." The parents rush off to see their daughter. And as they pull their gray Toyota Camary away from the driveway, a coach in Cheyenne at the meet complains about a Lincoln Douglas round.

The tournament continues as usual. Typical Friday events. Gossip hour in the coach's lounge and the coaches are all saying:

"Could you imagine that happening to you?" *Nope*

"That's a coaches worst nightmare isn't it?" *Yep*

They all reply, and internally they think to themselves "thank God it wasn't *my* bus; thank God it's not *my* trip." The bitter Laramie coach has a student in finals, and she wonders about the judge in the room, suddenly grateful the kids worked hard and the trip was worth the efforts. With finals completed, people start to trickle into the auditorium ready for awards. Kids are scurrying to find a place to sit down with their teams. The hungry kids behind me were saying,

"Where in the hell are we going for dinner?" And "If I didn't make first in Drama, I'm gonna be pissed."

And the wait for the announcement of the winners to begin. The curiosity of the crowd rises. Silence falls over the room and people's biggest concern is which team, which kids names are on first place trophy. They can't wait to get the results. They want to take home the big red and gold trophy. This is the most important thing, ever.

"Will all of the finalists for Interpretive Duet please come up on stage?" Students make their way to the stage. The crowd starts to hush. People anxiously await the speaker to finish the names on the list.

"In second place from Rawlins High School, Walk and Rougher." The crowd cheers, students stand and clap. The announcer hands the two a trophy and they both smile.

"In first place, from East High School, Johanson and Tame." The crowd stands and cheers. The first place winner holds his trophy up for the crowd to see. This moment is full of pride.

But did anyone realize, that on this second day of the tournament, on the final evening of the tournament, there was a mother sitting by a hospital bed? That there was a father grilling the driver of the van?

"Did you hold the steering wheel with both hands, or just one?"

The announcer reads: "Will the people who qualified in Cross Examination Debate please come forward?"

And at the exact same time kids are walking forward to the stage a mother sits and wishes she'd never heard the words National Forensic League. A mother weeps at the side of her daughter. She remembers three nights ago when she was washing her clothes. She knew what shirt to iron, and what suit to have ready for her smartest competitive daughter. She folded Ester's socks with the tender fingers that moms have. Tonight a mother prays for the life of her oldest child. The last thing she told her daughter was:

"Did you pack your Vitamin C pills, and an extra pair of pantyhose? Have fun, sweetie."

Tonight, during our awards assembly, a father wishes he was the one driving the car, he would have done it better, he wouldn't have turned the wheel so much. And tonight a father asks for his daughter's life to be spared. The last thing he said to her was "I love you, make your dad proud."

The nervous announcer continues.

"Jordan will read the results for Cross Examination Debate"

"Someone hand him the envelope with the winners names."

And tonight a coach is riddled with guilt for overcorrecting.

The announcer finally smiles and says

"And the winner is..."

....As of January 19, Ester Dennison remains hospitalized in critical condition.

(Patricia L. Smith is Speech and Debate Coach at Laramie, WY.)

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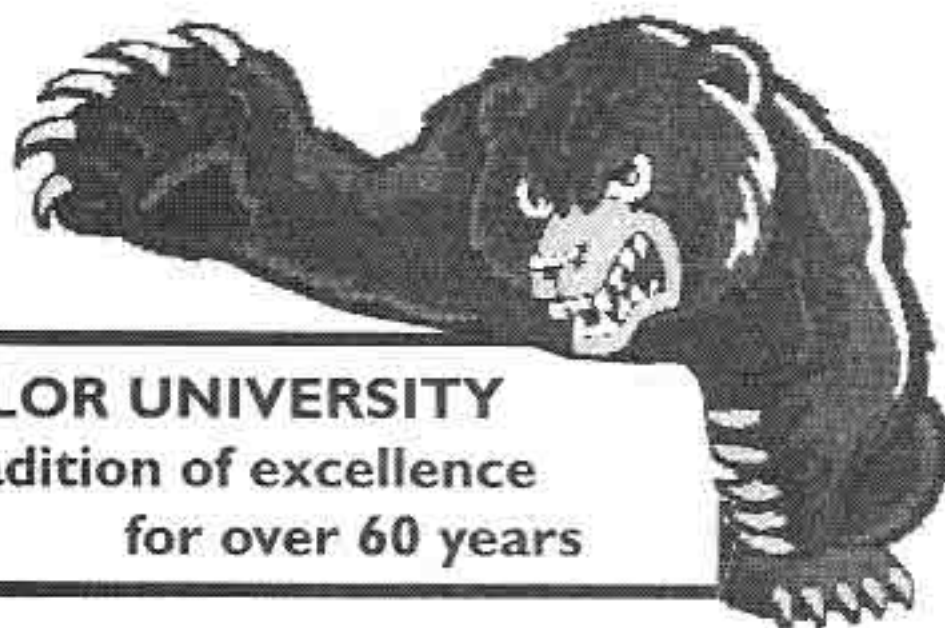
Interested Applicants should forward a resume to Mr. David Smith, principal, at Glenbrook South High School, 4000 West Lake Avenue, Glenview, Illinois 60025. For further information, contact Matthew R. Whipple, Director of Debate, at mwhipple@glenbrook.k12.il.us.

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Our LD staff includes Mr. Joseph Johnson, Mr. Ryan Cunningham, Mr. Steve Wilbur, Mr. Stephen Babb and other experienced instructors.

♦ Outstanding library resources for all of our students

Students have access to the holdings of the Baylor University libraries. In addition, a reserve collection created just for our workshop, will assist students in preparing for their upcoming season.

♦ Outstanding curriculum

For policy debaters we emphasize the skills of refutation, extensive analysis of the topic and contemporary debate theory, briefs specific to the topic and practice debates and speeches.
For LD debaters we emphasize instruction in analyzing values and value propositions, preparation for the upcoming possible topics, practice speeches and debates, as well as instruction in LD practice and strategy.

We offer instruction at the novice, intermediate and varsity level in both forms of debate.

A SPECIAL THIRD WEEK OF INSTRUCTION

Students may choose either, intensive advanced instruction in policy debate or intensive advanced instruction in extemporaneous speaking. The third week is a chance for participants to spend extra time working to develop new skills or to refine their current skills in preparation for the highest levels of competition.

P.O. Box 97368
Waco, TX 76798-7368

Phone: 254-710-1621
Fax: 254-710-1563
Email: Karla_Leeper@baylor.edu

Check us out on the Web:

www.wfu.edu/Student-organizations/debate/Workshops.html



WAKE FOREST
UNIVERSITY

2001 Staff included:

Ross Smith, Dir. Of Workshops
and WFU Debate Coach

John Katsulas, Dir. Of Debate
at Boston College

Tim O'Donnell, Dir. Of Debate
at Mary Washington
University (VA)

Stefan Bauschard, "Mr.
Hitchhiker" and debate
coach at Boston College

Kim Shanahan, Debate Coach
at Hays High School (KS)

Justin Green, Debate Coach at
Dallas Jesuit (TX)

Eric Truett, former coach at
Edison HS (VA) and WFU,
currently in law school

Wes Lotz, former WFU debater
Wake Forest Graduate Debate

Assistants: **Jarrold**

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Assisted by current WFU
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Virginia Bannigan, Adm.
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For: Summer 2002

WFU Summer Debate Workshop
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Winston-Salem, NC 27109
(336) 758.4848
bannigva@wfu.edu



Unique, small, educationally sound size: The three-week workshop is limited to 120 students. The Policy Project is limited to 64 students: large enough for diversity, interest, practice, and productive sharing. No one gets "lost in the shuffle" -- group effort, friendship, and teamwork is developed across the workshop. Labs have no more than 16 students, working with two full-time coaches: allowing close, personal attention. 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 rigorous and challenging, but we do everything possible to involve the students in a dialogue, to get them to think with us. We seek motivated students with whom we can share our passion for policy debate.

Our workshops maximize a student's opportunity to work closely with all of our faculty. The three-week workshop labs are tracked according to experience, but students get to work with other instructors in theory seminars, skills classes, and practice rounds. The Policy Project is not tracked. Our philosophy is that everyone at that level deserves the best we can offer. Research is always shared among the labs: the entire workshop functions as a team to produce the finest set of relevant evidence of any workshop. We have special affirmative and negative research groups, seminars in theory, forums on issues of interest, at least 8 practice debates prior to the tournament and a well balanced, limited set of lectures. By sharing evidence and pooling our vast coaching expertise, we are also able to find time for more qualitative practice debating than most other workshops, thus the slogan, "We put debate back into the debate workshop!"

**Join the Wake
Debate tradition for
Summer 2002!**



Summer Debate Workshop:
June 15-July 3

Policy Project:
July 5-July 30

Policy Analysis Seminar:
June 28- (merge with PP)

Fast Track:
June 21- (merge with PP)

WFU Debate Workshops

We offer 4 different levels of workshops to allow students to attend the "best match" for their experience & skills:

The Summer Debate Workshop has a curriculum designed to meet the needs of novice to advanced students. All interested students are welcome to attend the SDW.

The Policy Project is designed for more advanced debaters and has a competitive entrance process. We seek students who have solid debate experiences and want to build upon that base to get to the next level.

The Policy Analysis Seminar is an extra week *before* (and leading into the Policy Project) to explore specific topic readings and discuss their impact.

The Fast Track is an extra two weeks (leading into the Policy Project) of intensive study and debate practice with Ross Smith and another faculty member.

Mission Statement: Debate is the thoughtful expression of focused ideas. As educators, we commit ourselves to emphasizing individualized instruction, original thought, and creative expression. We teach students skills and concepts that will enrich their debate and academic experiences. We recognize the fundamental importance of an in-depth knowledge of the issues generated by academic debate topics. We view competition as a fun and useful educational tool, not as an end in itself.

Special points of interest:

- Air-conditioned dorms and classrooms!
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July 14-July 27, 2002



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Your Debate Program's Public Face:



Towson International Debate Institute Public Debate Track

A Project of the International Debate Education Association and the Southeast Europe Youth Leadership Institute

Towson University (Near Baltimore Maryland), July 21st – 30th, 2002

While debate tournament preparation tends to receive most of a program's attention, your speech and debate program at some time or other will leave the safety of the tournament environment to face a real public: an audience. To showcase your debate skills, to address a timely issue, or to reach out to those beyond your immediate membership, you rely on public debates as the "public face" of your program. The question is, are your members prepared for public debates? When a conventional debate resolution is replaced by a controversy of immediate and tangible concern...when an opponent advancing predictable positions is replaced by committed adversary with an actual stake in the outcome... when a solitary and specialized judge is replaced by a large, living and breathing audience...the situation requires adaptation and specific efforts to tailor your arguments and your style to your audience, your opponents, and the situation. *The Towson International Debate Institute: Public Debate Track* is designed for students (both high school or college), teachers, and members of public advocacy organizations. The institute focuses on the skills you need to successfully organize and execute a public debate that leaves audiences interested and informed, challenged and entertained. The institute will feature:

- A chance to work with participants from all over the world (95 students and teachers from Europe are already slated to attend).
- An 8:1 participant-to-staff ratio featuring an internationally known faculty: **Ken Broda-Bahm** (Towson University Speech & Debate Program Director and co-author of up-coming book, *Advocacy and Argument: A Practical Handbook for Public Debates*), **Daniela Kempf** (Political Communication Specialist and co-author of up-coming book, *Advocacy and Argument: A Practical Handbook for Public Debates*), **Arbjan Mazniku** (Leading trainer, *Programi i Debatit*, Albania), **Gordon Mitchell** (Director of the *William Pitt Debating Union* and organizer of the 'National Debate-In'), **Maxwell Schnurer** (Director of the *Marist College Public Debate and Outreach Program*, Marist, NY, USA), **Erion Veliaj** (Director of Youth Programs, *Balkan Youthlink*), and over a dozen other experienced public debaters and trainers.
- A special presentation by **Robert B. Barnett**, a Washington, D.C. lawyer with the firm of Williams & Connolly, who has served as debate coach and "sparing partner" for Bill Clinton, Hillary Rodham Clinton, Joseph Lieberman, Michael Dukakis, Geraldine Ferraro, and others in the context to general election political debates. Senator Lieberman has called Mr. Barnett "the Cal Ripkin of debate preparation".
- A specialized curriculum developed by the International Debate Education Association (IDEA) in association with a project funded by the Open Society Institute (OSI) and the U.S. Department of State Bureau of Educational and Cultural Affairs.
- Eight days of sessions on innovative topics including "Formats for public debate," "Debating for the camera or the microphone," "Analyzing audiences, situations, and opponents," "Rhetorical reasoning: creating arguments and refutations which resonate."
- Comprehensive and hands-on practice in speaking, arguing, questioning, and refuting in a public context, working one on one and in small groups of 13 to 15.
- Media training and experience on a real soundstage and in front of a camera.
- An opportunity to develop your own public debate concept from project planning to debate completion.
- The experience of completing live-audience debates as part of the 'Baltimore Public Debate Festival' which will occur at the end of the institute.

Fees: Eight days of sessions, Nine nights of food and dbl-occupancy lodging all for only \$600. (Commuter option only \$250, single occupancy only \$750).

For more information or an application, contact Ken Broda-Bahm at 410-704-2888, Kbrodabahm@towson.edu or visit www.towson.edu/seeyli.



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International Summer Speech and Debate Institute

JULY 2002 DUINO, ITALY

LOCATION

The Institute will be held at the United World College of the Adriatic campus, which is located on cliffs overlooking the beautiful Adriatic. In addition to the formal sessions, the campus offers opportunities for swimming, kayaking, and other outdoor activities. Site seeing visits to nearby cities such as Venice, Bologna, Ljubljana and Trieste will be offered.

SESSION 1 JULY 1-14TH

Lincoln-Douglas Debate & Speech

The L-D workshop will be for students wishing to work on 2002-2003 NFL debate topics. The Speech workshop will offer instruction in Humorous and Dramatic Interpretation, Original Oratory, and Extemporaneous Speaking (including in-depth topic analysis). Students can cross-register in speech and debate.

Price: \$1,400 USD

SESSION 2 JULY 16-23RD

Lincoln-Douglas

This L-D workshop will also be for students wishing to work on 2002-2003 NFL debate topics. This workshop will be held in conjunction with a World Schools Debating Workshop for international competition as well as a Parliamentary Debate Workshop.

Price: \$1,000 USD

Program Director:

Eric Di Michele

(212) 288-1100, ext. 101

edimiche@regis-nyc.org

**Special Discount for Sessions 1 and 2 - \$2,200*

These prices include room, board, research materials, a "survival" Italian course, two excursions per session and pick up and drop off from the Trieste airport or train station. If students arrive at another airport in Italy, help can be arranged to get to Duino, but they are responsible for the cost. Students are also responsible for their own airline tickets to and from Italy.

ALSO OFFERED DURING SESSION 2:

SESSION 2 JULY 16-23RD

World Schools Debating Format

This workshop will focus on the World Schools Debating format. The workshop will be for students interested in the annual World School Debating Championship and the unique debate format used at that event.

Price: \$1,000 USD

Program Director:

Trevor Sather

trevor@squareeye.com

SESSION 2 JULY 16-23RD

Parliamentary Debate Format

An eight-day workshop which will focus on Parliamentary debate.

Price: \$1,000 USD

Program Director:

John Meany

john.meany@claremontmckenna.edu

STAFF

Eric Di Michele (Program Director) has been the speech & debate coach at Regis High School in New York City for twenty years. His teams have won the New York State Forensics Championship ten times. He has coached NFL national champions in Lincoln-Douglas Debate and Foreign Extemp. (Seven of his students have been national finalists in extemp). He was the co-chair of the NFL Lincoln-Douglas Debate Wording Committee for five years. As a consultant with the Open Society Institute, he has taught speech & debate seminars in over fifteen countries—from Haiti to Uzbekistan. As a social studies teacher, he specializes in Middle Eastern Studies and Contemporary Social & Political Issues. He hopes this summer's stay in Italy will revive his childhood Italian.

Lydia Esslinger, long-time Forensics coach at Syosset High School on Long Island, NY, has extensive experience in all areas of speech and debate. She has coached over twenty-five New York State champions, and her students have taken first place at major invitationals, such as Harvard and Emory. Her students have advanced to semis and finals in every event at CFL nationals. NFL achievements include semifinalists and finalists in every speech event at nationals, a 1st place in Congress and the current national champion in Dramatic Interpretation. Mrs. Esslinger is a veteran of summer institutes at University of Kentucky and the NFL at American University. Her past six summers have been spent teaching debate, extemp and interp in eastern and central Europe, as a senior consultant to the Open Society Institute. She has also conducted workshops in Hungary and Ukraine. An NFL 4-diamond coach, she is also president of the Long Island Forensic Association. In her "day job" Mrs. Esslinger teaches A.P. English, coaches acting, and has directed more than twenty main stage musicals.

Hee-Sun Hong was a Lincoln-Douglas Debater and extemp at the Bronx High School of Science, and served as captain of the L-D squad. Her achievements include first place at the Barkley Forum and the Tournament of Champions in L-D. She has served as a consultant and instructor of debate at the Open Society Institute's International Debate Camp in Latvia. She has served for nine years as Director of College Counseling at Regis High School.

Trevor Sather has been involved in the World Schools Debating Championships since 1991, in every possible capacity: as a competitor for England, as a judge (Chief Adjudicator, South Africa, 2001), as a coach (twice reaching the Final), and as tournament Convenor (London 1999). He is England's representative on the World Schools Debating Council. From 1997-99 he was Head of the ESU Centre for Speech and Debate and has run public speaking and debate workshops in the UK, US, Japan, Portugal, Netherlands, Australia, South Africa, Slovenia and several other countries. He was the Editor of "Pros & Cons: A Debater's Handbook" (1999) and is co-founder and Creative Director of Square Eye Ltd, an internet consultancy specializing in non-profit clients.

Marcin Zaleski, who will be on staff for sessions 1 and 2, obtained his International Baccalaureate at the United World College in Duino, Italy. In 1995 he became the coordinator of the Polish debate program, and also wrote a book about debate. As a consultant for the Open Society Institute, he conducted trainings throughout Central and Eastern Europe. In 1999 Marcin was elected the President of the Board of Directors of the International Debate Education Association (IDEA), and continues to work as a debate trainer, curriculum developer and a fundraiser for the debate program. Marcin speaks Polish, English, Italian and Russian. At the Duino institute, Marcin will be teaching debate and survival Italian.

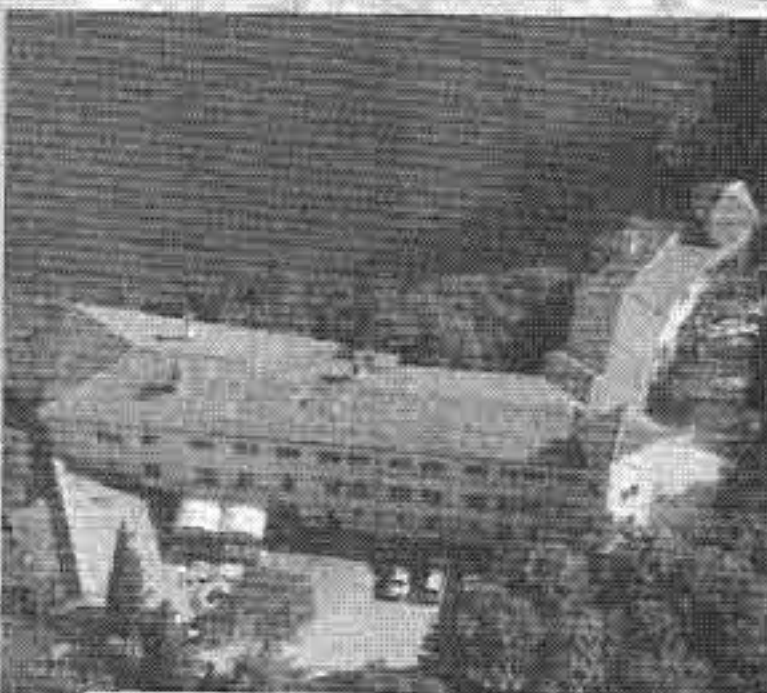
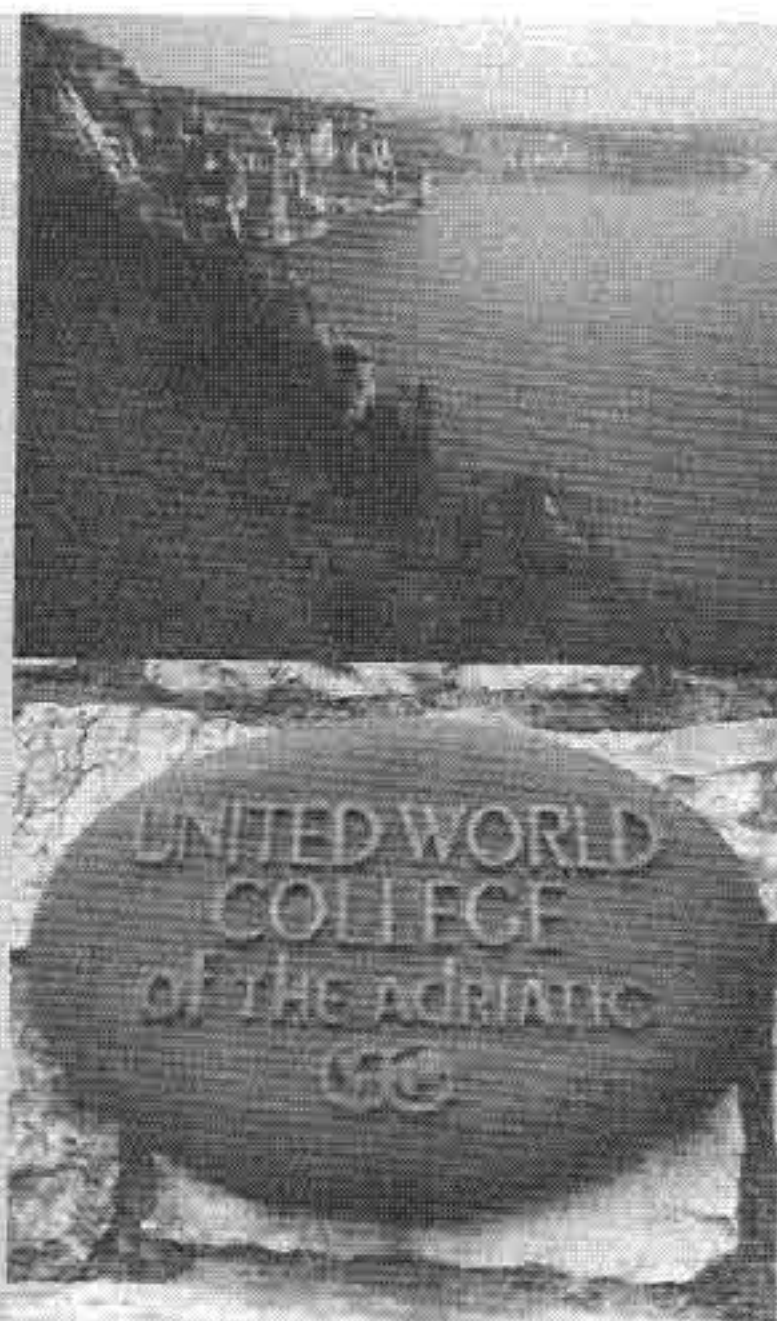
Additional Staff will be announced in the spring at our website: www.idebate.org

For further information contact

Eric Di Michele
(212) 288-1100, ext. 101
edimiche3@regis-nyc.org

Nina Watkins
IDEA 400 West 59th Street
NY, NY 10019
(212) 548-0185
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Applications available at www.idebate.org



GREAT EXPERIENCE

submitted by
Coach Gay Brasher

I moved from Taiwan to California when I was sixteen to receive a better education, and because I lacked English skills. I started my studies at Leland High School in San Jose as an ESL student. During my first year, I was shy and quiet toward other people until I had a great opportunity to participate in the ESL speech tournament. I never thought I would be in a speech tournament, especially as an ESL student.

During the second semester at Leland our English teacher, Mrs. Aguilera, gave us an assignment to make a speech in class. She also encouraged us to participate in the ESL tournament, which was coming up at the same time. She said it would be a good experience for us, and we could compete with ESL students from schools throughout Santa Clara County. At the be-

"What is important is to focus on your goal and not to let any mistakes stop you from accomplishing it"....

ginning no one was brave enough to raise his or her hand when Mrs. Aguilera asked who would like to participate. I asked my friends if they wanted to participate in the tournament, but their answer was "No! It's too scary." So we decided we would give our speech only in class. After a week, Mrs. Aguilera asked who would sign up for the speech tournament, but I thought she asked who found their subject for the speech, and I found a poem "Mulan" that I wanted to recite, so I raised my hand. After I realized that I was going to participate in the tournament, I was a bit surprised, but I thought to myself "It will be a good experience anyway, so I might as well do my best."

In the next couple of weeks we stayed after school almost every day to receive help from our teacher and members of the Speech and Debate Team. They helped us make corrections in our speech and taught us some public speaking techniques, such as how to use gestures and make eye contact with the audience, to make our speech more impressive. They also listened to our speeches and gave useful advice. One of the students who was helping us, Katherine, told us that the judges did not know our speech so it was all right if we made a mistake during the performance. Making mistakes was always a big deal for me, and whenever I made a mistake I felt that I had to correct it right away. I would start to focus on the mistake and spend a lot of

time fixing it, but Katherine's advice made me realize that not everything goes as planned and mistakes are a natural process of learning. What is important is to focus on your goal and not to let any mistakes stop you from accomplishing it. They also corrected our pronunciation. Our enunciation was not very good, and most of the time we did not know that we pronounced a word wrong, so it really helped when they corrected our pronunciation. This was probably the first time I was in touch with other students who were not ESL students and I was surprised at how friendly and patient they were with us. I used to think that ESL students were different, and people would treat us differently because English was not our first language, but Katherine and the other members of the debate team were not like that at all. I discovered that communicating with people was not as hard as I had thought. Most of the time people were delighted to help us if we had any language problems, so after spending time with Katherine and the other members I started to open myself to others. The day of the tournament finally came, and we were all nervous and excited. When the tournament began I did not know if I could perform as well as I had in practice. I got a little nervous and forgot a few lines of my speech during the first and second round, but I remembered what Katherine told me so I just kept talking and smiling as if nothing went wrong, and no one noticed. And you

know what, it worked. I was so happy that the first and second rounds were finally over. I also earned a place in the final round. I gained a lot of courage and confidence because I knew it was natural to be afraid of making mistakes. When it was my turn to make my speech, I knew how to handle the pressure. I took a deep breath and went up. I started out with a nice loud voice and the use of my gestures was just right to make my speech more effective. One hard thing about making a speech is to have good eye contact with the audiences, but I talked as if I were talking to my friends and looked straight at them. I maintained eye contact with all in the room to let them feel that they were important and respected. I used the experience I gained from the first two rounds and made my best performance. When they announced the results, I was excited to find out I won first place in the oral interpretation section. I received a certificate of achievement, a trophy and much, much more. Through the speech tournament I gained self-confidence, became more outgoing and learned how to handle pressure. I also learned that even if I am an ESL student I can still do things that English speaking students do. It might be a bit harder for
(continued to page 80)

(Re from page 4)

learn to become better citizens and there are as many types of expertise necessary for the administration of our society. Learning to view the world from an international perspective is perhaps not foremost among these experiences, but it is surely an important one, and too easily forgotten.

(Richard Macdonald Re is Senior Editor, Features section, of the Harvard International Review. In high school, Richard debated for Jesuit High School, New Orleans and competed at the round robin level.)

(Mannebach from page 28)

The second step is to concentrate on a **single type** of style, namely a **Pragmatic Style**.

The third step is to promote **only two qualities** of style, namely **Clarity** and **Impressiveness**. The line of distinction between these qualities is not always clear; nor need it be, for the two qualities admittedly interact. However, Clarity and Impressiveness are the two most important instruments of style which contribute to oratorical effectiveness. Hopefully students of oratory will learn other stylistic qualities, but only after having mastered **Clarity** and **Impressiveness**.

The fourth step is to study the orations of select people who were masters of clarifying their language and making their intended thoughts impressive to their audience. In her essay on "The Criticism of Rhetoric" Marie Hochmuth well explains the practicality of such study. Hochmuth says:

Orators, of course, have been agents in history and, like all agents, must be supposed to have effects. Greece without Demosthenes, Rome without Cicero, England without Burke and Churchill, Germany without Hitler, and the United States without Patrick Henry and Lincoln would have been different. To believe otherwise is to succumb to

the notion that human effort counts for little or nothing. Along with the other arts—painting, sculpture, drama, poetry—oratory has sometimes transformed abstractions into meaningful patterns and directives in our lives, has projected and given impetus to ideas that have become the values by which we live.

Recommended examples of oratorical excellence are:

Susan B. Anthony	Thomas Hart Benton	Albert Jeremiah Beveridge
William E. Borah	Henry Brougham	William Jennings Bryan
Edmund Burke	George Canning	Lord Chatham, William Pitt
Winston Churchill	John Philpot Curran	George William Curtis
Georges Jacques Danton	Clarence Seward Darrow	Camille Desmoulins
Henry Emerson Ford	Charles James Fox	Henry Grattan
Alexander Hamilton	Patrick Henry	Oliver Wendell Holmes, Jr.
John Fitzgerald Kennedy	Martin Luther King, Jr.	Lucius Q. C. Lamar
Abraham Lincoln	Douglas MacArthur	Comte de Mirabeau
Dwight L. Moody	Wendell Phillips	William Pitt
Franklin Delano Roosevelt	Theodore Roosevelt	Richard Brinsley Sheridan
Adlai E. Stevenson	Robert Walpole	Daniel Webster

CONCLUSION

Students of oratory are not exempt from having to learn the concept and appropriate treatment of the mechanism called style, and the above recommendations should prove helpful.

(Dr. Wayne C. Mannebach directed debate and forensics at Ripon College for nine years, and for the past twenty-five years he has taught English at St. Mary Central High School in Neenah (WI).

(Student Views continued from page 46)

me but if I put in more time and effort I believe I can do just as well as other students and the trophy would always remind me of this.

It's been two years since I was an ESL student. Back then, I received help from others when I needed it and I know what it feels like when you need someone to help you. Now I want to give help to others when I can. I am no longer an ESL student, however, those experiences will always be a part of me.

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The Michigan National Debate Institute

June 23 - July 13, 2002

Tuition, Room and Board: \$1,450

The Michigan National Debate Institute (MNDI) is a 3-week policy debate workshop with a curriculum designed for high school debaters of every experience level from top varsity to novice.

The Extension Week

July 14 - July 20, 2002

Tuition Room and Board: \$650

The MNDI Extension Week is offered solely in conjunction with the MNDI as a four-week package. Its curriculum is about one thing only: debating.



The Michigan Classic

July 14 - August 10, 2002

Tuition, Room and Board: \$3,100

The Michigan Classic is a four-week policy debate workshop designed for students who desire a challenging summer workshop experience and who wish to engage in competition at an advanced level the following year. The Classic offers separate divisions for rising Seniors, Juniors, and Sophomores. Approximately 64 students are selected for the Senior Division, 80 students for the Junior Division, and 48 students for the Sophomore Division.

The Seven Week Program

June 23 - August 10, 2002

Tuition, Room and Board: \$4,600

If you are looking for the most comprehensive and challenging summer workshop experience, the Michigan Seven Week Program is for you. These labs offer the only cohesive, continuous seven-week summer program for high school debaters. Seven Week labs offer a student to faculty ratio of 8 to 1. Seven Week labs are available for rising Seniors and Juniors.



JDI



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TWO WEEK SESSION

June 30-July 12, 2002

JAYHAWK EXTENDED DEBATE INSTITUTE

June 23-July 12, 2002

COACHES WORKSHOP

June 30-July 12, 2002

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 Debate. Many of the topic and theory lectures will be delivered by Dr. Robert Rowland, former Director of Forensics KU and Baylor University. Other members of the faculty include quality coaches and debaters from across the country. 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, 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, 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 SESSION

The two-week camp will offer labs in advanced, intermediate, and novice 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 the two-week camp.

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. 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.

COACHES WORKSHOP

KU will be adding a two week coaches workshop this under the direction of Dr. Scott Harris and Dr. Robert Rowland. The work will offer extensive analysis of the 2002-2003 high school resolution as well as theory and practice relevant to coaching high school debate. Please contact Dr. Harris by phone at (785) 864-9878 or by mail sharris@ku.edu for more information about this program.

LOW COST!

With Room and Board: \$1100.00 (3 Weeks) or \$800.00 (2 Weeks)

Without Room and Board: \$725.00 (3 Weeks) 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
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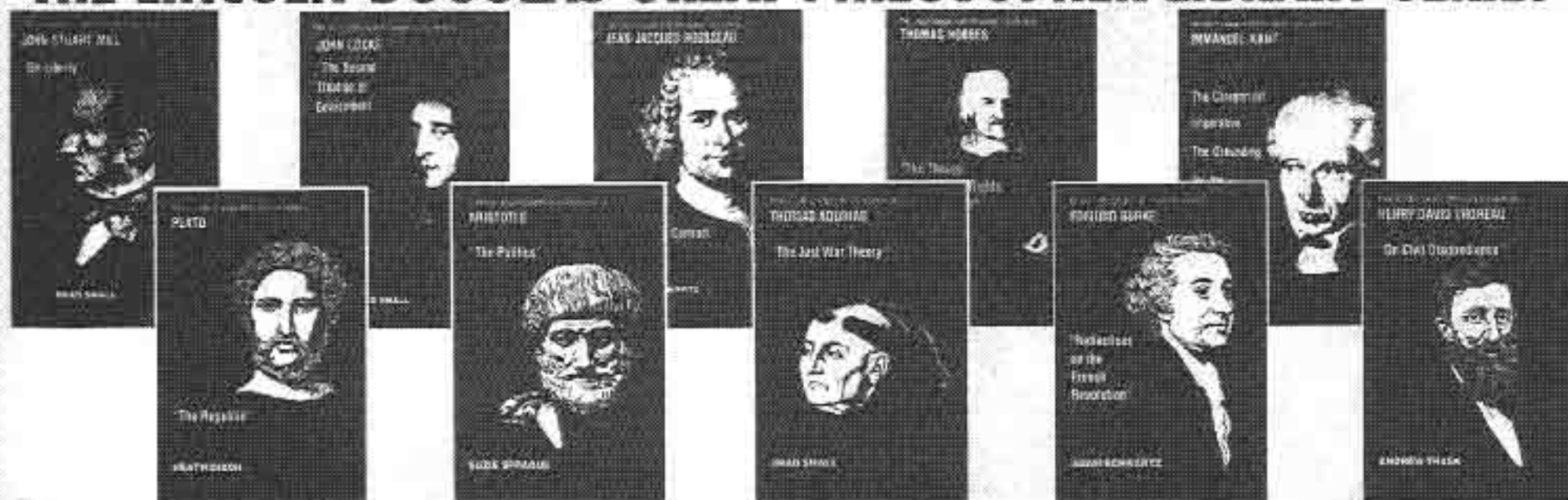
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THE D G E

DRILLS TO IMPROVE YOUR [DEBATE] SPEAKING

by David M. Cheshier

Debating on the national circuit is too fast, in my opinion, perhaps a worthy topic for a later column. But feeling as I do creates an immediate problem, since my intention is to offer advice on how to speak more clearly, more economically, and yes, more quickly. Yet I do not wish to be understood as advocating even faster talking by recommending drills enabling speedy delivery, although leaving that impression may be inevitable. So let me state at the outset my admittedly hard to defend position: it seems to me that given the current state of overfast debate speaking practices, debate educators have an obligation to improve delivery even if doing so risks reinforcing potentially counterproductive features of the activity. If students are losing debates because they cannot make themselves clearly understood at the prevailing rates of speed in their circuit, in other words, we should teach them how to adjust successfully.

The conflicted sense conveyed just now is one I commonly encounter. Of course, there are those for whom the issue creates no problem. Some reasonably consider speed the ugly secret of debate, one which vastly complicates attempts to win supporters for forensics activities and which should be eliminated by imposing conversational rates of speed. Others are reasonably attracted to the increased cogni-

tive and critical thinking demands imposed under conditions of rapid-fire delivery, and wouldn't mind if the activity got even faster. But the majority of coaches I talk to are somewhere in between. So they often articulate their views in a form as self-contradicting as my own introduction. "I don't mind the speed," some will say, "if only debaters would speak more clearly" — an odd formulation since it's the speed which makes students incomprehensible in the first place. Or, "some of the best debates I've ever seen were super-fast, and I think it wrong to dismiss the activity's commitment to speed because of its sloppiest practitioners" — which is also an odd claim since the vast, vast majority of students languish in the "sloppy practitioner" category.

But it's not my purpose to caricature perspectives on this issue. In fact, I think it wrong to talk about these disagreements as reflecting "conservative" versus "liberal," "traditional" versus "progressive," or "local" versus "national" considerations: the differences are reasonable, and reflect genuine pedagogical priorities. But, regardless of your views about speaking speed in debate (formerly one had to specify "policy" debate, but now Lincoln Douglas is speeding up too), I hope all can agree on the need to make students clearer. And that is the spirit of what follows.

Two quick points before diving in: First, the advice offered here is not aimed at improving persuasiveness, an essential set of skills I've discussed elsewhere. The drills and problems I discuss relate to the actual mechanics of talking in a clearer fashion. I mention this because it is important to say at the start that I am not a speech pathologist. My experience in improving student speaking comes from the accumulated habits of working with speakers, and not from a sophisticated understanding of the biology of speech. On that account I do not presume to offer advice for some common speaking difficulties, like stuttering, where high quality therapeutic and clinical treatment options are available.

The second point is simply to declare that the most important drill for improving public speaking of any kind is practice, practice, and practice. Practice is most helpful when done in front of an audience — speaking quickly in front of a mirror can make a positive difference, but the immediate feedback enabled by rehearsal before a live human being is so much better. Interactive practices enable a quick diagnosis of speaking problems, and since debaters are often

unaware of how unclear they can be, drilling in front of a coach or peer can make an immediate and impressive difference. In previous essays, I've repeatedly recommended videotaping actual tournament debates for later review by coaches who may have to judge other rounds at the time. Yes, using audio or videotaping often produces hard to understand transcripts, but in the speaking context such technological constraints are a benefit: if you can speak so clearly that you can even be understood on a videotape, then you have made real progress.

Some students have a natural gift for speaking clearly at a faster rate, but for the vast majority this is an acquired skill requiring rehearsal. And everyone can improve his or her clarity and word economy. With that in mind, we'll start in a general way, and then move to discuss some common problems and potential drills.

Struggling With Speed: Some Things to Keep in Mind

Because fast rates of delivery are the first things new students notice about successful varsity debaters, the desire to role model super-quick arguers can be a powerful one. And there are few experiences as frustrating as losing a debate to a team with less experience or intelligence or knowledge, simply because they ran you out of the room. It can be easy to infer from such experiences that working on speed, speed, speed is the highest goal of debate practices. So some students push themselves by going faster, faster, ever faster, even when doing so complicates or worsens other delivery problems.

The need for speed must be kept in perspective, in four important senses. First, *adapting to the preferences of your judge* matters more than your rate of delivery. Flying like the wind will not accomplish your purposes if your judge either opposes fast talking on pedagogical grounds or is simply unwilling to work as hard as necessary to track your hard-to-understand claims. If your home circuit favors slower debating, adapt to it. There are still reasons to practice a speedier delivery even in a slower circuit: if you are clear and persuasive at a faster rate than normal, it'll seem easier to sustain clarity and eloquence at a more normal rate. And it's a rare circuit where every opponent speaks more slowly, so sometimes there will be a pragmatic basis for accelerating. But adaptation is everything.

Second, *speaking clarity* matters

more than rate of delivery. Everyone knows this, and at the extreme no one disagrees. What is the point, after all, of speaking at 2000 words per minute if the resulting noise more closely resembles the drone of a loud insect than Clarence Darrow or Barbara Jordan? At the margin between fast and slow, the issue is harder, and often students end up preferring a slightly faster rate of speed even if it produces a decline in clarity and adequate articulation. Each person has her or his own maximum efficient speaking rate, a tipping point where going faster will become counterproductive — the mouth won't move fast enough to match the firing synapses, and the resulting stammering ends up actually slowing the debater down. Work to find your own maximum efficiency. When you do, you'll discover that you can speak at a lower rate (fewer words per minute) and still cover more ground than some of your opponents who struggle incomprehensibly to go even faster, but have to back track every four seconds to make themselves understood.

Third, and this is related, *efficiency* matters more than speed. But here I mean efficiency in a different sense. I'm referring not to one's physical capacity to communicate quickly and clearly, but the skill of expressing oneself concisely, of using the fewest words necessary to persuasively convey one's meaning. Efficiency is no less a learned skill than speed, and can be improved with practice. Although I do not discuss this particular point in much detail, here are two tips for improving your word economy. First, give repeated versions of the same speech where the time you're allocated is decreased every time (move the rebuttal time down by thirty seconds, and then forty-five), but fight to intelligibly cover all the same arguments as before. The pressure of shrinking time forces you to delete verbosity. And second, when you are scripting debate briefs, tags, and overviews, explicitly do so with economy in mind. Put your prose to this test: "Is there a more concise but as powerful a way to make the same basic point?"

Fourth, a sense of *passionate urgency* in your delivery matters more than the rate of speed. Quick delivery can have a leveling effect, making every argument sound the same. Amazingly, some debaters seem to prefer to speak in a monotonous drone, since apparently it makes them feel faster. But this is counterproductive in the extreme. When fast speed makes all arguments sound equally important, debat-

ers forfeit a powerful tool for making distinctions, and instructing the judge about what really matters and what matters less.

Part of the problem is that as we speak, our ability to judge how the nuances of our own speech are heard is degraded. Because it is my voice doing the talking, I will be sensitive to every subtlety in my voice's modulation and volume and emphasis. But my audience may not pick up on the nuance. What feels like passionate advocacy to me will come across as deathly dull for some of my listeners. And nothing puts a judge to sleep faster than a communicated sense of boredom or apathy.

In some important respects, debate is every bit as much a performance event as playing a role on the theatrical stage. And in the same way actors must sometimes exaggerate their delivery so the subtleties of their performance will be clear even to people in the cheap seats, debaters too need to exaggerate their own sense of passionate urgency. When emphasizing words and phrases in evidence, for example, consider stressing them to the point of what will feel like over-emphasis. You may feel you are screaming out the words, but usually for the judge it'll sound about right.

The performance metaphor works in another unrelated sense. Sometimes when I work with debaters on their speaking, and especially when I'm trying to encourage them to instill their speaking with emphasis and passion, they will say something like: "Well, of course I know to emphasize key words. But how can I do that when I've never seen this brief before? Obviously, I can address the emphasis concern later when I highlight the evidence." The problem, of course, is that a lot of the evidence never gets highlighted (who has the time?). But much in the same way musicians can learn the skill of sight-reading, debaters can learn with practice to pick up highlighted text and instinctively know what to emphasize. The trick is to learn to recognize by sight those words almost always worth emphasizing. These include the obvious ones (nuclear! apocalypse! depression! war! holocaust! billions!) and also words of singularity (never! always! only! last!) and terms that match the argument's language (such a proposal would solve...! implementing this would require the President to expend precious political capital!).

Solving Specific Problems

All this sounds great in the abstract, but when the rubber hits the road more spe-

cific speaking problems are likely to emerge. What can be done to solve these common problems?

When I talk fast I lose my breath and start making obnoxious gasping noises! Putting it bluntly, if your body is screaming for air (and isn't that what gasping is all about?), then you're not breathing correctly or often enough. The issue may simply be that you are out of physical shape — it's odd to think of debate as an athletic event, but a certain amount of physical stamina is required to make it through a constructive speech. Or, if you do it, how about quitting smoking? That will make an immediate difference. But other problems can cause gasping. Often students who gasp do it because they try to say too much on a single breath, and so literally run out of air. If that's the problem, try a speaking drill where you force a breath (even if only a shallow one) at every major punctuation point, or at the start of every new sentence, or at the start of every new argument. Such a drill will feel awkward at first, but over time the mechanics of breathing can be improved by such practice.

Some students gasp because they are not taking in enough air. Perhaps their posture is poor, or they are speaking from a sitting position, (which can easily complicate normal airflow). If this describes you, then stand up straight. Stack up evidence tubs to create a podium at the right height, so that you're not bent over.

Others gasp for no apparent reason — they appear to breath normally and are not red-faced, but make heaving noises anyway. This odd behavior is not unique to debate, as anyone who's ever seen tennis players gasping whenever they hit the ball will know. But this gasping is, certainly in the debate context, counterproductive. It makes a jarring noise, which offends the normal listening process. And gasping has a wearing effect on your vocal chords. The simple solution? Stop making gasping noises! With concentration you can lessen the noise of rapidly breathing. Open your throat more fully. Or consider a drill where you start reading at normal speed. When you make a gasping sound, stop and start over. See if you can get further every time. You will soon be cured of this annoying problem.

I'm often criticized for speaking too softly. Or, relatedly, I seem to lose my voice at every tournament. These are usually problems resulting from poor breathing habits. Moving air efficiently across the vocal

chords best produces volume. If not enough air is moving, volume will decrease or something else has to compensate, with the result of damage to the voice. To some extent this is a rehearsal issue — I once coached a student who lost her voice every weekend debating until she joined a singing group. It turned out that the vocal discipline imposed by her involvement in choral groups strengthened her ability to speak over sustained periods of time. Breathing more consciously from the diaphragm makes an important difference too. Some recommend drills designed to strengthen the diaphragm. Thus, you may have heard of drills where students are asked to hold a chair in front of them (the weight on the arms can help force a more normal breathing pattern) — for some students this works, for others it doesn't. It also helps, of course, to keep the throat adequately moist by having water available during debate rounds.

Some students are physically able to project their voices but simply don't for fear of shouting. But there is a happy medium where everyone in the room can clearly hear what you have to say. Instead of reaching that place by shouting (which of course only does more damage), practice by gradually speaking louder and louder. See what your comfort level is, and whether you can induce a better sense of vocal projection by working on your breathing.

My judges say I'm incomprehensible, that the words I'm speaking blur together. Poor articulation is a common delivery problem, perhaps the most common. The problem may be physically based — that is, perhaps you are simply not working hard enough to clearly articulate your words. There are several popular drills designed to force a clear sense of articulation. One demands that the student "over-articulate," opening the mouth more widely, and explicitly verbalizing every single syllable. Others prefer the "pencil in mouth" drill — putting a pencil in your mouth as far as it will go (side by side, parallel to your eyebrows) creates a considerable obstacle to clear speaking. If you can manage to articulate under such extreme circumstances, then it almost always clears up unimpeded speech.

If the problem is that words are blurring together, drills designed to force separation between them can help. The "a" drill has students insert the letter "a" between every word: "The [a] President [a] announced [a] today [a] his [a] plans..." It's hard to get used to, but has the virtue of forcing attention to the beginning and ends

of words. A common alternative is a drill where students read evidence backward, word for word: "plans his today announced President the." Again, the artificially created situation draws attention to specific verbal articulation problems.

Several coaches I know drill students by literally punishing every instance of blurred speech. I had a coach once who watched me practice reading while he held a squirt gun. Every time he couldn't understand me, he squirted me with water. I was soon soaked, but I fixed the problem fast. Some others have their students practice using tongue twisters. Jeff Wortman, who coached with enormous success before leaving debate for the law, had his students read Dr. Seuss books.

I'm fine later in the day, but really sluggish and unclear in the morning. This, too, is a common problem, simply because the body does not emerge from sleep prepared to talk fast. The cure for this is easy: Get up earlier. Practice reading at your tournament speed before the first round of debate, and not just for two minutes, but for the duration of an entire constructive speech.

My pitch creeps higher and higher, so that by the end of my constructive only the neighborhood dogs can hear my speaking. It's easy to recommend that someone simply drop his or her pitch, but sometimes that proves hard in practice. When pitch is the problem, I find it best to think about speaking as if it's singing. The pitch problem is fixed by imagining that, say, at the start of every new position, the musical "key" shifts and the voice drops down a couple notes. This is another of those problems which is easily solved once you concentrate on fixing it.

I'm just too slow. Here the key is to diagnose the real problem. Are you too slow because you verbalize at too slow a rate of speed, either by drawling or reading at a snail's pace? Or are you "slow" because of your lack of word economy? If the problem is the former, then practicing reading twenty minutes or so every day can make a major difference, even if it's only the newspaper being read. Again, the point is not to go as fast as humanly possible, but to find your own maximum efficient rate. Press yourself bit by bit, and your limits will slowly be expanded. When you slip into incomprehensibility, draw back. If the latter, remember the ideas I mentioned earlier (shorter practice speeches, more careful argument scripting).

I start fast, but get slower and slower, tripping over words as I read. When this happens, the problem is usually that the debater's maximal rate of efficiency is being exceeded. Slowing down just a little under such circumstances actually has the counterintuitive effect of enabling you to move through evidence more quickly. Alternatively, sometimes the problem is that it's hard to keep your eyes focused on the right part of the evidence. Since your eyes move faster than your mouth, it's thus easy to lose place on the page. Several drills are commonly used to help fix these problems. Some recommend you try using your free index finger to follow along word by word as you read. It may feel a bit like elementary school, but you might be surprised how much such a simple trick can clean up your fluency. The downside is that if you're not careful, following along word for word with your finger on the page can slow you down, but that's easily addressed by racing your finger a couple words ahead of what you're speaking at the moment. Another solution might simply be to hold your papers closer to your eyes.

My judges describe me as unflowable, even though I think I articulate very well. OK, maybe you aren't as clear as you think. But it is possible that you're unflowable though clear. In that case, the difficulty probably relates to the way you are emphasizing key words and phrases, or more likely, not doing so. Keep this in mind: Even superhuman judges will never be able to write down every single word you say. Given that fact, think about how your delivery, and in particular the words you choose to emphasize, will help determine what the judge chooses to write on her flowsheet. Proper emphasis can transform a speech's clarity.

As with the "finger" drill, the risk of emphasizing words is that emphasis can drag down the speaking rate. But this effect can be minimized if your mode of emphasis is a simple one. Just saying the key word louder (as opposed to changing the

pitch higher or lower, which does tend to slow one down) can make a major difference in clarity. And keep in mind the point made earlier regarding exaggeration: when drilling, you should overly exaggerate the main words, since doing so conveys a more genuine sense of passion and argumentative conviction.

Conclusion

The key when it comes to speaking drills is to experiment widely. Not all drills work for all debaters, since problems vary from person to person. Thus, you should try the whole range of speaking drills and discover what best improves your speaking. Try each drill on a sustained basis, since it can be too easy to try, say, the "pencil in mouth" drill for ten seconds and declare it worthless.

The purpose of drills that exaggerate the constraints on speaking is to forcibly revise your own body's habitual manner of speaking. Making such changes takes some time. Ending something as apparently simple as repeated gasping can take extended work. But the implication of this fact is not that you should speak for two hours with the pencil lodged between your teeth. You'll get far more benefit by speaking under constraint for twenty seconds or so, then speaking normally for twenty seconds, then back to the drill. Alternating back and forth reduces the danger that you'll simply slip into "drill mode" which doesn't translate back into your typical debating.

This short introduction leaves much unsaid about speaking drills, and many specific drills unmentioned. But as with all good debating, it all boils down to the basics: practice, judge adaptation, more practice, revision, extended tournament experience, practice, practice, practice...

© David M. Cheshier

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



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Jon Sharp is a debate coach at the University of Southern California, formerly of West Georgia College, and was an NDT debater at Emory University. Teams coached by Jon have received first round bids to the NDT for the last 7 years in a row. In his senior year of debating he won the Harvard and West Georgia tournaments, and the Dartmouth Round-Robin. He and his partner were ranked #3 in the nation going into the 1994 NDT. He was top speaker at the Pittsburgh, Louisville, and Heart of America tournaments, and in his senior year cleared to late elimination rounds at both the NDT policy debate national championships and CEDA debate nationals. This will mark his 13th year of teaching summer debate institutes.

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•**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. In the past three years nearly 100% of participants have rated the overall program quality a 9 or 10 out of 10!

•**Incomparable staff:** This year's staff includes:

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

Lab Instructors:

Jonathan Alston, Newark Science

Allison Pickett, U of North Carolina

Michael Arton, New Orleans Jesuit

Mazin Sbaiti, RL Turner

Michelle Coody, St. James

Jessica Dean, Boston University

Hetal Doshi, Emory University

Jon Gegenheimer, Woodson School

Noah Grabowitz, Stanford debater

Michael Osofsky, Stanford Debater

Special Programs Include

Three Week Program: The outstanding highlight of this program 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 between the two programs, for a total of three intensive weeks!

Stanford Advanced Seminar!

An exclusive SNFI workshop dedicated to in-depth issue examination. This seminar will be taught by some of the top instructors from the SNFI staff. Ideal for students with previous institute experience; open to all experienced students returning to SNFI for a second or third year, and others by application.

The Regents Program is intended for graduating Seniors and college or university students interested in working at one of the nation's most prestigious speech and debate institutes. Regent's time is divided between administrative tasks and working in labs. Regents are provided room, board, and a compensatory stipend. Please direct application inquiries or questions to SNFIRegents@aol.com

For an application see our website, www.snfi.org, or the February issue of the Rostrum!

Important SNFI LD Information

Two Week Program: July 30 - August 12, \$1,525

Three Week Program: July 30 - August 19, \$2,345

Third Week Only: August 12 - August 19, \$950

Additional \$85 application fee required for all programs.

For additional information and applications contact us at

SNFI, 555 Bryant Street, #599, Palo Alto, CA 94301

(650) 723-9086 • snfi@mail.com

The Stanford Debate Society presents the

Stanford National Forensic Institute

Individual Events Program: July 30 - August 12, 2002

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 30th 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.

Morris Block is a champion events coach from Riverdale HS in Louisiana. He has coached champions in most events, and students to late elimination rounds of most of the nation's major events tournaments, including NFL nationals. He has coached 4 students to finals of NFL nationals in interp events.

Other great SNFI events staff include **Rajiv Batra** of Leland HS / UC Berkeley, and **Adam Swensek** of Boston University. More staff will be added, depending on enrollment.

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.

"To say that the SNFI improved my competitive skills is an understatement. With the powerful combination of an experienced staff and limitless opportunity for research and study, this program offer the very best chance for success in forensics."

- Andrew Swan, previous SNFI Individual Events camp participant

Resident cost: \$1,525 (room & board) / Commuter cost \$1,195 (includes lunch/dinner only)

An additional application fee of \$85 is required

For additional information: call (650) 723-9086

SNFI, 555 Bryant Street, #599, Palo Alto, CA 94301

The Stanford Debate Society presents the Summer 2002
Stanford National Forensic Institute
Policy Debate Programs

3 Week Program July 28 - August 17 4 Week Program: July 28 - August 24

The **Stanford National Forensic Institute** offers a unique national caliber program 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.

The 3 Week Program: The 3 Week curriculum balances improving students debate technique, through expertly critiqued practice rounds, with in-depth discussion of debate theory and the topic for the year. Students will work with each other and the faculty on research and argument construction to create a full set of evidence available to all SNFI students. Students may also apply to the **Swing Lab**, a special program within the larger 3 Week session. The Swing Lab program is designed to provide a continuation of participants prior camp experience with an advanced peer group and the finest instructors. To be eligible to apply students must have previously attended at least one previous debate institute during the summer of 2002.

The 4 Week Program: The 4 Week Program is fully integrated with the 3 Week Program, but adds an additional week, which focuses primarily on technique and practice rounds. Students are guaranteed to get 17 fully critiqued practice rounds in the final week, which effectively means that participants will have the equivalent of a semester or more of experience by the start of the school year! 4 Week students are welcome to apply to special programs, such as the Swing Lab, for the first three weeks of the camp.

SUPERIOR FACULTY: The majority of SNFI faculty will be current or former high school and collegiate coaches of national repute. Initially confirmed staff for this summer include:

Matthew Fraser, SNFI Director
Russ Falconer, UC Berkeley
Dan Shalmon, UC Berkeley
Chris MacFarlane, USC (CA)
Casey Kelly, Wake Forest
Stacey Nathan, UC Berkeley
Jen Johnson, Bay Area UDL

Robert Thomas, 4th Week Director
Anne Marie Todd, USC (CA)
Gerard Grigsby, Harker School
Sarah Holbrook, West Georgia
Jon Sharp, USC (CA)
John Hines, U. of North Texas
Erin White, Georgetown

Dave Arnett, UC Berkeley
Randy Luskey, UC Berkeley
Abe Newman, UC Berkeley
Judy Butler, formerly Emory
Takis Makridis, Arizona State
Erik Holland, USC (CA)
Carrie Reilly, U. of Pennsylvania

**For an Application see our website, www.snfi.org, or
the February issue of the Rostrum!**

3 Week Program
July 28 - August 17
\$2,055

Dates & Prices

4 Week Program
July 28 - August 24
\$3,000

Prices include housing for the duration of the program, 3 meals a day on most days of the program, tuition and all required materials. A commuter option is available. An additional \$85 enrollment fee is required upon application.

For more information write to
Stanford Debate Society • 555 Bryant Street #599 • Palo Alto, CA 94301
phone: 650-723-9086 • fax: 510-548-0212 • email: snfi@mail.com



Working for a Safer World

Monterey Institute of International Studies



CENTER FOR NONPROLIFERATION STUDIES

WMD411 @ www.nti.org

**The authoritative on-line source for the 2001-2002
National High School Policy Debate Topic**

**Resolved: That the United States federal government should establish a foreign
policy significantly limiting the use of weapons of mass destruction.**

Before you stand resolved...



Before you argue for or against a plan...



Because you want to win the debate...



Go to **WMD411 at www.nti.org**

Fast facts at your fingertips.

WMD411 features:

- Over 100 pages of original text written by nonproliferation experts;
- A chronology covering over 500 historical events from 1987 to 2001;
- Over 800 relevant references and links in the bibliography;
- Full text of treaties, agreements, and policy papers; and
- Exclusive articles written by top scholars especially for debaters.

The Nuclear Threat Initiative, a charitable organization co-chaired by Ted Turner and Sam Nunn, is a co-sponsor of the 2001-2002 National Forensic League Policy Debate and is offering WMD411 – which is available on nti.org at no cost – to support student learning about the global threats from nuclear, biological and chemical weapons. WMD 411 was created for NTI by the Center for Nonproliferation Studies at the Monterey Institute of International Studies.

"MEETING TODAY'S SECURITY CHALLENGES"

by
Charles B. Curtis

Let me begin by thanking Peter and the Brookings Institution for hosting this seminar. I have the good fortune of addressing you as President of the Nuclear Threat Initiative—a private organization founded last January and dedicated to reducing the threat from nuclear, biological and chemical weapons. This urgent task brought together CNN founder, Ted Turner, and former U.S. Senator Sam Nunn, who now co-chair the Initiative. Ted Turner has pledged a minimum of \$250 million to NTI.

This afternoon, I would like to tell you something about the work of NTI, our vision of global security, and the programs we fund and the policies we promote to advance that vision.

First, let me say, that Ted Turner and Sam Nunn have

- Dr. Amartya Sen, recipient of the Nobel Prize in Economics and native of India, who has conducted research in a wide range of fields including economics, philosophy and decision theory.
- Dr. Nafis Sadik, a national of Pakistan, who is past executive director of the United Nations Population Fund, with the rank of under secretary general.

We intend soon to flesh out our international perspective by adding to the Board individuals from China, Japan, the United Kingdom, France, Germany and the Middle East.

We are working to make the most of Ted's generosity—and the expertise of the Board—by contributing to policies and activities to:

- bring weapons materials under secure control and reduce their quantities;
- limit the spread of weapons know-how;
- reduce the chance of intentional or accidental use of weapons of mass destruction;
- develop better strategies and means to guard against the emerging threat from biological weapons; and bring about changes in nuclear forces of a character that will enhance safety, security and stability.

....."We at NTI believe there is a wide gap between the threats and the resources we commit to address them."

done an impressive job in recruiting a diverse and distinguished international board. It's an important part of our identity and an important enabler. So please allow me to spend a moment describing the Board's membership.

- U.S. Senators Pete Domenici and Richard Lugar;
- Andrei Kokoshin, a current member of the Russian Duma and former Deputy Minister of Defense;
- William Perry, now at Stanford and a former U.S. Secretary of Defense;
- Susan Eisenhower, President of the Eisenhower Institute;
- Rolf Ekeus, a former Ambassador, and now head of the Stockholm International Peace Research Institute;
- Gene Habiger, retired U.S. Air Force General and former Commander-in-chief of the U.S. Strategic Command; and
- Dr. Jessica Mathews, the President of the Carnegie Endowment for International Peace;

As our Board composition implies, we intend this Initiative to be global in reach and purpose. We concentrate not just on the United States, Russia, and other nations of the former Soviet Union, but also on those regions of greatest proliferation concern in Asia and the Middle East.

I want to emphasize that activities of the Initiative are conducted with full transparency with the U.S. and with other governments. We believe we will make meaningful progress only by working in substantial cooperation with governments and in coordination with other non-profits and the private sector.

The public dialogue in America—on almost any issue—has been for three months now grounded in the events of September 11. There has been a lot of comment that September 11 changed everything. From the perspective of NTI, it is important to understand what changed on September 11, and what did not change.

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(Curtis from page 63)

What changed September 11 was not our vulnerability to terrorism but our understanding of it. The greatest shock was perhaps not even the sheer loss of life, which was staggering, but the evil intent behind it. The terrorists' willingness to take innocent lives is unbounded; the expression of their evil intent is limited only by the power of their weapons.

What did not change on September 11 is this: The most significant, clear and present danger we face in this nation and the world is the threat posed by nuclear, biological and chemical weapons. Nothing else comes close. Yet, there is a dangerous gap between the threat and our response to these dangers.

We see it as a particular responsibility of NTI to promote dialogue, build common ground, and increase understanding of the gaps between the threats and our response –

- a gap in the way governments are organized to address the threat
- a gap in our resources
- a gap in our thinking
- a gap in public awareness.

I would like to discuss each of these four gaps in turn, and discuss how we see them, and how we are acting to help close them.

First, we at NTI strongly believe there is a wide and dangerous gap between the threat of weapons of mass destruction and the way our government – and other governments – are organized to protect us.

The expertise necessary to address these dangers effectively and comprehensively is wide-ranging – and distributed across many agencies of government. Some point to the involvement of so many agencies as evidence of a diffusion of responsibility and a fatal impediment to coherent management. It is not. It is evidence that such an effort – like homeland defense – requires knowledge of many disciplines, and therefore will always be a challenge to administer – a challenge that can be fully met, in our view, only with high-level leadership and program, policy, and budgetary coordination.

High-level attention to nonproliferation programs within the White House is the single most effective step we can take to make our programs match the growing threat of nuclear, biological and chemical weapons. Better interagency coordination, improved and more flexible funding, and programmatic flexibility will follow from this attention, and won't happen without it.

Second, we at NTI believe there is a wide gap between the threats and the resources we commit to address them. This Administration, indeed any Administration must be held to account both for the level and the administration of the funds devoted to these efforts. This accountability function is exercisable only if there is a single point of responsibility and transparency for the totality of funds committed to these urgent tasks.

We at NTI believe the US government should dramatically increase attention, effort and resources for its nonproliferation efforts. We have made the point in speeches, articles, congressional testimony, and meetings with members of Congress and Executive branch officials. But we also believe that the United States is not the only source of funding for this effort.

Europe is particularly important in this regard. The threats associated with the former Soviet WMD facilities, personnel, materials and arms affect Europe as much as they do the U.S., yet Europe has never allocated any significant financial and political capital to develop cooperative approaches to reducing these threats.

NTI is now funding a three-year effort with CSIS to develop a constituency in Europe for cooperative threat reduction programs with Russia, with the goal of creating a European program complimentary to the U.S. Government's "Nunn-Lugar" Cooperative Threat Reduction (CTR) program. This would include a special emphasis on securing, reducing and/or eliminating tactical nuclear weapons and chemical and biological weapons and infrastructure.

NTI, in another effort to secure new resources, is exploring how we might foster a swap of Russian debt for a greater security investment on the Russian side to fix its proliferation vulnerabilities. We see this device as perhaps the most expeditious means for pooling resources into a coherent program to supplement the US effort.

Moreover, because it also addresses Russia's number one economic problem, it is likely to more effectively gain Russian cooperation, which is essential to program effectiveness. Obviously, our European CTR effort and the debt swap initiative may merge at some opportunistic point down the road.

NTI is also working to increase the effectiveness and the resource base of the International Atomic Energy Agency (IAEA). NTI recently made a three-year grant of \$1.2 million to support the expansion of IAEA programs to secure vulnerable nuclear materials worldwide. This grant was recently matched by a \$1.2 million grant from the U.S. government – which, in a custom I never saw in my time in government, actually gave credit to NTI for prompting their contribution.

We have also publicly advocated for relief from IAEA's 15-year no-growth budget caps and we were particularly pleased to observe that through no lobbying at all from us, which we are not allowed to do, the Senate Foreign Relations Committee has unanimously agreed to recommend an increase in U.S. funding for the agency.

Third, we at NTI believe there is a gap between the threat and the kind of thinking we need to address it. Last January, former Senator Howard Baker and former White House Counsel Lloyd Cutler released the results of their task force study of the Department of Energy non-proliferation designed to secure nuclear, biological and chemical materials in Russia, and prevent Russia's nuclear, biological and chemical weapons scientists from selling their services to terrorists and rogue states.

Their report called these challenges: "the greatest unmet threat" and recommended that the President "quickly formulate a strategic plan to secure and/or neutralize in the next eight to ten years all nuclear weapons-usable material located in Russia and to prevent the outflow from Russia of scientific expertise that would be used for nuclear or other weapons of mass destruction."

The task force put the price tag at approximately \$30 billion over ten years. That would come to four times the current budget. But the Baker-Cutler proposed budget is based on new thinking – which is to identify the strategic imperative first and then design and finance a plan to meet it. We still await a studied response from the new Administration.

We also need to abandon the residue of Cold War thinking that is still reflected in our policies. During the Cold War, our goal was to deter a Soviet Warsaw Pact invasion of Europe and a nuclear strike from the Soviet Union. We pursued this by building and deploying tens of thousands of nuclear weapons. Deterrence was designed to work against nations, not non-state actors who may have nothing to protect and nothing to lose. Today, the most likely near-term threat is not nuclear missiles launched from a nation-state, but biological weapons in an aerosol can, chemical weapons in a subway or ventilation system, or nuclear or radiological weapons in the belly of a ship or the back of a truck, delivered by a group with no return address.

As these new risks have grown over the past decade, our policies have not kept pace, and this gap in our thinking has opened an increasingly dangerous gap between the threats and our response.

The gap between the threat and our thinking was made painfully clear with the release of anthrax this fall. The United States government has on file scenarios and satellite photos and Pentagon plans for most any category of threat you can imagine. But a biological weapons attack on the United States fit no existing category.

We are now coming to understand that public health is an important pillar in our national security framework.

In the event of a biological weapons attack – millions of lives will depend on how quickly doctors diagnose the illness, report their findings, and bring forth a fast and effective federal response. This means, clearly, that public health and medical professionals must be part of the national security team.

This may seem obvious enough. But two years ago, when Administration officials were meeting to discuss supplemental funding legislation for biological weapons – the presiding official from the Office of Management and Budget greeted the officials from the NSC, and FBI and CIA and DoD, then saw the Assistant Secretary from Health and Human Services at the table, did a double-take and said: "What are you doing here?"

The Assistant Secretary at HHS, who was also formerly New York City Health Commissioner, is Dr. Peggy Hamburg, and I am proud to say she now leads our biological programs at NTI.

The biological weapons threat may turn out to be the most significant danger of the 21st century and the hardest to defend against. Dr. Hamburg has taken the lead in planning a series of projects with the biotechnology industry, the academic community, and government scientists to develop standards and oversight practices that can reduce the potential for harmful applications of biotechnology and biological research without encumbering the pursuit of science for peaceful and beneficial aims.

NTI is also making a grant to establish at the World Health Organization in Geneva a revolving fund to support rapid emergency response to infectious disease outbreaks. The fund, which is created to provide instant funding in emergencies, will – after it has been spent down – be replenished by member organizations.

Perhaps one of the greatest challenges we face in our thinking is to take account the full range of dangers and make sure our actions are goal-driven. We need a broad strategic plan for fulfilling the promise implied by President Bush last month in Washington, when he said: "Our highest priority is to keep terrorists from acquiring weapons of mass destruction." Most people do not know that there is no international standard or requirement for the physical protection of nuclear material within a nation. Nations are free to select whatever level of security they may choose. And yet, that is not an internal issue. The worldwide system of security for nuclear materials is no stronger than the system of security at the weakest, worst-defended site, which in many cases amounts to no more than a poorly-paid, unarmed guard sitting inside a chain link fence. The theft of nuclear, biological or chemical weapons materials anywhere is a threat to everyone everywhere. We need to be guided by an overarching goal – one that was well expressed recently by NTI board member Senator Lugar in the Washington Post: "Every nation that has weapons and materials of mass destruction must account for what it has, safely secure what it has, and pledge that no other nation, cell or cause will be allowed access or use."

The fourth and final gap we face is a gap between the threats and public awareness. We believe we will never close the gap between the threats and our response, until we close the gap between the threats and the public's awareness of them.

Certainly those numbers are up now. But awareness of nuclear danger is not enough. We need to make the public aware of the steps need to reduce that danger. We at NTI seek to make the public aware, for example, that, as Sam Nunn likes to say: "Homeland security begins with securing weapons materials in Russia and other parts of the world." It is the only way people can hold leaders accountable for their actions – both their acts of commission and omission.

If we don't deepen public awareness and help channel it in the right direction, we could end up with the 21st century equivalent of a million fallout shelters – that cost a lot of money, show a lot of activity, but don't give any real security.

We've started grassroots public outreach in the United States with the first in a series of Town Meetings held on November 1, in Palo Alto, California. More than 375 people attended the forum (*continued to page 72*)

(Curtis from page 68)

and interacted with panelists on the issue of "Reducing the Threat from Weapons of Mass Destruction and Terrorism: A Local Dialogue for Global Security." We are planning more meetings for 2002.

We make our specialists available to news reporters. We're exploring an effort to establish a public outreach/education agenda in Russia. And we have a website at www.nti.org to give people access to the facts about the threats from weapons of mass destruction. In under a month, we've had over 29,000 visitors from around the globe, including over 500 visitors from the Congress and Executive branches of the U.S. government.

We also have on our website an exclusive daily news service produced by National Journal that provides original reporting and a comprehensive snapshot of the day's global news on nuclear, biological and chemical weapons and terrorism.

We also have a research library that builds on the most comprehensive nonproliferation databases in the world and brings together a range of expert opinion and analysis on these issues. We want to arm people with the facts so that these issues can be debated and understood beyond the small circle of policymakers and experts who specialize in them.

We at NTI believe it's a strong aspect of our mission to promote public awareness of these facts, because if people are not aware of the threats, and the steps necessary to reduce them, there will be no sustainable political will or reward for doing the right thing.

So these are some of the things we've been doing to close the gap between threat and response in organization, resources, thinking, and public awareness.

Promoting global security in this global age is a formidable task. We face a multiplicity of dangers and a near-infinite number of options. Our challenge is to find the most cost-effective, comprehensive means to defend against all our threats.

We face a daunting menu of urgent tasks. In sorting out priorities, the Initiative, like our government, must elevate facts above fear, and be sure that we are making the most of our resources.

This should start with an objective, comprehensive intelligence estimate that assesses each risk, ranks every threat, computes every cost and helps us devise a broad strategy that confronts the full range of significant dangers in a way that defends against one without making us more vulnerable to another. This approach would give the most weight and the most resources to threats that are the most immediate, the most likely, and the most potentially devastating. In the absence of an infinite budget, relative risk analysis must be the beginning point in shaping our strategy and allocating our resources – to defend our citizens at home and abroad.

This is a time of tragedy but an immense opportunity, where everything is up for discussion, and great change is possible. A

new cooperative relationship with Russia is within our grasp. Some were disappointed with the apparently thin results of the recent summit. But President Bush and President Putin are two leaders with more than three years left in their current terms, with many meetings ahead of them, and a strong relationship to build on.

President Bush and President Putin will be meeting again next year in Russia, perhaps as early as the spring. Secretary Powell was in Russia earlier this week, no doubt discussing nuclear arms reductions, the ABM Treaty and other matters of mutual concern. Whether those discussions will contribute to the development of a more fruitful cooperation or chill the opportunities so evident in the aftermath of September 11 remains to be seen.

But as a believer in redemption and in the essential logic of our, i.e. NTI's, approach to these matters I remain hopeful.

Let me close by suggesting some of the steps that would fulfill those hopes – actions that could be taken as early as the Bush-Putin summit next year in Russia:

- 1) Both President Bush and President Putin should commit each nation to a course that would ensure that our nuclear weapons and nuclear, chemical and biological weapons materials are safe, secure, and accounted for – with reciprocal monitoring sufficient to assure each other and the rest of the world that this is the case.

- 2) We need an agenda that does more than meet Russia's proliferation vulnerabilities. The United States and Russia have to lead. They should develop, by the time of the next summit, a joint plan for helping all nations with WMD capacity to "account for what they have, safely secure what they have, and pledge that no other nation, cell or cause will be allowed access or use."

- 3) Both Presidents should find a way to build on their commitments in Crawford – to speed the pace of reducing the numbers of nuclear weapons by both the U.S. and Russia without losing the transparency, verifiability and stability that are the benefits of traditional arms control.

- 4) Numbers are important, but what's even more important is that we find ways to reduce the risk of a catastrophic accident or miscalculation. Both Presidents should order their military leaders, in joint consultation and collaboration, to devise operational changes in the nuclear forces of both nations that would reduce toward zero the risk of accidental launch or miscalculation and provide increased launch decision time for each President. Such an order should emphasize that it is the intention of the U.S. and Russia to "stand down" their nuclear forces to the maximum extent practical consistent with the security interests of each country.

- 5) The two Presidents should get an accurate accounting and guarantee adequate safeguards for tactical nuclear weapons. Tactical nuclear weapons were never included in arms control treaties. As a consequence, we have no idea of Russia's inventory; we don't know how large it is; how secure it is; or where it is. And yet these are the nuclear weapons most attractive to terrorists – far

(continued to page 76)

(Curtis from page 68)

more valuable to them than simple fissile material, and much more portable than strategic warheads. And some can pack the destructive power of the Hiroshima bomb. The relations between our two heads of state are as warm as they have ever been. Our perception of our common interest is closer than it has ever been. If this new trust is worth something, then it ought to be able to melt the suspicion that has kept us from the means we need to get an accurate accounting and confidence in the effective protection of these weapons.

6) The two Presidents should also give their blessing and support to a collaboration between the U.S. and Russian Academies of Sciences to address ways to reduce the threat from international terrorism and the proliferation of weapons of mass destruction and then to expand that collaboration to include scientists in other nations.

7) The two Presidents should combine our biodefense knowledge and scientific expertise and apply these joint resources to defensive and peaceful biological purposes. The two Presidents could promote a bilateral effort to cooperate on our research agendas and build upon what both countries know. This is a research endeavor that could motivate others to join.

8) Finally, the two Presidents might link Russian and U.S. capabilities to provide for a joint response if weapons or materials ever get loose from the custody of either state or indeed from any nation.

A few months before September 11, a respected public opinion research group surveyed hundreds of Americans to determine a list of their top international concerns. Nuclear weapons were listed 11th out of 11 – cited by only 2% of those surveyed. Those numbers are no doubt higher today. The threat hasn't changed. The perception of the threat has changed, and the expectation of the public for action has changed. Our job is to take advantage of this change.

The people in this room have a far better sense than most of the dangers we face. You know that there are far more effective defenses to these threats than the ones we now have in place. For the sake of our future, the knowledge in this room shouldn't stay in this room. We all need to be part of forming an effective response to the dangers we face.

(Charles B. Curtis, President and Chief Operating Officer of the Nuclear Threat Initiative presented this analysis at a seminar at the Brookings Institution on U.S. National Security Policy Issues in Washington, DC held December 12, 2001.)

The National Summer Institute in Forensics and the University of Iowa invite you to our new web site. All information and application material is available in pdf format. Credit card payments accepted exclusively on our web site. No credit card payments accepted by mail.

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EMORY

The Scholars Program at the Emory National Debate Institute

June 16 - June 29, 2002 • 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

Advanced curriculum: Every aspect of the Scholars Program has been re-designed 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 Joe Zompetti, David Heidt, and Casey Wolmer. Dr. Zompetti, the award-winning Director of Forensics at Mercer University, is a veteran of the ENDI and a past Director of the Scholars Program. Mr. Heidt, a past winner of the National Debate Tournament and a past Director of the Scholars Program, is an Assistant Coach at both Emory University and The Westminster Schools of Atlanta. He is widely recognized as one of the most talented debate coaches in the country, and has coached many college teams into the late elimination rounds of the National Debate Tournament. Casey Wolmer, a graduate of Stuyvesant in New York, is currently a debater at Emory. In her young career, she has already competed in the final round of the CEDA National Tournament, and is a regular participant in the late elim of national tournaments. Ms. Wolmer is also a veteran of the Scholars Program.

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!

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Excellent staff student ratio: The Institute offers debaters the opportunity to work with one senior level instructor accompanied by at least one active college debater in small lab groups of 10 to 20 students.

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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 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.

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To the aspiring debate extraordinaire



We all know that debate isn't solely concerned with success; but most of us also know the frustration of not meeting those goals we set for ourselves. These goals may vary a great deal, from breaking at local tournaments to winning NFL Nationals, but in some form or another we have all had them. It is, after all, the nature of competition to often compete against one's self... growing and maturing in whatever activity one finds meaningful. As someone who not so long ago stood in the shoes of a debater with a number of far-reaching goals, I have great respect for all debaters who continue to *push* themselves to new heights and improve with consistency and a passion for the activity. But I also know with great familiarity the struggle that such improvement entails. Becoming a better debater, meeting your own goals, and getting more educationally out of this pursuit requires time, effort, determination, and of course a helping hand from those who have something to offer.

While the majority of that formula is something that you the debater must provide, the last part has inspired Victory Briefs to do more with regard to its educational role in the debate community. This summer's institute at UCLA (www.victorybriefs.net/vbi) marks the invigorated return of a winning formula. But, more exciting than Victory Briefs' track record as a reliable name in debate education is what we're doing right now to advance the opportunities debaters have to hone their skills and embrace a more educationally valuable debate experience. VBI@UCLA not only has something to offer you in your pursuit of goals; it has something unique that we think debaters are calling for. First of all, VBI will provide an extensive focus on strategy, adaptation, and a number of other essential components for being able to do in-round what you hope for before the tournament even begins. Technique isn't just something that happens upon you—the best learn it from somewhere, and we think the staff we've put together at VBI is a group with proven mastery of the very skills that will bring you closer to reaching your goals. The reason the names on our staff were the names that consistently won the nation's most challenging and reputable tournaments is that each one understood the debate climate clearly, knowing what works and what doesn't. Those very same names continue to judge extensively throughout the nation, meaning they know better than anyone why the people who wins rounds keep winning them. And those very same names also coach, teach at debate institutes across the country, and do lots of reading, researching, and writing for Victory Briefs. In other words, VBI's experienced and talented staff combines with an emphasis on the 'how-to' of winning rounds so that your two weeks of camp are worth the money spent.

Another advantage to spending two weeks at UCLA this summer is the unprecedented return to what debate is really all about: communicating in an educational format. Instead of letting our students linger in lecture after lecture, we want to use the lecture format to a minimum. In its place will be more time spent in small lab groups (led by at least two instructors). To be sure, though, these groups will *not* just be smaller lectures—they will be an opportunity for you to contribute ideas, get feedback, work on what you feel needs to be improved, and take a proactive role in your steps forward as an effective debater. And of course, there will be lots and lots of practice rounds. After carefully keeping our ears open to what you the debaters want, we've heard a very simple demand for a chance to get your feet wet and have someone watching that really cares about making you better. The practice round will accordingly be an integral role to VBI's curriculum. After all, talking about debate isn't half as meaningful as *doing* debate... and doing it a bit better with every try. Likewise, our approach to philosophy, future topics, and becoming a critical thinker who can develop arguments independently will center around the belief that while all these facets of a camp experience are valuable, they are *especially* valuable when taught in the context of how they may be applied to actual rounds. Your high school history class can give you the synopsis on what John Locke was all about; VBI will give you the tools to integrate such great minds into your debating with precision and analytical eloquence. Even more importantly, we want to cater to *your* needs. That means if it's time for you to understand Hobbes, so be it. If you have already been there, then we will challenge you with newer ideas that keep debate moving. And as you get closer and closer to your very own goals, you will be the one keeping debate moving.

Stephen Balib

P.S. I also hear the camp will be a lot of fun and that UCLA is beautiful. Fun at debate camp?
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.....

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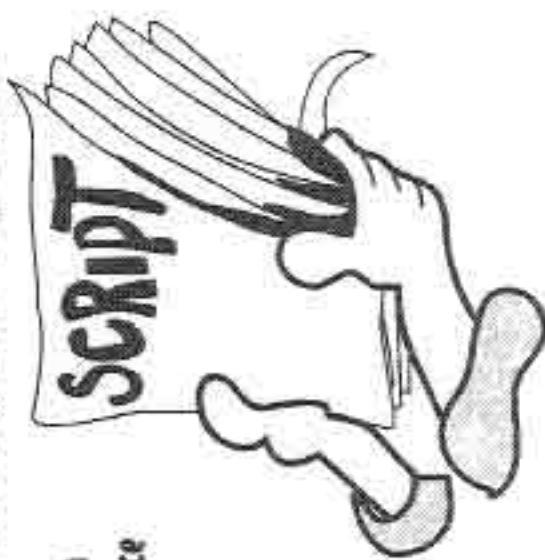
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JAMES RAPORE
(ODI class of 2001 - LD)
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LINCOLN DOUGLAS DEBATE GUIDELINES

A decision should be based upon:

1. Clear use of value argumentation throughout the round.
 - a. Establishing of a value premise to support the debater's position in the round.
 - b. Establishing of values criteria to support the debater's position in the round. Values criteria are a system upon which to judge values. These criteria may range in format, but the relationship between the value premise and criteria should be clear so that the resolution can be evaluated.
 - c. Clash in the debate based upon the values criteria and/or the value premise.
2. Application of the presented value to the specific topic at hand.
 - a. Validity of logic in relation to the value as applied to the specific topic.
 - b. Logical chain of reasoning, using the value, which leads to the conclusions of the affirmative or negative position.
 - c. Clear explanation of the relation of the value to the specific topic.
3. Clarity of ideas in the debater's presentation expressed in an easy-to-follow structure to aid the listener's notetaking.
4. Presentation of contextual definitions. Each speaker has the option to define terms. Interpretation of definitions is a legitimate component of clash.
5. Debating the resolution in its entirety. Neither the affirmative nor the negative is to debate his or her position exclusively from the standpoint of isolated examples.
6. Effectiveness of delivery. The Lincoln-Douglas debater should be one who uses his or her oral communications skills to persuade the listener with logic, analysis, and mode of delivery. Delivery should approximate superior speaking to community groups.
7. Since this is debate, clash is necessary. With the exception of the affirmative constructive speech, neither speaker should be rewarded for presenting oratory unrelated to the rest of the debate. Clash in the debate should be on one or more of the following as they are applied to the specific topic: the value premise, the values criteria, the argumentation.
8. The debate is to be judged on the overall presentation. Insignificant dropped arguments are not enough to give a speaker a loss in the round.
9. A judge's preference for a particular value(s) position should not enter into the decision. Objectivity must be the primary goal of any judge.
10. Persuasiveness and logic should be primary considerations of the Lincoln-Douglas debate judge. The nature of the event centers upon the value resolution. Arguments must be supported by reasoning and evidence. The arguments may be philosophic or pragmatic, but they must be linked to the value resolution.
11. The affirmative obligation is to support the resolution with value(s) and to clash with the negative position. The negative obligation is to clash with the affirmative position by using refutation and/or opposing value(s).

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2002 Forensics Institutes

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Excellence in debate has been a tradition at Bates since 1896, when the college christened its program by besting Boston University in the finals of the first New England Debating League Championship. Competitive excellence remains the hallmark of the Bates debate program. In addition to its active participation in debate tournaments throughout the U.S. and Canada, Bates conducts an annual debating exchange with Japanese universities and makes frequent international tours.

The Bates Policy Debate Institute was founded in 1974 by the late Professor Robert Brauham. The Lincoln Douglas workshop was added in the 1980s, and 1997 marked the addition of a one-week program in individual speech events.

The student-faculty ratio is carefully limited to 6:1. The program features daily supervised library and internet research, numerous critiqued practice rounds, and a full program of recreational and social activities.

Bates ensures that all instructional groups are led by professional forensic coaches with years of teaching and coaching experience, assisted by outstanding college debaters. All lab groups are led by senior staff, and each student works with each faculty member. The 2002 teaching faculty includes: John Blanchette, R. Eric Barnes (author of *Philosophy In Practice*;

Understanding Value Debate), Lynne Coyne, Bob Hoy, Sheryl Kaczmarek, Mike Kelley, Joan Macri, Mike Matos, Dick Merz, Mindy Newman, Les Phillips, Jon Sharp, and Chris Wheatley.

Students live in double rooms in one of the college's modern dormitories, supervised by Richard Bracknell, parent, grandparent, teacher and forensics coach at Carrollton (GA) HS, and full-time director of residence life for the Bates Institute since 1993. The pastoral 109-acre campus located in Lewiston, Maine, is about 140 miles northeast of Boston and within half an hour's drive to the coast.

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For further information:

Bates Forensics Institutes, Office of Summer Programs

Bates College, Lewiston, ME 04240

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(Re from page 4)

learn to become better citizens and there are as many types of expertise necessary for the administration of our society. Learning to view the world from an international perspective is perhaps not foremost among these experiences, but it is surely an important one, and too easily forgotten.

(Richard Macdonald Re is Senior Editor, Features section, of the Harvard International Review. In high school, Richard debated for Jesuit High School, New Orleans and competed at the round robin level.)

(Mannebach from page 28)

The second step is to concentrate on a single type of style, namely a **Pragmatic Style**.

The third step is to promote **only two qualities** of style, namely **Clarity** and **Impressiveness**. The line of distinction between these qualities is not always clear; nor need it be, for the two qualities admittedly interact. However, Clarity and Impressiveness are the two most important instruments of style which contribute to oratorical effectiveness. Hopefully students of oratory will learn other stylistic qualities, but only after having mastered **Clarity** and **Impressiveness**.

The fourth step is to study the orations of select people who were masters of clarifying their language and making their intended thoughts impressive to their audience. In her essay on "The Criticism of Rhetoric" Marie Hochmuth well explains the practicality of such study. Hochmuth says:

Orators, of course, have been agents in history and, like all agents, must be supposed to have effects. Greece without Demosthenes, Rome without Cicero, England without Burke and Churchill, Germany without Hitler, and the United States without Patrick Henry and Lincoln would have been different. To believe otherwise is to succumb to

the notion that human effort counts for little or nothing. Along with the other arts—painting, sculpture, drama, poetry—oratory has sometimes transformed abstractions into meaningful patterns and directives in our lives, has projected and given impetus to ideas that have become the values by which we live.

Recommended examples of oratorical excellence are:

Susan B. Anthony	Thomas Hart Benton	Albert Jeremiah Beveridge
William E. Borah	Henry Brougham	William Jennings Bryan
Edmund Burke	George Canning	Lord Chatham, William Pitt
Winston Churchill	John Philpot Curran	George William Curtis
Georges Jacques Danton	Clarence Seward Darrow	Camille Desmoulins
Henry Emerson Ford	Charles James Fox	Henry Grattan
Alexander Hamilton	Patrick Henry	Oliver Wendell Holmes, Jr.
John Fitzgerald Kennedy	Martin Luther King, Jr.	Lucius Q. C. Lamar
Abraham Lincoln	Douglas MacArthur	Comte de Mirabeau
Dwight L. Moody	Wendell Phillips	William Pitt
Franklin Delano Roosevelt	Theodore Roosevelt	Richard Brinsley Sheridan
Adlai E. Stevenson	Robert Walpole	Daniel Webster

CONCLUSION

Students of oratory are not exempt from having to learn the concept and appropriate treatment of the mechanism called style, and the above recommendations should prove helpful.

(Dr. Wayne C. Mannebach directed debate and forensics at Ripon College for nine years, and for the past twenty-five years he has taught English at St. Mary Central High School in Neenah (WI).

(Student Views continued from page 46)

me but if I put in more time and effort I believe I can do just as well as other students and the trophy would always remind me of this.

It's been two years since I was an ESL student. Back then, I received help from others when I needed it and I know what it feels like when you need someone to help you. Now I want to give help to others when I can. I am no longer an ESL student, however, those experiences will always be a part of me.

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Regent Program – July 20-August 3

Our flagship policy program, the Regent program has had alumni qualify to elimination rounds at every major national tournament, including the TOC, NFL, and NCFL. The program also has had outstanding success with novice and beginning debaters. Regent participants leave campus with every piece of evidence photocopied at MUDI from all policy debate programs!

Resident: \$899 Commuter: \$599

Scholastic Program – July 20-July 27

The more affordable counterpart to the Regent program, Scholastics will work with Regents during their week on campus. When they leave they receive all evidence compiled by all Scholastics and Regents up to the point of their departure.

Resident: \$599 Commuter: \$399

Lincoln-Douglas Program – July 20-August 28

Students get a balance of philosophy and practical skills. Our coaching staff has produced national circuit and state debate champions. Learn from a proven curriculum that has been modeled by other institutes.

Resident: \$425 Commuter: \$625

Debaters from our program have enjoyed great success including:

Wisconsin State Champions; Nov, JV, Varsity Champions of East Grand Rapids, MI Elimination Rounds at: NFL Nationals; CFL Nationals; TOC, KY; Glenbrook, IL; Iowa Carcus; New Trier, IL; Greenhill, TX; Emory, GA; and many more!

Our 2001 Faculty Partially Included:

Jerrell Braden, Michigan State University

Tim Dale, Notre Dame University

Alex Gomez, University of Michigan

Tom Noonan, Marquette Univ. High School

Doug Rouhidoux, Univ. of Wisconsin-Oshkosh

Kevin Thom, Marquette Univ. High School

MUDI prides itself on its open educational philosophy. Every participant has access to all faculty members and each participant leaves with a complete set of evidence from all labs. We never exceed the 6:1 lab ratio and provide excellent dorm supervision.

For information contact:

Marquette University College of Communication at 414 288-5500 or

Alex Inman, Director of Debate at debateteam@marquette.edu or

Visit www.summerdebate.com/mudi

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July 15 - 26, 2002

Tuition: \$450

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Deadline: June 20, 2002

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Additional Information:

Ms. Carla L. Brown, Director
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Phone (816) 350 - 9277

Fax (816) 350-9377

submitted by Debate Coach Dorene Nelson

"This was a locker sign put on the locker door of every Groton student who was participating in the district's NFL qualifying tournament held on February 22-23 in Brookings (SD).

The NFL comparison was designed by
Groton High School (SD) senior Tessa Hempel.



NFLs versus NFLs



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Trip to the Hospital

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Cross Examination

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2 Downs

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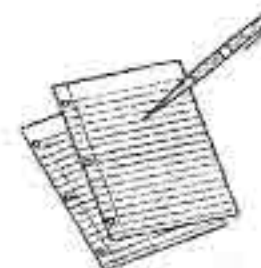
Brief Cases

Coach Buses

Trip Home

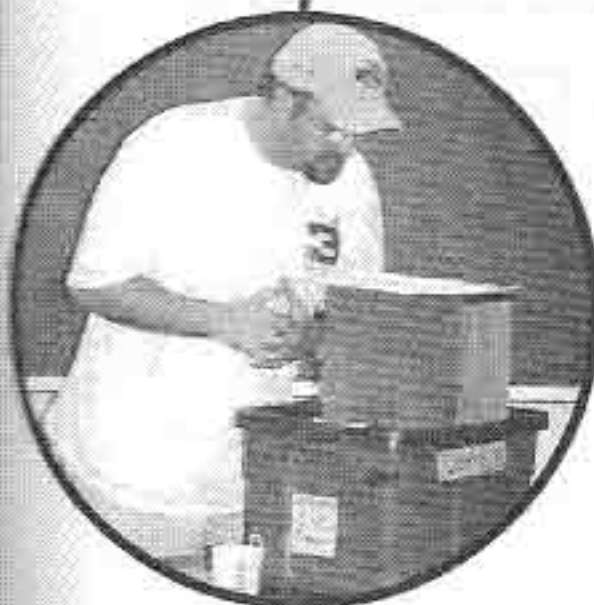
Locker Signs!

Their evidence? BIASED!



LIBERTY DEBATE INSTITUTE

<http://www.liberty.edu/debate>



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

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- Instruction on effective and persuasive communication in constructing and presenting arguments
- Debate theory instruction, discussion and analysis
- Professional administration and dorm supervision
- Extremely low faculty/student ratio

LIBERTY DEBATE INSTITUTE WORKSHOPS

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Two-Week Workshop	June 23-July 6
Three-Week Workshop	June 23-July 13
Workshop for Coaches	June 23-June 29
Lincoln-Douglas Workshop	June 23-June 29

For a brochure or more information, contact:

Brett O'Donnell, Institute Director

Liberty University

1971 University Boulevard

Lynchburg, VA 24506

(434) 582-2080 • bodonnell@liberty.edu

2002 GONZAGA DEBATE INSTITUTE

The 2002 Gonzaga Debate Institute

*Gonzaga University
Spokane, Washington*

Policy Program

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Three Week Session: July 6th - 27th

*Lincoln Douglas Program
July 13th - 27th*

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<i>Mike Hester, West Georgia</i>	<i>Justin Skarb, CSU Fullerton</i>
<i>J.P. Lacy, Wake Forest University</i>	<i>Charles Olney, Whitman College</i>
<i>Jonathan Paul, Northwestern University</i>	<i>James Roland, Emory University</i>
<i>Ann Collinge, Lewis and Clark College</i>	<i>Pam Bowman, U of Texas</i>
<i>Michelle Massey, Hopkins HS</i>	<i>Adam Symonds, CSU Fullerton</i>
<i>Peter McCollum, Gonzaga University</i>	<i>Emily Cordo, Whitman College</i>
- ***Extensive round experience:*** Between both tournaments and a rigorous practice round schedule students can expect 20-25 rounds on the topic.
- ***Diverse evidence set:*** Our institute produces a wide variety of affirmatives and multiple negative arguments ranging from the Politics Disadvantage to Foucault to Federalism. Students input is valued in argument selection.
- ***Cost effective:*** You will not find an institute with our caliber of staff or evidence quality for a better price.
- ***Financial Aid Available:*** Limited tuition waivers are available on a need based basis. These funds are distributed on a first come first serve basis to qualifying candidates. Funds are awarded based on either need or merit.



For More Information including applications, fee structures, and comprehensive faculty lists please visit our website at
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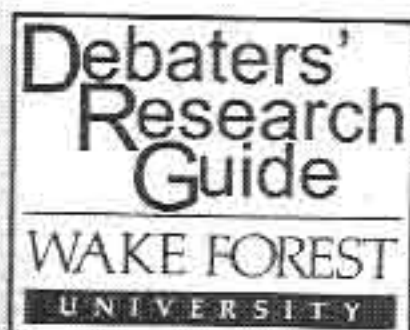
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I'm pleased to invite your squad to join us for our 10th year as we begin preparing for the 2002-2003 debate season. We're more confident than ever that our resources will serve you the entire year - our offerings include topic specific and generic resources for Policy and Lincoln Douglas debaters produced by an unmatched staff of recognized experts.

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Lincoln Douglas debaters will find a library created especially for them - featuring Scott Robinson - Univ. of Texas at Dallas - and his insight presented in LD Positions and as featured commentator in the popular Paradigm LD Topic Analysis. This special selection is anchored by the six volumes of Roger Solt's Handbooks of Moral and Political Philosophy - they're popular with all LD debaters.

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ANNOUNCING THE 2002 BARTON SCHOLARSHIP PROGRAM FOR DEBATE TEACHERS AND COACHES

The founder of the National Debate Coaches Association, David Baker, wanted to honor the late Phyllis Barton by creating an educational program for debate coaches. Phyllis coached at Princeton High School in Cincinnati, Ohio and believed in helping students achieve excellence through honorable competition. Because knowledgeable coaches are important to student success, coach education is vital.

Thanks to the generosity of the institutes listed below, the NECA is able to offer debate scholarships for the summer of 2002. These scholarships provide free or reduced cost for room, board, and fees. Some programs also permit coaches to take classes for college credit, but those credits must be paid for by the participants.

Additionally, the NDCA has limited funds available to assist coaches with travel expenses. This season most of the cash contributed to the Barton Scholars program has come from the directors of invitational tournaments and we are grateful for their support.

WHO CAN APPLY? Lincoln Douglas and Policy Debate Coaches. Applicants will be considered in the following order: 1st year coaches; full-time staff members who coach debate; experienced first time applicants; and people who have received assistance in the past.

WHEN CAN YOU APPLY? The deadline is May 10. Recipients will be notified by May 20.

WHERE CAN I APPLY? Send applications to Glenda Ferguson, Heritage Hall School, 1800 NW 122, OKC, Ok, 73120, or e-mail at gferguson@heritagehall.com, or gferguson01@earthlink.net.

PARTICIPATING INSTITUTES IN ALPHABETICAL ORDER

Bates University - Lewiston, Maine
Catholic - Washington DC
Dartmouth - Hanover, New Hampshire
Iowa University - Iowa City, Iowa
North Texas University - Denton, Texas
Northwestern University - Evanston, Illinois
University of Texas - Austin, Texas
Wake Forest University - North Carolina

The NDCA would like to take this opportunity to thank the directors of these debate institutes for their help and support.

APPLICATION FOR THE BARTON SCHOLARSHIP

NAME: _____ HOME ADDRESS: _____

HOME PHONE: _____ E-MAIL: _____

SCHOOL: _____ SCHOOL ADDRESS: _____

SCHOOL PHONE: _____ SCHOOL E-MAIL: _____

I teach _____ (number) debate classes. I teach LD, Policy, Both.

I hope to attend a summer institute in order to:

Please list 3 institutes that you wish to attend in order of preference:

1. _____
2. _____
3. _____

Other information you would like for us to consider.

Please return this application with a letter of recommendation from your principal by May 10. You may send by e-mail to gferguson@heritagehall.com, or gferguson01@earthlink.net. You may mail to Glenda Ferguson at Heritage Hall School, 1800 NW 122, Oklahoma City, Oklahoma 73120

Applications will not be considered without a letter from your principal stating that you will be employed at your school in the fall of 2002. If you are changing schools, please send a letter from your new principal.

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(as of March 1, 2002)

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1.	+1	Northern South Dakota	206	Watertown	488
2.	-1	Rushmore	191	Sioux Falls Lincoln	421
3.	--	Heart of America	181	Independence Truman	457
4.	--	Three Trails	178	Blue Valley North	484
5.	+2	California Coast	166	Leland	454
6.	+9	New York City	162	Bronx HS of Science	455
7.	+6	Show Me	158	Blue Springs South	356
8.	+6	Florida Manatee	158	Nova	352
9.	-1	Northwest Indiana	156	Plymouth	505
9.	-4	Northern Ohio	156	Howland	257
11.	-5	East Kansas	146	Shawnee Mission East	367
12.	--	Sunflower	140	Wichita East	304
12.	-3	Illini	140	Downers Grove South	465
14.	-4	West Kansas	139	Hutchinson	272
15.	-5	Montana	134	Flathead County	327
16.	--	Kansas Flint-Hills	132	Washburn Rural	416
17.	+12	New England	131	Milton Academy	305
18.	--	San Fran Bay	130	James Logan	457
19.	-2	Eastern Ohio	129	Perry	286
20.	+1	Nebraska	126	Millard North	402
21.	+1	Hole in the Wall	123	Cheyenne Central	371
22.	-4	Central Minnesota	121	Apple Valley	370
23.	-3	South Kansas	119	El Dorado	238
24.	-1	Carver Truman	117	Neosho	418
24.	+4	Rocky Mountain South	117	Wheat Ridge	332
24.	-15	Eastern Washington	117	Gonzaga Prep	200
27.	-1	Florida Sunshine	114	Sarasota Riverview	238
28.	+13	Great Salt Lake	112	Salt Lake City West	181
29.	-4	North Coast	110	Gilmour Academy	281
29.	+1	Eastern Missouri	110	Pattonville	425
31.	-5	Southern Minnesota	107	Edina	359
31.	+4	Northern Illinois	107	Glenbrook North	358
31.	-7	South Texas	107	Houston Bellaire	582
34.	-2	East Los Angeles	98	Gabrielino	480
34.	--	Ozark	98	Kickapoo	219
36.	+2	Northern Lights	97	Moorhead	337
36.	-5	North East Indiana	97	Chesterton	492
36.	+7	West Oklahoma	97	Norman	291
39.	+2	Northern Wisconsin	92	Appleton East	363
40.	-4	Southern California	91	Redlands	209
41.	+11	Deep South	90	The Montgomery Academy	277
42.	+4	Sierra	89	Centennial	256
42.	-3	Colorado	89	Cherry Creek	358
44.	+3	Hoosier Crossroads	88	Ind'pls North Central	262
44.	--	South Florida	88	Michael Krop	182
44.	+6	Idaho	88	Hillcrest	238
47.	+26	Greater Illinois	87	Belleville East	227
47.	+3	Hoosier Heartland	87	Ben Davis	301
49.	-5	Carolina West	86	Myers Park	203
50.	-2	Florida Panther	85	Trinity Prep School	188
50.	+9	South Carolina	85	Riverside	303
50.	-1	South Oregon	85	Ashland	215

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
53.	-1	East Texas	84	Jersey Village	188
53.	+6	Utah-Wasatch	84	Sky View	142
53.	+6	Colorado Grande	84	Pueblo Centennial	369
56.	-20	West Iowa	83	Ankeny Senior	216
56.	-4	Nebraska South	83	Lincoln East	181
56.	--	Western Washington	83	Puyallup	170
59.	--	Western Ohio	82	Dayton Oakwood	158
59.	-27	West Los Angeles	82	Loyola	167
61.	+5	Valley Forge	81	Truman	233
61.	-2	Lone Star	81	Plano Sr.	255
63.	-7	Pennsylvania	80	Greater Latrobe	178
64.	+4	Pittsburgh	79	Bethel Park	146
65.	+3	Sundance	78	Jordan	199
65.	+1	Rocky Mountain North	78	Greeley Central	186
67.	-11	Big Valley	77	Modesto Beyer	282
67.	-12	Sagebrush	77	Douglas	189
67.	+6	Wind River	77	Casper Natrona County	148
70.	-2	Georgia Northern Mountain	76	Chattahoochee	198
71.	+6	New Jersey	75	Ridge	185
71.	+7	New York State	75	Hendrick Hudson	145
73.	-14	North Dakota Roughrider	74	Fargo Shanley	194
74.	+15	East Oklahoma	71	Bishop Kelley	170
74.	-3	Golden Desert	71	Green Valley	156
75.	+9	North Texas Longhorns	69	Creekview	175
77.	-4	Heart of Texas	68	Bryan	158
77.	+5	Tennessee	68	Mars Hill Bible	164
77.	+8	North Oregon	68	Tigard	137
77.	+8	Georgia Southern Peach	68	Thomas County Central	129
77.	-5	East Iowa	68	Iowa City West	310
82.	-4	Kentucky	67	Rown County Sr.	174
82.	+3	Tall Cotton	67	Amarillo	163
84.	-11	Gulf Coast	66	Gregory Portland	233
84.	-2	New Mexico	66	Albuquerque Academy	153
86.	-8	Chesapeake	65	Calvert Hall College	107
86.	-27	Michigan	65	Portage Northern	156
86.	-8	Central Texas	65	Ronald Reagan	332
86.	-4	Southern Wisconsin	65	Marquette University	184
90.	--	Louisiana	64	Caddo Magnet	153
91.	-1	Arizona	62	Dobson	160
92.	+1	Mississippi	58	Hattiesburg	124
93.	+7	Puget Sound	55	Kamiak	180
94.	-2	Maine	51	Brunswick	92
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96.	-2	UIL	46	Princeton	91
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100.	-1	Iroquois	37	Christian Brothers Academy	66
101.	+1	Capitol Valley	34	Rio Americano	84
102.	+1	Hawaii	27	Kamehameha Schools	106
103.	--	Pacific Islands	10	St. John's School	28

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Name _____
School _____
School Address _____
NFL District _____

To the National Forensic League:

The above named student qualifies for the Academic
All-American Award by meeting all the criteria checked below.

- _____ NFL Degree of Superior Distinction on record (750 points)
_____ GPA of 3.7 on a 4.0 scale (or its equivalent)
_____ ACT score of 27 or higher or SAT score of 1400 or higher
_____ 7th Semester student

Appropriate verification of these qualifications, including an official school transcript is included with this application.

We certify that the above information is true and accurate and that the student nominated, in addition to the above criteria, has demonstrated character, leadership and commitment.

NFL Sponsor (coach)

Principal

Student

Send this application and \$10 fee to NFL, Box 38, Ripon, WI 54971-0038
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CHRIS LUNDBERG, Liberty University. Received three first round bids to the N.D.T. Coach of the 2000 N.D.T. Champions. Has taught at Emory, Dartmouth, Michigan and Kentucky institutes.**

JOHN RAINS, Emory University. Top Speaker at the 2001 Wake Forest Tournament. Finished second at CEDA Nationals and was a first round bid to the N.D.T. in 2001. Taught at the Emory Workshop.***

JACKIE SWIATEK, Northwestern. Has advanced to the elimination rounds of almost every national level tournament. She has taught at The Championship Group, the University of Southern California and Northwestern University.*

KENDA CUNNINGHAM, University of North Texas. Top Speaker at the 2001 Dartmouth Round Robin. Elimination rounds at the N.D.T. and C.E.D.A. nationals for three straight years. Taught at Dartmouth Debate Institute.*

STEFAN BAUSCHARD, Boston College. Prolific debate author of handbooks such as The Hitchhiker Companion, Paradigm Affirmatives and the Disadvantage of the Month Club. Taught at Wake Forest Debate Institute.*

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STACEY NATHAN, Berkeley. Winner of the 2001 Tournament of Champions and the N.F.L. Championships. Finalist at the 2001 Kentucky Tournament. Taught at North Texas and Stanford Debate Institutes.*

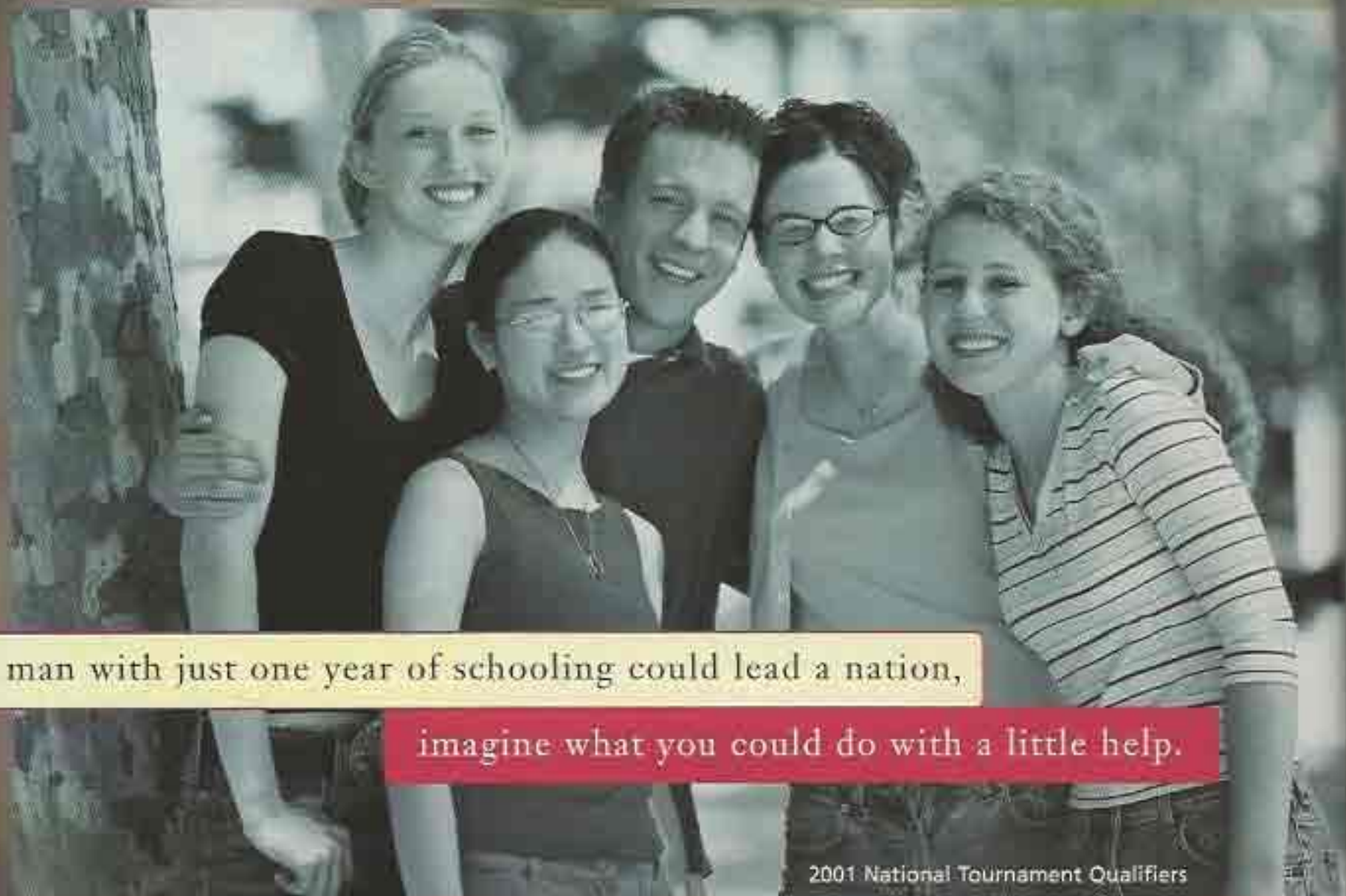
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