

SUCCESS

National Forensic
League

LEADERSHIP



Rostrum

Volume 78
April 2004
Number 8

2004 CDE Pre-Nationals Camp

June 4-11, 2004

Salt Lake City Nationals



CDE Hosts the Nation's only Pre-Nationals Camp

While many national qualifiers are sleeping until noon during their summer vacation, a select group of competitors are hard at work preparing for the largest tournament of the season, the NFL National Speech Tournament. This dedicated group of forensic contenders has only one thing on their minds – making it to the final rounds of the national tournament and bringing home CDE's 23rd National Championship. After the amazing success of the 2003 Pre-nationals Camp held in Atlanta, CDE will once again open its doors to all national qualifiers who desire to get that extra edge over the nation's fiercest competitors.

The Nation's Best Working with the Nation's Best

William H. Bennett – As the author and/or editor of over 270 texts and books on speech and debate, Bennett has literally “written the book” on how to win a national championship. Bill Bennett is responsible for coaching 22 national champions in the last 20 years.

Mario Herrera – One of New Mexico's premier speech and debate coaches, Herrera has coached 12 state champions in speech and debate and has been awarded the New Mexico Speech Coach of the year three times.

Cat Bennett – In the history of forensics, there is only one coach who holds two amazingly distinct records. Cat Bennett is the only coach to ever lead her team to the World Debate Championship, and the only coach to close out the final round of the NFL Nationals in LD.

Geof Brodak – As a three time national champion in both high school and college, Brodak is personally responsible for eight national championships in the last nine years.

Sean Bennett – In his first four years of coaching high school debate at Starr's Mill High School in Georgia, Sean has had 27 qualifiers for the NFL National Tournament and coached two students to the quarterfinal rounds.

An Amazing Experience for an Amazing Price

Events Offered – The CDE Pre-Nationals Camp will cover Policy Debate, Lincoln Douglas Debate, Foreign and Domestic Extemp, Public Forum, Extemp Commentary, and Student Congress.

Travel Expense - 100% FREE! Since all NFL National Qualifiers have to travel to Salt Lake City to compete anyway, travel is free. CDE can also arrange for a service to pick you up from the airport when you arrive and bring you to your hotel after the camp has concluded.

Tuition Costs - 100% FREE! The tuition for all students that have attended the 2003 CDE National Debate Institute or have already paid in full for the 2004 camp session is free. Tuition for all other students of the 2004 CDE Pre-Nationals Camp is only \$285. This fee covers the cost of research fees, instructional materials, and the expert advice and coaching that you can only get at the CDE Pre-nationals Camp.

Enrollment Deadline - Enrollment is limited to space, and all applications should be received at CDE by May 25, 2004 to be processed in time. Send in your form today!

2004 CDE Pre-Nationals Camp in Salt Lake City

Cut and mail this form along with any applicable fees to: CDE, PO Box Z, Taos, New Mexico 87571, Phone: (505) 751-0514

Name: _____

Phone Number: _____

Mailing Address: _____

Qualifying Event: _____ School: _____

Enrollment Status: ☐ CDE Alumni ☐ 2004 CDE Camper ☐ \$100 Deposit Enclosed

2004 CDE National Debate Institute

July 12-27, 2004

Northern Arizona University

Flagstaff, AZ



Extemporaneous Speaking National Institute

\$1325 - Full-time Resident, \$1195 - Alumni, \$585 - Commuters, and \$540 - Coaches

The Extemporaneous Speaking National Institute is hands down the best camp in the nation for foreign and domestic competitors. Students will receive instruction in an extensive array of topic areas, classes on personality and delivery, hundreds of relevant extemp articles, and twenty-three practice rounds critiqued by the nation's best coaches and former national competitors. Instruction is divided into one of three options to provide optimal training: Foreign Extemp, Domestic Extemp, and Generic Extemp. Most of all, campers will get the tried and true methods that have proven themselves priceless at countless regional tournaments and national championships.



Lincoln Douglas Debate National Institute

\$1325 - Full-time Resident, \$1195 - Alumni, \$585 - Commuters, and \$540 - Coaches

The Lincoln Douglas Debate National Institute provides award winning instruction for debaters of all ages and experience levels. The Varsity Division is open to all enrolling students and offers an extensive look at everything from evidence research and case construction to cross-examination techniques and topic lectures. The Championship Division is limited to those students who have previously attended the Lincoln Douglas National Institute or qualified for NFL Nationals or TOC. The newly introduced Scholars Division is limited to those students who have been nominated for their excellence in debate and academics. All divisions will also offer detailed instruction on all ten of the 2004 topics, 23 critiqued rounds, and extensive research materials.



Policy Debate National Institute

\$985 - Full-time Resident, \$885 - Alumni, \$585 - Commuters, \$540 - Coaches

The Policy Debate National Institute is dedicated to providing outstanding instruction in the areas that team debaters need most. Unlike the "evidence factory" model employed by most debate camps, the curriculum at CDE is driven by time honored methods that encourage independent growth and achievement, individualized instruction and mentoring, and the tools and techniques needed to develop winning strategies that win debate rounds. The Varsity Division is open to all enrolled students, and the Championship Division is reserved for those students who have qualified for either the NFL National Tournament or the Tournament of Champions. The main goal of both of the divisions of Team Debate is to develop an environment in which students can learn the standards of policy and prepare for the latest trends.



Public Forum Debate Institute

\$985 - Full-time Resident, \$885 - Partner Discount, \$585 - Commuters, \$540 - Coaches

The Public Forum Debate curriculum is one of the most exciting new programs to come to the CDE National Debate Institute. Some of the best Public Forum coaches and debate minds from around the United States will be leading discussion based modules and focus groups directed at developing strategies that work in the NFL's newest form of debate. Students will receive numerous lay-critiqued rounds and instruction in current events, rhetorical strategies, oratorical organization, cross-fire techniques, topic approaches, and persuasive performance. The main goal of the Public Forum Debate Institute will be to allow students to take an active role in creating the organizational and argumentative structure of Public Forum Debate while emphasizing the art of persuasion.

Applications for the 2004 CDE National Debate Institute are now being accepted

Mail this form along with a \$95 application fee to: CDE, PO Box Z, Taos, New Mexico 87571

Application fee is completely refundable if not accepted to the camp. Visa and MasterCard are accepted.

Name: _____ Phone Number: _____

Mailing Address: _____ School: _____

Coach's Name: _____ Coach's Phone Number: _____

Please enroll me in: ☐ Foreign Extemp ☐ Domestic Extemp ☐ Generic Extemp ☐ Varsity LD
☐ Champs LD ☐ Scholars LD ☐ Public Forum ☐ Varsity CX ☐ Champs CX

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
- Extensive practice debating and camp tournament



Elite Performance Lab

A selective three week, limited enrollment policy lab tailored exclusively for the championship debater and headed by a top level college coach.



DATES

One Week Policy Lab & Coaches' Workshop	June 20-June 26
One Week Lincoln-Douglas Lab	June 20-June 26
Two Week Policy Labs	June 20-July 3
Two Week Home School Lab	June 20-July 3
Three Week Policy & Elite Performance Lab	June 20-July 10

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
www.liberty.edu/debate

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NFL Website and Point Recording: www.nflonline.org

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**THE COVER: Hall of Famers & NFL Council Legends,
Frank Sferra, Donus Roberts & James Copeland**

**MAY: National Junior Forensic League
2004 National Tournament Information**

THE NFL SAYS "THANK YOU AND FAREWELL" TO THREE COUNCIL LEGENDS

John F. Kennedy once wrote, "Leadership and learning are indispensable to each other." Over its 79 year history, The National Forensic League, in pursuit of its goal, "Training Youth for Leadership", has relied on the guidance of some of the greatest educators in the land, and Frank Sferra, Donus D. Roberts and James M. Copeland are no exception. Since the early 1960's these gentlemen have dedicated themselves to the education of youth, the coaching of forensic activities, and the leadership of the NFL. They represent 127 years of membership in the league and 83 years of service at the executive level of the NFL.

When these three legends began their careers, the NFL had a membership of 892 schools. Over the course of the past 43 years, as memberships have increased and demands for new events and important policy changes have arisen, these men, along with their fellow members of the NFL executive, have devoted their time and effort to the betterment of the league. Each has served as the NFL National President and for the past

17 years, one has served as the National Secretary. As the league has grown, Mr. Sferra, Mr. Roberts and Mr. Copeland have played a key role in the decisions that have allowed the NFL to branch out in many positive directions. Their guidance and representation as national executive decision makers has allowed the NFL to expand and improve to meet the needs of the membership. The NFL now boasts a yearly membership of over 2,600 schools.

In June of 2004 at the National Tournament in Salt Lake City, UT, Mr. Sferra and Mr. Roberts will participate in their final Executive Council meeting as representatives of our national membership. Mr. Copeland has already officially retired from office as Executive Secretary and is now serving as Secretary Emeritus. It is our pleasure to feature them on this month's cover as they will always be featured in the hearts of the NFL membership.

Pictorial on Page 104

NFL Storytelling Topic for Nationals:

Medieval Legends

April Public Forum Debate Topic (Ted Turner Topic)

Resolved: English should be the official national language of the United States.

Lincoln Financial Group/NFL Nationals L/D Debate Topic

Resolved: Civil disobedience in a democracy is morally justified.
(May not be used at district! Penalty: Disqualification)

NEW

2005 Policy Debate Topic

NEW

Resolved: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operations.

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.

Whitman National Debate Institute

July 25 - August 5, 2004 (2 week session)
July 25 - August 11, 2004 (3 week session)

hosted by Whitman College which had teams in elims at all four national debate championships for the past two years in a row (CEDA, NDT, NPDA, 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 staff reviewed 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.
6. **Free transportation to and from the airport.** Our safety certified driver will pick you up at and take you back to the two nearest airports, bus stations, or train station--absolutely free of charge (on designated dates, see web page or contact Jim).
7. **Beautiful location.** Whitman College is located in the Walla Walla valley at the foothills of the Blue Mountains in southeast Washington. The campus is the home of our nationally recognized liberal arts school with beautiful brick buildings, grass fields, trees, and rolling streams. Modern, comfortable classrooms feature fast Internet access with multiple computers and an excellent library.



Policy Debate

You experience top-notch instruction in the arguments, theory, and strategies you need to win on the 2004-2005 high school topic.

- Ideas for cases, disadvantages, counterplans, etc.
- Intense analysis of the wording of the ocean protection 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 reviewed by staff** 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 and 2005 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 staff reviewed 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

www.whitman.edu/rhetoric/camp/

Evidence for all 2004 NFL LD topics available at our website.

Order from West Coast



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- Focus, Control, Communicate: Individual Events Textbook
- Breaking Down Barriers: How to do Individual Events



LD Debate Textbooks

- Our Advanced Debate Text, Assistant Coach for Advanced LD Debaters
- Breaking Down Barriers: How to Debate
- The Dictionary of Forensics



Policy Debate Textbooks

- Our Advanced Debate Text, Assistant Coach for Advanced Policy Debaters
- Breaking Down Barriers: How to Debate
- The UN Peacekeeping Policy Prepbook
- The Dictionary of Forensics



Extemp, Parli, Turner, Student Congress

- NewsViews (formerly E-News; emailed and also on a searchable web page)
Pros and Cons on the Latest News and Issues now. Great for Extemp, Turner-Controversy Debate, Student Congress, Discussion, Parli and Public Debate.



LD Debate Evidence

- Philosopher and Value Handbooks (Volumes 1 through 11, new one added each year)
- NFL LD Topic Supplements
- Texas UIL LD Topics Supplements
- California LD Topic Supplements



Policy Debate Evidence

- The Affirmative, Negative and Kritik Handbook
- The Fall and E-mail Supplements
- Theory Handbooks, currently Volumes 1 (Traditional), 2 (Contemporary), 3 (Cutting Edge), 4 (Performance)
- The UN Peacekeeping Policy Prepbook



Online Speech and Debate Training

- Great for beginners, intermediate, and advanced Policy, LD and IE students
- Learn quickly with our interactive pages including streaming video
- Learn about this year's Policy and LD topic cases and arguments for the year
- Get the ideas you need to begin the season prepared



Visit www.wcdebate.com

You can e-mail us too at wcdebate@aol.com

Online and printable Order Form available at the web site

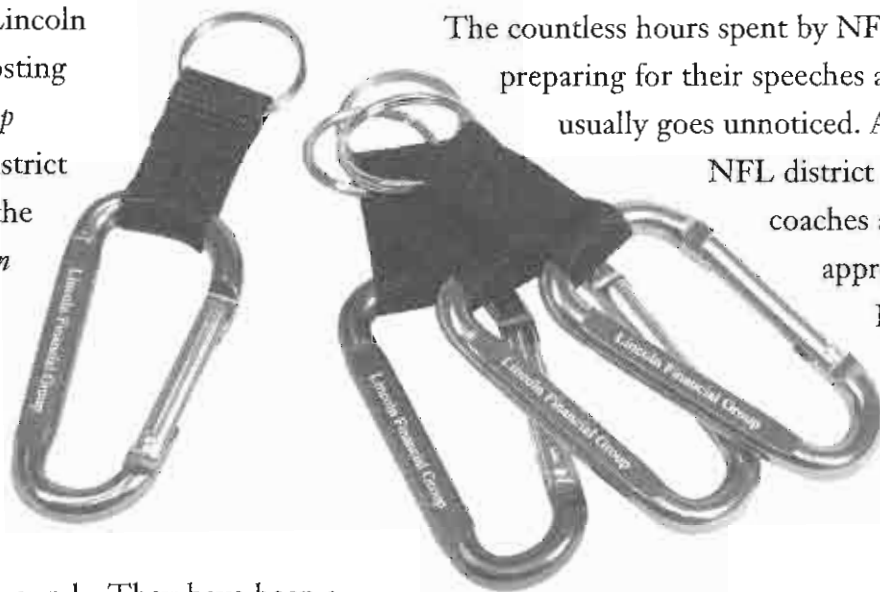
Look for Lincoln Financial Group at district tournaments

For the fourth year, Lincoln Financial Group is hosting *Lincoln Financial Group Refreshers* at several district tournaments around the country. These *Lincoln Financial Group Refreshers* provide a hospitality table where students and coaches can grab a snack and beverage between competition rounds. They have been a tremendous success!

At the majority of the *Lincoln Financial Group Refreshers*, a Lincoln representative is onsite to wish the students good luck and to show support of their hard work and commitment to developing the art of communication. Some of the representatives are participating further by judging or presenting awards.

Each participating NFL member and coach receives a small gift at their *Refresher*. This year, the gift is a carabiner key ring.

The countless hours spent by NFL members preparing for their speeches and debates usually goes unnoticed. As such, the NFL district chairs and coaches are extremely appreciative of Lincoln's sponsorship and support.



Note to District Chairs:

If you'd like Lincoln to host a Refresher at your district tournament, contact Vicki Spurling, Lincoln Financial Group, 260-455-4012; vlspurling@LNC.com.



California National Debate Institute

2004 Lincoln Douglas Debate Camps

at the University of California, Berkeley

Dates & Prices


(Prices include tuition, housing and meals. Please contact our office for commuter student pricing)

2 Week Session June 28 - July 12, \$1755

1 Week Session June 28 - July 5, \$905

"I'd say the best features of this camp are the intensity and the bond that the students and staff develop. This camp is perfect if you want to explore the depths of debate."

- 2003 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.

Mail: 1700 Shattuck Avenue #305, Berkeley, CA 94709 • Phone: 510-548-4800
Web: www.educationunlimited.com • Email: debate@educationunlimited.com


A silhouette of a seagull in flight, positioned above the letter 'C' in the word 'SeaChange'.

SeaChange

www.seachangecenter.org

RESTORE
PROTECT
PRESERVE

our oceans through
the enactment of a
national ocean policy.

A collection of dark starfish silhouettes scattered across the bottom half of the page, set against a background of white, misty clouds.

Center for SeaChange
Leadership for Ocean Policy Reform

CENTER FOR SEACHANGE: TURNING THE TIDE IN NATIONAL OCEAN POLICY

by
Lonnie Shekhtman

Discussions of the best ways to deal with America's troubled oceans are gaining momentum these days; not only are hundreds of the brightest high school students around the country debating the need for a national ocean policy, but ocean-related topics were a major theme at this year's American Association for the Advancement of Science (AAAS) meeting, held in Seattle on February 12-16. The Seattle meeting, which brought together thousands of scientists, policymakers, teachers, students, and families to discuss the latest sci-

rather than piecemeal. Ecosystems are composed of all of the organisms living in a certain place and their interactions with each other and with their environment. Ecosystem-based management, a recommendation of both commissions, acknowledges the connections among things and evaluates how policy decisions and actions interact across species, habitats, land and sea, and from one type of human activity to another.

Lubchenco explained ecosystem-based management best to United Press International: "In the same way that a physician considers the whole person—including medical history and current medications—in prescribing a cure for a specific ailment, ocean managers must learn to think about the interconnectedness of an ecosystem." She added, "Just as the heart is connected to the lungs and brain, so too are different species connected within an ecosystem."

Currently, there are about 100 separate federal agencies involved in oceans governance. Both commissions recommend unifying ocean and coastal resources management activities through the establishment of a na-

tional ocean council that would coordinate policy among this patchwork of agencies. The two commissions also recommend the establishment of regional councils to coordinate federal, state and local ocean management and improve the health of marine and coastal ecosystems.

A new feature of this year's AAAS conference was a town hall meeting, where citizens, scientists and policymakers met to discuss the best ways to restore the health of America's oceans. SeaChange supported this effort to educate the public about the state of our oceans and the role science plays in restoring them.

In preparation for the town hall meeting, AAAS commissioned a survey of 2400 adults on marine science issues. Results of the poll were both promising and puzzling. For example, while the poll showed that nearly 80 percent of adults said they feel man-made stresses are endangering coastal regions and oceans and may lead to long-term damage, only one-third believe their own actions have a large impact on oceans and coastal areas. Additionally, while more than half of the respondents support the use of public funds for new research and technologies to reduce pollution, only 47 percent were in favor of government regulation restricting use of the seashore and 46 percent supported local efforts to reduce business and economic development of coastal areas.

"Our nation needs to ensure healthy, productive and resilient marine ecosystems for our benefit..."

entific research, was the first time members of both the independent Pew Oceans Commission and the presidentially appointed U.S. Commission on Ocean Policy appeared together to discuss their recommendations for restoring the health of our ailing oceans and coastlines.

The good news for the Center for SeaChange—which is working to put the recommendations of both commissions into practice—is that the fundamental recommendations of both commissions are similar, providing a boost to SeaChange's effort to enact a national ocean policy. Clearly, it is always more effective to work for solutions based on agreements rather than differences

"Facts are facts, and we're operating off the same set," William Ruckelshaus, a member of the U.S. Commission and former head of the Environmental Protection Agency told the Seattle Times in describing the findings of both commissions.

Jane Lubchenco, Pew Oceans Commission member, advisor to the Center for SeaChange, and a marine biologist, said in a Seattle Post-Intelligencer article that the message from both commissions "is that we are faced with a serious situation, and we need to move on finding solutions."

Leaders of both commissions at the AAAS discussed the need for managing oceans as ecosystems,

The National High At Northwestern

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Not Where It Was Ten Years Ago!!!**

For Further Information Contact:

**The National High School Institute
617 Noyes Street, Evanston, IL 60208
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<http://www.northwestern.edu/nhsi> E-Mail: nhsi@northwestern.edu

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Cross Examination Debate Association National Champions

1997

School Debate Institutes University

The Senior Staff For Our 2004 Summer Programs:

***Zarefsky Sophomores: Frank Seaver, Woodward; Michael Risen, MBA;
Lauren Tanis, Northwestern***

***Coon-Hardy Sophomores: Tim Alderete, Meadows; Kristin Langwell, Baylor;
Avery Dale, Northwestern***

***Zarefsky Juniors: Scott Deatherage, Northwestern; Kevin Hamrick,
Lakeland; Tristan Morales, Northwestern***

***Coon-Hardy Juniors: Tracy McFarland, Dallas Jesuit; Raja Gaddipati,
Northwestern; Scotty Gottbreht, Northwestern***

***Coon-Hardy Juniors: Chris Lundberg, Northwestern; Jonathan Paul,
Berkeley; Genna Cohen, Northwestern***

***Coon-Hardy Seniors: Dan Lingel, Dallas Jesuit; Tracy Carson, Northwestern;
Anthony Jardina, Northwestern***

***Coon-Hardy Seniors: Dan Fitzmier, Northwestern; Josh Branson,
Northwestern; Jim Lux, Northwestern***

Recent Northwestern Debate High School Alumni Include:

- 2001, 2000, 1999, 1998, and 1997 NDT Champions
 - 2001, 1999 and 1998 NDT Top Speakers
- 2003, 2001, 2000, 1999, 1998, and 1996 NFL National Champions
- 2003, 2002, 2001, 2000, 1999, and 1998 Tournament of Champions Winners

"Go to College before you Finish High School"

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

2003 * 1999 * 1996 * 1988 * 1979

These findings may indicate that people are becoming more aware of the problems our oceans and coastlines face, but do not yet understand that those problems are directly connected to their actions. The Center for SeaChange knows that change and recovery will take time and much effort and has already begun mobilizing policymakers and opinion leaders—through education, outreach, and advocacy—to update ocean policy in Washington, D.C. and communities across the nation. The two commissions paved our way by fostering national dialogue, which was long overdue, about the damage human activities have caused to marine life and what should be done to fix it. SeaChange has made its mission, its obligation, even, to be the conduit for reform.

Our nation needs to ensure healthy, productive, and resilient marine ecosystems for our benefit, and for the benefit of our children and grandchildren. Science is giving us the knowledge and the tools we need to act. We just need to muster the political will to do it.

(Article by **Lonnie Shekhtman**, Center for SeaChange.)

(Founded in 2003, the Center for SeaChange is an independent, non-profit, non-partisan organization working to reverse the decline in our oceans' health through the enactment of a national ocean policy. SeaChange promotes the recommendations of the Pew Oceans Commission and compatible recommendations of the U. S. Commission on Ocean Policy to restore biological diversity and achieve sustainable use of marine ecosystems. SeaChange mobilizes policymakers and opinion leaders -- through education, outreach, and advocacy - to take action to reform ocean policy in Washington, D.C. and communities across the nation. In charting a course for a new ocean ethic, SeaChange calls for a commitment by the American people and their government to preserve our oceans as a public trust for future generations. "

NFL ANNOUNCEMENT

**Ted Turner Public Forum
National Debate Topic
will be released
April 15, 2004**

**National Tournament
Schedules
available on the NFL Website
www.nflonline.org
by April 15, 2004**



NFL KEY OR PIN AWARDS

Reward student efforts with a hand-crafted key or keypin.
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Student Pins/Keys Available Plain

Medium Pin, Silver Plate	\$11.00
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Medium Key, Silver Plate	\$10.00
Large Key, Silver Plate	\$11.00
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SAYING "NO" TO THE PUNDITOCRACY: A CRITIQUE OF "PUBLIC FORUM DEBATE"

by
Kate Shuster

The NFL has a great tradition of promoting speaking and debating events. In order to make informed decisions about the kinds of events that should be offered by the NFL and other forensics organizations, it is important to consider the educational objectives of each event. In other words, we must consider why we teach students to speak and to debate. Once committed to these objectives, we must turn to issues of prac-

debate for debate's sake, or particular formats of debate for the sake of those formats. This has failed to account for the very real educational needs of students while at the same time failing to critically evaluate the fundamental assumptions of much of our current debate pedagogy and practice. It is time for this to change. We must try to maximize the complementary and associated skills that students gain from participating in debate activities. We

must also try to maximize the acquisition of these skills for the largest possible number of students. Only then will we be able to say that we are involved in a genuinely democratic and rigorous educational practice.

One of the purported benefits of debate instruction is that it promotes critical thinking. There is some controversy associated with this claim; it is not clear that there is strong statistical evidence to prove that students who receive training in debate improve as critical thinkers, at least as these gains are evaluated by standard instruments such as the Watson-

Glaser Critical Thinking Appraisal. There is clearly a strong link between standard understandings of what is taught in debate and what constitutes critical thinking. For example, many scholars agree that critical thinking includes such skills as:

- Evidence evaluation
- Argument construction and refutation
- Identifying assumptions of arguments
- Constructing solutions for problems
- Determining the weaknesses and strengths of arguments and
- Recognizing logical fallacies.

One assumption made by many researchers linking critical thinking to debate is that these skills are actually being taught, or that they are being taught in a way that is not discipline-specific or subject-specific. Most current authors in the critical thinking field seem to agree that it is difficult to teach critical thinking by itself. In fact, current research on critical thinking suggests that the best way to encourage students to think critically is to encourage them to learn about a breadth of issues — knowledge about a large number of seemingly unrelated issues is part of what allows students to think critically. Making interdisciplinary connections is, as it turns out, one of the best ways to accelerate the development of

"One of the purported benefits of debate instruction is that it promotes critical thinking."

tical implementation. How can we maximize the goals associated with speech and debate, providing the greater results for the greater numbers of students?

There is little doubt that students must be encouraged to voice informed opinions on a wide variety of subjects with confidence. Oral literacy and oral communication skills are critical for success in middle school, high school, and beyond. The need for these skills is recognized in state and local educational content standards across the United States. Done correctly, debate instruction (and instruction in select individual events) teaches argumentation and media literacy, including the associated skills of research, evidence evaluation, organization, summarization, refutation, note-taking, and active listening. Ideally, debate training will prepare students to become active and informed citizens and members of their communities. Through participation in debating, they will be able to critically analyze arguments in public and private arenas. Students will learn to identify the assumptions of arguments, to question the validity of sources of information, and otherwise perform the basic skills that are commonly referred to as "critical thinking" skills.

Debate is useful for students insofar as it provides a convenient way to exercise a set of complementary and associated skills. It is unsound to promote

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WHAT PARTICIPANTS HAVE TO SAY...

MIKE ROSECRANS, *Glenbrook North High School, Illinois*. Senior Select was a great experience. Not only did I learn a lot about debate, but I had a great time.

ALLISON TRESCOTT, *Gulliver Prep High School, Florida*. You will never be able to have such incredible lab leaders willing to exhaust their individual tips in hopes of making you a better debater.

ROHAN NAIK, *Edgemont High School, New York*. The Washington Group is one of the few places that gives you as much as you put in. Going in, I didn't know what to expect. As this institute came to an end, I left with a new family and a new sense of identity within the debate community. The Washington Group is truly a home for champions.

ALEXANDRA TEPP, *Stevens Point Area Senior High School, Wisconsin*. I learned more at the Catholic debate institute than every year I debated combined (two years). I feel more comfortable about theory, first affirmative rebuttals and second negative rebuttals, constructives, everything. It was amazing.

ANDREA RIVIERE, *Carrollton School of the Sacred Heart, Florida*. Everyone in the institute was very helpful and kind to me. I had the time of my life, and I will never forget it. It was awesome!

NICK ARRIVO, *Homewood Flossmoor High School, Illinois*. I am not sure if it was the research, the practice rounds, or just the amazing faculty, but my debating skills underwent a metamorphosis while I was at the Capitol Classic this summer.

ELIZABETH KNEEN, *Ottumwa High School, Iowa*. The practice rounds were very helpful. Through them, I was able to refine my debate skills in the areas I needed it most. The instruction was unparalleled.

MARGARET WEIRICH, *Iowa City West High School, Iowa*. The instruction and seminars were great. I have never been so sure that I was learning exactly what I needed for the coming season. I got to work with many different instructors and learn arguments from multiple viewpoints.

JOSHUA KERNOFF, *Burlington High School, Vermont*. The Capitol Classic was a lot of fun, a great experience, and I learned so much. It was definitely a tremendous experience.

RALPH PAONE, *Ball High School, Texas*. The Capitol Classic is very useful for anybody looking to learn the skills to get T.O.C. bids on the national circuit.

ANSHU DAS, *The Harker School, California*. If competing and learning with the best of the best is not worth it, then I don't know what is.

DAN VEROFF, *Clovis West High School, California*. The consistency of the camp was the best part. Because schedules were always enforced, the learning occurred on a scale that allowed us to gradually improve without fully realizing it had happened until the end when we reflected upon ourselves.

DIANA DICKEY, *Aiea High School, Hawaii*. The institute improved my skills tenfold. I had zero confidence when I arrived at the Capitol Classic and by the end I was able to break into elimination rounds. I could not have imagined that I would have learned this much in three weeks.

WILLIAM LANDAU, *Mountain Brook High School, Alabama*. The faculty is unbelievable! They help you to the next level. The fact that we get to work with one teacher multiple times is great. The tactic and strategy classes make the Capitol Classic one of the best in the nation. It was a great experience and I would recommend it to anyone.

LAURA MCKIERNAN, *San Dieguito Academy High School, California*. Senior Select was instrumental to my development as a debater. I learned so much about debate theory and the topic! It was an incredible experience.

RICHARD FOWLER, *Ft. Lauderdale High School, Florida*. This is my second year attending The Washington Group, and I believe that as the years go on the camp gets much better. I enjoyed the wonderful staff. Thank you all for a great seven weeks of camp.

GAUTHAMI SOMA, *Eagan High School, Minnesota*. Honestly—the Capitol Classic was phenomenal. The lab leaders were unparalleled with discussion and skill practices that are far more comprehensive and intensive than any other institute. I have never learned more in four weeks.

critical thinking. Interestingly, this conforms to the general aims of liberal arts education. Perhaps this is why state and local content standards have such an emphasis on argument literacy skills across the curriculum.

Whether the existing NFL debate formats increase the development of interdisciplinary critical thinking remains to be seen. In this article, I will argue that NFL debate formats should be more rigorous, more interdisciplinary, more geared towards the development of oral literacy, more accessible, and more genuinely cross-curricular. I will focus most of my criticism on the NFL's newest debate format, variously known as "Public Forum Debate" (a dubious distinction to which I shall return), "Controversy," and "Ted Turner Debate." The addition of this new format regrettably does little more than cover and in some cases amplify pedagogical shortcomings in the NFL's formats. This is a shame. The NFL is well-placed to be at the forefront of educational innovation in speaking and debating education. There is a substantial need for a new debate format in American high schools.

Public Forum Debate

One of the problems of Public Forum Debate is that it is not, strictly speaking, a new debate event. It replicates and amplifies many of the aspects (both good and bad) of other debate formats. In this section, I will review and criticize what I perceive to be the major distinguishing features of the event.

1. The (current) name: Public Forum Debate. The event is not a public forum, nor is it suitable for engagement of the public through debate. There is no room for audience participation in the event. In fact, now that the ban on experienced judges has been lifted by the NFL, there may be no place for the public at all. If this is a "public forum," it is only insofar as its parent shows, like "Crossfire," are a public forum. Of course, anyone who thinks that "Crossfire" is an actual public forum is probably also confused by the difference between their TV family and their real family. The characterization of media shows where various talking heads yell at each other about issues of vanishingly small importance to the average community as "public forums" may in fact sum up the problems with this debate format.

There is simply no public in "Public Forum Debate." Attempts to formally include the public (through community judging mandates now retracted by the NFL) have failed. And no wonder. Defining the public as someone who (like an audience member in "Crossfire") has no access to the forum and is supposed to passively observe while others discuss an issue is, frankly, a woefully limited view of public engagement. There are many ways to encourage constructive public engagement in debates. For example, audiences may be easily encouraged to participate in debates by becoming certified judges, using floor speeches, points of information, and responsible heckling. Heckling, by the way, is often misunderstood – it must be taught, and audiences must be educated about heckling. Used properly (such as the ways it is used in Claremont's Middle School Public Debate Program), it adds to the dynamism and engagement of all parties in the debate.

James Copeland has argued that the event may be public insofar as it teaches students how to "speak to the average citizen." The initial justification for this aspect of the event was the requirement for community judges. This requirement has been abandoned. Now the event, presumably, teaches students to speak to the former debater and debate professional. This is hardly a new aspect of debate formats—it is the "problem" in other events that

Public Forum Debate was meant to cure. Further, listening to the reading of pre-prepared speeches is not what the "average citizen" seems to want to hear. But reading pre-prepared speeches constitutes a surprisingly large amount of the average Public Forum Debate, based on my experience. Also, topics are not adaptable to the needs of communities and localities – the assumption of a nationally announced topic seems to be that all citizens and residents everywhere are the same and should debate the same issues. Finally, as I will argue below, average citizens make arguments about specific proposals, opportunity costs and underlying assumptions. These arguments are banned from Public Forum Debate. How, then, can Public Forum Debate be said to teach students how to "speak to the average citizen?"

2. The coin toss and accompanying side and order choosing. This aspect of the event creates unbelievable confusion for judges regardless of their experience. I know that many tournaments have reported a large number of wrongly marked ballots by judges who could not keep track of which team was on which side in which order, and so voted for the wrong side. Is this baroque aspect of the event really necessary? And if it is eliminated, would the event really be any different from cross-examination debate with reduced speech times and "open" cross-examination?

The purpose of the coin toss in Public Forum Debate is to allow students to select either a side or a speaking order. My experience has been that this aspect of the event increases incentives for students to pre-prepare all or most of their opening 4 4-minute speeches. This dramatically decreases the time available in the event for actual debating, understood as the give and take of ideas as expressed through comparison, refutation, and the evaluation of competing claims, reasoning, and evidence. I have judged several Public Forum Debates and was appalled at the actual lack of *debate* in the debates. The event seems structured to avoid teaching students to debate.

Perhaps this lack of clash in the opening speeches is by design. Could it be that the event's authors actually find presidential debates to be good examples of debate? After all, the actual clash and comparison of ideas is as rare in a presidential debate as it is on "Crossfire". I recently viewed a presidential debate with a group of middle school students. All of the students, without exception, were surprised at the lack of clash in the debate. They were puzzled by the fact that candidates seemed to be repeating segments of prepared speeches rather than actively comparing their ideas with those of their opponents.

The coin toss also allows the negative side to begin the debate. This is another example of the way the event's design avoids clash and the comparison of ideas. In this situation, the negative is not clashing with any actual arguments that have been made in the debate. They are "clashing" with their imagined ideas about the topic. This takes away all sophistication and nuance from the event, suggesting by implication that there is only one justification (the presumed affirmative arguments to come) that could be offered for the topic statement. This is an assumption contravened by centuries of thought about argumentation and debate practice. Middle school students understand that making a case (an action, a value preference, or a fact) is a challenging enterprise in which debaters must select the most powerful of many different prospective arguments, some of them contradictory. Starting the debate with the "negative" when a case has not yet been made undermines the idea that a debate will occur. The practice announces: "I can argue, and do not need to know what I am

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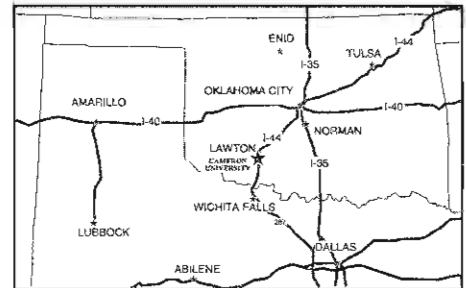
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arguing against." It calls for a prepared presentation and not a response. Any clever affirmative respondent to this tactic will reply by saying: "Well, that's not what *we're* talking about, *here's* what *we're* talking about," resulting in a first speech which is rendered moot.

For example, on the topic "The United States is losing the War on Terror," the negative might begin the debate by saying that the U.S. is in fact winning the war on terror because it has successfully dislodged Saddam Hussein. A smart affirmative team will respond by saying that Iraq has little to do with the war on terrorism, and that the U.S. is in fact losing the war on terror understood as the battle against Al-Qaeda and similar groups around the world. It might be argued that what a negative team needs to do, to speak first, is to engage in smart argument anticipation to avoid such a situation. While argument anticipation is a core debate skill (and a core speech skill), the negative cannot successfully pre-empt all possible affirmative arguments. This is particularly true in a 4-minute speech.

This does not mean that debates cannot begin with a rejection of a position. In fact, policy debaters begin debates all the time by rejecting the position of the current system. Middle school, high school, and college parliamentary debaters routinely debate topics which are phrased in the negative. However, debates *must* begin with an interpretation of the topic. Otherwise there is no foundation for debate. The structure of Public Forum Debate seems designed to allow the negative side to interpret the topic *and* to argue against it. This is patently unfair and is a conflict of interest. It might be argued that this is a reflection of so-called "real world" debates—advocates do not always get to define their position. While this may be the case in select circumstances, it does not mean that we should therefore also jump off the cliff in all cases and rig the events for which we have a pedagogical responsibility.

3. The speech times. The speech times used in Public Forum Debate are much too complicated and too short. Some tournaments may have the excess of personnel needed to have timekeepers in every debate, but the vast majority of tournaments do not. This means that judges must keep time. And with an order of 4-4-3-4-4-3-2-2-3-1-1 (with 2 minutes of intervening prep time for each team), Public Forum debate is difficult to time for the average judge or even very experienced judges. Do we really want judges to have to constantly refer to their ballot or "rules" summary while judging an academic debate?

We should teach students to be able to make concise arguments and to concisely summarize arguments, but must we teach them that all of this must be done in between 1 and 4 minutes? It may be true that attention spans are getting shorter. But is it also true that the average person cannot pay attention to anything that is longer than 1-4 minutes? We have a responsibility to teach students that the business of debating and deliberation about arguments, their consequences, and their reasoning, is not a business that should be unnecessarily rushed or artificially constrained to a 1-minute endeavor. The short speech times are also at odds with the topics. The idea that one could discuss the War on Terror, the No Child Left Behind Act, or the arming of pilots in the cockpit in a 4-minute speech is, frankly, preposterous. Students are encouraged to disregard the complexity of their subject matter for the sake of brevity. Perhaps this is another cue that Public Forum Debate's designers took from their study of "Crossfire." It is precisely this culture of soundbites, catchphrases, and sloganeering that debate participation should challenge. This may be the way the winds of

culture are blowing, but this does not mean that as educators, we should simply sail along.

The "Final Focus" rules are also now less reasonable, after a recent rule change, because they ask students to wrap up a (hopefully) sophisticated, well-argued and evidenced debate in a minute or less. This sort of training may help students who aspire to get passed the mic on the Jerry Springer show or to produce news jingles for nightly news readers, but is probably not the sort that we should provide for students who want to succeed in small seminar classes in college, or who want to develop their skills in writing persuasive essays. Serious academic debate is meant to be co-curricular. This is why principals and school district officials support it. It is difficult to discern what unique co-curricular benefits Public Forum Debate provides. In fact, it seems that participation in such an event could do more harm than good for well-meaning and academically able students.

4. Content restrictions. The rules of Public Forum Event ban different types of arguments, ostensibly to restrict the discussion to "real-world" arguments. The primary argument forms that are banned are plans, counterplans, and "kritiks." These restrictions are uninformed, arbitrary, and teach bad argument practice to students who (one presumes) participate in debate to learn and practice good argument techniques. As educators, we should not endorse an activity which erects these kinds of restrictions on content. I will present my objections to the content restrictions and then answer some of the defenses of this element of the event's rules.

I understand that the basic concept of Public Forum Debate was to try and create a more idealized and publicly accessible form of cross-examination debate. But content restrictions are not a good way to do this. It may be the case that students in cross-examination debate argue plans because that is what they are told they need to do. But there is a very practical reason to present a plan of action: this is how we discuss topics and consider possibilities in the so-called "real world." The answer to the proposal: "We should go and see a movie," for example, might be vastly different depending on what movie is considered. Should we endorse a politician because that politician says that she is in favor of a federal health care program without consideration of what that program might entail? Let's say your principal announces: "This year, we will have school reform. All teachers in favor, raise your hand." What teacher would raise his or her hand without learning more details about the reform? In the real world, people want carefully considered plans of action. Who would buy a meal in a restaurant if the only information given about the meal was "Meal in Restaurant."?(1) Who would read a book if its ad campaign was simply: "Book!"? The real world consists of individuals who want details. Decisions change dramatically, from yes to no, based on the specifics of proposed changes.

It is puzzling that the rules of Public Forum Debate proscribe plans, particularly when many of the topics could be interpreted to *be* plans. In addition, interpretation of a topic, that is, the narrowing of discussion with a detailed plan of action, is a necessary aspect of any debate. All debates involve interpretation of the topic, whether that narrowing is explicit or not. For example, the first Ted Turner topic was "Resolved: Commercial airline pilots should be armed in the cockpit." Armed with what? The topic does not say. Does the ban on plans mean that the affirmative must defend all possible armaments? Will the negative win the debate because pilots should not have bazookas, smallpox, or "dirty

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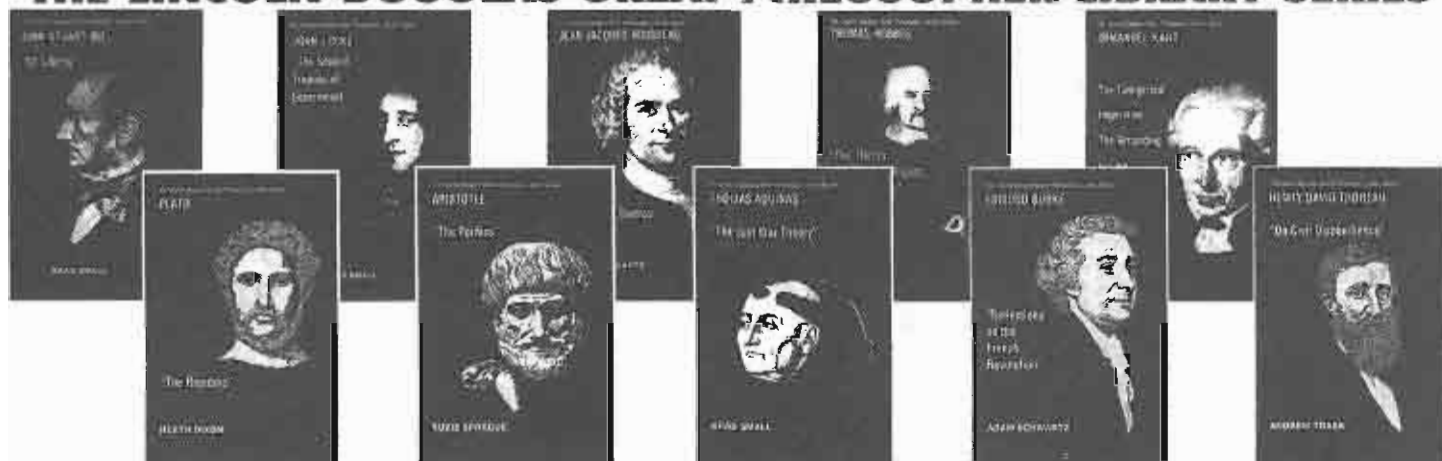
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bombs” in the cockpit? Unlikely. The affirmative team would simply dismiss the arguments against airborne bazookas as “unreasonable.” And they would be right. Which is the point. Interpretation of topics is inevitable. All affirmative teams will decide how to prove the topic by selecting among the many possible arguments and presenting only a few. This brings coherence to a debate.

The justification for the ban on counterplans seems to be based on two things: the ban on plans and a misunderstanding of counterplan argumentation. The reasons for the supposed ban on plans have already been addressed. What is genuinely at work here is an attempt to rein in the excesses of contemporary cross-examination debate practice, rather than an effort to direct discussion to an average or community audience. But the NFL has gone too far. I think this stems from a misunderstanding of counterplans. A “counterplan” is really a demonstration of an opportunity cost of implementation of a particular course of action. Consideration of competing courses of action is a staple of normal decision-making. For example, if you are trying to make a decision about how to go to school, you may decide between walking, driving, and taking the bus. Each may have potential costs and benefits. If you decide to drive, you have rejected the competing alternative of walking, with its related benefits.

Perhaps for all the attention given by the advocates of Public Forum Debate to the presidential debates and debates in Congress, they have failed to notice the prevalence of counterplans in these debates. Public figures routinely justify their proposals for health care reform, the conduct of various wars, and other policy issues by comparing them to the ideas of others. In fact, the major discussions about health care in recent Democratic presidential debates have focused on the comparison of different proposals for improved coverage and prescription drug benefits for senior citizens. In Congress, bills which purport to solve different problems are routinely compared against each other. Even counterplans often perceived as technical and arcane, such as “exclusion” counterplans, which argue for the general support of a plan except for a part of it, have counterparts in Congressional debates. When Congress debated the CAFE standards for reducing air pollution, the proposal that won included an exemption for light trucks.

The ban on counterplans makes so little sense and is so difficult to follow that even the well-intentioned and well-informed debate coaches of the NFL Public Forum Debate topic committee were unable to accede to the stated rules of the event. The November 2003 Public Forum Debate topic was: “Resolved: That Federal judges should be elected in their district for a limited term rather than appointed by the President for a life term.” This topic presents a bit of a paradox for participants in that it appears to contain both a “plan” and a “counterplan.” On this topic, the affirmative can’t support the “plan” clause of the topic (electing judges). That violates the rules. The negative can’t support the “counterplan” clause of the topic (appointing judges). That violates the rules. The rules of the event forbid presumptions and burdens of proof (there is no default regarding the proof claims of the affirmative or negative which might suggest a responsibility for one side or the other that might assist in evaluating the debate.) In other words, by definition, all debates on this topic should have been a tie. However, there’s no place for a tie on the ballot. Does this reveal a subversive antipathy to the event on the part of the NFL Topic Committee? In this case, the combination of the topic and the rules should have suspended all debate. How do we expect students and the “public” to follow the rules when the people trusted with

using the rules to promote debate can’t follow them?

Should we teach our students to disregard the consideration of opportunity costs? Should we teach them that in debate they cannot use argument strategies that they otherwise use in making every decision in their life? Who will pay them to treat the anguish that may result when they are confronted with competing alternatives in the dozens of decisions they make on a daily basis? Which elective to take? Which person to ask to the prom? Harvard or Princeton? Vanilla or chocolate? Fish or cut bait? And, more importantly, why should we encourage a debate format that excludes a form of argument that has been included in human decision-making for many thousands of years?

Mr. Copeland’s answer to this appears to be this claim: “When one wishes to debate before the public (i.e. the Presidential Debates, the original Lincoln-Douglas debates) one’s focus must be on real world issues – not arcane argumentation theory. In a debate about reform of social security on the floor of Congress, will a legislator present an anarchy counterplan or a language critique? I rather doubt it.” Mr. Copeland is right that public debates must focus on “real world” issues. This is why the content restrictions of Public Forum Debate must be rejected.

He is here exhibiting the fallacy of composition. Just because some counterplans (or plans, or other arguments) seem absurd or ill-suited to a situation, it does not therefore follow that this is true of the argument type. I think a more important issue is at stake here. The problem is that cross-examination debate (from whence we get the word “counterplan”) is so badly taught that debaters neither understand counterplans nor are they able to use normal language and daily experience to explain their argument type. In fact, what Mr. Copeland’s argument demonstrates most powerfully is that even the careful observation of the former Executive Secretary of the NFL, who helped to produce a generation of brilliant debaters, cannot recognize the connection of this argument type to the real world. If even an expert cannot recognize the ubiquity and indispensability of counterplans in everyday argumentation, what does this say about the teaching we are doing in the realm of cross-examination debate?

The final content restriction of Public Forum Debate is the ban on “kritiks.” I refuse to use this borrowed Germanic spelling. In fact, this spelling might be another example of the problem associated with teaching practices in contemporary cross-examination debate. One of the problems of these teaching practices is their self-involved repetition of needlessly complicated concepts without reference to everyday issues or practices. The practice of critiquing is almost identical with the practice of argumentation and debate. We all engage in critiquing all the time. A “critique” simply identifies and undermines the underlying assumptions of a proposal, a way of thinking, a value, or any idea.

In other educational arenas, such as media literacy (now required by a majority of states as part of their language arts content standards), we teach students to engage in critiquing. We hope, as part of media literacy instruction, that our students will identify the assumptions of advertisements, news reports, graphic designs, and television productions. We encourage our students not to take what is being said at face value and to read between the lines and identify the assumptions being made. For example, a corporate advertisement presumes that you need and want the product being advertised. However, audiences critique advertising when they question and challenge those claims of an advertisement: that they need the product, that they want it, that it ap-

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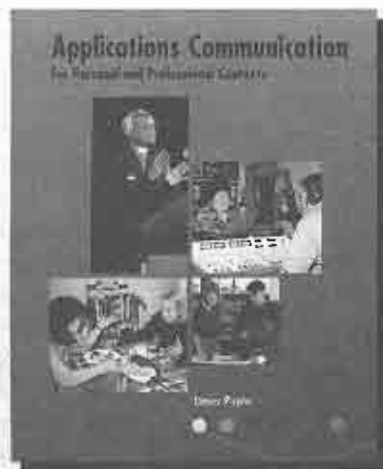
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peals to them, and that they have the resources to spend on it. If not for critiquing, people would buy every product that is advertised to them.

When we teach media literacy, we are teaching critiquing. Here teachers tell students that perspective matters, that what is not said is sometimes more important than what is said. They are teaching students to decode the language of official-speak, so that they can understand that depending on who is speaking and to whom, "efficiency" can also mean "job loss," and the "pursuit of freedom" can also mean "war."

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Critiquing is both inevitable and essential. The ban in Public Forum Debate is entirely incoherent or antithetical to the history of argumentation, contemporary educational practices, and content standards everywhere. Perhaps the NFL wants to produce students that don't propose solutions to problems, don't seek alternatives and don't examine underlying assumptions. If it wants to produce those students, it is alone among educational associations. We should not practice or endorse a debate event that so blindly and carelessly carves up the domain of everyday argument to suit its own arcane purposes. The issue is one of pedagogy. Will we teach our students the critical thinking skills they need to survive and succeed?

5. "Crossfire." It is true that students must be taught to successfully participate in open discussions. They must learn to manage interruptions, control the floor, and otherwise interact with multiple individuals to ensure that their points are made despite attempted interference from others. However, it is not clear that the "Crossfire" concept is a good teaching method for these skills. It is certainly the case that the stated role models for students (participants on "Capital Gang," the "McLaughlin Group," and "Crossfire") may not be doing the kind of teaching we would like. Do we really want our students to see these entertainment shows as the kind of speaking and debating to which they should aspire?

The event promises (or threatens, depending on your perspective) to produce debates that are similar to those on programs like the McLaughlin Group (McLaughlin: "On a scale of one to 5, should the No Child Left Behind Act be repealed?" Eleanor: "Three." McLaughlin: "Wrong! It is one! Next topic!"). However, teaching students to reproduce these programs in style and content may actually contradict substantial numbers of state and local content standards designed to promote media literacy. With increasing numbers of national and international education organizations demanding and funding efforts to increase media literacy, this seems like the NFL is headed in the wrong direction.

Television networks have admitted that they are increasingly turning to these "debating" shows to cut the costs associated with actual journalism. Meanwhile, Robert Novak has described the exchanges on "Crossfire" as made for television like

professional wrestling. Even participants on the long-running McLaughlin group have admitted that they are largely in the business of producing sound bites to amuse and retain viewers. This might explain the exchange on "Crossfire" when John Sununu offered this sophisticated retort to George Stephanopolous: "Liar, liar, pants on fire!" The television "debate" programs help to polarize and simplify public dialogue—in short, they are the opposite of thoughtful debates.

Educational institutions have a difficult task encouraging students to abandon the glib bromides of television for thoughtful commentary about the world. Academic debate ought to assist their mission rather than construct additional hurdles and call them "progress" or "inclusiveness." It will be objected that Public Forum Debate tries to encourage students to use these forums while avoiding their excesses—thus the encouragement of judges to penalize people for rude or uncivil behavior. This seems to miss the most pervasive point of these shows—they are part of a larger social redefining of what *counts* as rude or uncivil. The NFL can't have it both ways. Either "Crossfire" is a good model for public debate, or students should have civil and informed discussions.

There is an equally serious pedagogical problem with the mechanics of the "crossfire" and "grand crossfire" elements of the Public Forum Debate format. The idea of these segments, as I have said, seems to be that they will teach students to engage in frank and open discussion. This is a noble idea, but one whose practical implementation is countered by decades of research on diversity in communication patterns. I am deeply concerned that the "crossfire" model will contribute to the disenfranchisement of women and non-native speakers of English—precisely the otherwise marginalized populations in public policy forums that academic high school debate should be looking to include.

The overwhelming majority of research on gendered communication patterns suggests that in open communication situations, men spend more time talking than do women. This is true even when the men and women possess equal amounts of expertise on the issues being discussed. Of equal concern is the evidence that men are more likely than women to interrupt the speaking of other people, and that women are more likely than men to be interrupted. This is not to suggest that this is because women are more passive or more "peaceful." Rather, it is to point out a potentially serious inequity associated with grading students on their perceived engagement in open, undirected discussion.

The problem is multiplied with students who are not native speakers of English. These students often have the most to gain from participation in academic debate—debate and speech can help students achieve functional literacy and oral literacy. Public Forum Debate may amplify these problems of exclusion rather than remedy them. Often, students who are English learners display difficulty in open discussions with native speakers. They are more likely to be interrupted and less likely to be able to quickly respond.

Academic debate has enough problems attracting and retaining female students and non-native speakers of English. We should not add to these problems by using Public Forum Debate, particularly when that format purports to be the most "accessible" of the available formats. It may be argued that the training of judges will help to rectify these inequities, but I do not see how the instructions to punish "rude" behavior can do anything but amplify the problems associated with the historical exclusion of women from debate. Anyone who has been or coached a female student in

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debate has heard the stories of women criticized for being inappropriately aggressive, while men are rewarded for identical behavior.

Parliamentary Debate

There is an option for another debate format that is more rigorous, more genuinely co-curricular, more empirically tested, and more widely used than established NFL formats. This format, called parliamentary debate, avoids the pedagogical problems associated with Public Forum Debate while retaining and amplifying accessibility to novices and to the public. It is the most widely used debate format in the world. It is also by far the most popular college debate format in the United States. There are many different kinds of parliamentary debate, but several characteristics unify those formats. I will isolate a few of them here and discuss them as advantages of the format.

1. Flexible topic selection. In a typical competitive parliamentary debate event, students debate a different topic in each round of debate. The topic may be announced just before the debate begins (approximately 15-20 minutes of preparation time for each round of debate) or several hours, days, or even weeks prior to a competition. Topics are selected by tournament hosts or arranged with community and other groups in noncompetitive settings. In some novice events, tournaments would introduce some set topics, announced several days up to two weeks in advance of a tournament, in addition to impromptu topic announcements. Debate motions for advanced competitors ought to be announced approximately 20 minutes prior to a debate. Topics are drawn from current events, statements of historical judgment or philosophy, value comparisons, and cultural, political, literary, social, and economic commentary and criticism.

Any meaningful issue in controversy may be a parliamentary debate motion. This permits tournament hosts, teachers, and community groups to adapt the debates to current events, classroom texts and curricular materials, student experience levels, and local concerns.

The flexible nature of topics and the limited preparation time before each round of debate means that students are encouraged to research differently and more intensively. One teacher I have worked with said of parliamentary debate: "Finally, my extempers will have to read their files!" Students do substantial preparation for participation in parliamentary debate. To be successful, they must gather evidence on a wide variety of issues and be able to apply their interdisciplinary knowledge on the spot. In this respect, parliamentary debate is an event that rewards students for being diligent in class and aware of the world around them.

Flexible topic selection is genuinely interdisciplinary and encourages students to develop and strengthen co-curricular research skills. I have been involved with high school policy debate for many years – as a competitor, a coach, a judge, and as an outreach coordinator. I currently work with coaches and students in more than 50 high schools. It is my considered opinion that the parliamentary debaters in these schools do more original research and possess more sophisticated research skills than students who participate in other debate events in their schools.

If topics are impromptu, and no quoted materials or materials prepared before the pre-round preparation are allowed in a debate, how do debaters research? They prepare briefs and argument summaries on a wide variety of issues to share with their teammates. They practice case construction and summarization on different topics. They collect interdisciplinary examples, historical examples,

and generalizable statistical information, and deploy those in debates. In this respect, evidence in parliamentary debate more closely relates to the way evidence is used in daily argumentation, public argument, and in classroom discussions.

2. Emphasis on impromptu speaking. In many communication settings, participants do not have control of the discussion topic. They are not able to dictate subject matter or limit its scope. They are not always given adequate preparation time for their remarks. They are, nevertheless, expected to cogently and thoroughly discuss sophisticated issues. In these circumstances, participants must effectively use the skills of impromptu argumentation.

Impromptu argument, including critical analysis of an unannounced or unanticipated topic and persuasive delivery on the matter, is a challenging task and one that is often required in for successful participation in academic and career settings. Impromptu skills are required for college and job interviews, classroom discussions, committee and organization meetings, business communication and negotiations, formal social engagements, professional conferences, and other important events.

Parliamentary debate supports impromptu argumentation, a particularly valuable skill that is underemphasized in other formats. Parliamentary tournament debating provides debate on a variety of topics. There is limited preparation time for each round of debate. There is no preparation time for speakers once the debate is underway. Debaters must learn to think on their feet, creating and amplifying arguments while speaking. Cross-examination, Public Forum, and Lincoln-Douglas debate, with set topics and significant time for advanced argument preparation, do not provide sufficient opportunities for training in the more common form of academic, public, and professional argument, namely, impromptu argument.

3. Valuing the student voice. One of the more interesting and valuable aspects of parliamentary debate is the way it uniquely values the voice of the student. Parliamentary debaters do not read quoted material to support their points. They are expected to make an argument, support it with reasoning, and offer evidence to verify their reasoning and prove their points. Some people have said that parliamentary debate is therefore debate without evidence. (Interestingly, these people rarely read quoted material to support that argument.)

In contemporary academic debate, the problems associated with the conflation of "evidence" with "quotations" have caused substantial damage to our students, our teaching, and our practice. The overemphasis on argument from authority in some academic debate formats seems to run contrary to the goals of teaching critical thinking. One problem with the use of quoted material in debates is that it gives value to the quoted expert at the expense of the interpretation and analysis of students. Students routinely deliver 8-minute policy debate speeches in which only a minute or less is devoted to their own words (assuming that they wrote the tag lines for their cards, an increasingly unlikely assumption). Quoted material is substituted for the critical examination of issues and ideas. This means that students do not get sufficient training in comprehension and analysis.

This is a dangerous teaching practice. When the student and judge focus on the external voice of authority, namely, whenever there is a conflict that needs to be resolved in debate, it is the voice of the quoted expert that trumps the student's voice. This is, in fact, almost the definition of disempowerment – the student's voice ceases to matter or is diminished in importance because of

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the presence of quoted material. The result of this in cross-examination debate and Lincoln-Douglas debate has been that students are taught to chase (or buy, or both) quoted material. So debates become decided based on which side has more quoted material. I do not think it is alarmist to suggest that this same pattern will be replicated in Public Forum Debate.

In fact, the problems associated with quoted material may be made worse, rather than better, in Public Forum Debate. This is an event in which the “framers” admit there won’t be that much quoted material read. So while one side may have a quotation on a critical issue, what will happen when the other side does not? It is likely that the judge will vote for the side with the quotation, because that side will say they have “evidence.” The confusion of evidence with quotation is a powerful and dangerous conflation that will influence practice. Debaters will search for quotations for every argument. This will increase the pace and the technicality of arguments. This same phenomenon has happened in policy debate, and Lincoln-Douglas debate. Particularly now that the ban on “expert” judges has been lifted, it is only a matter of time before this race to the bottom happens in Public Forum Debate.

One problem in existing NFL debate formats is that most quoted material is no longer evidence. Evidence is information from model programs, historical and contemporary examples, rigorous study, and generalizable statistical information that verifies reasoning about the world. More often than not, what is called “evidence” is really opinion – worse, it is often unverified opinion. Disturbingly, what many students are really doing is substituting reasoning from an “expert” for their own reasoning. They are deferring the analytical reasoning – the *critical thinking* that debate is supposed to teach – to another. This genuinely undermines the whole point of debate, which is to teach students to craft the best possible expression of an opinion. Evidence should verify logic or reasoning, not substitute another’s opinions for the student’s voice.

At a recent national college debate tournament, a political scientist and former debater who is an internationally recognized expert on the then-current topic remarked that contemporary cross-examination debate seemed to treat evidence the way Gertrude Stein discussed Oakland: There was no there there. He noted that debaters did not use evidence as *evidence*, but merely as another opinion or analysis of an issue. Quoted material was referred to as evidence but it functioned as reasoning—there was no information in the debates which verified any of the opinions, nothing that would qualify as evidence in the discipline from which all the material on the topic was drawn.

In debates with quoted material, the quotation itself has iconic power. Not only does the quotation *seem* to support student reasoning, but because it is *called* evidence it seems as if it *is* evidence to verify the claim. More often than not the thing we call evidence does not verify reasoning, but duplicates or substitutes for reasoning – the student delivers a tag line and then the quotation fills in the reasoning. The student then moves on the next argument, and everyone says of the initial argument: That argument has evidence. But it does not have *evidence*. It has reasoning. The evidence, the verifying material, is still missing. What’s produced is an unverified, or self-verified logic sequence.

A speech without evidence (understood as verification for one’s reasoning) is hollow. All you can prove in such a speech is that you can construct a logic sequence, or engage in sequential ordering of an idea, but without evidence you cannot demonstrate that your idea has any authority, credibility, or validity. The ban on

quoted material in parliamentary debate strips away the blinders produced by quoted material. In parliamentary debate, the speaker knows that the argument is not convincing without verification. An argument without evidence is not an argument. By excluding quoted material and that which is called evidence but is not, parliamentary debate forces the debaters to actually use evidence. Part of the experience gained in the event is that students learn the importance of evidence, and learn the function of evidence. This is not learned in an event in which quoted material is allowed to substitute for genuine evidence.

Rather than reading material written by someone else, parliamentary debaters present their own speeches. Students need to possess information and adapt it to circumstances. They need to be in command of the material and apply it to different topics. No voice can substitute for the voice of the student in this event. This makes it a unique and valuable event. After all, there are more things in heaven and earth than are dreamt of in the published descriptions of government civil servants, academics, and the punditocracy. The experiences of students are often excluded from quoted material. They sometimes get to the truth first. But their voices are excluded or marginalized by the socially approved authority – sometimes referred to in cross-examination debate as the “literature.”

There are also substantial financial disparities created by the use of quoted material in debates. By permitting the use of quoted material, debate events amplify the disparities associated with unequal access to information. In parliamentary debate, students may still read different materials due to their disparate financial situations, but in the debate, students will not be able to use quotes from one publication to trump the lack of quotations from another publication. Students are forced to phrase arguments in their own language, and to provide verification for their claims and reasoning based on the *comprehension* of materials rather than the *declamation* of materials.

My point here is not that quoted material should be banned from all debate formats. My point is that parliamentary debate, unlike Public Forum Debate, actually adds some new and different educational practices and values to the spectrum of available debate formats. We should not be afraid to strike out in a genuinely new direction in academic debate practice. Parliamentary debate is new (although it may be the oldest interscholastic debate format in the world) not because it has content restrictions, limited speech times, or a coin flip, but because it teaches genuinely new skills in new ways not met by any other existing debate format.

4. Points of information. This is an aspect of the parliamentary debate format which is truly unique. During speeches made by the opposing side, debaters may apply for points of information. This is usually done by standing or by standing and extending a hand. An application for a point of information is a request to the speaker holding the floor to yield to a statement or question from a member of the opposing team. Most leagues restrict the length of these points to 15 seconds or less. The current experimental California parliamentary debate format incorporates points of information into all speeches. After the first minute and before the last minute of each speech, members of the opposing team have the opportunity to apply for points of information. The speaker who holds the floor has the option to accept or reject all attempts. If the speaker accepts a point, she will say “Yes, I’ll take your point,” or something similar. If she does not accept the point, she will say “No thank you,” or something similar. The speaker is

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under no obligation to accept a specific number of points, although it is in her interest to accept as many points of information as she can.

The value of incorporating points of information is that such interactivity in the debate format teaches civility and floor management skills, abilities that students will use in future endeavors as they must learn to manage attempted interruptions and the thorough engagement by other participants in debates and discussions. Many debate advocates are currently trying to find a way to incorporate elements of civil discussion into debate formats; my experience with using points of information in the middle grades and in high schools suggests that this element of debate practice can be an effective way to teach the desired skills while still engaging in formal debate practice.

Points of information are a superior way to teach the skills that Public Forum Debate attempts to teach through its "crossfire" segments. The advantage of points of information is that they give the speaker the prerogative to accept or reject the point. This protects speakers from undesired interruption while still creating a dynamic atmosphere in the debate. Points of information also allow for more dynamism *throughout* the debate. They accommodate the need to teach elements of civil discussion, but instead of throwing students into the lions' den, they function as a teaching tool. In our middle school debate program, points of information are used amply and skillfully by students as young as 10 years old.

Concluding Thoughts

I am concerned that the NFL is encouraging a debate format that seems to be at odds with teaching critical thinking skills and media literacy. If Public Forum Debate is popular, this definitely shows that there is a need for a new debate format in high schools. Students are starved for opportunities to participate meaningfully in novice and advanced debates. Teachers want to give their students the oral communication and argument literacy skills they need to succeed in school, college, and beyond. But Public Forum Debate is hardly a valuable way to provide for these needs. Even if it is more accessible than previous debate formats, it is less rigor-

ous. It is even much less rigorous than the format used in the Middle School Public Debate Program and the parliamentary format offered at this year's JNFL National Championship. We should not sacrifice challenge for accessibility. This is not the right message to send to motivated and capable teachers and students.

Parliamentary debate is a superior option. It teaches a genuinely new and needed set of skills. It complements and reinforces many existing NFL events, such as Student Congress, Impromptu Speaking, and Extemporaneous Speaking. My experience with the event has been that it closely mirrors the kinds of debates teachers have in classes. It is an authentically co-curricular event that rewards students for diligence in school and forensics while at the same time remaining accessible for all participants—students, teachers, administrators, and the public. It is the most popular form of debate in the world. It is the most popular form of debate in colleges and universities in the United States. There is a better way. In several of the articles written about Public Forum Debate, authors have said again and again that there is a need for the NFL to adopt a new debate event. That need still exists. And even if the NFL does not promote parliamentary debate, I encourage schools to explore it on their own.

Footnote:

1. Leading, perhaps, to this exchange:
"I'm taking you out for a special meal."
"Where will we be going?"
"Out."
"What will we be eating?"
"Sorry, I can't tell you that."

(Kate Shuster is the Director of Claremont Colleges National Debate Outreach, at Claremont McKenna College in Claremont, CA. She won the college National Debate Tournament for Emory University. She is the director of the Middle School Public Debate Program. She has coached six national champion teams from five different colleges, and has led national and international workshops for coaches and students. She is the author, with John Meany, of On That Point! An Introduction to Parliamentary Debate. She can be reached at kate.shuster@claremontmckenna.edu.)

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TED TURNER PUBLIC FORUM DEBATE: NOT JUST ANOTHER CONTEST

by
James M. Copeland

I

Roger Ailes in his book **You Are the Message** titles his first chapter "Television Changed the Rules." And indeed it has. The way people speak in public in America [and how people speak on television] has forever been changed.

So the need for a new NFL debate event was clear: NFL had no debate event that would interest public audiences. NFL had no television friendly debate event.

"Parliamentary Debate simply does not meet the criteria established by the NFL Executive Council for a new debate event."

No one can doubt that the NFL debate events are educational -- but no one can seriously contend that these events can attract public audiences in the 21st century or appear on television..

Policy Debate devotees insist that debate is "information processing" and audiences (judges) must be highly knowledgeable about debate theory and the topic. Those who are deficient must be "struck" (not permitted to listen). The debater's themselves have been described as sounding like a drowning Daffy Duck conducting a tobacco auction. The public will not tolerate the lengthy time involved, the arcane topics, nor the uncommunicative style of modern debate delivery.

In the initial years of Lincoln Douglas Debate the public might have been interested in listening -- but not now. L/D has become highly philosophical -- debating "core values" and quoting from famous philosophers at length. Most L/D topics are quite abstract and real world examples and applications (which might have some relevance to people's lives) are discouraged.

Legislative Debate (Congress) is good public speaking but does not make a good public demonstration. It requires written bills and resolutions, an entire chamber of people and a lengthy time period.

Before I am completely excoriated by my readers,

let me restate my premise: current NFL debate events are superb as training devices for the nation's future leaders and they are outstanding contest vehicles to motivate students to excel, but they are not well suited as public speeches to real audiences. Let me draw an analogy to football: calisthenics and drills get the job done to train the team -- but few wish to watch them. The game is a thing of beauty and is watched by millions. NFL needs a "game" to attract the public and be on television.

What *will* interest the public so that they might be instructed by and actually enjoy a debate by NFL students (and encourage parental and community support for debate)?

1) Topics must be interesting: current, vital, relevant to peoples lives. People refuse to waste time on topics beyond their interest.

2) Speeches must be brief. Television has killed the public's attention span.

3) There must be controversy! Talk radio and debate television have created a public appetite for conflict, if not combat. The McLaughlin Group,

Rush Limbaugh, *et al* all have redefined **public** debate.

For good or ill, public debating in today's world owes more to the WWF than Aristotle.

II

Now comes Ms. Kate Shuster hoping to convince the high school debate community and the NFL Council to reverse its decision to make Public Forum Debate an NFL National event and replace PF with Parliamentary Debate. Clearly, the answer must be no.

Parliamentary Debate simply does not meet the criteria established by the NFL Executive Council for a new **public** debate event, nor is parli needed to educate students.

The existing NFL debate events are excellent as devices to "Train Youth for Leadership."

Policy Debate teaches critical thinking, research skills, organizational methods, interdisciplinary thinking and information processing. For those students and schools who wish to participate, policy debate offers the rigor of an MA thesis and the competitive pressure of the final table at the World Series of Poker.

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the complete legislative process and provides students the opportunity to debate issues facing the U.S. Congress.

Unfortunately though, these fine educational events, like football drills and multiplication tables, are not very good spectator sports. Unlike TV Quiz bowls and the National Spelling Bee, NFL debate formats were just too long for television and too arcane for public audiences -- and so is parli!

Mr. Donus Roberts, originator of Public Forum Debate and his committee members, Mr. Ted W. Belch and Mr. Frank Sferra, sought an event that would be brief enough to appear on television, be exciting enough to grab and hold an audience's attention, be interesting enough so people would want to listen and learn, yet rigorous enough to promote extensive use of online research and interactive enough to promote clash. They succeeded brilliantly where parli fails.

- 1) A Parli debate is too long for a Rotary Club demo or a TV program.
- 2) Many Parli topics are complex and boring.
- 3) Other Parli topics are impromptu, promoting glibness at the expense of content.
- 4) Parli debating is opinion based, not evidence based (as Ms. Shuster points out) and lacks the rigor of evidential research.

Why then is Parli "the most popular debate format in the world"? Because, most free nations have parliaments (Canada, England, France, etc) and there is a reason to train youth to participate in this format. But as Woodrow Wilson pointed out, the U.S. is a "Congressional Government" -- not a parliamentary one. And as Harold Keller will tell you NFL has an extensive program to train kids in congressional skills.

I think Parli has as much place in contest events as SPAR, Impromptu, Improv, and Lip Sync: Parli is educational and it is fun. (More fun than educational.) But it lacks the strategy of the coin flip, the rigor of research on a new topic each month, pressure of the Crossfire, and the "all in" nature of the final focus (Last Shot).

Roberts, Belch and Sferra created a fine contest event that is audience friendly. Parli is just another contest event.

III

Ms. Shusters' numbered arguments against Public Forum Debate may be disposed of summarily:

1) *The (current) name: Public Forum Debate.* "What's in a name..." sayeth the Bard. Her complaint that audience participation must take place during the round is a magnificent quibble! The audience does participate by writing ballots and voting. In many forums some participate by speaking and others by listening. Heckling is judge intervention and may distort the contest!

All judging at NFL Nationals in Salt Lake City will be done by "Community" judges. True, the NFL no longer "bans" any judge, but strongly urges use of **community** judging [see Council Minutes: *Rostrum* December, 2003, page 4.]

Yes, there are prepared speeches in PF Debate -- as in Policy and L/D. These are called constructive speeches. Especially before a lay or citizen audience debaters must present pre-prepared, organized positions prior to clashing on disputed issues so the lay audiences are given some background about the controversy.

2. *The Coin Toss:* One of the most innovative parts of Public Forum is the Coin Toss. It creates drama as teams try to weigh the strategic effects of their decisions. This should cause no confusion for judges. One side will be pro (for the resolution); the other side is con (against the resolution). In real life debates the negative

side (status quo) often begins the "debate".

Mom: Missy, your grades are terrible, so you can't go to the prom.

Missy: Mom, all my friends will be there; I want to go!
and

Elephant: Bush as done a great job.

Donkey: Bush has done a poor job; elect Kerry.

Ms. Shuster says that if the negative opens the debate, clash will not occur. Hello! A debate is about a topic (which always calls for charge). The negative may clash directly with the topic.

Her argument that a negative first speech may become irrelevant because it is not specific to the affirmative case is both not true and not unique:

Not true: The affirmative must be topical so attacks by the negative on the topic are relevant.

Not unique: In Policy Debate, the affirmative begins by indicting the S.Q. so any negative may offer a counter plan and render S.Q. attacks irrelevant.

I believe all debaters understand the concept of presumption and that the present system holds it. To have the first speech and be able to explain and reinforce the presumption is very powerful. As players on the World Poker Tour say "It's better to bet a hand than a draw."

3) Ms. Shuster's argument that the speech times are too short is the best example that her critique of PF Debate is flawed.

Please recall that this new event was invented to accomplish two goals 1) to bring debate to community audiences (service clubs, PTA's, church groups, fraternal organizations, political clubs, etc) and 2) to get debate (and NFL students) on TV -- even if only local channels or cable access. Long speeches are death for these goals. Policy Debate has proved this. Parli is just another boring contest debate event whose only audience is a single bored judge!

[In my original concept "Controversy" took 26 minutes Mr. Roberts later expanded the time for contests but agreed that the 26 minute "media" time be used for public meetings and TV]

Ms. Shuster's inveighs against discussing complex topics in short speeches and in theory she is right. But people simply won't listen to long, complex, boring speeches. Better to debate narrow topics, with fewer points and greater depth.

Example: Don't debate a huge general issue like "War on Terror" or "No Child Left Behind". Instead, debate PF topics like R: Capture of Osama Should Be Job #1 in War on Terror or R: Extra curricular sports' budgets should be spent on reading and math.

Don't sacrifice complexity -- just break it into small topics and debate issues in depth -- one each month.

Ms. Shuster's attack on the "Final Focus" a/k/a "Last Shot" is yet another example of ignoring real world demands.

Donus Roberts' concept of the last shot was brilliant. A key skill in life is learning how to "close". Teaching students how to pick the one key decision item that will motivate a decision is preferable to a superficial recap of many arguments delivered in a gasping speech as the debater tries to "cover" all possible issues.

The beauty of the final focus is demonstrated when a debater can say "judge, the con side has won this round because nobody can find any WMD's -- we should not have invaded!"

4) Content restrictions: Ms. Shuster's desire for PF to contain kritiks, counterplans, etc. is misplaced. I seriously doubt she wants these in parli. If students wish to argue these they may join the policy debate squad. It is no more wrong for PF to limit kinds of

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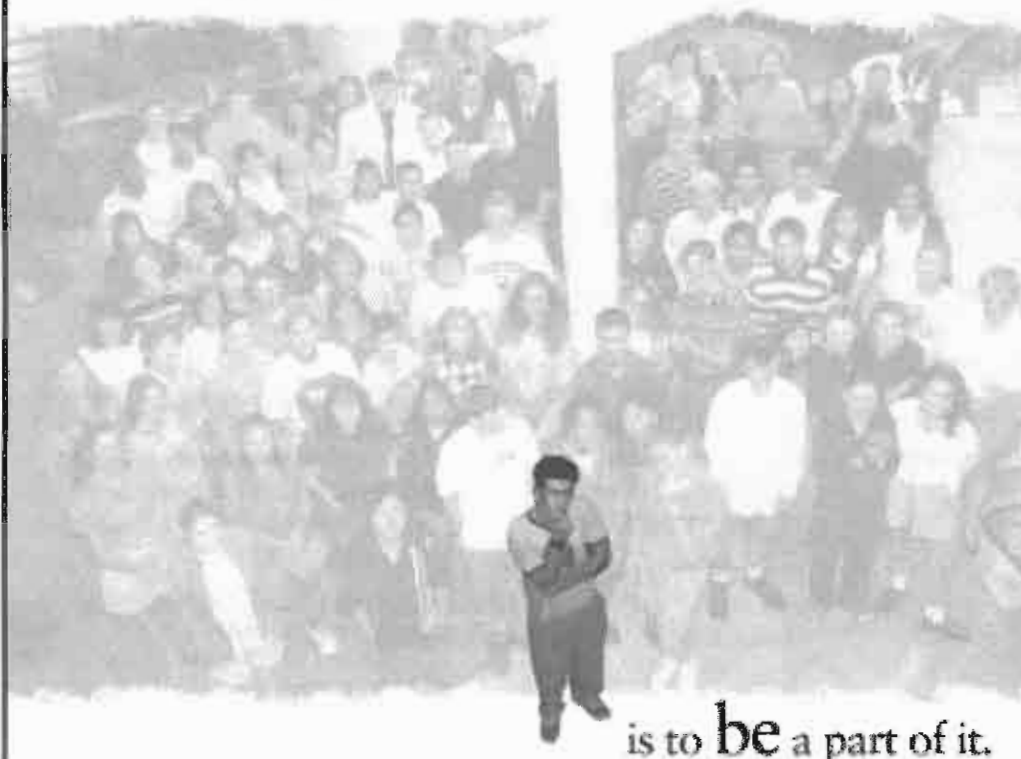
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 - c. 25% were in state finals
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2. We focus on "process" over "product." While most one-week camps can send students home with a polished product, in two weeks we can provide the process for developing that product as well. Such knowledge makes students much more self-sufficient.
3. Compare our price. We are imminently affordable, and there are NO hidden charges or add-ons.
4. Our coaches travel, judge, and coach on a national circuit. They know what other judges are looking for and can help you create it!
5. We can give students a sense of the forensics team experience, based on our tradition of excellence.
6. We can not only make your student better, we can make your TEAM better! Send us one student, and they will show immediate results. Send us five students, and your TEAM will show immediate results.

stand out from the crowd

— Want more info? —

Elizabeth Binning: Continuing Education Program Director
(309) 677-2377; ebinning@bradley.edu

Dan Smith: Institute Director
(309) 677-2439; dan@bradley.edu

arguments than for L/D to insist on only value topics or to ban prose from the poetry contest.

The purpose of Public Forum Debate is NOT to teach advanced argumentation theory. The purpose is to teach students to communicate with citizen audiences about topics of interest. PF should no more be blamed for not teaching kritiks than a math class be blamed for not teaching geography.

5) *Crossfire* -- Everything Ms. Shuster likes about "heckling" is available in the crossfire periods. Yet she criticizes such "heckling" on shows like the McLaughlin Group. She then worries that a crossfire period might promote glibness -- something she forgets when extolling the merits of impromptu parli rounds.

She worries about gender equity and equality for ESL students in PF rounds. My question is the obvious one. In Parli Debate how is this different? A male rudely heckling a woman debater or a foreign student is certainly possible.

I find Ms. Shuster's arguments out of date, if not sexist. When NFL for years separated boys and girls extemp (the actual names), its argument was that the girls could not compete (sic!). When NFL finally combined the two -- women placed well and won National Championships in extemp!

Enough! Ms. Shuster goes on and on and on with her attacks (the fallacy of "nothing but objections"). And what is the point? To persuade readers to make parliamentary debate an NFL

event (and so the students can study parli at the camp where she teaches?)

Parliamentary Debate is just another contest event. It will not bring back audiences to debate and it is not telegenic. Let me count the ways.

- 1) The topics are broad, arcane and boring.
- 2) The speeches are too long.
- 3) The argumentation -- kritiks, etc -- are outside the mainstream of audience understanding.
- 4) The "heckling" can be irrelevant.
- 5) Many rounds are impromptu and without serious content.
- 6) Parli encourages glibness.

NFL already has Policy Debate (to debate policy), L/D Debate (to debate value), PF (to debate fact and explanation as well as limited policy to citizen audiences), and Congressional Debate (to debate legislation).

The NFL has adopted an exciting new event which encourages students to research topics "ripped from the headlines" with the most recent evidence from online sources, and learn to talk to real people about real issues.

Mr. Roberts knows what Mr. Ailes knows and Ms. Shuster ignores. Television changed the rules.

(*James M. Copeland, is NFL's National Secretary Emeritus*)



Sacred Heart National July 25-August 8, 2004
Speech & Debate Institute
... clear eye for the debate guy ...
sacredheartperformingarts.com

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 2004.

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! In addition to the average of 12 rounds during the three week program, effectively means that participants will have nearly 30 rounds by the end of the summer, 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 across the country. Initially confirmed staff or staff expected to return for summer 2004 include:

Matt Fraser, SNFI Program Director, Director of Debate, Stanford
Robert Thomas, SNFI Academic Director, Policy Debate Coach, Stanford

Dr. Anne Marie Todd - San Jose State
Dave Arnett - UC Berkeley
Sarah Holbrook - Head Royce
jon sharp - USC (CA)
Beth Schueler - Whitman College
Dan Fitzmier - Northwestern
Toni Nielson - Cal State Long Beach
Bob Allen - Emory University
Sara Apel - U. of Texas (Austin)
Corey Turoff - Damien High School
Steve Clemmons - Santa Clara
Maggie Ahn - Greenhill
Michael Burshteyn - College Prep

Casey Kelly - U of North Texas
John Hines - U of North Texas
Stacey Nathan - UC Berkeley
Cyrus Ghavi - Emory University
Christine Malumphy - Harvard
Guarav Reddy - UC Berkeley
Chris Macfarlane - USC (CA)
Eric Holland - USC (CA)
Judy Butler - Augusta Prep
Reid Shannon - UC Berkeley
Ryan Mills - St. Francis
Sam Haley-Hill - College Prep
David Houska - Head Royce

Stanford National Forensic Institute

2004 Dates & Prices:
Policy Debate

Three Week Program

July 23 - August 12, \$2450

Four Week Program

July 23 - August 19, \$3500

"To anyone seriously wanting to develop their technique and understanding of the activity, I would recommend the SNFI!"

Ben Allen, 2003 Participant



Dates & Prices
July 23 - August 12
Residential Cost: \$2450
Commuter Cost: \$1950

Stanford National Forensic Institute Swing Lab



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 2004. 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.

Phone: 650-723-9086
Web: www.snfi.org
Email: info@snfi.org

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 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, intrinsicness, permutations, kritiks, performance, advanced 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. 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. She currently coaches at the Head-Royce School.

Admissions to the Swing Lab are selective and solely at the discretion of the program directors.



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Lincoln-Douglas Debate
Novice & Varsity Divisions

Student Congress

July 25-August 8, 2004

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Nationally RESPECTED Confirmed Faculty

Mark J. McNeil, *Managing Director; Director of Residential Life; Director of Individual Events, National Champion Coach* ***Matthew Cavanaugh**, *Interpretation Lab Leader, 2002 Harvard National Champion in Dramatic Interp, Glenbrooks champion in Prose/Poetry, 2nd place CFL in Oral Interpretation of Literature* ***Tom Finley**, *Interpretation Lab Leader, 2002 NFL Champion in Duo Interpretation, 2002 2nd place in Humorous Interpretation, 2003 NFL Humorous Interpretation Champion, 2002 2nd place in Duo Interpretation* ***Lydia Nelson**, *Interpretation Lab Leader, 2003 NFL Champion in Oratory* ***Ariel Schneller**, *Extemp Lab Leader, National Champion Coach* ***Rana Yarad**, *Extemp Lab Leader* ***Beena Koshy**, *Director of Debate, National Champion Coach including 2002 2nd and 2003 3rd place at CFL's in Declamation* **Steffany Oravetz**, *Debate Lab Leader, National Champion Coach including the 2002 NFL LD runner-up.* **Cherian Koshy**, *Debate Curriculum Coordinator, National Champion Coach* ***J. Michael Lackman**, *Director of Congressional Debate* * **Joe Schoenig**, *Curriculum Consultant, National Champion Coach* ***David Singh**, *Lecutre Specialist, National Champion Coach* ***Shane Mecham**, *Lecture Specialist, National Champion Coach* ***Dan Chaparian**, *Congress Lab Leader, 3rd in the 2003 NFL Senate and 1st at the 2003 NCFL Grand National Tournament* ***Ganer Newman**, *Interp Lab Leader* ***Ashley Amorello**, *Girls Dorm Counselor* ***Josh Doty**, *Boys Dorm Counselor* ***Nick Stanton**, *Boys Dorm Counselor* ***Jennie Silvia**, *Girls Dorm Counselor* ***Robert Duquette**, *Health Care Coordinator*

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The National Forensic Consortium presents
**THE NATIONAL DEBATE
 INSTITUTE - D.C.**
 Tentative 2004 Dates & Prices
POLICY NOVICE PROGRAM
 JUNE 26 - JULY 13, \$1845
POLICY 30 ROUND PROGRAM
 JUNE 26 - JULY 13, \$2365
LINCOLN DOUGLAS PROGRAM
 JUNE 26 - JULY 9, \$1685

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 NOVICE PROGRAM: The curriculum of the Novice Program is designed to help introduce students with little to no experience to policy debate. Through lectures, small group discussions and classroom activities students will master the critical thinking and public speaking skills necessary to succeed. Students will learn to apply their knowledge in debate rounds through multiple critiqued practice debates and argument drills and will graduate prepared to compete during the 2004-2005 debate season.

LINCOLN-DOUGLAS PROGRAM: The NDI - D.C. program focuses on the teaching of theory and technique in combination with a balanced emphasis on practicums and original research. The program is designed to accommodate students of all levels of experience, with separate labs and primary instructors for advanced and beginning students as appropriate.

Faculty: Initially confirmed staff include **Corey Turoff** of Damien High School, **Hays Watson** of the University of Georgia, **John Lynch** of Ohio State University and others. Please check out website for updates!

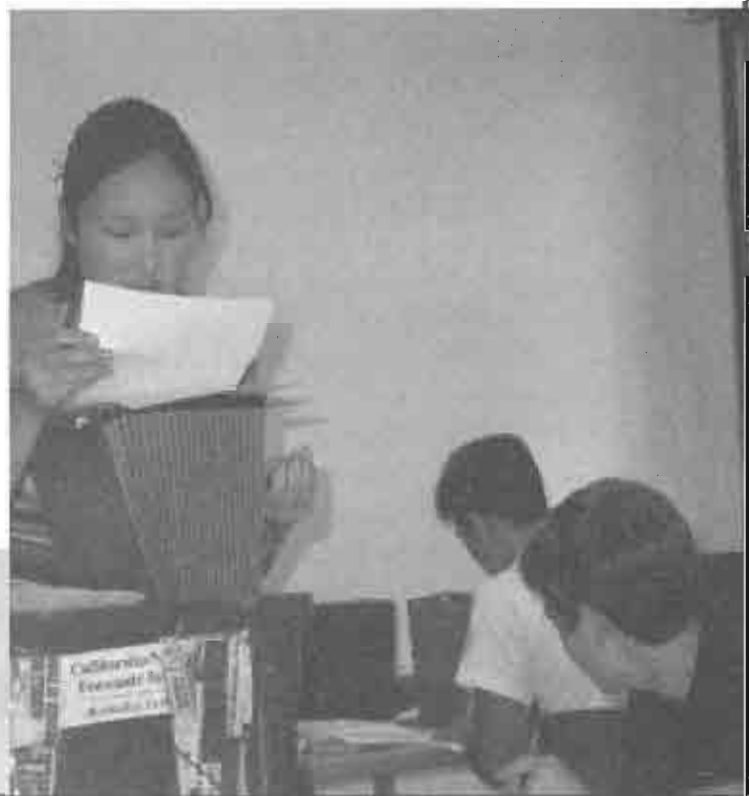
CONTACT US:

Phone: 510-548-4800

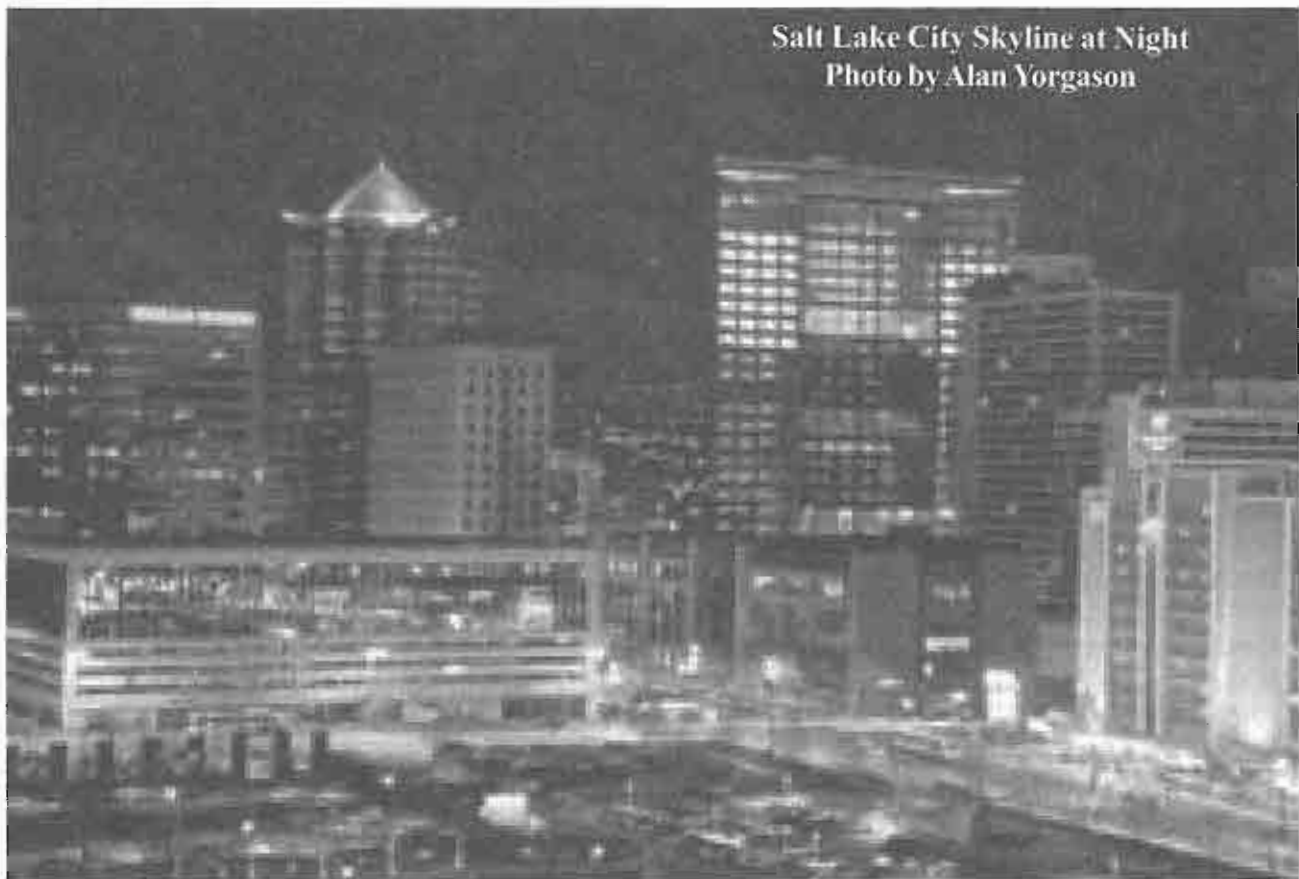
Web: www.educationunlimited.com

email:

debate@educationunlimited.com



SALT LAKE CITY WELCOMES YOU



Salt Lake City Skyline at Night
Photo by Alan Yorgason

Photos provided by the Salt Lake Convention & Visitors Bureau



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Crystal Inn	\$75	801-328-4466	801-328-4072	230 West 500 South	IP, F, W, CB
Red Lion Hotel	\$75	801-521-7373	801-524-0354	161 W. 600 South	R, OP, W, F, L
Holiday Inn-Downtown	\$72	801-359-8600	801-359-7186	999 S. South Main St.	R, P
Best Western Garden Inn	\$69	800-217-0002 801-521-2930	801-355-0733	154 West 600 South	OP, W, CB

*Sheraton City Centre (Tournament Registration)

*Sheraton City Centre (House prelims)

**Hilton City Center (Senate and all semifinals and finals)

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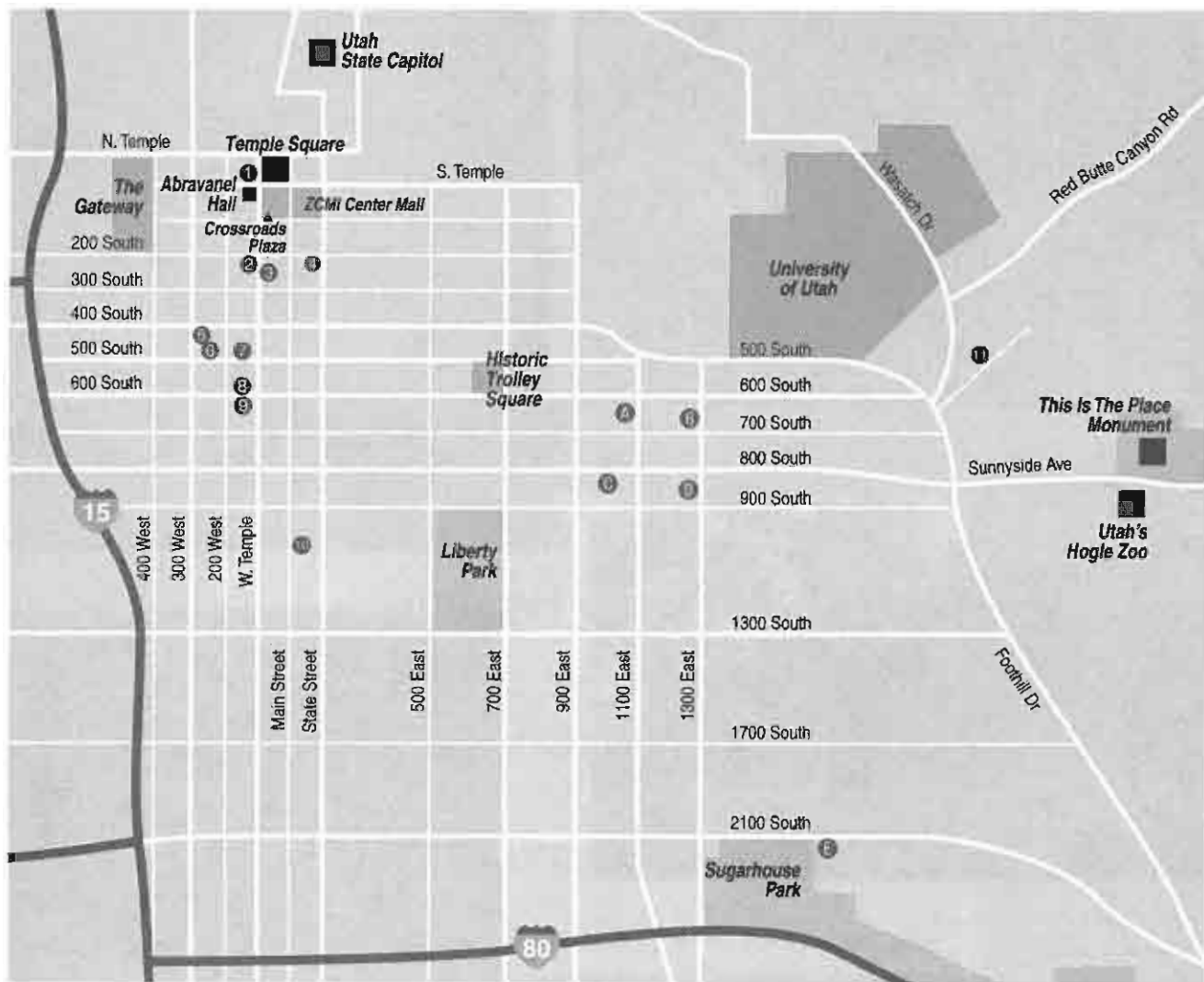
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SALT LAKE CITY HOTEL & SCHOOL LOCATIONS



Beehive Nationals

June 13-18, 2004

Hotels

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|--------------------------------------|--------------------------------|
| 1 Best Western Salt Lake Plaza Hotel | 6 Crystal Inn Downtown |
| 2 Shilo Inn Hotel | 7 Sheraton City Centre Hotel** |
| 3 Hilton Salt Lake City Center* | 8 Best Western Garden Inn |
| 4 Marriott City Center | 9 Red Lion Hotel Salt Lake |
| 5 Hampton Inn Downtown | 10 Holiday Inn Downtown |
| | 11 Marriott University Park |

Schools

- | |
|---------------------------------------|
| A Judge Memorial Catholic High School |
| B The McGillis School |
| C Rowland Hall-St Mark's School |
| D East High School |
| E Highland High School |

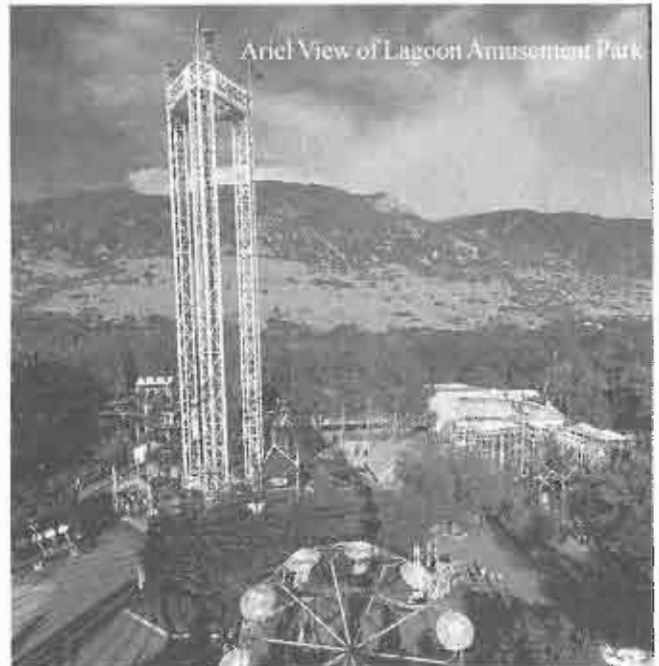
*Hilton: (Senate prelims and all Congress Semis and Finals)

**Sheraton: (House prelims)

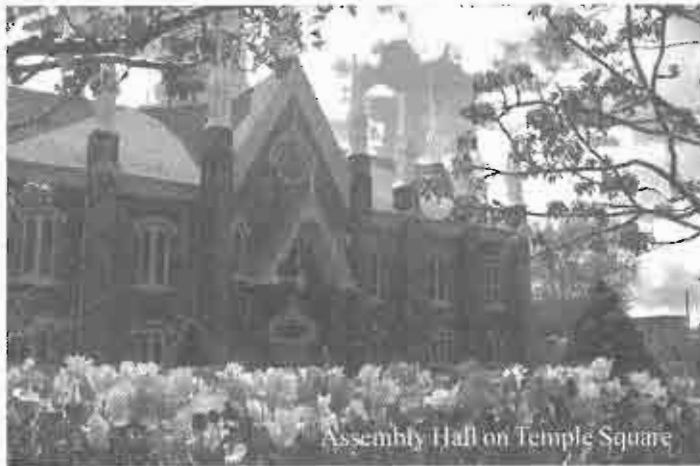
SALT LAKE CITY SIGHTSEEING



Lagoon Amusement Park



Ariel View of Lagoon Amusement Park



Assembly Hall on Temple Square



Salt Lake Temple on Temple Square Night Lights



LDS Tabernacle on Temple Square

- The old wooden roller coaster at **Lagoon Amusement Park**, 17 minutes north of Salt Lake City. The Beach Boys made this park famous in the 60's.
- **Ariel view of part of Lagoon.** The park also houses a million water park and an old western town called Pioneer Village.
- The **Assembly Hall** was built in 1877.
- The **Salt Lake Temple** on Temple Square was constructed over a forty year period between 1853 and 1893.
- The **Tabernacle** is the oldest building on Temple Square, begun in 1863. It houses the Mormon Tabernacle Choir for their broadcast every Sunday morning.

*Photos provided by the Salt Lake
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Photos by Eric Schramm*



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SALT LAKE CITY SIGHTSEEING



Red Butte



Snowbird Lift



This Is The Place
Monument



Trolley Square

*Photos provided by the Salt Lake
Convention & Visitors Bureau
Photos by Eric Schramm*

- **Red Butte Garden** at the University of Utah.
- A chair lift at **Snowbird Resort** in Little Cottonwood Canbyon; 45 minutes southeast of downtown Salt Lake City.
- **This Is The Place Monument**; the site where, in 1847 Brigham Young declared the Valley of the Great Salt Lake as the place where Latte-Day aints would settle. Two miles due east of East High School.
- The trolly barns of the old **Salt Lake trolley system** from around 1900, now a mall. It is just six blocks east of downtown and has its own TRAX light rail stop a block away.

SALT LAKE CITY SIGHTSEEING AT-A-GLANCE

Downtown Walking Tour

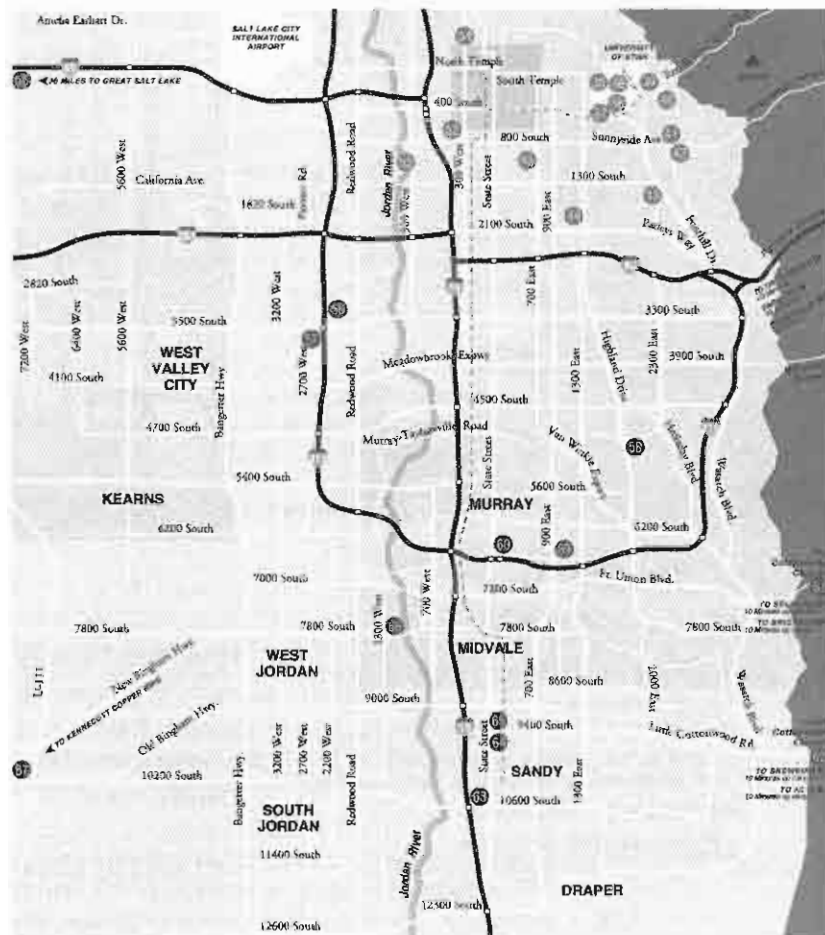
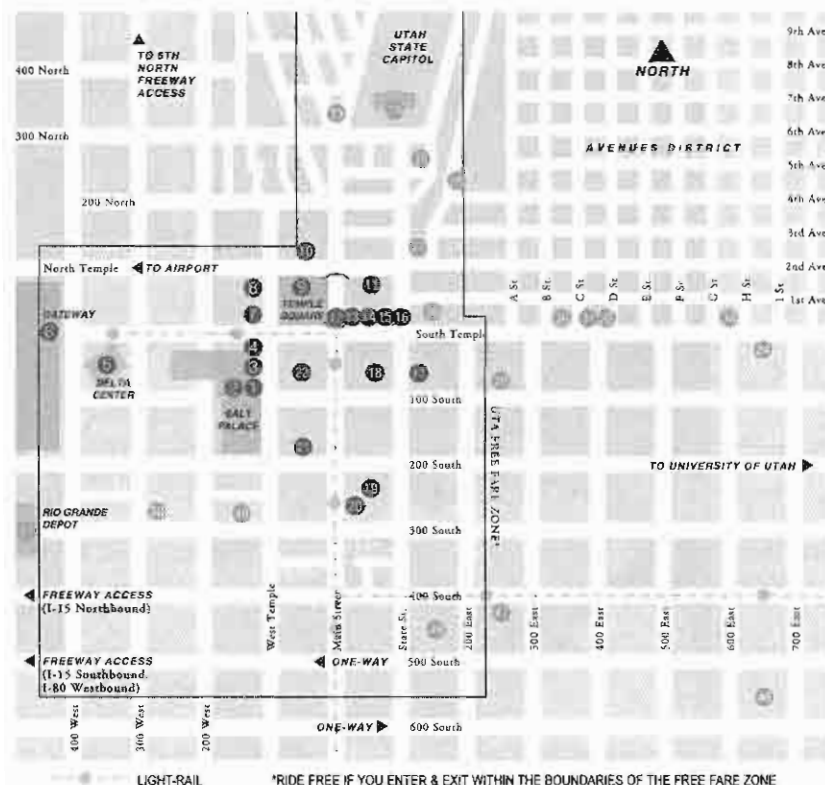
- 1 The Visitor Information Center & Salt Lake To Go
- 2 Salt Palace Convention Center
- 3 Salt Lake Art Center
- 4 Maurice Abravanel Hall
- 5 The Delta Center
- 6 The Gateway, Olympic Legacy Plaza, Clark Planetarium, Union Pacific Depot
- 7 Family History Library
- 8 Museum of Church History & Art
- 9 Historic Temple Square
- 10 The Conference Center
- 11 The LDS Church Office Building
- 12 The Brigham Young Monument
- 13 Joseph Smith Memorial Building, FamilySearch™ Center
- 14 The Lion House
- 15 The Beehive House
- 16 Eagle Gate
- 17 Social Hall Heritage Museum
- 18 ZCMC Center Mall
- 19 Gallivan Center
- 20 KUTV 2News Main Street Studio
- 21 Capitol Theatre
- 22 Crossroads Plaza

Salt Lake Highlights

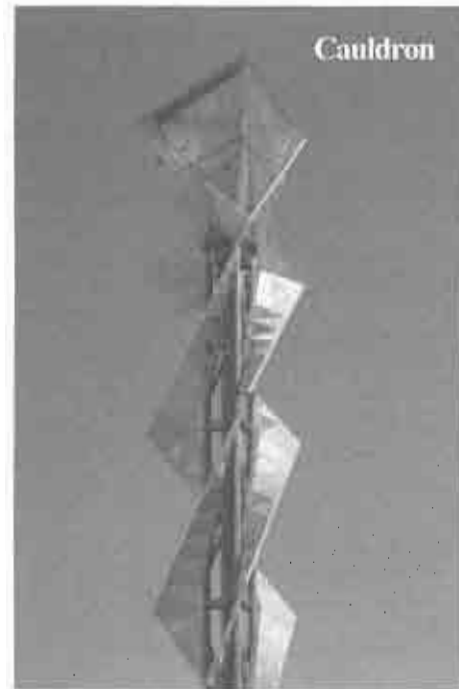
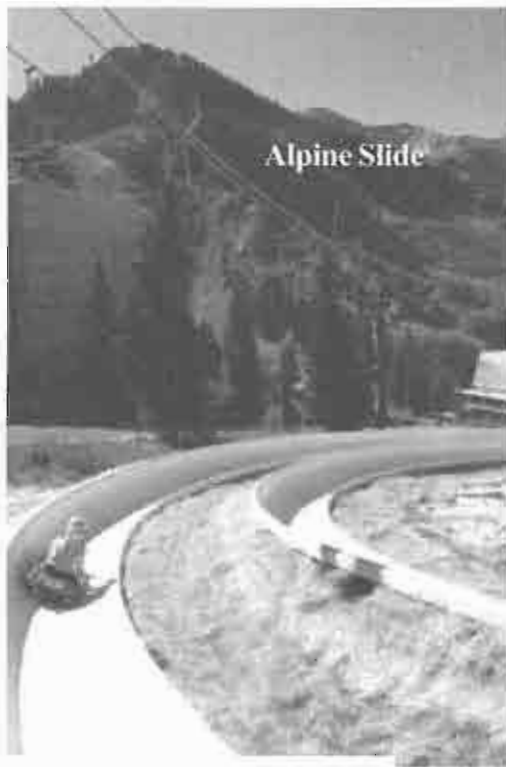
- 23 Pioneer Memorial Museum
- 24 Utah State Capitol
- 25 Council Hall
- 26 Memory Grove Park
- 27 City Creek Park
- 28 Mormon Pioneer Memorial Monument
- 29 Cathedral Church of St. Mark
- 30 Cathedral of the Madeleine
- 31 First Presbyterian Church
- 32 Enos A. Wall Mansion (LDS Business College)
- 33 Governor's Mansion (Kearns Mansion)
- 34 Salt Lake Masonic Temple
- 35 Utah Museum of Natural History
- 36 University of Utah
- 37 Olympic Cauldron Park
- 38 Utah Museum of Fine Arts
- 39 Fort Douglas Military Museum
- 40 Red Butte Garden
- 41 This Is The Place Heritage Park
- 42 Utah's Hogle Zoo
- 43 Foothill Village
- 44 Westminster College
- 45 Liberty Park, Tracy Aviary, Chase Home Museum of Utah Folk Arts
- 46 Trolley Square
- 47 Library Square
- 48 City and County Building
- 49 Rose Wagner Performing Arts Center
- 50 Holy Trinity Cathedral Greek Orthodox Church
- 51 Rio Grande Depot
- 52 Classic Cars Int'l
- 53 International Peace Gardens
- 54 Children's Museum of Utah

Day Trips

- 55 The Great Salt Lake
- 56 The E-Center
- 57 Valley Fair Mall
- 58 Cottonwood Mall
- 59 Wheeler Historic Farm
- 60 Fashion Place
- 61 Big Cottonwood Canyon & Resorts
- 62 Little Cottonwood Canyon & Resorts
- 63 South Towne Center
- 64 South Towne Exposition Center
- 65 Jordau Commons
- 66 Gardner Village
- 67 Kennecott Utah Copper's Bingham Canyon Mine



SALT LAKE CITY SIGHTSEEING



*Photos provided by the Salt Lake
Convention & Visitors Bureau
Photos by Eric Schramm*

- **Alpine Slide** located in the historic silver mining town of Park City, home to many Olympic events, 25 miles east of downtown Salt Lake City.
- **Olympic Cauldron** at Rice-Eccles Stadium at the University of Utah, just four blocks north of East High School.
- **Gateway Mall**, the Olympic plaza and fountain at the Gateway Mall, downtown.
- **Salt Lake City Library**. New downtown library, opened in 2003.

4th Annual
Research Triangle Summer Forensics Institute
Sponsored by Cary Academy
Located at The University of North Carolina at Chapel Hill



Extemp & LD: July 24 – August 1, 2004
Congress: July 24- July 29, 2004

New for 2004!

- ❖ 3 Divisions: Extemp, LD, and Congress
- ❖ Institute will be housed on a University campus with students having access to housing, food services, recreational, and library facilities.

Institute Details

- ❖ Extemp is open to students of all experience levels and the program includes separate divisions specifically tailored to address the needs of both beginning and experienced speakers.
- ❖ The LD program will be targeted primarily to students with no debate experience or students with one year of debate experience.
- ❖ Congress is open to students of all levels of experience.
- ❖ All three division directors have extensive institute experience and are active coaches in their events.
- ❖ Cost of the program is \$1000 for Extemp or LD and \$600 for Congress. The cost includes housing, meals, and all institute materials.

Institute Directors

Steve Conaway (Extemp)

Steve is a graduate of St. Joseph's University and the Temple University School of Law. He also attended the University of Athens Law School in Greece. For the last six years, Steve has coached at St. Joseph's University in extemporaneous and impromptu speaking. He has coached over a dozen national finalists, including four national champions, and has over 25 years experience with forensics. Steve has a special talent for teaching novice and intermediate students how to improve and excel in extemp. He is currently a trial attorney in Philadelphia. Steve will be assisted by Chris Kristofco, author of the Victory Briefs book Advanced Extemp.

Jonathan Peele (Congress)

Jonathan is a 2000 graduate of South View High School, who currently attends the University of North Carolina at Chapel Hill, majoring in Political Science and Psychology. As a four-year competitor in Student Congress he qualified to nationals three times, placed at Wake Forest and Florida Blue Key, won the 2000 North Carolina State Championship in Congress, and claimed seventh place Senate honors at the 1999 NFL nationals. Currently he coaches at East Chapel Hill HS, where he has qualified a representative to the NFL National Student Congress each of his first two years of coaching.

R.J. Pellicciotta (LD)

R.J. is a graduate of the University of North Carolina at Chapel Hill. He currently coaches at Cary Academy and has previously coached at Chapel Hill High School and South Mecklenburg High School. His students have qualified multiple times for both the TOC and NFL Nationals, as well as reached the elimination rounds of Wake Forest, Bronx, Homewood, The Glenbrooks, Emory, Vestavia, the TOC and NFL Nationals. He has almost ten years experience as a coach and judge including being asked to judge the final rounds of the TOC and NFL Nationals. He has both published articles on LD theory and was the former editor of the Rostrum LD edition. He is also a staff member of the University of Iowa's and Samford University's LD Institutes.

*For registration information please visit our website at www.caryacademy/summer.org,
or contact the Summer Quest Office at (919) 677-1946 x7030
Cary Academy 1500 North Harrison Avenue, Cary, North Carolina, 27513*

EMORY

Barkley Forum • Emory National Debate Institute

June 13 – June 26, 2004 • 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-nine 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 hand-book—the works.

Features of the Lincoln-Douglas Division

Under the Direction of Jim Wade & Stephanie Jenkins

Experienced staff: Mr. Wade has been in the activity for over twenty years, and has served in his current position for eleven years. Ms. Jenkins is a former LD champion and is currently an ivy league graduate student in philosophy. 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.

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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.

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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 1996 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.

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Current UN Peacekeeping Operations and Background

by

Stefan Bauschard and James Smith*

This year, one popular type of affirmative case will be for the United States to increase support to an existing UN Peacekeeping operation (PKO). This brief essay introduces the existing UN PKOs and provides some basic background material on the situations in each of the areas.

Turkish-Cypriots have now called for fresh talks, perhaps because President Bush leaned on Turkish prime minister Tayyip Erdogan.

Democratic Republic of the Congo (MONUC)

In 1997, President Mobutu Sese Seko was removed from office, ending the civil war in what was then Zaire.

He was replaced by the rebel leader Laurent Kabila, who had the backing of Rwandan and Ugandan forces. When Kabila refused to do the bidding of his supporters, Rwanda and Uganda turned against him, and eventually against each other in 1998. A peace agreement was signed between the warring states and one of the Congolese rebel groups, the Movement for Liberation of the Congo, in August 1999. UN Resolution 1258 of August 6, 1999 established a presence of 90 military observers in the Congo. This presence became the nucleus of the United Nations Organization Mission in the Democratic Republic of the

Congo, established by UN Resolution 1279 of November 30, 1999. MONUC provides security and humanitarian aid in the region.

East Timor (UNMISET)

In 1974, civil war broke out in East Timor when Portugal attempted to relinquish its control. The warring parties disagreed over the future of East Timor, with some wanting independence and others favoring integration with Indonesia. Indonesia intervened militarily and integrated the region by force in 1976. The United Nations did not recognize the integration and the unrest continued as much of the population desired independence. Indonesia proposed limited autonomy for East Timor in 1998 and requested the UN carry out a popular consultation. The United Nations Mission in East Timor (UNAMET) was established for this purpose. UNAMET was to carry out a referendum and see that the will of the Timorese was implemented. In August of 1999, the Timorese voted overwhelmingly for independence, causing outbreaks of violence from pro-integration forces. UNAMET was called upon to provide security and humanitarian assistance.

East Timor achieved its independence in May of

"This brief essay introduces the existing UN peacekeeping operations and provides some basic background..."

Cyprus (UNFICYP)

Cyprus, an island nation in the Eastern Mediterranean, is divided between ethnic Greek and ethnic Turkish populations. An independent state and UN member since 1960, Cyprus has had continuous problems with tension between these two groups. Violence erupted in late 1963 amidst claims by Turkey that Turkish Cypriots were being repressed by the ruling Greek Cypriots. UN action was called for in early 1964 and the United Nations Peacekeeping Force in Cyprus (UNFICYP) came into being on March 27, 1964.

In the summer of 1974, a coup by Greek Cypriots favoring union with Greece was met by Turkish military intervention. The Security Council mediated ceasefire negotiations and broadly expanded UNFICYP's mandate. Though an official ceasefire was not enacted, UNFICYP enforces a de facto ceasefire based around a military buffer zone patrolled by UN peacekeepers. The force also engages in assorted duties including crowd control, ceasing small arms and facilitating humanitarian activities.

Cyprus is one of ten countries scheduled to join the European Union in the summer of 2004, though its status upon accession is still unclear. The United Nations had previously blamed the Turkish Cypriot leader, Rauf Denktash, for stalling the peace process, but the

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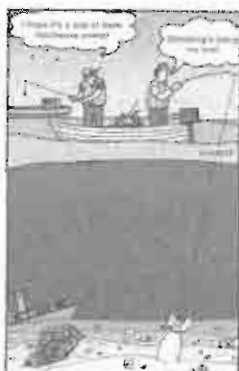


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2002, and the United Nations Mission of Support in East Timor (UNMISET) was established to provide security and assistance in the state-building process. The current mandate instructs UNMISET to devolve all responsibilities to the East Timorese as soon as feasible.

Ethiopia and Eritrea (UNMEE)

In May 1998, tensions over a border dispute led to violence between the African states of Ethiopia and Eritrea. At an Organization for African Unity summit (OAU), the two states agreed to return to the borders that existed before the conflict. Fighting began anew in May 2000, this time with the United Nations stepping in by imposing sanctions. The United Nations Mission in Ethiopia and Eritrea (UNMEE) was established the following month with a mandate to facilitate the end of hostilities and maintain the subsequent peace. A new peace agreement – the Algiers Agreement – was signed in December 2000, since which time UNMEE has maintained its presence in the region.

The problem with the status quo is that that under the terms of the December 2000 peace agreement, Ethiopia and Eritrea were supposed to abide by the findings of an independent commission that was set-up to demarcate the border between the two countries. Since the final ruling is not in favor of Ethiopia's control of Badme, Ethiopia has decided not to abide by the ruling. Eritrea, who is advantage by the agreement, insists that Ethiopia comply. Tensions between the two countries have increased substantially and many observers think that war is a distinct possibility.

Georgia (UNOMIG)

In the summer of 1992, social unrest broke out in Abkhazia, a region in the northwestern part of Georgia, with many citizens demanding autonomy. In response the Georgian government sent in some 2,000 troops, initiating hostilities in which approximately 200 people were killed. A ceasefire was agreed upon but never implemented and fighting resumed in October. Soon Abkhaz forces had captured some 80% of the region. The United Nations negotiated a new ceasefire in the summer of 1993, but this too failed and the fighting resumed again in September of that year. The United Nations Observer Mission in Georgia (UNOMIG) was established along with this ceasefire, but as maintenance of the ceasefire was its purpose, it technically had no mandate once the ceasefire was defunct. An interim mandate was created in September 1993 by UN Resolution 881 until a third ceasefire was negotiated in May of 1994.

Since then, UNOMIG has monitored the sporadic peace process, with the conflict still far from resolved. Violence has broken out on several occasions. Most recently, the Georgian president Edward Shevardnadze was overthrown with relatively little violence. The newly elected Mikhail Saakashvili is a young, American-educated lawyer who may be able to breathe new life into the peace process.

Golan Heights (UNDOF)

The Yom Kippur War of 1973 was fought between Israel and Egypt in the Suez Canal Region and the Sinai and between Israel and Syria in the Golan Heights. The war began in October 1973 and continued in the Golan Heights into the spring of 1974, even while tensions between Israel and Egypt eased. The United States negotiated an Agreement on Disengagement that was signed by the warring parties on May 31, 1974. The Agreement provides for a

partition and a United Nations force to patrol the area of separation. The United Nations Disengagement Observer Force (UNDOF) was established by UN Resolution 350 also on May 31, 1974. While tensions in the region have obviously remained high, there have been no significant incidents in the region patrolled by UNDOF since its inception.

UNDOF mans several observation posts to ensure that no military personnel enter the area of separation, and engage in regular patrols. UNDOF reports that both governments have been largely cooperative. With the help of the Syrian government, UNDOF is currently attempting to identify and mark minefields in the area of separation.

India-Pakistan (UNMOGIP)

India and Pakistan became independent countries in 1947, but the region of Kashmir was allowed to decide for itself which state to join. It acceded to India, but fighting soon broke out over the long-disputed region. The United Nations Commission for India and Pakistan (UNCIP) was established to mediate the dispute. A ceasefire was agreed to in July of 1949 and the United Nations Military Observer Group in India and Pakistan (UNMOGIP) was established to monitor the agreement.

Fighting began again in 1971 and ended shortly thereafter, with a ceasefire line very similar to that of 1949. This left the future of UNMOGIP in question, as India maintained that it was only mandated to enforce the 1949 agreement while Pakistan claimed it still had jurisdiction. While Pakistan has continued to lodge complaints with UNMOGIP, India has ignored it since 1972 and it has not taken any significant action.

Kosovo (UNMIK)

A struggle over the fate of Kosovo, a former autonomous region and province of Serbia, led to NATO military action in 1999. Serbian Prime Minister Slobodan Milosevic ended Kosovo's autonomy in 1989, but the status of Kosovo remained in question. The people of Kosovo, mainly ethnic Albanians voted for independence in a non-binding 1991 referendum. As the Kosovars turned increasingly to violence, with the Kosovo Liberation Army (KLA) being the largest organized faction, Serbia declared martial law. As the situation worsened and the atrocities committed by Milosevic reached the level of ethnic cleansing, the North Atlantic Treaty Organization (NATO) intervened with a bombing campaign in March of 1999.

NATO succeeded in removing Milosevic from power but left a power vacuum in Kosovo which the UN filled with UN Resolution 1244 on June 10, 1999. This established the United Nations Mission in Kosovo (UNMIK). Besides providing security, it was charged with administering the basic functions of government in the region as well as repairing the infrastructure damaged during the war. UNMIK continues to lead the rebuilding effort in Kosovo.

Lebanon (UNIFIL)

On March 11, 1978, the Palestinian Liberation Organization (PLO) claimed responsibility for an attack in Israel that killed or wounded many Israelis. Three days later the Israeli army invaded Lebanon and occupied the southern part of the country. Lebanon protested to the United Nations, denying any responsibility for the PLO attack. On March 19, the UN adopted two resolutions (425 and 426) that called on Israel to withdraw from Lebanon. These resolutions further established the United Nations Interim Force in

Lebanon (UNIFIL), which arrived in Lebanon on March 23, 1978. The mission of the force was to ensure that Israel ceased military action in Lebanon and that the territorial integrity of Lebanon was maintained.

Israel committed to withdrawing from Lebanon in April of 2000, and their withdrawal was confirmed in May 2000. Violations of the line were reported in June and July of 2000, and the force was kept on to ensure that the line was not further violated.

Liberia (UNMIL)

The National Patriotic Front of Liberia (NPFL) began its fight with the Liberian government in 1989. A peace agreement was negotiated by the Economic Community of West African States (ECOWAS) in 1993 and the rebel leader Charles Taylor was elected President in 1997. Fighting began again in the summer of 2003, resulting in the intervention of the United States, the removal of Taylor from power and the establishment of a transitional government. The United Nations Mission in Liberia (UNMIL) was established in September and took over peacekeeping duties from ECOWAS in October, though in reality many of the soldiers on the ground simply came under UN control. The current UNMIL mandate is to provide security and facilitate the resolution of the conflict as well as the establishment of the new government.

Middle East (UNTSO)

The United Nations Truce Supervision Organization (UNTSO) was the first peacekeeping mission established by the United Nations. Hostilities began in the Middle East almost immediately after Britain relinquished control of Palestine for the formation of a Jewish state in May 1948. The Middle East has been one of the most prominent hotspots in the world since that time, and UNTSO was called upon to deal with wars in 1956, '67, and '73 (see UNDOF). UNTSO currently has no specific mission, but is maintained due to the long-term nature of the tensions in the region. Many UNTSO troops are essentially "on loan" to the other peacekeeping forces in the region, UNDOF and UNIFIL. UNTSO maintains offices in Beirut, Damascus and Sinai.

Sierra Leone (UNAMSIL)

The Revolutionary United Front (RUC) waged a constant battle against Sierra Leone government forces throughout the 1990's, despite the fact that the government changed several times in that period. The United Nations Observer Mission in Sierra Leone (UNOMSIL) was established in 1998 in an effort to quell the fighting. Soon the rebels had gained control of nearly half the country. UNOMSIL was evacuated. Soon after the capital was retaken and the government re-established.

The United Nations Mission in Sierra Leone (UNAMSIL) was established in October of 1999 and was a much larger force than its predecessor. Its mission was to implement the Lome peace agreement signed between the warring factions. Since its establishment UNAMSIL has had its forces implemented several times.

Western Sahara (MINURSO)

When Spain withdrew from Western Sahara in 1976, territorial claims were made on the region by Mauritania, Morocco, and the Frente Popular para la Liberación de Saguia el-Hamra y de Río de Oro (Frente POLISARIO), supported by Algeria. Mauritania renounced its claim in 1979, but fighting began between the Frente POLISARIO and Morocco, who had forcibly integrated the region. Settlement proposals were adopted in August 1988, and the United Nations Mission for the Referendum in Western Sahara (MINURSO) was established to implement the plan in 1991. A referendum was to be held to let the people of Western Sahara decide their own fate.

Though violence has largely ended, disagreements between the conflicting parties have continuously delayed implementation of the referendum. Aside from providing security, MINURSO works to resolve the differences and ultimately facilitate the implementation of the will of the people of Western Sahara.

(Stefan Bauschard is the Debate Coach at Boston College and the President of Planet Debate.com. James Smith, a former debater at BC, is a Presidential Scholar.)

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Sister Isabella's Halo Remains Untarnished

by
Pauline Carochi

Her face glows with love, her eyes twinkle with merriment, and her arms offer a ready hug and a pat of encouragement. Her strength of character is clearly visible in her stance and in the wisdom etched into her face. When I close my eyes, I always see a halo around Sister Isabella Glenn's head. She is, in the words of the country song by Alabama, "... the angel among us, sent down to us from somewhere up above, to show us how to live, to teach us how to give, to guide us with the light of love."

This angel of NFL, inducted into the Hall of Fame

**"The lessons she taught are
too numerous to share..."**

in 1997, celebrated her 100th birthday on February 2, 2004. As she celebrated this milestone, those of us in the Colorado Grande NFL District who have the privilege of being personally guided by the light of her love, reflected over the gifts she gave us before she left Trinidad Catholic High School, where she had coached more than sixty years, to reside at the Mother House of the Sisters of Charity.

Sister Isabella shared her gift of optimism. As she would admonish, "No task is too great with the Lord's help, and He will help." How could we doubt her words when she, at the age of 19, had been given the task of teaching 72 (No! That is not an exaggeration!) second and third graders in one classroom at St. Mary's in Morrow, Ohio. Our tasks paled in comparison, and we attacked them with renewed determination to succeed to even half the degree Sister had. When I asked Sister how she faced 72 small children and how she taught them to read and to do math, she replied, "With love, one day at a time." And then with a twinkle she added, "In those days, no child dared sass a nun."

And sass her we did not! She taught us respect, not in the "respect your elders" tradition but in her own personal and delightful way. She respected all viewpoints and reveled in a good debate among friends. I'll never forget the time we had a Congress and Sister



was the parliamentarian. The bill on the floor for debate was about abortion. As you can imagine, her old-fashioned nun's habit had a chilling effect on one side of the debate. She gracefully stood to address the chamber, and with out stretched arms she smiled at her young charges and addressed them thus, "Do not let this habit fool you. I am very open-minded and enjoy a good argument. Now debate, debate!" Everyone laughed and debate they did. For years afterward the students told and retold the story of that congress and of the wise and open-minded Sister Isabella. How could we be less open-minded with an example like that!

Another of life's lessons that our "Angel" exemplified for us was the importance of being a life-long learner. In her more than seventy years of teaching, nothing gave her more joy than opening the mind of a child. That's why she dearly loved debate. Even after she turned 90, Sister always wanted to judge at least one round of debate at each meet. "...just to keep my mind sharp, dear. I do so love a good debate." She constantly read new books to find new material to engage her students in her government, religion, English, and Speech and Debate classes. But when she had a spare moment to herself, out would come a Louis L'Amour western. At first,

we were surprised, but Sister taught us never to be surprised at what she would embrace to continue to be a life-long learner. How can we do less?

The lessons she taught are too numerous to share, but the most important lesson she taught us is that "the greatest of these is love." She loved what NFL did for students so she dedicated over sixty years to coaching students in a small school, with a small budget. She loved creating excellence in the form of state champions and national qualifiers out of a high school of about 100 students. She was proud of teaching them that excellence is a state of mind, not the place you are raised or the place you go to school. She loved all of us (coaches and students) unconditionally. She was our confidant, our advisor, our colleague, and our guardian angel.

And make no mistake, in spite of being filled with love Sister Isabella is feisty! At her Hall of Fame dinner, after being told that each inductee would be limited to just a few minutes at the microphone, she stood there with that trade mark twinkle and determination and told the audience, "I guess I can talk as long as I'd like because I don't believe any of you would take the mic away from

me." (Look at her photo and you'll see how right she was!) She then proceeded to let (in her words) "...this room full of men who were a bit too full of themselves know that the power of NFL lies in the little people, the people like me and you who struggle in small places with small programs and budgets to keep speech alive."

Sister Isabella, as you live into your second century, we thank you for your gifts: a healthy dose of optimism, an understanding of the value of respect, and the joy of working to be life-long learners. But most of all we hug you for the love you share. I'm sure that each night when you say your prayers you still ask God to watch over us. We know He is watching over you. You are truly our "angel among us."

*If anyone wishes to send good wishes to Sister Isabella, her address is:

Sister Isabella Glenn
Mother Margaret Hall Room 350
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St. Joseph, Ohio 45051

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4-27	17.9	1139.6	4-23	25.0	1359.0	3-20	60.7	1622.6	12-20	18.1	1896.3
12-6	58.0	1197.6	5-18	14.4	1373.4	11-17	25.8	1648.4	1-20	8.0	1904.3
1-26	8.2	1205.8	11-30	37.6	1411.0	12-16	13.3	1661.7	1-27	2.5	1906.8
2-28	2.6	1208.4	12-27	5.1	1416.1	2-2	30.5	1698.2	2-6	13.2	1920.0
3-15	17.1	1225.5	1-22	17.7	1433.8	4-20	57.8	1756.0	3-2	17.8	1927.2
5-16	24.8	1250.3	2-1	14.3	1448.1	9-2	10.3	1766.3	9-5	3.4	1932.6
5-31	10.3	1251.6	3-31	25.9	1474.0	9-13	3.6	1769.9	11-8	32.0	1964.6
7-8	4.9	1256.5	6-25	27.4	1501.4	1-25	20.9	1790.8	1-15	26.7	1991.3
11-22	10.9	1267.4	10-Diamond	128.2	1529.2	1-31	10.2	1801.0	2-15	3.2	1994.5
12-29	7.8	1275.2	June	25.1	1580.0	4-12	4.9	1805.9	6-10	30.0	2024.5
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The 2004 University of Texas National Institute in Forensics

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Why will most every debate institute spend more time in the library than in the classroom debating? Ever get the feeling that students debate way too little at debate camp? The problem for most debate institutes is that students have to produce files as a prerequisite to having debates. As files are repetitively "fixed" to be up to speed, the evidence production process inevitably lingers on forever encroaching into "debate time." Students end up becoming assembly lines for efficiency's sake, where one-person types cites, one-person tapes, one writes tags and so on.

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Because you think you can be part of the "Experienced Seminar."

We present our premiere program at the UTNIF, the "Experienced Seminar." This curriculum is designed for more competitive debaters desiring a more rigorous orientation. Longer than the Plan 1 "Debate Marathon," the "Experienced Seminar" program is modeled after the teaching methods employed by our own college programs. Students who are accepted for the program will work as a team researching both sides of the topic, sharpening both their knowledge of the topic and debate in a cooperative and interactive seminar-style environment. As dignitaries, students will be encouraged to examine their own debate practice as it relates to the own lives and what it means to become responsible debate citizens. Group seminars will be held regularly on recent advancements in critical theory, the philosophical underpinnings of the topic, and in-depth explorations of the public-policy slice of the resolution. Coaches will receive reports detailing their students' work and progress halfway through the program. This program will be lead by David Breshears (Texas), Jairus Grove (Texas) and Brian McBride (Redlands / Northwestern).

This summer we are offering a three-week program and an extended six-week session as an alternative to other long-term institutes for those wishing to submerge themselves in the camp experience. Acceptance to the Experienced Seminar will be determined on a rolling admission. Students will be notified within two weeks of their applications completion. Applications are available at <http://www.utexas.edu/coc/cms/utnif/>.

Because you want a debate camp to tailor to your specific needs and interests. UTNIF Plan II* and Extended Plan II* Program

The Plan II* program, named after UT's famous academic program for advanced undergraduate scholars, will include many of the elements of the Plan I curriculum, but it is designed for those serious students of debate who are looking for a rigorous preparation for the upcoming debate season. However, the program's dual emphasis on both personalized and community learning will set it apart from other institutes. Students will have great latitude in selecting their affirmative and negative lab groups. Of course there will be structured lectures on debate theory, praxis, and topic specifics. We also promise numerous micro-debates and practice rounds. (NB: * This course is not offered by UT's Plan II Honors Program).

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Fantastic staff:

Eric Emerson Kinkaid School UTNIF LD Director

Chetan Hertzog Brandeis University / Reed Winegar Harvard / Kristen Ray U Texas Plan II honors / Perry Beard Cinco Ranch / and more!

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Dates and Pricing

Dr. Joel Rollins, UTNIF Director
Prof. Brian McBride, CX Director
Prof. Randy Cox, IE Director
Prof. Eric Emerson, LD Director
Prof. Jairus Grove, Special Programs


jd.rollins@mail.utexas.edu
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CX Programs	Dates	Full Room and Board	Commuter
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CX Plan I Novice	June 24 - July 9	\$999	\$699
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Lincoln-Douglas Programs			
LD Session 1	June 26 - July 11	\$999	\$699
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Prices reflect 3% cash discount and do not include \$90 non-refundable application fee before May 1st and \$125 non-refundable application fee after May 1st. UTNIF Plan II Program is not affiliated with UT's Plan II honors program. Dates published here and on web site supersede any previously posted dates.

Download an application

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or circle the program you wish to apply for and send application fee and the following information to 

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Debate questions call: 512 471 1918



Dr. Joel Rollins, UTNIF
One University Station A1105
University of Texas
Austin, TX 78712

www.utexas.edu/coc/cms/utnif

An Army of One A challenge to Debate Coaches

by
Bob Bilyeu

Introduction

This past weekend I returned to Springfield-Parkview High School where I spent twenty-four years teaching speech and directing forensics. I had the pleasure of presenting the sweepstakes trophy at a tournament that bears my name. Nancy Wedgeworth, the excellent young coach who is now in charge is outstanding in every way. The tournament ran flawlessly. Her students were professional, polite, and polished. Some of the bright-

analysis, research, persuasion, and critical thinking are gained here in a way that no other forensic activity can match. No other activity I know prepares students so well to be our future leaders. But wait a moment; maybe I'm talking about the way cross-ex debate used to be. Based on what I have heard lately in this activity, I'm not sure the same thing can still be said.

It has been almost fifteen years since I coached debate at Parkview, but even before I retired, there had been tell-tale signs of impending change. First we started hearing spread debate which escalated to run-and-gun. Next we were faced with topicality arguments against almost every affirmative case. Staying on the cutting edge of avoiding actually debating the merits of the resolution, negative teams started majoring in perverted inherency arguments. They were easy to spot. They asked questions like, "What's to prevent the present system from adopting this plan?"

These harbingers were, however, only early signs of the ultimate escape from debating the resolution.

About the time I quit teaching debaters and started teaching debate teachers, the use of "kritiks" made its appearance—the ultimate method of avoiding debating the merits of a specific policy. Never mind that some of the best forensic coaches and scholars in the nation had written the topic and thought it a good one. Kritiks may be grounded in theoretical issues that are important and worthy of discussions—but not at the expense of traditional policy debate.

I'm aware that by this point many readers have already dismissed me as another old foggy who wants to turn back the clock to the "good old days" and are only reading out of curiosity—or maybe not reading at all. That's fine. What I have to say wouldn't have changed their minds anyway. But those of you who are still reading are the ones who can make a difference in restoring policy debate to its rightful place of prominence in forensics. It is too valuable to lose. The atrophy needs to be and can be reversed. It won't be easy and it won't be instantaneous, but it's imperative that we try.

The Solution

I wish it were possible to accomplish this goal on a grand scale, but I'm not sure that's either politically possible or ideologically defensible. Anytime we start making rules that limit what a forensic event can be, we risk losing innovative, creative, and desirable changes. That,

"Debate must continue to be an activity that produces tomorrow's leaders and those leaders to be effective, must be analytical, persuasive, fluent, charismatic speakers."

est forensic students in the central part of the United States were there competing. The whole atmosphere made me proud to have been a part of what I believe is one of the most important disciplines in secondary education.

The Problem

Looking through the program, I saw one thing that did disturb me. The smallest event at the tournament was cross-examination debate. It only seemed yesterday to me that it had been the largest debate event at Parkview. I felt a little guilty, because I had been a part of the national effort to establish Lincoln-Douglas debate. Perhaps I share the blame, but I felt then and I feel now that Lincoln-Douglas debate is an alternative avenue for debaters who aren't comfortable in two-person debate for a variety of reasons, but I never saw it as something to take the place of policy debate. Public Forum debate is an attempt to provide a more user-friendly forum of debate, but no matter what its final name may be, it cannot be what cross-ex debate should be. And how long until it morphs into unintelligible kritiks and speed? Wouldn't a better alternative be to return policy debate to its original form of discussing issues of policy in a persuasive format?

I believed then as I believe now that policy debate is the crown jewel of high-school forensics. The skills of

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→ **FOR MORE INFORMATION:**

Michael Janas, Ph.D.
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Dates & Prices

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Novice Program: June 28 - July 17, \$2425

Berkeley Mentors: June 28 - July 17, \$2425

1 Week Theory Session: June 28 - July 5, \$905

1 Week Technique Session: July 10 July 17, \$905

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- Previous CNDI Participant

The California National Debate Institute is a national caliber three-week summer forensics program located in Berkeley, California conducted in partnership with the UC Berkeley Policy debate team. 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.

Three Week Session: In response to student and coach requests, we have expanded the program! CNDI is now a three week policy debate program which 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 Programs: These special CNDI programs are designed to focus on specific aspects of topic preparation. The Theory Session features in-depth topic analysis, extensive explorations of debate theory, affirmative and negative argument construction, and arguments drills. The Technique Session features hands-on exploration of the topic through lectures, seminars, multiple expertly critiqued practice debates, rebuttal reworks, and participation in the institute tournament.

Berkeley Mentors: The Berkeley Mentors lab offers select advanced varsity students the unique chance to be mentored by some of the finest college coaches and debaters in the nation. This three week program, now entering its sixth 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.

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 initially confirmed staff include **Dave Arnett** of UC Berkeley, **Sarah Holbrook** of the Head Royce School, **Nick Coburn-Palo**, of the College Prep School, **Beth Schueler**, of Whitman College and **Reid Shannon** of UC Berkeley.



Mail: 1700 Shattuck Avenue #305, Berkeley, CA 94709 • Phone: 510-548-4800

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The NFC Presents The Berkeley Mentors Lab 2004

as part of the California National Debate Institute at UC Berkeley
June 28 - July 17 \$2,425 for resident, \$1,385 for commuter

The Berkeley Mentors lab offers students the unique chance to be mentored by some of the finest college and high school coaches and college debaters in the nation. In response to student and coach request, the Mentors lab is now a **three week program** entering its sixth year, which 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 six years heading the Berkeley program his teams have come to dominate the competition. They have won Wake Forest, Northwestern, Pepperdine, UNI, Kentucky, West Georgia and Fullerton, 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. Sarah Holbrook, of the Head Royce School and Stanford University, will be co-directing the lab with Dave. As a college debater at West Georgia she was the 2000 AND 2001 CEDA nationals champion and she was 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, advancing to the semi-finals in 2002. She has coached high school teams at Head-Royce to the elimination rounds at Greenhill, New Trier, USC, Redlands, Emory, Lexington and UC Berkeley and to a first place finish at Stanford.

Mentors will also have access to the other staff at the CNDI camp. Initially confirmed staff include: Robert Thomas, the California National Debate Institute director and one of the most experienced instructors in the nation, Nick Coburn-Palo of the College Prep School, Beth Scheuler of Whitman College and Reid Shannon of UC Berkeley.

The Mentors lab is open only to very advanced debaters. This 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 May 1st. Successful applicants will be announced no later than May 15th.

Mentors Application

Name: _____

Address: _____

Phone: _____ Email: _____

School: _____ Coach's Name: _____

Year of Graduation _____ Number of Years Debating: _____

2003-2004 Win-Loss Record: _____

Past Camp Experience (please list camps attended and instructors)

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; 1700 Shattuck Ave. #305; Berkeley, CA 94709. For more information: call 510-548-4800; email debate@educationunlimited.com; on the web www.educationunlimited.com.

of course, doesn't mean we shouldn't have parameters in debate, but it does mean that we should impose them very judiciously. Instead, I propose that coaches individually begin their own war against what they believe to be detrimental to the best interests of their debaters.

First (plank I), your debaters need to be made a part of the crusade to restore debate. High school students like to be involved in doing things to make their world a better place. Make it a squad project to learn how to go into a round where a team is doing something that is bad for debate and win the round by showing the fallacy of their approach. In effect, learn how to "kritik" "kritiks (don't let your students call it that)," or speed, or spread, or inappropriate topicality or inherency arguments, or whatever else rears its ugly head. Your students will really be ahead of the curve, on the cutting edge of debate. Such a novel approach might even appeal to debaters who have been to high-powered debate workshops.

It won't be enough to assert that speed, kritiks, or whatever is bad. Your students need to block out arguments against those things just as they would against any argument they would attempt to defeat. Construct the blocks well. Support them. Show their impact on the outcome of the debate. 1989 was my last year to coach debate at Parkview. We were lucky enough to have two cross-ex teams last past Wednesday at Nationals. We didn't debate on the national circuit and we knew we couldn't play the speed game with those teams who had played that game all year. What we did instead was run a block we called "speed kills," against every team we met that debated in the warp-speed fashion. We only lost to good teams who did *not* break the speed of sound.

It won't be hard to find evidence to support these blocks. Who are the experts on what practices beg the central question in any debate? Who are the experts on what debate practices killed NDT at the college level and are killing it at the high school level? Those experts have been writing brilliant articles over the last couple of decades in the *Rostrum*. If you don't have back issues in your school library, find some library that does and have your students start reading about what school administrators, coaches, and scholars have to say about the problem. Creating anti-kritik blocks should be no great challenge. In addition to articles in the *Rostrum* there is plenty of theory and evidence online and in handbooks (William Bennett's CDE debate handbook for one.) Your debaters won't find complete agreement, but they can find ample support for their position from the people who are the real experts.

Be sure debaters don't commit the crime they are indicting. Don't let them speed. Don't let them spend a lot of time away from the topic. They shouldn't spend a lot of time defeating their opponents' specious tactics in a round either. They should make their response and then get to what they point out is the question at hand: "Should we or should we not adopt the resolution?" In subsequent speeches they should answer any responses to their block and quickly get back to what they say the debate should be about.

The next weapons in this assault (plank II) are the ballots you write. We talk about paradigms in debate. As a judge make your judging paradigm a "protect debate" one. Unapologetically vote against any team that does something that you believe to be harmful to debate and tell them why on the ballot. Neither they nor their coach may like your opinion, but it's your opinion and you have a right to it. You wouldn't hesitate to give a team a loss for falsifying evidence, so why not give them a loss for using an approach that is killing cross-ex debate. In fact if you believe that it is

killing debate, how can you in good conscience do otherwise?

Finally, (Plank III) enlist other coaches to be a part of your army. You may be surprised how many coaches are in your corner but feel helpless in the face of the opposition. No one who knows me well is in the dark about where I stand on this matter. I have talked to many of my coaching friends all over the country who admit that they don't like what debate has become. They seem to feel that to compete, they have to let their debaters play the game that they learn from summer camps and from other debaters who win using those tactics.

Making the Solution Work

It's hard to convince debaters to debate in a way that insures their losing the round. What we have to do is to convince our debaters, and other coaches and their debaters that they *can win* in rounds where bad debate practices are being used. Debaters can be convinced by giving them the tools to win those rounds. Once they gain these tools and start winning, they will actually start looking forward to those kinds of rounds. Once they start winning, particularly in final rounds, the word will spread. Oh yes, once the opposition catches on, they will start finding counter arguments, but they will be playing catch-up and your teams will have right and the weight of the future of forensic survival on their side. Even those judges who love esoteric arguments in a round will find it difficult to vote against your novel arguments since most of them profess to vote on what happens in the round.

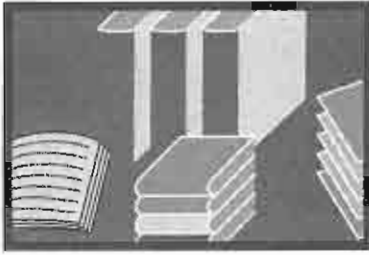
Once you, as a coach judge, start voting for sensible debate by your ballot decisions, you will not only start having an influence on the kind of debates that happen in the rounds you judge, but you just might become a factor in giving other coaches the courage to follow your example, particularly if you give your reasons clearly on the ballots those other coaches will read. You'll probably be protested. Take it as a compliment to your integrity.

Conclusion

The time for appeasement has passed. Kritiks or speed may not be weapons of mass destruction, but they have made high school debate an endangered activity. It doesn't help to question the motives of those who employ these tactics, nor argue against their educational value. The truth is that because of the way debate often is today, we're afraid to let school administrators hear what it has become. We shuffle community leaders into some other newly-named activity so they won't think we have lost our mind. What matters is that a valuable activity be saved from extinction. Debate must continue to be an activity that produces tomorrow's leaders and those leaders, to be effective, must be analytical, persuasive, fluent, charismatic speakers. Debate once taught all of those qualities. The way it is often done today doesn't. It can be again if we make it so and it can be even better because it can evolve into something that gives students the new, fresh tools necessary to succeed in a new century. Once again we can proudly invite parents, administrators and community in to show off the best of what we do in forensics.

Enlist today!

(Bob Bilyeu, Hall of Fame, coached at Parkview High School in Springfield, MO for 23 years. During that time Parkview qualified twelve debate teams to Nationals, had seven teams in the finals of the Missouri state tournament with four first places, and won the National Water Alliance Debate Tournament in Washington D.C. in 1986 which was shown nationally on C-Span.



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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 regents@snfi.org



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 initially confirmed faculty include:

Dr. Michael Major, Director
Jonathan Alston, Newark Science
Cherian Koshy, Apple Valley
Hetal Doshi, Emory University
Josh Fulwiler, Tulane University
Gigi Garmendia, Harvard University
Seth Halvorson, Columbia University
Shira Simon, Harvard University

Jon Gegenheimer, Assistant Director
John Lynch, Ohio State University
Frances Schendle, Princeton University
Kelsey Olsen, Loyola Marymount
Don Tantiaphol, New Orleans Jesuit
Jason Fernandez, University of Iowa
Josh Anderson, U. of Puget Sound
Adam Lauridson, Harvard University

Phone: 650-723-9086

Web: www.snfi.org

Email: info@snfi.org

Lincoln Douglas

Dates & Prices

July 26 - August 8, \$1770

LD Extended Week

August 8 - August 15, \$1150





Dates & Prices
July 26 - August 8
Residential Cost: \$1770
Commuter Cost: \$1410

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. The research facilities unique to the Stanford campus provide an excellent resource for the creation of a comprehensive script library.

The **Extemp Lab** brings together the best instruction, the most thorough research, substantial practical experience, and an outstanding record of success to create a well-rounded extemporaneous speaker and an educated student. Our instructors are not people who just happen to be hot on the national circuit in a given year, they are educators who know how to teach. Students effectively absorb information presented in lectures that emphasize both topic analysis (i.e., terrorism, Economics, the Middle East) and extemporaneous speaking skills (i.e., humor, judge adaptation, vocabulary, time allocation). Students will learn how to access Stanford University's extensive library containing thousands of daily, weekly, monthly, and quarterly newspapers, magazines, journals, reviews and other scholarly and academic publications, learning research skills valuable in high school, college and beyond.



Phone: 650-723-9086
Web: www.snfi.org
Email: info@snfi.org





"VBI went well beyond my expectations. It taught me how to compose a tight, structured argument that didn't sound formulaic. It helped me overcome problems with fluency that I had been dealing with for 3 years. In two weeks, I made the transition for novice to varsity!"

Lincoln-Douglas Debate (Sessions 1 and 2)

Victory Briefs is proud to announce the third annual vbi@ucla summer debate institute. Because we believe that we can serve the needs of all of the students that want to come to VBI (regardless of their other summer plans), and because we believe there are very good pedagogical reasons for keeping the size of the entire institute manageable, we are pleased to announce that we will be hosting two sessions.

Session 1 - The Choice of Champions

VBI has quickly become one of the preeminent summer debate programs in the country. Over the past two years, over 300 students have chosen the camp for their summer debate instruction. Session 1 provides an extensive focus on strategy, adaptation, and thinking. Technique isn't something that happens upon you--the best learn it from somewhere. We think the staff we've put together at VBI is diverse enough to teach you how to translate those skills into success in front of any judge. At VBI@UCLA, we are dedicated to giving students a broad range of instruction in both theory and practice. Last summer, many of the country's top returning debaters chose VBI@UCLA. We do not claim to make champions. But we are the place champions -- and those who aspire to become champions -- choose to go.

Session 2 - Because Debate Doesn't Have a Preseason

The second session was created to provide a second opportunity to attend camp, for those who have commitments earlier in the summer and for those who desire a two more weeks of VBI. In Session 2, we will teach the skills of debate in the context of the actual September/October resolution. We are dedicated to helping students prepare specifically for the resolution that is used at many of the year's most important invitationals. We expect that students will return home ready to debate for or against any number of strategies or positions. Get a head start on your competition. Remember, debate does not have a preseason.



"The Victory Briefs Institute was the most productive investment I have made for forensics. It offered an incredible two weeks of instruction. From the incredibly insightful topic lectures, to the skills workshops, to the brilliant comments I was given, I owe my success to VBI."

Policy Debate (Session 1 Only)

Ready for an alternative to the run-of-the-mill policy debate camp? Ready for a return to the qualities that make policy debate a truly valuable and worthwhile activity? Consider attending VBI. The policy program is designed specifically for beginning and intermediate debaters, and is dedicated to skill improvement through hands-on instruction. Being a smaller camp, we will be able to provide critical one-on-one instruction to guarantee that each and every debater leaves with the fundamental tools necessary to pursue a successful debate career. Students should expect to come ready to research, but unlike other institutes, our primary interest is not to produce evidence in mass amounts. Rather, our aim is to produce a thinking debater. Students are led down the path toward engaging, communicative debates, exemplified by classic and effective argumentation. This is not to say students will not be able to answer complicated and confusing arguments, but instead we do not promote such argumentation as the only way.



"I have no doubt that VBI is the best camp. It is also the most enjoyable camp. VBI respects its students and is filled with people who will actually listen to you."

Extemporaneous Speaking (Session 1 Only)

We invite you to consider VBI -- a camp that, in its third year of successful and continuing growth, looks to help another group of students become better thinkers, speakers, and finally, extempers.

Perhaps you may be wondering, "why extemp camp?" After all, there are very few such camps of any renown dedicated to the event. The idea of an extemp camp is relatively new. Yet extemp is an event, like policy or Lincoln-Douglas debate, that requires intense research, reading and analysis of current events, as well as long-term preparation. Thus the camp environment, with an intense two weeks of researching current events, filing articles, delivering practice speeches and breaking down the extemp process, all the while surrounded by other eager and interested staff and students could not be more perfect.

So why VBI? The answer lies in the diversity of our extemp curriculum. Unlike other extemp camps, VBI does not limit its emphasis to the top, elite extempers in the nation. In fact, our individually-tailored curriculum was created to provide high-quality education to students with broad ranges of experience and skill. Thus, we can guarantee that nowhere else in the nation will a student get more individualized, tailored, quality education. So join us in Los Angeles!



Find out more at www.victorybriefs.com, or feel free to contact us at 2718 Wilshire Blvd., Santa Monica, California 90403, (310) 453-1681, FAX (208) 248-9801, email: info@victorybriefs.com.

vbi@victoria

Session 1
July 4-17, 2004

Session 2
August 8-21, 2004

www.victorybriefs.com



2004 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, 2004)

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:

Tel: (212) 288-1100, ext. 101- Email: edimiche@regis-nyc.org

SESSION 2: (July 15 - 23, 2004)

"Bridge Program" to IDEA's

International Youth Forum in Estonia

For students interested in attending both the IDEA Speech and Debate Institute and IDEA's 10th Annual Youth Forum in Laanemaa, Estonia a special program will be designed. Students will prepare for the Youth Forum debates through research and discussion. Students will also have the opportunity for advanced 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@idebate.org

PRICE for Sessions 1 & 2 - \$2,200 USD

Session 2 is not available without Session 1.

Cost of airfare from Italy to Estonia is not included in this price

These prices include:

- Housing and meals
- Research materials
- "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. IDEA will also make all group travel arrangements for students traveling to Estonia.



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. Past 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 Word-ing 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” Mts. 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

For further information contact:

Eric Di Michele (212) 288-1100, ext. 101,
edimiche@regis-nyc.org
Nina Watkins, IDEA (212) 548-0185,
nwatkins@idebate.org





IDEA Press Books

IDEA PRESS NEW BOOKS

IDEA Press books can be purchased from on-line booksellers such as **Amazon (www.amazon.com)** and **Barnes & Noble (www.bn.com)**. For institutional and bulk orders or queries about IDEA Press books please contact **Martin Greenwald** [MGreenwald@sorosny.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 Zompetti

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 Schnurer

Many Sides is a comprehensive guide for using debating in an educational classroom setting, including plans to integrate debate into the curriculum, designing proper formats, developing topics for debates, preparing students for debating, staging the debates, audience involvement and evaluation of classroom debates. Twenty different subject areas from across the educational spectrum are given special treatment concerning topics, formats and strategies for the use of debates. The text provides a thorough exploration of debating as an educational and learning method in a format relevant to teachers in almost any field. (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 anticipation, 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 Debatabase Book: A Must-Have Guide for Successful Debate

By the Editors of DEBATABASE

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

FALL/WINTER 2003 AND BACKLIST

The logo consists of the word "idea" in a lowercase, sans-serif font, enclosed within a speech bubble shape.

SOURCEBOOKS ON CONTEMPORARY CONTROVERSIES

Aids, Drugs and Society Anna Alexandrova (Editor)

This 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. (pb)

Price \$24.95 / ISBN 0-9702130-2-6

Globalization and the Poor: Exploitation or Equalizer? William Driscoll and Julie Clark (Editors)

Does the global economy harm or help the poor? Some allege that the global economic system disadvantages and exploits the poor; others assert that globalization has the potential to empower and enrich the poor. This book offers readings in support of both sides to this debate. It also examines the role governments and international organizations play in globalization's effects on the poor. In addition, it includes a detailed study of the recent East Asian financial crisis and looks at how international organizations and governments responded to that crisis and how their policies affected the poor. (pb)

Price \$24.95 / ISBN 0-9720541-0-3

Roma Rights: Race, Justice and Strategies for Equality Claude Cahn (Editor)

The Romani people, often referred to as Gypsies, are victims of racism throughout the world. Focusing on the human rights situation of Roma in Europe, this explores various policies that might be adopted to combat anti-Romani racism. Anti-racism activists discuss variety of conflicting approaches to combating the problem of hate speech, promoting minority participation in a democratic society; and fighting discrimination in the criminal justice system. (pb)

Price \$24.95 / ISBN 0-9702130-6-9

The Drug Dilemma: Responding to a Growing Crisis Jason Stone and Andrea Stone (Editors)

The Drug Dilemma offers an overview of divergent perspectives as well as information on drug policy in the United States and the European Union. Special attention is paid to the opposing demand and supply reduction models of controlling drugs and to the link between drugs and terrorism. (pb)

Price \$24.95 / ISBN 0-9720541-2-X

The International Criminal Court: Global Politics and the Quest for Justice Joseph P. Zompetti and Suzette W. Zompetti (Editors)

This book examines the history of the creation of the Court, the objections to the Court, and arguments defending and promoting the Court. Particular attention is paid to the United States' objections to the Court and responses to them. The full text of the Rome Statute establishing the court is also included. (pb)

Price \$24.95 / ISBN 0-9720541-4-6

European Union: Challenges and Promises of a new Enlargement Anca Pusca (Editor)

Presents the points of view of applicant countries to problems raised by the European Union's Enlargement. Issues addressed include democratic representation and citizenship rights; the social, political and economic impacts of the *acquis communautaire* requirements, as well as the convergence of the current EU policies necessary to meet to needs of the applicant countries.

Price \$24.95 / ISBN 0-9720541-5-4

War on Drugs, HIV/ AIDS and Human Rights Kasia Malinowska-Sempruch and Richard Elovich (Editors)

Drug policies are often categorized in terms of public health and safety: governments forbid the voluntary use of certain substance because such use undermines the good of society as a whole. This book aims to position drug policies in another context - the context of human rights. Articles will examine the rights of drug users, with special attention to the right to adequate medical care, which is often denied to intravenous drugs users who are suffering from HIV/ AIDS.

Price \$24.95 / ISBN 0-9720541-7-0

IDEA YOUTH FORUM /Estonia 2004

July 23 - August 5, 2004

IDEA in partnership with the Estonian Debating Society will host its 10th Annual International Debate Youth Forum in Läänemaa, Estonia. 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.

IDEA Youth Forum Estonia 2004 is the largest academic debate summer camp in the world for students from around the globe.

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 separation of public and private is detrimental to women's rights", and the topic for the mixed tournament will be: "It is better to focus on a harm reduction strategy than on a law enforcement strategy in dealing with drug abuse."



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 at the Roosta Holiday Village where participants will live in cozy cottages and have access to the sites saunas, beach and hiking trails.

For more information about the Roosta Holiday Village, see their website at <http://www.roosta.ee>. Additionally, participants will have the chance to explore beautiful Estonia on trips to the country's capital, Tallinn and other local sites of interest.

For information on the Forum and registration please see our websites at: www.idebate.org and www.debate.ee/idea2004. If you have any questions, feel free to contact us at the below addresses.

Participant price: \$450 for non-IDEA members / \$400 for IDEA members

Price includes: room and board for 13 days, full day and half day trips, banquet and educational materials. You must pay for your own transportation to and from Tallinn, Estonia. 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:

Estonian Debating Society

Joe 30, 79 513 Rapla, Estonia

Phone +372 4856 289

Fax +372 4856 289

Website: www.debate.ee/idea2004

Forum Director: Katrun Viru - viru@debate.ee,

Phone: +372 52 98 529

Forum Vice-Director: Katrin Vene - vene@debate.ee,

Phone: +372 52 15 419

IDEA

400 West 59th Street, New York, NY 10019, USA

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Executive Director:

Noel Selegzi - nselegzi@idebate.org

Deputy Director:

Nina Watkins - nwatkins@idebate.org

EVEN AFTER HER DEATH, DEBATE TEACHER IS STILL MOTIVATING

Molly Hankins cried after one day in Margaret Meredith's debate class. The teacher demanded too much, Hankins was sure. There'd be so much thinking, so many long hours of research, toiling in the long shadow of William Chrisman High School's reputation as one of the nation's best in debate. These new students were expected to bear the responsibility like champions. "She was so earnest," Hankins recalled. "I thought there was no way I could do it." What Hankins learned was that Meredith's expectations for her students were exceeded only by her love for them. "She made every person feel they *could* do it," Hankins said. "She loved us all, and that's a big thing for a teacher to do."

Hankins cried again at the Independence School Board meeting December 9 when the administrator of Meredith's will presented a gift of more than \$125,000 to the school district to establish a college scholarship fund. Meredith, who died August 12, 2002, at age 91, wanted to keep on motivating students. When Hankins stepped into Meredith's class in 1969, the school had already amassed most of the 28 national tournament berths that William Chrisman achieved during Meredith's 31 years at the school, from 1945 to 1976. Students who have scattered in all directions tell similar stories about Meredith, said Wayne Bear, a cousin who lives in Independence and who helped present the gift to the district.

"I've been amazed at the number of students who come to me...who have a real fondness for her," Bear said, "I've heard stories of how she motivated them, made them toe the line, and they all loved her for it." A former student in Wyoming sent Meredith a single rose every Friday after Meredith moved into the Groves, Bear said.

Meredith never married, Bear said, "but she had thousands of children." She'd started her career as a business teacher, working in rural Missouri school districts. When she tried to get a job in Independence, the district did not need a business teacher, but they did need a debate teacher. Meredith took the job. And when an opening came later for a business teacher, Meredith was already hooked and said no thanks. She'd found her calling. When it came to teaching debate, Bear said, "she was a natural."

In her will, Meredith didn't just want to help students move on into college, she wanted to reward them for persevering. She has directed that the school district distributed up to \$4,000 for each scholarship. But students who are selected will receive \$500 as freshmen in college, \$1,000 as sophomores, \$1,500 as juniors and \$2,000 as seniors. Even in her scholarship gifts, Meredith is pushing students to excel, said Tom Hankins, Molly's husband and the attorney administering her will.

Hankins was a debater for Oak Park High School. He met Molly during debate competitions. Knowing debate, and Meredith's brand of it in particular, it did not surprise Hankins to see numerous attorneys and three judges counted among the people at her funeral who remember her as one of the motivational people in their lives. "It was a who's who of the Missouri judiciary," Tom Hankins said.

What Meredith inspired, Molly Hanks said, was confidence, even from a girl one given to tears. "When someone really believes in you," she said, "it's an amazing thing to hear."



Margaret Meredith
Member of the NFL Hall of Fame

This article is a reprint from The Kansas City Star printed December 17, 2003.

Article written by Joe Robertson.

The National Forensic Library

An Instructional Videotape Series produced by NFL with a grant from the Lynde and Harry Bradley Foundation

VOLUME I

CX 101 Developing the Negative Position in Policy Debate Cross Examination

Instructor: Diana Prentice Carlin, University of Kansas

Addresses several key points in The Negative Position - reasons for use, ways to construct, how to use in a round, risks involved. Length: 53:00

CX 102 Constructing Affirmative Positions

Instructor: Greg Varley, Lakeland HS, NY

Winning suggestions for novice debaters in the basics of affirmative case construction by exploring these two issues: evaluation of the resolution and building a successful affirmative case. Length: 45:00

CX 103 A. Speaker Duties: The Conventions of Debate

Instructor: Bill Davis, Blue Valley HS, KS

For novice debaters - outlines the responsibilities of each speaker from 1AC to 2NR and the only three rules of debate.

B. Stock Issues in Policy Debate

Instructor: Glenda Ferguson, Heritage Hall School, OK

For novice debaters - gives background and applications of significance, inherency, solvency, and topicality. (Both topics on one tape) Length: 61:00

CX 104 Cross Examination - Theory and Techniques

Instructor: Dr. George Ziegelmüller, Wayne State University, MI

An in-depth study of the finer points of cross examination: asking factual questions, using directed questions of clarification, using questions based on tests of evidence, reasoning and preparing stock questions. Length: 48:00

CX 105 Advocacy - How to Improve Your Communication in the Context of Debate

Instructor: Dr. George Ziegelmüller, Wayne State University, MI

Recommendations for improving your speaking style. Length: 56:00

CX 106 "Unger and Company," Chapter 1

Moderator: Dr. James Unger, Georgetown University, Washington, D.C.

Top collegiate debate coaches "debate about debate" in a McLaughlin group format. Topics include Experts in Debate, Topicality, Judging, and Impact Evaluation. Length: 60:00

LD 101 Debating Affirmative in Lincoln Douglas Debate

Instructor: Pat Bailey, Homewood HS, AL

Marilee Dukes, Vestavia Hills HS, AL

Topics include designing affirmative strategy - considering the type of resolution, introductions and conclusions, establishing a value premise, rules for justifications and duties of 1AR and 2AR. Length: 56:00

LD 102 Debating Negative in Lincoln Douglas Debate

Instructor: Pat Bailey, Homewood HS, AL

Marilee Dukes, Vestavia Hills HS, AL

Topics include organizing the negative constructive, strategies and rules governing the negative rebuttal. Length: 58:00

LD 103 Cross Examination in Lincoln Douglas Debate

Instructor: Aaron Timmons, Newman-Smith HS, TX

Tips in conducting successful cross examination with student demonstrations and critique. Length: 48:00

LD 104 What are Values? And Applying Value Standards to Lincoln Douglas Debate

Instructor: Dale McCall, Wellington HS, FL

Detailed examination of value standards as they apply to LD Debate. Length: 52:00

INT 101 An Overview of Interpretation and the Qualities of an Effective Selection

Instructor: Ron Krikac, Bradley University, IL

Issues explored are definitions of interpretation and discussion of the characteristics of a winning national cutting. Length: 49:00

INT 102 Script Analysis

Instructor: Ron Krikac, Bradley University, IL

Script analysis including reading aloud, finding details, determining specific relationships and creating a sub-text. Many helpful suggestions and illustrations. Length: 35:00

OO 101 Coaching Original Oratory: A Roundtable Discussion 1

Moderator: Donovan Cummings, Edison HS, CA

Five outstanding coaches discuss various oratory strategies: appropriate topics, use of humor, involvement of the coach, reliance on personal experience. Length: 49:45

OO 102 Coaching Original Oratory: A Roundtable Discussion 2

Moderator: Donovan Cummings, Edison HS, CA

Five outstanding coaches discuss delivery techniques and strategies: importance of delivery, coaching delivery and gestures, improvement of diction. Length: 35:00

OO 103 Oratory Overview

Instructor: L.D. Naeglin, San Antonio, TX

Examines elements in winning orations that listeners and judges want to hear and see. Based on empirical data, an excellent look at judge analysis. Length: 1 hour 25 min

OO 104 Orator Introductions and Conclusions

Instructor: L.D. Naeglin, San Antonio, TX

A continuation of OO 103. By understanding judge and listener analysis, speakers can use information to create winning intros and conclusions. Length: 59:25

OO 105 Oratory Content

Instructor: L.D. Naeglin, San Antonio, TX

From examples of national competition, tips on how to support ideas successfully in oratory with humor, personal example, analogy, etc. Length: 56:20

EXT 101 Issues in Extemp: A Roundtable Discussion 1

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Outstanding extemp coaches discuss getting students involved in extemp, organizing an extemp file, using note cards and applying successful practice techniques. Length: 43:00

EXT 102 Issues in Extemp: A Roundtable Discussion 2

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Continuation of EXT 101. Topics covered include organizing the speech body, use of sources, humor, and use of canned or generic introductions. Length: 48:00

EXT 103 Championship Extemp: Part 1 - US Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

A critique of two US Extemp national finalists by a roundtable of outstanding extemp coaches. Length: 41:00

EXT 104 Championship Extemp: Part 2 - Foreign Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

A critique of two foreign extemp national finalists by a roundtable of outstanding extemp coaches. Length: 41:00

VOLUME II

CX 107 "Unger and Company," Chapter 2

Moderator: James J. Unger, The American University

The Unger-led panel of distinguished collegiate debate coaches clash over the following areas: Inherency, Structure, Generics, Counterplans, and Real World Arguments. Length: 59:00

CX 108 "Unger and Company," Chapter 3

Moderator: James J. Unger, The American University

This third chapter of "Unger and Company" contains several differing opinions about Presentation, Intrinsicness, Institutes, and Direction. Length: 58:00

CX 109 Introduction to Debate Analysis: Affirmative

Instructor: James Copeland, Executive Secretary, NFL

A clear and precise introduction to affirmative case and plan writing for novice debaters. Length 1 hour 12 min.

Tapes sold only to NFL member schools!
MORE TAPES, NEXT PAGE

VOLUME II (Continued from previous page)

CX 110 Paradigms

Instructor: Dr. David Zarefsky, Northwestern University

National renowned debate coach and theorist David Zarefsky presents his ideas on paradigms in argumentation. This lecture is required viewing for all serious students of debate. Length: 54:10

CX 111 Demonstration Debate and Analysis

Instructor: Greg Varley, Lakeland HS, NY

Provides detailed explanation of each step of a cross examination debate, from opening arguments to closing rebuttals. Using as his model the final round debate from the 1992 National Tournament in Fargo, Coach Varley has produced a "winning" tape for both novices and experience debaters. Length: 2 hours

CX 112 Flowing a Debate

Instructor: Greg Varley, Lakeland HS, NY

Students will find a number of strategies in the proper flowing of a debate in this excellent presentation by nationally prominent coach Greg Varley. Length: 35:25

CX 113 Recruiting Roundtable

Moderator: Greg Varley, Lakeland HS, NY

Three outstanding coaches with very different debate programs offer insight and suggestions on recruiting new members. The discussion follows an excellent film that can be used as a recruiting tool. Length: 53:10

LD 105 How to Prepare for your LD Rounds

Instructor: Dale McCall, Wellington HS, FL

A comprehensive discussion about the preparation steps students need to undertake to compete confidently in Lincoln Douglas Debate. Length 35:00

LD 106 Value Analysis in LD Debate

Instructor: Diana Prentice Carlin, University of Kansas

An examination of the value analysis by an outstanding debate coach. Length: 35:00

LD 107 LD Debate: The Moderate Style

Instructor: Pam Cady, Apple Valley HS, MN

Coach Cady provides invaluable advice on developing a moderate debate style. Her points are demonstrated by two outstanding student debaters. Length: 53:00

LD 108 Rebuttal Preparation

Instructor: Carol Biel, Chesterton HS, IN

Coach Biel moderates a group discussion with outstanding young high school debaters in this examination of rebuttal preparation. Length: 55:00

INT 103 Interpretation of Poetry and Prose

Instructor: Ruby Krider, Professor Emeritus, Murray State University, KY

Imagery, narration and believability are but a few of the areas Professor Krider covers in this colorful and insightful exploration of the role of the interpreter of poetry and prose. Her lecture is divided into three parts: Catch That Image,

Chat Chat Chat, and Make Us Believe You. Length: 1 hour 25 min.

INT 104 Critique of Interpretation

Moderator: Ron Krikac, Bradley University, IL

What works and what doesn't work in dramatic and humorous interpretation? Three esteemed coaches analyze and critique performances in humorous and dramatic using examples drawn from national final rounds. Length: 59:25

INT 105 Introduction to Poetry Interpretation

Instructor: Barbara Funke, Chesterton HS, IN

One of the nation's best interpretation coaches teaches a detailed and honest approach to poetry. Coach Funke provides insight into how to choose a poem and how to establish commitments as a performer. A practical and enlightening tape for all participants in individual events. Length: 56:20

INT 106 Characterization in Interpretation

Instructors: Pam Cady, Apple Valley HS, MN

Joe Wycoff, Chesterton HS, IN

Outstanding national coaches Cady and Wycoff team up to share their expertise in the area of characterization. Cady takes on vocal characterization while Wycoff engages in a discussion on physicalization. Students who competed at the 1993 National Tournament are used throughout the presentation. Length: 54:00

INT 107 Breaking the Ice

Instructor: Rosella Blunk, Sioux Falls, IA

A terrific tape for beginning and advanced classes in drama and speech. How does one go about putting students at ease in a performance environment? Coach Blunk and her students provide several fun and easy activities that will make your students glad to be in class. Length: 34:25

GEN 101 Ethics in Competition

Instructor: Joe Wycoff, Chesterton HS, IN

Hall-of-Fame Coach Joe Wycoff speaks about ethics in forensic competition and other related topics in this entertaining and candid presentation. Length: 40:00

EXT 105 First Experiences

Moderator: L.D. Naeglin, San Antonio, TX

Members of this panel of former high school extemp speakers discuss how they got started in extemp and share advice they found invaluable. Length: 42:00

EXT 106 Expert Extemp: Advanced Techniques

Moderator: L.D. Naeglin, San Antonio, TX

On this program the panelists detail the skills and techniques they've learned on their way to becoming advanced extempers and champions. Length: 44:30

EXT 107 Expert Extemp: Speech and Critique

Moderator: L.D. Naeglin, San Antonio, TX

The panelists listen to an extemp speech delivered by Jeremy Mallory of Swarthmore College and provide an in-depth critique of his presentation. Length: 42:30

EXT 108 Advanced Extempore Speaking

Instructor: James M. Copeland, Executive Secretary, NFL

A practical tape for competitors which covers the basics of research, file building and outlining as well as advanced concepts: the rule of the 4 sevens, topic selection, and attention factors. Length: 1 hour 23 min.

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NFL'S TOP 50 DISTRICTS

(as of February 27, 2004)

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1.	--	Three Trails	270	Blue Valley North HS	565
2.	--	California Coast	245	Lynbrook HS	673
3.	--	Heart of America	191	Independence Truman HS	504
4.	--	Show Me	178	Belton HS	402
4.	+2	Northern South Dakota	178	Watertown HS	422
6.	-1	Sunflower	173	Wichita East HS	343
7.	+1	East Kansas	166	Shawnee Mission East HS	474
8.	+2	New York City	165	Regis HS	410
9.	-2	Northern Ohio	157	Youngstown Boardman HS	235
10.	-1	East Los Angeles	155	Gabrielino HS	710
11.	+1	Rushmore	154	Sioux Falls Lincoln HS	379
12.	-1	San Fran Bay	152	James Logan HS	783
13.	--	Kansas Flint-Hills	148	Washburn Rural HS	445
14.	+1	West Kansas	141	McPherson HS	268
15.	-1	Montana	138	Flathead County HS	377
16.	--	New England	137	Lexington HS	484
17.	-1	Central Minnesota	134	Apple Valley HS	365
18.	+7	Eastern Missouri	132	Pattonville HS	425
18.	+1	Nebraska	132	Millard North HS	305
20.	+2	Northern Illinois	131	Glenbrook North HS	405
21.	-1	South Kansas	130	El Dorado HS	269
22.	-6	Northwest Indiana	128	Plymouth HS	474
23.	--	Florida Manatee	127	Nova HS	483
23.	-3	North East Indiana	127	Chesterton HS	626
25.	--	Rocky Mountain South	125	Wheat Ridge HS	227
26.	+1	Eastern Ohio	124	Perry HS	406
27.	-3	Illini	122	Downers Grove South HS	477
28.	+3	Hole in the Wall	120	Cheyenne East HS	364
29.	--	Sierra	118	Centennial HS	288
30.	-2	Ozark	114	Springfield Central HS	357
31.	+2	South Carolina	112	Riverside HS	413
32.	-3	South Texas	111	Houston Bellaire HS	658
33.	-2	Carver Truman	110	Neosho HS	406
34.	+2	Southern California	109	San Dieguito HS	266
35.	-2	Florida Panther	108	Trinity Prep School	226
35.	+1	Southern Minnesota	108	Eagan HS	360
35.	+4	West Oklahoma	108	Norman HS North	356
38.	-3	North Coast	107	Gilmour Academy	278
39.	+2	Northern Wisconsin	104	Appleton East HS	309
40.	-1	Golden Desert	102	Green Valley HS	280
40.	+6	Sundance	102	Jordan HS	251
42.	-1	Great Salt Lake	101	Salt Lake City Skyline HS	224
42.	-1	Utah Wasatch	101	Sky View HS	248
44.	-3	Colorado	94	Cherry Creek HS	334
44.	+1	Heart of Texas	94	Carroll HS	203
46.	-8	Idaho	92	Hillcrest HS	250
46.	+5	Eastern Washington	92	University HS	232
48.	+8	Northern Lights	90	Moorhead HS	266
49.	--	Western Ohio	89	Dayton Oakwood HS	161
49.	+16	Pittsburgh	89	Bethel Park HS	200
49.	+5	Valley Forge	89	Truman HS	192

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
52.	+9	New Jersey	88	Ridge HS	284
52.	+4	New Mexico	88	Albuquerque Academy	230
54.	-3	East Texas	87	Klein HS	218
54.	-7	North Texas Longhorns	87	Piano East Sr. HS	230
56.	-8	Big Valley	86	Modesto Beyer HS	275
56.	--	Colorado Grande	86	Pueblo Centennial HS	333
58.	-2	Southern Wisconsin	85	Marquette University HS	232
59.	+2	Hoosier Crossroads	84	Ind'pls North Central HS	234
59.	-8	Michigan	84	Portage Northern HS	179
61.	+12	Georgia Southern Peach	83	Starr's Mill HS	221
61.	+5	West Iowa	83	Dowling Catholic HS	240
63.	-14	Greater Illinois	82	Belleville East HS	167
64.	-3	Deep South	81	The Montgomery Academy	254
64.	-9	Arizona	81	Desert Vista HS	247
64.	+4	Nebraska South	81	Lincoln East HS	239
64.	+2	North Dakota Roughrider	81	Fargo South HS	191
64.	-3	Lone Star	81	Piano Sr. HS	214
69.	-13	Hoosier Heartland	80	Ben Davis HS	193
69.	-1	Central Texas	80	San Antonio Churchill HS	288
69.	+13	Wind River	80	Casper Natrona County HS	172
72.	+2	Rocky Mountain North	77	Greeley Central HS	206
72.	+4	Georgia Northern Mountain	77	Chattahoochee HS	239
72.	-4	East Iowa	77	Iowa City West HS	323
72.	+4	Kentucky	77	Rowan County Sr. HS	179
72.	--	New York State	77	Hendrick Hudson HS	146
77.	-9	West Texas	75	Bel Air HS	152
78.	-2	West Los Angeles	74	Arroyo Grande HS	145
78.	-4	Mississippi	74	Hattiesburg HS	163
78.	+6	East Oklahoma	74	Jenks HS	255
78.	+2	Pennsylvania	74	Greater Latrobe HS	147
82.	--	Western Washington	73	Gig Harbor HS	183
83.	-2	Tennessee	69	Montgomery Bell Academy	153
83.	+1	Puget Sound	69	Kamiak HS	145
85.	-9	North Oregon	68	Gresham Barlow HS	142
86.	-2	Gulf Coast	67	Gregory Portland HS	200
87.	+4	Louisiana	66	St. Thomas More HS	181
88.	-1	South Oregon	65	Willamette HS	107
89.	--	Florida Sunshine	62	Academy of the Holy Names	178
89.	+6	South Florida	62	Archbishop Curley Notre Dame	153
91.	-3	Carolina West	61	Myers Park HS	221
91.	+1	Tarheel East	61	Cary Academy	121
93.	-4	Sagebrush	60	Reno HS	171
94.	-2	Tall Cotton	58	Big Spring HS	122
95.	+2	UIL	52	Princeton HS	148
96.	-4	Chesapeake	50	Baltimore City College HS	115
97.	-1	Hawaii	47	Kamehameha Schools	203
97.	+2	West Virginia	47	Wheeling Park HS	103
99.	-1	Capitol Valley	44	Granite Bay HS	118
99.	+1	Mid-Atlantic	44	Randolph Macon Academy	120
100.	+1	Maine	43	Brunswick HS	91
102.	--	Iroquois	37	R L Thomas HS	114
103.	--	Pacific Islands	24	Harvest Christian Academy	58

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"YES, YOUR ORDER WILL ARRIVE ON TIME."

These are the words you will hear when you place an order with Kathy Dumke.

Kathy started at the NFL as a part-time employee, May 11, 1999. Kathy laughs and said she thought the only NFL was National Football League but now realizes the true NFL is the National Forensic League, (the better of the two). Before coming to the NFL Kathy worked at North Central Chemical and then at Ameri-

went on the internet, especially on the billing end of things. Kathy is also a proof reader for the *Rostrum*.

Kathy has been married to Dan Dumke for 31 years, they have three children, Jill, Heidi and Jacob. All three of her children attended college and Jill just graduated in December with a teaching degree. Daughter Heidi works at a bank in Green Bay, WI and son Jacob is a junior at St. Norberts College in De Pere. Kathy is kept very busy at work and at home. She helps her hus-



can Family Insurance in Madison, WI.

Kathy's responsibilities in the national office are great. She is a member of the accounting team at NFL. Kathy is the one who prepares bills when new students are entered on line. She is also the one who makes sure the names are spelled correctly on the computer taken from the blue membership application forms. In addition, Kathy is responsible for coordinating the membership cards and getting them in the mail along with the invoice for the new members. She continuously works on the history cards (a very important part of NFL) making sure the information is correct. And furthermore, Kathy makes sure the mail goes out on a timely basis.

If you order a video or audio tape it most likely will be Kathy who copied it for you. Kathy keeps the filing up for the Financial part of NFL. NJFL has become a big part of NFL and Kathy assists Diane Rasmussen with this responsibility. Kathy's job has changed a lot since we

band run a cash crop farm. Most weekends and evenings during the summer you will find Kathy driving a tractor and running for parts. In her free time she likes to read. When time permits, Kathy and her husband like to travel, go to movies and work on the old farmhouse they live in.

Kathy also has national tournament responsibilities which include selling merchandise and assisting with the Final Award and Diamond Coach ceremonies. Kathy enjoys going to the tournaments, especially to meet the people she talks with on the phone. She really enjoys talking with the students and hearing of their plans after high school.

Kathy is a pleasure to work with, she is always cheerful and friendly. In addition Kathy is always willing to lend a helping hand. Kathy is a very reliable, dependable and efficient member of the NFL team. So students, stop by the merchandise table and say "Hi!" to Kathy, she can't wait to get to Salt Lake City to see all of you in June.

Interviewed by Joyce Krueger

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Jane Boyd *Grapevine director, Capitol Hill group director*

- Coached more than 30 students to the NFL Nationals with students placing third, fifth, seventh and tenth in L-D debate. Qualified over 15 students to the Tournament of Champions in L-D debate. Coached students to elims of almost every single L-D national circuit tournament.
- Directed the L-D Institute at the University of Texas, associate director of the Northwestern University L-D Institute, codirector of the L-D Institute at the Summer on the Hill Program and taught at the Iowa Institute.



Minh A. Luong *Yale University, guest lecturer*

- Serves as the L-D editor of PlanetDebate.com where he writes the NFL L-D topic analysis.
- Won the National Collegiate L-D Debate Championship title both as a competitor and coach.
- Founded and directs the Yale Ivy Scholars Program for student leaders and debaters and was founding curriculum director of the UC Berkeley, NFC-Austin, Stanford University and National Debate Forum L-D debate institutes.



Jonathan Alston *Newark Science High School debate coach*

- Coached five New Jersey state champions and has had debaters in elimination rounds at Stanford, Emory, Wake Forest, Harvard and Tournament of Champions, among others, in his 12 years as a coach.
- Taught at Stanford National Forensics Institute.



Steve Clemmons *Leland High School debate coach*

- Won the 1990 National Collegiate L-D Debate Tournament, as well as winning top-speaker honors.
- Taught at Loyola-Marymount, Cal-Berkeley, Stanford, University of Texas at Austin and The National Debate Forum at the University of Minnesota.



Lynne Coyne *Lexington High School L-D debate coach*

- Coached numerous L-D teams to elimination rounds at national tournaments.
- Taught and lectured at Dartmouth, Northwestern, Bates, Loyola-Marymount and Emory.



Abdul Beretay *Bergenfield High School debate coach*

- Advanced to elimination rounds at every major national tournament his senior year including TOC and NFL.
- Taught two years at Michigan L-D Debate Institute.

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