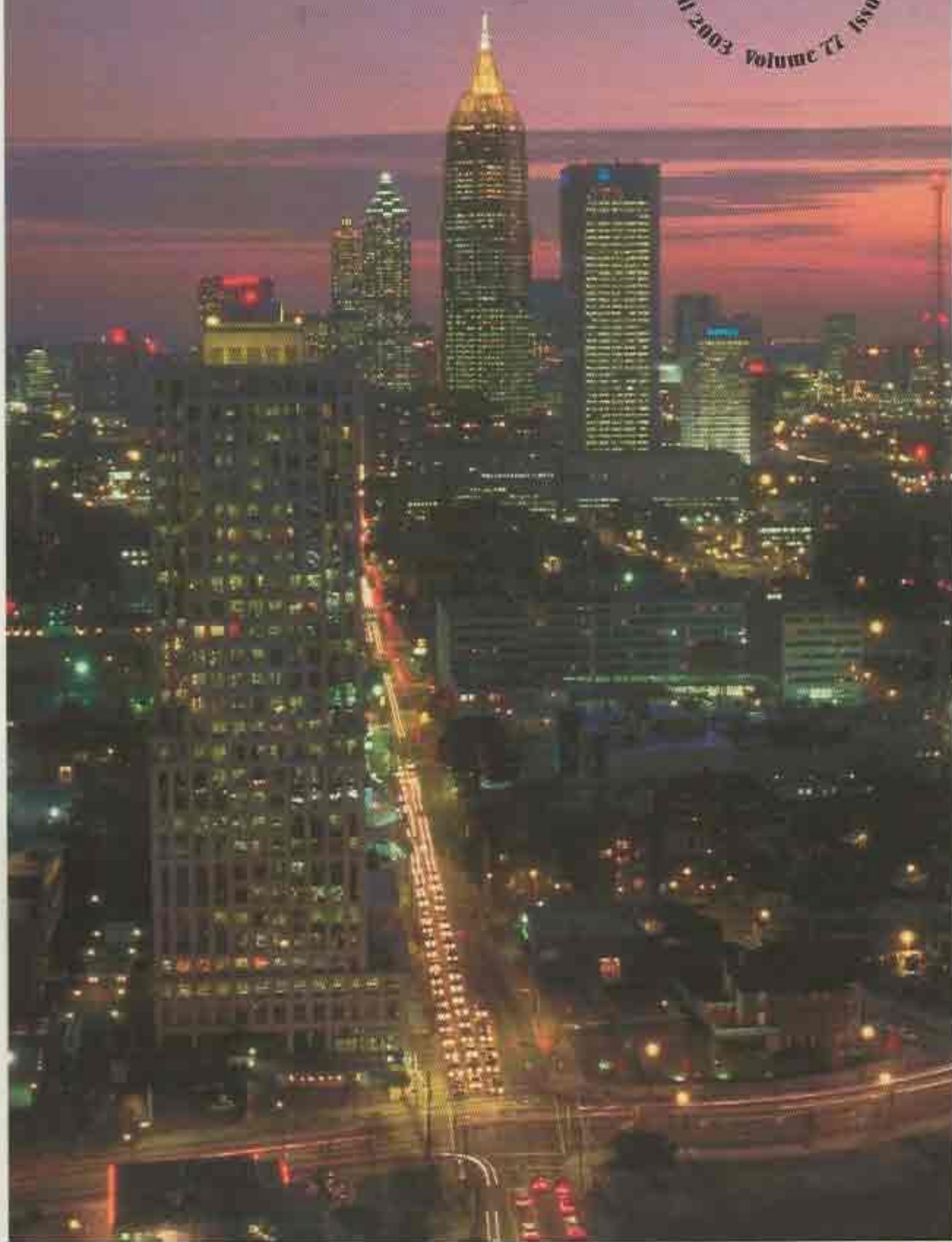


# Atlanta After Dark

Rostrum

April 2003 Volume 71 Issue 9





# CDE L.D., EXTEMP, TEAM DEBATE, CONGRESS AND LINCOLN DOUGLAS DEBATE CAMPS

## The Best in the Nation

### More rounds, More classes, More success, Guaranteed.

- \* In 1990 became the first U.S. debaters to win the World College Debate Championship.
- \* In 1991 CDE graduates won two events at Nationals plus second and fourth place trophies.
- \* In 1993 CDE graduates won three events at Nationals plus two second places and two third place trophies.
- \* In 1994 CDE graduates were the first U.S. team to ever win the World High School Debate Championships. And at N.F.L. Nationals 5 of the 12 Lincoln Douglas finalists were CDE graduates!
- \* In 1995 CDE graduates won three National Championships.
- \* In 1996 CDE graduates took second in L.D. Nationals, won three National Extemp Championships, and second in debate nationals.
- \* In 1997 CDE alumni won two National Championships.
- \* In 1999 CDE alumni won the National Debate Championship and another National Extemp Championship.
- \* In 2000 won our 12th National Extemp Championship

This year YOU are invited to join us.

**Team Debate Camp: Lincoln Douglas, Extemp Camp and Student Congress: July 14 - July 30, 2003.**  
**\$1325, Alumni \$1125, Commuters \$540, Teachers and Coaches \$540**

(Held at Northern Arizona University in Flagstaff).

Costs include tuition, room, meals, free tourist day, 1,500 debate blocks or 400 articles,  
15-24 critiqued practice rounds. Acceptance guaranteed or money refunded.



Both camps will be headed by WILLIAM H. BENNETT, the former national debate champion, author of over 50 texts and books, and coach of 9 national champions and championship debate teams.

Teacher-student ratio is guaranteed to be 8-1 or lower. Class actions are monitored.

Each camp is limited to the first 70 applicants. A \$95 application fee must accompany your entry. Check or credit card accepted.

☐ Student Congress

☐ Team Debate

☐ Lincoln Douglas

☐ Foreign Extemp

☐ Domestic Extemp

☐ Generic Extemp

Mail to: **CDE**, P. O. Box Z, Taos, N. M. 87571

Phone: (505) 751-0514 Fax: (505) 751-9788

Visit the CDE Web Site - [www.cddebate.com](http://www.cddebate.com)

Email - [bennett@laplaza.org](mailto:bennett@laplaza.org)

Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

Phone # \_\_\_\_\_

☐ I have enclosed my \$95 application check (or CC# and expiration). Send me my full packet today.





## CDE DEBATE HANDBOOKS FOR 2003-04: OCEAN POLICY

Exclusive Blocks on:

### CASE SPECIFICS

Oil Drilling  
Gas Exploration  
Whales  
Over Fishing  
Carbon Sequestration  
Coral Reef Protection  
Ocean Mining  
Ocean Policy  
Wetlands  
National Parks  
Marine Sanctuaries  
Animal Rights  
Manatees  
Ecosystems  
Dolphins  
Sea Otters  
Human-Animal  
Communications  
Polar Bears  
Ocean Thermal  
Gradients  
Debt-Equity Swaps  
Law of the Sea  
State vs. Federal  
Coordination vs.  
Bureaucracy  
Federal vs. Int'l  
Research  
U.S. Led Modeling  
Aquatic Habitats  
Atlantic Salmon  
Cod  
Fishery Management  
Maritime Law  
Tuna Fisheries  
Ocean Pollution  
Marine-Related  
Recreation Activities  
Ocean Damage  
Assessment  
Integrated Coastal  
Management  
Marine Reserves  
Coastal Zone  
Low Frequency Active  
Sonar  
Environmental Impact

### CDE HANDBOOKS

2003-04:

## OCEAN POLICY

Vol. 1



©2003 CDE Debate Handbooks

### CDE HANDBOOKS

2003-04:

## OCEAN POLICY

Volume 2



©2003 CDE Debate Handbooks

### CDE HANDBOOKS

2003-2004

## OCEAN POLICY

Volume 3



©2003 CDE Debate Handbooks

### CDE AFFIRMATIVE CASES BOOK

## OCEAN POLICY



©2003 CDE Debate Handbooks

### TOPICALITY

Federal Government  
Establish  
An Ocean Policy  
Policy vs Program  
Substantially  
Increase  
Increasing Protection  
of Natural Resources  
Marine Natural  
Resources

### HARM

Tunas  
Pollution  
Ecosystem  
Research Indict

### COUNTERPLANS

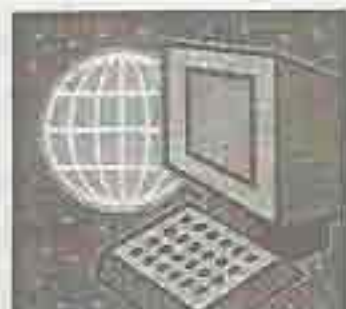
NGOs  
Japan  
United Nations  
Int'l Cooperation  
States  
Interstate Compacts  
Competition  
Bioregionalism

### KRITIKS

Science  
Anthropocentrism  
Deep Ecology  
Social Ecology  
Ecofeminism  
Env Economics  
Industrial Scapegoat

### DISADVANTAGES

Environmental Ethics  
Movements  
Hollow Hope  
Business Confidence  
Growth  
Gimmickery  
Piscatorial Pirates  
Fine Cluster



Visit the CDE WEB SITE today

FREE L.D. Blocks

FREE Blocks

FREE web links

[www.cdedebate.com](http://www.cdedebate.com)

### Mail to:

CDE, P.O. Box Z, Taos, N.M. 87571

Phone: (505) 751-0514

Email - [bennett@laplaza.org](mailto:bennett@laplaza.org)

Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

- |   |                    |
|---|--------------------|
| <input type="checkbox"/> Handbook set                 | \$78 <sup>79</sup> |
| <input type="checkbox"/> Kritik, 4th ed.              | \$39               |
| <input type="checkbox"/> Affirmative Cases            | \$47               |
| <input type="checkbox"/> Really Big Theory Block Book | \$45               |
| <input type="checkbox"/> Internet Research Book       | \$47               |
| <input type="checkbox"/> Team Debate Package          | \$215              |
| <input type="checkbox"/> Topic Debate Video           | \$49               |

*Don not + @ cde  
cdede.com*



## A seed time of silence

*Bill Forsythe, Marketing Specialist, Lincoln Financial Group*

I talk too much. Most of us do. Even when we're quiet, we're only taking a breath in the monologue that commenced with a cry at our birth. We don't listen, either. We just wait impatiently for others to inhale and interrupt their monologues so we can continue ours.

That's what passes for conversation. And, apart from the enforced formality of the event, that's what passes for debate. We take turns making noise. We make so much noise that it creates a backdrop for our monologues.

No wonder I can't hear you. Not only is my voice drowning you out, so are what a sage named Marshall McLuhan called the "extensions of man" – our media. From radio and TV to cell phones and laptops, we produce and plug into a great wall of noise. Try living without noise and you'll see how pervasive it is. I know, because I did.

About a dozen years ago, I first visited the Abbey of Gethsemani monastery in Kentucky. Speech isn't forbidden there, but silence is "observed." The monks do what their Trappist order has done since the 1600s: celebrate Mass, work, chant psalms together every few hours, meditate, pray and get up at 3:00 a.m. to do it all over again.

Guests are invited to do the same, as well as walk acres of woods and hills. You're on your own. There's no entertainment. On my first weekend retreat, I thought I'd die of boredom. It rained constantly, my ears were hungry for jazz and I was missing Saturday Night Live.

I also wrote a poem, my first in more than 10 years. You have to be attuned to the world to write poetry – attentive to people and things, precise and selective in your language. You have to shut up and listen.

I've returned to that monastery twice a year ever since my first visit, occasionally for a week at a time. For years, I read too much when I was there. Even books can make noise. Now I enter into the immense silence we try in vain to fill. I've also written a few more poems, essentially a journal of listening intently to silence.

Oh, I'm still noisy. It's always been my job to make noise. I was on a high school speech team. I was a news director for 10 years at radio stations throughout the Midwest. For some 20 years, I've written a slew of brochures, newsletters, speeches and booklets in various marketing roles. I add to the din in print.

However, I'm acutely aware that listening can strengthen what I say. As I put it in a poem at the monastery, words can be

*Blessed by a seed time of silence,  
Pressed into a balm or wine.*

Your voice can heal as well as persuade, illuminate as well as make points, inspire as well as impress. Allow yourself some silence and you'll learn how to speak.





WILLIAM WOODS TATE, JR., PRESIDENT  
MONTGOMERY BELL ACADEMY  
4001 HARRIS  
NASHVILLE, TN 37205  
PHONE: 615-269-3959  
TATEB@MONTGOMERYBELL.COM



BRO. RENE STERNER FSC  
LA SALLE COLLEGE HIGH SCHOOL  
8605 CHITTENDAM AVE  
WYNDMOOR, PA 19038  
PHONE: 215-233-2911  
FAX: 215-233-1418

FRANK SHERA  
MULLEN HIGH SCHOOL  
3601 S. LOWELL BLVD  
DENVER, CO 80236  
PHONE: 303-761-1764  
sherfr@mullehigh.k12.co.us

GLORIA PHILLIPS  
CREEKVIEW HIGH SCHOOL  
1201 Old Dumas  
CARROLLTON, TX 75007  
PHONE: 972-939-4000  
lphillips@cfhsd.edu

NFL Interactive Point Recording: [www.nflonline.org](http://www.nflonline.org)  
NFL Website: [debate.uvm.edu/nfl.html](http://debate.uvm.edu/nfl.html)

DOY CRABTREE, VICEPRESIDENT  
PARK HILL HIGH SCHOOL  
7701 N. W. BARRY RD.  
KANSAS CITY, MO 64153  
PHONE: 816-741-4070  
crabtree@parkhill.k12.mo.us

DEBORAH D. ROBERTS  
WATERTOWN HIGH SCHOOL  
200 - 9TH STREET N.E.  
WATERTOWN, SD 57201  
PHONE: 605-882-6324  
watertownsd@hotmail.com

TED W. BILCH  
GLENNBROOK NORTH HIGH SCHOOL  
2500 SHERMAN RD.  
NORTHBROOK, IL 60062  
PHONE: 847-509-2648  
tblch@glennbrook.k12.il.us

HAROLD KELLER  
2035 LILLIE AVE  
DAVENPORT, IA 52804  
PHONE: 563-323-6693  
HCKeller@aol.com

LINDA PHILLIPS, ALTERNATE  
LENDINGTON HIGH SCHOOL  
251 WATHEAM ST.  
LEXINGTON, MA 02421  
PHONE: 781-861-2333  
lphillips98@yahoo.com

KARL KING  
SAN ANTONIO-CITRICHILL HS  
12049 BLANCO RD  
SAN ANTONIO, TX 78216  
PHONE: 210-442-0800, EXT. 352  
kking003@neisd.net

## THE ROSTRUM

Official Publication of the National Forensic League  
(USPS 471-180) (ISSN 1073-5526)

James M. Copeland  
Editor and Publisher

Sandy Krueger  
Publications Director

P.O. Box 38

Ripon, Wisconsin 54971-0038  
(920) 748-6206

The Rostrum (471-180) is published monthly, except July, & August each school year by the National Forensic League, 125 Watson St., Ripon, Wisconsin 54971. Periodical postage paid at Ripon, Wisconsin 54971. POSTMASTER: send address changes to THE Rostrum, P.O. Box 38, Ripon, Wisconsin 54971.

### SUBSCRIPTION PRICES

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

ON THE COVER: Atlanta After Dark.

Cover photo provided by Georgia Department of Industry, Trade and Tourism.

MAY: Atlanta Tournament material. NJFL reports.

## ATLANTA NATIONALS INFORMATION STARTS ON PAGE 91

## SCOTT WUNN NAMED NEW NFL SECRETARY

Brother Rene' Sterner FSC, Chair of the NFL Executive Council Secretarial Search announced four finalists for the position of NFL Secretary. The finalists were interviewed by the Council in Ripon on March 23, 2004. At that time the Council unanimously selected Scott Wunn of Iowa as the next NFL Executive Secretary.

The candidates, (in alphabetical order) were:

- Dr. Scott Deatherage, Director of Debate at Northwestern University
- Mr. Michael Patterson, Director of Forensics at Guymon (OK) High School
- Dr. Alfred Snider, Edwin Lawrence Professor of Forensics at the University of Vermont
- Mr. Scott Wunn, Director of Forensics at Iowa City West High School

Eight candidates originally applied. The number was narrowed to four by a Search Committee of Tim Averill (MA), Patricia Bailey, Hall of Fame Coach (AL), Chuck Ballingall (CA), Ralph E. Carey Award winner Pauline Carochi (CO) and Hall of Fame Coach Randy Pierce (MO).

The new secretary will take office September 1, 2003. James Copeland, present NFL Secretary who is retiring, will become Secretary-Emeritus and assist the new secretary during the transition.

## Primer on Ted Turner Debate Begins on Page 59

### APRIL Ted Turner Debate Topic

**R:** Awards for pain and suffering in medical malpractice cases should be limited to \$250,000.

### Lincoln Financial Group/NFL Nationals L/D Topic

**R:** Rehabilitation ought to be valued above punishment in the U. S. criminal justice system.  
(May not be used at district! Penalty: Disqualification)

NEW

### 2004 Policy Debate Topic

NEW

**R:** That the United States federal government should establish an ocean policy substantially increasing protection of marine natural resources.

## International Debate Opportunities on Pages 113-115

The Rostrum provides a forum for the forensic community. The opinions expressed by contributors are their own and not necessarily the opinions of the National Forensic League, its officers or members. The NFL does not guarantee advertised products and services unless sold directly by the NFL.



---

# West Coast Publishing

---



## Individual Events Textbooks

- Intercollegiate Individual Events Textbook
- Breaking Down Barriers: How to do Individual Events  
*BOTH ARE NEW! They provide specific tips, examples, and ideas for all IEs--extemporaneous speaking, oratory, interpretation events, etc.*



## LD Debate Textbooks

- Assistant Coach for LD Debate
- Breaking Down Barriers: How to Debate
- The Dictionary of Forensics *NEW! An outstanding resource with hundreds of LD, policy, and parliamentary debate terms defined, given examples, and used in sentences to ensure they are understood. NOW AVAILABLE!*



## Policy Debate Textbooks

- Assistant Coach for Policy Debate
- Breaking Down Barriers: How to Debate
- The Ocean Policy Prepbook
- The Dictionary of Forensics *NEW! An outstanding resource with hundreds of LD, policy, and parliamentary debate terms defined, given examples, and used in sentences to ensure they are understood. NOW AVAILABLE!*

**Visit [www.wcdebate.com](http://www.wcdebate.com)**



**From West Coast to you!**

*Quality you have come to expect, now for all of forensics!*

**On-line and printable Order Form available at the web site**



---

# West Coast Publishing

---



## Extemp, Parli, Student Congress

- E-News Almanac and E-News supplements  
*THIS IS A NEW PRODUCT! Providing a comprehensive review of key issues, news figures, and countries plus updates on the latest news events, these products give your students materials to learn from and use in rounds. First materials are distributed in the first week of September.*



## LD Debate Evidence

- *Brand New* Volume 10 Philosopher and Value Handbook
- NFL LD Topic Supplements
- Texas UIL LD Topics Supplements
- California LD Topic Supplements



## Policy Debate Evidence

- The Affirmative and Negative Handbooks
- The Kritik Handbook
- The Fall Supplement Handbook
- The E-mail supplements
- Theory Handbooks Volumes 1, 2 and 3
- NEW! The Performance Handbook  
*Features evidence and arguments on irony, hip-hop, poetry, nihilism, and more on the newest trend in policy debate: performance.*
- The Ocean Policy Prepbook

**Visit [www.wcdebate.com](http://www.wcdebate.com)**



**From West Coast to you!**

*Quality you have come to expect, now for all of forensics!*

**On-line and printable Order Form available at the web site**



# Whitman National Debate Institute

July 27 - August 7, 2003 (2 week session)

July 27 - August 13, 2003 (3 week session)

hosted by Whitman College, Quarters, 2002 NDT, Tenth, 2002 NPTE

## Why Whitman's camp?

1. **Individual attention:** 4 to 1 staff to student ratio and the vast majority of your time will be spent in small labs with four to six people and a staff member, not in a lecture room with 100 people; not in a lab with 12 to 16 people with two staff members.
2. **Practice and drills.** You won't just do debates at the end of camp. You will do drills with clear feedback throughout the camp.
3. **Research.** We put out hundreds and hundreds of pages of cases and briefs with strategies that win debates.
4. **Instruction diversity.** You won't get stuck in one lab with one or two lab leaders you might not work with best. We rotate labs so you work with all of our staff members.
5. **Family feel.** People at our camp feel connected, not isolated. Whether you are shy, into sports, critical, outgoing, whatever, you'll find your niche. We make an effort to reach out to students, to build up community, and to give people space to be who they are.



## Policy Debate

You experience top-notch instruction in the arguments, theory, and strategies you need to win on the 2003-2004 high school topic.

- Ideas for cases, disadvantages, counterplans, etc.
- Intense analysis of the wording of the 2003-2004 topic
- Lectures on kritiks, counterplans, strategies, performativity, and rebuttals

You won't just hear about these arguments. **You will practice plan inclusive counterplans, kritiks, permutations and more** specific to this topic. And, when you practice, you won't just talk. Our staff of nationally competitive debaters and coaches will give you specific suggestions for improvement and you'll rework your speeches.

Our camp works hard to produce the briefs you need to be successful during the year. **You will leave camp with completely indexed and shelled briefs** including affirmative cases with backup briefs; responses to key topic cases; disadvantage, kritik and counterplan shells with backup briefs and responses; and topicality arguments, definitions, and responses.



## LD Debate

You receive an outstanding, well-rounded training in Lincoln-Douglas debate to make you nationally and regionally competitive. You'll be part of intensive discussions on:

- Arguments to use for criteria, values, contentions, and philosophies
- Key aspects of the 2004 NFL LD topics
- Lectures on judge adaptation, rebuttals, innovative strategies that win

You will work closely with our staff to develop your skills in making these arguments. **You won't just hear about Rawls or Foucault.** You will engage in many debates with critiques and redos plus practice sessions covering refutation, rebuilding arguments, cross-examination, philosophy, values and criteria. You will leave with affirmative and negative cases on the NFL-LD topics plus briefs on key values and criteria to use on any topic.

Everyone at camp receives all the policy or LD arguments produced while you are at the camp with no extra charges.

## LD and Policy

### Want more information?

E-mail Jim Hanson at [hansonjb@whitman.edu](mailto:hansonjb@whitman.edu)

[www.whitman.edu/rhetoric/camp/](http://www.whitman.edu/rhetoric/camp/)

Evidence and cases for all 2003 NFL LD topics available at our website.



by  
David Baker

I was ambushed during round four of the 2002 College National Debate Tournament. I traveled to the NDT with the team from Dartmouth one day after I mailed admission decisions for the coming year. In all, it seemed like a perfect time to visit Missouri. I was comfortably lounging at the end of a hall, checking my email, when I saw Melissa Wade approaching. She had a look in her eye similar to the one you see when somebody is about to hand you a ballot for a round you are not scheduled to judge. I knew the verdict before the jury was seated.

**...You can write the history of debate in any manner that you choose. It is your activity to control. It is your activity to reinvent.**

Everything is sort of blur from that point, and I'm not sure if I actually agreed to give this speech, or if I just surrendered. In what could only be described as an epiphany, I suddenly understood why Barkley Forum Luncheon speakers typically begin this speech by telling their story about being asked to give it, and we will get to that later.

I asked my wife Lori what she thought I should talk about. Her immediate suggestion was that I get a copy of the round five pairings from Bill Newnam and read them aloud. That way, she said, I would always be able to say that I had the audience's full attention, and that everyone took notes.

After I left debate to become an admission director, I thought about what I might take from my experiences to share with you and the world. To that end, I pondered the authorship of several travel books. Working titles included, *A Restroom Cleanliness Guide to McDonald's Restaurants of North America*, *Where The Streets Have One Name*: (subtitled) *Navigating Streets Named Peachtree in Atlanta, Georgia*, *Airline Bistro Meals*: (subtitled) *A Sack Lunch by Another Name*, and *The Underground Guide to Buying Beer in Atlanta, Georgia on a Sunday Night*. I also considered a series of books on traveling with young people. The many

possible titles included, *If You Knock and they ask "Who Is It?" They're Guilty* and *Intimidating Adolescents with Music Trivia from the 60's and 70's*.

My life has changed a lot in the past three years. I miss all of you, but I do not miss the grind. In truth, I have found that there are a few similarities between coaching debate and directing admission. I used to argue with debaters about decisions that I made. Now I argue with parents about decisions that I made. Arguing with debaters was much more challenging. When parents arrive for the debate, they don't even know the debate topic, though they usually think they do. They are also unaware of the time limits and order of speeches. As a result, they drop lots of arguments in rebuttal. The other team has no cards on any of my arguments, and in fact I am the only one in the debate who is allowed to use evidence. It helps, of course, that while I am a participant in the debate, I also serve as the judge. I also get to decide when the debate is over.

It is not possible to share with you a perspective on this activity that is not taken from my experience. My experiences in debate were deeply personal, and perhaps of no real value to you. What I might do however is speak briefly about a broader set of dreams, about the things that I believe remain to be done, things I wish I had done, the enormous potential of the activity, and ask those who remain as active coaches to ponder the worth of those ideas.

During the twenty years of my coaching career, there were always those who believed that debate was near death. The imminent demise of the activity has always been a hot topic among the coaches and leadership of the activity. The fact that it did and has survived, does not mean that there are no issues to be addressed, but it does speak to the resilience of what is inherently a very good idea. The other night I was watching the excellent Ron Howard film, *Apollo 13*. Soon after the explosion that crippled the spacecraft, the flight operations officer was fielding dozens of reports about the various problems created by the explosion. The loss of the ship and the lives of the crew seemed imminent. At one point the flight director cuts off the conversation and asks, "What do we have on the spacecraft that's good?" Perhaps we should ask the same question. Perhaps we should look at the activity from the perspective of its inherent strengths, and build on those strengths. An inventory of what is good can give us valuable per-



spective to assess what is potentially broken and it seems to me to be a good place to start the discussion.

Debate is a really good idea. It enhances and compliments many other areas of academic expression. The resilience of debate, I believe, can be easily traced to this simple concept. While the epitaph of debate has been written a thousand times, and in spite of everything that is or may be wrong with the activity, it survives because it is a very good idea. Competitive magic drives students to explore ideas in ways that would never happen in an ordinary academic setting. I have said before that debate might best be described as full-contact social studies, and I still believe it. There are elements of academic magic that you observe every year when a skinny little kid suddenly gets it. Magic expressed on the face of that same kid coming back up the isle after receiving the first trophy of a career. The paradigm of learning starts to change. Grades start to improve. You can't get rid of that skinny little kid. Skinny little kid is constantly interrupting you in your office or your classroom. Skinny little kid won't go home.

I remember a conversation I had many years ago with the parent of a St. Mark's 8<sup>th</sup> grader. The parent was angry with me after finding her son on the floor of his closet, well after bed time, with a flashlight, cutting cards for my 8<sup>th</sup> grade debate class. "What are you doing to these children?" She demanded. I was tempted to ask her if there were other activities she would prefer her son to be doing on the floor of his closet. That skinny little kid became a Barkely Forum champion, and he still interrupts me on the phone and in person, he's still skinny and I can still see the magic on his face.

What do we have on this spacecraft that's good? We have an amazingly magical educational tool. It is a tool that transforms lives. It is an activity that has proven its resilience over time. It is an organizing principal around which scholars gather, learn from each other, compete, and achieve.

And yet, there are as always challenges to be addressed. In an activity that is inherently competitive and controversial, it seems to me that we spend more of our time assigning blame than we do solving problems. Once blame is our focus, solutions languish. If we believe that debate is troubled, then our attention should be focused on ways to make a good idea even better. That debate has survived many predictions of demise does not mean that it will continue to do so. From a distance, it also occurs to me that you have enormous power over the future of this activity. Those in this room can control the future direction of the activity.

You can write the history of debate in any manner that you choose. It is your activity to control. It is your activity to reinvent. It sometimes resembles an organism without an immune system. It often seems incapable of detecting dangerous or destructive organisms that may infect it. It is by nature vulnerable to those who may have poor ideas or personal agendas. Judgments are difficult to make because silencing a voice is and should be contrary to the organizing principals of the activity. This too, is something good. This apparent weakness is ultimately an inherent strength.

Historically, the response to controversial trends and practices has been to add voices rather than silence views. It is a tendency (however noble the intent) noticed at the high school and college level. Like a fighting church congregation, we find it easier to splinter into competing camps than to resolve our ideological differences. While it would be better if those differences could be resolved, the tendency to split is not my concern. It is the separation and ideological conflict that ensues that I believe fur-

ther complicates the language of the activity, divides his patrons, confuses its supporters and dilutes the accomplishments of its participants. We don't all have to agree about the best way to debate, to agree that debate itself, in all its forms, is good.

By my count, there are currently eight national championship trophies on which the word "debate" appears, and we are about to add a 9<sup>th</sup>. The justifications for these new events are almost always related to a notion of how to improve the activity that is at odds with some aspect of current practice. The recent article in the *Rostrum* defending the newest debate event complained of the inability of Policy and Lincoln-Douglas debate to appeal to a mass audience—a concern I share. Of course, this is the same complaint that prompted the creation of Lincoln-Douglas debate. Specialization, activity specific vocabulary, bazaar speaking styles, and cult-like behavior are all things that tend to separate debate from common understanding.

In many ways, debate is a secret society. It is cloaked in language and behavior foreign to much of the academic world, and the most of society. It is, and has always been my greatest criticism of debate that we speak a language understood only by us. We make only token attempts to explain to the rest of the world what it is we do, and why it matters. It is more than a little ironic that the greatest controversy surrounding this tournament is that, to win it, the participants in the final tutorial must actually communicate their ideas in common language.

As with many other issues, there are those who seek to define differences in absolute terms. You are either pro or anti Kritik, you are either pro or anti rapid speech. I do not wish to align with any absolutist philosophical view. I simply want to see the activity make a greater effort to improve its communication with the world. It seems to me that this good idea may be better served if more people understand it. To do that, we must first appreciate our own diversity, our own voices.

Perhaps surprisingly, I support new and different kinds of debate. What I oppose is the competition and zero sum assumptions of those voices. If somebody has a better idea about how to advance the broader goals of the activity, I wish them well. One of our great strengths is our inclusiveness; one of our greatest faults is our philosophical and pedagogical possessiveness. As a cross examination debate coach for twenty years, I took my fair share of shots at alternative formats. What I more clearly see now is that the united voice of coaches, extolling the virtues of all types of debate, is critical to a broader acceptance and understanding of our magic.

Debate is good in all its forms. My dream of a more appreciated and worldly understood activity is enhanced by the emerging voices in debate. If new events attract new participants, and even partially bridge the understanding gap, then those experiments will have been a success. If they fail, that failure should not prove that one philosophical camp was right, and the other wrong. Coaches agreeing to means that improve the global appreciation for this activity within the format framework of existing events would be even better. I can think of no good reason why debate in all its forms should not be celebrated. I can think of no more noble goal than to dedicate ourselves to the cause of improving the global appreciation for the educational magic of debate.

I spent the first ten years of my coaching career working for my own personal glory and seeking the approval of those I admired. I spent the second ten years trying to pay back part of what I had taken. Part of my effort during the second half of my career



was to find ways to help the rest of the world and your own schools better understand and appreciate what you do. Even early in my career, I think I intuitively knew that a broader appreciation of debate would be a healthy thing. I remember my very first day on the job at St. Mark's. It was the fall of 1984. I went to the mailroom to make sure that my name was on a box—proving that I had arrived. As I explored the area, I noticed a very large sign posted over the Xerox machine. It said, "Debaters are not allowed to make copies on this machine." Clearly, efforts to improve the acceptance and appreciation for our activity must start at home. Many may see those efforts as pandering to an ignorant public and inviting potential criticism from uninformed bureaucrats. At one time, I know I did. And that concern is probably fair. It is, however, a risk versus reward question. While making efforts to better inform the world about our magic may in fact bring unwanted criticism to the workings of our secret society, there are rewards that must be considered as well.

What could happen in a world where the world "gets it"? What could happen if everyone in this country truly appreciated and understood the value of what you do? The impact that debate could have would be enormous. We are uniquely qualified to comment on the quality of public debate. If given the respect that you truly deserve, it would be possible for those in this activity to have a much more significant voice in education and public policy. Remembering and trusting always that debate is a really good idea. I think the risk might be worth it.

I would love to see Paul Newman and Alex Pritchard on CNN assessing the evidence in the national debate concerning Iraq. Could you even begin to imagine the pure entertainment, much less educational value of watching Newman and Pritchard systematically dismantle Bill O'Reilly on national television? Spin this, Bill. That the image is funny proves the point. We know, but too much of the rest of the world doesn't. Keeping this wonderful activity to ourselves is silencing a voice. It silences ours. Our disputes and internal conflicts focus our energy on ourselves, when many others could benefit from the chorus of our united voices.

Two years ago, I went to a local legal foundation with an idea for a national written argument competition for high school students. Within a month that foundation had committed over seventy-thousand dollars to the contest. The idea was simple. Debate is good, and written arguments can be comprehended and appreciated by a larger audience. There are other examples of outreach that I support and applaud the Barbara Jordan debates, the Urban Debate Leagues, Public Debate, Public Issue Forums, and many others. More voices, more debate, more perspective, more appreciation, more good. Not all of them will succeed, but any of them could further the cause of creating a broader appreciation for the educational magic of debate. I want everyone to know what we know, and I am willing to take risks to create broader appreciation and respect. I believe that we need to do a better job of speaking the language of the broader society. We need to make debate matter more, by helping people understand. We will never accomplish that goal until we appreciate each other and the different voices that we may represent.

I spent twenty years of my life coaching debate. If the broader society could have the perspective provided by a single year of my experience, then the people in this room would be the most respected and appreciated educators in the nation. Please try to see yourselves as colleges in a broader educational mission. Debate

coaches have two speeds: asleep and full throttle. They are caffeine propelled creatures who usually don't have enough time to worry about whether or not anyone appreciates what they do. Well I do appreciate you. I do understand the magic that you create. What I want is for others to understand it too. To that end, I challenge you to appreciate each other in all the ways and with all the voices that you make debate good.

Melissa schedules this speech annually so that one of us can offer a report from outside of the secret society. It is a dispatch from another world, from someone who can offer the perspective of a new perspective. I now understand that closure for the speaker's career is also one of her goals, and I am truly grateful to her more for the therapeutic value of writing this speech than for the opportunity to give it. For me it is a very personal opportunity to say good-bye and hello. To tell you that from my new perspective, I believe our differences are trivial when compared to our potential. That epiphany hit me in a hallway on a cold March day in Missouri, and T. S. Eliot captured the notion of how I feel at this moment much more clearly than I ever could.

He said,

*We shall not cease from exploration,  
And the end of all our exploring  
Will be to arrive from where we started  
And know the place for the first time.  
Melissa, thank you. It's good to be home.*



*(David Baker was Policy Debate Coach at the St. Mark's School of Texas. His team won nationals in debate in 1990 and was runner-up in 1987 and 1992. This speech was delivered at the Barkley Forum Key Coach Luncheon at Emory University in January.)*

## NFL Online Catalog & Store



Order NFL supplies, gifts, awards, shirts, and hats. Payment now available by credit card.

To access the NFL Store, refer to the NFL website [www.nflonline.org](http://www.nflonline.org), from the tool bar choose "NFL Store".

Information needed when ordering online:

- Complete shipping address
- Complete credit card holder's address
- E-mail address
- Phone number
- Credit card number
- Expiration date (month & year) and
- Last three numbers on the back of the credit card.



NFL merchandise can also be purchased by e-mailing [nflsales@centurytel.net](mailto:nflsales@centurytel.net), by calling NFL office at 920-748-6206 or faxing NFL at 920-748-9478. Any questions ask for Diane.



THE UNIVERSITY OF MICHIGAN



SUMMER 2003

# DEBATE CAMPS

**THE TOP SIXTEEN TEAMS IN THE COUNTRY WERE JUST ANNOUNCED  
AND WE WANT TO CONGRATULATE OUR STAFF:**

*This summer you can learn from the best teachers in the country at the University of Michigan.*

*Just look at some of the accomplishments of our staff in 2002/2003:*

**Calum Matheson** (Michigan Classic: Seniors)

*First Speaker: Georgia State, Kentucky, Harvard, West Georgia, Northwestern*

*First Round "At Large" Bid recipient 2003*

**Jonah Feldman** (Michigan Classic: Juniors):

*Top Ten Speaker: Harvard, Wake Forest, USC, West Georgia, Northwestern*

*First Round "At Large" Bid recipient 2003*

**Scotty Phillips** (Seven Week Seniors):

*Finalist: Georgia State, Harvard. Tournament Champion: Northwestern*

*First Round "At Large" Bid recipient 2003*

**Thad Blank** (Seven Week Juniors):

*Quarter-Finalist or better at almost every major tournament in 2002/2003*

*First Round "At Large" Bid recipient 2003*

***And, also these college coaches on our staff:***

**Aaron Kall** (Michigan Classic: Soph.)

*Assistant Director at UM*

*Coach of First Round "At Large" Bid team in 2003*

**David Heidt** (Seven Week Juniors)

*Assistant Director Emory*

*Coach of two First Round "At Large" Bid teams in 2003*

**Eun Young Choi** (Seven Week Seniors)

*Assistant Coach at Harvard*

*Coach of First Round "At Large" Bid team in 2003*

**Allison Woidan** (MNDI)

*Assistant Coach at MSU*

*Coach of two First Round "At Large" Bid teams in 2003*

***And of course, excellence in high school coaches as well:***

**Tara Tate** (Michigan Classic: Seniors)

*Assistant Director Colleyville Heritage High School of Texas*

*2003 Acolyte Award winner, Coach of finalists at St. Marks and MBA Champions*





SUMMER 2003

## DEBATE CAMPS

## THE MICHIGAN NATIONAL DEBATE INSTITUTE

JUNE 22 - JULY 12, 2003 - EXTENSION WEEK JULY 13- JULY 19, 2003

**STAFF** The following have already committed to MNDI 2003:**Tim Alderete**, Director, East Grand Rapids High School**Kenda Cunningham**, University of North Texas**Dan Davis**, Coach, State University of West Georgia**Jason Peterson**, Coach, University of Southern California and Damien High School**Greg Achten**, Director, Pepperdine University**Rachel Saloom**, Former Coach and Debater, State University of West Georgia**Aaron Kall**, Assistant Director, University of Michigan and Former Coach, University of Kentucky**Director of the Extension week:****Greg Achten**, Director, Pepperdine University**FEES**

The cost is \$1,550. This fee covers the full cost of tuition, housing in the Residence Hall, the dining room plan, lab copying fees, and several social events.

**Extension week:** The fee, including tuition, room, and board, is \$750, which brings the four-week total to \$2,200, far below the cost of most four-week institutes.

## THE MICHIGAN CLASSIC

JULY 13 - AUGUST 9, 2003

**STAFF****Classic for Sophomores:****LAB ONE:****Tim Alderete**, Director of debate at East Grand Rapids High School**Jason Peterson**, Coach at University of Southern California and Damien High School**LAB TWO:****Russ Hubbard**, NDT finalist 2002 and Coach at the University of Kentucky**Aaron Kall**, Assistant Director at the University of Michigan and former coach of NDT finalist at the University of Kentucky**Classic for Juniors:****LAB ONE:****Kenda Cunningham**, former first speaker at the Dartmouth Round Robin and quarter-finalist at the NDT**Daniel Davis**, NDT finalist for the University of Georgia, coach of 2002 NDT semi-finalists**LAB TWO:****Kirk Evans**, Semi-finalist at the NDT for the University of Texas**Jonah Feldman**, University of Michigan, highest ballot count at the 2002 NDT prelims, third speaker at Harvard 2002, participant at the 2002 Kentucky Round Robin**Classic for Seniors:****LAB ONE:****Rachel Saloom**, former CEDA national champion for the State University of West Georgia**Tara Tate**, Coach Colleyville Heritage High School, recipient 2002 Acolyte Award as the best argument coach in the country from St. Marks school of Texas**LAB TWO:****Calum Matheson**, Michigan State University, former semi-finalist at the NDT, former finalist at the CEDA nationals**Scott Harris**, Director of debate, University of Kansas, coached teams to elimination rounds at the NDT every year of his tenure at the University of Kansas**FEES**

The cost is \$3,200. This fee covers the full cost of tuition, a room in the residence hall, the dining room plan, lab copying fees, and several social events.

## SEVEN-WEEK LABS AT MICHIGAN

JUNE 23 - AUGUST 10, 2003

**STAFF****Scott Phillips**, Emory University. One of the most successful high school debaters ever. A finalist at Georgia State University and Harvard University 2002, and participant in the 2002 University of Kentucky Round Robin.**Josh Hoe**, Director of Debate, the University of Michigan. Former CEDA national champion and two-time first speaker at the Heart of America. Coached teams in out-rounds of the NDT for the past five years, and coached multiple first-round "at large" bid teams to the NDT.**David Heidt**, Coach Emory University. Former NDT champion and coach of NDT champions. Widely regarded as one of the best debate minds in all of America. Coached an average of two NDT first-round "At-Large" bids to the NDT for the past five years.**Eun Young Choi**, Coach, Harvard University and Lexington High School. Very successful debater and coach for Harvard University.**Thad Blank**, a top five first round "at large" recipient last year and is well on his way to another top five showing for Whittman College in 2003. Thad is a great teacher and is one of the best debaters in the country.**FEES**

The cost is \$4,600. This fee covers the full cost of tuition, a room in the residence hall, the dining room plan, lab copying fees, and several social events.

THE UNIVERSITY OF MICHIGAN DEBATE TEAM • (734) 761-3541 OFFICE • (734) 761-3671 FAX • jbhoe@umich.edu  
More information and entry forms available at:[www.michigandebate.com](http://www.michigandebate.com)



# Introduce and Improve Communication Skills!

**Perfection Learning® is pleased to announce the acquisition of Clark Publishing.**

**Together, our companies have served educators for over 125 years, and we look forward to offering you the great selection of Clark textbooks in forensics, speech, drama, and journalism.**

## Applications Communication For Personal and Professional Contexts

©2001

**Interpersonal, professional, and group communication skills for lifelong use**

This comprehensive text uses a decision-based approach to help students learn about effective and ethical communication. A SPAM framework helps students plan communication based on Situation, Purpose, Audience, and Method.

The 25 chapters are organized into four units:

- communication basics
- interpersonal communication
- group communication
- public communication

Each chapter begins with student objectives, vocabulary, and a short workplace scenario. Chapters conclude with a summary and four levels of activities—remembering, reflecting, reaching, and real-life. The text also addresses communicating with new technologies such as email, voice mail, and the Internet.

A Teacher's Manual saves hours of preparation time with teaching suggestions for each chapter, grading forms, and quizzes with answer keys.



## 38 Basic Speech Experiences

10th Edition ©1999

**Step-by-step practice for real world public speaking**

This comprehensive text is written for those who want to teach and learn public speaking by the simple process of giving speeches. From the first day, students are actively involved in speaking activities. Each of the 38 chapters has all the information needed for students to prepare and present a speech—time limits, model speeches, suggested topics, outlining, organizing, and research strategies.

In addition to informative, persuasive, motivational, and entertaining speeches, the chapters cover real-life speaking situations, including:

- business and career speaking
- special occasion speaking
- contest speaking
- speaking for the mass media

The extensive Teacher's Manual includes chapter notes, a bibliography, quizzes and answer keys, reproducible activities, and peer evaluation forms.



**Clark**  
Publishing  
Since 1948

a division of

**Perfection Learning®**  
CORPORATION

**Call or visit our Web site today for a FREE catalog and product samplers!**

**Phone: (800) 831-4190 • Fax: (800) 543-2745 • Web: [perfectionlearning.com](http://perfectionlearning.com)**



# BUILDING BLOCKS FOR REACHING THE SUMMIT OF MENTAL ILLNESS RECOVERY



The Nation's Voice on Mental Illness

by

Joel E. Miller, Ron S. Honberg and Darcy E. Gruttadaro

In previous articles in *The Rostrum*, we have described the broad chasm between the promises of evidence-based services and supports for people with serious mental illnesses on the one hand and the gaps in the actual availability of these services and supports on the other. To stem the tide of neglect and discrimination toward individuals with serious mental illnesses, we need to close the canyon-like gaps between what we know about treating mental illness and the discriminatory poli-

cies that dismiss individuals with such disorders as second-class citizens and abandon them to cruel and unnecessary suffering. What can we offer people who are looking up from a swirling river of neglect and rapids of despair and hopelessness. What would a model system of recovery look like that helps people climb out of an abyss and reach the plateau of recovery and dignity?

**...we need to close the canyon-like gaps between what we know about treating mental illness and the discriminatory policies that dismiss individuals with such disorders...**

Over millions of years, the Grand Canyon was created by the driving force of the Colorado River and by upheaval in the earth's crust. The layers of the canyon represent a stage in time that helped create the look and colors of the canyon. Sadly, for many people with mental illness, their worlds must be like looking up from the bottom of a wide and deep canyon, with no hope of securing needed care and support. The plan we offer to policymakers and the public, is one that helps people with mental illness climb out of the canyon and reach the stability of the plateau above. This article describes the layers of services and supports that can help consumers and families reach solid ground – and like the Grand Canyon, we believe it is a uniquely American approach to solving the mental illness crisis.

## Layer One – Access to Needed Medications

Individuals with serious mental illnesses must have access to medications that have been recognized as effective by the Food and Drug Administration and the National Institute for Mental Health. In the past decade, there has literally been a revolution in the development of new medications for treating

schizophrenia and other serious mental illnesses. Known as atypical antipsychotic medications, these medications are both more effective in treating the symptoms of brain disorders such as schizophrenia and bipolar disorder, and have fewer negative side effects. Because of this, most clinical guidelines today recommend newer antipsychotics as the drugs of first choice.

Yet, public and private sector health plans may place restrictions on access to these medications because they cost more than the old medications – without regard to their clinical effectiveness in alleviating the most damaging symptoms of these mental illnesses. Access to the newest and most effective medications is crucial for successful treatment and recovery. These medications serve as the cornerstone of treatment and offer hope for recovery to consumers. Ultimately, denying access to these medications as a cost containment strategy leads to greater costs for consumers and for society as a whole.

## Layer Two – Providing Inpatient and Long-Term Care Options

In recent years, inpatient treatment options for people with serious mental illnesses have disappeared in many communities as more and more emphasis has been placed on downsizing and closing hospitals. In some areas, hospital admissions are limited to those individuals who have deteriorated to the point of meeting criteria for involuntary hospitalizations. Hospital beds for voluntary patients are virtually nonexistent. Requiring people seeking inpatient treatment to deteriorate to the point of possible dangerousness to self or others before inpatient treatment can occur is cruel and very poor public policy.

Several states have responded to shortages in inpatient treatment options by placing large numbers of people with serious mental illnesses in nursing homes or unlicensed, substandard "adult care homes." These placements are often no better or even worse than the institutional settings that preceded them.

In 1999, the U.S. Supreme Court, in the case of *Olmstead v. LC*, held that people with mental illness should receive services in the most integrated setting appropriate to their needs(1). In the spirit of this landmark decision, a continuum of residential options and supports must be available that maximize individual potential and recovery, while ensuring that individuals who are most severely disabled by mental illnesses do not "fall through the cracks."

Debate



### Layer Three – Crisis Intervention Services

Emergency and crisis services should be readily available 24 hours a day, seven days a week, for people with serious mental illnesses who need them. These services should include a crisis phone line (with a toll-free line); a mobile crisis team that will go to any location; face-to-face assessments; access to local inpatient beds; and alternatives to hospitalization such as 24-hour companions, and crisis respite housing.

Additionally, since police officers are frequently called and respond to people with mental illnesses in crisis, these officers should be educated about mental illness, trained to respond effectively to a mental health crisis, and work cooperatively with mobile mental health crisis teams and other community services.

The Memphis Police Crisis Intervention Team (CIT) Model is considered one of the premier programs in the country. It is law-enforcement based, consumer and family driven and cost effective. The goal of the program is to provide a safer intervention for consumers and police officers while redirecting individuals with mental illnesses from arrest and incarceration for nonviolent behaviors directly attributable to their illnesses into appropriate treatment and services(2). Because of the remarkable success of these programs, CIT programs have been replicated in many jurisdictions across the country.

### Layer Four – Assertive Community Treatment (ACT) Programs

ACT programs are effective, evidence-based, outreach-oriented service-delivery models for people with serious mental illnesses. Using a 24-hours-a-day, seven-days-a-week, team approach, ACT programs deliver comprehensive community treatment, rehabilitation, and support services to consumers in their homes, at work, and in community settings. Consumers in the ACT programs receive all services from the ACT team, not from loosely linked mental health, substance abuse, housing, and rehabilitation agencies.

Through its multidisciplinary structure, ACT provides an integrated approach offering:

- Direct provision or coordination of all medical care, both psychiatric and general health care
- Help in managing symptoms of the illness
- Immediate crisis response
- Up-to-date, careful use of medications
- Supportive therapy
- Practical on-site support in coping with life's day-to-day demands including: Help in obtaining housing, help with learning how to socialize, job placement, and support, education, and skill-teaching for family members.

Research conclusively demonstrates that comprehensive and aggressive services and supports, such as ACT programs, lead to positive outcomes for people with serious mental illnesses, in terms of higher consumer satisfaction, reduced hospital admissions and reduced involvement with criminal justice systems. Unfortunately these vital services are frequently lacking in many parts of the country.

Currently, 23 states fund ACT programs through their Medicaid programs. The federal government can play an important role by promoting more states to support ACT programs.

### Layer Five – Integrating Mental Illness Services with Physical Health Care

The integration of mental illness delivery and care into general health services, particularly at the primary health care level, has many advantages. These include:

- Less stigmatization of consumers and staff, as mental illnesses are seen and managed alongside general health problems;
- Improved screening and treatment, in particular improved detection rates for patients presenting vague somatic complaints

which are related to brain disorders;

- Potential for improved treatment of the general health problems of individuals suffering from mental illness, and vice versa; and
- Better treatment of psychiatric aspects of "physical" problems.

For integration to be successful, policymakers need to consider the following:

- All medical and allied health professionals must have the knowledge, skill, and motivation to treat and manage patients suffering from mental disorders;
- Sufficient numbers of physicians must be trained to prescribe psychotropic drugs at primary and secondary levels;
- Effective referral links must be established between primary, secondary and tertiary levels of care; and
- Recording systems must be established to allow for continuous monitoring, evaluation, and updating of integrated services(3).

### Layer Six – Integrated Services for Dual Diagnosis

The prevalence of people suffering from co-occurring mental illnesses and addictive disorders is very high, particularly among children and adults at greatest risk. The research is clear that mental health and substance abuse treatment and services must be blended to effectively treat this population. Integrated treatment means mental illness and addictive disorders services and interventions are delivered simultaneously at the same treatment site, ideally with cross-trained staff(4).

Programs providing integrated mental health and substance abuse treatment are in woefully short supply throughout the country. Many programs serving people with substance abuse disorders are not prepared or willing to treat people with co-occurring mental illnesses, and many programs serving people with mental illnesses are not prepared or willing to treat people with co-occurring substance abuse disorders.

At the federal level, a major priority must be the removal of barriers and the creation of incentives within the federal mental health and substance abuse block grants to integrate services for people with co-occurring disorders. Accomplishing this would be a significant step in the right direction. Service providers on both the mental health and substance abuse sides must be required to develop plans for integrating mental health and substance abuse treatment for people with co-occurring disorders to receive federal mental health or substance abuse block grant funds.

### Layer Seven – Family Psycho-education and Support

Research demonstrates that family psycho-education and support services should be a part of a continuum of care for consumers. Family psycho-education includes teaching coping strategies and problem-solving skills to families (and friends) of people with mental illnesses to help them deal more effectively with their ill relative. Family psycho-education reduces distress, confusion, and anxieties within the family, and can often help the patient recover. However, family psycho-education is rarely offered in clinical settings and there are limited incentives to do so.

To fill this void, NAMI offers family education through the Family-to-Family Education Program, (a model that has proven effective at improving the experience of families of persons with serious mental illness). Research has shown that this course provides knowledge to families and empowers them to cope with their ill family member and the mental health system in a positive manner, and has lasting positive effects on the entire family.

### Layer Eight – Peer Provided Services and Supports for Consumers

The term "consumer" is a misnomer when applied to people with mental illnesses. Being a consumer connotes choice, namely the ability to select from an array of services and supports that work best for the



particular individual. The unfortunate reality is that most health systems are not structured this way at all. Consumers generally have little choice and little role in selecting service providers or helping to shape the design and operation of service delivery systems. Sometimes consumers and their families learn that services do not exist at all.

Research demonstrates that consumers who participate in self-help programs achieve better outcomes in terms of reporting fewer symptoms and fewer hospitalizations. Peer education and support groups, such as NAMI's In our Own Voice and Peer to Peer are effective tools for education and empowering consumers to take more active roles in making fundamental decisions about their own treatment and in helping to design systems of care.

#### **Layer Nine – Supported Employment Services and Vocational Rehabilitation**

Vocational rehabilitation for people with serious mental illness was not an issue prior to deinstitutionalization. People with mental illnesses spent much of their lives on back wards in state hospitals or in back rooms at home, and the concept or possibility of rehabilitation was never considered. It was not until antipsychotic medications became available to control the symptoms of these illnesses, and patients were emptied out of hospitals, that it became apparent that many people with even very serious mental illnesses can learn work and skills and seek and retain jobs. Unfortunately, people with serious mental illnesses face numerous barriers to employment, and the unemployment rate for people with serious mental illness is nearly 85 percent, higher than for any other disability group.

Work is exceedingly important to many people in our culture and confers identity, status, and social structure as well as income; in the words of one rehabilitation expert, it is work that transforms patients into people. It is therefore critically important that opportunities and supports be available for people with serious mental illnesses who want to work.

Some individuals with serious mental illnesses require supportive services to help make the transition to work. A number of models have emerged with proven success to help these individuals obtain and maintain employment. For example, a highly regarded program called the Individual Placement and Support (IPS) program has been created which features an IPS employment specialist on a mental health treatment team. The employment specialist collaborates with clinicians to make sure that employment is part of the treatment plan. Then the specialist conducts evaluations, job searches and provides on-going support while the employee is on the job. This program has achieved high levels of success in helping individuals find and stay in jobs(5).

#### **Layer Ten – Affordable Housing and Supports**

Access to decent, safe, and affordable housing remains a tremendous challenge for adults with severe mental illnesses. Unfortunately, in virtually every part of the United States people with severe mental illnesses struggle to find good-quality housing they can afford. Many people with the most severe and disabling mental illnesses also need access to appropriate services and supports so that they can successfully live in community-based housing, which promotes their independence and dignity.

Today, only a small fraction of seriously mentally ill individuals have housing conditions that meet minimum acceptable standards. Unfortunately, neither Congress nor the U.S. Department of Housing and Urban Development (HUD) have done enough to increase the availability do little to alleviate this struggle to access community-based housing and supports. Moreover, recent Congressional enactments and administrative decisions by HUD and state and local housing agencies have exacerbated shortages in the availability of appropriate subsidized housing units available to people with severe mental illnesses and other disabilities. Without stable housing linked with services, too many adults with severe

mental illnesses will likely end up homeless or remain unnecessarily in inappropriate settings (e.g., homeless shelters and local jails and prisons).

#### **Layer Eleven – Jail Diversion Programs**

There are today far more people with serious mental illnesses incarcerated in jails and prisons than receiving treatment in psychiatric hospitals. Most of these individuals people had not committed major crimes, but either had been charged with misdemeanors or minor felonies directly related to the symptoms of their untreated mental illnesses. And, this problem is growing worse each year.

A number of approaches have emerged for diverting these individuals from incarceration (which frequently leads to a worsening of psychiatric symptoms) into treatment, which is both more humane and the best way to reduce the risk of further criminal justice involvement. One example of such an approach are specialty "mental health courts" which have emerged in many communities. These Courts assume jurisdiction of cases involving individuals with severe mental illnesses charged with misdemeanors or nonviolent felonies, with the goal of facilitating treatment instead of incarceration.

Strategies for reducing the "criminalization" of persons with mental illnesses should also focus on improving treatment for individuals while incarcerated as well as ensuring that individuals with serious mental illnesses are linked with appropriate services and supports when they are discharged from jails or prisons.

#### **Layer Twelve – Treating Serious Mental Illness as Chronic Illness Management**

The major layers address several services and supports needed to enable persons with serious mental illness to reach their potential. But there is another emerging need that is a challenge and an opportunity for people with serious disorders—chronic illness management. Yes, there are programs we have highlighted like Peer-to-Peer that help people cope with their conditions. The next level that patients can aspire to, with the hope of better information systems and guidelines, is to truly "own" their health conditions and have the confidence and skills to make decisions and changes that lead to better outcomes. Supportive health care organizations and clinicians and supports are a critical part of ongoing and systematic chronic illness management. But working with people with serious mental illness, caregivers can emphasize the crucial role that patients play in setting goals, establishing action plans, identifying barriers to effective self-management, and problem-solving to overcome barriers.

#### **Children's Services and Supports – Going for the Rim**

The aforementioned program of services and supports that has been described in this section apply primarily to adults with serious mental illnesses. But while adults are trying to climb out of the canyon on one side of the rim, it is equally important to establish services and supports to enable to children and adolescents with mental illness and emotional disorders to thrive and reach to reach their rim of potential. We know that for many children, their mental illnesses go undetected and thus, untreated. Moreover, the various systems that impact on the lives of children with mental illnesses frequently fail to collaborate or coordinate effectively with one another. In fact, they often work at cross-purposes.

Certainly, more research is needed—research focused on mental illnesses in children. The research funding for these illnesses should directly correlate to the disease burden and the high prevalence rates of mental illnesses in children and adolescents. At the same time, progress has been made in identifying services that work in helping to minimize the negative impact of childhood mental illnesses and helping children who suffer from them maximize their potentials. But, as with adult mental health services, a significant gap exists between knowledge and practice in the children's mental health area.



# COMMUNICAN

P.O. Box 3586  
Dana Point, CA 92629

Outstanding Books on:

## U.S. Ocean Policy to Increase Protection of Marine Natural Resources

### NATIONAL DEBATE HANDBOOK 2003-2004

- **THE AFFIRMATIVE:** THE CASE FOR THE U.S. FEDERAL GOVERNMENT SIGNIFICANTLY INCREASING PROTECTION OF MARINE NATURAL RESOURCES IN THE OCEANS
- **THE NEGATIVE:** THE CASE AGAINST THE U.S. FEDERAL GOVERNMENT SIGNIFICANTLY INCREASING PROTECTION OF MARINE NATURAL RESOURCES IN THE OCEANS

The Most Complete and Comprehensive Debate Handbook in two volumes: Rapidly becoming the most important resource for high school debaters. Includes 4,000 pieces of recent evidence, an outstanding index, fully explained strategies and evidence which meets all NFL recommended standards. No evidence prior to 2001. Evidence focuses on hard to find books not included in electronic databases.

### CORE ISSUES BRIEFS 2003-2004

Complete and comprehensive affirmative and negative briefs on the Core Issues of the 2003-2004 oceans topic. These briefs can be used in virtually every debate on this topic!

#### ■ COMMERCIALIZATION OF OCEAN FISHERIES

Richard Edwards, Ph.D., Baylor University

Commercialization of ocean fisheries is the core of this topic. All affirmative and negative debates will deal with these issues.

#### ■ OCEAN POLLUTION

Toby J. Arquette, Ph.D., Professor of Communication, Purdue University

The most crucial issue on this topic. This volume has arguments useful in virtually every debate.

#### ■ INTERNATIONAL CONVENTIONS & THE LAW OF THE SEA

Karla Leeper, Ph.D., Glenn R. Capp Professor of Forensics and Director of Debate, Baylor University

The international legal conventions will be a central issue on this topic.

#### PLEASE SEND ME

\_\_\_\_ Copies of the **NATIONAL DEBATE HANDBOOK: The Two Volume Affirmative/Negative Set**,  
1-5 sets \$49.95 per set (6 or more \$35.00 per set)

\_\_\_\_ Copies of **The Affirmative Volume**, 1-5 volumes \$29.95 each (6 or more \$19.95 each)

\_\_\_\_ Copies of **The Negative Volume**, 1-5 volumes \$29.95 each (6 or more \$19.95 each)

\_\_\_\_ Copies of the **CORE ISSUES BRIEFS: Three Volume Set**,  
1-5 sets \$45.00 per set (6 or more \$35.00 per set)

#### CORE ISSUES BRIEFS: Individual volumes

\_\_\_\_ Copies of **Commercialization of Ocean Fisheries**, \$17.50 each

\_\_\_\_ Copies of **Ocean Pollution**, \$17.50 each

\_\_\_\_ Copies of **International Conventions & The Law of the Sea**, \$17.50 each

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_

STATE \_\_\_\_\_

ZIP \_\_\_\_\_

TOTAL AMOUNT ENCLOSED \_\_\_\_\_

Make Checks Payable to COMMUNICAN, P.O. Box 3586, Dana Point, CA 92629.

Credit extended to educational institutions and libraries only upon receipt of a valid purchase order number.

Publication date June 12, 2003 • All pre-paid orders shipped free • Billed orders will be charged for shipping and handling

Phone: 949-443-5438 • Fax: 949-489-1370 • Order Forms Online: [www.communican.org](http://www.communican.org)

ORDER BLANK

FOR OFFICE USE ONLY



# THE LINCOLN-DOUGLAS GREAT PHILOSOPHER LIBRARY SERIES



## The L-D Great Philosopher Library

The Lincoln-Douglas Great Philosopher Library Series provides separate, complete volumes on each of the ten most popular philosophers used in L. D. debate. Each volume contains a complete edited version of the philosopher's most important work and an essay written by some of America's outstanding L.D. debaters and teachers explaining the philosophy and demonstrating in a clear easy-to-understand manner how to use the philosophy to win debates!

### SPECIAL FEATURES

- A complete text of the major original work of each philosopher.
- Clear explanation of the philosophy espoused by each philosopher.
- A focus on the world view of each philosopher:  
What is the nature of humankind? What is the nature of the good? What is the nature of truth?, etc.
- Application of each philosopher's ideas to fundamental American values.
- A guide for applying each philosopher's ideas to Lincoln-Douglas debate topics.
- Strategies for indicting and refuting each philosopher in a debate round.
- An easy-to-use method for utilizing each philosopher in structuring both the affirmative and negative cases.

### SERIES I - PHILOSOPHERS

- Series I includes John Stuart Mill, John Locke, Jean-Jacques Rousseau, Thomas Hobbes and Immanuel Kant.

### SERIES II - PHILOSOPHERS AND SPECIAL FEATURES

- Explanations on how to respond to each Series II philosopher...from contemporary theorists, such as Rawls, Nozick and others.
- A Guide to using the philosophical theories, as well as attacking their use.
- Series II includes Plato, Aristotle, Thomas Aquinas, Edmund Burke and Henry David Thoreau.

## Why the Lincoln-Douglas Library of Great Philosophers?

- **Greater student understanding:**  
Student has access to the complete essay. Reading isolated quotations leads to misunderstanding and confusion. Accompanying text guides the student in a correct understanding of the essay.
- **An excellent teaching tool:**  
Students can use the text and the essay as the basis for class discussions, reports, etc., in preparation for the actual debates.
- **Winning Debates:**  
The text applies the philosophy to the Lincoln-Douglas debate format in an easy-to-use way. Better debating is inevitable!

### ORDER FORM

- \_\_\_\_ Copies of **THE LINCOLN-DOUGLAS GREAT PHILOSOPHER LIBRARY SERIES - The entire 10 Volume Set**  
\$130.00 per set of ten volumes
- \_\_\_\_ Copies of **PHILOSOPHER LIBRARY SERIES I - 5 Volume Set**  
\$75.00 per set
- \_\_\_\_ Copies of **PHILOSOPHER LIBRARY SERIES II - 5 Volume Set**  
\$75.00 per set

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

TOTAL \$ \_\_\_\_\_

Make Checks Payable to COMMUNICAN, P.O. Box 3586, Dana Point, CA 92629  
Credit extended to educational institutions and libraries only upon receipt of a valid purchase order number • Publication date June 12, 2003 • All prepaid orders shipped free  
Billed orders will be charged for shipping & handling • Phone 949-443-5438  
Fax 949-489-1370 • Order Forms Online: [www.communican.org](http://www.communican.org)

### PHILOSOPHER LIBRARY SERIES I

- \_\_\_\_ Copies of **JOHN STUART MILL, "On Liberty"**  
\$17.00 per copy
- \_\_\_\_ Copies of **JOHN LOCKE, "The Second Treatise on Government"**  
\$17.00 per copy
- \_\_\_\_ Copies of **JEAN-JACQUES ROUSSEAU, "The Social Contract"**  
\$17.00 per copy
- \_\_\_\_ Copies of **THOMAS HOBBS, "The Theory of Individual Rights, The Leviathan"**  
\$17.00 per copy
- \_\_\_\_ Copies of **IMMANUEL KANT, "The Categorical Imperative - The Grounding for the Metaphysics of Morals"**  
\$17.00 per copy

### PHILOSOPHER LIBRARY SERIES II

- \_\_\_\_ Copies of **PLATO, "The Republic"**  
\$17.00 per copy
- \_\_\_\_ Copies of **ARISTOTLE, "The Politics"**  
\$17.00 per copy
- \_\_\_\_ Copies of **THOMAS AQUINAS, "The Just War Theory"**  
\$17.00 per copy
- \_\_\_\_ Copies of **EDMUND BURKE, "Reflections on the French Revolution"**  
\$17.00 per copy
- \_\_\_\_ Copies of **HENRY DAVID THOREAU, "On Civil Disobedience"**  
\$17.00 per copy



Efforts must be undertaken at the federal level to bridge the gap between research and practice by disseminating information and promoting effective communication and appropriate sensitivity between and among healthcare and mental health providers, researchers, youth and families. We know that too often children and adolescents are not getting the best evidence-based treatment available because of the information gap. These evidence-based practices include:

**Early identification and interventions:** There is emerging scientific evidence that early treatment interventions significantly improve the long-term outcomes for children and adolescents with mental illnesses. Early assessment and identification should exist across all of the systems designed to serve children and their families, including but not limited to primary health care, schools, community centers, child welfare, juvenile justice, substance use treatment systems and others. There must be a coordinated effort to break down the barriers to appropriate identification and recognition of children with mental health needs and the factors that interfere with access to appropriate treatments and services. Research increasingly is showing that the failure to intervene and provide early treatment for many mental illnesses accelerates the course of the illnesses and may actually result in increased damage to the functioning of the brain.

**Multisystemic Therapy (MST)** Multisystemic therapy (MST) is a clinical intervention model that was developed in the late 1970s and has several key features. First, the approach uses an existing knowledge base on the causes of serious clinical problems. What MST does is address the known determinant problems and addresses the whole environment of the youth in considering interventions.

The MST approach provides services where problems exist – in children's homes, schools, and neighborhoods. Services are provided by masters level clinicians that have very low case loads so that they can provide the intensity of services needed by the youth and family. The approach integrates the best of existing evidence-based treatments for youth with mental illnesses – including cognitive therapies, behavioral therapies, family therapies and psychopharmacological treatment. In the MST model, caregivers are viewed as the key to long-term positive outcomes. Clinicians are in and out of youths' lives, but caregivers are there for the long haul. What makes MST different is that the bulk of the resources are dedicated to building the capacity of the caregiver to be the positive change agent for the youth. The MST approach requires a high level of provider accountability for engaging families and getting positive outcomes. It also involves a continual reassessment of whether the outcomes are being achieved, and if not, identifies the barriers.

**Therapeutic Foster Care** - Therapeutic Foster Care (TFC) is an emerging practice of interest to advocates. TFC is a family-based alternative to residential, institutional and group home care for children and adolescents with serious mental illnesses. The TFC model involves placing youth in private homes with two trained and supervised foster parents for a defined period. The outcomes data for therapeutic foster care indicate that the program is a promising intervention for youth at risk of being placed outside of their home.

**Wrap Around Programs** - Wrap Around programs, best exemplified by the Wraparound Milwaukee initiative, provide a coordinated system of care through a single public agency that coordinates a crisis team, provider network, family advocacy, and access to 80 different services. The children served by the program are under court order in the child welfare or juvenile justice system (6).

Children offer hope for the future. Children and adolescents with mental illnesses deserve to experience the typical accomplishments of childhood and have the right to thrive in nurturing environments. Mental illnesses, like all childhood illnesses, should be detected early and children should receive appropriate treatment and services targeted to their spe-

cific needs. Without proper attention and a real commitment to change at the federal, state and local levels — the tragedies that result from unidentified and untreated mental illnesses in children and adolescents will continue.

### Granites of Support – Buttredding the Recovery Plateau through Mental Illness "System" Pillars

Once a person has the ability to access the needed services and supports they have reached one plateau. However, to continue the journey to recovery there needs to exist systems, "granites of support", so that reaching the summit of recovery is not an endpoint – but lasts throughout the life span.

### Conclusion

We have the knowledge and tools to help people recover from mental illness. What we lack is the will and resources to use them.

We must invest now in America's future by creating comprehensive, efficient systems for treatment and support of people with mental illness; system that affirms individual dignity and freedom.

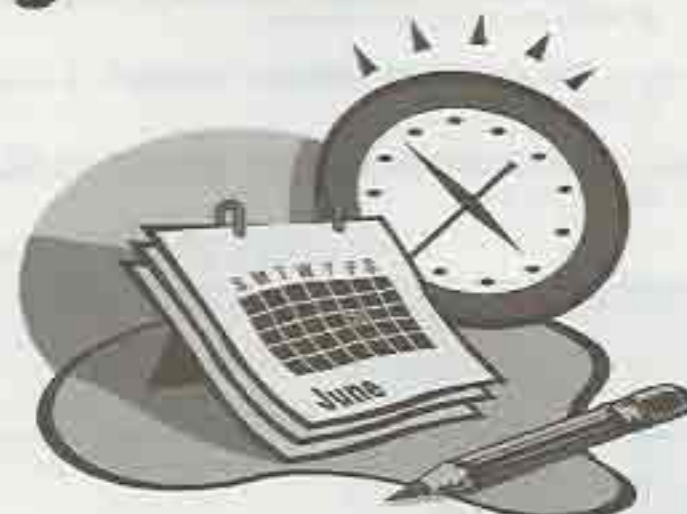
The Grand Canyon is a unique American landmark. Let's work together to create a truly unique and innovative delivery system that in its own right, would be a landmark in compassion and caring for people with serious mental illnesses and that all citizens will embrace and marvel at.

### Notes

1. Olmstead v. L.C., 119 S. Ct. 2176 (1999).
2. Dupont, R. *Law Enforcement Crisis Intervention for Individuals with Mental Illness: The Memphis CIT Model*, University of Tennessee Department of Psychiatry, 1998.
3. The World Health Report 2001, *Mental Health: New Understanding, New Hope*, 2001.
4. Department of Health and Human Services, *Report to Congress on the Prevention and Treatment of Co-Occurring Substance Abuse Disorders and Mental Disorders*, November 2002.
5. New Freedom Commission on Mental Health, *Interim Report to the President*, October, 2002.
6. New Freedom Commission on Mental Health, *Interim Report*, Id.

(Joel E. Miller, M.S. Ed is the Senior Policy Advisor on Health Initiatives for the NAMI Policy Research Institute. Ronald S. Honberg, J.D., M.Ed is the National Director for Policy and Legal Affairs, NAMI. Darcy E. Gruttadaro is the Director of the NAMI Child and Adolescent Action Center).

## Georgia on our mind



**June 15 - 20, 2003**  
**Georgia State University**



# SAMFORD UNIVERSITY

20 JULY-2 AUGUST 2003

## 29<sup>TH</sup> ANNUAL SAMFORD UNIVERSITY SUMMER FORENSICS INSTITUTE

- **LINCOLN-DOUGLAS DEBATE DIVISION:** Samford is so committed to Lincoln-Douglas debate that it hosted the nation's first Lincoln-Douglas workshop. The program is designed for students who are entering into debate or transitioning to the varsity level. In addition to providing a primer on the fundamentals of moral philosophy, the L-D Institute also seeks to develop fundamental skills such as flowing, briefing and casing. The Lincoln-Douglas workshop is directed by national champion coach Pat Bailey (Homewood H.S., AL).
- **POLICY DEBATE DIVISION:** The SSFI Policy debate program is designed for students in their first few years of debate. Many of the nation's largest programs start their students at Samford. At the end of the institute, each student will have participated in writing a case, a disadvantage, a critique, and taken part in at least eight practice debates. For students beyond their first year of debate, the curriculum focuses on research and negative strategies. First year students focus on learning how to flow and the fundamentals of debate. Policy debate labs are directed by professional coaches, including: Michael Janas, Ph.D., Ben Coulter, MA, Ben Osborne, MA and Ryan Galloway, Ph.D..
- **TEACHER'S INSTITUTE:** Designed for new teachers or those that find themselves in charge of a program for the first time, Skip Coulter (Mountain Brook Jr. H.S.) will conduct a workshop on the basics of debate coaching. We can help orient you to the bewildering world of high school forensics. We will help strengthen your confidence as you enter the forensics classroom for the first time. The cost of the Teacher's Institute is \$200.00.
- **COST:** \$950.00 plus \$50.00 deposit for student divisions. This includes all room, board, tuition and group copying fees. Housing is in air conditioned, double-occupancy Samford dormitories. Classes are held on the Samford campus and dining is in the Samford cafeteria. There are no additional lab fees. Dormitories will be directed by William Tate (Montgomery Bell Academy, TN). Financial aid is available for students with demonstrated need.

→ **FOR MORE INFORMATION:**

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



**come join us...**

WWW.SAMFORD.EDU/GROUPS/DEBATE

**Samford**

UNIVERSITY

*experienced staff*

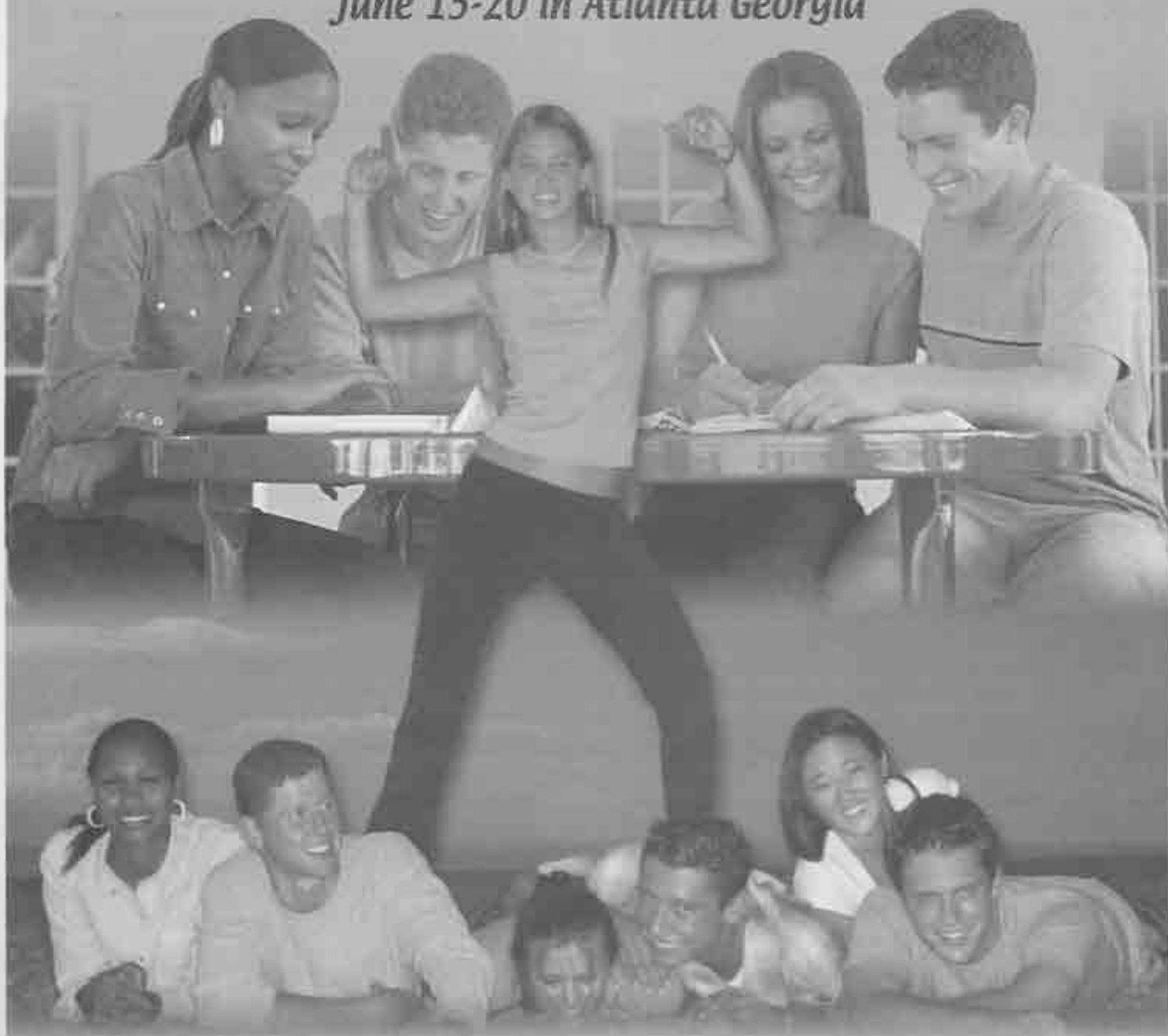
*study in the spirit of excellence*

*intelligent students*



# WE LOOK FORWARD TO SEEING YOU AT THE GEORGIA NATIONALS

*June 15-20 in Atlanta Georgia*



*Proudly Sponsored by*



THE SCHWAN FOOD COMPANY

**Tony's**

**RED BARON**

**FRESCHETTA**

**PAGODA**

**EDWARDS**

**Larry's**

**Schwan's**

[www.schwansinc.com](http://www.schwansinc.com)



by  
Larry A. Smith

I have been following the contentious articles in the *Rostrum* on the new Ted Turner debate event, and I once again don my curmudgeon-at-large hat to offer a few Andy Rooney type musings on the controversy over Controversy Debate, later renamed Ted Turner debate.

Participation in policy debate has declined. That began slowly with the adoption of Lincoln Douglas debate, but the rapid expansion in participation in Lincoln Douglas, at least in the past twenty plus years, indicates that the problem is inherent in the nature of what policy debate has become in the same time period.

**...Policy debate is the great granddaddy of forensic competitive events..."**

To verse an old adage, if it is broke, fix it.

Adopting another rhetorical argumentative event "to encourage more students to participate in a debate activity" is akin to find you have a wobbly wheel on your car. It needs to be fixed. Those funny little emergency spare tires that come with many cars look like the training wheels for a child's first bicycle, and they are meant for a short period of driving to a point where the real tire or wheel can be repaired. (Alas, you see too many cars blasting along at 70 miles per hour with these little training tires mounted; accidents looking for a place to happen.) The "training tires" are not a fix for the initial problem, the decline in participation in policy debate.

Policy debate is the great granddaddy of forensic competitive events. It is truly a shame it has evolved into an event in which only a select few can and will participate. About the sixth year of my coaching career I came to the conclusion that learning to debate was the most important educational experience my students could have. From that point on, for twenty-two years, I required every student in my program to debate, either policy or Lincoln Douglas. The skills they learned were what hundreds of them later told me carried them through the rigors of university classes, and they were grateful for it. The competitive aspect of that required participation was just a bonus to the learning experience. (And forty that I know

of finished law school. Considering our litigious society, I've never been sure whether that was a good or bad result of their debate experience.) Sorry, I digress from the original intent.

In order to fix something that is broken an analysis must be done to find the cause of the problem. It is not terribly difficult to find possible causes, and the cumulative effect that has occurred. The question following the analysis is, what can be done to remove or alleviate the problem areas?

Start with summer debate institutes. Few would agree that the "forward, cutting edge" thinking that is nurtured by these camps is not a problem. From these intensive training sessions students return to school with tubs full of canned multi page disadvantage arguments that to any sane and thinking person are specious at best and counter intuitive at worst...generic arguments designed to fit all occasions. The same is true for topicality blocks that nit pick definitional interpretations to the point of absurdity. And, of course, there are the evolving political correct arguments over word choices called kritiks. Tack, of course,

there are the evolving political correct arguments over word choices called kritiks. Tack on to that list 500 word per minute delivery and "word economy" that becomes cryptic and indecipherable to any person not privy to the intensive indoctrination. Small wonder that an intelligent and educated adult finds it impossible to judge a high school debate.

However, this is a free enterprise country, and there is nothing coaches or the NFL can do to thwart these lucrative institutes, which, by the way, are predominately open only to affluent students who, in turn, are predominately enrolled in schools which have the financial wherewithal and coach(es) who wish to promulgate the type of debate "game" on a national circuit. In effect the institutes are providing more and more to create less and less in the number of high schools willing to participate in policy debate. Consequently, the NFL will not find a fix for declining debate by looking to curb institutes, particularly as long as several members of the national executive committee are among the coaches who field high powered debate game teams for the national circuit.

How long will it be before summer institutes begin instruction in Ted Turner debate and corrupt it from its intent just as they have policy debate and Lincoln Douglas. My best guess is the summer of 2003. How then will Ted Turner Debate encourage more schools to try argumentation events, includ-



ing policy and LD? I double it ever will.

Consider next the problem of finding coaches who 1) are willing to put in the time to coach policy (or LD) and 2) qualified to do so. A very high percentage of schools are "coached" by a person who has been conscripted or coerced into taking on the extra duty task. Principal, "You want a job in our school? We can hire you, but you will have to also coach the forensic team." Prospective Teacher, "OK. Uh, what's a forensic team?" (Woefully, in California a prospective teacher cannot get a credential that stipulates "speech/debate" but instead must take a teaching position under an English or social studies credential. Thus there is a dearth of teachers with the background or training in forensic and speech preparation.) Small wonder that the intricacies of debate and LD look far to foreboding to a teacher assigned to coach, voluntarily or involuntarily. Humorous interpretation? Now that's something they can understand. They watched Saturday Night Live or the comedy Channel enough to feel comfortable "coaching" HL.

Could the NFL attempt some repair in the deficit number of coaches who are unwilling or unable to coach policy and LD debate? To be sure, the NFL has made some great strides in recent years in providing coaching materials...the coaching video library, for example...but far more could be done. Why not free coaching workshops scattered regionally around the country funded by the NFL? (Staffed, of course, NOT by instructors who subscribe to the spread/spew/kritik style of policy and LD). Currently coaches can attend a handful of workshops, but at their expense, and too often summer course work must be of another nature for the purposes of salary upgrades or retention of a teaching position. Few can afford the fees of both necessary summer classes and the type of coaching enhancement classes offered. Beyond NFL funding for coaches would be the question of just how would these potential new debate coaches be enticed to take a course in coaching an event they find too daunting, too time consuming, too irrelevant to educational goals, and too expensive to maintain on their meager school budgets. I have no answer to the latter part of this proposed fix.

I believe the NFL must also examine its own core for possible causes of the decline in participation in policy debate. What is the NFL's true purpose? Is it to promote competition or is it to promote educational goals? That is a very fundamental probe which must be addressed. From my perspective the overarching purpose appears to be to promote competition with educational goals as a secondary priority. Perhaps I'm wrong. Perhaps I'm not.

California, with the exception of a handful of schools, has always been somewhat provincial in policy debate. A decade ago the California High School Speech Association adopted a comprehensive mission statement to focus our competitive speaking events and contests towards the educational values rather than the competitive nature of the activity. To that end the state speech council has been very diligent in developing contest rules and judging instructions that meet the goals of the mission statement.

Personally I have always been skeptical (or cynical) about mission statements. Too often these are laboriously hammered out by some committee in a business or institution, then engraved on a letterhead or a plaque that hangs in an office, and that is the end of it. (I wonder what Enron's mission statement was?)

Judging instructions (and rules) for all events, not just policy and LD, are written with the mission statement as the guiding principle. For example, there are no paid judges at the California State final Speech and debate tournament. Judging panels include coaches, lay persons and college students, though it is not a rule

that each and every panel must be comprised of an equal mix of all. Most strikingly, the final round panel of judges for policy and LD are comprised of four coaches and three lay judges...no college students. And it is never stipulated that the four assigned coaches be "expert" judges in either type of debate.

I have always believed that any adult, 98.6 degrees and breathing should be able to, with some pre instruction, judge any high school debate. If we can expect adults to determine guilt or innocence on a jury, then we should be able to trust them to render a fair decision in a high school debate.

Consider, it is to the tax paying public that the schools must answer. High school speech contests are one of the rare arenas where the public can actually see the results of their tax money. Who could blame a taxpayer for being angry after listening to a round of spew/spread/kritik debate? (And countless words of anger and protest have resulted from these angry taxpayers). The answer in many areas is they hide the activity from the taxpaying public and utilize only paid "expert" judges. While I can see the need for paid experts in sports officiating, I cannot see a need to have only experts judging what is supposed to be an educational activity that is supposed to showcase good thinking and communication skills.

I know, music festivals and drama festivals and newspaper competitions and science competitions are judged by experts in the fields. That brings us full circle back to the original question...exactly what is the mission and goal of the NFL? If it is supposed to promote competition, then expert referees are required. At the national tournament, therefore, only expert extemp coaches should judge extemp, oratory coaches oratory, etc.... The same logic applies, only an expert in the event should judge competition in the event. What is fair to one event should be fair to all (and many who coach only interp events would breathe a sigh of relief at not being assigned to extemp or debate?)

Will Ted Turner debate address the issue of "expert" versus lay judges and revive argumentative events? Maybe initially, but I'm troubled by the preclusion of "expert" debate and LD judges from Ted Turner Debate. The message is negative, either way you read it. Either you are an "expert" debate judge and thus too good for inferior Ted Turner Debate judging, or you are too ignorant to judge any debate except Ted Turner. Which is it? And after the summer institutes begin teaching "forward thinking" techniques to Ted Turner debaters, how long will it be before there is a cadre of Ted Turner expert judges? How long after that will it be before schools bail out of Ted Turner competition too?

This has become too lengthy a rant from an old, retired coach. Thanks to you who bore with me to this point. Would I coach and enter my students in Ted Turner Debate if I was still coaching? Probably, but only to give one or two more a change to experience the national final tournament, not because I'm enchanted with the event (which is fodder for another long rant, but others beat me to it). I loved coaching, and I found coaching policy and LD the two most important educational endeavors I provided for my students. And the competition was fun too.

I would like to see policy restored to its original popularity and purpose. I remain unconvinced that adopting a training wheel event will have any effect to that end, at least not until some major repairs are applied to policy debate. And now, back to retirement

*(Larry A. Smith, a triple diamond coach from Fresno Hoover High School, (CA) is a member of the NFL Hall of Fame.)*



# CONSISTENTLY GREAT Debate Research



Steve Mancuso's Classic Debate team presents a fantastic series of Ocean topic handbooks, including negative strategies, counterplans, affirmative cases, and lots more, all in ready-to-run blocks. This team is tough to match.

## Roger Solt Coaches You

We feature Roger Solt of the University of Kentucky in topic kritiks, policy theory, LD reference handbooks, and as featured commentator in the famed Paradigm LD Topic Analysis series. Roger's a Paradigm exclusive.

## Wake Forest UNIVERSITY

### The DRG

Paradigm presents the #1 debate handbook - Wake Forest Debater's Research Guide. More than 30 years and still the champ.

**URBAN DEBATE LEAGUES**  
Call for special discounts  
on the famous DRG!

## Want The Book NOW?

We always deliver quickly - so offering our books for sale as downloadable PDF's makes sense. Our new buy-and-download system will allow you to select the title online and download within moments. Total debate satisfaction.



It's the Paradigm online debate library. BLOX is a member site filled with topic briefs for CX and LD debate - ready to download and use every minute of every day. It's online done the right way.

## The New College Files

Paradigm presents selected debaters from Emory Debate, Dartmouth Debate, and Michigan State Debate in this new series designed to give you a view into their special skills and strategies as they address the Oceans topic.

**PARADIGM**  
*Research*  
SINCE 1993

CALL OR EMAIL FOR  
A FREE 2003 CATALOG

SHOP ONLINE AT  
THE PARADIGM STORE

**PARADIGM RESEARCH**  
Toll-free 800-837-9973  
Fax 940-380-1129  
[www.oneparadigm.com](http://www.oneparadigm.com)  
P.O. Box 2095  
Denton, Texas 76202



## Tentative Dates & Prices

July 28 - August 10

Residential Cost: \$1600

Commuter Cost: \$1255

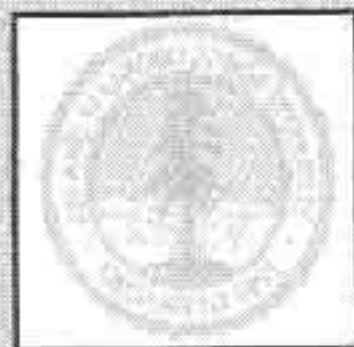
# Stanford National Forensic Institute Individual Events

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.

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

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.



Phone: 650-723-9086

Web: [www.snfi.org](http://www.snfi.org)

Email: [info@snfi.org](mailto:info@snfi.org)





Phone: 650-723-9086

Web: [www.snfi.org](http://www.snfi.org)

Email: [info@snfi.org](mailto:info@snfi.org)

# Stanford National Forensic Institute

## Lincoln Douglas & Individual Events



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.

**Two Week Program:** This program allows students of LD or Events to spend two weeks studying and practicing with other gifted students from throughout the nation. The LD camp provides students with 14 expertly critiqued practice debates. One of the finest LD facilities in the nation will teach students both fundamentals and advanced techniques in a rigorous, carefully structured environment.



**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.



**SNFI Regents:** 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](mailto:SNFIRegents@aol.com)



**Faculty:** The SNFI LD faculty is composed of coaches and former competitors who have achieved the highest levels of success in the activity. This year's faculty will include: Dr. Michael Major, Director; Jon Gegenheimer, Assistant Director; Jonathan Alston, Newark Science High School; Michael Arton, New Orleans Jesuit High School; Cherian Koshy, Apple Valley High School; Richard Re, New Orleans Jesuit High School; Michael Osofsky, Stanford University; Adam Lauridsen, Bellarmine College Prep; Hetal Doshi, Emory University; Noah Grabowitz, Stanford University; Gigi Garmendia, Harvard College; Matt Bachus, Trinity Prep; John Lynch, Ohio State University; and others. The institutions noted are where the relevant SNFI staff member works, debates or debated, and/or studies during the academic year, and are for identification purposes only.

### Lincoln Douglas & Individual Events

#### Tentative Dates & Prices

July 28 - August 10, \$1600

#### LD Extended Week

August 10 - August 17, \$1000





# CDE PRE-NATIONALS CAMP

**Get Ready To Win Nationals!**

**June 7-June 14  
Atlanta, Georgia**

**Lincoln Douglas  
CX Debate  
Turner Debate**

**Foreign Extemp  
United States Ext.  
Congress**

**COSTS:** Tuition \$350 Room \$240 ***FREE** tuition to  
CDE 2002 alumni and to those who have fully paid  
for the 2003 CDE camp*

**STAFF:** William Bennett, Geof Brodak, Mario Herrera, Sean  
Bennett

**SUCCESS:** 14 National Champions and 38 finalists have  
graduated from the CDE Pre-Nats Camp

---

Phone: 505-751-0514 Fax: 505-751-9788 e-mail: [bennett@laplaza.org](mailto:bennett@laplaza.org) Mail: P.O. Box Z, Taos NM 87571

☐ YES my \$100 deposit is included, enroll me today

NAME \_\_\_\_\_ Phone \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_ E-Mail \_\_\_\_\_

TOWN, STATE, ZIP \_\_\_\_\_



# EXTEMPORANEOUS INTRODUCTIONS: 27

## ART AND SKILL VERSUS DANGEROUS PEDANTRY

by  
William H. Bennett

My mother's sighs were the only punishment that ever stayed with me. If I were mean she'd smack my rear; if I was mouthy she'd yell at me. But if I came up with a stupid idea or was a real disappointment to her all she'd do would be to look at me and let out a long sigh. If I were lucky she'd then try to explain to me how and why I was wrong. I dreaded hearing one of her sighs.

In the February *Rostrum* Brian Householder had an article entitled "Canned Attention Getting Devices". When I read it I sighed. I sighed a good long time.

### Greatness for an extemporaneous speaker lies in the critics' reaction.

Mr. Householder's article is an attack on the use of prewritten, "canned," introductions. I believe that almost every premise it offers and most of the conclusions it reaches are dangerously wrong. They are dangerous for the competitor and they are more dangerous for the judge or coach who buys into them.

There are some things he writes that we can all agree on. He tells us "getting a speech off to a successful start is crucial...". Mr. Householder is unquestionably correct. He notes "a strong attention getting device creates a theme that functions as a linking mechanism through the speech". I agree. And towards the end of his article he observes that good introductions must come across with strong energy. He says that if you are using somebody else's writings or thoughts, and you know who the original author was, you should cite them as a source. These are all good coaching truths.

The essence of our disagreement is found in the very last sentence of his article: "fresh introductions are always better than canned." Even now I cringe as I view that sentence. Decades of sitting in extemp rounds and listening to boring, trite, poorly worded, artless, unskilled, shallow introductions flood into my mind. To give him his due I am sure that Mr. Householder's intent is to argue for high quality, fresh and "uncanned" introductions. But bringing those factors consistently together is both un-

likely and undesirable; it is bad teaching and bad coaching.

#### 1. Ignoring The Big Picture?

Mr. Householder's article ignores or chooses not to discuss the bigger picture, a total view of the event we call extemporaneous speaking. But understanding the *whole* event is crucial to understanding the reason to have prewritten introductions.

There are at least two purposes to participate in extemp: to learn and to compete successfully. The amount of learning required to successfully compete, to consistently win, is staggering. For the serious student scholar it is far more than any other speech or debate event. Eight essential skills take years of work to master.

First, and hardest, is basic knowledge. To learn the intellectual framework essential for good topic analysis the student must learn economic theory, economic statistical analysis, basic political science, international relations theory, criminology, know the working fundamentals of environmental science, social welfare theory, sociology, and be comfortable discussing objective educational psychology.

To be sure of adequately presenting the best sample of important topic facts s/he must gather, highlight, and use a good quick information retrieval system that sources and dates the important statistics, key groups, key people, causes of the conflict, motives of the key players, the criteria for the best action, the best possible solutions, the vocabulary and humor specific to each probably topic. In selecting these materials the extemper should learn how to distinguish the quality and reliability of the source; Which to use and which to ignore — *Time* versus a Brookings Institution Report, *Newsweek* or a CATO Analysis, the analytically intriguing but ideologically biased *Nation* or the sometimes boring objectivity of the OECD.

A good coach will help the student learn organization options and which organization fits which type of topic question. Both the student learn organization options and which organization fits which type of topic question. Both the student and coach will struggle to learn the best mix of content and entertainment, the answer to the tough question "how do I get an impressive depth of content across to the judge without boring him or her to death?"



The extemporer must identify and then learn the best rules of time allocation. Time during each week, time division in the 30 minutes of prep, and time assignment during the actual speech are all critical. He or she must develop a method to write and remember introductions, and the good habits essential to successful conclusions.

And s/he must take the months of patience and practice it requires to learn how to be consistently fluent and interesting with only 30 minutes to write and memorize a 7-minute speech that answers a controversial question about contemporary events.

In the huge time allocation required to master all of these factors a tool that increases quality and reduces the in-round time extracted is important and valuable. A tool that reduces the drain from the thirty minutes allowed for preparation is doubly valuable. A tool that gives you the time to contemplate options, strengthen verbal images, improve working, tell a better, pertinent, and yet shorter story or joke is priceless. Prewritten introductions are such a tool. And they have the added benefit of inviting coach interaction and feedback, a touch of Socratic method, and option comparisons.

## 2. What Makes a Good Introduction?

Mr. Householder's article never builds a list or sets the criteria for a "good" introduction. But he does share with us some insight about it. He writes: "What constitutes a strong attention step? There are many attention getting devices that have been employed by good speakers: jokes, rhetorical questions, personal stories, literary illusions, fables, startling statistics, historic quotes, recaps of historical events, plot discussions of movie and television programs, descriptions of political cartoons, and others. The basic premise operating in the attention getter is that these devices are exciting, able to draw the critic into the speech with their natural drama by activating the critic's curious interests via the critic's ability to identify with an underlying theme."

If we can summarize his writing Mr. Householder believes a good introduction gets attention. I agree and would add three other requirements for a good introduction. (1) It is short so that ample time is left for the analysis and facts necessary to answer the topic question. (2) It gets a theme pertinent to the topic question. (3) It sets the speaker apart from his or her competitors in a positive manner.

## 3. Where We Disagree.

Like most good extemp speeches I've divided my analysis into three facets: straw men, ethics, and inconsistencies.

**Straw Men.** First the author attempts to argue that a choice between "fresh" and prewritten introductions must be made when, in fact, no choice is necessary. Mr. Householder's prewritten introduction must be made when, in fact, no choice is necessary. Mr. Householder says "canning" presents logistical problems. "A judge (may) see a competitor use the same attention step in a preliminary round and in the final round". Members of the same squad may use the same introduction. Competitors at a summer institute might come home with the same introductions.

None of these indict prewritten introductions. They do indict students and coaches who share without rewriting, they indict students not willing to do their own work and only copy others. But even then I will not condemn all forms of copying; copying

good ideas, or a Shakespearean turn of a phrase, or using the insight of a great idea to form your introduction are all forms of copying I endorse. Almost all of learning is copying in one form or another. Originality comes in adding our own flavor to the mix or adding a new component or new insight, but most of the mix comes from someone else—from those who have come before us. Try to write a valid mathematical equation or a chemical formula without using the knowledge passed down to us, its almost impossible. Consistently writing a truly good introduction in the 2 or 3 minutes (at most) you can devote to it in the thirty minute prep period is impossible.

Should students and institutes and coaches share introduction ideas? Of course. Will good students and or their coaches rework and try to improve introduction ideas, and write many of their own? Of course. Both are forms of learning. To indict those too lazy to rework and rewrite does not condemn prewritten introductions, it just reminds us all to move beyond mere copying or suffer the consequences.

Brian then writes that "Critics often complain about introductions and whole speeches that fail to really address the topic. Often this is nothing more than the impact of canning introductions gone too far." There are three claims here, much like a syllogism with a false conclusion. (1) Do critics complain about introductions that fail to address the topic? Yes, I do, you do; you can't sit through one extemp round without observing this flaw. And even introductions that address the topic are often boring, uninspired, or even insipid. (2) Do critics complain about whole speeches that fail to really address the topic? Yes, absolutely. I applaud when I see judges pay attention to this factor, I wish they all would. "Did the speaker directly answer the topic question" should be very high on any judge's ranking factors. (3) Are 1 and 2 "the impact of canning introductions gone too far"? Whoops, how did we get to that conclusion?

Does thinking up an introduction during the 30 minutes of preparation guarantee that the speaker will answer the topic question? Of course not. Does having a prewritten introduction mean your speech will be "on topic" and have superb analysis? Of course not. Speeches that avoid answering the topic question and or which rely on irrelevant content are not determined by which introduction is used. Such speeches are usually either the result of inexperience or inadequate preparation. Prewritten introductions do not cause inexperience. Prewritten introductions leave more prep room time for on-topic preparation.

Mr. Householder also editorializes that "Speakers tend to over estimate audience intelligence by picking material that is over their critics head and/or not something the judge can relate to on a personal or interpersonal level." Such a mistake, if it is a mistake, can occur with both prewritten and "fresh" (i.e. written during thirty minute prep time) introductions. Overestimating judge intelligence is not an inherent component of prewritten introductions. Since speakers do not know who their judges will be before the speech is done any extemporer is trying to find or write the introduction most likely to succeed with the most probably judge-types.

And I question the advice to talk down to your judge or to assume that he or she is not intelligent. The dumbing down of America is a serious enough problem for our entire society without the speech community doing its bit to exacerbate it. Otherwise good teachers and coaches advising strategies that teach their students to speak for the lowest common denominator is a tactic that will bore your intelligent judges. It also fails to reward the



creativity and insight of our own intelligent competitors.

**Ethics.** The author is quite stringent in his condemnation of prewritten introductions. At one point he writes, "The presentation of canned material constitutes fraud and is antithetical to the natural intent and definition of extemporaneous speaking." Two sentences later he claims, "canning is plagiarism". Strong indictments indeed, if true.

Fraud says my *American Heritage Dictionary* is "a deliberate deception for unfair gain". If my student writes and memorizes an Afghanistan introduction two weeks before a tournament and then uses it one round at the tournament that is not unfair, it is good scholarship (and good preparation) if it fits the topic he drew. To say you cannot use things you've learned prior to the thirty minutes of preparation time is not the intent of the thirty-minute rule. You learned to read before prep time, you're allowed to use that skill in prep time. Most extempers have cut and highlighted articles before they go to the tournament; they're allowed to remember material from those articles even if they do not need to consult them in the 30-minute preparation period. Mr. Householder himself recommends using story lines from television shows and movies for introductions, clearly those are seen and remembered from times before the thirty minutes of preparation. The purpose of the preparation rule is to eliminate coach consultation, outline, practice topic specific content, and create an equal playing field in topic-specific decisions. It is not the purpose of the thirty minutes preparation rule to outlaw reading and thinking about possible topics, it is not its intent to stop students from learning economics, statistics, and leaders names; it is not its intent to prohibit learning possible jokes and truths that will fit some topics, and it is not its intent to ban learning possible introductions.

But the author also says prewritten introductions are "antithetical to the natural intent" of extemporaneous speaking. Antithetical means the exact opposite of. I am not sure that extemp has a "natural intent". If it does the intent is to separate it from improvisation, i.e. to allow and perhaps even encourage preparation. If Mr. Householder really means to write that learning things, whether they be introductions or statistics or educational frames of analysis or how to organize a speech, before the thirty minutes of legal preparation starts is not the intent of extemp then coaching and teaching of any kind is immoral. Indeed the only ethical extemper would be the who is illiterate and uneducated.

How about his charge that "canning is plagiarism"? Well it's a generally false charge so long as the student wrote the original introduction himself. Prewritten introductions are not inherently plagiarized. I assume Brian knows that and his intent was to say that some prewritten introductions are from authors or camps or coaches and should be acknowledged as such. Well many prewritten introductions do acknowledge it, they cite the publication or author or famous person who said the original statement--sometimes even noting the date and or issue number. Those introductions are not plagiarized. They are honest and ethical beginnings to a speech.

What is left are introductions written by a coach or by other students, usually at a summer camp or as part of squad work. If a student who did not contribute to that introduction takes it and uses it without attribution it is plagiarism, plain and simple. And as someone whose work is often plagiarized I would be delighted to suggest a way to stop this practice in any form.

But very often the truth is that it is a shared creation meant to be shared in usage. Let me offer a firsthand example. Almost ten

years ago an extemp student at my wife's high school brought in a clipping about Gavrillo Principe, the man who some say started World War I. She thought it might make a good Bosnia introduction. I told her to write a draft up. She did that, then when it was presented in our group every student there liked it but nobody thought it was ready to use. Everybody typed up their own version and then pieced them together. When my students finished their draft I added four words at the end of one sentence. They all used the intro at some point that year. Should they have started it attributing it to Jennifer, who brought in the original clipping? To Jennifer and myself? Or since they all contributed to the final text were they justified in using it however they chose to? I suppose there is a defense for any of those positions but I also believe that to label any student who had a hand in writing an introduction a plagiarist is inaccurate. And the effect of such labeling is to discourage sharing ideas and trying out new things with other students and teachers.

To discourage sharing and learning from each other is the true antithetical position. The best of speech and education and coaching is the enjoyment from sharing and helping others learn. Why do we all buy video tapes of final rounds? To learn from the best. Why do debaters run federalism and business confidence disadvantages without judges punishing them for not giving attribution to whichever school first ran the idea? Should we make interpers note in their introductions who helped on rewriting an oratory paragraph that just isn't working for you? I am sure there are plagiarists in all our fields, just as there are in academic writing. But as educators we need to separate coaching from irresponsible charges of plagiarism. An extemper who prepares one or forty introductions in advance, and is a participant in or writes each one himself, is not only ethical but is to be commended for his efforts and attempts to improve.

**Inconsistencies.** It is possible that Mr. Householder realizes that there are some problems with his position. At one point, for example, he writes that "Oftentimes students who 'can' are highly successful" but four paragraphs later says those who use prewritten introductions are "penalized for being bored, boring, and indistinguishable from the previous speaker". The truth is that most people who win both high school and college nationals use prewritten introductions most rounds. Mediocre students use them too. The difference is not in who uses canned introductions verses who does not, the test is whose introduction is most constructively and topic-pertinently attention getting.

His solution to "canned" or prewritten introductions is an example of the dilemma his position creates. He urges us to educate "coaches and competitors that canning is not proper". To replace these prewritten introductions he suggests two options. First, that speakers pick "odd local news events, cover stories in popular magazines" and story lines from television shows. But aren't these written too? Why is it okay to taken an introduction from a local newspaper or popular magazines but not the sources the author indicts?

The second option Brian offers is to "freshen change or twist an old introduction". I agree that's a great way to keep energy in your introductions, and it sometimes helps make them appear to be topic specific. But isn't he still advocating the use of "canned" introductions just so long as you change some of the words?

(Bennett continued to page 88)



# UTNIF

## SUMMER 2003



### Cross Examination Debate Programs

CX Plan I	June 23rd to July 11th	\$1199
CX Plan I Experienced Lab	June 23rd to July 14th	\$1799
CX Plan I Novice	June 23rd to July 11th	\$1099
CX Tutorial Extension (plus plan I = \$1,599; plus plan II = \$1,899)		
CX Plan II	July 15th to August 6th	\$1699
CX Plan II Novice	July 15th to August 2nd	\$1099
CX Supersession	June 23th to August 6th	\$2999

### Individual Events Programs

Individual Events	June 28th to July 13th	\$ 999
IE Tutorial Extension	July 13th to July 17th	\$ 399
Major/Minor Program		\$ 200

### Lincoln-Douglas Debate Programs

Lincoln-Douglas Session 1	June 28th to July 13th	\$ 999
Lincoln-Douglas Session 2	July 15th to July 30th	\$ 999
Lincoln-Douglas Supersession	June 28th to July 30th	\$2099

### Coaches Program

Coaches Focus	July 12th to July 17th	\$ 599
Coaches are invited to any of the CX, LD or IE sessions for full Room and Board rate less \$200		

*Prices include lodging in an air conditioned dormitory, 3 meals per day, and library privileges. Prices also reflect 3% cash/check discount. Not included is a non-refundable application fee of \$90 before May 1st and \$125 after May 1st. Commuter rates are also available.*

### Your Institute Directors:

Dr. Peter Pober, UT, 2002 Educator of the Year, IE's and LD  
 Dr. Joel Rollins, UT, 2001 National Coach of the Year, CX and LD  
 Brian McBride, Northwestern University, CX  
 Jairus Grove, Chicago Debate Commission, CX



# The University of Texas Forensics Union invites you to UTNIF 2003

## Join us for our 10th Anniversary!

Low Teacher-to-Student Ratios

Fantastic Libraries

Internet Access

Air-Conditioned Dorms

Professional Staff

Documented Success

Affordable Tuition

Extensive Contact with Lab Instructors



The University of Texas has won the Overall AFA National Debate Tournament/National Individual Events Tournament Championship for 10 years in row!

For more information contact:  
Peter Poher  
Dept of Communication Studies  
CMA 7.114, Mail Code A1105  
Austin, TX 78712  
ppoher@mail.utexas.edu

Call 512-471-1957  
Fax 512-232-1481  
other contacts:  
Joel Rollins jrollins@sbcglobal.net  
Brian McBride dfudge@northwestern.edu  
Jairus Grove jairusgrove@hotmail.com

✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂

NAME \_\_\_\_\_ PHONE(\_\_\_\_) \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/STATE \_\_\_\_\_ ZIP \_\_\_\_\_

HIGH SCHOOL \_\_\_\_\_ COACH \_\_\_\_\_

YOUR EMAIL \_\_\_\_\_

COACH EMAIL \_\_\_\_\_



# 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 in both policy and Lincoln-Douglas Debate. 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.

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

## Workshop Features

- Affirmative case and topic-specific negative research and strategy
- Instruction on effective and persuasive speaking skills
- Debate theory instruction, discussion and analysis
- Professional administration and dorm supervision
- Extremely low faculty/student ratio

## ★ Elite Performance Lab ★

A selective three week, limited enrollment policy lab tailored exclusively for the championship debater and headed by accomplished debater and coach, Kamal Ghali.

### LIBERTY DEBATE INSTITUTE

One Week Policy Lab & Coaches Workshop	June 22-June 28
One Week Lincoln-Douglas Lab	June 22-June 28
Two Week Policy & Skills Labs	June 22-July 5
Two Week Lincoln-Douglas Lab	June 22-July 5
Three Week Policy & Elite Performance Lab	June 22-July 12

For a brochure or more information, contact:

Brett O'Donnell, Institute Director

Liberty University

1971 University Boulevard

Lynchburg, VA 24502

(434) 582-2080 • [bodonnell@liberty.edu](mailto:bodonnell@liberty.edu)



# PERFORMANCE DEBATES: HOW TO DEFEND YOURSELF

33

by  
Jenny Heidt

Imagine the following 1AC: the affirmative team stands up and reads a series of poems written by someone claiming to be mentally ill, they play a song that refers to mental illness and, for a grand finale, they refuse to speak to show solidarity with the oppressed. There is no plan and the closest they come to being topical is to claim that they are "germane" to the resolution. Besides, topicality is outweighed by the value of their discourse. Sound bizarre? Most debate coaches would think so

about a very specialized and alien sounding slice of academic literature. All debate has value but the obvious practicality of being an informed citizen who can evaluate public policy makes more sense to me as a high school teacher.

My hope is that the community will react to these "performances" with intelligent counter-arguments. We had to go through a long phase of reactionary "go to LD" type arguments against critiques that won very few debates. Refreshingly, I have been hearing more and more affirmative responses to critiques that are well-developed. It took many squads a long time before they gave in and started cutting cards to stock critique claims. Now that they have, the playing field seems to have leveled out somewhat.

The way most of these debates happen in the college community, the affirmative essentially waits to react to the 1NC before engaging in discussions about how the debate should

operate. The 1AC is interesting but does not lay out any standards. The 2AC has an extensive series of blocks on why topicality or disadvantages or other traditional arguments are bad. Given that the affirmative makes these arguments every round and they do not have to keep up with updating a policy affirmative, they become quite sophisticated on these arguments. A negative team who has not invested in thoroughly thinking through justifications for traditional policy debate will be lost.

In this article, I hope to introduce some possible arguments defenses of traditional policy debate that can be used to challenge the procedural fairness of performance debates. For this article, "performance" will mean an affirmative that does not have a plan and claims that the value of their speech act comes before traditional policy making concerns.

First, the negative can argue that the performing team has a substantial and unfair advantage before the round. Given that they only claim to be "germane" to the resolution, the negative team cannot adequately prepare. We all know that topicality does not restrict teams from running affirmatives on the very edges of the topic. Yet, the community norm that topicality is a voting issue has kept the range of possible affirmatives to a manageable

**... "the community norm that topicality is a voting issue has kept the range of possible affirmatives to a manageable number."**

but some of the very best college teams in the country win on plan-free "performance" 1ACs weekend after weekend. As with critiques and a host of other arguments, these "performances" will surely leak down to the high school community. Even now, high school teams are beginning to preface their 1ACs with "narratives" or add "frameworks" on to their plan that claim that they do not believe in fiat and debate should be viewed as an opportunity for personal advocacy. Camps are also beginning to explore these arguments and my guess is that they will only become more popular.

Although critical arguments seem here to stay in debate, there at least has been an expectation that the affirmative needs to present a topical plan of action. The shift away from presenting plans in the college community bodes ill for the future of high school debate. My concern primarily lies with serious fairness issues that I will explore in this article. However, I am also not sure that we need to move any farther from debating about public policy. I enjoyed reading about critical theory in graduate school and believe people when they claim that this literature has opened up new ways of looking at the world. At the same time, I cannot imagine telling a classroom full of new ninth grade debaters that instead of debating public policy that they need to learn

Debate



number. Negative teams can at least have generic disadvantage links and counterplans in case they are taken surprise by a new but topical affirmative. Performance debates have no such limit. The possible affirmative claims in a world where they only need to be "germane" are endless. They might make any variety of claims in the 1AC from telling stories that illustrate a harms area to critiquing the resolution to asking the judge to join a movement.

When faced with these challenges to the fairness of the performance, the affirmative is likely to make a few arguments. First, they may suggest a number of marvelous positions that the negative could have run. These suggestions obviously ignore the necessity of pre-round preparation which rests on having a predictable limit on cases (such as having to be topical). Second, they may claim that you are silencing their voices and therefore should lose for committing discursive violence. They will claim that we are a community of academics in a unique position to speak our minds and read evidence that local action spurs larger political movements. This glorious description of the power of a debate round ignores that competitive fairness is a necessary precondition for the community to exist. Students and coaches are motivated by fair competition. We all need to feel that hard preparation work will pay off or we will stop coming to tournaments. Stumbling across a bit of "truth" because of a debate argument is exciting but fair competition is the engine that keeps us going. Also, if their issue of the day is really that critical to discuss, they ought to introduce it in a noncompetitive situation where the other participants in the discussion are prepared! Highlighting the suffering caused by homophobia or racism is obviously valuable but that does not mean that a team should win a competitive debate round. To be successful on these arguments, the negative needs to effectively separate the value of the affirmative harm claim from procedural issues of fairness.

Second the negative can argue that the performance team has a substantial advantage in the round. This in-round advantage primarily stems from the lack of a clear methodology by which the judge is supposed to decide the round. In a world where there are no clear standards of how to judge the debate, the team running the performance gets to make up the rules as they go along! Self-serving standards for which performance is "better" evolve throughout the debate, leaving the negative bewildered.

As Ross Smith of Wake Forest University has argued, the judge has to vote affirmative or negative at the end of the round and there needs to be a predictable standard by which they reach these conclusions. In a traditional debate, the judge starts by asking whether or not the plan is topical. If so, they move on to a second question about whether or not the plan is desirable. Desirability can be calculated in terms of net benefits. If the affirmative advantages minus the disadvantages are greater than zero, the judge votes affirmative. If the reverse conditions are true, the judge votes negative. Counterplan and permutation net benefits can easily be added into this equation. These calculations are never perfectly scientific but teams can cut evidence and make strategic decisions during the debate with those calculations in mind. They know that they need to find a combination of arguments that will allow them outweigh the affirmative. During the block, they can kick out of positions that are not helping them to maximize net benefits for their side. Some of the very best training in critical

thinking comes from these strategic considerations. These weighing exercises are impossible in a world where the debaters do not know what basis the judge will use for their decision. How can the negative possibly prepare for invisible standards inside the mind of the judge? How can they kick out of positions that are not working if the judge has to craft standards during the debate? How can they know what will appeal to the emotions of the judge? Without answers to these questions, strategy gets replaced by fumbling through speeches.

In response, the affirmative will argue that judging is always value laden and, therefore, unpredictable. We all know that judging can vary quite a bit from debate to debate. However, that is not a reason to throw out all judging standards! If there is a sliding scale between the perfect judge who comprehends and weighs all arguments with zero bias on one end and, say, someone who is asleep and therefore totally random on the other end, I would certainly rather strive for the first model. The fact that the same teams clear from tournament to tournament and that we all have judges that we would prefer in the back of the room proves that judging is predictable enough to allow us to function. My students certainly feel better when they lose and take more pride in winning rounds when the judging was coherent and predictable. Much like in a topicality debate, even if the traditional policy model of decision making has some flaws, it is still the only predictable interpretation available and must be accepted. Performance affirmatives may also claim that critical arguments make judging unpredictable already. This argument ignores that the plan is still the central focus of the debate. The affirmative can prepare for likely links, and the negative, by claiming to turn solvency or highlighting an external impact, usually fits within traditional decision making calculations.

The dynamic nature of the debate community keeps it interesting. Advanced college debaters and coaches who have tread the ground of traditional policy debate for several years are understandably invigorated by new literature and creative arguments. Most high school judges have also seen enough agent counterplan and politics debates to last a lifetime. However, this new model of debate raises serious fairness questions. Over time, fairer standards may evolve to judge performances but, in the mean time, debaters must prepare or perish. Debaters who are trained to defend the logic behind traditional policy making will have a much better chance than a team who is only ready to sputter "but topicality HAS to be a voting issue." Be ready to talk about the logic of policy making in a sophisticated way and these new debates will not be as daunting.

*(Jenny Heidt is Director of Forensics at The Westminster Schools in Atlanta, Georgia. Previously, Jenny was the Assistant Director at Pace Academy where her team won the Tournament of Champions. Jenny also helped to coach an NDT champion at Emory University before starting her high school coaching career.)*





# California National Debate Institute 2003 Policy Debate Camps at the University of California, Berkeley

## Tentative Dates & Prices

### Policy Debate

2 Week Session: June 14 - June 29, \$1625

1 Week Session: June 22 - June 29, \$825

### Lincoln Douglas Debate

2 Week Session: June 14 - June 29, \$1625

1 Week Session: June 14 - June 21, \$825

**"This camp is by far the best I have attended. The staff and intensity are unparalleled anywhere else."**

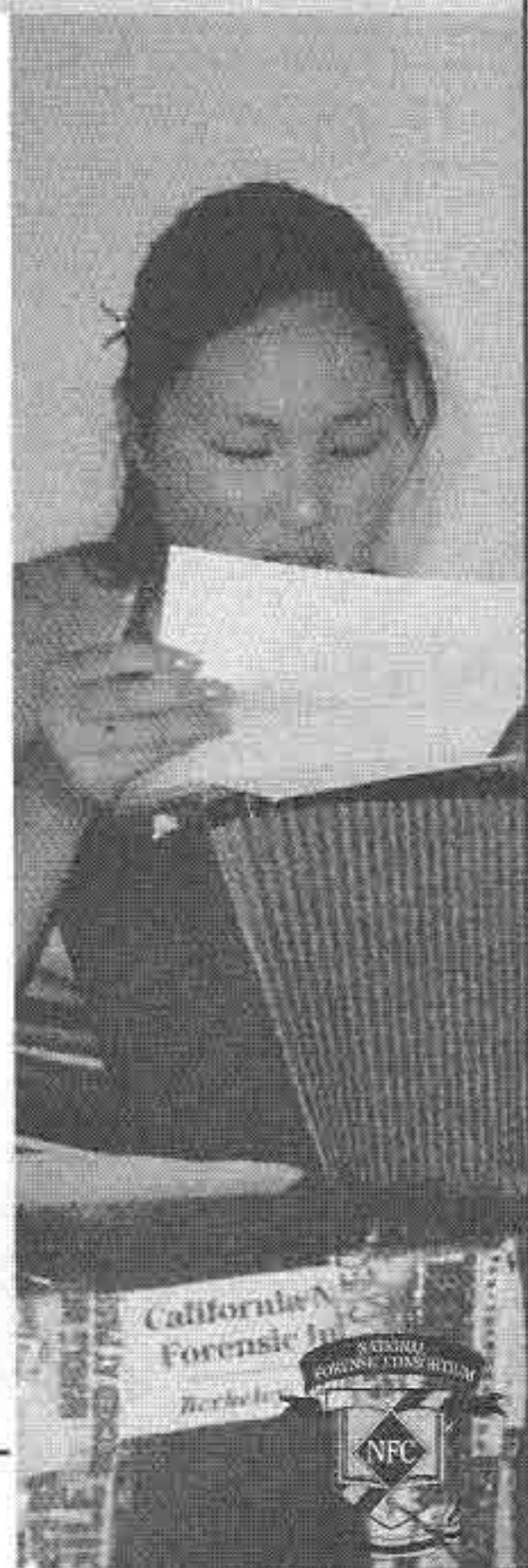
**- 2002 CNDI Participant**

The **California National Debate Institute** is a national caliber two-week summer forensics program located in Berkeley, California. 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.

**Two Week Session:** This two week 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.

**One Week Program:** This special CNDI program 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.

**Faculty:** The CNDI is directed by **Robert Thomas**. Robert has coached successful teams at both the high school and college level, and has taught at or directed over 40 summer institutes. He is currently the NDT coach at Stanford University. Other nationally confirmed staff include **Dave Arnett** of UC Berkeley, **Sarah Holbrook** of the State University of West Georgia, **Jen Johnson** of the Bay Area Urban Debate League, and **Judy Butler** of Georgia State.





# California National Debate Institute 2003 Lincoln Douglas Debate Camps at the University of California, Berkeley

## Tentative Dates & Prices

### Lincoln Douglas Debate

2 Week Session June 14 - June 29, \$1625

1 Week Session June 14 - June 21, \$825

**"This camp is by far the best I have attended. The staff and intensity are unparalleled anywhere else."**

**- 2002 CNDI Participant**

The **California National Debate Institute** is a national caliber two-week summer forensics program located in Berkeley, California. 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.

**Curriculum:** The CNDI Lincoln Douglas curriculum emphasizes argument theory, logic, and analysis skills that will instill students with the capability to self-coach and generate quality arguments; the one-week program is perfect for students looking to get a head-start before attending a major LD summer program. The curriculum is also structured to include both concepts from moral and political philosophy that are relevant to the year's topics as well as introductions to more general material that ground the students' preparation in the history of ideas. The curriculum features:

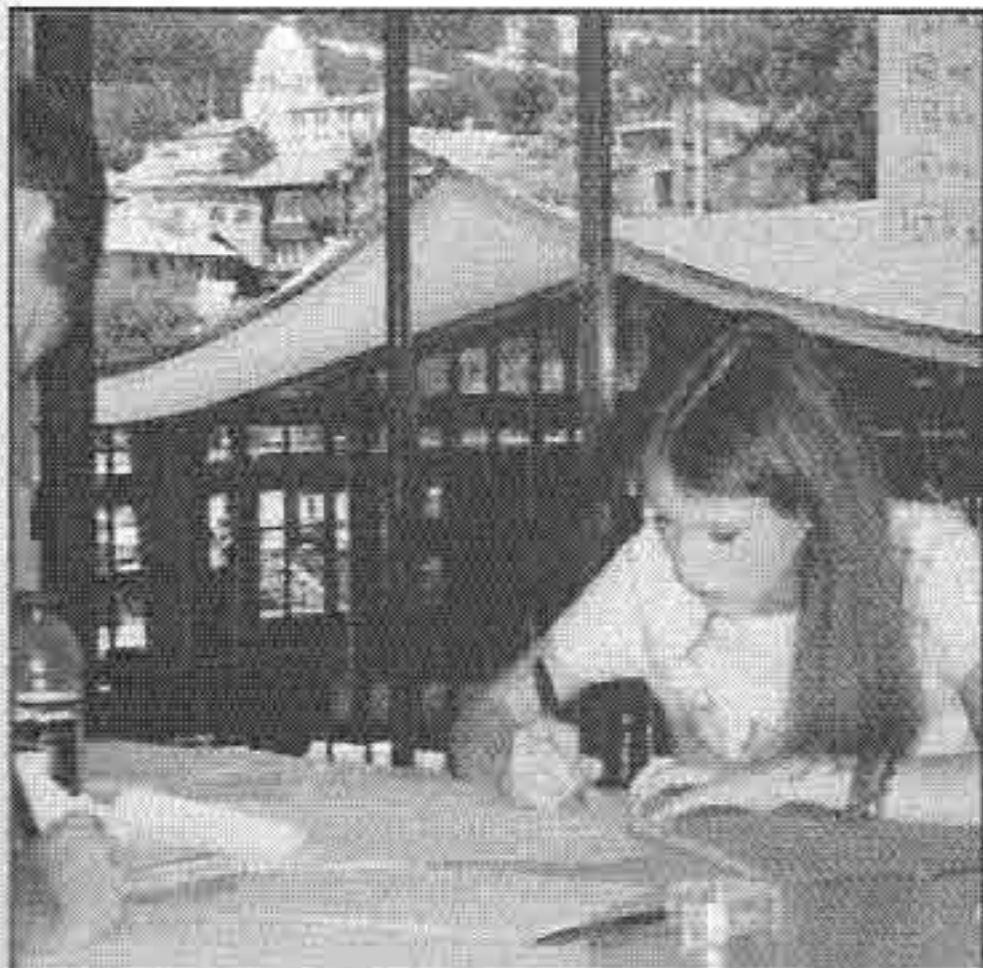
- Philosophy Discussions
- Expertly Critiqued Practice Debates
- Theory Seminars
- Advanced Casing Strategies
- Analytical Technique Workshops
- Rebuttal and Cross-Examination Drills

**Faculty:** The CNDI is taught by an experienced faculty of former championship debaters and veteran coaches who have led students to late elimination rounds at competitive national tournaments. Former instructors who are expected to return for the summer of 2003 include Jon Gegenheimer of Georgetown University and the Woodson School, and Michael Osofsky of Stanford University.

Mail: 1678 Shattuck Avenue #305, Berkeley, CA 94709 • Phone: 510-548-4800  
Web: [www.educationunlimited.com](http://www.educationunlimited.com) • Email: [debate@educationunlimited.com](mailto:debate@educationunlimited.com)







The National Forensic Consortium presents

## THE NATIONAL DEBATE INSTITUTE - D.C.

Tentative 2003 Dates & Prices

**POLICY IMMERSION PROGRAM**

**JULY 3 - JULY 21, \$1675**

**POLICY 30 ROUND PROGRAM**

**JULY 3 - JULY 21, \$2175**

**LINCOLN DOUGLAS PROGRAM**

**JULY 7 - JULY 21, \$1525**

The NATIONAL DEBATE INSTITUTE - D.C. offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps. The NDI-DC has a hand-picked staff of the best instructors in the nation, and the program curricula have been carefully developed and successfully implemented over the last 10 years.

**30-ROUND POLICY DEBATE PROGRAM:** No other program in the country offers students the opportunity to improve as quickly and extensively: each student is guaranteed the opportunity for 30 full-length debates with extensive post-round critiques. Such concentrated and directed practice allows students to make improvements in argumentative sophistication and technical proficiency that normally take a semester or longer. The staff is carefully selected to provide a balance between high school coaches, assistant coaches, and current college debaters, and the 4:1 student:staff ratio ensures that each student will receive individualized feedback from every instructor.

**POLICY DEBATE IMMERSION PROGRAM:** This program features an accelerated lab with a focus on teaching the skills and concepts needed to make the transition to higher-level debate. The curriculum features in-depth topic analysis, advanced theory seminars, rigorous technique drills, intensive evidence production, and a special focus on in-round decision-making. The lab will provide a comprehensive blueprint of advanced debate strategy, preparation, and execution.

**EXPERIENCED PROGRAM DIRECTION:** The NDI - DC will be directed by Sarah Holbrook of the State University of West Georgia. Sarah was the 2000 AND 2001 CEDA nationals champion, she has been in late elimination rounds of many of the tournaments she attended. This will be her fourth summer working at NFC summer programs.



**CONTACT US:**

Phone: 510-548-4800

Web: [www.educationunlimited.com](http://www.educationunlimited.com)

email: [debate@educationunlimited.com](mailto:debate@educationunlimited.com)



# University of Oregon Summer Forensics Institutes 2003

~ August 3-16 ~

Our Programs Include:

Cross-Examination Debate Institute  
Lincoln-Douglas Debate Institute  
NCFCA Home School Debate Institute  
Teacher's Institute

Exceptional faculty

University credits available  
for all participants

At least 15 debate rounds  
for each debater

Full access to excellent  
libraries

Free photocopies

Exclusive, full-time access  
to a computer lab

High-quality evidence

*"When I first came to ODI I had never debated before. I was a true novice and very nervous. The camp taught me valuable research and speaking skills that have greatly aided me in debate this year. I left the camp with a very thick stack of evidence and cases for each possible LD topic. At CSU Long Beach, my second tournament ever, I made it to the final round in junior division. A month later, in senior division at the USC tournament, I went 6-0 in prelims and made it to semi-finals. I began as a novice and now I compete successfully in senior division at large tournaments - all because of ODI."*

JAMES RAPORTI  
(ODI class of 2001 - LD)  
Brentwood High School

Visit us at our website at  
<http://darkwing.uoregon.edu/~forensic>  
for more information and an application

Or call

541-346-4186

*We look forward to seeing you in beautiful Eugene.*



by  
Kim Mendelsohn

I competed in original oratory throughout my high school debate career. Over four years, I witnessed the unfortunate devolution of the event I love.

The art of original oratory offers high school students the unique opportunity to speak to peers and adults for ten (hopefully) uninterrupted minutes. For a generation that made Will Smith's "Parents Just Don't Understand" the first rap song to win a Grammy, one would think this opportunity to enlighten adults would be seized

upon. The opposite, however, is true. Students are choosing topics that will get the most laughs, topics that offer the best opportunity for sob stories, and, most depressingly, topics that are so dull and benign that they do not merit attention at all. Then, having chosen a topic, they write a speech designed not to cause controversy or stimulate thought. The focus has shifted from intelligent analysis of a significant problem, delivered with persuasion and panache, to banal patter masquerading as analysis, delivered to amuse. The emphasis on presentation, and the fear of offending, or even challenging, the judge supercedes the concern for content.

**"Oratory is about moving people; enlightening people, touching people; making people reexamine their beliefs."**

upon. The opposite, however, is true. Students are choosing topics that will get the most laughs, topics that offer the best opportunity for sob stories, and, most depressingly, topics that are so dull and benign that they do not merit attention at all. Then, having chosen a topic, they write a speech designed not to cause controversy or stimulate thought. The focus has shifted from intelligent analysis of a significant problem, delivered with persuasion and panache, to banal patter masquerading as analysis, delivered to amuse. The emphasis on presentation, and the fear of offending, or even challenging, the judge supercedes the concern for content.

Original oratory has slowly shed its emphasis on thought; delivery is the sole obsession. Consider Josh Gad and Jared Weiss who, while they are both great orators, are not the only orators. Since Josh Gad staged a sit-in and won Nationals, orators have been desperately searching for the next and more daring way to push the envelope. Raps, many identical in rhythm, appeared in oratories across the country once Jared, "Played that Funky Music, Weiss boy." Now, orators walk out of rooms, scream at their audiences, dance, jump, or sing to their next point. Simply, they do everything in their power to avoid saying anything intellectually challenging. Humor is an effective rhetorical tool; however, when orato-

ries are nothing more than a series of jokes, the intent and the integrity of the event are completely lost. Instead of using presentation as a way to further our arguments, we are using spectacle to hide it; instead of delivering our message, our message is delivery.

Much of the problem derives from the belief that there is a necessary structure that every oratory must follow in order to be successful. The "heart story," has become a staple of the universal oratory. The heart story is, of course, the most heart wrenching story the speaker can find. It might apply to the speaker's topic, but it might not; in recent years nothing has stopped orators from using any story that sounds tragic. Rape victims surface in speeches about patriotism. Murderers begin to teach us all about depression. To say these examples are far-fetched is a gross understatement. To say they are links from speeches at Nationals is depressing.

The aforementioned offenses against original oratory are egregious, but an equally significant transgression is the selection and development of topics. Orators, it seems, are not seeking topics they are passionate about, they are looking for topics that will "bring home the hardware." Thus, the most mundane and mind-numbing topics are being chosen again, and again, and again. And worse yet, the topics are not being explored in any significant way. Depth of research—actually having research—seems unimportant. Challenging widely held beliefs or current ways of thinking has become a choice rejected as too intellectual. Social issues, not just personal issues, give us substance, but those are topics requiring serious thought, and, therefore, topics not being selected. The thinking is that boring the audience to death is far less of a crime than actually asking them to challenge what they believe. Therefore, we'll keep hearing the same old oratories on stress. On love. On hope. On the need for pillows in the oratory competition rooms to cushion the judge's head as (s)he sleeps through the round. The problem isn't just the topics; it's the lack of passion for ideas about the topics and the lack of scholarship in developing the topics.

Kate Georgan's oratory in Finals of NFL Nationals, 2002, was about going for the gold and being a hero. That is nothing new. Yet the way she told it mesmerized (Mendelsohn continued to page 88)



# Kentucky LD

**"Kentucky was the greatest and most rewarding investment I have ever made."**

One of the best ways to judge an LD workshop is to listen to its students. Our students' responses show that Kentucky contributes to their education in the broadest sense: we teach them to research thoroughly, write elegantly, and speak clearly. Not only have we taught the last four winners of the Tournament of Champions, we've also helped hundreds of intellectually curious students learn to construct strong positions on any topic with appropriate appeals to empirical fact and informed references to philosophical theory.

Extensive comments from our 2002 students are available on our website at [www.kndi.org](http://www.kndi.org). Here we present a small sampling of what our students have to say about...

## Kentucky's Purpose

*"I have learned at Kentucky not simply how to win high school LD rounds, but how to debate well—a skill I will use my entire life."*

*"As a debater, I improved so much, but as a person, I improved even more."*

*"Kentucky is an awesome experience. I learned new strategies when researching a resolution and writing a case. I learned about philosophy and good argumentation. I learned what it is to be an excellent debater."*



## Kentucky's Curriculum

*"Learning how to research really helped me out. Warrants really flesh out my claims—instead of looking down on real-world evidence, I now flinch at having an unsupported claim."*

*"I have improved my logical argumentation, rebuttal skills, research, and casing. These are skills which will serve me not only in high school debate but also in life."*

*"The Institute has taught me what real debate is. No more briefs, no more jargon, and no more flow games. Research, persuasion, and hard work are more important."*



## Kentucky's Staff

*"The staff here is amazing. I'm so impressed with the knowledge and skills each of the staff members has—all of them are nice and very helpful."*

*"Everyone is very knowledgeable and helpful. Kentucky focused on ensuring that every student got everything the staff could possibly give out of the experience. I couldn't have asked for anything else."*



*"The staff was very approachable beyond expectations—qualified, amazingly resourceful, generous, wonderful, brilliant, sincere."*

**June 24 - July 13 • \$1500 • [www.kndi.org](http://www.kndi.org)**

Prof. J.W. Patterson, Institute Director, 205 Frazee Hall, Lexington, KY 40506 • 859-257-6523 • [jwpatt00@pop.uky.edu](mailto:jwpatt00@pop.uky.edu)

# Debate Smarter, Not Faster



# UNIVERSITY OF KENTUCKY

## 2003 POLICY INSTITUTES

### Three Week

June 20-July 13, 2003

Tuition - \$600

Housing/Meals - \$720

### Two-Week

June 20-July 6, 2003

Tuition - \$525

Housing/Meals - \$510

### One-Week

June 20-29, 2003

Tuition - \$400

Housing/Meals - \$305

## WHAT KENTUCKY OFFERS

### OPPORTUNITY TO STUDY WITH SOME OF THE BEST IN THE COUNTRY

With its Fellows and Scholars Programs, Kentucky attracts some of the top high school debaters in the country. These outstanding debaters are dispersed among all of the labs. Thus, all debaters attending Kentucky have an opportunity to work with some of the nation's best. The Fellows and Scholars are **"NOT"** isolated in their own separate labs.

### MORE FOR THE MONEY

Debaters attending Kentucky's three-week camp get 21 full days of instruction and practice for much less money than many institutes charge. Kentucky starts on a Saturday and ends on a Saturday. Most camps offer only 17 days.

### 2003 STAFF

(more to be added)

**DAVE ARNETT:** Director of Debate, University of California-Berkeley; Champion NDT Debater, University of Louisville; Institute Instructor, Stanford, 1998-01; Kentucky Staff, 2002.

**NERMIN GHALI:** Champion debater, Emory University; 2000 Kentucky Fellow; Kentucky Staff, 2001-02.

**RUSTY HUBBARD:** Runner-up 2002 NDT National Champions, University of Kentucky; Kentucky Staff, 2002; Debate Coach, Kentucky, 2002-03.

**MICHAEL KLINGER:** Champion debater, Harvard University; winner of college Novice Nationals 2002; NDT first round bid, winner debating with another freshman; Kentucky Fellow 2000; TOC Champion 2001; NFL Champion 2000 & 2001; Iowa Staff 2002; Stanford Staff 2001.

**CALUM MATHESON:** Champion debater, Michigan State University; NDT first round 2001 and 2002; recipient to numerous first place speaker awards; Kentucky Staff, 2002.

**DAN SHALMON:** Champion debater, University of California; NFL National Champion; NDT first round bid 2001-2002; 1999 Kentucky Fellow; Kentucky Staff 2001-02.

**BEN THORPE:** Champion debater, Dartmouth College; first round NDT bid, 2002-03; Kentucky Fellow 1999.

### 2003 FELLOWS

**MAGGIE AHN,** Greenhill

**ELI ANDERS,** College Prep

**CARA BADER,** Cedar Rapids

**MICHAEL BURSHTYEN,** College Prep

**KUNTAL CHOLERA,** Clear Lake

**JOSH GAREN,** The Blake School

**JASON MURRAY,** Colleyville Heritage

**JAIPAUL REKHI,** St. Francis

**ADAM STERN,** Glenbrook North

**LAUREN VEVODA,** Chattahoochee

**MATT WALLACE,** Dowling

**JAKE ZIERING,** Glenbrook North

\*For Institute information and application, contact:

**Dr. J. W. Patterson**

Director of Debate

205 Frazee Hall

University of Kentucky

Lexington, Kentucky 40506-0031

<http://www.kndi.org/policy> jwpatt00@pop.uky.edu





# Heart of America SUMMER DEBATE INSTITUTES

## Kansas State University at Salina

Institutes for high school debaters taught by high school coaches. Squad leaders will be former outstanding high school and college debaters. Institute evidence will be available electronically to all registered students. We use [www.debateaddict.com](http://www.debateaddict.com) and its data base software will be available to all institute members. Scanners are also available.

### POLICY DEBATE INSTITUTE

Low student-to-instructor ratio. The right blend of high school & college!

#### Rookiecat Workshop

Lab Leader - Tom Grice  
Assist. Coach, Topeka High School  
July 6-9, 2003

Fees:  
\$325 without meals & room  
\$450 with meals & room

#### Wildcat Institute

Lab Leader - Steve Wood  
Coach, Lawrence High &  
Free State High Schools  
July 6-19, 2003

Fees:  
\$500 without meals & room  
\$800 with meals & room

#### Wildcat Workshop

Lab Leader - Ken Troyer/Mark Kapfer  
Coaches, Lyons H.S./Blue Valley West H.S.  
July 6-12, 2003

Fees:  
\$375 without meals & room  
\$550 with meals & room

#### Powercat Institute

Lab Leader - Ken Troyer  
Coach, Lyons High School  
July 6-26, 2003

Fees:  
\$900 without meals & room  
\$1250 with meals & room

### COACHES

#### Policy Topic Clinic

Topic Lecturers:  
Vicki Fellers, Wichita East H.S.  
Chris Riffer, Blue Valley H.S.  
Mark Kapfer, Blue Valley West H.S.  
Glenn Nelson, Hutchinson H.S. Coordinator  
July 6-9, 2003

#### Policy Workshop

Instructors:  
Gary Harmon, Salina Central H.S.  
Ken Troyer, Lyons H.S.  
Steve Wood, Lawrence &  
Free State H.S.  
July 13-19, 2003

### Heart of America Debate Institutes

Division of Continuing Education

KSU at Salina - TAC Building  
2310 Centennial Rd.  
Salina, Kansas 67401

For more information visit [www.sal.ksu.edu/dce/index.html](http://www.sal.ksu.edu/dce/index.html) or contact Teri at 785-826-2633.



by  
Wayne C. Mannebach

## PART FIVE: EUPHEMISM, SLANG, AND SHOFTALK

### LEARN WHAT NOT TO DO!

As stated in Part One of this series treating oratorical clarity (See *Rostrum*, March 2002, p. 43), perhaps the most practical way to improve oratorical effectiveness is to emphasize what not to do. In other words, the orator should focus on those features which compete with clarity. Like the first four, this article does not treat every obstacle to clear thought, for such endeavor would be futile for any person. Instead, this article covers three of the most notorious obstacles and sufficiently warns the orator to examine carefully language usage. The author assumes from his

ment; *privates* for male or female sex organs; *lounge, comfort station, or restroom* for toilet; *evening's lady* or *fallen woman* for prostitute; *with child* for pregnant; *social infirmity, blood poison, or secret disease* for syphilis or AIDS; *being rehabilitated* for imprisoned; and *monetary disorder* for bankruptcy. The euphemisms are polite-sounding, but they can be deceiving.

Consider the young woman who applied for a lucrative secretarial position. During the interview the Personnel Director said, "Ms. Hubert, having worked here for over ten years, you know most of the officers. How

would you characterize Mr. Frederichs? After all, you will be working with him quite a bit, if you should be given the position." The woman knew that the interviewer was a close friend of the man in question. Her intended thoughts would describe Mr. Frederichs as fat, sloppy, conceited, selfish, sarcastic, and fool-hardy. Instead, she sacrificed her intended thoughts for financial security and called her future boss stocky, fashionable, self-confident, thrifty, witty, and courageous. Needless to say, she was awarded the position, but she regretted the manner by which she got it.

In *The American Language*, H. L. Mencken well described how euphemism can become facetiously epidemic. For example,

when treating the word "engineer," Mencken said:

**...Orators who are polite and complimentary may be noble in intent, but noble spirit should not occur at the expense of truth, honesty, and comprehension...**

teaching and coaching experience that, if the orator knows what should not be done, he or she will employ what should be done. This article stresses euphemism, slang, and shop-talk.

### DON'T USE EUPHEMISM!

Words carry denotative and connotative meaning. Denotation refers to the direct, explicit meaning of a word. Connotation refers to the suggested meaning of a word. In other words, denotation generates fundamental information, whereas connotation introduces additional meaning and stimulates one's emotions favorably or unfavorably. With language one can *purr* by saying, for instance, that a woman is *petite, slender, and svelte*; or *snarl* by saying, for instance, that the woman is *skinny, boney, or a walking x-ray*.

Euphemism excels in purring, for it is the attempt to gain favorable impression by the substitution of an inoffensive, mild, or impressive expression for one that may offend or even shock. This method often appears in discussions on bodily functions, sex, and sociological problems. For example, in attempting not to be coarse or shocking, some speakers have substituted # 1 for urine; #2 for excre-

Since *engineer* became a title of prestige in America, it has been assumed by a wide spectrum of charlatans. For a number of years the *Engineering News-Record*, the organ of the legitimate engineers, used to devote a column every week to uninvited invaders of the craft, some so fantastic that it was constrained to reproduce their business cards photographically to convince its readers that it was not spoofing. A favorite exhibit was a bedding manufacturer who first became a *mattress engineer* and then promoted himself to the lofty dignity of *sleep engineer*. No doubt he would have called himself a *morphician* if he had thought of it. A tractor driver advertised for a job as a *caterpillar engineer*. A beautician burst out as an *appearance engineer*. Elsewhere appeared display engineers who had been lowly window dressers until some visionary among them made the great leap, *demolition engineers* who were once content to be house wreckers, and *sanitary engineers* who had an

O  
r  
a  
t  
o  
r  
y



earlier incarnation as garbage men. The *wedding engineer* is a technician employed by florists to dress churches for hymenal orgies. The *commencement engineer* arranges college and high-school commencements; he has lists of clergymen who may be trusted to pray briefly, and some sort of fire-alarm connection with popular commencement orators. The *packing engineer* crates clocks, radios, and chinaware for shipment. The *correspondence engineer* writes selling letters guaranteed to pull. The *income engineer* is an insurance solicitor in a new false face. The *dwelling engineer* replaces lost keys, repairs leaky roofs and plugs up rat holes in the cellar. The *vision engineer* supplies spectacles at cut rates. The *dehorning engineer* attends to bulls who grow too frisky. Perhaps, the prize should go to the *dansant engineer* (an agent supplying dancers and musicians to night clubs), or to the *hot-dog engineer*.

Other examples of intended thoughts being sacrificed via euphemism are:

#### INTENDED THOUGHTS

night watchman  
clerk-typist  
janitor  
doorman  
cow-barn  
ineffective politician  
casket  
shroud  
bureaucrat  
sponge  
insane  
huckster  
robber baron  
inflation  
pornography  
gang  
tossed  
child abuse  
abortion  
sickly  
infatuation or lust  
apathetic  
Damn!

#### EUPHEMISMS

surveillance expert  
executive assistant  
sanitary officer  
traffic coordinator  
milking parlor  
struggling statesman  
slumber cot  
slumber shirt  
public servant  
problem drinker  
mentally impaired  
public relations expert  
leading industrialist  
vigorous activity in pricing  
escape literature  
clique  
out asked to resign  
guardian discipline  
improving the situation  
delicate  
love  
neutral  
Oh, Dear!

Audiences expect honest messages. Orators who are polite and complimentary may be noble in intent, but such noble spirit should not occur at the expense of truth, honesty, and comprehension. Effective oratory demands clarity, and euphemisms often hamper the latter. In short, orators should not employ them!

#### DON'T USE SLANG!

Slang is language comprising certain widely current terms having a forced or grotesque meaning. Orators who use slang run the risk of causing three major problems.

Orators can offend their audience because slang often is characterized by vulgar and socially unacceptable words and idiomatic expressions. Typical of this group are words that deal with human anatomy, bodily functions, and sexual behavior.

Orators can bore their audience because slang quickly becomes worn and impoverished. Boring expressions include "That's cool"; "Far out"; "It's hotter than hell"; "Clear as crystal"; "I can dig it"; and "That's gross."

Perhaps the most damaging result of slang is that it can confuse the audience and thus prevent the transmission of intended thoughts. For instance, a former convict addressed a group of Kiwanians at their weekly luncheon. The speaker employed such terms as *bandog* (police officer in uniform), *bice* (prison sentence of two years), *bale of hay* (blonde-haired woman), *blue tab* (trust), *sculpting* (lying on a marble slab in the morgue), *trotter* (person evading the police), and *viper* and *windjammer* (informer).

After the speech, one of the Kiwanians stood up and said, "Your experience in prison seems quite interesting, but please tell us the meaning of the following words." The Kiwanian proceeded to name all of the above slang. The latter was proper within the walls of prison, but it was not customary language for the Kiwanian audience. The speaker had been ineffective.

Some examples of slang that appeared in college and university orations and failed to communicate clarity of message are *freak* (one who rides motorcycles), *fraternities* (bisexual students), *shuck* (hypocrite), *ups* (amphetamines), *downs* (barbiturates), *smack* (heroin), *schoolboy* (codeine), *thigh-scraper* (miniskirt), *sweat-box* (crowded party), *happy shop* (liquorstore), and *Mexicancellation* (Mexican divorce).

Perhaps the most confusing slang is that which people transfer from their stay in foreign countries. What may be common knowledge to people traveling abroad may not be understood by their audiences back home. For example, how many Americans, especially if they have never visited England, or studied its culture, would know the meaning of the following slang?

#### SLANG

abroaded  
all-night man  
ankle-biters  
apple-cart  
barrel-fever  
cross-boy  
dando  
the devil's bedstead  
Dinah  
England's umbrella  
ensign-bearer  
fake a poke  
father's brother  
fire-escape  
fly a tile  
gas-bag  
go due north  
grinding-house  
handle  
Isle of Flip  
Isle of Matriculation  
jumper  
muttons  
muzzy  
penny pick  
play up  
rasher of wind  
sizzler  
snogging  
spurge

#### MEANING

sent to prison  
body snatcher  
trousers  
the human body  
disease from heavy drinking  
crook or dishonest fellow  
heavy eater who cheats restaurants  
thirteenth card of a suit  
favorite girl or woman  
Ireland  
drunken man  
pick a pocket  
pawnbroker  
clergyman  
knock off a man's hat  
person of too many words  
go bankrupt  
house of correction  
nose  
eggs and sherry at Oxford Univ.  
entrance into Oxford University  
sweater  
tax on livestock  
overcoat  
cigar  
do one's best  
very thin person  
very fast racehorse  
courting a girl  
effeminate male

Orators who decide to employ slang should ask themselves: "Is my use of slang the only way by which I can convey my intended message?" If the answer is affirmative, then they should use the slang; words are made for thought, not thought for words. However, if the use of slang is not necessary, then orators should dismiss it from their vocabulary!



## DON'T USE SHOP TALK!

People in many professions and activities employ *shoptalk*, a system of language signals which generally are incomprehensible to anyone unaffiliated with the particular profession or activity. At times shoptalk and slang are synonymous. For example, the language of convicts can be both slang and shoptalk (e.g., *trotter*, *bale of hay*, *ups*, *downs*, and *sculpting*).

An example of shoptalk that is not slang comes from an address of a speech correctionist. While speaking before her professional colleagues at a national convention, the correctionist referred to the *buccinator*, *genio-hyoid muscle*, *crico-thyroid muscle*, *inferior constrictor*, and *levator palatini*. The correctionist also referred to consonants that are *plosive*, *nasal*, *lateral fricative*, *rolled*, and *flapped*; and vowels that are *open*, *half-open*, *half-closed*, and *closed*. Of course, her immediate audience had been formally trained in speech correction and thus understood her vocabulary. However, persons not trained in the discipline most likely would not have understood her.

Another example of shoptalk occurred during a Calculus seminar. Those not familiar with Calculus most likely would not have understood the professor's following terms: *Stoke's Theorem*, *The Divergence Theorem*, *Green's Theorem*, *Triple Integrals*, *Double Integrals in Polar Coordinates*, *Second Partial Test*, and *Absolute and Conditional Convergence: Alternating Series*.

People unfamiliar with world philosophy most likely would not know the theses of the following works, but the theses would be shoptalk for trained philosophers.

### AUTHOR

Plato  
Aristotle  
Mencius  
Lucretius  
Sextus Empiricus  
Saint Thomas Aquinas  
Niccolo Machiavelli  
Francis Bacon  
Blaise Pascal  
Gottfried Wilhelm von Leibniz  
Jean Jacques Rousseau  
Immanuel Kant  
Henri Bergson  
Jean-Paul Sartre  
Paul Tillich

### TREATISE

*Euthyphro*  
*Ethica Nicomache*  
*Meng Tzu*  
*De Rerum Natura*  
*Outlines of Pyrrhonism*  
*Summa Theologia*  
*The Prince*  
*Novum Organum*  
*Pensées*  
*Theodicy*  
*The Social Contract*  
*Critique of Pure Reason*  
*Creative Revolution*  
*Being and Nothingness*  
*The Courage to Be*

Many people untrained in human anatomy and orthopaedic surgery would understand the message of a physician who said: "Last evening, while returning home from a movie, John Carpenter slipped on an icy sidewalk and tore some knee-cartilage." The audience would understand (1) that last evening John Carpenter went to a movie; (2) that during his way home he slipped on an icy sidewalk; and (3) that his fall caused some of his knee-cartilage to tear. Communication would be effective. However, the same audience could have much difficulty trying to understand the following shoptalk cited in Keith L. Moore's *Clinically Oriented Anatomy* to describe John Carpenter's injury.

*Meniscus Injury (Knee-Cartilage Injury)*. Localized tenderness and pain in the flexed knee on the medial side of the patellar ligament, just proximal to the medial tibial plateau, suggests injury to the medial meniscus. Injury to this cartilage is about 20 times more common than injury to the lateral meniscus. Injury to the medial meniscus results from a twisting strain that is applied to the knee joint when it is

flexed. Because the medial meniscus is firmly adherent to the tibial collateral ligament, twisting strains of this ligament may tear and/or detach the medial meniscus from the fibrous capsule. Part of the torn cartilage may become displaced toward the center of the joint and become lodged between the tibial and femoral condyles. This "locks the knee" in the flexed position, preventing the patient from fully extending the knee. When weight is borne by the flexed knee joint, a sudden twist of the knee may also rupture the medial meniscus, usually splitting it longitudinally. This injury is common in athletes who twist their flexed knee while running (e.g., in football and basketball). It also occurs in coal miners and other persons who can topple over when they are working in a crouched or squatting position. Because the internal edges of the menisci are poorly supplied with blood, tears in them heal poorly. Tears near the peripheral, which are vascularized by genicular branches of the popliteal artery, usually heal well. The menisci can be observed during arthroscopy and when air and/or dense contrast material is injected into the synovial cavity of the knee joint before radiographs are taken. *Pneumarthograms* or double contrast arthrograms are helpful in demonstrating soft tissue lesions of the knee joint. Because air is less opaque than the menisci, it appears black in the radiograph and outlines the soft tissues (e.g., the menisci). When dense contrast materials are used, the articular cartilages and menisci appear as radiolucent images within the dense contrast medium. Good images of the ligaments and menisci of the knee are also produced by magnetic resonance imaging.

Misunderstanding a speaker's message is not the only problem that can result from shoptalk unfamiliar to the audience. Even physical assault is possible! This disadvantage is rare and even humorous at times, but it must be a horrible experience for the speaker. For instance, one day a physician was examining a woman for possible *mitral stenosis*, a condition characterized by a distinct rumbling murmur near the heart's apex, and by a certain vibration felt by the examining finger on the patient's chest. In medical shoptalk this vibration is called a *thrill*.

When the patient was lying on the examination table, the physician placed aside his stethoscope and proceeded to search for the peculiar vibration. To concentrate better, the physician closed his eyes while examining the patient's breast. Unable to find any vibrations, the physician withdrew his hand from the patient's breast, turned to his nurse, smiled, and said, "No thrill." Immediately the patient sat up, pushed the physician aside, and furiously informed him that she had not come to his office to give him a thrill. Obviously communication broke down because of shoptalk.

In short, orators should be reluctant to employ shoptalk, for the latter certainly can hamper communication effectiveness.

## CONCLUSION

If clarity of message is a priority, orators would be wise not to employ euphemism, slang, or shoptalk. If they feel such language is the only way to share their ideas, then they should do so discreetly, namely with judicious reserve.

(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).





.....

**Policy Debate:**

June 22 through July 11, 2003

**Lincoln-Douglas Debate:**

June 29 through July 11, 2003

**Novice Policy:**

June 22 through July 4, 2003

.....

**THE CHAMPION CALIBER FACULTY INCLUDES:**

**Policy Instructors**

Scotty Gottbreht, Northwestern University  
 Brian Lain, University of North Texas  
 Shawn Powers, University of Georgia  
 Johnny Prieur, University of North Texas  
 Alex Pritchard, Westwood High School  
 Steve Stein, Chattahoochee High School  
 Jason Sykes, Grapevine High School  
 Tara Tate, Colleyville Heritage High School  
 Bunny Tucker, University of Southern California

**Policy Research Assistants**

Kathryn Clark, Valley High School  
 Aimi Hamraie, Colleyville Heritage High School  
 Jason Larry, Caddo Magnet High School  
 Lauren Tanis, Woodward Academy

**Lincoln Douglas Instructors**

Peter Fan, Emory University  
 Dave Huston, Highland Park High School  
 Stephanie Oravetz, University of Texas  
 Ann Turpin, R.L Turner High School

**Lincoln Douglas Research Assistants**

Daryl Pinto, Highland Park High School  
 Frank Sun, University of Texas

**JOIN THE SUMMER  
 OF  
 CHAMPIONS 2003!**

*On the Campus of  
 The University of North Texas*

For more information,  
 please visit us online at [www.thechampionshipgroup.com](http://www.thechampionshipgroup.com) OR email us at [info@thechampionshipgroup.com](mailto:info@thechampionshipgroup.com)



# Introducing

On the Campus  
of  
The University of North  
Texas

**Speech Institute:**  
July 6—July 12, 2003



## Why Attend The Championship Speech Group?

- ★ A champion caliber faculty
- ★ A choice of two electives that deliver at least two scripts for *dramatic and humorous interpretation*, a complete file to begin the year in *extemporaneous speaking*, an *oratory* ready for competition, and *poetry and prose* selections ready for competition

-OR-

- ★ An intensive week of *Student Congress* with exposure to guest lecturers in all areas of public policy
- ★ More individual attention than you ever imagined, with hours of critiqued practice
- ★ A closing institute showcase with extended critiques by the best judges in the country
- ★ Videotaped practices for fine-tuning your speech
- ★ Friendships from all over the country that will last a lifetime
- ★ A summer to remember!

## THE CHAMPION CALIBER FACULTY INCLUDES:

### Instructors

Karen Gossett, Strickland School  
Erin Greene, Hays High School  
Michael Harlan, Westlake High School  
Demond Wilson, Spirit Productions  
Dixie Waldo, Southlake Carroll High School

**The Championship Speech Group** has assembled a core faculty with years of successful coaching experience. National championships, state championships, and hundreds of individual tournament winners are what this staff has produced.

## EXPERIENCE THE SUMMER OF CHAMPIONS 2003!

For more information,  
please visit us online at [www.thechampionshipgroup.com](http://www.thechampionshipgroup.com) OR email us at [info@thechampionshipgroup.com](mailto:info@thechampionshipgroup.com)



# BRADLEY

UNIVERSITY

*Summer Forensics Institute*  
*July 13-July 26, 2003*



## *Tradition of Excellence*

*For information contact Lee Ann at 309-677-2377 or check us out on  
the web at [www.bradley.edu/continue](http://www.bradley.edu/continue)*



by  
Wayne C. Mannebach

## PART SIX: Foreignism, Colloquialism, and Cliche

### LEARN WHAT NOT TO DO!

As stated in Part One of this series treating oratorical clarity (See *Rostrum*, March 2002, p. 43), perhaps the most practical way to improve oratorical effectiveness is to emphasize what not to do. In other words, the orator should focus on those features which compete with clarity. Like the first five, this article does not treat every obstacle to clear thought, for such endeavor would be futile for any person. Instead, this article covers three of the most notorious obstacles and sufficiently warns the orator to examine carefully language usage. The author

sic transit gloria mundi  
mitte  
mirabile dictu  
requiescat in pace  
quid pro quo  
terra firma  
non sequitur  
ure  
cedant arma calcem

So passes away earthly glory  
Let him go  
marvelous to relate  
Rest in peace  
one thing in return for another  
solid ground  
It doesn't follow  
Burn the killer  
Let military authority yield to  
civil power

The above examples can be very impressive, especially when stated as a thesis, but only when the audience understands their meanings because of formal training in Latin, or because the orator accompa-

nies them with translation. Such was not the case with some of the tournament participants. The latter assumed the audience understood the foreignisms and, therefore, failed to explain what the foreignisms meant. Communication broke down.

Students of oratory need not ignore all foreignisms, but they should use caution when employing them. Unless foreignisms are absolutely necessary for conveying intended thoughts clearly, orators should avoid them.

### DON'T USE COLLOQUIALISM!

*Colloquialism* is a word or expression that is customarily restricted to conversation or familiar letters. While colloquialisms are proper and effective on occasion, they are definitely unacceptable in formal speech and writing. A major reason for their unacceptability is their tendency to be unclear as evidenced by the following examples:

#### COLLOQUIALISMS

a lot of  
a great deal  
bank on  
cannot seem  
enthusied  
every so often

fellow  
fix  
funny

help  
inside of  
invite  
job  
locale  
lot, lots of

mighty

#### FORMAL USAGE

Much noise is in the room.  
Mary needs new shoes *badly*.  
Rely on you and your friends.  
We are *unable* to meet his demands.  
Everyone is *enthusiastic* over the result.  
I return to formal education at *regular* intervals.  
Every *man* at the concert wore a suit.  
Marilyn *repaired* the broken vase.  
This island always gives me a *queer* feeling.  
How many *employees* do you have?  
We saw three children *inside* the car.  
Did Ralph receive an *invitation*?  
Harvey *did get* the position.  
We *settled* in Kamakura, Japan.  
We have *much* wealth in town. Many people are millionaires.

He was very *pleased* to see them.

**...Orators should carefully examine ready-made expressions that easily come to mind, and should employ them only if they are essential for the clear and impressive development of thought...**

assumes from his teaching and coaching experience that, if the orator knows **what should not be done**, he or she will employ **what should be done**. This article stresses foreignism, colloquialism, and cliche.

### DON'T USE FOREIGNISMS!

People skilled in foreign languages often employ in the vernacular, consciously or unconsciously, foreign words and expressions. For example, the following Latin was employed by high school, college and university, and adult education students participating in speech tournaments in the United States and Japan. Many of the foreignisms were used as theses, or parts of theses.

#### FOREIGNISMS

ad finem  
nota bene  
ecce homo  
a capite ad calcem  
vox populi  
sine qua non  
tempus fugit  
caveat emptor  
hic habet  
lugala

#### TRANSLATIONS

to the end  
Note well.  
Behold the man.  
from head to heel  
voice of the people  
an absolute prerequisite  
Time flies.  
Let the buyer beware  
Now he's had it  
Kill!



miss out on nowhere near	I <i>missed</i> the golf tournament today. He complained that there was <i>not nearly</i> enough for food for every one.
on the side	Robert studies art <i>in addition</i> to his course in Chinese metaphysics.
one or the other out loud poorly put in	<i>One</i> of the players was accused of cheating. The drill instructor called the recruits <i>aloud</i> . Charlotte was feeling <i>in poor health</i> . To do well in school, a student should <i>spend</i> at least three hours of homework every day.
right along right off	Opponents were <i>continuously</i> critical of Joe. We could interpret Ian's mood <i>immediately</i> by her facial expressions and gestures.
show up	We were sad that Rachel failed to <i>put in an</i> <i>appearance</i> .
sign up	As soon as the Professor completed his lecture, fifty students <i>enrolled</i> in her class.
size up stand for	We were unable to <i>evaluate</i> Jim's skills. The professor said, "I no longer intend to <i>endure</i> your sarcasm."
start in	When you <i>begin</i> your medical studies, you will cherish few moments of leisure.
wire	When Tom received his fellowship, he sent his parents a <i>telegram</i> .

Since clear expression is a major goal, students of oratory should try to be consistent with good usage, the language used by well-educated people. To determine good usage one should consult an unabridged and up-to-date dictionary. Manuals on preparing for college entrance examinations also are helpful.

### DON'T USE CLICHE'

A *fresh* expression is the direct and spontaneous utterance of a person who thinks independently and employs language relatively free of *cliche's*, expressions that once glittered but now are faded. Instead of being invigorating and vitalizing, *cliche's* are stale, drab, and impoverished. Much of what negatively emanates from public platforms is a tissue of trite expression, the most pernicious being worn-out similes, hackneyed phrases, and too-familiar quotations. *Cliche's* endanger communication because they are boring to members of the audience wanting freshness of expression. When boredom occurs, intellectual atrophy tends to follow and communication breaks down.

The following examples represent some of the *cliche's* that appeared at high school, college, and adult education debate and forensic tournaments in the United States and Japan.

### WORN-OUT SIMILES

sturdy as an oak	hard as granite	as sure as taken
flat as a pancake	impenetrable as granite	bold as brass
clear as crystal	straight as an arrow	fit as a fiddle
slip as a fox	eloquent as apostles	tense as a banjo string
slow as the sands of an hour-glass	empty as a beggar's wallet	thick as autumnal leaves
dead as a doornail	hissing like a snake	pretty as spring
shadow as a pie-pan	calm as an iceberg	innocent as a child
faded like a dream of youth	many wrinkles as an old parchment	desolate as a cemetery
as active as a left-over fly in January	quiet as a monastery	ancient as the stars
changeless as Heaven	conniving as Satan	hard as a pine-knot

### HACKNEYED PHRASES

burning the midnight oil	a heart of gold	a flash in the pan
apple of his eye	chip off the old block	the more the merrier
with a lawyer's logic	set the clock back	his two cents worth
came in with a bang	hit the nail on the head	but but not least
iron determination	exhuming morals	rustic simplicity
the sister of folly	salt of conversation	always in the right
God's gift to little men	method to his madness	the food of love
sting of a jealous mistress	all but the kitchen sink	bright as the sun
long-time listener	inescapable conclusion	verbal tapestry
but first-time caller		
crack of dawn	too funny for words	in a few well-chosen words

### TOO-FAMILIAR QUOTATIONS:

All that glitters is not gold.  
People who live in glass houses shouldn't throw stones.  
When the cat is away, the mice will play.  
Government is like a dress that shows everything but good taste.  
Death brings all people to equality.  
If you listen to only one bell, you hear only one sound.  
Never put your feet where you can't see the ground.  
Let's kick it around some more.  
Don't build your pyramids upon needle points.  
A man must take the fat with the lean.  
Better men than I have said so.  
I would rather be right than be President.

No orator can avoid all common expressions, nor should he or she attempt to do so. When a *cliche'* is tailor-made [another *cliche'*] for a specific context, the *cliche'* may appear bright and perceptive. However, orators should carefully examine ready-made expressions that easily come to mind, and should employ them *only* if they are essential for the clear and impressive development of thought. Orators who are boring deserve the words of Shakespeare's Hotspur in *The First Part of King Henry IV* (III. i):

O, he is as tedious  
As a tired horse, a railing wife;  
Worse than a smoky house: I had rather live  
With cheese and garlic in a windmill, far  
Than feed on cates and have him talk to me  
In any summer-house in Christendom.

### CONCLUSION

Orators should recognize that foreignisms, colloquialisms, and *cliche's* can hamper clear expression. Orators should adhere to the self respect described by Edgar A. Guest in *Myself*:

I have to live with myself, and so  
I want to be fit for myself to know;  
I want to be able as days go by,  
Always to look myself straight in the eye.  
I don't want to stand with the setting sun  
And hate myself for the things I've done.

(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. He is one of America's foremost authorities on Oratory).



# Coaches...

## Veterans & Novices...

# Individual Events Training

## + 3 Hours of Graduate Credit

- Interp Coaching techniques from the best Interp Coaches in the country!
- Extensive materials, including cuttings, classroom materials, and other resources!
- Extemp Content & Style Lectures from truly brilliant educators!
- Student Congress analysis and materials that will lead to championships!
- Oratory content, style, and topic analysis, with classroom curriculum materials!
- Team management, scheduling, budgeting, fundraising, and other logistical tips!
- Live and Video-taped performance examples from the students who have won!
- Individualized needs based on your level of experience!
- Introduction, Expansion or Refinement of your coaching repertoire!
- Housing in a full service hotel!
- The surroundings of Fort Lauderdale, South Beach, and the Atlantic Ocean!
- All this and more in a ONE WEEK FORMAT, while you earn

### THREE GRADUATE CREDIT HOURS

(Credit hours are applicable to re-certification and/or master's degree coursework)

This experience is guaranteed to help you develop your professional skills and make you a better coach, provided in a very friendly, enjoyable format.

### The 2003 National Coaching Institute

The NCI will provide all necessary documentation to support funding requests from your school or school district. Financial aid is available for coaches who do not receive school funding.

For more information, or to email your questions, please visit

**[www.ffi4n6.org](http://www.ffi4n6.org)**

If you have specific questions, email the Director at [pesola@nova.edu](mailto:pesola@nova.edu)



# THE BAYLOR BRIEFS

## *Announces the 2003-2004 Policy Publications*

### BAYLOR BRIEFS:

#### *Changing U.S. Ocean Policy to Protect Marine Natural Resources*

##### COMPLETE AFFIRMATIVE CASES

- First affirmative outlines of several affirmative cases complete with evidence. Second affirmative briefs complete with evidence and arguments to answer anticipated negative arguments.
- Evidenced answers to anticipated plan attacks.

##### COMPREHENSIVE NEGATIVE BRIEFS

- Briefs of first negative arguments against a variety of potential cases complete with evidence on the briefs.
- Completely developed disadvantages and *plan-meet-need* arguments against a variety of cases... evidence on the briefs.

##### CONTENTS INCLUDE

- Conceptual framework of analysis of the 2003-2004 High School Debate topic.
- Over 1,500 pieces of evidence from hard-to-find sources (no *Time*, *Newsweek*, etc.).
- Comprehensive index to all extension evidence.

##### WHY THE BAYLOR BRIEFS?

- The next best thing to attending a good summer workshop. The **Baylor Briefs** are an excellent method for learning independent analysis and case construction skills.

#### NEGATIVE CASEBOOKS: *U.S. Ocean Policy to Protect Marine Natural Resources*

- Vol. I: Studies on the Harms of Current U.S. Ocean Policy to Protect Marine Natural Resources
- Vol. II: Current U.S. Ocean Policy to Protect Marine Natural Resources
- Vol. III: Topicality of Changes in U.S. Ocean Policy to Protect Marine Natural Resources
- Vol. IV: Generic Disadvantages to Changing U.S. Ocean Policy to Protect Marine Natural Resources

##### NEGATIVE'S BEST TOOL

- Complex empirical studies made easy to understand and actually use in debate rounds.
- A complete index to the evidence in each volume.
- All evidence on one side of the page; guaranteed to fit on 3"x5" cards.
- Evidence conforms to NFL recommended standards.

##### WHY THE NEGATIVE CASEBOOKS?

- The entire research staff is composed of National Champion debaters. America's finest research libraries are utilized.
- Winning Debates. The casebooks cover almost every potential negative strategy. The effects of "Squirrel Cases" are minimized.
- Recent evidence, none before 2001.

#### PLEASE SEND ME

— Copies of **THE BAYLOR BRIEFS**  
1-10 copies \$29.95 each ■ 11 or more \$19.95 each

— Copies of **THE NEGATIVE CASEBOOKS**  
**Complete Four-volume set**  
1 - 3 sets \$46.00 ■ 4 sets or more \$34.00

**THE NEGATIVE CASEBOOKS:** Individual Volumes

— Copies of **Volume I** at \$14.00 per copy  
— Copies of **Volume II** at \$14.00 per copy  
— Copies of **Volume III** at \$14.00 per copy  
— Copies of **Volume IV** at \$14.00 per copy

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

TOTAL AMOUNT ENCLOSED\* \_\_\_\_\_ SEND MY ORDER VIA SPECIAL HANDLING? \*\* Yes \_\_\_\_\_ No \_\_\_\_\_

\*We cannot accept checks made payable to Baylor University. Credit extended to educational institutions and libraries only upon receipt of a valid purchase order.

\*\*SPECIAL HANDLING: Sent Priority Mail or U.P.S. 1 - 3 books \$10.00 • 4 - 10 books \$15.00 • 11 or more books \$20.00 • Fax 1-254-757-1487 • Order Forms Online: [www.baylorbriefs.com](http://www.baylorbriefs.com)

Make Checks Payable to: **THE BAYLOR BRIEFS** P.O. Box 6386 ■ Waco, Texas 76706



# THE BAYLOR BRIEFS

*Has the Perfect Combination for Lincoln-Douglas Debate*

## THE VALUE DEBATE HANDBOOK

— Completely Revised in 2000 —

The Value Debate Handbook is the most popular textbook for Lincoln-Douglas debate. It provides a simple system for analyzing Lincoln-Douglas debate topics. It provides fully evidenced briefs on significant American values in easy, ready-to-use form. The Value Debate Handbook shows how to LINK the briefs to any of a wide variety of debate topics.

### New Features

- Expanded discussion of the meaning and relationship between **Values** and **Criteria** with special emphasis on how to argue for and against ideologically derived values like **justice**, **legitimacy**, the **Social Contract**, etc.
- The addition of new **non-Western philosophers** whose values and worldviews conflict with and oppose those of most European and American philosophers
- New chapters on affirmative and negative case construction, refutation, and rebuttals
- Revised format and discussion of how to use philosophers in actual debates

- A **comprehensive glossary** of L-D concepts and terms, essential for beginning debaters.
- A reading list for exploring various values and criteria

### Special Features

- Complex value conflicts made easy to understand and use in debate rounds.
- Criteria for evaluating value choices.
- Evidence with full citations.
- Philosophers made easy to understand.
- Two complete annotated L-D debates.

Orders received by May 25th are guaranteed June 12 shipment, MAILING. We mail all orders either *Library* or *Fourth Class Book Rate*. Allow 2-3 weeks for delivery. All pre-paid orders shipped free. Charged orders will be billed for postage and handling. Want Quicker Service? With *Special Handling*, usual delivery time is 3 to 5 days.

## THE 2003-2004 N.F.L. LINCOLN-DOUGLAS DEBATE RESEARCH SERIES

- A complete publication on each of the four official N.F.L., Lincoln-Douglas Debate Topics. Most major high school tournaments use the N.F.L. topic in their L-D contests.
- Complete value analysis of each proposition.
- Everything you need to debate each of the N.F.L. Lincoln-Douglas topics in complete ready-to-use form.
- Supplements the **Value Debate Handbook** with specific explanations about how to use the **Value Debate Handbook** on each of the official N.F.L. topics.

### Contents of Each Publication

- Analysis of each topic.
- Sample affirmative and negative case outlines with evidence and analysis.
- Rebuttal and refutation guides and briefs.
- Fully indexed affirmative and negative evidence on each topic.
- PUBLICATIONS DELIVERED TO YOU ON OR BEFORE:  
2003 - September 1 and November 1  
2004 - January 1 and March 1

**For Texas Schools**

## THE U.I.L. LINCOLN-DOUGLAS RESEARCH SERIES

**PLEASE SEND ME**

Copies of **THE VALUE DEBATE HANDBOOK**  
1-10 copies \$29.95 each (11 or more \$19.95 each)

Copies of **THE N.F.L. LINCOLN-DOUGLAS DEBATE RESEARCH SERIES**: Subscription price: \$85.00

Copies of **THE TEXAS U.I.L. LINCOLN-DOUGLAS DEBATE RESEARCH SERIES**: Subscription price: \$65.00

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

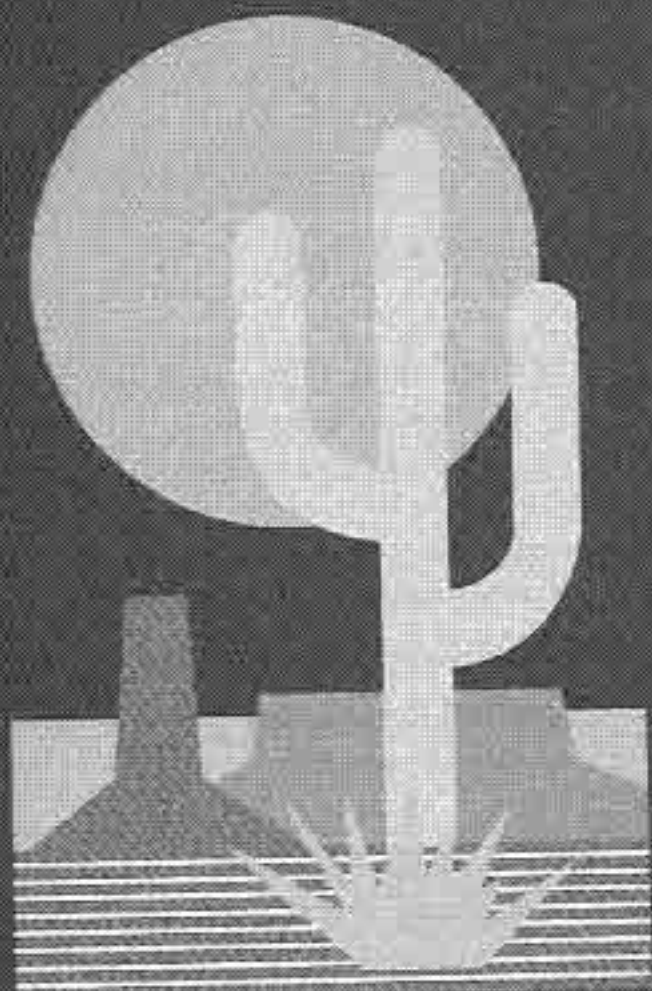
AMOUNT ENCLOSED\* \_\_\_\_\_ SEND MY ORDER VIA SPECIAL HANDLING? \*\* Yes \_\_\_\_\_ No \_\_\_\_\_

\*Accept checks made payable to Baylor University. Credit extended to educational institutions and libraries only upon receipt of a valid purchase order.

\*\*SPECIAL HANDLING: Sent Priority Mail or U.P.S. 1 - 5 books \$10.00 • 6 - 10 books \$15.00 • 11 or more books \$20.00 • Fax 1-254-757-1487 • Order Forms Online: [www.baylorbriefs.com](http://www.baylorbriefs.com)

Checks Payable to: **THE BAYLOR BRIEFS** P.O. Box 6386 ■ Waco, Texas 76706



25<sup>TH</sup> ANNUALSUN COUNTRY  
FORENSICS INSTITUTE

Workshop in Policy Debate,  
Lincoln Douglas Debate  
and Individual Events

July 13-26, 2003



DIXIE STATE  
COLLEGE OF UTAH

Steve Bringhurst  
(435) 652-7901  
brings@dixie.edu

Sun Country Forensics  
3505 Mulberry Drive  
St. George, UT 84790

*"Sun Country Forensics Institute is a great experience for debaters at all levels, novice to national caliber would benefit from this institute."*

Don Shalmon, 2001 Copeland Award recipient; debating at UC Berkeley; 2000 lab leader

**THE PROGRAM** — The policy and LD programs offer instruction for students of all levels (beginning, intermediate, advanced). **Learning is targeted to both national circuit debaters and regional competitors.** The instructional staff includes accomplished collegiate and high school coaches as well as current collegiate debaters who are former NFL, Catholic and TOC National qualifiers.

**OPPORTUNITY** — Choose either policy or Lincoln-Douglas debate and receive instruction and practice in individual events for no additional cost. Labs are scheduled to promote both debate and IE experience.

**EXPERIENCED STAFF** — Stan Banks (Bingham High, UT); Stephanie Budge (Pace University, NY); Rob Gordon (University of Utah); Ryan Hoglund (Rowland Hall, UT); Nathan Ketsdever (Rhode Island Urban League); Kirk Knutson (The Meadows, NV); Melinda Murphy (Albuquerque Academy, NM); Kim Pullan (Pine View High, UT); Leslie Robinett (Jordan High, UT); Mike Shackelford (Weber St. University, UT); Michelle Shimmin (Hillcrest High, UT).

## CURRICULUM

**POLICY** — Lectures focus on the topic, debate theory, unique and rival views of positions, and "cutting edge" argumentation. Labs focus on research, position briefing, technique, and practice.

**LD** — Lectures focus on philosophy, values, criteria development, and several relevant topics. Labs focus on affirmative and negative case construction, delivery skills, research, and practice.

**IE** — Lectures and labs for all NFL events.

**12 CRITIQUED ROUNDS** — There will be 8 tournament rounds and 4 practice rounds (minimum).

## RESEARCH FACILITIES

Dixie State College features a "state of the art" computer lab

- Each student will have their own terminal (250 stations on the floor)
- Each student will have **full time internet access** including **LEXIS-NEXIS**
- The institute library will contain over 400 books and documents from Brigham Young University, University of Nevada, Las Vegas and University of Utah Libraries.
- **All evidence is shared.** The institute functions as a research team to produce a high quality, uniform set of relevant evidence (4,000 pages). Includes 8 affirmatives, 12 off-case positions (DA's, counter plans, kritiks).

**COLLEGE CREDIT** — Each student will receive three (3) hours of transferable college credit (COMM 2020).

## COST

**\$555** includes room (apartments, air conditioned, pool, kitchen) and board (two meals per day)

*Fly in/out of Las Vegas*

**\$315** for commuters (no room and board)

**Lab Fees** (maximum): Policy \$60 / LD \$30

## INDIVIDUAL EVENTS ONLY WORKSHOP

July 18-26

Lectures, labs, practice and 4 tournament rounds in all NFL events

## COST

**\$355** includes room and board • **\$205** for commuters



by

Suzanne McIntire

People who know that I am not, and never will be, a public speaker ask me "How did you ever get started collecting speeches?" For this rewarding hobby I have to thank my children's English teachers. In middle school, they were asked to bring in a speech to declaim, up to four minutes long, as part of the class speech festival. My oldest child waited until the last minute, of course, and I was embarrassed to find we didn't even have the Gettysburg Address at our house.

At the library, I discovered there was no compre-

The speeches cover almost 400 years of American eloquence, from Powhatan warning Capt. John Smith in 1609 to Senator Charles Robb on the meaning of the flag in 2001. There are founding fathers (as Sam Adams), abolitionists (Grimke), and suffragettes (Shaw). There are eulogies (RFK), inaugural addresses (JFK), surrender speeches (Black Hawk), and sermons (King). There is humor (Twain), sorrow (Cochise), and opposition (Mother Jones). For kids who need action, there are speeches before battle (Eisenhower), and by sports figures (Cal Ripken).

I'm also asked which are my favorites. As a reader who enormously enjoyed the research that went into this book, I love the less-well known jewels: Tecumseh pleading for help against the Americans; Archibald Cox defending pro-Vietnam War speakers from anti-war protesters; Pearl Buck's graduation speech to a segregated high school; Langston Hughes on being "black-listed;" Chaplain Gittlesohn's eulogy at the Marine Corps cemetery after the Battle of Iwo Jima; escaped slave Louis Richardson's triumphant speech on reaching Canada. I had

always thought Americans were the strong, silent, inarticulate members of the English speaking world, and my research certainly proved me wrong!

An English teacher told me recently that her students had planned their classes' activity for Grandparents' Day. The children read speeches from the book while grannies and grandpas guessed the speaker. It was a classroom success, with only one speech going unidentified. I couldn't have been happier, not just that these short pieces of oratory brought generations together, but that so great has been the fruit of our country's freedom of speech that ordinary Americans are able to identify their national orators. I'm finishing up a similar book of speeches from around the world, contacting embassies and asking individuals about notable speeches from their countries, and you would not believe how many say their nation has no famous speech—this even from other Western democracies. I'll leave it to others to explain why this is, but count America lucky.

(Suzanne McIntire is the editor of the "American Heritage Book of Great American Speeches for Young People" published by John Wiley & Sons with American Heritage, paperback, \$14.95. Available at bookstores, with discounts for bulk orders from the publisher at 800-225-5945.)

.... "So great has been the fruit of our country's freedom of speech."

hensive collection of speeches for young people. I dug through adult collections, finding delightful pieces here and there, but it appeared that short speeches, nonpolitical speeches, addresses by Native Americans and other minorities, and speeches by children themselves were mostly left out. Coincidentally I was reading Frederick Douglass' autobiography, and became intrigued by his references to a favorite book, *The Columbian Orator*, a children's book of oratory first published in 1798. This was the book he used as a young slave boy to teach himself to read and speak, and eventually become one of America's greatest orators. "Every opportunity I got, I used to read this book," he said. I resolved to create a new *Columbian Orator*, and I like to think this new book might serve the same purpose for some other young orator in middle or high school today.

I selected the 100 speeches to interest young people whenever possible. For instance, from Clarence Darrow's speeches I chose his defense of teenagers Leopold and Loeb, and I included the usually omitted section of LBJ's voting rights address in which he describes his experience teaching in a Mexican-American school. I used the close of Russell Conwell's "Acres of Diamonds," with his poignant Civil War account, as a teenage captain, of leading older men into battle and death.



# *The National High Northwestern*

*The Coon-Hardy Program  
July 13 through*

*The Unique Coon-Hardy Curriculum:*

- Teamwork, Teamwork, Teamwork!!!
- Interactive Learning Environment
  - Integrated Curriculum Design
- Small Group Topic Analysis and Design
- Matching Faculty Expertise to the Needs of Individual Students
  - College Caliber Strategy and Research Skills

*Lodging and Meals in the Foster-Walker Living-Learning Center  
Air-Conditioned, Single Housing Rooms  
Full Meal Plan*

*For Further Information Contact:*

**The National High School Institute**

617 Noyes Street (800)-662-NHSI

Evanston, IL 60208

E-Mail: [nhsi@nwu.edu](mailto:nhsi@nwu.edu)

<http://www.nwu.edu/nhsi>

*"Come, Be a Part of One of America's Most Successful College  
Debate Programs"*

Northwestern University

National Debate Tournament Top Speakers

2000 \* 1999 \* 1998 \* 1996 \* 1989 \* 1973 \* 1968 \* 1966 \* 1962

Rex Copeland Memorial Award -- Top First Round At-Large

1999 \* 1996 \* 1988 \* 1979



# *School Debate Institute University*

*For High School Students  
August 8, 2003*

*The Coon Hardy Teaching Staff Includes:*

- Scott Deatherage, Director, Northwestern
- Adrienne Brovero, Associate Director, Northwestern
- Alan Coverstone, Associate Director, Montgomery Bell Academy
  - Dan Fitzmier, PhD Candidate, Northwestern
  - Kristin Langwell, University of Iowa
- Chris Lundberg, PhD Candidate, Northwestern
- Dan Lingel, Director, Jesuit College Prep, Texas
  - Tracy McFarland, Jesuit College Prep, Texas
- Brian McBride, Associate Director, Northwestern
  - Andy Ryan, University of Iowa

*Recent Northwestern Debate High School Alumni Include:*

- 2001, 2000, 1999, 1998, and 1997 NDT Champions
  - 2001, 1999 and 1998 NDT Top Speakers
- 2001, 2000, 1999, 1998, and 1996 NFL National Champions
  - 2002, 2001, 2000, 1999, and 1998 T.O.C. Champions

*"Go to College before you Finish High School"*

Northwestern University

National Debate Tournament Champions

2002 \* 1999 \* 1998 \* 1995 \* 1994 \* 1980 \* 1978 \* 1973 \* 1966 \* 1959 \* 1958

Cross Examination Debate Association National Champions  
1997



# TED TURNER DEBATE INSTRUCTIONAL VIDEO

**FULL LENGTH DEBATE**  
plus instruction on three key Strategies...

## THE COIN FLIP STRATEGY

The determining toss ~ choice of pro/con or  
who speaks first~ last

## CROSSFIRE/GRAND CROSSFIRE

What is Crossfire?  
Interaction of questions and answers  
Teamwork Strategies

## LAST SHOT

The winning argument strategy

In Addition, the video covers

Speech Development  
Speaker Duties  
Preparation/Research



video instruction by  
HFL Vice President Don Crabtree



**AVAILABLE NOW!**

**\$49<sup>95</sup>**



**SEND ORDER TO:**

**DALE PUBLISHING**  
PO BOX 347  
INDEPENDENCE, MO 64050  
Phone: 816-350-9277  
Fax: 816-350-9377

Dale Publishing DOES NOT accept credit cards.  
Please add 12% shipping for P.O.s

**SHIP TO:**

**NAME** \_\_\_\_\_

**ADDRESS** \_\_\_\_\_

**CITY** \_\_\_\_\_ **STATE** \_\_\_\_\_ **ZIP** \_\_\_\_\_

**PHONE** (     ) \_\_\_\_\_

**EMAIL ADDRESS** \_\_\_\_\_

Each \$49.95 x \_\_\_\_\_ = \_\_\_\_\_

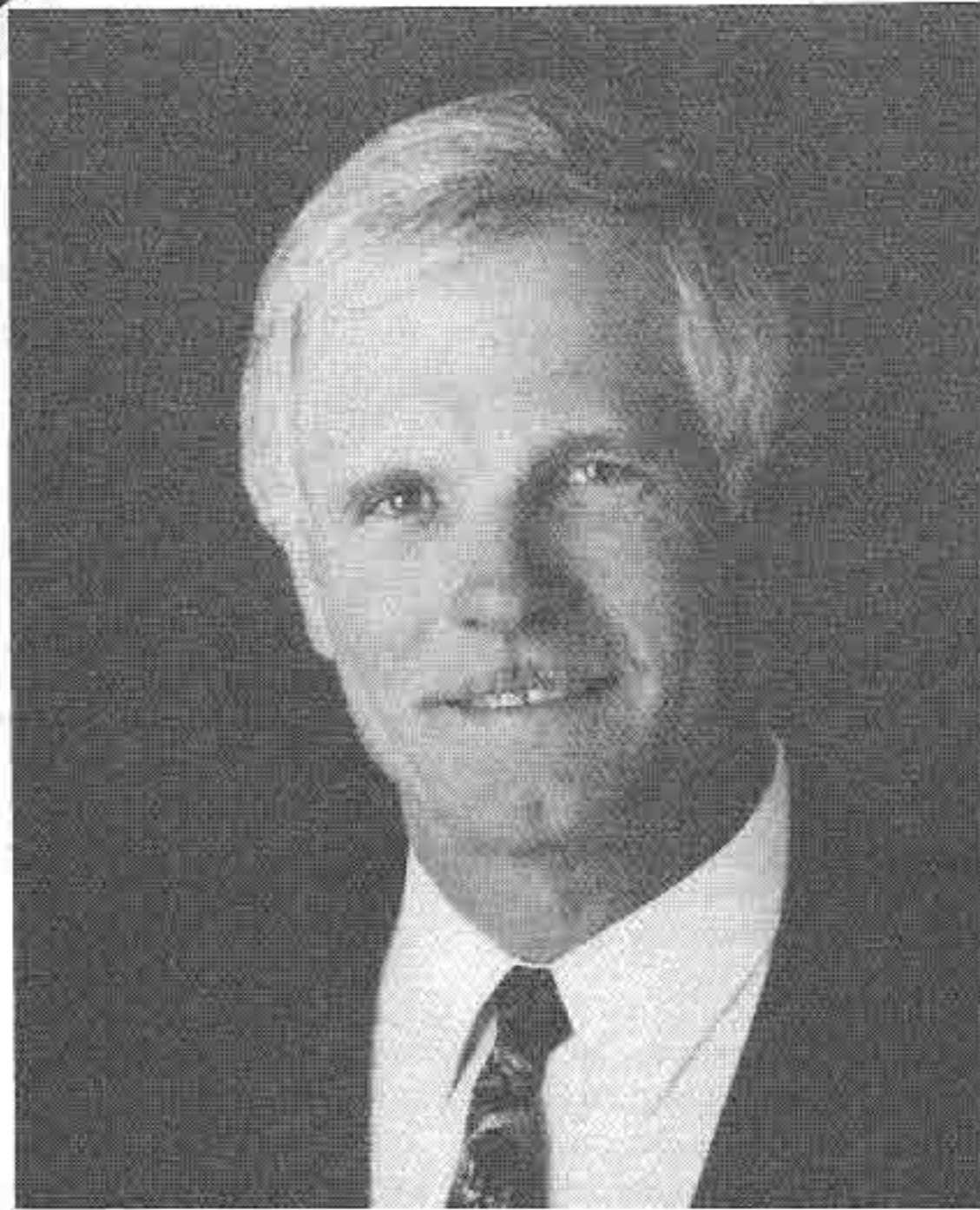
*Quantity*

Add 12% shipping for P.O.s = \_\_\_\_\_

Total Enclosed = \_\_\_\_\_



# Primer on



## Ted Turner Debate



# RESEARCH

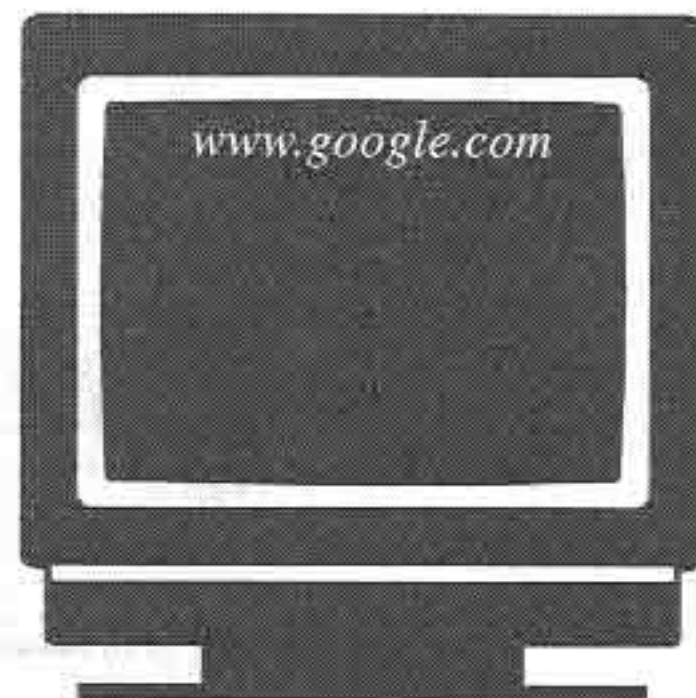
In order to understand a topic one must read current material about it.

Such current material may be found by both electronic or print means.

## Electronic:

Access good search engine like GOOGLE ([www.google.com](http://www.google.com)), Yahoo ([www.yahoo.com](http://www.yahoo.com)), Alta Vista ([www.altavista.com](http://www.altavista.com)) or MSN Search ([www.msn.com](http://www.msn.com))

Type in key words of the topic (ie... "Tax Cuts" or "Armed Pilots"). The search engine will list websites which discuss that issue. Click on those sites to read and download material.



## Print:

You may access the Reader's Guide to Periodical Literature in your school library. The Guide lists articles in current periodicals by topic.

Look up "Hijacking", "Airline Safety", "Tax Cuts" or other issues and make a list of magazines which carry stories by date and page number. Then read the articles. Copy parts which are good evidence.

The New York Times index (available in most public libraries) will allow to you search articles in the New York Times (usually on microfilm).

You also should look up the key definitions of words in the topic in a good unabridged dictionary or a topic specific dictionary (i.e..Blacks Law Dictionary)

## Polls:

Since you will be debating before a citizen judge from your community, it would be helpful to research polling data on how citizens feel about the issues posed by the topic and why they feel that way.

This polling information can be used to select arguments which will address citizen judge concerns.

## Evidence:

Hall of Fame Coach Esther Kalmbach once defined evidence as "a reason for a judge to believe an argument."

Evidence may of course be "hard evidence": facts, statistics, quotations from experts; but "soft" evidence is also persuasive: examples, anecdotes, analogies, stories.

Debaters will want to find a wide variety of types of evidence that will be persuasive.



# SPEECH DEVELOPMENT

**Speaker 1** – This speaker position for both sides must be concerned with constructing and presenting a logical argument with evidentiary support. This is the one time in the debate where specific preparation can be used as a tool of the debate. Due to the uncertainty of whether this will become the first or second speech in the debate, a 4-minute speech for and against the resolution is warranted. Reserving time for response in the Speaker 1 position is not practical.

## I. Introduction to the issue –

An overview of the issue presented in a compelling introductory remark or quotation to alert the judge to the importance of the topic.

## II. Definition of terms –

Whenever a debate focuses upon an issue without support of a clarifying plan or value, the topic must have its own agreed upon parameters. Often this is accomplished with a field definition from an expert; occasionally the topic is self-evident. In the latter case, it may be left to the judge to interpret the topic.

## III. Analysis of the issues –

Traditionally, three issues are considered sufficient to establish a warrant. These issues can be abstract or concrete, or a mix of both. However, to be successful, each should be an independent reason to vote for the topic. Given the nature of the audience, a most logical progression would be:

- a. Personal story or narrative story to provide context for the judge to understand what is at issue.
- b. Example from the news to show timeliness and to support the analysis and to show the debater as knowledgeable about the subject.
- c. General or theoretical issue to establish the argument beyond the particular and to provide grounds for revisiting this speech later in the debate.

## IV. Closing –

Why does this issue matter to us? Answering this question in closing provides reasons for the judge to care; while condensing the entire speech into a short, memorable summary.

**Speaker 2** – This speaker position for both sides will have the burden of analyzing the opponents' position and identifying flaws in the ideas presented by the other team. This speaker might present prepared arguments from memory to establish new points, the judge using media analysis

is now looking for the fight. Argumentatively, at least, the judge places an expectation that the two sides will clash.

This speech may take the form of a line-by-line refutation of the opponent's position, but this form is rarely followed in media debate. Instead, the speaker should identify the most attackable issues advanced by the other side. In this manner, the most memorable opposition points are refuted with memorable counter-points.

Time vested in responding will permit only one or two key responses. A suggested form for this debate would be:

I. Introduction which links the 2<sup>nd</sup> speech to the 1<sup>st</sup> speech, probably with a story or quotation.

II. An overview of the issue to be discussed.

a. Statement of what opponent said.

b. Reasons and/or proof of why opponent is wrong.

c. Explanation of what this means for the topic.

III. (a second issues as in II above)

IV. Closing which solidifies both of your side's speeches.

**Summary** – Summary is an odd speech. The purpose is implied in the title. Because the summary speaker will have listened to partner respond in the 2<sup>nd</sup> speech and in the give and take of the Crossfire, the summary should manage all of what the judge has heard to this point. Something like this:

I. Brief overview of the debate so far.

II. Focus on the key idea, maybe with a fresh antidotal story or other framing quotation.

III. What does this all mean? The implications for the judge and the world provide a clear summary focus.

**Last Shot** – The duties of the Last Shot speaker are stipulated in the rules. Last Shot chooses the one issue which matters the most and frames in a final parting shot why this single issue is enough to warrant a ballot for the speaker's team.

I. Statement of the issue and its importance.

II. Explanation of the issue.

III. Appeal to let this issue override all other concerns.

(By John Durkee. *Rostrum*, January, 2003)







# SPARTAN DEBATE INSTITUTES

**Michigan State Debate**  
A TRADITION OF EXCELLENCE

CEDA National Championships  
1995 \* 1996 \* 2002

CEDA Nationals Finalists  
1994 \* 1995 \* 1997 \* 2000 \* 2002

NDT Finals      NDT Semifinals  
2000              1998 \* 2001 \* 2002

**Two-Week Institute: July 13 – July 25, 2003 - \$925**

**Three-Week Institute: July 13 – August 1, 2003 - \$1250**

**Coaches Workshop: July 13 – July 19, 2003 - \$450**

These prices include housing, food, copying of finished lab evidence, T-Shirt, and a 2003 SDI Evidence CD from the student's session.

- ✓ **Coaches' Workshop** – A unique opportunity for coaches to gain familiarity with both the topic and theoretical issues of their choice.
- ✓ **Curriculum Diversity** – Staff Members and lab placement are available for all skill levels, ranging from novice groups to those choosing to polish varsity skills.
- ✓ **Superb Instruction** – the SDI staff is not *just* a dedicated group of successful high school coaches, college coaches, and current college debaters who have excelled...Our staff members are chosen because they are experienced and dynamic *teachers* who have a passion for debate.
- ✓ **Emphasis on Practice Debates** – By providing SDI students with a packet of affirmative and negative positions *at registration*, practice debates and speeches typically begin the second day of the camp. All sessions conclude with judged tournaments for relaxed, yet structured, opportunities for students to validate their educational experiences.
- ✓ **Excellent Library Resources** – The newly renovated MSU Library offers a superb selection of materials that are housed in one easy to use facility. An in-house library in the residence hall also contains computer based research facilities. Student dormitory rooms each contain full Ethernet access.
- ✓ **History of Competitive Success** – SDI Alumni have won tournaments or Top Speaker awards at the Tournament of Champions, St. Marks, the Glenbrooks, the Michigan-Michigan State Round Robin, and various state championships.
- ✓ **Scholarships** – Limited need-based financial assistance is available.
- ✓ **Competitive Prices** – SDI is committed to offering outstanding debate institutes at affordable prices, which include tuition, room and board, and copying of lab evidence.
- ✓ **Access to Our Unique "Evidence CD"** – As part of SDI tuition, each student will receive a 2003 SDI Evidence CD that includes a scanned copy of every file produced within their particular session.

**For more information visit <http://www.msu.edu/~debate/>**

Email: [debate@msu.edu](mailto:debate@msu.edu)  
Phone: (517) 432-9667

Spartan Debate Institutes  
10 Linton Hall, East Lansing, MI 48824



# The 2003 Spartan Debate Institutes

## *East Lansing, Michigan*



*We are pleased to announce a new four-week debate intensive workshop for students ready to reach the next level! If you want to be taught by the best lab leaders in the nation, the 2003 SDI at Michigan State University is the place for you!*

**The new four-week session of the 2003 SDI is set to include the following amazing staff members:**

**Michael Eber** - Interim Director of Debate at MSU - SDI Director and former champ debater at the University of Kansas.

**Kamal Ghali** - Debate coach at Emory and two time NDT Finalist for Emory University, 1997 T.O.C. Champion.

**Colin Kahl** - Professor of Political Science at the University of Minnesota, 1991 NDT Finalist and long time lab instructor.

**Tim Mahoney** - Debate coach at St. Marks - Coach of the 2002 NFL National Champions and 2002 T.O.C. Finalists.

**Adriana Midence\*** - 2nd Speaker at the 2002 NDT and former champ debater at the University of Michigan.

**Elizabeth Repko\*** - 1995 CEDA National Champion. Widely considered one of the very best lab leaders around.

**Will Repko** - Head Debate Coach at Michigan State University. SDI Director and 2000 Coach of the Year.

(\*refers to staff tentatively scheduled to work at SDI)

**Dates: July 13th - August 8th**  
**Price: \$2,800**

Compare our price to similar four week camps! We offer perhaps the best and most experienced staff around at a substantially lower cost and no hidden charges. Prices include housing on the MSU campus, food, lab copying expenses, several fun activities, a t-shirt, and a copy of our Evidence CD.

*Why choose the four-week SDI?*

- \* More actual debates. Each four-week student will start debates on day two using our opening evidence packet. Four-week SDI students will receive *at least* 18 practice debates.
- \* Increased emphasis on YOUR personal skills development with high quality instructors, not just mass lectures.
- \* A maximum 8:1 student to teacher ratio.
- \* A new kind of demo debate: the Pro Debate Tour's last stop will be in East Lansing.
- \* Intense but fun atmosphere in East Lansing, Michigan.
- \* All four-week students will receive our unique Evidence CD which includes a scanned copy of *all* SDI 2003 files.

Please visit our newly updated website at <http://www.msu.edu/~debate>

It includes additional information and application procedures concerning our four-week session. You can also email us at [debate@msu.edu](mailto:debate@msu.edu) or contact Mike Eber at (517) 432-9667.

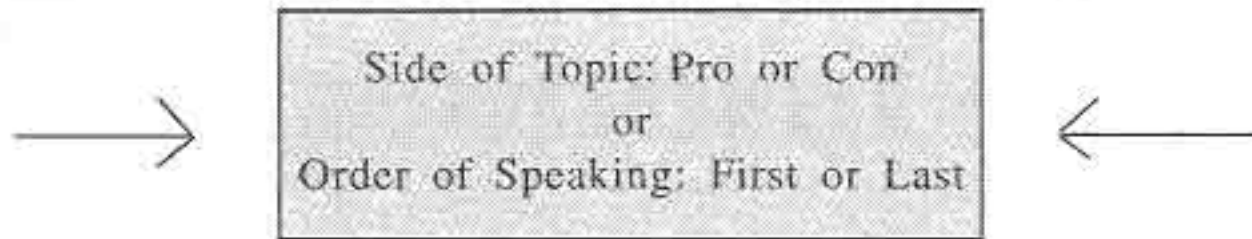
**MICHIGAN STATE UNIVERSITY DEBATE - A TRADITION OF EXCELLENCE**

\* 2001 CEDA National National Champions \* 2000 CEDA Finalists \* 2000 CEDA Semifinalists \* 2000 NDT Semifinalists \* 2001 CEDA Finalists \* 2001 NDT Semifinalists \*  
\* 2000 NDT Finalists \* 2000 CEDA Finalists \* 1999 NDT Quarterfinalists \* 1999 CEDA Semifinalists \* 1999 NDT Semifinalists \* 1999 CEDA Quarterfinalists \*  
\* 1997 CEDA Finalists \* 1996 CEDA National National Champions \* 1995 CEDA National Champions \* 1994 CEDA Finalists \*



# THE COIN TOSS

Prior to each round the teams will flip a coin. The team winning the coin toss may choose either:



This choice is very strategic. Considerations may include:

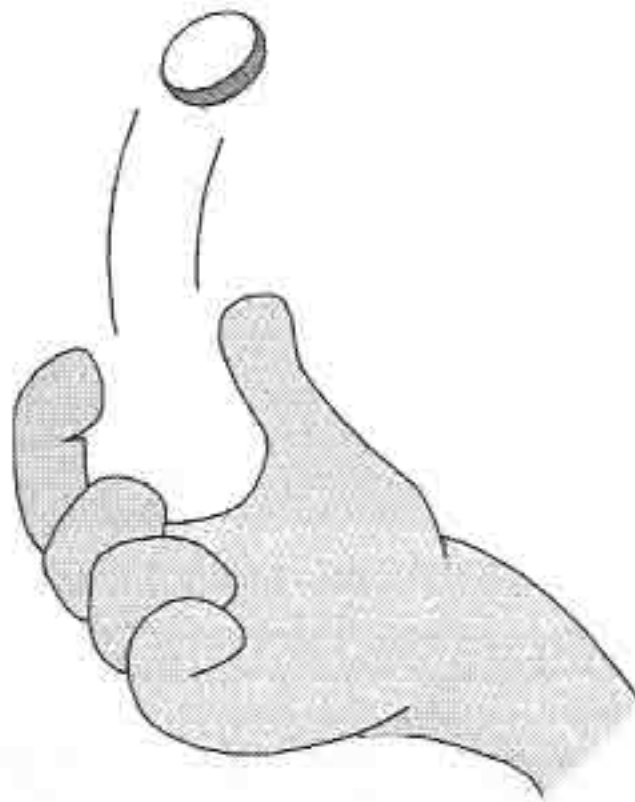
- Is one side of the topic more intuitively acceptable to citizen judges.
- Is our team significantly stronger on one side.
- Are opponents significantly stronger on one side.

Should our team pre-empt them by "choosing" our opponent's best side.

- Is first speaker position critical to "sell" our case by making a good first impression.
- Is the final "last shot" speech critical for us to have the last word to the judge(s).
- Are our opponents so effective in first (or last) speaker position we wish to pre-empt them by selecting that position for ourselves.

Once the coin toss winner selects either a side or a speaker position, the coin toss loser then has a choice. If the winner selects a side, the loser selects a speaker position. If the winner selects a speaker position then the losing team selects the side of the topic. The above list of options should be carefully studied by both teams.

Please realize the con side of the topic may begin the debate and argue directly against the adoption of the topic before the pro side says a word.





# SPEAKER DUTIES

The first and second speakers should prepare in advance the reasons for adoption (or rejection) of the topic. Arguments should be carefully worded to be accurate and persuasive.

Delivery should be conversational and extempore in style but absent flaws like vocal pauses, fast delivery, poor articulation, and lack of vocal variety.

The second speaker, in addition to the presentation of prepared material, may respond to the most important argument made by the first speaker.

The first crossfire should be used to clarify arguments and define where clash exists. Probing questions to expose weakness are useful.

The third and fourth speakers have two duties:

To attack (refute) the case (arguments) of their opponents; and to answer attacks made upon their own arguments by their opponents.

The second crossfire should advance the debate by finding areas of agreement and attacking arguments with which the debater does not agree. Previously prepared dilemmas may be posed. Contradictions should be exposed.

The summary speakers should consolidate their positions by defending the most important point in their own case and attack the most important point in the opponents case. Select only the most important issue or issues and cover them thoroughly, but *do not rush*.







# Wake Forest Summer Debate Workshops

**Fifty Years of Workshop Experience  
Year-Long Debate Instruction for the 21<sup>ST</sup> Century**

In partnership with [PlanetDebate.com](http://PlanetDebate.com), the Wake Forest Summer Debate Workshop programs are happy to announce that we will be providing the first ever *year-round* workshop experience, with a summer stop in Winston-Salem.

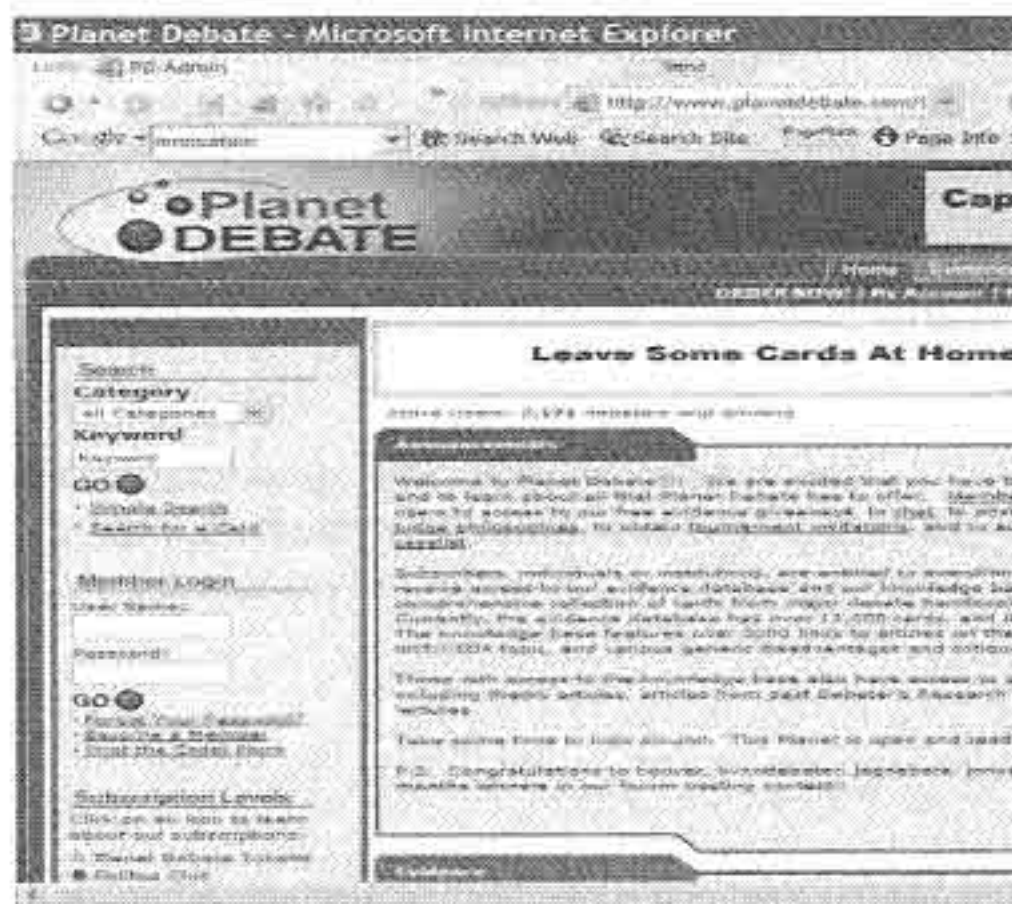
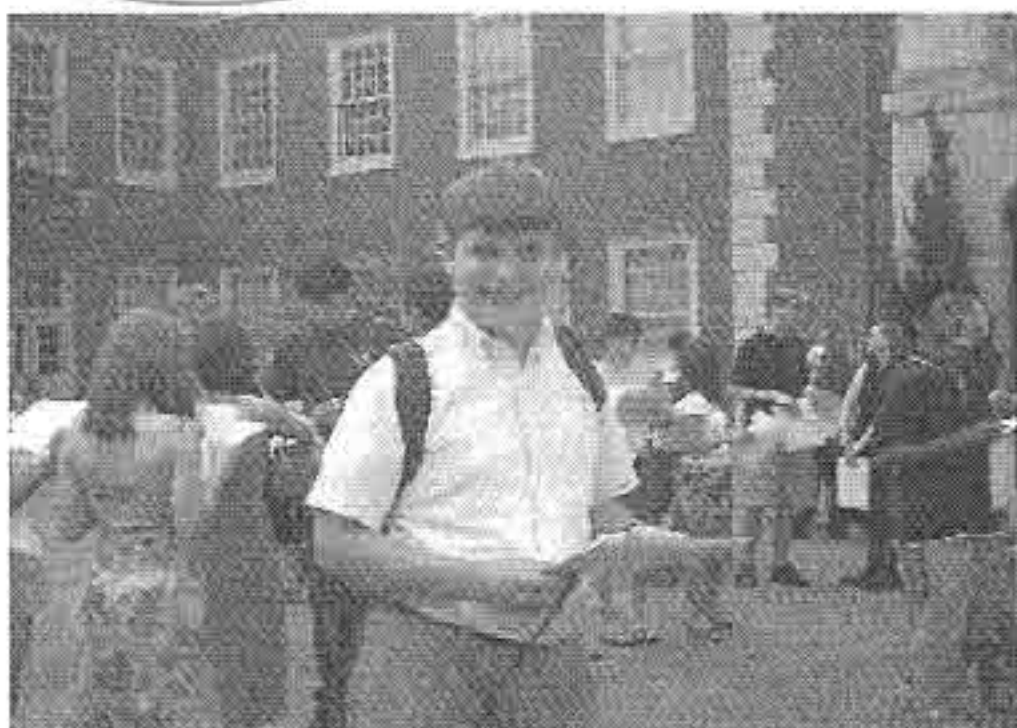
Instruction for students who attend any of the summer workshops will begin in mid-May with an introductory audio lecture on the topic, access to over 1000 topic-specific articles on the web, at least 25 essays on the topic, comprehensive bibliographies to support research at home and in Winston-Salem, and a practice debate affirmative. When students leave Winston-Salem, they will have continued access to a special collection of Planet Debate resources, which include:

- Over ten thousand cards on from leading debate handbooks and college debate coaches. The evidence is available 24 hours a day, 7 days a week in a searchable database;
- Special chats for Wake workshop students only;
- Special message boards and forums for Wake students where questions will be answered by lab leaders throughout the year;
- The delivery of audio lectures throughout the year on important topic-related arguments.

An extensive link directory to topic and instructional resources that will support your debating all year long.

## 2003 Faculty Includes\*

**Ross Smith**, Director, Debate Coach, Wake Forest  
**Jarrold Atchison**, Asst. Coach, Wake Forest  
**Stefan Bauschard**, Debate Coach, Boston College  
**Amy Collinge**, Senior Debater, Lewis & Clark  
**Becca Eaton**, Senior Debater, Wake Forest  
**Justin Green**, Debate Coach, North Texas  
**Jenny Heidt**, Director of Debate, Westminster School  
**Casey Kelly**, Asst. Coach, Wake Forest  
**Jim Lyle**, Director of Debate, Clarion University  
**Kristen McCauliff**, Asst. Coach, Wake Forest  
**Tim O'Donnell**, Director of Debate, Mary Washington  
**Kim Shanahan**, Director of Debate, Fort Hays H.S.  
**Patrick Speice**, Senior Debater, Wake Forest  
**Ed Williams**, Director of Debate, Marist School



\*See website for updates and bios of the faculty





# Wake Forest Summer Debate Workshops

## Fifty Years of Workshop Experience Year-Long Debate Instruction for the 21<sup>ST</sup> Century

This summer, Wake Forest University will be celebrating a fifty year commitment to the instruction of debaters from across the United States through our Summer Debate Workshop programs. Four different programs are available to for students to choose from:

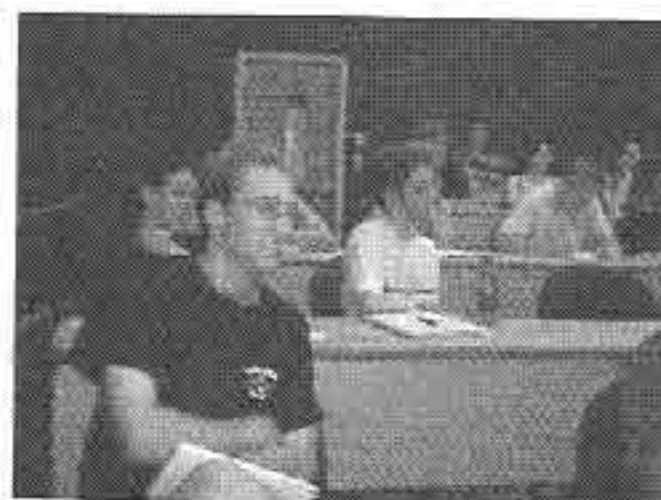
**The Summer Debate Workshop.** Team-taught laboratories, divided by experience level, allow each student to receive intensive individualized instruction as students are taught each phase of the debate process. Each lab of no more than eighteen students is led by two of the listed faculty members and is assisted by one Wake Forest debater.

**The Policy Project.** Other institutes have been playing catch-up in curricular design ever since we began the Policy Project. Now, while others are advertising shared evidence, early frequent practice, and other features we have long since refined, we are finding new ways to tailor the debater's experience to their specific needs. You and/or your coach *can choose the specific lab you want*. Lab choice is a function of *the affirmatives you want to work on and/or the coaches you want to spend the most time working with*. Regardless of your lab choice, your practice rounds, theory discussions and other activities for which tracking is important will be with *people at your level*. We never track *by age, only ability*. We aim to simply have the best overall group of debaters of any age and provide appropriate experiences for each of the ability levels.

**The Fast-Track.** What would it be like to be coached by those who have coached national champions at both the high school and college level? By coaches who contribute to the cutting edge of debate theory and argument construction at both the high school and college level? If you are selected for the Fast-Track you can experience the answer. Jerry Heidt and Ross Smith will get you, and a small, select, group of your peers off to the fastest start possible with practice drills and debates, discussions, seminars, and focused research. We will argue together about strategy, tactics, and key issues on the coming topic. You can apply individually or with a partner. The program is limited to the most talented and experienced debaters applying, but is not restricted by year in school.

**Policy Analysis and Strategy Seminar.** Debaters who want to start off with a unique intellectual opportunity are invited to attend a special seminar week before the beginning of the Policy Project. The Policy Analysis and Strategy Seminar provides directed readings and discussions on core topic issues; analyzes the arguments produced by early workshops and handbooks; and discusses high-level strategy, theory, and tactics of special interest.

Please visit our web site for updates on the most recent dates and



### Tentative Dates\*

Summer Workshop: June 15-July 3

Policy Project: July 5-August 1

Fast-Track: June 20-August 1

PASS, June 27-July 4

### Last Year's Prices\*

Summer Debate Workshop \$1575

Policy Project \$2875

Fast-Track \$3475

### Why Attend Wake Forest?

50 years of workshop experience

Year-round learning

Affordable opportunities for all

Cutting edge strategy and curriculum

Professional, experienced staff

Safe and comfortable environment





# GRAND CROSSFIRE

All debaters should be seated but able to see the judge(s), audience, and camera. The Crossfire TV Show on CNN is a good model.

The first question is asked to the team who just ended their summary by the team which had the first summary.

After the first Q and A any debater may question and answer at will.

***Be polite, but firm.***

Keep questions and answers brief and speaking style conversational. Don't interrupt or talk over another debater unless s/he is filibustering. Don't ever interrupt your partner.

***Have a plan in mind.***

What admissions do you wish to gain from your opponents. Which dilemmas do you wish to pose to your opponents.

***Answering can be as important as questioning.***

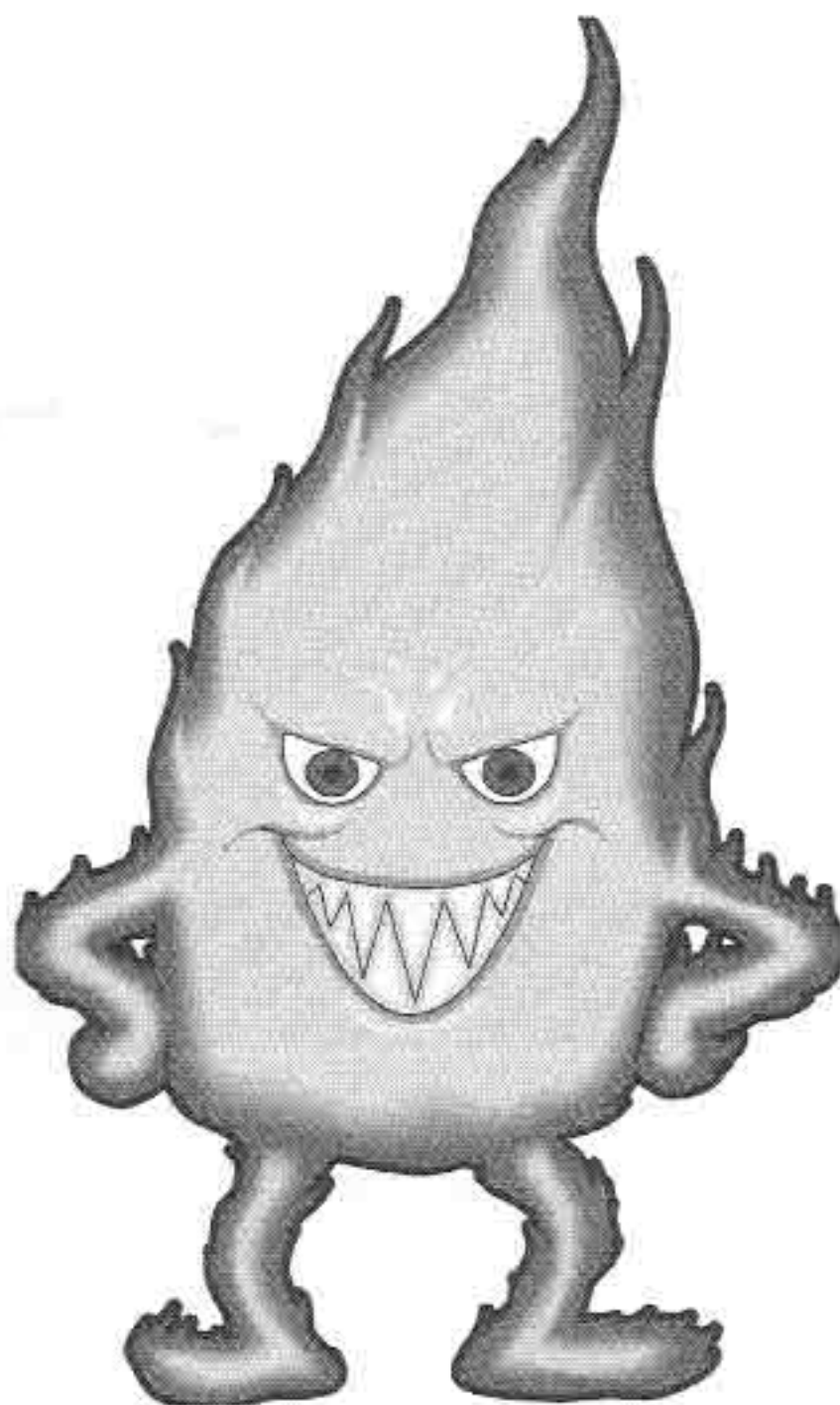
Have brief retorts prepared for questions that you think might be asked.

***Silence is golden.***

If you trap your opponent in an unanswerable dilemma, let their silence or frantic babbling expose their weakness. Don't rush in with the next question.

***Relax. Don't rush!***

If you can establish one or two points that is enough.





# THE LAST SHOT

The purpose of the last shot is to present one (1) and only one (1) argument that you believe wins the debate for your team. Judges will be instructed that if you present more than one (1) argument you are to be given a loss in that debate.

More than one piece of evidence: quote, fact, statistic, analogy, story may be presented, but only one (1) argument!

Ask yourself this question (before your last shot): If I were judging this round, what would I be voting on now. Once you decide the key voting issue make that your focus.

What argument should be selected? Several choices are available but only one (1) argument may be presented.

- Answer the argument that you are losing  
(if losing more than one, pick the most important)
- Stress an argument you are winning  
(if winning several, pick the most important)
- Stress an argument that is most appealing to a citizen judge and clearly win it.
- Try to "turn" a major argument. Show how an opponent's argument proves your point.
- Expose a major inconsistency made by your opponents - - two arguments they made which contradict each other.





**Barkley Forum • Emory National Debate Institute**

June 15 – June 28, 2003 • Emory University, Atlanta, Georgia

Under the Direction of Melissa Maxcy Wade

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

**Features of the Policy Division**  
 Under the Direction of Bill Newnam

**Experienced staff:** Our senior level staff has worked at this Institute and many others, including: American University, Bates College, Baylor University, Berkeley, Dartmouth College, Georgetown University, University of Iowa, University of Kentucky, Northwestern University, University of Michigan, Wake Forest University, Samford University, and Stanford University.

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

**Flexible curriculum:** The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Each laboratory group has explicit objectives and a field tested curriculum for the two week period, dependent upon their level of experience.

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

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

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

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

**Features of the Lincoln-Douglas Division**  
 Under the Direction of Jim Wade

**Experienced staff:** The Director of the Lincoln-Douglas division has been in the activity for over twenty years, and has served in his current position for ten 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.

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

For an application, write or call:

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

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



## The Scholars Program at the Emory National Debate Institute

June 15 - June 28, 2003 • 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 redesigned by our staff of accomplished coaches, from the lecture schedule to the structure and pace of lab groups. Members of the Program will receive advanced library instruction, including guided research in the Woodruff library system and targeted use of Internet resources. Our curriculum helps students understand and utilize the most advanced modern debate positions, but without sacrificing their ability to win rounds with traditional skills and strategies.

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

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

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

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

**Select faculty:** The Program will be directed by a select group of the nation's best debate minds. Past Directors of the Scholars Program have included award-winning college coaches, multiple NDT winners, and some of the country's most prominent high school coaches. In the last few years alone, Joe Zompetti (Director of Forensics at Mercer University), David Heidt (winner of the 1995 NDT), Jon Paul Lupo (winner of the 2000 NDT), and Kacey Wolmer (NDT first-round debater and multiple participant in the finals of CEDA Nationals) have all been a part of the Program's administrative team. The rest of the Scholars faculty will be selected from among the ENDI's staff of accomplished college debaters and coaches.

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

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

Melissa Maxcy Wade

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

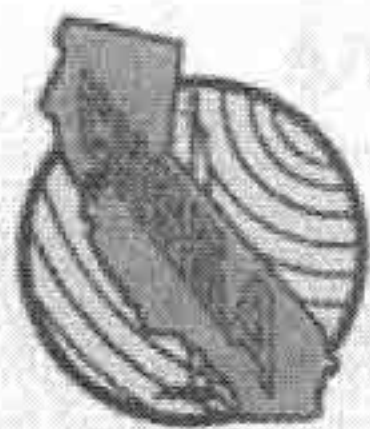
Phone: (404) 727-6189 • email: [lobrien@emory.edu](mailto:lobrien@emory.edu) • FAX: (404) 727-5367



# CALIFORNIA HIGH SCHOOL TED TURNER DEBATE

## Proposed Judge Guidelines

by  
*John A. Cardoza*  
*CHSSA President*



These are guidelines only, not rules; they should be used only when appropriate to the debate.

**Evidence:** Evidence refers not only to statistics, facts and references to authority, but also to items of common or general knowledge.

- ✓ Did each team show connections between particular events or issues and large social, economic, and/or political concerns, trends or developments
- ✓ Did each team supply appropriate and sufficient evidence to support its arguments, and apply that evidence clearly and logically?
- ✓ Did each team adequately explain and/or analyze the evidence offered during the debate?

### Analysis and Argumentation:

- ✓ Did each team sufficiently address the topic in an organized and consistent manner?
- ✓ Did each team present logical, reasonable, and convincing arguments?
- ✓ Did each team clearly and effectively discuss, explain and evaluate the issues and arguments offered during the debate?
- ✓ Did each team respond directly to opposing arguments, interpretations, and/or analyses, with clear explanations of the weakness of opposing arguments?
- ✓ Did each team apply clear evaluative criteria to the arguments, interpretations, and/or analyses offered during the debate?
- ✓ Did each team demonstrate an understanding of the social, political, and/or economic issues involved in the debate?

### Cross Fire

- ✓ Did each debater provide relevant, focused and brief questions?
- ✓ Did each debater respond effectively to questions?
- ✓ Did each debater demonstrate respect for opponents by cooperating in a polite "give and take" without dominating the discussion?

### Presentation:

- ✓ Did each debater communicate in a clear, organized, and understandable manner, presenting an easy listening path to follow?
- ✓ Did each debater exemplify the highest standards of language usage, style and vocabulary, avoiding slang, poor grammar, and mispronunciations?
- ✓ Did the speaker use effective body language (poised stage presence, appropriate gestures, facial expression, sufficient eye contact)?
- ✓ Did the speaker use effective oral presentation skills (volume, diction, rate of delivery), and use understandable and persuasive delivery)?
- ✓ Was each debater respectful and courteous to opponents and judges?



The 72nd

# NATIONAL SUMMER INSTITUTE IN FORENSICS

THE UNIVERSITY OF IOWA  
Iowa City, Iowa

LINCOLN-DOUGLAS DEBATE

June 23 - July 6

TEACHERS' INSTITUTE

June 23 - July 6

YOU CAN  
REGISTER ON  
THE WEB  
BEGINNING  
MARCH 3RD!

Paul G. Bellus  
A. Craig Baird Debate Forum  
B12 International Center  
University of Iowa  
Iowa City, Iowa 52242-1802

319/335-0621 • FAX 319/335-2111

*[www.iowadebate.com](http://www.iowadebate.com)*







# IOWA

LINCOLN-DOUGLAS DEBATE

June 23 - July 6

**Iowa's National Summer Institute** brings together some of the most talented and accomplished teachers and coaches of forensics in the nation. Their students include dozens of national champions from coast-to-coast, NFL National Council members, Key Coaches of the Barkley Forum, and NFL Diamonds describe many of them. All have extensive experience, and collectively have won every national forensics award in the country.

All staff members are successful LD debaters and coaches. Only debaters or coaches of debaters who have been in late elimination rounds at national tournaments are invited to be on the Iowa staff. Staff members come from Alabama, California, Florida, Iowa, Louisiana, Minnesota, New Jersey, New York, North Carolina, Oklahoma, and Texas. They bring different perspectives to the Institute and offer students a diverse experience.

Iowa is an intensive learning environment that is fun and productive for students but also well supervised and safe. We attend to the little details because we understand that students and teachers are more likely to reach their potential when they feel comfortable and know exactly what to expect. We also understand that parents have serious concerns about safety and supervision.

Iowa delivers full value. We are not-for-profit and were among the first major institutes to *cancel* charges for copying collaboratively produced research materials. There are no lab fees, no hidden costs. We produce results. Most of the best debaters competing today got started at Iowa and return each summer of their high school career. Our Lincoln-Douglas participants dominate round robins and national tournaments.

**PATRICIA BAILEY**

**MARILEE DUKES, Co-directors, Lincoln-Douglas Debate**

*Ms. Bailey and Ms. Dukes are recognized for excellence in and out of the classroom. At Iowa, they have built what many regard as the "only summer program" for Lincoln-Douglas debaters. Their standards, expectations and performance are nothing short of remarkable, and they demand and get the best from their very able staff. Their*



*curriculum is organized, thorough and challenging to the very best students. They have found the right mix of theory and practice, and year after year, students come back for more.*

## **IOWA LD OFFERS THREE DIVISIONS**

**The General Institute:** Students who have never attended an institute will work in divisions based on their experience. Divisions and lectures will address philosophy, case writing, and skills that are fundamental to students who are attending their first workshop.

**The Returnees:** Students who have attended an institute in the past may opt to participate in the Returnee program. The emphasis in lectures and divisional meetings will be primarily on advanced skills and the more obscure yet valuable philosophies.

**The Senior Philosophers:** Students must be entering their senior year and have attended an Iowa LD institute in the past. The senior philosophers program is designed for students who have a firm grasp of theory and wish to explore approaches to the application of philosophy to debate. The program offers a unique institute experience.



# **Iowa LD is 12 years old and 18 former Iowa participants have appeared in the Final LD Round of the NFL National Tournament!**

## **Update on Iowa participants at 2002 tournaments:**

**Wakeforest University Earlybird**  
All four semi-finalists were Iowa participants

**Grapevine Classic**  
All four semi-finalists were Iowa participants

**Mid-America Cup**  
Four of the eight quarter-finalists were Iowa participants

**Bronx High School of Science**  
Seven of the octo-finalists were Iowa participants

**The Greenhill Fall Classic**  
Six of the octo-finalists were Iowa participants

**Manchester Debate Tournament**  
Two semi-finalists were Iowa participants

**St Marks School of Texas**  
Six of the octo-finalists and both finalists were Iowa participants

**Apple Valley Debate Tournament**  
Three of the quarter finalists were Iowa participants

**The Glenbrooks**  
Nine of the octo-finalists were Iowa participants

**The Ohio Valley Invitational**  
Three of the semi-finalists were Iowa participants

**UT Austin's Longhorn Classic**  
Both finalists were Iowa participants



## **IOWA'S LINCOLN-DOUGLAS FACULTY**

### **CHAMPIONS TRAINING CHAMPIONS!**

**MICHAEL ARTON**, Director of Forensics, New Orleans Jesuit; coached numerous debaters to the late elimination rounds of every major national tournament, including the NFL National Tournament and the TOC.

**PATRICIA BAILEY**, special consultant for LD Debate, Homewood High School; former Head Debate Coach, Homewood High School; B.A., Huntington College; M.A., Montevallo (AL); NFL Diamond Coach, Key Coach of the Barkley Forum; coached NFL LD champion, numerous NFL national qualifiers, LD state champion for seven years running; Alabama Speech Teacher of the Year Award; National Topic Selection Committee for LD debate; Sanford and Iowa Lincoln-Douglas debate institutes; NFL Hall of Fame; NFISDA Outstanding Speech, Drama, Debate Educator Award; co-founder of Iowa's Lincoln-Douglas Summer Debate Institute.

**SHIKHA BHATTACHARJEE**, Sophomore, Yale University; debater for Iowa City West High School; Shikha had more qualifying legs for the 2002 TOC than any other LD; former Iowa summer institute participant.

**PAM CADY-WYCOFF**, Director of Forensics, Apple Valley High School; B.S., Southwest State University; M.A., Mankato State University. NFL Diamond coach; TOC advisory board; coached numerous LD and IE national champions. Member NFL LD Topic Selection Committee. Ms. Cady-Wycoff has been invited to be a guest lecturer.

**CLAIRE CARMAN-REDDIG**, Debate Coach, Heritage Hall High School; B.A., Rice University; First place, Bronx Round Robin, St. Mark's of Texas; National Forensic League National Champion; former Director of Sanford University Lincoln-Douglas Summer Debate Institute.

**MICHELLE COODY**, Director of Forensics, St. James School; B.S., Spring Hill; M.A., Auburn University; NFL Diamond coach; TOC advisory board; coached numerous national qualifiers; Key Coach of the Barkley Forum.

**CHARLES DAHAN**, Sophomore, UC San Diego; founded debate program at Los Altos High School; quarterfinalist at Emory; semifinalist at UC Berkeley; 2nd place at U Colorado Tournament and the 2002 Stanford Round Robin; Winner of the Hopkins Round Robin.

**MARILEE DUKES**, Director of Forensics, Vestavia Hills High School; B.S., University of Southern Mississippi; M.S., North Texas State University (Debate Fellow); former high school and college debater; 20-year teaching and coaching veteran; numerous state and national qualifiers; coached NFL and TOC champions; NFL Double-Diamond; Key Coach of the Barkley Forum; cofounder of Iowa's Lincoln-Douglas Summer Debate Institute; Blue and Gold Society.

**REILLY DUNN**, Graduate of Enloe High School; Champion debater; participated in late elimination rounds of every major high school tournament; 3 years at the Iowa Institute.

**SETH HALVORSON**, B.A., Macalester College; M.A., Stanford University; Ph. D. Candidate, Columbia University; former championship debater for Apple Valley High School; a veteran lab leader at the Iowa Institute.

**MAC HAWKINS**, Graduate, Loyola University, New Orleans; NCFI National Champion; TOC qualifier; participant in late elimination rounds of every national tournament; assistant coach, Isidore Newman School; coached students to late elimination rounds of every major tournament and state champions.

**BEN JOHANNSEN**, Sophomore, Grinnell College; former championship debater for Muscatine High School; 3 year participant at the Iowa Institute; late elimination debates at every major national tournament; champion foreign extemper; member of the inaugural class of The Senior Philosophers Program.

**NADIR JOSHUA**, B.A., Rutgers University, with honors; former debater Science High School, Newark, NJ; 2nd Stanford Round Robin; semi-finalist Harvard; semi-finalist TOC; participant in late elimination rounds of every national tournament; two time NFL National qualifier.

**KANDI KING**, Director of Debate, Winston Churchill High School; B.A., Incarnate Word College; former Texas Speech Teacher of the Year; State Officer of Texas Forensic Association for past 14 years and past President; charter member of the Iowa Summer Debate Institute; member of the National Forensic League Executive Council.



**CHERIAN KOSHY**, Director of Lincoln-Douglas Debate, Apple Valley High School; NFL Diamond Coach; former champion high school debater; coached students to late elimination rounds of every national tournament including National Champions.

**ANNA MARIE MANASCO**, B.A., summa cum laude, Emory University; former debater, St. James School; Champion Wake Forest 1997; Bronx Round Robin 1997; Montgomery Bell Round Robin 1998; 1998 TOC runner-up; Girls Nation President 1997.

**LYNSEY MORRIS**, Carl Albert Doctoral Fellow in Congressional Politics, University of Oklahoma; B.A., Berry College; American Political Science Association Congressional Fellow, 2002; Intern for then-Senate Minority Leader Thomas Daschle, 1995; Georgia State Collegiate Champion in Parliamentary Debate, 1998; Extemporaneous Speaking, 1997; Rhetorical Criticism, 1998; Student Government President, Berry College, 1998-99; former champion debater at Homewood High School; veteran Iowa Institute staff.

**KELSEY OLSON**, Sophomore, Baylor University; former Champion debater at Apple Valley High School; Winner of St. Mark's, Bronx, Valley, Hopkins, MBA Round Robin; semi-finalist at Greenhill and Emory; Finalist at TOC; top 10 finish at the NFL National Tournament.

**BRYCE PASHLER**, Assistant Lincoln-Douglas Debate coach, West Des Moines Valley High School; former debater, Valley High School; third place, NFL Nationals; two-time Iowa State Champion; Winner William Branstrom Freshman Prize (University of Michigan); coach of 1996 TOC Champion; coach of 1996 MBA Round Robin Winner.

**R. J. PELLICCIOTTA**, Director of LD Debate, South Mecklenburg High School; A.B., UNC-Chapel Hill; coached numerous qualifiers to TOC and NFL Nationals; coached students to the late elimination rounds of every national tournament; coached North Carolina State Champion.

**BOBBY VANCE**, Sophomore, University of Pennsylvania; former champion debater at Isidore Newman; participated in late elimination rounds of every major national tournament; recipient of the Emerson Prize and the Gilder Lehrman Institute of American History Award; former Iowa Institute participant.

**WILLIE WARREN**, Debate coach at Homewood High School, former champion debater at Vestavia Hills High School; 2-time national qualifier; late elimination rounds at major high school tournaments; former debater for Sanford University.

**CYNDY WOODHOUSE**, B.A., University of Iowa; Director of Forensics Vestavia Hills High School; former coach, Iowa City West High School, coached NFL and CFL qualifiers; former debater, Bettendorf High School; frequent participant in late elimination rounds at national tournaments.

**JOHN WOOLLEN**, Director of Forensics, Enloe High School; A.B., Wesleyan College; M.Ed. in Social Studies, UNC at Greensboro; Ed.D. in International Studies; certificates in Curriculum and Instruction and Social Sciences Education; NFL Double Diamond; Key Coach of the Barkley Forum; 100 students to NFL Nationals; Barkley Forum champion; state champions in extemp, oratory, HI/DI, LD; semi-finalist at NFL Nationals.

**DANIEL YAUVERBAUM**, B.A., philosophy and physics, magna cum laude, Amherst; coached National Champions at Isidore Newman; former successful high school debater; runner of marathons.

#### IOWA HAS A LAB THAT IS RIGHT FOR YOU!

Now Iowa provides several lecture alternatives that expose students to Lincoln-Douglas philosophies from numerous perspectives. Some lectures are designed for the entire institute, but most address the specific experience level of the individual students: theory and philosophy lectures which are more general for debaters with less experience, more advanced philosophy and strategy lectures for debaters with more experience. Students who have not attended workshops in the past may have lectures on rights and general theories of morality and justice in addition to the lectures on the commonly used philosophers like Mill, Locke, Rawls, etc. Debaters with institute experience (both at Iowa and at other workshops) are more likely to hear lectures on advance theory and on alternative philosophies, like existentialists or Foucault.

## MAKE THIS SUMMER AN IOWA SUMMER.

## TRAIN TO BE A CHAMPION!



# COACHES WHO WILL BE MISSED

## Jennifer Bradley

ABINGDON, VA — Jennifer Bradley, passed away Wednesday, January 29, 2003 at Bristol Regional Medical Center.

Bradley, known for her work in Abingdon High School's humanities department for the past 30 years, was remembered by colleagues and former students for the time she invested in others and the impact she had on their lives.

"Jennifer led Abingdon to ten consecutive Virginia High School League cups in forensics," Berkley Clear, former principal at Abingdon High and current director of academic operations for the county school system said. "I'm devastated at the news. This is a great loss. Bradley was one of the best teachers in the state in working with students in the arts."

Alan Lee, county schools' superintendent, said she was one of the most respected people he ever knew.

"I've known Jennifer for only a few short years, but she's one of the most outstanding teachers I have met," Lee said. "I judge her on the impact she had on her students. She was adored and revered by those students."

School Board Chairwoman Elizabeth Lowe said Bradley had found ways to teach and motivate all students. "Jennifer Bradley was an outstanding educator and one who touched kids lives in life-altering ways," she said. "She will be greatly missed. She left a lifetime of change in kids' lives."

## Ruth Whitticar

CANTON, OH — NFL Hall of Fame Coach, Ruth Whitticar, passed away Wednesday, January 15, 2003.

Mrs. Whitticar was one of the greatest coaches in Eastern Ohio NFL District history. She coached at Sandy Valley, GlenOak and Central Catholic.

Sister of Hall of Fame coach Rev. John Miday, Ruth also shaped the lives of students, leaving such an impression that past students would show up at her back door for a visit decades later.

Louie Mattachione, retired coach at Perry High School said, "Ruth was the coach who sponsored me as a 'greenie' coach in my first year in 1961 at Perry to get our credentials started for our NFL Charter. Many coaches around the country will remember Ruth Whitticar as a true champion of Speech and Debate."

## Steve Kirkpatrick

ELKHART, IN — On Thursday, February 20, 2003, Steve Kirkpatrick lost his battle with cancer. Steve had been a speech coach at Concord High School in Elkhart, (IN) since he was hired there in the fall of 1975. His areas of specialty included oratory, poetry, and prose. Steve assisted the Concord speech/debate program through four different head coaches, all the way promoting the activity with the school administration, board, and anyone else who would listen. He will be missed by all who knew him.

## Eleanor E. Wright

YORKTOWN, VA — It is with deep sorrow that the Washington Arlington Catholic Forensic League announces the passing of Eleanor E. Wright, The President Emeritus of the WACFL, and past



president of both WACFL and the National Catholic Forensic League. Eleanor died February 8, 2003, after attending a WACFL Student Congress tournament.

Doctors believe that Eleanor suffered from a massive stroke. She collapsed at the tournament and was taken immediately to the hospital.

Roland H. Burdett writes, "We all express our deepest sympathy to Eleanor's brother, William, many friends and colleagues in the Arlington, Washington Dioceses, and from across the country in the NCFL, golfing friends in the Women's League at Oak Marr Golf Park and her colleagues at Yorktown High School. Eleanor was the selfless organizer enabling the NCFL, WACFL, and the coaches to do their best for their students. She worked behind the scenes most of the time. Her joy was in setting things up, seeing things run smoothly, and getting all the details ironed out so that everyone else could have a great weekend, a great event, and a grand time. We in the WACFL, and the NCFL are indeed blessed that she shared her life and talents with all of us. Eleanor was honored in 1983 with the first Daniel S. Masterson, Jr. Service Award for her contributions to the WACFL; for her positive influence on the students at her school, as well as on students of other schools.

Eleanor lived in the Northern Virginia area all her life and graduated from James Madison University. She attended Florida State University where she received her Master's Degree, but returned to the Northern Virginia area to begin her career at Yorktown High School in Arlington. Eleanor was the librarian at Yorktown High School for 35 years. She had been the debate and speech coach at Yorktown for most of those years. She served as President of the WACFL from 1978 until 1990, and as President Emeritus since then. She served in various capacities with the National Catholic Forensic League and was President from 1988 to 1990. She was proud to have attended 30 NCFL Grand National Tournaments. She had retired from Yorktown in June of 2000 and was thoroughly enjoying her retirement, but she never retired from her speech and debate activities.

## Luther Franklin Sharp

COLUMBIA, MD — Luther Franklin Sharp, 67, a retired high school social studies and humanities teacher, died of a heart attack Wednesday, February 19, 2003 after shoveling snow at his Columbia home.

Mr. Sharp taught world history and philosophy for 35 years at Catonsville High School (MD), where he also founded and coached the school's speech and debate team. He retired six years ago, then returned as a part-time teacher in advanced placement European history for three years.

"Frank had a Southern gentility and was highly intellectual, and was very good at relating to adolescents," said Beverly Hickman, Catonsville assistant principal and former social studies department chairwoman. "He nurtured many excellent student debaters who went to national tournaments and prestigious colleges. He mentored young teachers, too. He shared his knowledge and expertise with his colleagues."

"He was a superb teacher and intellect," said Walter M. Snyder, retired Baltimore County Schools Personnel Director and friend. "His home was filled with hundred and hundreds of books, which he never discarded. He felt he might need to reread them one day."

A memorial service was held Sunday, February 22.





# THE NATIONAL SUMMER INSTITUTE IN FORENSICS

THE UNIVERSITY OF IOWA  
Iowa City, Iowa

**Get a head start on college!  
Make this summer an Iowa summer!**

A unique educational opportunity is now available to all high school participants in the Lincoln-Douglas and Policy Debate Divisions, the ability to earn three hours of college credit.\*

## SENIOR SUMMER PROGRAM

June 23 - July 12

## LINCOLN-DOUGLAS DEBATE

June 23 - July 6

*For more information contact:*

Paul G. Bellus  
A. Craig Baird Debate Forum  
B12 International Center  
University of Iowa  
Iowa City, Iowa 52242-1802  
319/335-0621 • FAX 319/335-2111

\*For a fee in addition to tuition, student participants may register for course 36:002 Workshop in Debate and Forensics. All registration requests must be made through the offices of the National Summer Institute in Forensics and be indicated on your application form. All fees must be paid in full prior to registration for this section. Last year this program cost \$550. Although tuition has not been set at this time, we don't anticipate a significant increase. Iowa's tuition is the lowest in the Big 10. These may be the least expensive credit hours you ever purchase.

***www.iowadebate.com***

**EARN COLLEGE CREDIT!**



2 week session:  
July 13-July 26, 2003  
\$1100.00

# BAYLOR UNIVERSITY DEBATERS' AND TEACHERS' WORKSHOP POLICY, LD AND TURNER DEBATE

## BAYLOR UNIVERSITY

A tradition of excellence in high school  
forensics education for over 60 years

### ♦ Outstanding Faculty at every level

The Baylor faculty have been successful coaches at the high school and/or Intercollegiate level. The focus is on teaching students the skills they need to become better debaters and to succeed in their region or at the national level. The student-teacher ratio is maintained at 10 to one in order to facilitate as much individual instruction as possible.

### ♦ Extensive library resources for all of our students

Students have access to the physical and electronic 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.

### ♦ Challenging curriculum for every experience level

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.

For *Turner debaters* we emphasize current events research, crossfire cross examination skills, argumentation and persuasion skills, and audience analysis.

For *teachers* we emphasize the information necessary to administer a speech program and to effectively prepare your students.

We offer instruction at the novice, junior varsity and varsity level.

### ENROLLMENT IS LIMITED TO THE FIRST 200 STUDENTS. APPLY EARLY!

Dr. Karla Leeper  
P.O. Box 97368  
Waco, TX 76798-7368  
Phone: 254-710-1621  
Fax: 254-710-1563  
Email: Karla\_Leeper@baylor.edu



## PROFILE OF CARL GRECCO

When Carl Grecco graduated from the University of Scranton he did not plan to become a debate and forensic coach. But, as Grecco puts it, forensics chose him.

In 1962, the debate and forensic coach at Woodrow Wilson, later called Harry S. Truman, took leave and the principal asked Grecco, still a new-comer to the faculty, to step in and coach the team.

"And I never gave it back," Grecco said.

Grecco had experience with the debate program. He competed in cross-examination (CX) in high school. During his college years the University of Scranton developed an oratory concert, which Grecco won his junior and senior years.

When Grecco took over, the Wilson team was solely focused on CX. Today, Truman's team has shifted, becoming predominately a speech team.

As part of his recruitment for the team, Grecco traveled to the middle schools in the district explaining the debate and forensics program to eight grade students.

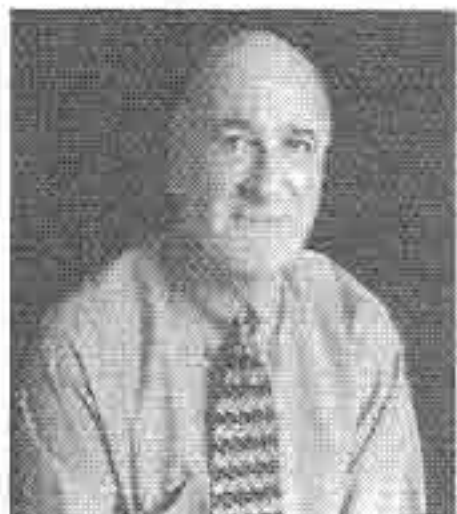
"I liked that he took the time to come explain [the program] to us," Jackie Trick, '98, said of her first meeting with Grecco.

Steve Schuster, '68, said, "Carl always treated us as intelligent young adults, rather than students to be talked down to."

Currently, the Truman debate and forensics team boasts 200 degrees per year, the largest chapter in the Valley Forge District. Grecco is working on his sixth diamond, and has seen eight state champions, and countless students succeed to state and national levels. The debate program has also aided students in their future careers.

"My success in debate has translated into success in other aspects of my life and has also helped to shape my future goals," Collin Imhoff, '01, said.

Traci Butterfield, '98, said: "If Grecco hadn't pushed me to keep going I would've given up on debate in the very beginning." Butterfield said she was glad she didn't adding, "Overcoming that fear of public speaking has had an impact on my employment."



Dr. Eric Klien, '73, who helped raise money for the program at Truman, said, "Joining the debate team and working with Grecco was the single most important thing I've ever done."

During his coaching career, Grecco has forged a bond with the students he coached.

Nishant Choksi, '98, said, "Over the past eight years he has turned from a coach to a close friend, who I can always count on for advice."

"I really thought of him as a father figure for a while," Chris Scott, '97, said. "He helped straighten me out and become more mature."

Shawn Eliason, '94, said, "There are few people I respect and admire more than Grecco."

Although he retired from teaching in 1998, Grecco stayed on to coach the team.

"I like the continued contact with students. It keeps me young and keeps the program going," he said.

His students are grateful that he did not retire from coaching.

John Wheat, '02 said, "Debate [at Truman] will be lost without him."

*(Submitted by Kathleen Pasek, who was a member of Carl Grecco's debate and forensic program from 1994-1998 and a student of Carl's Advance Placement United States History Class during her Junior year at Truman. Kathleen graduated in May, 2002 with a BA in Journalism from Susquehanna University.)*

## Tom Huber



**inducted into the  
Indiana High School Forensic Association  
Hall of Fame  
September 6, 2002**

*Congratulations*





## ***The 24<sup>th</sup> Annual Marquette University Debate Institutes***

### **Regent Program – July 26-August 9**

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: \$949 Commuter: \$649

### **Scholastic Program – July 26-August 2**

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: \$649 Commuter: \$499

### **Lincoln-Douglas Program – July 26-August 3**

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: \$649 Commuter: \$449

#### **Debaters from our program have enjoyed great success including:**

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

#### **Our 2003 Faculty Tentatively Includes:**

Tom Noonan, Marquette Univ. High School  
Doug Roubidoux, Univ. of Wisconsin-Oshkosh  
Kevin Thom, Marquette Univ. High School  
Alex Inman, Marquette University

Jessie Wachs, Madison West High School  
David Jacobus, Forham University  
Tim Dale, Notre Dame University  
Greg Miller, Baylor University

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](mailto:debateteam@marquette.edu) or  
Visit [www.summerdebate.com/mudi](http://www.summerdebate.com/mudi)



# SummerDebate.com

THE NEXT GENERATION  
OF DEBATE EDUCATION

Is Partnering with

**MARQUETTE UNIVERSITY**



Three Great Ways to Use SummerDebate.com...

## A Summer Debate Institute

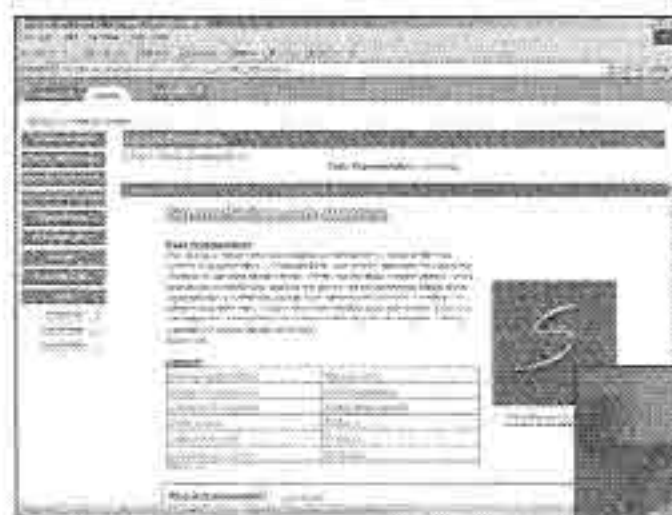
- Work with great lab leaders and America's finest faculty
- Learn the topic and debate theory
- Learn online at your convenience from June 1 - August 15
- Extremely Affordable!!  
Policy \$349  
LD \$299 or LD (Topic only) \$199

## Summer School or Professional Development

- High School Seniors can earn 3 optional credits through Marquette University (\$1750 fee)
- Coaches participating in the institute can earn three optional continuing education units through Marquette University (\$100 fee)
- Coaches can learn to teach the program as an online course to their own students during the school year!

## A Comprehensive Classroom Resource

- Summer coach participants can use the programs in which they participate as an online textbook for their own students.
- Program includes self-grading quizzes and assignments for each appropriate unit.
- Online text access for only \$25 per student!



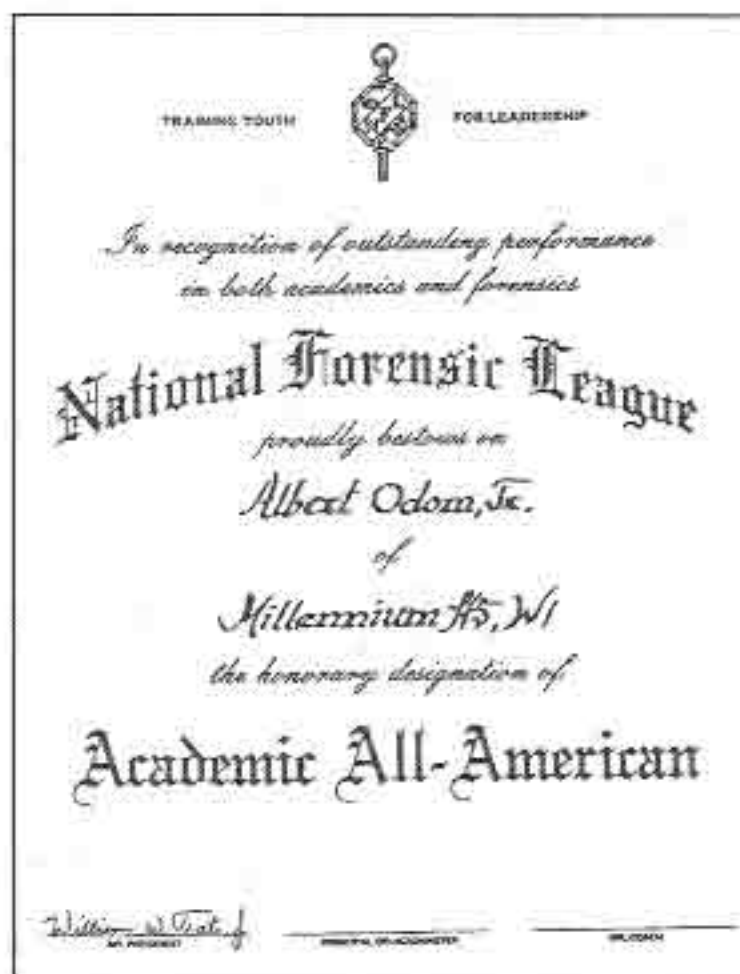
VISIT [WWW.SUMMERDEBATE.COM](http://WWW.SUMMERDEBATE.COM)



## NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

### Award Criteria:

1. Student must be an NFL member with an earned degree of Superior Distinction - 750 points on record in the National Office.
2. Student must have maintained a 3.7 minimum GPA out of 4.0 (or its equivalent).
3. The student may apply during their 6<sup>th</sup> or 7<sup>th</sup> semester.
4. Student must have a score of 1400 or higher on the SAT Exam and/or a score of 27 or higher on the ACT Exam.
5. The student should demonstrate qualities of character, leadership and commitment, as verified by both coach and principal.
6. A chapter may present this National Forensic League All American Academic Award to any NFL member who meets the criteria.



## APPLICATION NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

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  
 \_\_\_\_\_ 7<sup>th</sup> 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

A hand engrossed Certificate of Achievement (see opposite page) will be sent for presentation.



SCHOOL OF LIBERAL ARTS



DEPARTMENT OF COMMUNICATION  
LAWTON, OKLAHOMA

**2003 SPEECH-DEBATE-BROADCAST CAMP**

Staff members at press time

**CAMP COORDINATORS**

Tony Allison	Cameron University	Camp Coordinator
Edie Skaggs	Cameron University	Asst. Camp Coordinator
Jim Heflin	Cameron University	IE Tournament Director
Charlene Bratt	Alva	College Credit Coordinator
Linda Patton	Nowata	New Teacher Coordinator
Lee Alderson	Mulrow	Teacher Session Presenter
Bill McCabe	Bishop McGuinness-OKC	Dorm Mom
Carla McKenzie	Pawhuska	Dorm Dad
Paula McConnell	Marlow	Beginning IE Coordinator
Judith McMasers	Bishop Kelley-Tulsa	Women's Security (Session I)
Jeanne DeVilliers	Sapulpa	Advanced IE Coordinator
Jim Ryan	Norman North	Beginning LD Coordinator
Lisa Barnett	Boswell-Ft. Worth, TX	Intermediate LD Coordinator
Gregg Hartney	Jenks	Advanced LD Coordinator
Michael Patterson	Quymon	Beginning CX Coordinator
Bill McKenzie	Pawhuska	Intermediate CX Coordinator
Margie Franklin	Lawton	Advanced CX Coordinator
Shane Allen, R.N.	Mulrow	Men's Security
		Women's Security (Session II)
		Camp Nurse

**SENIOR CAMP STAFF ♦ SESSION I**

Michael Blazek	OSU	Janis McNuff	Latta-Atta
Kathy Bowser	Broken Arrow	Jason Mitchell	Garden City, KS
Charlene Bratt	Alva	Jennifer Oakley	Oologah
Marvin Buben	Empire	Amanda Oliveros	Bishop Kelley-Tulsa
Allen Dobbs	Santa Fe-Edmond	Debbie Savage	Claremore
John Denslow	Skiatook	Carrie Scott	Duncan
David Duffee	Mannford	Tracy Smith	OU
Samy Elrick	Cordell	Ann Turpin	Turner-Carrollton, TX
Bill Guptill	Shawnee	Shorina Vandivort	McCloud
Gregg Hartney	Jenks	Gary West	Purdy, MO
Jim Hayes	Connors State College	Kirk Wilson	Pulham City
Teresa Kizer	Windsor, MO	Doug Withiam	Cushing
James Lester	Talihina	Peggy Wordan	Durant
Jane Lynch	Dickson	Cosette Wymer	Fairview
Jennie Lynch	Turpin	Stephanie Yisa	Grove
Carmen McAlester	Wilburton	Vela Yisa	Grove
Carla McKenzie	OSU		

**BROADCAST STAFF**

Steve Adams	Cameron University	Matt Jenkins	Cameron University
-------------	--------------------	--------------	--------------------

**SENIOR CAMP STAFF ♦ SESSION II**

Michael Blazek	OSU	Jason Mitchell	Garden City, KS
Kathy Bowser	Broken Arrow	Amanda Oliveros	Bishop Kelley-Tulsa
Charlene Bratt	Alva	Cheryl Potts	Plano, TX
Paul Collins	Lone Grove	Jimmy Smith	Carthage, TX
Allen Dobbs	Santa Fe-Edmond	Tracy Smith	OU
Donald Glover	Dallas-Episcopal, TX	Wyatt Thompson	KSU
Michelle Hendrix	Stillwater	Russ Tidwell	Garden City, KS
Barb Justice	Charles Page	Ann Turpin	Turner-Carrollton, TX
Robert Lawrence	OSU	Justin Walton	Cameron University
Jane Lynch	Dickson	Jeanie Wilson	Springtown, TX
Carmen McAlester	Wilburton	Kirk Wilson	Pulham City

JUNIOR STAFF WILL ALSO BE ASSISTING WITH DEBATE, INDIVIDUAL EVENTS AND R/TV DIVISIONS.  
JUNIOR STAFFERS ARE COMPRISED OF SUCCESSFUL HIGH SCHOOL AND COLLEGE COMPETITORS.

# 29 TH ANNUAL SPEECH WORKSHOP SPEECH ♦ DEBATE BROADCAST CAMP

HIGH SCHOOL ♦ JUNIOR HIGH

**CAMP SESSION I**

JULY 13 - 18, 2003

Division I:	Beginning Individual Events
Division II:	Advanced Individual Events
Division III:	Beginning LD Debate
Division IV:	Intermediate LD Debate
Division V:	Advanced LD Debate
Division VI:	Broadcast Radio/TV

**CAMP SESSION II**

JULY 20 - 25, 2003

Division I:	Beginning CX Debate
Division II:	Intermediate CX Debate
Division III:	Advanced CX Debate
Division IV:	Beginning LD Debate
Division V:	Intermediate LD Debate
Division VI:	Advanced LD Debate

TO RECEIVE A DETAILED FLYER, CONTACT:

Tony Allison, Camp Coordinator  
Cameron University-Communication Dept.  
2800 West Gore Boulevard  
Lawton, OK 73505-6377  
Office: (580) 581-2249 or 357-8655  
Fax: (580) 581-2562  
E-Mail: [tonya@cameron.edu](mailto:tonya@cameron.edu)

**LAST YEAR'S  
CAMP**  
616 STUDENTS  
FROM  
167 SCHOOLS  
AND  
9 STATES

120  
STAFF MEMBERS

STUDENT REGISTRATION-EACH CAMP (ROOM &amp; MEALS INCLUDED).....\$315.00

TEACHER REGISTRATION-EACH CAMP (ROOM &amp; MEALS INCLUDED).....\$255.00

DEADLINE FOR DISCOUNTED STUDENT RATE IS JUNE 1

AFTER JUNE 1, PRICES INCREASE \$ 40.00

A NON-REFUNDABLE DEPOSIT OF \$75.00 CAN BE SENT BY JUNE 1 TO SECURE DISCOUNT RATES

DISCOUNTED TEACHER RATES AVAILABLE FOR ASSISTING WITH CAMP





# PlanetDebate.com

Bringing Debate Into the 21<sup>st</sup> Century

## A Free Membership entitles you to:

- Judge philosophy database
- Tournament invitations
- Forums & Chats
- LD Topic Tutorials
- Case analysis by Sherry Hall
- Case list information
- Sample evidence downloads

## A Gold Subscription entitles you to:

- 20,000 card evidence database
- Year-round case file updates
- Organized research directories
- Learning resources
- Teacher instructional resources

## A Platinum subscription entitles you to:

- Full Gold Subscription resource access
- The LD Tutorials
- LD research directories
- Special evidence downloads

Premium services include a *Weekly Politics File*

[Info@planetdebate.com](mailto:Info@planetdebate.com)

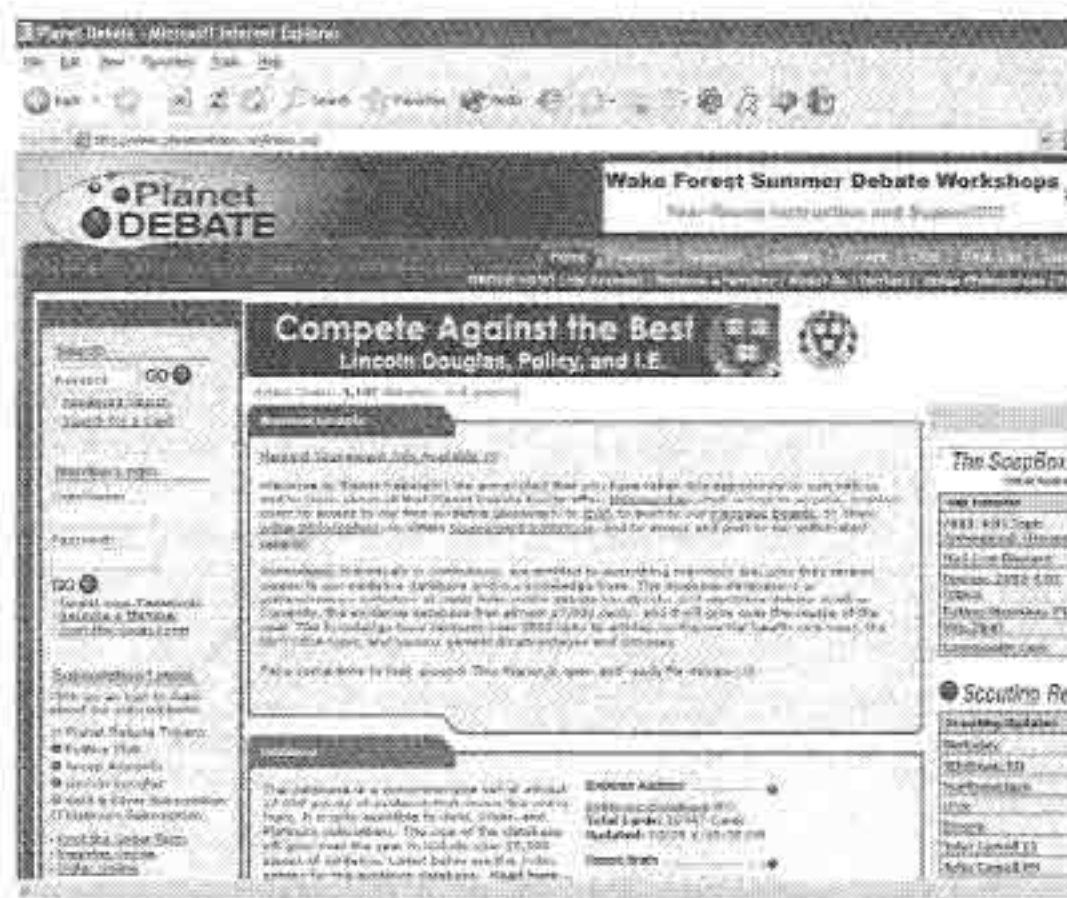
Our Workshop Partners



[www.wakedebate.org](http://www.wakedebate.org)

[www.dartmouth.edu/~debate/Workshops/DDI/](http://www.dartmouth.edu/~debate/Workshops/DDI/)

<http://www.northwestern.edu/nhsi/main/debate/debate.html>



## New for 2003-4:

- Electronic delivery of *Stefan's Topic Guide*
- Ready to use theory blocks
- 5,000 card back file, thousands more on-topic cards
- Searchable member directory
- Coaches only curriculum resources and forums
- Online summer debate workshop
- Online purchase order processing
- Professional account management
- Online debate journal
- New, school-based password system
- LD curriculum resources

Join our 4800+ Users Today!

Stefan Bauschard Sherry Hall Dallas Perkins  
Peter McCollum Ross Smith Tim O'Donnell Roger Solt





### Unique Features of our LD Subscription

- Well-researched Tutorials by leading debate coach, Roger Solt of the University of Kentucky
- Access to an extensive web-based research directory on each new topic
- Free access to all previous releases of Roger's LD Tutorials from the current year and years past.
- Teaching and instructional resources for debate coaches

### Our Online Summer Debate Workshop

PlanetDebate.com, in partnership with Wake Forest Debate, is happy to announce a new summer program for 2003: The Online Summer Debate Experience.

Our workshop begins June 1<sup>st</sup> and runs through August 15<sup>th</sup>. Debaters and coaches can participate from the comfort of their own homes, schools, and offices.

All participants in our Online Summer Debate Experience will have access to an organized debate curriculum that is constructed and delivered by debate's top professionals. The curriculum includes:

- 10-15 lectures delivered at the Wake Forest Debate Workshop, and many others
- Readings and Checks for Understandings from Stefan's 2003-4 Topic Guide
- Guided research instruction through Planet Debate's research directory
- Real time chats with lab leaders and daily email support
- Special threaded discussion forums
- Electronic distribution of evidence produced by students
- Access to over 100 theory blocks
- Access to Planet's Debate's evidence database

The cost of this program is only \$269 per student. We are so convinced that you will not find a better opportunity elsewhere that we will match any price if you show us an equivalent offer. Students who participate in the Online Summer Debate Experience will also be able to purchase Planet Debate Gold subscriptions, a \$289 value, for only \$150.

Please visit PlanetDebate.com for additional details. If you have any questions, please email us at [summerworkshop@planetdebate.com](mailto:summerworkshop@planetdebate.com).

### Congratulations to Some of our Planet Debate Subscribers

#### *New Barkely Forum Key Coaches*

Frank Seaver, Woodward, Gold & Politics  
Jayne Boyd, Grapevine, Platinum

#### *High School Tournament Winners*

*Newburgh Free Academy*  
Westminster, Platinum

*Emory*  
Woodward, Gold & Politics Club

*Lexington*  
Cathedral Prep, Platinum

#### *College Tournament Winners*

*Georgia State*  
Georgia, Politics Club

*Kentucky*  
Northwestern, Platinum & Politics

*Cap Cities*  
Northwestern

*West Point*  
Boston College, Platinum & Politics

*Harvard*  
Northwestern

*Wake Forest*  
Northwestern

*West Georgia*  
Georgia

*Baylor*  
Dartmouth, Politics

[www.planetdebate.com](http://www.planetdebate.com)

*Become a champion!*



(Bennett continued from page 29)

#### 4. The Best Introductions.

The best introductions always reflect a quest for greatness. Some reflect the great thinkers (Shakespeare, Newton, Ts'ai Lun, Aristotle, or even a Paul Kennedy). Some reflect great ideas, others great stories. Some of the best introductions are anecdotes, occasionally a simple joke. But greatness is not determined by when they were written. Greatness for an extemporaneous speaker lies in the critics' reaction.

Should we allow "canned" or prewritten introductions? Yes, absolutely. Education is not a time-limited function. Learning doesn't suddenly begin thirty minutes before you are scheduled to speak. So long as the student played an important role in writing the introduction I applaud whatever she does to write it, learn it, and make it better. Greatness does not stem from a thirty minute preparation period, it stems from months or years of learning and practice and willingness to keep at an incredibly grueling event.

So let students write their introductions. Then do your coaching duty and critique them, have them rewrite, and rewrite yet again. Have them use their ballots and talk to their judges to make their introductions even better.

And when you judge reject the idea that you should sniff out and punish those whose introductions are prewritten. Instead sniff out and reward those whose introductions tie well to their topic. Give good feedback to those whose introductions are so well written that they serve as little bits of joy in those rounds where most speakers begin their speeches with fluff or the thin results of a hurried search...because they only had thirty minutes to prepare everything. And try to stifle your sighs as you sit through the rest of the speeches.

(William H. Bennett has coached four national champions in extemporaneous speaking. He is chairperson of the CDE National Institute, which has produced fourteen high school and four college national champions in extemporaneous speaking in the last two decades. He can be reached via email at [bennett@laplaza.org](mailto:bennett@laplaza.org).)

(Mendelsohn continued from page 39)

the audience at Nationals. She was funny, she was sincere, and she was passionate. But above all, she was real. Her comedy wasn't so jerky that she looked as she might lapse into an epileptic seizure at any moment. Her stories didn't make the audience want to hang themselves, and her topic was neither outlandish nor insignificant. Most crucially, her ideas were intellectually sound and supported by evidence. As in most oratories, there is a deceptively simple solution. The NFL Manual says that orators are not required to solve a problem, but should, "discuss (it) intelligently, with some degree of originality, in an intelligent manner, with some profit to the audience." We profit from stimulating ideas. Oratories need to be written by high school students and critiqued by their coaches for worthwhile subjects, sound logic, thorough and current research, and precise and meaningful use of language.

Oratory is supposed to be a forum for the expression of ideas; ideally, oratory challenges the listeners to examine the way they live and think. My coach once told me that, in her sixteen years of coaching, she has only heard a handful of oratories that made her want to change, or at least think about changing, the way she lives. In its essence, that is what oratory is about. Moving people. Enlightening people. Touching people. Making people reexamine their beliefs. The ability to do that is rare. The opportunity is remarkable. The fact that it is wasted is incomprehensible.

Both the coaches and competitors in original oratory must take steps to save their event from a dismal fate that currently seems inevitable. As Gary Green, former forensic competitor and current student at Yale stated, "original oratory has truly become deplorable."

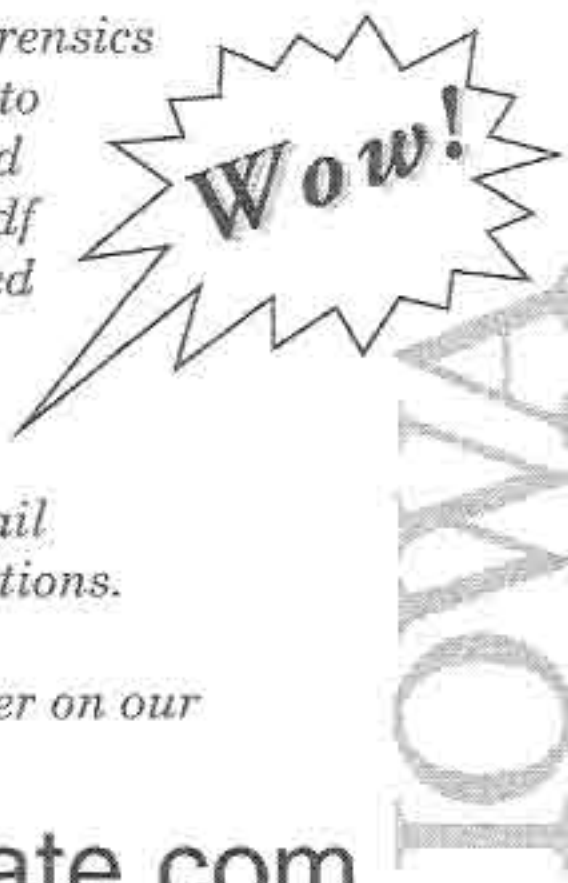
(Kim Mendelsohn is a freshman at SUNY Binghamton. She graduated from Nova HS. She was a two-time State Champion, Qualifier to NFL and CFL Nationals and participated in numerous elimination rounds at national tournaments.)

*The National Summer Institute in Forensics and the University of Iowa invite you to visit our 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.*

*Please call us at 319/335-0621 or email [paul-bellus@uiowa.edu](mailto:paul-bellus@uiowa.edu) with any questions.*

*Beginning March 3rd, you may register on our secure website at:*

**[www.iowadebate.com](http://www.iowadebate.com)**





# The NFC Presents The Berkeley Mentors Lab 2003

89

as part of the California National Debate Institute at UC Berkeley  
June 14 - 29 \$1,450 for resident, \$775 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 Dave Arnett and Sarah Holbrook. Dave Arnett is one of the most successful NDT coaches of recent years. In his five years heading the Berkeley program his teams have come to dominate the competition. They have won Wake Forest, Northwestern, Pepperdine, UNI, and Fullerton, and have been in finals of Kentucky as well as clearing to late out rounds just about everywhere else. As a collegiate debater he cleared to finals at Wake, UNI, USC, Redlands, and quarters at the NDT, Kentucky and Harvard. Dave has been instructing high school debaters at camp for nearly ten years. Co-directing the lab with Dave will be Sarah Holbrook, of the State University of West Georgia. She was the 2000 AND 2001 CEDA nationals champion, she has been in late elimination rounds of many of the tournaments she attended. Sarah has won numerous speaker awards, including first at the South Carolina Round Robin. 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.

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; 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 15th. 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](mailto:debate@educationunlimited.com); on the web [www.educationunlimited.com](http://www.educationunlimited.com).



# FORUM debate

Why go to a "camp"  
when you can attend an institute?

Join us at the  
University of San Diego

**July 27 - August 10, 2003**

Director of Policy- Paul Bellus, University of Iowa  
Director of LD- J.J. Rodriguez, San Marino High School

Full tuition (15 days, room, all meals, copies, evidence) \$1250  
Commuter \$400

The FORUM is the only non-profit national institute

Register online at [www.comforum.org](http://www.comforum.org)  
or call 858.689.8665  
Sponsored by the Communication Forum



# Tournament Highlights

Stay tuned for major announcements about the tournament in the coming weeks. In the meantime, here are highlights already planned:

- All hotels are in the GSU neighborhood, so you'll avoid traffic.
- Finals at the historic Ebenezer Baptist church, where the Rev. Martin Luther King, Jr. preached.
- A range of planned final day activities, organized with the King Center for Nonviolent Social Change.
- Spectacular venues for Student Congress.
- A wonderful opening, starting on registration Sunday with a gala hosted by Schwan's.
- Ready use of the university's best and newest facilities, including the new Aderhold Learning Center.
- A week long hospitality center for coaches and students.
- Events designed to celebrate Atlanta's role in pioneering the urban debate leagues.

In the coming months, we encourage you to frequently visit the Georgia Nationals website for information updates. We're thrilled you'll be joining us!

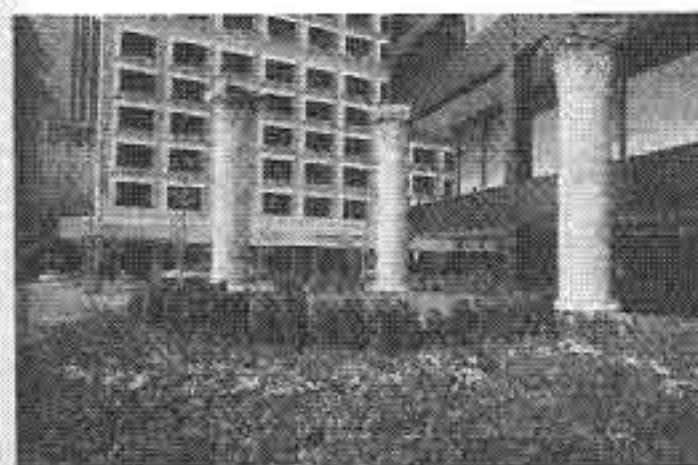


## The Nationals Neighborhood

Week long contest events will take place on the Georgia State University campus, located in the heart of downtown Atlanta. The Georgia State Capitol is two blocks south of campus, the King Center five blocks northeast of campus, and all the contracted hotels are within four blocks north of the campus venues. Atlanta's subway system, MARTA, makes it possible to travel almost door-to-door between the airport, hotels, campus, and final day events.

We are using hotels located in the heart of the city's convention district—a full range of restaurants and shopping opportunities are within walking distance. For instance, within two blocks of the convention hotels are more than 30 restaurants, ranging in price and quality. Half a block away is the renowned City Grill, a four star restaurant which serves Atlanta's downtown professionals. Nearby are fast and cheap Chinese, Middle Eastern, Italian, and sandwich shops.

Half a block off Peachtree, at Peachtree Center Avenue and International Boulevard, is Hsu's, featuring Chinese artifacts, subtle lighting, polished service, and a kitchen that delivers excellent specials, including such novelties as soft-shell crab in black bean sauce and Szechuan beans in spicy pork. Morton's of Chicago, the well known chain restaurant, is also nearby, and serves a good mound of meat. Morton's is on Peachtree Center Avenue, on the ground level of the Marquis Tower One. For an excellent breakfast for mere pennies, or decent deli sandwiches, visitors often seek out Jack's Sandwich Shop in the 230 Peachtree Tower Building. With sublime cheese grits, fine eggs and bacon, bagels and toast, and a good juice selection, Jack's is a penny-pinching treasure.



Underground Atlanta is a retail and restaurant complex next door to the GSU campus, and features restaurants of all varieties: Leonardo's (an Italian restaurant), a full Food Court with more than 20 fast food outlets (including good BBQ), Johnny Rockets, Mick's, and (the infamous) Hooters.

The city's main nightlife is centered in Buckhead, several miles north of the convention neighborhood, but easily accessible by car or cab.

In coming *Rostrum* inserts we'll provide more extensive specific information about regional attractions, including June schedules for everything from baseball to the symphony to the local theater scene, and information about regional attractions and sites of interest to history buffs. Turner Stadium, home of the Atlanta Braves, is five minutes south of GSU; Symphony Hall is ten minutes north.

If you haven't yet enjoyed the opportunity to visit or spend time in the capitol of the South, then you're in for a treat this June!



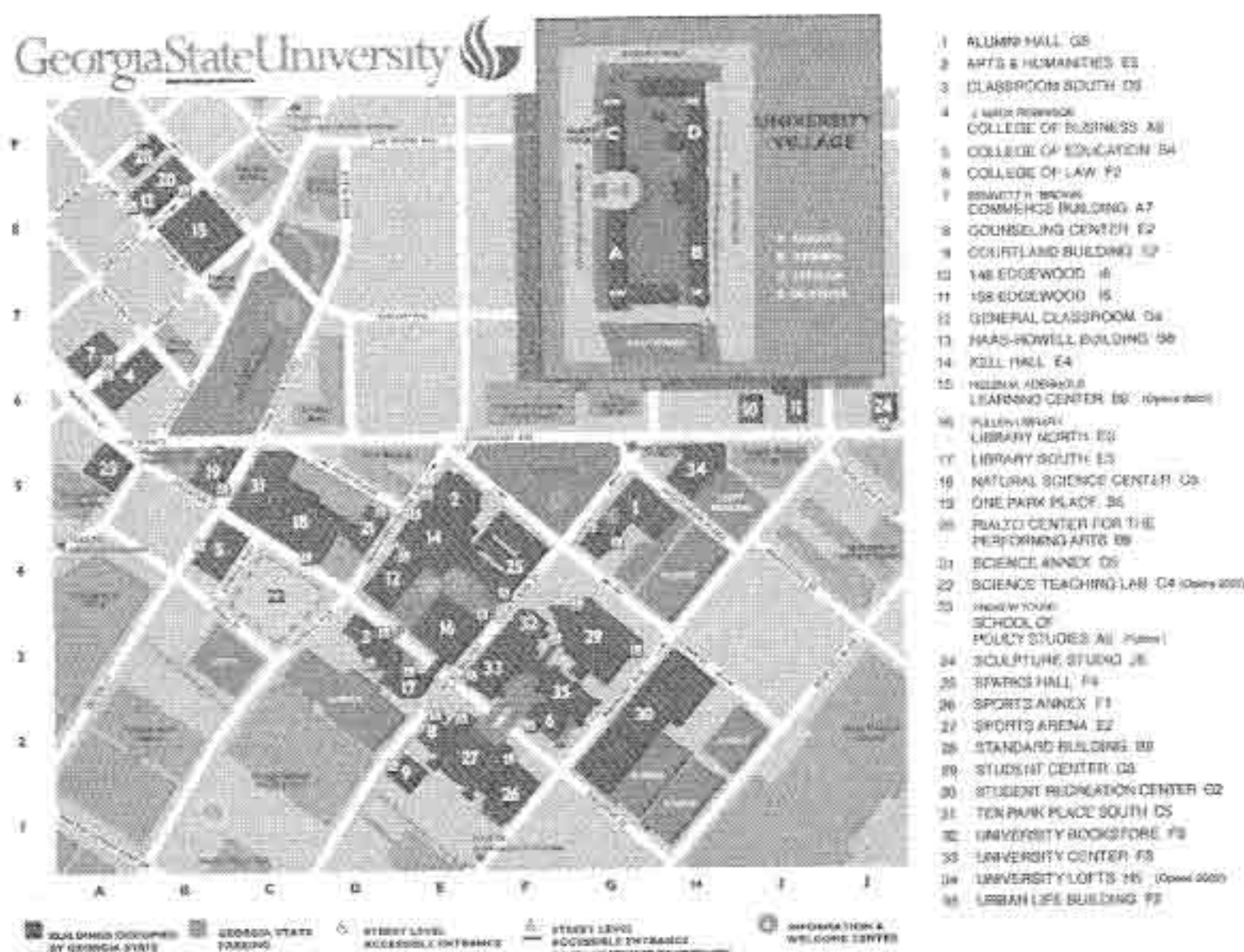
# For Schools on a Tight Budget

Our host committees understand that a week-long stay in a major urban area can pose a real financial burden, and for programs facing severe financial constraints we have some good news about the Georgia Nationals. Negotiating with Atlanta's premier hotel properties, we have secured great rates across the board — for example, the rates at the Hyatt, Sheraton, and Marriott Marquis are all negotiated lower even than the rate today paid by the federal government, and these are premier convention properties.

For schools on an especially tight budget, we want to make you aware of two ways to save additional money:

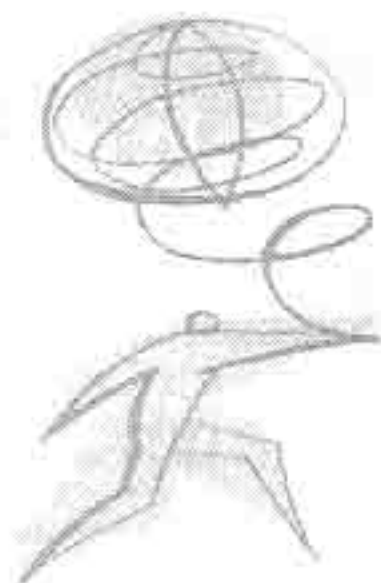
- *On-campus housing options.* We are making available at a lower cost than the major hotel properties some opportunities for on-campus housing. For specific information on this, visit the [www.GeorgiaNationals.org](http://www.GeorgiaNationals.org) website. These venues are especially economical for large programs willing to squeeze students into apartment-style suites.
- *Nationals without a rental car?* The MARTA subway train comes right into the Hartsfield Airport terminal, and brings you directly north to the convention hotel properties. Once at your hotel you can take MARTA back and forth to the campus, and restaurants are available within walking distance, or a short cab ride. While this option will seem less attractive to schools who have qualified students needing to carry extensive extemp or debate files, those files can be stored on a nightly basis in locked GSU classrooms. Beyond the savings from renting a vehicle you will also save in daily parking fees which can obviously add up.

We welcome the opportunity to help schools on a tight budget explore additional ways to economize, and encourage you to visit our website for more information regarding cost savings options.



High resolution maps of the campus area are available at the [www.GeorgiaNationals.org](http://www.GeorgiaNationals.org) website. All but the Congress hotel are located in the neighborhood in the above map covered by the detailed map of the University Village.





*Where is your team going?*

***Bannockburn Travel***  
*will get you there!*

PROUD SPONSOR OF  
***National Forensic League***

SPECIAL DISCOUNTS WITH  
DELTA & AMERICAN AIRLINES

*To check availability and/or book your own air & car reservations go to:*  
[www.nflonline.org/NationalsTravel/NFL/express-air.html](http://www.nflonline.org/NationalsTravel/NFL/express-air.html)

*Soon to be available via direct access through the NFL website*

***National Conference***  
**ATLANTA**

*June 14 - 21, 2003*

**BANNOCKBURN TRAVEL MANAGEMENT**  
*Serving all of your travel needs...*

CONTACT YOUR DEDICATED NFL AGENTS AT:

*Shalini 847.597.5601 ~ Karen 847.597.5600*

*Email: [sdsouza@bannockburn.com](mailto:sdsouza@bannockburn.com) ~ [kemerson@bannockburn.com](mailto:kemerson@bannockburn.com)*



# Midwest Debate Institute

Rockhurst College, Kansas City MO

Beginning and advanced seminars help students develop research, listening and speaking skills that will be of lifelong benefit. Emphasis is placed on original research. All briefs will be developed by students from original research created during the institute.



July 14 - 25, 2003

Tuition: \$450

Housing/Meals: \$350

*NO HIDDEN COSTS!*

Deadline: June 20, 2002

Staffed exclusively by high school debate coaches.

**Open to Coaches!**

**Scholarships available!**

Midwest students have consistently been successful in regional and national competition: 1st in Congress, 1st in Original Oratory, 2nd in CX Debate and 9th in CX Debate.

Students will return to their schools with a broad subject-matter background on the topic as well as improved understanding of the skills and techniques necessary for successful high school debating.

Additional Information:

Ms. Carla L. Brown, Director  
Midwest Debate Institute  
PO Box 347

Independence, MO 64050

Phone (816) 350 - 9277

Fax (816) 350-9377



# Getting Around Atlanta

Atlanta is the transportation hub of the southeast, so getting there is no problem whether you decide to fly, drive, or take the train. *If you fly*, you'll arrive at Atlanta Hartsfield International Airport, one of the easiest airports to use in the world. Taxis, rental car companies, and Atlanta's rapid rail system, MARTA, connect the airport with downtown, a short seven miles away. *If you drive*, you will most likely enter the city on one of the three interstate highways that converge in Atlanta: I-75, I-85, or I-20. These are linked by a 63-mile perimeter road, I-285, that circles the city.

Parking in Atlanta is easy to find and relatively inexpensive. Even if you park in the city's pay lots, you will likely not pay more than \$8 per day. Most of the hotels we are contracted with require payment for parking – the specific charges per property are detailed in the hotel section of this insert. Tournament participants will be able to purchase low cost come-and-go parking passes which will enable parking in the Georgia State University parking decks.

## GETTING AROUND BY CAR

Driving into Atlanta, visitors will most likely arrive by interstate: I-75 or I-85 from the north or south; I-20 from the east or west. These three routes converge on Atlanta like the spokes of a wheel, connected by the interstate perimeter that is I-285.

Any one of the three interstate routes takes you directly into and through the heart of the city. The perimeter essentially makes a big loop through Atlanta's sprawling suburban outskirts. The tournament sites are located right at the heart of the city, and are easily marked by exit signs off that portion of the interstate where I-75 and I-85 run together, a stretch of highway known by locals as "The Connector."

Interstate 285 encircles Atlanta. Sixty-three miles in circumference, it is known as the "perimeter." I-75, I-85, and Georgia Highway 400 divide the rough circle created by the perimeter into six pie-shaped sections.

Georgia Highway 400, the only toll road in Georgia, starts at I-85 in northeast Atlanta and heads north in a straight line to a point just south of Dahlonega. While this is not an interstate highway, it has all the characteristics of one: six high-speed lanes, interstate-type signage, and high-speed entrance and exit ramps.

## GETTING FROM THE AIRPORT TO HOTELS

There are many options for transport from Hartsfield to the downtown hotels, all either reasonably priced or free.

*The Airport Train.* One of America's best urban transportation tricks is the MARTA train from the Atlanta airport to downtown. Travelers who have discovered it love it. The airport entrance to the train platform is near the baggage claim. It's adequately marked when you reach the claim area. From there, for \$1.75, you can quickly reach any place on the rail system map. The Peachtree Center MARTA station (the station nearest the hotels, one stop north of the centerpoint of the rail

system, is called Five Points, not to be confused with the shopping and restaurant area called Little Five Points) is only 20 minutes away from Hartsfield. Many hotels in the downtown area and along the Peachtree Street corridor are within easy walking distance of a MARTA station, and this is true of almost all the Nationals hotel properties (in fact the only exception is the Holiday Inn, which is located next to Turner Field).

*Hotel Shuttles.* Some 42 hotels offer shuttle service to and from Hartsfield. Those properties with shuttle service meet passengers at curbside outside the baggage claim area and transport them to their hotel. Generally, hotels in the airport area provide free service, but some of the downtown hotels charge for it.

*Taxis.* Taxis are easy to find at the west side of the airport near baggage claim. The bullpen holds 315 cabs. During busy times many drivers are waiting their turn. Ten or so line up by the dispatcher's booth on the sidewalk at any one time. The dispatcher is an employee of the city aviation department and is charged with keeping the taxi traffic flowing smoothly. Taxi fare from the airport to downtown is \$15, but that amount may go up by June.

---

**Atlanta has 32  
streets named  
Peachtree.**

---





The Stanford National Forensic Institute offers unique national caliber programs conducted by the Stanford Debate Society of Stanford University, a registered student organization of the Associated Students of Stanford University.

**The Three Week Program:** The Three 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 Three 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 2003.

**The Four Week Program:** The Four Week Program is fully integrated with the Three Week Program, but adds an additional week, which focuses primarily on technique and practice rounds. Students are guaranteed to get 16 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! Four Week students are welcome to apply to the Swing Lab for the first three weeks of the camp.

**Faculty:** The SNFI faculty is composed of current and former competitors and coaches from successful programs all over the country. Initially confirmed staff for summer of 2003 include:

Dr. Anne Marie Todd - San Jose State • Dave Arnett - UC Berkeley • jon sharp - USC • Sarah Holbrook - West Georgia • Casey Kelly - Wake Forest University • John Hines - U of North Texas • Chris Macfarlane - University of Southern California • Tristan Morales - Northwestern University • Ben Thurpe - Dartmouth College • Bob Allen - Emory University • Erik Holland - University of Southern California • Judy Butler - formerly of Emory University • Beth Schueler - Whitman College • Jen Johnson - Bay Area Urban Debate • Kristen Johnson - Claremont Colleges • Dan Fitzmier - Northwestern University (extended week program) • Nick Coburn-Palo - the College Prep School (extended week program) • Mikaela Rogozen-Soltar - Macalester College • Didi Kuo - Emory University • Abe Newman - UC Berkeley • Ryan Mills - formerly of the College Prep School • Josh Coffman - Emory University

**Matt Fraser, SNFI Program Director - Stanford Debate Society**

**Robert Thomas, SNFI Academic Director - Stanford Debate NDT Coach**

The institutions noted are where the relevant SNFI staff member works, debates or debated, and/or studies during the academic year, and are for identification purposes only.

## Stanford National Forensic Institute

**Tentative 2003 Dates & Prices:  
Policy Debate**

**Three Week Program**

**July 25 - August 14, \$2160**

**Four Week Program**

**July 25 - August 21, \$3160**



Phone: 650-723-9086 • Web: [www.snfi.org](http://www.snfi.org) • Email: [info@snfi.org](mailto:info@snfi.org)



The Stanford National Forensic Institute offers unique national caliber programs conducted by the Stanford Debate Society of Stanford University, a registered student organization of the Associated Students of Stanford University.

The SNFI Swing Lab Program is a preparatory program available for advanced policy debate students. Students must be varsity level and must have previously attended at least one rigorous debate institute during the summer of 2003. Faculty include some of the most respected debate educators, the curriculum is rigorous and carefully executed, and students receive more debates than any other program of similar quality. The Swing Lab Program has a phenomenal track record: the 1994 through 2002 graduates have cleared at most national tournaments, including Greenhill, St. Mark's, the Glenbrooks, Redlands, MBA, Lexington, Berkeley, Stanford, Emory and NFI nationals. Swing lab participants have won 1st place recently at USC, Berkeley, MBA, Stanford, Lexington, and have twice won the Glenbrooks and the TOC.

The Swing Lab curriculum focuses on Expertly Critiqued Debates. Swing Lab scholars will participate in a rigorous series of at least a dozen practice debates beginning on the second day of the camp, with an emphasis on stop-and-go and rebuttal rework debates. The Swing Lab program provides intensive instruction in Research, Argument Construction, and Advanced Technique. The kernels of arguments which are produced by other institutes will be used as a starting point. These arguments will be used by program participants to construct detailed positions which will include second and third level extension blocks, new cases, disadvantages, kritiks, counterplans, and in-depth case negatives. Scholars will be immersed in Advanced Theory through seminars that offer unique and rival views on a variety of issues including fiat, competition, intrinsiveness, permutations, kritiks, presumption, extra-topicality, the nature of policy topics, and many other issues from the cutting edge of current theoretical discourse.

Students will have access to a wide variety of Outstanding Faculty. The Swing Lab will be directed by Jon Sharp and Sarah Holbrook. As a debater, Jon and his partner won the West Georgia and Harvard tournaments, and the Dartmouth Round Robin. As a coach, Jon has qualified teams for the NDT every year; while assistant coach at West Georgia, the squad appeared in the finals of CEDA Nationals an unprecedented three times running. Jon has also been named three times to the student-selected panel of "Critics Of The Year." Presently, Jon is an assistant coach and doctoral student at the University of California. Sarah debated at the State University of West Georgia, where she was the 2000 AND 2001 CEDA nationals champion, she has been in late elimination rounds of many of the tournaments she attended. 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.

Admissions to the Swing Lab are selective and solely at the discretion of the program directors.

## Stanford National Forensic Institute Swing Lab

Tentative 2003 Dates & Prices:

July 25 - August 14

Residential Cost - \$2160

Commuter Cost - \$1675



Phone: 650-723-9086 • Web: [www.snfi.org](http://www.snfi.org) • Email: [info@snfi.org](mailto:info@snfi.org)



# Tournament Hotels

Atlanta is one of the nation's busiest convention cities, and the going rate for the major high property hotels is considerably higher than we've been able to negotiate. We're pleased that no large-block hotel we're using will be charging guests more than \$93 per night, which is now much lower even than the rate granted the federal government.

## Where Should I Stay?

We strongly encourage you to stay in one of the contract properties for which information is provided in this insert. Every hotel of reasonable quality within a ten minute radius of the Georgia State University campus is under Nationals contract. Staying in these properties puts you in some of Atlanta's premier hotels, and also importantly will assure that you avoid the regular traffic mess typical of downtown. Staying at a property even ten miles away may obligate you to back and forth commutes exceeding an hour each way.

All but one of the contracted properties have set aside considerable blocks of double/double rooms, and some king rooms, for tournament participants. The exception is the Embassy Suites, located at the Olympic Centennial Park, where our block only includes 20 suites, to accommodate attendees who expressed a specific interest in staying there. All contract properties will ask you to pay a \$2.00 per room per night rebate which helps underwrite the running of the Nationals.

Nearly all the major downtown hotels have leased their parking lots out to private vendors, which means hotel guests usually pay overnight parking charges as high as \$20 per night. In many cases we were able to successfully negotiate these parking charges down or completely away. Parking charge information is provided here so that you can budget for it. Since these daily fees can add up, if the choice is between bringing multiple cars or renting one minivan, you will save considerably on parking charges by doing the latter. Wherever you stay in the city of Atlanta, hotel stays are subject to a 14% tax.

The University is making available some limited apartment-style housing, which would be economical for schools bringing large groups, where students don't mind crowding into suites. Visit the [www.GeorgiaNationals.org](http://www.GeorgiaNationals.org) website for specific information about this alternative.

Many Student Congress events will be held at the *Holiday Inn Atlanta Capital Plaza*, and so we recommend that Congress participants plan to stay in that property as a first choice.

The following pages provide specific information about Nationals properties which supplements the overview data in the box shown on the next pages. Flat rates were negotiated for all hotels, and will not vary as a function of the number of people in each room.

## Advanced Booking

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

NFL wishes to eliminate "speculative" booking ("I will reserve rooms now in case we qualify") and double booking ("I will book two places and when I arrive choose the one I like and cancel the other"). If a coach chooses to book excess rooms on several properties, s/he will pay a two night non-refundable deposit for each room they book, even if canceled later.





### Information About Specific Nationals Properties

Here is more detailed information about our contracted hotels. Each offers the amenities standard for comparable properties in its chain, and all are of high quality, regularly used by the biggest conventions coming through the city. Nearly all are within a mile of the campus (the *Embassy Suites* and *Holiday Inn* are both roughly 2 miles away but accessible by city streets which avoid interstate traffic tie-ups), and all are near to the King Center where Friday final contest rounds will occur.

**Hyatt Regency Atlanta.** The flagship property of the *Georgia Nationals*, the Hyatt Regency is also the location for Thursday evening Final Round contest events (to be held in the Hyatt Grand Hall). The Hyatt Regency adjoins the Peachtree Center complex, which includes an indoor connection to the Peachtree Center MARTA public rail center. Built around one of the most spectacular hotel atriums in North America (it was the first contemporary atrium hotel built in the world), the hotel features a

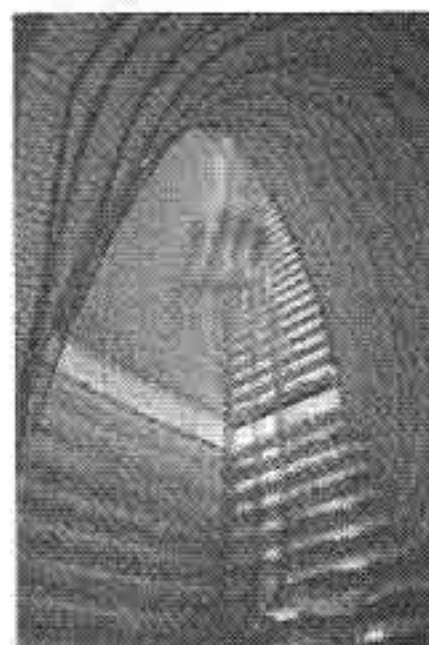


range of restaurant options, a gift shop, a fully equipped business center, complete 24-hour concierge service, and access to world class fitness facilities. Cabs are available at the front door around the clock. The property was completely renovated and expanded in 1996. Glass elevators will take you and your students to *Polaris*, Atlanta's landmark revolving rooftop restaurant under the hotel's famous blue dome.

Located at 265 Peachtree Street, rooms are available in double-double and king configuration, all at a \$93 flat rate. Reservations can be made by calling 1-800-233-1234 or 404-577-1234. The hotel fax number is 404-588-4137. The group contract name is *National Forensic League*. The block closes on May 13, 2003. The Hyatt is attached to a major parking facility which charges \$19 for overnight parking (less for daily hourly parking). The property web address is <http://atlantaregency.hyatt.com/property/index.html>. Should you have questions regarding your reservation, the sales manager for the NFL contract is Nicole Allan, available at 404-588-4065.

**Atlanta Marriott Marquis.** The Marriott Marquis, designed by John Portman, is among the city's most visible skyline hotels on account of its 50-story atrium and the panoramic view of the city it provides. A Mobil Travel Guide 3-star hotel, the Marquis features on-site restaurants (the Marquis Steakhouse, Allie's, Champions, and others), 24-hour room service, a gift shop and newsstand, and business center service. The hotel also includes both indoor and outdoor swimming pools and health club access. Guest rooms include work desks with lamps and data ports.

Located at 265 Peachtree Center Avenue, rooms are available in double-double and king configuration, all at a \$93 flat rate. Reservations can be made by calling 1-800-288-9290 or 404-521-0000. The hotel fax number is 404-586-6299. The group contract name is *National Forensic League National Championships*. The block closes on May 13, 2003. The Marquis is attached to a major parking facility which charges \$19 for overnight parking (less for daily hourly parking). The property web address is <http://www.marriott.com>. Should you have questions regarding your reservation, the sales manager for the NFL contract is Lori Castonguay, available at 404-586-6191.



**Sheraton Atlanta Hotel.** The Sheraton Atlanta is a deluxe hotel, the closest property to the Georgia State University campus. Its recent renovation has won design awards, and part of the hotel surrounds a spectacular

Savannah-style atrium pool with retractable roof, sided by a whirlpool and great city views. Guest rooms include all the amenities you would expect from a high-end Sheraton, including in-room data ports. Hotel conference and restaurant spaces are among the most impressive in the city, and also benefitted from the recent total renovation.

Located at 165 Courtland Avenue, rooms are available in double-double and king configuration, all at a \$93 flat rate. Reservations can be made by calling 1-800-833-8624. The hotel fax number is 404-524-1259. The group contract name is *National Forensic League - Forensic*. The block closes on May 16, 2003. The Sheraton is attached to a major parking facility which charges \$12 for overnight parking (less for daily hourly parking). The property web address is <http://www.starwood.com/sheraton>. Should you have questions regarding your reservation, the sales manager for the NFL contract is Andre Chevalier, available at 404-586-3389.





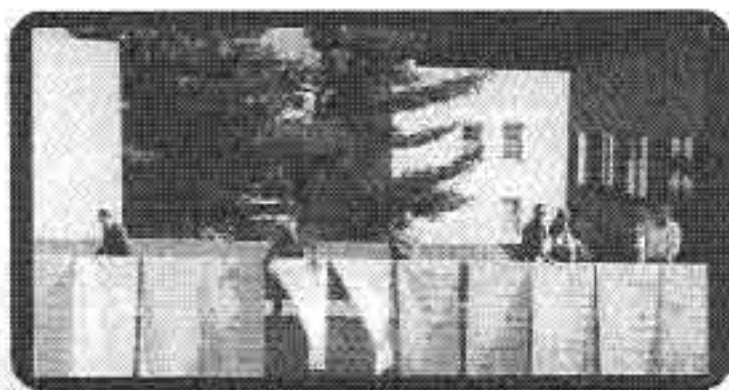
# western kentucky

## university

held june 22-27, 2003 on the campus of western kentucky university located in bowling green, kentucky, the wku summer forensic institute is an excellent educational choice, both for students wishing to cement their understanding of the fundamentals of competitive public speaking and also for those seeking to advance their performances to a higher level.

costs for the institute are kept at a minimum: \$300 for in-state students and \$600 for out-of-state students. this fee includes room, board and all instruction for the week.

the approach of the wku camp combines structure with a relaxed, comfortable atmosphere that strikes a balance between educational and competitive interests while allowing students to learn at their own pace. attendance is intentionally restricted in order to insure a focus on individual instruction.





the wku institute offers personalized, intensive study in four major areas:

- **debate:** policy and lincoln-douglas
- **interpretation:** dramatic, humorous and improv duo; poetry, prose and solo acting
- **limited preparation:** extemp and impromptu speaking
- **public speaking:** original oratory

## staff:

our staff is comprised of a broad range of experienced instructors, including former coaches and competitors from bradley university, illinois state university, the university of texas at austin, reitz high school and brentwood academy; national collegiate champions and finalists in l-d, extemp and impromptu; former nfl champions and finalists in addition to current members of the WKU squad.

## contact:

the deadline for application is june 1, 2003. visit our website at:  
[www.wku.edu/forensics](http://www.wku.edu/forensics)  
for more information and an application.

or, you may contact Judy Woodring directly:  
[Judy.Woodring@wku.edu](mailto:Judy.Woodring@wku.edu)  
1.270.745.6340



summer

forensics institute



### Summary Information Regarding Hotels Under Contract for the Georgia Nationals

HOTEL NAME	STREET ADDRESS	NIGHTLY RATE	BLOCK CLOSES	RESERVATION PHONE
Hyatt Regency Atlanta	265 Peachtree Street, 30303	\$93.00	May 13	800/233-1234
Atlanta Marriott Marquis	265 Peachtree Center Ave., 30303	\$93.00	May 13	800/228-9290
Sheraton Atlanta Hotel	165 Courtland, 30303	\$93.00	May 16	800/833-8624
Holiday Inn Capitol Plaza	450 Capital Avenue, 30312	\$79.00	May 13	800/589-7952
Marriott Courtyard	175 Piedmont, 30303	\$81.00	May 1	800/321-2211
Fairfield Inn	175 Piedmont, 30303	\$71.00	May 1	800/228-2800
Days Inn	300 Spring Street, 30308	\$69.00	May 14	404/523-1144
Super 8	111 Cone Street, 30303	\$60.00	May 13	404/524-7000
Embassy Suites	267 Marietta Street, 30313	\$120.00	May 15	404/223-2300

**Holiday Inn Atlanta -- Capitol Plaza.** The featured hotel for *Student Congress* participants, the ballrooms and meeting spaces of the Capitol Plaza Holiday Inn will be used for a number of important Congress events. Congress students will appreciate the incredible \$20 million renovation, completed just two years ago, which has created lovely meeting areas. The hotel has been an Atlanta landmark for many years, and just became a Holiday Inn this past summer. Rooms have undergone a total furniture and internet access makeover. The hotel is right next door to the Ted Turner baseball stadium, home of the Atlanta Braves, and north side windows have an incredible view of the State Capitol dome and Georgia State University, just two miles north of the hotel. The Holiday Inn may be the most secure hotel property in Atlanta, since by virtue of its physical location it is walled on several sides. The hotel has full service restaurant and room service options.

Located at 450 Capitol Avenue, rooms are available in double-double and king configuration, all at a \$79 flat rate. Reservations can be made by calling 1-800-589-7952. The group contract name is *National Forensic League*. The block closes on May 13, 2003. The Holiday Inn is attached to a parking facility which is charging tournament guests only \$3 for overnight parking. The property web address is <http://www.atlantacapitolplaza.com>. Should you have questions regarding your reservation, the sales manager for the NFL contract is Darrell Russell, available at 404-591-2015.



**Marriott Courtyard.** Standard, high quality Marriott property, located close to Georgia State University. To achieve a discounted rate for this downtown hotel, we negotiated a rate that does not include breakfast. The Courtyard does not charge any parking fee for hotel guests. Amenities include a business center and swimming pool.

Located at 175 Piedmont Avenue, rooms are available in double-double and king configuration, all at an \$81 flat rate. Reservations can be made by calling 1-800-321-2211. The group contract name is *Georgia Nationals*. The block closes on May 1, 2003. Should you have questions regarding your reservation, the sales manager for the NFL contract is Yvonne Sapp, available at 404-659-7777.



**Fairfield Inn.** A recently renovated property attached to the Courtyard, and at the same 175 Piedmont Avenue address, the Fairfield is an inexpensive but convenient hotel for Nationals participants. As with the Courtyard, parking is also free at the Fairfield. The Fairfield rate includes a daily continental breakfast. Rooms are available in double-double and king configuration, all at a \$71 flat rate. Reservations can be made by calling 1-800-228-2800. The group contract name is *Georgia Nationals*. The block closes on May 1, 2003. Should you have questions regarding your reservation, the sales manager for the NFL contract is Yvonne Sapp, available at 404-659-7777.



**Days Inn Atlanta.** A recently renovated high-rise, complete with restaurant and fitness center amenities, the Days Inn is also within a mile of Georgia State University, and is one of the most affordable properties under contract. The parking rate for Nationals attendees has been discounted to \$10 per day, with cheaper charges available for come-and-go hourly traffic. The hotel is right in the middle of the major convention thoroughfares, and is close to a MARTA station. Room service and business center services are all available.

Located at 300 Spring Street, rooms are available in double-double and king configuration, all at a \$69 flat rate. Reservations can be made by calling 1-404-523-1144. The group contract name is NST. The block closes on May 14, 2003. Should you have questions regarding your reservation, the sales manager for the NFL contract is Benny Benson, available at 404-404-523-1144.



**Super 8 Downtown.** A lovely downtown high-rise, complete with restaurant and fitness center amenities, the Super 8 is close to Georgia State University, and is also among the most affordable properties under contract. The hotel is right in the middle of the major convention thoroughfares, and is close to a MARTA station. Room service and business center services are available.

Located at 111 Cone Street, rooms are available in double-double and king configuration, all at a \$60 flat rate. Reservations can be made by calling 1-404-524-7000. The group contract name is *Georgia Nationals*. The block closes on May 13, 2003. Should you have questions regarding your reservation, the sales manager for the NFL contract is *Debbie Williams*, available at 404-524-7000.



**Embassy Suites Atlanta — Centennial Olympic Park.** Located right next door to CNN World Headquarters, the Georgia Dome, and Philips Arena, and overlooking Centennial Olympic Park, the Embassy Suites are located only two miles from the Georgia State University campus. The Suites feature all the high quality amenities of Embassy Suite properties nationwide, including wonderful restaurant and common area spaces, roomy suites, and access to room service and business services. Because of the limited specific demand for Embassy Suite access, our block is small — if you wish to stay here, move quickly!

Located at 267 Marietta Street, rooms are available in double-double and king suite configuration, all at a \$120 flat rate. Reservations can be made by calling 1-404-223-2300 or 1-800-EMBASSY. The group contract name is *Georgia Nationals*. The block closes on May 15, 2003. Parking is available for an \$18 overnight charge, and a \$10 day rate. Should you have questions regarding your reservation, the sales manager for the NFL contract is *Brie Wells*, available at 678-686-0709.





April 2003

#### **4TH ANNUAL HARKER INVITATIONAL:**

On Saturday, September 27 and Sunday, September 28, Harker High School will host the 4th Annual Harker Invitational - a national debate tournament that offers Varsity and Junior Varsity Lincoln-Douglas and Varsity and Junior Varsity Policy divisions.

We will also offer one division of Parliamentary Debate. This year's topic area for Parliamentary Debate will be Mother Goose Nursery Rhymes.

Harker High School is located in San Jose, California, just 10 minutes from nearby San Jose International Airport and 35 minutes from San Francisco International. We offer a very competitive tournament, good food, and a fine set of awards, viz., speaker awards for both LD and Policy debaters, elimination round trophies, and sweepstakes (1st, 2nd, and 3rd).

We are pleased to offer the Town Suites by Marriott (next door to our campus) as our tournament hotel. A block of suites has been reserved for the tournament.

#### **Last year's Sweepstakes Winners:**

1ST PLACE: Lynbrook High School

2ND PLACE: Saratoga High School

#### **Last year's Varsity Debate Champion:**

Homestead High School

To request a formal, written invitation, please contact Matthew Brandstetter, Ed.D., Director of Forensics, (408)345-9235, or e-mail [matthewb@harker.org](mailto:matthewb@harker.org).

Once again, we look forward to seeing you on the West Coast this fall - we will do everything we can to accommodate you and your students.



# Rental Cars

Special car rental rates have been negotiated for the *Georgia Nationals* with **National Car Rental** and **Alamo Rent-a-Car**. The rate schedules for Atlanta are reproduced below in chart form.

For schools wishing to use **National Car Rental**, the rates listed assume an Atlanta Airport pickup, and cover the National Tournament week (from June 14 - 21, 2003). These rates are non-discountable and may not be used with certificates. Weekly rates are for five to seven days. Weekend rates apply Thursday, Friday, and Saturday. Specialty vehicles may need to be guaranteed with a major credit card at time of booking. The rate for a vehicle class not listed on the National chart is the lowest leisure rate available at time of booking less 10%. Standard age, driver, and credit qualifications apply. Minimal rental age at most U.S. locations is 25. Rates do not include taxes, governmental or airport fees, or optional charges such as refueling services or additional driver fees, Loss Damage Waiver, Personal Accident Insurance/Personal Effects Coverage, Supplemental Liability Insurance or any other optional items or services. The 24-hour toll free reservation number for National is 1-800-227-7368. The group rate ID number is: 6801085. Cars may also be reserved online at [www.nationalcar.com](http://www.nationalcar.com).

Schools wishing to use **Alamo Rent-a-Car**, the rates listed assume the same dates and pickup constraint. Convention rates may be reserved for use one week prior to and after the tournament dates. Alamo makes no additional charge for additional drivers. They require a five-day minimum stay for weekly rates to apply, and coupons are not valid on convention rates. Similar models may be substituted, and the convention rate includes vehicles equipped with automatic transmission, AC, and radio. If you return the car to a location different than where you rented, drop off charges may apply. Fuel, taxes, and other optional items are additional. Reservations must be made twenty-four hours in advance, and those can be guaranteed. This offer is only available to renters over the age of 25. Higher rates apply to renters aged 21-24 (minimum rental age for Alamo is 21). The 24-hour toll free reservation number for Alamo is 1-800-732-3232. The group rate ID number is: 378110 RATE CODE GR.



## Car Rental Rates National Car Rental

Variable Rates CAR CLASSES	Sun-Wed DAILY	WEEKLY	Thu-Sat Weekend
sub compact	\$38.00	\$178.60	\$30.40
compact	\$39.00	\$183.30	\$31.20
intermediate	\$41.00	\$192.70	\$32.80
standard 2-door	\$43.00	\$202.10	\$34.40
standard 4-door	\$44.00	\$206.80	\$35.20

Tuesday and Wednesday surcharge is \$5.00

## Car Rental Rates Alamo Rent-a-Car

CAR CLASSES	DAILY	WEEKLY
economy	\$33.00	\$149.00
compact	\$34.00	\$159.00
mid-size	\$37.00	\$169.00
full-size 2-door	\$39.00	\$189.00
premium/convertible	\$45.00	\$219.00
minivan or SUV	\$49.00	\$219.00
luxury	\$59.00	\$269.00



# CENTER FOR PUBLIC SPEAKING

AN INSTITUTE EXCLUSIVELY DEDICATED  
TO EXTEMPORANEOUS SPEAKING



JULY 11 - JULY 20, 2003

UNIVERSITY OF MINNESOTA: TWIN CITIES CAMPUS  
RESIDENT TUITION: \$900 COMMUTER TUITION: \$650  
NO HIDDEN FEES! ALL EXPENSES INCLUDED!

## OUR MISSION

Unlike other institutes that provide some time and energy to extemporaneous speaking, the Center dedicates itself to providing the best staff, resources, and practice for extempers, by extempers. Our staff includes national champions, national championship coaches, college professors, and high school teachers. We have sought out the best-of-the-best to provide the highest quality instruction in lectures and in labs. A field of experts will present every lecture, and an experienced coach and an experienced competitor will teach every lab based on current college-level textbooks that are included with tuition.

## JOIN THE FOLLOWING INSTRUCTORS THIS SUMMER IN MINNESOTA!

Brian Garfield, Harvard University  
Adam Johnson, Vanderbilt University; Montgomery Bell Academy  
Cherian Koshy, Apple Valley High School  
Nance Riffe, University of Alabama  
Tim Sheaff, Dowling High School  
Scott Wunn, Iowa City West High School

VISIT US ON THE WEB: <http://www.center4publicspeaking.org>  
E-mail: [info@center4publicspeaking.org](mailto:info@center4publicspeaking.org)



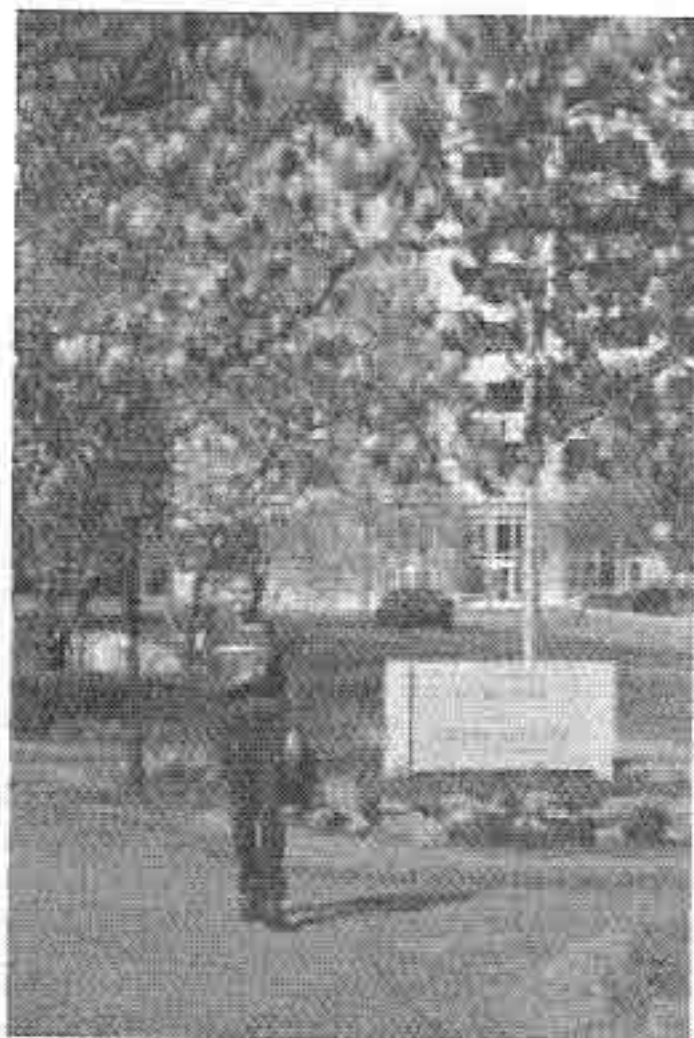


# Answering Questions

## Is Parking On Campus Going to Be a Pain?

No! The university has ample parking — the majority of GSU's 30,000 students commute onto campus, and GSU decks and private lots ring the campus. GSU decks are well lit, safe and regularly patrolled by campus police (escorts to the decks are also available for free to anyone requesting one). To avoid early morning and mid-afternoon traffic jams at deck entrances, we will make parking passes available to tournament participants (more information on this to come, and available at the nationals website).

The venue where parking is most limited is the King Center and Ebenezer Baptist Church — their lots are free but limited, and although the Center and church are national tourist attractions, we recommend that participants carpool on Friday if possible. All the hotels have ample parking.



## How Much Should I Budget Per Person Per Day?

It is always hard to provide an exact estimate, since student preferences range so widely. But restaurants are no more expensive than in any other urban area, and only slightly more expensive than you would expect to pay in the suburbs. Budget for parking expenses (many of the tournament hotels charge additional parking fees overnight, and you'll have to pay to park on the GSU campus). As usual, concessions will be sold at the tournament site (including such items as T-shirts and prepared materials). The city subway costs \$1.75 for each trip, or \$3.50 for a round trip. Cabs charge on a zone system in the downtown area, and within zones the cost is very reasonable. If you stay in one of the contracted hotel properties, you'll never experience any toll road charges. Parking is free at the King Center.

## What Kind of Weather Can I Expect?

The weather will be warm and slightly humid. The metro-Atlanta area has experienced a rain deficit for each of the past three summers, but that doesn't prevent some higher-than-normal summer humidity. The weather will not be that much different than you experienced in Charlotte. The Georgia Nationals website connects to other online weather information. Should temperatures soar, bottled water will be regularly available. All tournament venues are air conditioned, and contest events will be scheduled into building clusters designed to minimize the amount of hiking students must do between rounds.

## What's the Traffic Going to Be Like?

Atlanta traffic is notoriously bad, especially on the major interstates. On major city thoroughfares rush hour runs from 6-9 AM, and from 4-7 PM. But if you stay in contracted properties, you'll avoid all this — no need to travel on the interstates, and the hotels are one regular surface street drive away from campus. In fact, for most properties you're no more than ten minutes away even in the worst traffic periods. If you choose to stay further out, prepare to sit in traffic!

## Are There High Quality Health Care Facilities Nearby?

Yes, there are four major health care centers within ten minutes of the campus and major hotels. For instance, the city's major hospital, Grady Memorial, is next door to campus and even shares a parking deck with GSU. 24-hour pharmacies are also available in the neighborhood.

## Is the Downtown Campus Area Safe?

Yes! Georgia State University is proud to have been a part of downtown Atlanta for more than 85 years. The University's



proactive approach to preventing crime has succeeded in minimizing criminal activity, while promoting a strong sense of awareness and safety throughout the campus.

**Campus Security.** As a university located in the heart of downtown Atlanta, Georgia State is not alone in efforts to prevent and combat crime. The downtown area boasts several agencies assigned to provide security, including the Ambassador Force, men and women who serve as the extra "eyes and ears" of the Central Business District. Georgia State University Police have strong working partnerships with these agencies.

The Ambassador Force of Downtown Atlanta, a program of the Downtown Improvement District, Inc. (DID) sponsors an affiliation of Inter-Agency Law Enforcement (ILE). Agency heads or representatives from all the law enforcement agencies whose jurisdiction is within the DID meet monthly in a coordinated effort to improve the safety of people who come downtown. The purpose of ILE is to coordinate activities and programs designed to make your experiences downtown pleasant and safe. Members of ILE include Georgia State University Police, Georgia Tech Police, MARTA Police, Atlanta Police, Federal Protective Services, Georgia Building Authority Police, Georgia World Congress Center Police, Office of the City Solicitor, Fulton County Sheriff's Department, Fulton County Police, Georgia Bureau of Investigation, Cobb County Department of Public Safety, Georgia State University's Department of Criminal Justice, United Parcel Service, the Atlanta Journal-Constitution and the Ambassador Force.

Georgia State's police department is located on the first floor of One Park Place South. The department provides a variety of services ranging from crime prevention to investigations. It's ranks include more than 82 officers certified by the Police Standards and Training Council of Georgia, as well as 22 student cadets, nine security guards, two student assistants and five supporting staff members.

At present there are more than 40 emergency call boxes located throughout the campus.

**Security on the MARTA Train System.** Virtually every regular rider feels safe and secure on the system. MARTA has 300 people in its police services division, 265 of whom are certified police officers. Four Atlanta police precincts are located in MARTA stations: Five Points, Lakewood/Fort McPherson, Indian Creek, and Doraville. Each rail station has a closed-circuit television camera system plus constant police surveillance and patrolling by uniformed and plain clothes officers. Statistics say that one in 2,461,216 passengers is likely to experience a bodily crime.







#### **What Accommodations Are Available For Persons With Disabilities?**

Hartsfield International Airport is one of the most accessible airports in the country. Well-traveled disabled individuals rate it a solid eight on a scale of ten. Jetways, carpeting, the tram system, baggage retrieval, and helpful airline employees all combine to give it high marks.

All of the MARTA train system is accessible. Approximately 70% of the buses in the fixed-route fleet are lift-equipped, and as old buses are retired, the new ones arrive with the lift feature. MARTA has 77 para-transit vehicles in its fleet. Visitors must have proof of a para-transit eligibility from their home city to qualify for the service on a when-available basis. The cost of the service is \$2.50 each way.

Several companies in Atlanta rent lift-equipped vans, including: Wheelchair Getaways (770) 457-9851, rates about \$109 per day; Adaptive Mobility Systems (770) 662-5242, rates about \$109 per day; and Access Rent-a-Van (770) 422-9674, rates about \$115 per day. All three companies have special fees for weekly and monthly rentals.

The Georgia Relay Service relays calls from "Hello" to "Good-bye" between individuals who are deaf, hard-of-hearing, or speech-impaired and people who can hear. The service operates 24 hours a day, seven days a week. Phone (800) 255-0135. The Center for the Visually Impaired has compiled a list of Atlanta services targeted specifically for the visually impaired. Copies of their lists can be received by writing them at 763 Peachtree Street, NE, Atlanta, GA 30308; (404) 875-9011.

A Disability Coordinator in what is called the Mayor's Action Center can answer general questions about disability access in Atlanta; call (404) 330-6026. For general information about disability access in Fulton County (which contains Georgia State University and the city of Atlanta), call the Fulton County Office on Disability, (404) 730-7390. The office can provide access information for county buildings, services, and programs. The Atlanta Convention and Visitors Bureau, at (404) 521-6600, publishes an *Access Guide* to Atlanta and selected attractions in Georgia.

The Handi Hotline is an information source for wheelchair users; call (770) 998-0211.

In addition to all this, Georgia State University and all its facilities are fully accessible to any users, regardless of impairment or physical limitation. The University and its personnel will eagerly work with NFL participants to make all events and facilities accessible to all those attending.

***Please stay in contact with your Georgia colleagues if you have questions —  
we're eager to offer you our best Southern hospitality!***



## 2003 SUNSHINE DEBATE INSTITUTE

The Sunshine Debate Institute is a cooperative venture between Debate Coaches at The University of Florida and The Florida State University. The camp will offer instruction in **CX Debate**, **LD Debate** and **Extemporaneous Speaking**. The Institute staff has over **30 years** of competitive speech and debate experience as competitors, coaches and educators.

- Date: June 27 – July 10
- Cost: \$985 (\$400 deposit by 4/15/03)
- Location: Stetson University, Deland, Florida (close to Orlando and Daytona Beach)

Sunshine Debate Institute  
C/O Frank Irizarry  
426 West Lansdowne Avenue  
Orange City, FL 32763

URL:  
<http://grove.ufl.edu/~debate/>  
E-mail:  
Gatordebate@aol.com

**HATS ON**  
*Available now!*

N F L



**A "Flexfit" hat that any NFL member  
would be proud to wear.**

Three logos / Two styles available

Well constructed, boldly stitched.

Dark silver in color with ruby red stitching

Sizes available: S/M or L/XL

Cost: \$18

Payment available by Credit Card

**For more details  
refer to [www.nflonline.org](http://www.nflonline.org)  
"NFL Online Catalog & Store"**



*Cotton Skateboard Cap  
"relaxed" with no crown*



*Wool Baseball Cap  
with "stiff" crown*



# A new Forensics and Debate Tournament

Alverno College • Milwaukee, Wisconsin • November 7-9, 2003

Wisconsin's **ONLY** multi-state, regional tournament  
An event run for and by high school coaches

## Featuring:

(using NFL rules, except where noted):

- Policy and Lincoln-Douglas Debate\*
- Student Congress
- Oratory
- Extemporaneous Speaking
- Dramatic Interpretation
- Humorous Interpretation
- Duo Interpretation
- Oral Interpretation (Prose/Poetry; NCFL rules)

\*Tod-Turner Debate will be offered, if significant interest.

## Why the Alverno College Tournament?

- Pre-season opportunity for experienced and novice participants
- Featuring many of the same competitors from The Glenbrooks and Bradley tournaments
- Preliminary competition on Saturday; out-rounds and awards on Sunday
- Alverno College, one of the nation's foremost women's colleges, is known internationally for their academics and is in close proximity to the airport (with convenient and reasonable hotels)
- Milwaukee is home to world-class museums, art galleries, chic cafes and restaurants, parks and the beautiful Lake Michigan lakefront.
- Milwaukee is hosting the 2005 NCFL national tournament

## How do we learn more?

Call Adam Jacobi, Director of Forensics at Rufus King High School (414.267.0733 or [jacobiad@mail.milwaukee.k12.wi.us](mailto:jacobiad@mail.milwaukee.k12.wi.us)), or Donna Engelmann, Alverno College faculty (414.382.6413 or [donna.engelmann@alverno.edu](mailto:donna.engelmann@alverno.edu)) today for more information.

## Research Materials from Big Sky Debate



Big Sky Debate  
2725 5th Avenue South  
Great Falls, Montana 59405  
(406) 452-5085  
(413) 622-5863 (Fax)

[information@bigskydebate.com](mailto:information@bigskydebate.com)

Now in its third year, Big Sky Debate provides the nation's most affordable series of research materials for your debate squad. Our research staff has decades of experience writing arguments for all types and styles of debate. Our materials are designed to fit into any budget and provide a variety of different positions and evidence resources.

For more information, visit us our research and product pages on the web.

<http://www.bigskydebate.com>

For order information on our Policy and Lincoln-Douglas Research materials, including samples and evolving position lists as we write the handbooks this summer!

<http://research.bigskydebate.com>

Big Sky Debate's Research Page is a comprehensive, community-oriented research site featuring web links to Ocean Policy pages, institute caselists, and insights from our research staff.

<http://extemp.bigskydebate.com>

Our Extemp Page is a source of pride: edited news source links, our extemp topic writing service and a community oriented experience await!

<http://institute.bigskydebate.com>

Now in its second year, the Big Sky Debate Institute is a small, research and skills-oriented institute held in the heart of the Rocky Mountains.

## Big Sky Debate

"Maybe where there's clarity of air, there's clarity of thought" -Chet Huntly



# The 2003 Gonzaga Debate Institute

Gonzaga University  
Spokane, Washington

## Policy Programs

Four Week Policy Program: July 5th - August 2nd

Three Week Policy Program: July 5th - July 26th

Two Week Policy Program: July 5th - July 19th

## LD Program

July 12th - July 19th

Visit our Website at

[www.gonzagadebate.com](http://www.gonzagadebate.com)

## Why The GDI?

- **Incredible student-to-instructor ratio:** A 6:1 ratio provides a unique opportunity for a highly individualized learning environment.
- **Excellent Staff:** The GDI staff is among the finest in the nation. All our staff have debated and/or coached at the highest levels of collegiate competition. The 2003 staff includes:

Justin Skarb, CSU Fullerton  
J.P. Lacy, Wake Forest  
Jonathan Paul, Northwestern  
Paul Bowman, Texas  
Adam Symonds, CSU Fullerton  
Chris Larnegard, Gonzaga  
Kara Borden, U of Oregon  
Christine Maloney, Harvard  
Eric Sullivan, Gonzaga  
Nirav Patel, North Texas

Toni Nelson, CSU Fullerton  
Charles Olney, Whitman  
James Roland, Emory  
Amy Collinge, Lewis and Clark  
Peter McCollum, Harvard  
Casey Kelly, Wake Forest  
Sally White, Gonzaga  
Colin Hahn, Gonzaga  
Steve Palmer, Lewis and Clark  
Jason Russell, Gonzaga

- **Extensive In Round Experience:** With three tournaments and a rigorous practice round schedule students can expect between 10-30 rounds on the topic depending on their program.
- **Programs for All Skill levels:** The GDI offers programs to accommodate the youngest of beginners to the wildest of veterans. Whether you've never debated in your life, or you're a veteran of the TOC, we've got a program and faculty suited to your needs.
- **New 4 Week Program:** In response to student requests, we have added a 4th week of instruction in addition to our 2 and 3 week programs. The fourth week will offer additional opportunities for debates and discussion as well as 1 on 1 instruction.
- **The Zag Scholars Program:** Taught by Peter McCollum (Harvard) and Charles Olney (Whitman), this new fellows based program offers great opportunities for top flight advanced debaters. See the website for more details on qualifying for this program.
- **Design Your Curriculum:** This summer will mark the introduction of our elective sessions. Students will have the opportunity to choose from a variety of lectures and focus groups which best suit their needs and interests.
- **Outstanding Evidence Set:** The evidence set at The GDI is of consistent high quality. Whether you prefer critiques or counter-plans, you'll find the GDI evidence set to be comprehensive and well researched.
- **Cost Effective:** You will not find an institute with our caliber of staff or evidence quality for a better price. Check out our tuition and fees on the website...you will be very surprised.
- **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 listings please visit our website at [www.gonzagadebate.com](http://www.gonzagadebate.com)

Or Contact Glen Frappier, GDI Director

509-323-6654

[frappier@gem.gonzaga.edu](mailto:frappier@gem.gonzaga.edu)



# IDEA YOUTH FORUM /Slovenia 2003

## July 21 - August 1, 2003/Ljubljana, Slovenia

IDEA, in partnership with Za In Proti (ZIP), will host its 9th Annual International Debate Youth Forum. The Debate Youth Forum brings together secondary school students, university students and teachers from all over the world to discuss, learn, debate and meet one another.



The Forum features two debate tournaments: the national team tournament and the international mixed team tournament both using the Karl Popper Debate Format. The resolution for the national tournament will be: "the nations of the world should strengthen the International Criminal Court" and, the resolution for the mixed tournament will be: "the separation of public and private is detrimental to women's rights".

The educational track for secondary school students rests upon three elements: content sessions on the topics, general sessions on debate and "lab" sessions centered on the preparation for debates.

All participants will stay in the Dijaski dom Ivana Cankarja student dorms which have excellent conference facilities, comfortable rooms, an olympic size swimming pool, gym and outdoor fields and is a short walking distance to the center of Ljubljana. Additionally, participants will have the chance to explore the beautiful nature of Slovenia on a half day trip to Bled and a full day trip to the Slovenian coast.

The Slovenian staff and volunteers welcome you to one of Europe's smallest and most beautiful capitals. For more information on the Forum and registration please see our website: [www.idebate.org](http://www.idebate.org) If you have any questions, feel free to contact us at the below addresses.

**Participant price: \$350 for non-IDEA members  
/ \$300 for IDEA members**

Price includes: room and board for 11 days, full day and half day trips, banquet and educational materials. You must pay for your own transportation to the site. Each delegation of three students must bring a judge. If you are not able to bring a judge there will be an additional charge of \$100 per student.

### Contact information:

#### Bojana Skrt

"Za in proti", Zavod za kulturo dialoga -  
Slovenia

Svetosavska 24

1000 Ljubljana

SLOVENIA

Tel: (386 61) 1710 406; 1344 526

Fax: 061 306 1588

mobile: (386) 41 423 377

e-mail: [bojana@lj-oz.sik.si](mailto:bojana@lj-oz.sik.si)

#### Nina Watkins

IDEA

400 West 59th Street

New York, NY 10019

USA

Telephone 1 212 548 0185

Fax 1 212 548 4610

Email: [nwatkins@sorosny.org](mailto:nwatkins@sorosny.org)




 idea

## International Summer Speech and Debate Institute/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, hiking and other outdoor activities. Siteseeing excursions to nearby cities such as Venice and Trieste will be offered.

### SESSION 1: (June 30 - July 14)

#### Lincoln-Douglas Debate & Speech

The L-D workshop will be for students wishing to work on 2003-2004 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

Institute Director: Eric Di Michele

(212) 288-1100, ext. 101- Email: edimiche@regis-nyc.org

### SESSION 2: (July 15 - 21)

#### "Bridge Program" to IDEA's International Youth Forum in Ljubljana, Slovenia

For students interested in attending both the IDEA Speech and Debate Institute and IDEA's 9th Annual Youth Forum in Ljubljana, Slovenia, a special one week program will be designed. Students will prepare for the Youth Forum debates through research and discussion. Students will also have the opportunity for advance research and discussion on the NFL topics covered at the Lincoln-Douglas camp. Additional sightseeing trips around Northern Italy will also be planned.

Session Director: Nina Watkins, IDEA

(212) 548-0185 -Email: nwatkins@sorosny.org

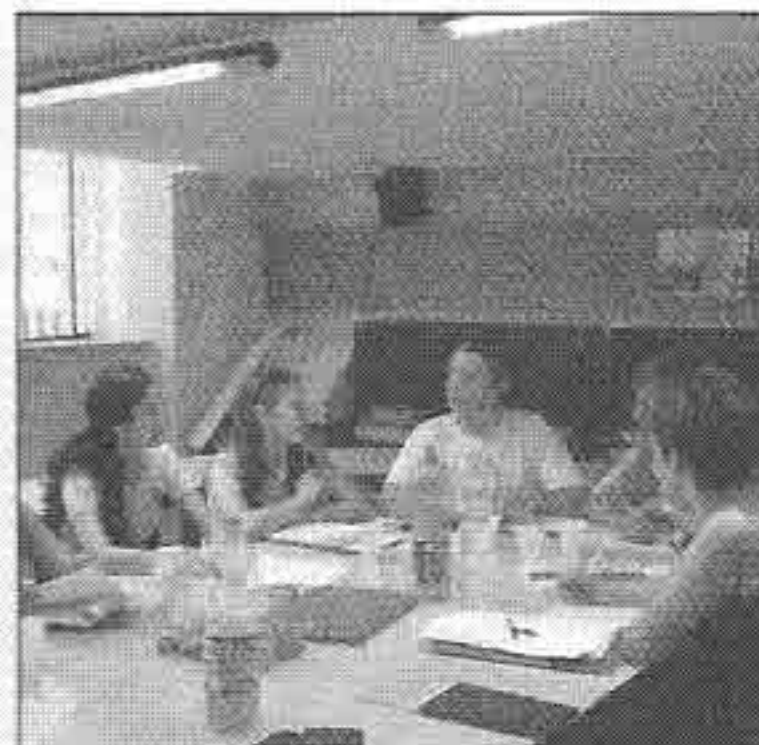
### PRICE for Sessions 1 & 2 - \$2,000 USD

#### Session 2 is not available without Session 1.

These prices include:

- Housing and meals
- Research materials
- a "survival" Italian course
- two excursions per session
- transportation to and from the Trieste airport or train station

Travel to and from Italy is not included. IDEA will be arranging a group travel discount for students departing from and returning to JFK International Airport in New York City.





## What Makes Our Institute Unique:

Our camp provides the opportunity for intensive debate and speech preparation with the caring guidance of nationally recognized veteran coaches within an international community of students. Last year's participants included students from the United States as well as Uzbekistan, Macedonia, Slovenia, Azerbaijan, Estonia, Albania, Croatia, Romania, Slovakia, Lithuania and the Czech Republic.

## STAFF:

**Eric Di Michele (Institute Director)** has been the speech & debate coach at Regis High School in New York City for over twenty years. His teams have won the New York State Forensics Championship eleven 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 Working 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.

**Lydia Esslinger**, long-time forensics coach and an NFL 5-diamond 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 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 Dramatic Interpretation. Her past seven summers have been spent teaching debate, extemp and interp in eastern and central Europe, as a senior consultant to the Open Society Institute. In her "day job" Mrs. Esslinger teaches A.P. English, coaches acting, and has directed more than twenty main stage musicals.

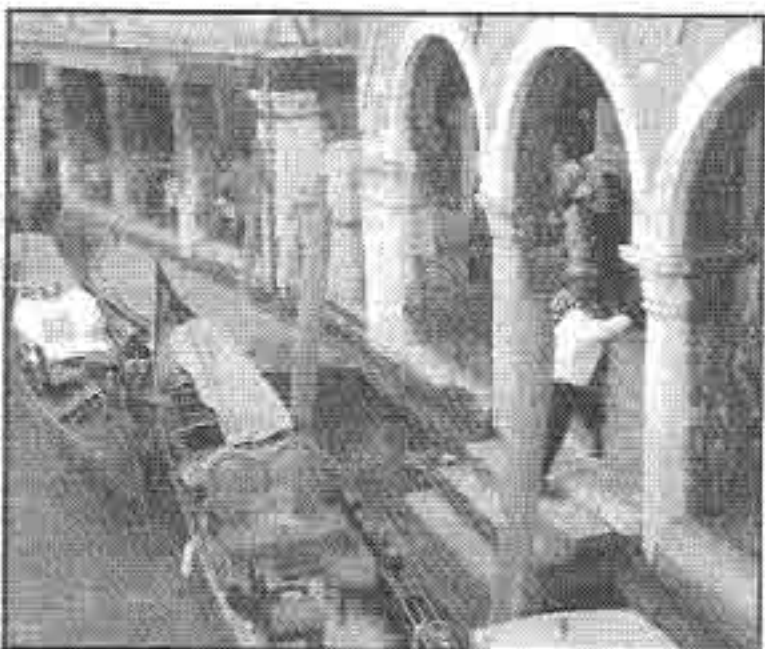
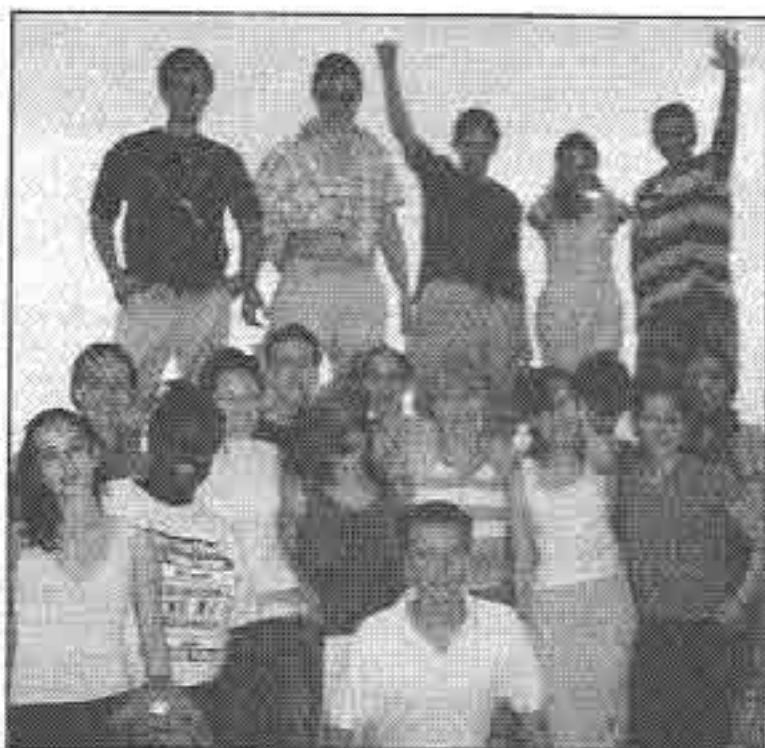
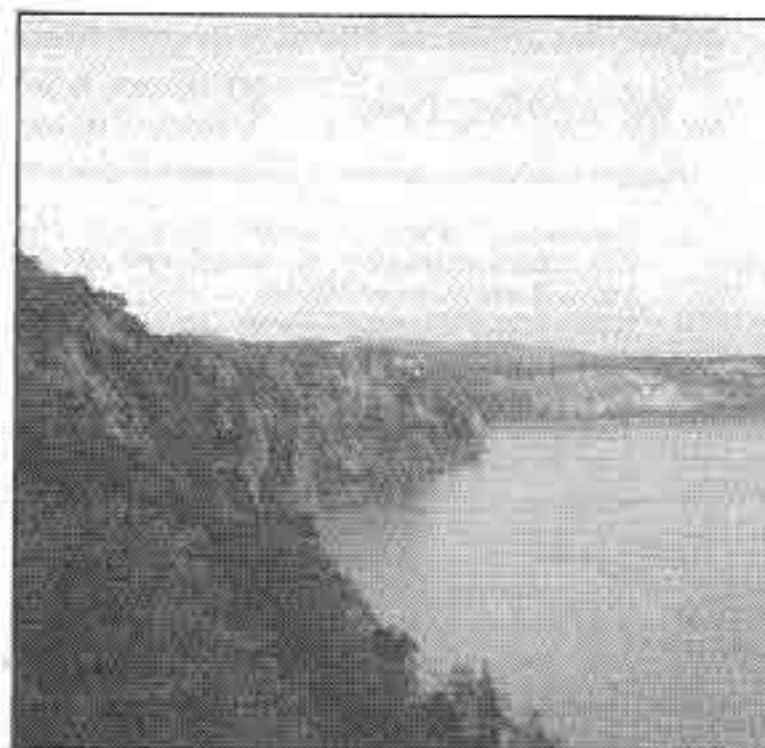
**Noel Selegzi, (Guest Lecturer)** has coached debate at Hunter College High School in New York City for thirteen years. His teams have won numerous tournament championships. In addition, he is the Executive Director of IDEA. A student of social and political philosophy, he specializes in the history of political thought ranging from the Ancient Greek philosophers to contemporary political theory.

**Marcin Zaleski** 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.

**Additional Staff will be added in the spring and will be posted on our website: [www.idebate.org](http://www.idebate.org)**

## For further information contact:

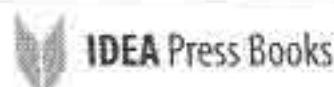
Eric Di Michele (212) 288-1100, ext. 101,  
[edimiche@regis-nyc.org](mailto:edimiche@regis-nyc.org)  
 Nina Watkins, IDEA (212) 548-0185,  
[nwatkins@sorosny.org](mailto:nwatkins@sorosny.org)







# IDEA PRESS / International Debate Education Association NEW BOOKS AND BACKLIST



IDEA Press books can be purchased from on-line booksellers such as **Amazon** ([www.amazon.com](http://www.amazon.com)) and **Barnes & Noble** ([www.bn.com](http://www.bn.com)). For institutional and bulk orders or queries about IDEA Press books please contact **Martin Greenwald** ([MGGreenwald@sonosny.org](mailto:MGGreenwald@sonosny.org))

## Discovering the World Through Debate: A Practical Guide to Educational Debate for Debaters, Judges and Coaches (revised and enlarged edition)

William Driscoll and Joseph Zampetti

The book provides a practical introduction to the Karl Popper Debate format. It discusses the importance and nature of educational debate in an open society and presents rules and guidelines for preparing and running a debate event, training judges and involving the community. The revised edition contains a transcript of a full debate on International Efforts to Eliminate Human Trafficking with step by step critique, as well as new and expanded sections on logic, on debating in an international setting, and on choosing and selecting evidence. The work also includes 50 exercises to be used in the classroom or debate club. (pb)

Price \$29.95 / ISBN 0-9702130-9-3

## The Democracy Reader Sondra Myers (Editor)

Foreword by Benjamin Barber

A comprehensive tool for understanding democracy and the central role that citizens play in making democracy work. The first section contains texts by distinguished scholars and discussion questions on the basic elements of democracy; the second, using the same format, deals with the obstacles encountered on the way to democracy and strategies for addressing them. The third is an album of civic stories, accounts of civic epiphanies and transformations from around the world. (pb)

Price \$25.95 / ISBN 0-9702130-3-4

## Many Sides : Debate Across the Curriculum

Alfred C. Snider and Maxwell Schurrer

A comprehensive guide for using debate in an educational classroom setting, including plans to integrate debate into the curriculum, designing proper forums, developing topics for debates, preparing students for debating, staging the debates, audience involvement and evaluation of classroom debates. (pb)

Price \$24.95 / ISBN 0-9702130-4-2

## Art, Argument and Advocacy: Mastering Parliamentary Debate

John Meany and Kate Shuster

Provides a theoretical and practical foundation for effective participation in academic parliamentary debate competition. It explores contemporary American and international parliamentary debate formats, offering a comprehensive examination of argument articulation, construction and extension, case development, critical refutation of given assumptions and data, and persuasive speaking. (pb)

Price \$24.95 / ISBN 0-9702130-7-7

## On That Point!: An Introduction to Parliamentary Debate

John Meany and Kate Shuster

This is the first parliamentary debate textbook for secondary school students. The text is designed to provide a theoretical and practical foundation for effective participation in parliamentary debate in competition or in the classroom. (pb)

Price \$25.95 / ISBN 0-9720541-1-1

## The Deatabase Book:

### A Must-Have Guide for Successful Debate

By the Editors of DEATABASE

An invaluable resource for debaters, this book provides background, arguments and resources on approximately 150 debate topics in areas as diverse as business, science and technology, environment, politics, religion, culture and education. Each entry presents: the resolution; an introduction placing the question in context; arguments pro and con; sample motions and web links and print resources for further research. Organized in a handy A-Z format, the book also includes a topical index for easy searching. (pb)

Price \$25.95 / ISBN 0-9702130-8-5

## Transforming Debate: The Best of the International Journal of Forensics Jack E. Rogers (Editor)

Represents the very best scholarly work published by the International Journal of Forensics. It is an essential work for anyone interested in the role of academic, competitive debate in shaping the social persuasion movement. (pb)

Price \$24.95 / ISBN 0-9702130-1-8

## Perspectives in Controversy: Selected Essays from Contemporary Argumentation Kenneth Broda Bahm (Editor)

Brings together recently published essays from the journal Contemporary Argumentation and Debate into a single volume. These essays explore current controversies in the theory of competitive academic debate. (pb)

Price \$24.95 / ISBN 0-9702130-5-0

## SOURCEBOOK ON CONTEMPORARY CONTROVERSIES SERIES

### Aids, Drugs and Society

Anna Alexandrova (Editor)

Brings together articles that address the interconnected epidemics of HIV/AIDS and drug abuse. Background readings in the introductory section show how these epidemics are connected. The substantive part of the book offers different sides of two key debates in the field. First, there are debates about policy aspects of the 'war on drugs.' Second, there are debates about the human rights aspects of viewing HIV/AIDS as a human rights issue. The editor places particular importance on 'harm reduction' a policy attempting to decrease the adverse consequences of drug use without total prohibition of drugs. The book ends with source documents that offer examples of harm reduction initiatives, human rights treaties, guidelines and a glossary of key terms. (pb)

Price \$24.95 / ISBN 0-9702130-2-6

### Globalization and the Poor: Exploitation or Equalizer?

Julie Clark (Editor)

Brings together articles that address both sides of the debate: does the global economy harm or help the poor? The first section alleges that the global economic system disadvantages and exploits the poor; the second section refutes the first, asserting that globalization has the potential to empower and enrich the poor. The third section examines the role governments and international organizations play in globalization's effects on the poor. The final quarter of the book is a case study of the East Asian Crisis: how international organizations and governments responded to the crisis and how their policies affected the poor. The book concludes with original source documents and a glossary of key terms. (pb)

Price \$24.95 / ISBN 0-9720541-0-3

### Roma Rights : Race, Justice and Strategies for Equality

Claude Cahn (Editor)

Brings together diverse materials related to combating anti-Romani racism. Early sections of the book present facts on the human rights situation of Roma in Europe. Subsequent chapters present arguments surrounding the strategies and approaches used by anti-racism activists in areas including the problem of hate speech, the promotion of minority participation in a democratic society, and methods of combating discrimination in the criminal justice system. (pb)

Price \$24.95 / ISBN 0-9702130-6-9



The National Debate Coaches Association  
announces its

# 2003 BARTON SCHOLARS PROGRAM

NDCA offers assistance to policy and LD debate coaches who wish to enhance their knowledge and skills by attending a summer institute. Although beginning coaches get first priority, all applications are welcome. Typically, a Barton award includes a tuition waiver; occasionally some travel expenses can also be deferred. We are eager for applicants of all backgrounds and from all regions.

For an application and other information, access the NDCA website at <http://www.thendca.org>, or contact Les Phillips, Barton Scholars Coordinator, at [les\\_phillips98@yahoo.com](mailto:les_phillips98@yahoo.com) or at 781-861-2320 x2150

**APPLICATIONS ARE DUE BY MAY 7!!**



# NFL'S TOP 50 DISTRICTS

(as of February 28, 2003 )

Rank	Change	District	Ave. No. Degrees	Leading Chapter	Average Strength
1.	--	Three Trails	225	Blue Valley North HS	488
2.	--	California Coast	217	Lynbrook HS	604
3.	--	Show Me	183	Blue Springs South HS	407
4.	--	Northern South Dakota	182	Watertown HS	485
5.	--	Heart of America	178	Independence Truman HS	426
6.	--	Rushmore	170	Sioux Falls Lincoln HS	407
7.	--	New York City	167	Regis HS	408
8.	-1	Northern Ohio	157	Youngstown Boardman HS	254
9.	--	East Kansas	156	Shawnee Missioin East HS	430
10.	--	Kansas Flint-Hills	144	Washburn Rural HS	426
11.	+3	East Los Angeles	142	Gabrielino HS	627
11.	--	Sunflower	142	Wichita East HS	318
13.	+1	West Kansas	140	McPherson HS	274
14.	-1	Montana	137	Flathead County HS	363
15.	+1	San Fran Bay	133	James Logan HS	629
16.	-5	New England	127	Lexington HS	383
17.	+2	Northwest Indiana	126	Plymouth HS	459
18.	+4	Nebraska	124	Millard North HS	387
19.	-2	Rocky Mountain-South	121	Wheat Ridge HS	297
19.	+6	Hole in the Wall	121	Cheyenne Central HS	354
21.	-2	South Kansas	120	El Dorado HS	228
22.	-1	Eastern Ohio	119	Perry HS	313
23.	-1	Illini	118	Downers Grove South HS	419
24.	-6	Carver-Truman	116	Neosho HS	402
24.	+3	Eastern Missouri	116	Pattonville HS	375
26.	+2	Northern Illinois	114	Glenbrook North HS	351
27.	-2	North Coast	111	Gilmour Academy	301
28.	--	Florida Manatee	110	Nova HS	408
28.	-6	Central Minnesota	110	Apple Valley HS	330
30.	+6	South Carolina	108	Riverside HS	363
31.	--	Sierra	107	Centennial HS	246
32.	-1	Florida Panther	105	Wellington HS	259
33.	+7	West Oklahoma	103	Norman HS North	361
33.	-3	South Texas	103	Houston Bellaire HS	509
35.	-2	North East Indiana	102	Chesterton HS	555
35.	+3	Ozark	102	Springfield Central HS	312
37.	-4	Southern Minnesota	100	Eagan HS	373
38.	-3	Colorado	99	Cherry Creek HS	343
39.	+1	Northern Wisconsin	98	Appleton East HS	339
40.	-2	Southern California	97	San Dieguito HS	253
40.	+2	East Texas	97	Klein HS	202
42.	+4	Utah-Wasatch	96	Sky View HS	190
43.	--	Golden Desert	95	Green Valley HS	227
44.	--	Idaho	93	Hillcrest HS	230
44.	-7	Northern Lights	93	Moorhead HS	278
46.	+16	Heart of Texas	92	Carroll HS	190
47.	-3	Deep South	91	The Montgomery Academy	301
48.	+1	Western Ohio	89	Centerville HS	194
49.	--	Colorado Grande	88	Pueblo Centennial HS	364
49.	--	Great Salt Lake	88	Salt Lake City Skyline HS	159

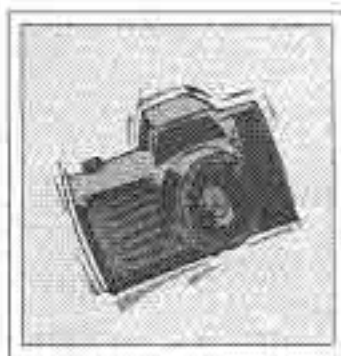


# NFL DISTRICT STANDINGS

119

Rank	Change	District	Ave. No. Degrees	Leading Chapter	Average Strength
51.	+2	New Jersey	87	Ridge HS	269
51.	-2	Eastern Washington	87	Gonzaga Prep HS	164
53.	-5	North Dakota Roughrider	85	Fargo Shanley HS	236
53.	+9	South Oregon	85	Roseburg Sr. HS	208
53.	+2	Sundance	85	Jordan HS	212
56.	+9	Pittsburgh	84	Bethel Park HS	198
56.	-10	West Texas	84	Riverside HS	213
58.	-3	Florida Sunshine	83	Academy of the Holy Names	192
58.	+2	East Oklahoma	83	Jenks HS	215
60.	-1	Valley Forge	80	Truman HS	197
60.	+9	Western Washington	80	Gig Harbor HS	171
62.	-5	East Iowa	79	Iowa City West HS	330
62.	+3	Pennsylvania	79	Greater Latrobe HS	198
64.	-2	Rocky Mountain-North	78	Greeley Central HS	201
64.	+5	Kentucky	78	Rowan County Sr. HS	181
64.	-10	Lone Star	78	Plano Sr. HS	245
67.	+7	Nebraska South	77	Lincoln East HS	177
68.	-8	Greater Illinois	76	Belleville East HS	188
68.	-3	North Texas Longhorns	76	Plano East Sr. HS	197
70.	-2	Hoosier Heartland	75	Ben Davis HS	249
70.	-1	Hoosier Crossroads	75	Ind'pls North Central HS	227
70.	+14	Wind River	75	Casper Natrona County HS	158
73.	-16	Georgia Northern Mountain	74	Chattahoochee HS	225
73.	+1	West Iowa	74	West Des Moines Dowling HS	218
75.	-1	Arizona	73	Phoenix Central HS	151
75.	-6	Central Texas	73	Ronald Reagan HS	313
77.	+3	Big Valley	72	Modesto Beyer HS	287
77.	-8	West Los Angeles	72	Arroyo Grande HS	143
77.	+2	New York State	72	Scarsdale HS	135
77.	-3	Southern Wisconsin	72	Marquette University HS	207
81.	-7	Georgia Southern Peach	69	Starr's Mill HS	124
82.	+5	North Oregon	68	Gresham Barlow HS	162
82.	-1	Tennessee	68	Brentwood HS	139
84.	-1	Tall Cotton	67	Amarillo HS	169
85.	+10	Puget Sound	66	Kamiak HS	172
86.	--	Chesapeake	64	Catonsville HS	101
87.	+5	Louisiana	63	Bolton HS	153
87.	--	Mississippi	63	Hattiesburg HS	145
87.	-3	New Mexico	63	Albuquerque Academy	186
90.	-9	Carolina West	62	Myers Park HS	189
90.	-3	Gulf Coast	62	Gregory Portland HS	190
92.	+1	Tarheel East	58	Cary Academy	108
93.	-3	South Florida	57	Archbishop Curley Notre Dame	142
94.	+1	West Virginia	54	Wheeling Park HS	95
96.	-5	Sagebrush	51	Douglas HS	146
96.	-3	UIL	50	Princeton HS	122
97.	--	Maine	49	Brunswick HS	87
98.	--	Capitol Valley	44	Granite Bay HS	95
99.	--	Mid-Atlantic	34	Blacksburg HS	127
100.	--	Hawaii	33	Kamehameha Schools	127
101.	--	Iroquois	29	R. L. Thomas HS	75
102.	--	Pacific Islands	15	St. John's School	34





## PHOTOS TAKEN AT THE EAST MISSOURI NFL DISTRICT TOURNAMENT

# P i c t o r i a l



**Jessica Marquardt & Andrea Seligman from Clayton HS  
wrap-up after a round and prepare for lunch.**



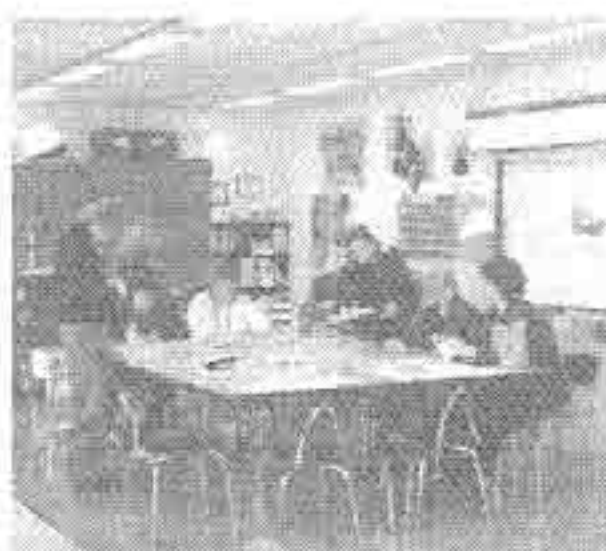
**"What a great time to write a speech!"**



**Brenda Bollinger (Clayton HS) and Randy Pierce  
(Pattonville HS) double check tab results**



**Speech students enjoying lunch and chat with friends**



**Fun in the tab room towards the end of the tournament**



**Chase Replogle & Dana Joseph representing Jefferson City  
in policy debate preparing for a round**

*(Photos provided by Matthew Huber)*

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



# THE CAPITOL CLASSIC DEBATE INSTITUTE

Washington, D.C.



## 2003 Faculty



Steve Mancuso\*\*\*  
Catholic University coach



Mike Dutcher\*\*\*  
Catholic University coach



Roger Solt\*\*\*  
University of Kentucky coach



Dallas Perkins\*\*  
Harvard University director



Daryl Burch\*\*\*  
DuPont Manual coach



Kevin Kuswa\*  
University of Richmond  
director



Gordon Stables\*\*  
University of Southern  
California, director



Greta Stahl\*\*\*  
Michigan State University  
debater



Andy Peterson\*\*  
University of Iowa  
debate alumni



John Rains IV\*\*\*  
Emory University  
debate alumni



Jackie Swiatek\*  
Northwestern University  
debater



Austin Carson\*\*\*  
Catholic University coach



Mat Dunn\*  
Catholic University debater



Pam Bowman\*  
University of Texas debater



Patrick Waldinger\*  
Catholic University debater



Paul Strait\*  
Catholic University debater

**2003  
Dates!**

**CHAMPIONS SERIES • June 21 - July 10, 2003**  
**WASHINGTON GROUP • July 11 - August 6, 2003**

For more information, contact Ron Bratt at 202-319-5447 or [bratt@cua.edu](mailto:bratt@cua.edu)

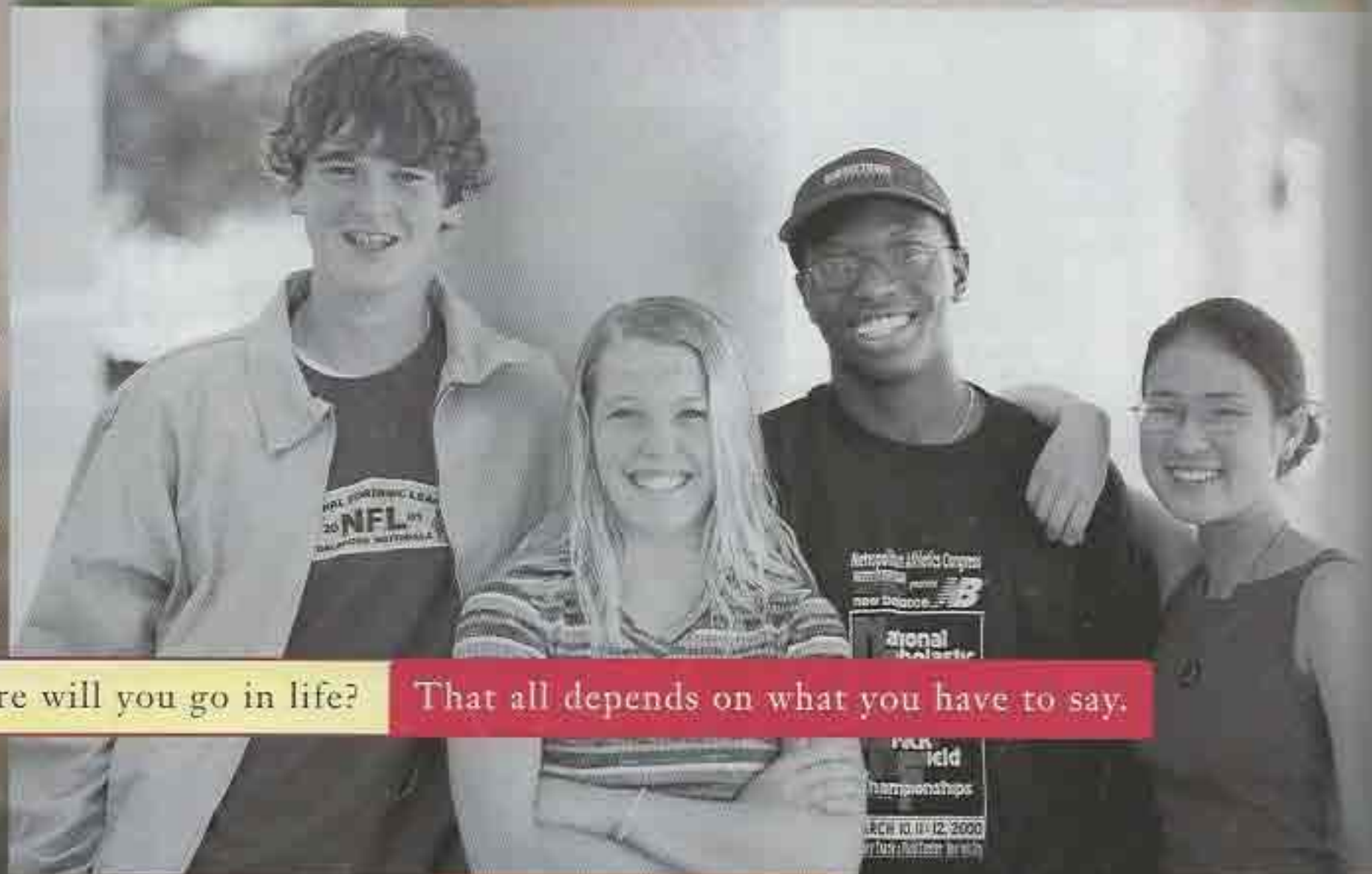
Apply on-line now at <http://debate.cua.edu>

\* Instructor for The Champions Series \*\* Instructor for The Washington Group \*\*\* Instructor for both sessions



*"I love to dig up the question by the roots and hold it up  
and dry it before the fires of the mind."*

*— Abraham Lincoln*



Where will you go in life?

That all depends on what you have to say.

2001 National Tournament Qualifiers

Think your opinion doesn't matter? Talk to a few NFL members. They're living proof that words can change lives. Over the years, National Forensic League members have gone on to become U.S. presidents, Supreme Court justices, CEOs, and other influential thinkers. So can you. And Lincoln Financial Group wants to help. That's why we're a proud sponsor of the NFL, A&E's *BIOGRAPHY*® *Project for Schools*, and other educational programs for young people. To find out more about the National Forensic League, call 920-748-6206. And see how far you can go, when you have the power to make people listen.



*Clear solutions in a complex world®*

**Lincoln**  
Financial Group®