

# ROSTRIUM



FOCUS ON INTERNATIONAL DEBATE

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NUMBER  
6



# CDE Debate and Extemp Camps

## The Best in the Nation

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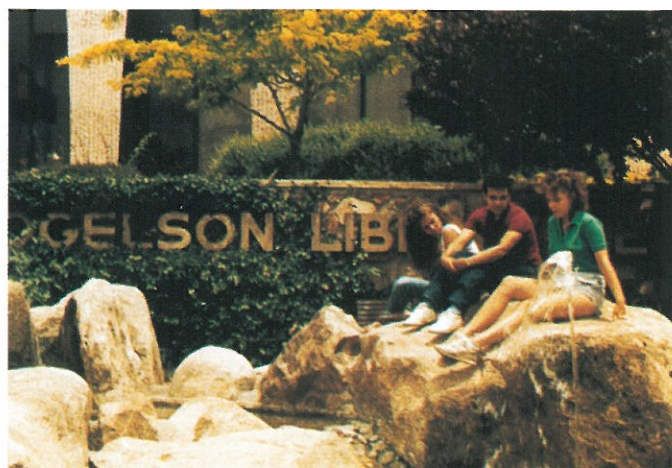
- \* In 1990 became the first U.S. debaters to win the World College Debate Championship.
- \* In 1991 CDE graduates won two events at Nationals plus second and fourth place trophies.
- \* In 1993 CDE graduates won three events at Nationals plus two second places and two third place trophies.
- \* In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

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\$1125, Alumni \$985, Commuters \$540, Teachers and Coaches \$440

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☐ Student Congress

☐ Team Debate

☐ Lincoln Douglas

☐ Foreign Extemp

☐ Domestic Extemp

☐ Generic Extemp

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

Name \_\_\_\_\_

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

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

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

by William Bennett

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

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

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

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

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

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

Fourth is the amount of critiqued practice rounds you receive. WE don't just give you a "tournament" at the end. At CDE you get critiqued nondecision rounds through the whole camp. If you are in policy debate that means 16 debates before you graduate. In Lincoln Douglas you average 23, in extemp its 24 rounds. And they are all critiqued in constructive ways by successful professionals.

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

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

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

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

# **Bates** | College Maine

## **2001 Forensics Institutes**

**National Policy Institute: June 24 thru July 13**

**Lincoln Douglas Debate Workshop: June 24 thru July 7**

**Individual Speech Events Workshop: June 24 thru June 30**

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

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

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

Bates ensures that all instructional groups are led by professional forensic coaches with years of teaching and coaching experience, assisted by outstanding college debaters. All lab groups are led by senior staff, and each student works with each faculty member. The 2001 teaching faculty includes: John Blanchette, R. Eric Barnes (author of *Philosophy In Practice*;

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

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

Comprehensive fees include tuition, handbook & copies of the institute briefs (policy debaters), videotaped critiques (speech participants), room and board. All meals, including a lobster bake, are included in the comprehensive fee. LDers receive copies of the *Bates LD Reader* and Eric Barnes' book, *Philosophy in Practice: Understanding Value Debate*. No hidden costs. Policy Debate Institute \$1,325; Lincoln Douglas Debate Workshop, \$900; Speech \$550. Need-based financial aid and payment plans available to qualified applicants. This year, applications will be processed on a first-come, first-served basis — apply early for best chance of admission.

### **For further Information:**

Bates Forensics Institutes, Office of Summer Programs  
Bates College, Lewiston, ME 04240  
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<http://www.bates.edu/summer>

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## THE ROSTRUM

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

ON THE COVER: Eighth Diamond Coach Donus Roberts.

MARCH:

Focus on Individual Speech Events.

NFL Website: [debate.uvm.edu/nfl.html](http://debate.uvm.edu/nfl.html)

NFL Topic Page: [sites.netscape.net/topiepagenfl/homepage](http://sites.netscape.net/topiepagenfl/homepage)

## 2001-2002 DEBATE TOPIC: THE NFL VOTE\*

### 46 Weapons of Mass Destruction

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

### 35 World Hunger

**Resolved:** That the United States federal government should establish a foreign policy substantially increasing its agricultural assistance to reduce world hunger.

\*NFL is one of 52 organizations that help pick the debate topic. The 50 states and the NCFL also participate.

## 2001-2002 DEBATE TOPIC

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

## RULES OF INTERPRETATION

The escalating number of interp protests at nationals has caused the Executive Council to further clarify the entry rules for Interpretation. [See Councilor Don Crabtree's superb article "The Coach Doth Protest Too Much, Me Thinks" in the October *Rostrum*].

\*Now a photocopy of each interp selection must be sent in with national tournament registration.

\*Now complete bibliographic information must be provided with national entry: Publisher's name, complete address, and ISBN# (if available).

\*Interpretation Rule 8 on page TN-7 of the National Tournament rules requires that an original copy (or microfilm or microfiche) and an annotated script be brought to the national tournament and be available immediately in case of protest.

### Penalties:

- ✓ Cutting sent after deadline for registration: **\$100 late fee.**
- ✓ No cutting sent in: **Disqualification.**
- ✓ Incomplete Bibliographic information: **Disqualification.**
- ✓ Failure to present proper originals and script in case of protest: **Disqualification.**

Please note the Council has no wish to be draconian to interpers. Rather it is the incessant protests by other interp coaches which make these rules necessary. At Portland there were 19 protests!

Coaches and students can avoid protests if they avoid adding material to cuttings, reassigning lines, and changing the gender of characters.

## STORYTELLING TOPIC AREA AT OKLAHOMA NATIONALS: TALL TALES

### MARCH - APRIL LINCOLN FINANCIAL GROUP L/D DEBATE TOPIC

**R** The public's right to know ought to be valued above the right to privacy of candidates for public office.

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



# **Whitman National Debate Institute**

**Sun., July 29 thru Thurs., Aug. 9, 2001**

hosted by Whitman College, home of the 1999 CEDA National Champions



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**Prepare arguments that will help you win during the year**

**Learn styles and theories of debate for your region and the nation**

**A friendly, cooperative atmosphere while maintaining a focus on improving**

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**[www.whitman.edu/offices\\_departments/rhetoric/72institute.htm](http://www.whitman.edu/offices_departments/rhetoric/72institute.htm)**



## by Donus Roberts

The NFL office estimates that in 1999-2000 approximately 40,000 United States high school students participated in debate, either policy or LD. Competitive high school debate in the United States has existed for about 100 years; the National Forensic League entered the scene 76 years ago. In the United States we are proud to model debate as an educational and public policy method to enhance democracy and to empower its citizens.

Since 1994 another debate league has emerged in 33 countries with several more waiting in the wings. Its name is IDEA, International Debate Education Association. This organization began in Eastern and Central Europe but is now expanding to this hemisphere and Asia. Last year approximately 60,000 high school students debated in these 33 countries, a startling number since seven years ago there were no high school debaters in these countries, most of which were just entering the post communist era.

Last summer I represented the National Forensic League in Europe at two major functions sponsored by IDEA, the International University Debate Tourney in parliamentary debate held at Hradec

Kralove in the Czech Republic and the 6th IDEA debate camp held in Ustron, Poland where students and teachers from 36 countries gathered. This article is largely a story of what I learned, what I reported back to NFL's Executive Council.

There is a great world out there, thousands of students learning to debate in countries whose recent traditions have excluded free speech.

What I noticed most is the extraordinary enthusiasm for debate. Unlike the United States, the richest nation in the world, most of the countries that comprise IDEA are among the poorest in the world. There is little access to libraries, few families can afford magazines, few schools can afford computers, and schools have little revenue available. Yet debate participation has doubled every two years; teachers, whose pay is menial or nonexistent, are more abundant than in the United States; former students line up to judge for expenses, and community members attend inservice to learn how to judge or assist programs in other ways. One debate coach from Moldova, formerly part of the Soviet Union, whose teaching salary is \$25 a month, expressed the enthusiasm I found throughout the countries. She said, "We are very poor, we have no

clean water, we have electricity three or four hours a day, sometimes not at all, but we will make it, we are doing better, we are free."

Why did debate explode in all of these countries so suddenly? Certainly it would not have been possible without the decline of communism and the evolution toward democratic systems. These political changes have been greatly accelerated by the Open Society Institute, a brainchild of George Soros, an Hungarian-born, United States entrepreneur and philanthropist, who provided seed money to start debate programs. Each country must find a way to support debate after five years. This has been difficult but up to now possible. Debate clubs in most countries have organized into NGO's, non-governmental organizations, which are eligible for grants from countries, organizations and corporations. Developing businesses and corporations in the countries have also stepped forward to aid debate clubs. Finally, there are the fund raisers on local level, such efforts as bake sales, and rummage sales, but this is difficult in countries with little money.

The national debate programs, associations and other organizations and individuals that support debate, constitute the fam-

# A VISIT TO AN IDEA DEBATE CAMP



Donus and Lovila Roberts  
Downtown Bratislava



Prague Castle from the river



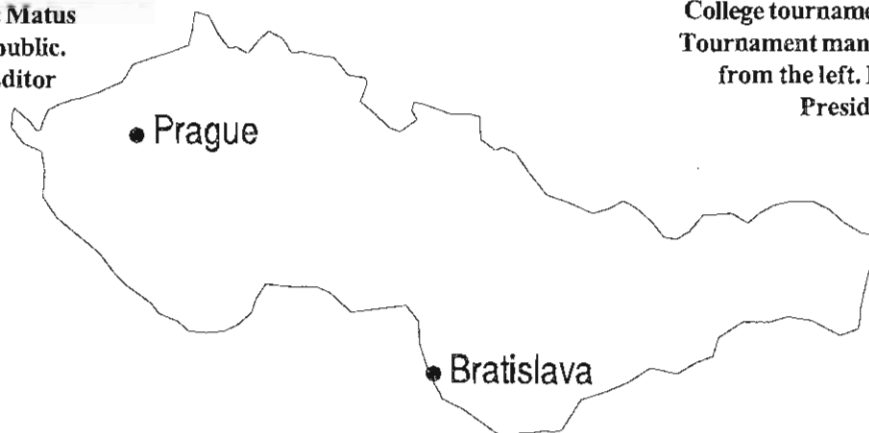
Camp setup



Donus with Lenka & Matus  
from the Slovak Republic.  
Lenka is Journal Editor



College tournament in Hradek Kravoh.  
Tournament managers second and third  
from the left. Donus with college  
President (right).



## CZECHOSLOVAKIA



Student debaters arrive by bus



A blend of students



Idea Camp



Obtaining instructions



Yugoslavia college debaters. Student on  
the left was top speaker



Barbeque at the Idea Camp



ily of IDEA. The organization has allied itself with many other organizations, including the Civic Education Project, the English Speaking Union, the International Reading Association and Street Law, Inc. Since 1994 IDEA has introduced debate to secondary schools and universities throughout Central

advocacies, Popper was a committed to the 'Open Society,' and he was an implacable critic of totalitarianism in all of its forms. Karl Popper was born in Vienna in 1902 and died in 1994, the very year that IDEA commenced. Popper taught in universities around the world. His book that

IDEA debate camp held in the beautiful mountains of southwestern Poland, located near the small city of Ustron. Each country sends three high school students plus several coaches, judges and national directors. The topic for debate is announced in advance and each

### Format of a Karl Popper Debate

Speech	Speaker(s)	Time
Affirmative Constructive	A1	6 minutes
First Negative CX	N3 & A1	3 minutes
Negative Constructive	N1	6 minutes
First Affirmative CX	A3 & N1	3 minutes
First Affirmative Rebuttal	A2	5 minutes
Second Negative CX	N1 & A2	3 minutes
First Negative Rebuttal	N2	5 minutes
Second Affirmative CX	A1 & N2	3 minutes
Second Affirmative Rebuttal	A3	5 minutes
Second Negative Rebuttal	N3	5 minutes

**Both Sides Have 8 Minutes of Preparation Time**

and Eastern Europe, the Former Soviet Union, Central Asia and Haiti and continues to expand throughout the world.

At this point IDEA emphasizes only debate, but expansion to other events such as extemporaneous speaking, oratory, oral interp and student congress will likely follow. IDEA debate follows the Karl Popper debate format. Each team has three persons, which is a format developed specifically to encourage teamwork and cooperation.

IDEA schools all adhere to one of Karl Popper's famous quotations for their motto. "I may be wrong and you may be right, and by an effort, we may get nearer to the truth." Today Karl Popper is regarded as one of the greatest, if not the greatest, philosopher of science of this century. Among his strongest

inspired IDEA is entitled, *"The Open Society and Its Enemies."*

One of the most fascinating aspects of IDEA is that it is the umbrella for both high school and university debate. Thus European universities have thousands of debaters, many more than the United States. Last summer I attended the finals of one of the two university tournaments, this one held in Hradec Kralove in the Czech Republic. Ironically, an American team that learned debate in the U. S. Urban Debate League, won the tournament. The tournament employed the British parliamentary system, although university debaters during the year use more than one format, including the U. S. policy model.

My learning about IDEA and Karl Popper Debate increased as I attended the sixth

team is expected to be prepared to debate upon arrival. The topic for the camp was "Should Economic Development be Valued Above Protection of the Environment?" They debate each other as national teams in a powermatched tournament. At the end of the first day a national tourney winner is announced. That is the first and only emphasis upon nations. After the first day the students are placed in teams, three nations involved. Unlike American camps, students with diverse abilities are placed on the same team. Like American camps the students go to various classes on the fundamentals of debate. Each team has a mentor. Near the end of the twelve day camp, another tournament is held among all of the multi-nation teams. A final winner is celebrated, but the unity

# INTERNATIONAL VISIONARIES

## SPEAKING OPENLY



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of nations is the ultimate winner.

Each day at the camp begins with breakfast at 7:00 a.m. Official activities end with dinner at 6:30. Evenings are largely self choice, although some group activities are organized by the camp, such as a display of country culture, a mystery party, movie night and a dance. One day was devoted entirely to a fieldtrip to the great Polish city of Krakow, located 90 kilometers from the camp; another afternoon featured a trip to Auschwitz, Birkenau and the Memorial Museum, located 50 kilometers from the camp.

Each student and teacher at the camp is expected to have a fundamental ability to communicate in English. All debates and classes at the camp are conducted in English. When the students return to their home country, they will, of course, debate in their native language. Tournaments within nations are usually conducted in the national language. IDEA, however, requires that each country conduct one tournament in English. Because countries are so close to each other, the number of tournaments in English is increasing. More and more students are learning English in school, so the number of tournaments in English will likely increase.

IDEA debate stresses logical argument, use of evidence and good communication skills. The topics for debate are yes/no questions, such as *Is Human Engineering Moral?* Neither the affirmative nor the negative gives a plan. The format is somewhere in-between the American policy approach and LD approach.

When IDEA began, it was

very dependent upon outside human resources because debate had no tradition in Central and Eastern Europe. Each year debate in IDEA nations becomes more dependent upon indigenous resources. This year only two U. S. teachers had major teaching assignments: Ken Broda-Bahn of Towson University and Lydia Esslinger of Syosett High School, New York.

IDEA is organized somewhat like the National Forensic League, with a director and a board of seven directors (like the NFL) and a general assembly (unlike the NFL). IDEA's director is Noel Selegzi, still an active NFL coach at Hunter College High School. The President of IDEA through 2001 is Marcin Zaleski, coach of Poland's first debate team. During the first two days of each summer camp, the board of directors meet with the general assembly, one adult, usually a teacher, from each member IDEA nation. This year the heart of the agenda centered on the legalities to make IDEA itself a large NGO.

Within nations, debate is organized into clubs, whereas in the U. S. debate is organized into NFL chapters. Given that the nations of IDEA are emerging democracies, it is logical to organize into clubs. Clubs serve the broader school community. Parents, teachers and community members are necessary as judges, fund-raisers and volunteers for the clubs. The clubs sponsor community events and work to facilitate the democratic exchange of ideas throughout their community. The clubs are as inclusive as possible, serving students of differing ages,

grades and abilities. Hungary has a younger student debate segment similar to the junior NFL. A club may include several schools or a large school with many debaters could have two.

The IDEA member nation with the largest number of debaters is Russia with approximately 6,500 high school debaters and 1,200 university debaters in 1999-2000. Romania reported 5,000 high school debaters, which is amazing given the size of the country. Poland and The Ukraine each have about 3,000 high school debaters. The tiny country of Moldova has 2,500 high school debaters and 200 university debaters. Mongolia has 2,500 high school debaters; *even* Haiti, whose poverty is overwhelming, has 200 high school debaters after one year. The most exciting fact is that the numbers from each country are on the increase.

Many of the nations are developing methods of communication with each other, which will increase with the availability of the internet. Other associations are developing newsletters. Everyone agrees that the Slovak Republic's Debate Association has a jump start on everyone else. They have their own logo, journal and color photography in the articles. They also sell merchandise such as "T" shirts and mugs. Much information on IDEA can be found at its website: [www.idebate.org](http://www.idebate.org).

One of my major objectives in my time with IDEA this summer was to start a "sister school" program. I worked in cooperation with IDEA's board of directors and two subcommittees. The final result follows this arc-  
(Roberts to page 53)



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# SISTER SCHOOLS NFL - IDEA

In July of 2000 the General Assembly and the Board of Directors of IDEA approved the following procedures for establishing Sister Schools between the clubs\* of IDEA and the chapters of the NFL. IDEA clubs in each nation will have registered interest by October 9.

- A. Both schools must have internet hook-up and email.
- B. All communication will be conducted in English.
- C. The Club Advisor for schools in IDEA and the Chapter Sponsor for NFL  
Schools must be the advisors to make sure that the student communication is appropriate.
- D. Each NFL chapter/IDEA club can have only one sister school.

For NFL schools, a form will appear in the *Rostrum* that interested applicants will complete. NFL schools applying will prioritize countries from which they would like a sister school and send it to IDEA's central office. If there are clubs available for the first choice, IDEA will assign a school from that country, complete with advisor and email. If all of the IDEA clubs from the first prioritized country have been taken, a club from the second priority will be assigned and so forth.

The purpose is to shrink the world. Chapters/clubs should share location, number of students in school, information on tournaments upcoming and attended, major issues in the schools, debate topics, etc. By some means, subtle or otherwise, NFL chapters need to be warned about pretending to know it all--perpetration of big brother or the "Ugly American."

\* Club is a word similar to our use of school or chapter, but not quite. A large school with many debaters could have two clubs. A smaller rural area could have several schools come together to create a club. It is also possible for a town to field a club rather than a school.

Fill out all parts of the accompanying application, then fax or mail to NFL. The application will be filed and forwarded to IDEA's headquarters which will assign an IDEA school in response to your country preferences. Providing the best information about your NFL School will be important.

Following is a current list of countries that have debate clubs available for sister schools. You are to rank the five countries that you prefer, first through fifth. If clubs are available from the first preferred country, a club will be assigned. A second preference if the first is not available, and so forth. Only one IDEA club will be assigned to a United States NFL member school.

You will be notified by email which club you selected in which country, the email address, and the name of the club advisor. It will then be your job to email and find out other details. Then share information about tournaments attended, school culture, current events in each country, and the list goes on!

## IDEA COUNTRIES ELIGIBLE FOR SISTER SCHOOLS

Albania	Hungary	Montenegro
Azerbaijan	Israel	Poland
Belarus	Kazakhstan	Romania
Bosnia-Herzegovina	Kyrgyzstan	Russia
Bulgaria	Latvia	Slovakia
Croatia	Lithuania	Slovenia
Czech Republic	Kosovo	Tajikistan
Estonia	Macedonia	Ukraine
Georgia	Moldova	Uzbekistan
Haiti	Mongolia	Yugoslavia

\*Although there are more countries associated with IDEA at this time, the above countries are the only ones at this time that have active clubs.



# SISTER SCHOOLS NFL - IDEA

In July of 2000 the General Assembly and the Board of Directors of IDEA approved the following procedures for establishing Sister Schools between the clubs\* of IDEA and the chapters of the NFL. IDEA clubs in each nation will have registered interest by October 9.

- A. Both schools must have internet hook-up and email.
- B. All communication will be conducted in English.
- C. The Club Advisor for schools in IDEA and the Chapter Sponsor for NFL

Schools must be the advisors to make sure that the student communication is appropriate.

- D. Each NFL chapter/IDEA club can have only one sister school.

For NFL schools, a form will appear in the *Rostrum* that interested applicants will complete. NFL schools applying will prioritize countries from which they would like a sister school and send it to IDEA's central office. If there are clubs available for the first choice, IDEA will assign a school from that country, complete with advisor and email. If all of the IDEA clubs from the first prioritized country have been taken, a club from the second priority will be assigned and so forth.

The purpose is to shrink the world. Chapters/clubs should share location, number of students in school, information on tournaments upcoming and attended, major issues in the schools, debate topics, etc. By some means, subtle or otherwise, NFL chapters need to be warned about pretending to know it all--perpetration of big brother or the "Ugly American."

\* Club is a word similar to our use of school or chapter, but not quite. A large school with many debaters could have two clubs. A smaller rural area could have several schools come together to create a club. It is also possible for a town to field a club rather than a school.

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Belarus	Kazakhstan	Romania
Bosnia-Herzegovina	Kyrgyzstan	Russia
Bulgaria	Latvia	Slovakia
Croatia	Lithuania	Slovenia
Czech Republic	Kosovo	Tajikistan
Estonia	Macedonia	Ukraine
Georgia	Moldova	Uzbekistan
Haiti	Mongolia	Yugoslavia

\*Although there are more countries associated with IDEA at this time, the above countries are the only ones at this time that have active clubs.

# NFL - SISTER SCHOOL APPLICATION

_____	Name of the School
_____	Number of students in high school
_____	Number of debaters a year (average)
_____	City/town in which located
_____	State in which located
_____	Email address
_____	NFL Advisor/Sponsor

In the space following this paragraph (no additional pages), tell IDEA and your Sister school more about your school. You might include information of ethnicity, religion, the economic base of your community, nearest major cities, etc.

Our 1st preference is a sister school from the nation of \_\_\_\_\_  
Our 2nd preference is a sister school from the nation of \_\_\_\_\_  
Our 3rd preference is a sister school from the nation of \_\_\_\_\_  
Our 4th preference is a sister school from the nation of \_\_\_\_\_  
Our 5th preference is a sister school from the nation of \_\_\_\_\_

**WE THE UNDERSIGNED VERIFY THE SCHOOL'S INTEREST IN THE SISTER SCHOOL PROJECT AND PROMISE TO MONITOR IT SO THAT THE STUDENTS FROM BOTH COUNTRIES GAIN THE MAXIMUM BENEFIT AND THAT RELATIONS BETWEEN COUNTRIES ARE ENHANCED.**

We grant IDEA permission to assign a sister school based on its interpretation of our application.  
(\_\_\_\_\_advisor initial here).

\_\_\_\_\_  
(Signed by the School Principal)

\_\_\_\_\_  
(Signed by the NFL Advisor)



**international debate education  
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## Events in 2000 and 2001

DATE	EVENT	PLACE
06/10 – 08/10 2000	<b>1<sup>st</sup> IDEA International academic conference -</b> IDEA Conference 2000 - Debate and Argumentation: Opening Minds, Borders, and Societies	Budapest, Hungary
09/10 – 13/10 2000	<b>2<sup>nd</sup> IDT certification seminar</b> Languages: English and Russian. Application deadline: September 15, 2000.	Budapest, Hungary
30/03 – 04/04 2001	<b>3<sup>rd</sup> IDT certification seminar</b> Topics: • Camp curriculum • Parliamentary debate Language: English.	Slovenia
March-April 2001	<b>4<sup>th</sup> IDT certification seminar</b> Language: Russian.	<location in Central Asia, to be determined>
March-April 2001	<b>2<sup>nd</sup> Central Asian Debate conference</b>	<to be determined>
05/04 – 09/04 2001	<b>European Debating Championships</b> (co-organized by <i>Za in Proti</i> and IDEA)	Portoroz, Slovenia
17/07 – 23/07 2001	<b>International University debate camp</b> (co-organized by the Estonian Debating Society and IDEA)	Estonia
17/07 – 21/07 2001	<b>5<sup>th</sup> IDT certification seminar</b> Languages: English and Russian.	St. Petersburg, Russia
24/07 – 04/08 2001	<b>International Debate Summer Camp</b>	St. Petersburg, Russia
05/10 – 07/10 2001	<b>2<sup>nd</sup> IDEA international academic conference</b>	Prague, Czech Republic
09/10 – 13/10 2001	<b>6<sup>th</sup> IDT certification seminar</b>	Prague, Czech Republic
17/10 – 21/10 2001	<b>IDEA University debate tournament</b>	<to be determined>

*Information about all events will be posted on  
the debate-l and university-l listserves and regularly updated on [www.idebate.org](http://www.idebate.org)*



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## JUNE 24 - JULY 14, 2001

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Dear LD Coaches and Students,

You may know of the Kentucky National Debate Institute as one of the most competitively successful summer LD workshops in the country. That reputation is well deserved, thanks to the outstanding accomplishments of our graduates. In the past three years, they have closed out the final rounds at tournaments like NFL Nationals, Greenhill, and the Glenbrooks. At St. Mark's this past fall, 11 of the 16 LD octofinalists, including both finalists and the top speaker, were 2000 Kentucky participants. Our students have also captured first-place honors at Emory, the MBA Round Robin, the TOC, and other tournaments too numerous to list.

What you may not know is that the Kentucky LD program is also the most intellectually stimulating institute in the country. While we are pleased when our students win trophies, we view competitive achievement as incidental to our mission. We teach students to read widely, research responsibly, think logically, write clearly, and speak eloquently (even slowly!). In addition to the lectures and skills labs students will find at any workshop, our curriculum places a special emphasis on preparation, requiring each student to complete staff-guided, topic-specific research and multiple revisions. All students read and discuss book- and essay-length classics of moral and political philosophy. We emphasize strategic, selective, resolution-focused rebuttal skills. In lieu of a student-judged "tournament," we conduct staff-critique practice debates with meticulous oral and written feedback. And this year, we will introduce a series of advanced philosophy seminars for returning students and others who demonstrate mastery of the material covered in our standard (but extraordinarily good) lecture series.

Students of all ability and experience levels have benefited from our approach and have recommended us to their friends and teammates. Our enrollment has grown by an average of 44% each of the last three summers. Still, personal attention is a hallmark of the Institute. We want every student to have the opportunity to work with every member of our superb staff. Therefore, we plan to limit our 2001 enrollment to 72 students with 9 instructors. Many of our 2000 staff members will be returning (including Scott Robinson, Ph.D., who currently teaches political science at Rice University), and we will also add several outstanding new instructors. Full details about our 2001 staff will appear in our March ad.

Finally, I urge you to consider Kentucky's value as you make your workshop decision. We offer a full three weeks of first class instruction (June 15-July 8) for \$1450, less than some institutes now charge for only two weeks. And at \$1140, our two-week option (June 15-July 1) is even more affordable. Every year, a limited amount of need-based tuition assistance is available. I welcome your questions and hope members of your team will be joining us this summer. We expect our 72 slots to fill quickly, so I encourage you to apply well in advance of our May 1 deadline.

Sincerely,

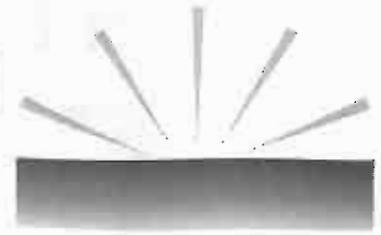
*Jason Baldwin*  
Jason Baldwin, LD Coordinator  
jbaldwin@nd.edu

For information and an application, call 859-257-6523, e-mail jwpatt00@pop.uky.edu, or write to Dr. J. W. Patterson, Director, Kentucky National Debate Institute, 205 Frazee Hall, Lexington, Kentucky 40506-0031.

## The Institute Choice of Champions

# CAMP RISING SUN

by  
Slobodan Popovic  
Yugoslavia



## *How a camp with no specific goal can teach kids a world of difference.....*

People from the IDEA debate program are used to national and cultural diversity because it has always been a part of our camps and tournaments. But imagine a camp where the primary purpose is to promote and exercise that very diversity rather than to teach campers a certain set of skills. If you can imagine that, you'll get a fairly good idea of Camp Rising Sun.

Located in the quiet town of Rhinebeck, New York, USA, and operated by a dedicated foundation, Camp Rising Sun is actually two separate camps, a boys' and a girls' camp. Each camp accommodates 60 campers and lasts for eight weeks. Founded by George "Fredie" Jonas, a wealthy businessman, the boys' camp was founded in 1930 and the girls' camp was founded in 1990. A third camp in Denmark will begin next year.

Half of the campers are Americans (and half of the Americans are from New York), and the other half are from all over the world. Literally. The ethnic diversity is as large, if not larger, than that of the IDEA debate program, so you can only imagine!

Camp Rising Sun has no set goals, such as teaching campers to build, hike, or debate. Rather, the 20 staff members and 60 campers are free to offer any kind

of projects or instructions (such as intellectual activities like discussion groups, sharing information about their countries, or debate) they feel like doing. None of these activities are mandatory, so campers are free to choose what they want.

The greatest difference between IDEA camps and this one, however, is the fact that campers actually run the show. Every day, a different camper is proclaimed the daily coordinator or "sachem of the day" (*sachem* is a Native American word for chief). Together with staff members, s/he creates and maintains the daily routine, according to his wishes, but keeping in mind needs of the community.

Campers are directed to ask the *sachem* for anything they need, whether that is asking what time lunch will be served or whether the pool will be open in the afternoon. Staff members (counselors) also follow the *sachem's* decisions, and there is a dedicated "counselor of the day" to help the *sachem* coordinate the staff according to his decisions. With power comes responsibility: the *sachem* has to keep the community running smoothly, making sure everyone is safe and accounted for, and taking care of all the campers' needs.

Coming from a debate com-

munity, one of my goals was to present debate to these campers. We had a few debate workshops, and at the end of their "crash course", we held a practice debate:

*"Resolved: that people's right to know is more important than the political candidate's right to privacy".*

A very hot topic in the United States, since the elections are coming, it proved to be quite motivating for the debaters. I was very satisfied with the outcome of the debates, since it was entirely up to the campers whether or not they were interested. Remember, no activity is mandatory. However, I would have never made it without the generous help of Eric DiMichele and Michael Gately, who came to camp as "guest artists" to help me run the workshops.

Apart from that, I was involved in creating one of camp's three newspapers, took loads of photos as the "unofficial official" camp photographer, created a multimedia CD with articles, photos, songs and a movie clip from the camp, went hiking in the beautiful scenery of New York State, helped build a new sidewalk and generally, had the time of my life.

For more information about Camp Rising Sun you can visit their website at:

[www.risingsun.org](http://www.risingsun.org).



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L-D SuperSession	June 23—July 29	\$2,399
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[www.utexas.edu/cee/  
speech/debate/utnif.html](http://www.utexas.edu/cee/speech/debate/utnif.html)

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For information, contact Peter Pober at [ppober@mail.utexas.edu](mailto:ppober@mail.utexas.edu) or Kevin Kuswa at [k.kuswa@mail.utexas.edu](mailto:k.kuswa@mail.utexas.edu)

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### Contact Information & Scholarship Questions

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Joel Rollins	<a href="mailto:jd.rollins@mail.utexas.edu">jd.rollins@mail.utexas.edu</a>
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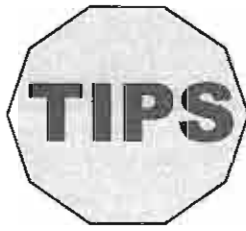
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# "MAKING THE CASE"



## FOR AFFIRMATIVE CASE CONSTRUCTION

by

Justin D. Walton

### Some Tips for Affirmative Case Construction

The most consequential decision made by a debate team is determining the argumentative substance of the first affirmative case. Forced to preserve its resolutional trajectory, affirmatives are pushed, pulled, bruised, and pounded in a contested defense of their policy recommendation. This antagonistic "tug-of-war" is the essence of oral argumentation; the affirmative will propose—the negative will attack—the affirmative must defend. More times than not, affirmative case defense is adjudicated with standards of precision, clarity, organization, and analytical soundness. With the burden of commencing and concluding the debate, it is eminently important that affirmatives communicate the case's philosophy and theme in a clear and unequivocal manner. Such clarity contributes to the credibility and general persuasiveness of the affirmative's rationale.

Unfortunately, affirmatives often overlook the importance of good case construction in favor of "THE IMPACT CARD" within case. Rather than allowing the case to make a composite argument, affirmatives force specific forms of support to "make the case." Furthermore, due to inexperience and/or lack of detail, affirmatives often design their cases as evidence-driven jigsaw puzzles—jumbled, disorganized sets of cards that "somehow" justify a win. Such techniques are inappropriate and unacceptable for students of communication. As Hensley and Carlin (1999) point out, "Regardless of the type of case used, the key to writing an affirmative case is good organization. Even the best arguments are ineffective if they are presented in a disorganized way" (p. 132). Toward this end, this essay gives debaters five basic tips in designing and organizing the affirmative case.

### Suggestion # 1

#### Understand the Affirmative Case Topic

Affirmatives need a solid grasp of their case. This goes beyond a shallow un-

derstanding of "case evidence," or the "Smith card." Dedicated debaters take the time to research the case topic from top to bottom. I suggest that this research take four directions: (1) background information, (2) up-to-date information (including perspectives outside of the "Smith card"), (3) limitations of the current research, and (4) plausible negative positions on the affirmative case. Debaters should ponder the dimensions of the case in theoretical and practical terms—consideration must be given to how the problem area evolved, actions taken (or not) to deal with the problem, and pragmatic solutions to fixing the problem. Students must be dissuaded of limiting their knowledge to case evidence. The affirmative position is grounded in a contextual field that must be mastered by the advocates. Superficial awareness erodes the educational value of the activity and encourages intellectually shallow refutation.

### Suggestion # 2

#### Figure Out Your Stock Issues

Stock issue analysis provides an effective model for dissecting the measurements of the case area. As debaters read the research, they should tentatively categorize evidence into issues of ill, blame, cost, and probable cures. This method aids debaters by organizing case analysis around a systematic problem-solving procedure; furthermore, this process allows for a comprehensive examination of "what you've got" regarding research burdens. I also recommend that plan-based brainstorming occur in this stage. Debaters should contemplate the innovative and organizational features of the plan's mandates, logistics, efficacy, etc.

The following questions are designed to help novice debaters size up affirmative case evidence:

*What is the problem?*

*How significant is the problem?*

*What proof do you have?*

*What is affected by the problem?*

*What conditions have contributed to the problem?*

*What obstacles must be overcome to fix the problem?*

*What might be done to solve the problem?*

*Can we justify our solution?*

### Suggestion # 3

#### Pick an Affirmative Case Format

Like a public speech, the affirmative case must be configured around a sensible and organized format. Patterson and Zarefsky (1983) define format as "the basic structure of the case—the way in which the major arguments will be organized and the order in which they will come" (p. 161). Good argumentation requires good organization; debaters need to be mindful of possible organizational options for case, and the strategic reasoning for each. Traditionally, debate theorists identify four well-known case formats: (a) traditional cases, (b) comparative advantage cases, (c) criteria cases, and (d) alternative justification cases (e.g., Freely, 1990; Patterson & Zarefsky, 1983).

**Traditional Cases.** Traditional affirmative cases (also termed "need-plan" cases) are structured with a strict stock issue emphasis (i.e., harms, significance, inherency, solvency, and topicality). The affirmative claims that the status quo is inadequate and deficient in some specified way, thus warranting a policy change; in other words, the affirmative outlines a problem, offers a plan to correct the problem, and presents evidence that the plan can alleviate the harm. Hensley and Carlin (1999) write: "The need-plan case requires that a harm be shown which is inherent and significant. The need area must relate to the key terms of the resolution....The plan must solve the need and must be workable and free from serious disadvantages" (p. 117). It is imperative that affirmatives employing this format establish impressive stock issue positions and prepare to discuss plan-specific solvency

details germane to their proposal.

**Comparative Advantage Cases.** The comparative advantage format retains much of the stock issue-driven arguments in the traditional case structure, but puts emphasis on the advantages of the affirmative policy (Pfau, Thomas, & Ulrich, 1987). After detailing the plan, the affirmative team offers a number of inherent advantages to the policy change; these benefits, it is argued, are comparatively advantageous to other actions. Thus, the affirmative's advantages exceed status quo measures and outweigh any potential disadvantages (Freely, 1990). Debaters interested in stressing the utility of the plan and/or cost-benefit analysis of policy principles are advised to use this case type.

**Criteria Cases.** A third method of case organization is the criteria (conceptually similar to "goals") case. In this format, the affirmative outlines a number of specific criteria, or goals, that must be met; invariably, the affirmative plan meets these goals and emerges as the best possible alternatives: "The criteria or goals case begins with an explicit statement of the objective to be sought and a defense of its value. It then proceeds to argue why affirming the resolution is the best way to achieve the objective" (Patterson & Zarefsky, 1983). Affirmatives must be able to defend the merit of the identified criteria, as well as the recommended plan option.

**Alternative Justification.** One of the more unsettled formats, the alternative justification case is a case "that offers multiple justifications for the adoption of the resolution" (Wood & Goodnight, 1995, p. 303). In essence, the affirmative offers several policy actions—any one of which justifies the acceptance of the resolution. Pfau (1979) notes that this format is most often structured around numerous plans with respective advantages. For example, after offering harm and inherency positions, the affirmative may submit a host of plans (e.g., plan-A, plan-B) that independently correct the problem area. Debaters should be aware that this format is theoretically controversial and imposes added argumentative burdens on affirmative refutation.

I do not advocate debaters limiting their options to aforementioned formats—instead, I suggest that debaters take the time to deliberate and discuss the methodological components of their case.

## Suggestion # 4

### Balance and Outline Your Main Arguments

Lopsided points produce an untidy structure. This past year, I heard an affirmative case that consisted of six main contentions (pre-plan) and one underdeveloped advantage. The case was certainly cluttered, not to mention confusing. To make matters worse, the majority of the evidence was sorely misplaced (i.e., solvency evidence with inherency). In another round, I heard the 1A speaker interchanging impact scenarios and inherency as if the two were equivalent—and trust me, they were not!

Perhaps the best way to avoid "main point chaos" is to outline the case. With this technique, debaters may examine the coordination and subordination of all items and arguments. Obviously, outlining requires that all primary statements have roughly the same amount of support, and that the sub-points descending under those main points get gradually more precise. A second advantage to outlining is that it gives researchers the opportunity to examine the case "at a glance." If something seems displaced or awkward, students can add, subtract, or simply rearrange the evidence.

In their classic textbook, *Argumentation and Debate: Techniques of a Free Society*, McBurney and Mills (1964) discuss five general principles of outlining procedures:

1. **Coordination**—all points under a main point should be related. In other words, all sub-points should conceptually contribute to the main idea. Extraneous subpoints violate the homogeneity of the list.

2. **Subordination**—Simply put, sub-points should operationalize aspects of the main argument. In the following example, sub-point b bears no association to the main point:

- I. Advantages of Debate
  - A. Exercises critical thinking skills
  - B. Many high schools have debate programs
  - C. Improves research skills

3. **Discreteness**—Each sub-point should be somewhat independent of other sub-points. Writing cases with this in mind serves to the benefit the affirmative in one important way: It can protect them from the "domino effect" of attack. Negatives that nullify one point may not necessarily invalidate other sub-points under the same argument.

4. **Sequence**—Main points and sub-

points should be arranged in a logical sequence. If I were to lecture on World War II, it would seem reasonable to discuss its causes prior to mentioning its effects. McBurney and Mills (1964) write: "Effect should be made to arrange the points in each coordinate list in some kind of significant order or progression. The common sequences are those of time, place, magnitude, or such order as may be dictated by the proof requirements of a thesis" (p. 207).

5. **Symbolization**—Debaters should clearly label points and sub-points with clear markers. I advocate debaters explicitly saying "Contention 1, sub-point-A, etc." This assists the judge in flowing case arguments and clarifies line-by-line refutation.

The outline ensures that points and sub-points cover appropriate areas, and that major arguments get sufficient support (see Hensley & Carlin, chapter 15).

## Suggestion # 5

### Tag Lines: Get to the Point

Convoluting tag lines do not communicate the point. Debaters attempting to enhance their credibility with big words, baffling jargon, and run-on sentences undermine their central purpose. Tag lines should clearly state and articulate arguments. Bear in mind: phraseology often trades off with understandability. We cannot ignore the importance of audience adaptation in case writing. Debaters may well understand their case, but that alone does not translate into useful discussion. As students of communication, debaters have a responsibility to convey effective messages to their judges and opponents. Make no mistake, the compositional components of the case ARE important.

## Conclusion

Case structure is a meaningful part of effective case communication. Given the broad assortments of organizational patterns from which debaters might choose, it is important that they give the matter of arrangement prudent consideration. A poorly constructed case bruises a team's credibility and may undermine the persuasiveness of the message. Remember, organization contributes to comprehensibility, information-sharing, and accuracy. Get focused, remain methodical, and be clear! (Walton to page 53)



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# ENHANCING FORENSICS THROUGH CIVIC EDUCATION

by  
**Jonathon Lever**

Policy debate, Lincoln Douglas debate, and extemporaneous speaking all have a unique opportunity to be further enhanced by the social studies curriculum in our schools. It has become apparent from a number of firsthand observations as well as discussion with other coaches that this enhancement is not occurring. Students in events seem to have a grip on which cards to read during the course of the round or which analogy to utilize in answering the question, but the real understanding of the evidence and analysis of the question at hand seems to be suffering.

Policy debate has a unique opportunity among the three events; the role of most every aspect of government can be incorporated into the policy debate round. This is not to say that there should be a debate centered on the working of government, but the round would be greatly enhanced if the students had a clear understanding of the operation of the national government. In one round I judged during the Russia topic, a student in the 1AC informed me that the U.S. policy of providing aid to Russia was **unconstitutional** on the grounds that it violated various aspects of the U.S. law code. Not a major mistake, but it was further compounded by the negative, which proceeded, in interpreting the aff citation, to inform me that it was the president who decided what was constitutional. Minor errors like this are just that, minor, they are however also indicative of the lack of understanding of the function, terminology, and roles that the various portions of government actually play.

The increase of prefab evidence in Lincoln Douglas does raise some question as to the actual understanding of the various philosophers by the students. When a quote is pulled out of a handbook and randomly put into a case with a prewritten tag phrase to go with it, there is little doubt that the full educational value of the activity is being lost. The philosophers that have helped to shape our civic world are often utilized in the debate round. Here is a very unique opportunity to help students understand the forces that drive the decisions

being made today. Another example of this comes from the juvenile crime topic of last year. One prefab handbook that one student acquired provided a definition of juvenile crime. Supposedly this definition came from the Juvenile Justice Act of 1973. It really seemed too good to be true, so I made the student find the actual bill and read it to find the actual citation, the definition was no where to be found.

Current events plays a strong role in all three events, yet none more so than foreign or domestic extemporaneous. Most teams stock their files with articles from *Time*, *Newsweek*, *The Economist* or other weekly current events magazines. While all of these weeklies are essential keep up on current events, having background in the analysis of the events is just as important. Students are supposed to provide some analysis in their answer to the question. Most do a good job of providing some analysis in their answer; providing them access to what the professionals in those fields are saying could further enhance this analysis. By having students keep up with the quarterly scholarly journals that are a part of the profession, be it in a foreign or domestic arena, the exposure to the analysis provides them with the background to understand what a realistic answer to the question could be.

All three events provide real opportunities for us as educators to help the student expand his or her knowledge and understanding of the world around them. The rhetorical skills of the student are important. There is little doubt that most any profession requires individuals to communicate effectively. If one does not spend time dealing with the principal issues surrounding the topic and the background of that topic, then the art of rhetoric is lost.

All coaches spend time on topic analysis, and certainly students would not know which bits of prefabricated evidence to grab if topic analysis were not done. Going beyond the simple topic analysis and evaluating the role that government plays, philosophers have developed, and the way in which various events impact our day-to-day life or the choices governments must

take, is essential to developing a well-rounded competitor.

Rarely does one see an occasion to allow students a hands on opportunity to learn about government as with policy debate. Our topic analysis may very well cover what it means to change the foreign policy with Russia, but how often do we cover how foreign policy is developed? What actors influence foreign policy? Understanding these facets of foreign policy are key to really understanding the impact that the aff plan has on the existing system, thereby strengthening both the aff and neg positions. By investigating the role of the congress and the President, we are less likely to find the 'squirrel' cases or the generic DAs that, no matter what the situation, end in nuclear war and the end of the mankind. What we should find is that the arguments in the round should improve, because even if handbook evidence is utilized, the flaws that exist in the application of the evidence will be more apparent to the opposition.

The use of handbook evidence in I/D is understandable. How many coaches, let alone students have the time to sit down and critically read *Leviathan*, or *Two Treatise on Government* and *Political Liberalism*? The time factor should not be a deterrent to a real understanding of the philosophical basis being utilized in the round. Many reputable source books are in print that can provide an overview of what the philosophers are really saying with their ideas. Students and coaches should take the time to increase their knowledge so that when the philosophy is misapplied, they recognize the error. Not only will this improve the quality of the round, but it will (Lever to page 53)

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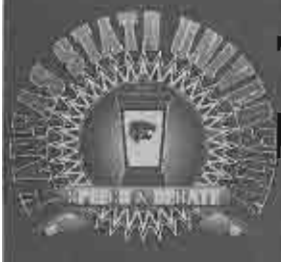
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# HEY, CHAIRPERSONS, DIRECTORS, AND COACHES!

## Don't Fret If Your Debate and Forensics Budgets Are Cut! COMMUNITIZE YOUR DISCIPLINES!

by  
**Wayne C. Mannebach**  
and  
**Jean Zuleger**

### **The Gloom on Some High School, College, and University Campuses:**

Today, financial pressure is scourging many high school, college, and university campuses. School boards, trustees, administrators, and faculty representatives are spending countless hours in fact-finding and priority-listing committee meetings. Among their discussions has grown the question: "How can we provide our students a rich foundation for intellectual, cultural, social, and spiritual or moral growth, and still pay our bills?" Departments responsible for debate and forensics are not immune to this question.

Some departments of English and Speech, for example, already have experienced significant budget cuts, and many more departments must face similar cuts in the immediate or near future. Department chairs often must share in recommending cut-back procedures. For illustration, recent recommendations of high priority are eliminating certain faculty and staff positions, increasing preparation and teaching loads, changing positions from full-time to half-time, freezing faculty and staff salaries, and cutting extracurricular budgets.

Of course, debate and forensics budgets vary greatly among institutions, but the budgets generally compose a significant percentage of their respective departments' operating allotments. Recommendations in this article should reflect considerable savings, yet the latter need not prostitute institutional and departmental goals nor generate permanent cessation of debate and forensics activities.

### **Institutional and Departmental Goals:**

Although high school, college, and university catalogs vary extensively in their precise descriptions of institutional goals, the latter generally focus upon transmitting values, ideals, and aspirations, as well as upon preparing young people for productive personal and professional lives. In short, academic institutions strive to advance human knowledge and to educate new generations of productive citizens.

Departments of English and Speech play leading roles in fulfilling institutional goals. Generally, the departments foster individual development by promoting qualities such as flexibility, creativity, openness to experience, and responsibility. Specifi-

cally the departments help students to acquire and utilize effectively general skills such as the ability to analyze and synthesize, to identify relationships and infer meanings, and to express one's intended thoughts accurately, clearly, and impressively. Such skills are essential to a variety of life roles and work roles.

### **Contributions of Debate and Forensics:**

Debate and forensics also contribute to sound education. For instance, debate and forensics offer the kind of learning that frees students from provincial and parochial attitudes, bias or limitations of

origin, vocational narrowness, and cultural particularity.

Debate and forensics help students to transmit knowledge and understanding in human terms rather than as abstractions. In other words, students learn not only to explain clearly their personal and social values, but also to defend them effectively through confrontation with the value judgments of others.

In brief, debate and forensics generate *living teaching* in which students and coaches engage in projects which require

participants to discover things for themselves, to develop their own interpretation of issues and information, and to solve problems or gain better understanding of them.

#### **Thesis:**

Of great importance is the fact that off-campus debate and forensic tournaments are not necessary for reaping the above advantages.

#### **The Teaching-Learning Situation:**

Perhaps one of the best descriptions of the teaching-learning situation appears in the *ANTIDOSIS*. Isocrates wisely remarked:

I say to them [his pupils] that if they are to excel in oratory or in managing affairs or in any line of work, they must, first of all, have a natural aptitude for that which they have elected to do; secondly, they must submit to training and master the knowledge of their particular subject, whatever it may be in each case; and, finally, they must become versed and practised in the use and application of their art; for only on these conditions can they become fully competent and preeminent in any line of endeavor. In this process, master and pupil each has his place; no one but the pupil can furnish the necessary capacity; no one but the master has the ability to impart knowledge; while both have a part in the exercises of practical application; for the master must painstakingly direct his pupil, and the latter must rigidly follow the master's instructions. (II, 291-93)

In other words, Isocrates taught speech through a trinity of theory, practice, and criticism. The cycle is widely accepted today as evidenced by numerous textbooks on public speaking and persuasion and by literature specifically treating debate and forensics.

#### **Thesis:**

Of great importance is the fact that off-campus debate and forensic tournaments are not necessary for reaping the above advantages.

#### **The Need for Theoretical Understanding:**

After a student has expressed interest in debate or forensics, the next step is for a competent teacher to equip the student with a theoretical understanding of the subject. This can be accomplished by both curricular and extracurricular activities. For illustration, under supervision in class, students could read and discuss select Classical, Medieval, Renaissance, and contemporary rhetorical treatises treating public speaking, argumentation, and debate; and they could read and discuss the plethora of articles dealing with research and criticism in the many fields of Rhetoric and Public Address, Argumentation and Debate, Discussion, and multiple forms of Forensics. Coaches and students attending meetings and workshops of national and local debate and forensic fraternities and clubs could disseminate their information to respective institutions. The latter could also offer their students sufficient theory and maintain cost-effectiveness by using technology like distance learning classes.

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#### **Putting Theory into Practice:**

Once students are equipped with sufficient theory, the next step is to enable them to apply their theory in practical situations. Possibilities are numerous. For instance, students could debate, discuss, orate, or present other forms of public address on local, state, national, or international affairs through distance learning classes, before various groups on campus, or before groups in the surrounding community, including, for instance, Friends of the Library, church socials, and business organizations (e.g., Kiwanis, Rotary, and the Chamber of Commerce). In forums following such presentations, students could defend further their positions.

Students interested in radio and television broadcasting could "shadow" local professional announcers and eventually present some segments of the news under the title "Student Newscaster of the Week [or Day]."

Students could interpret literature of all varieties before social groups, and they could perform in solo acting or reader's theatre at hospitals, at homes for the elderly, and in classes or at school convocations comprised of hearers ranging from elementary school children to college and university students.

Students intramurally could compete for scholarships and for positions in groups attending state or national conventions treating debate, forensics, and other speech activities. By utilizing only a small portion of their present debate or forensic budgets,

some institutions could provide handsome financial awards - of course, along with the usual trophies, plaques, medals, and ribbons. In light of the soaring costs of education, it is difficult indeed not to think that debate and forensic scholarships would motivate many students to work hard to perform well in local contests.

#### **Thesis:**

Of special importance is the fact that off-campus debate and forensic tournaments are not necessary for reaping the above advantages.

#### **Competent Criticism:**

To complete the educational trinity, students must receive competent criticism for their presentations. Opportunities again abound. For instance, teachers or appointed representatives could accompany the students in various activities in the community and offer criticism immediately after the students' presentations. Also, students could receive competent criticism from outside their respective departments, but still within their home institution. For instance, students could present their speeches before faculty members and select students in such disciplines as Political Science, Economics, Sociology, History, Philosophy, Comparative Religions, or any other discipline most appropriate to the students' particular messages.

Then, too, students could send their messages and present their skills through distance learning classes, videotapes, tape-recordings, and pamphlets--media not foreign to contemporary life--and this technology and literature could be viewed, discussed, and evaluated by faculty and qualified students in other institutions. Then the evaluations could be returned to the respective students for retort or appropriate adaptation to future communication.

#### **Thesis:**

Of special importance is the fact that off-campus debate and forensic tournaments are not necessary for reaping the above advantages.

#### **Other Advantages:**

Besides saving significant institutional funds and adhering closely to the educational trinity of rich theory, sound practice, and competent criticism, other advantages could be gained by not going to off-campus debate and forensic tournaments. (Mannebach to page 39)



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#### 2000 L/D Fellows



2000 L/D Fellows were (from left to right): Adam Cox, (South Garland); Jon Wedrogowski, (Henrick Hudson); Peter Myers, (Needham); Elizabeth Wrigley Field, (Hunter College); Niels Melius, (Ft. Lauderdale); (bottom) Tommy Clancy, (Westwood)

#### 2000 L/D Fellows



Other 2000 L/D Fellows were (from left): Michael Rosenberg, (Miami Palmetto); Reed Wincgar, (Westlake); Steven Pattyn, (Westwood); David Vivero, (Christopher Columbus); Ariana Chodosh, (Stuyvesant); Greg Miller, (Vestavia Hills)

#### LINCOLN DOUGLAS STAFF

(Many will be returning.)

Jason Baldwin	Vestavia Hills HS
Alex Gomez	University of Michigan
Noah Grabowitz	Hendrick Hudson HS
Maureen Haver	Memorial HS/L.S.U
Scott Robinson	Texas A & M University
Andrew Vaden	University of Chicago
Tom Zimbleman	University of Chicago

Division limited to 50 students with 5 instructors.

#### 2000 Policy Fellows



2000 Institute Policy Fellows were, (standing from left to right): Jordan Pietzsch, (Greenhill); Cort Kenney, (College Prep); Scott Phillips, (St. Thomas Academy); (sitting from left to right): Stacey Nathan, (Glenbrook North); Chris Stanton, (St. Thomas More); Nick Sethi, (Miami Palmetto).

#### 2000 Policy Fellows



Other 2000 Institute Policy Fellows were (standing from left): Racquel Bracken, (Greenhill); Elliot Tarloff, (College Prep); (sitting from left): Nermin Ghali, (Caddo Magnet); Michael Klinger, (Glenbrook North); Daniel Ballen, (Edgemont); Eli Rosenbaum, (Georgetown Day).

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#### TWO PERSON STAFF

(Many will be returning)

LeNee Carroll	University of Alabama
Dan Davis	University of West Georgia
Kamal Ghali	Emory University
Michael Gottlieb	Harvard Law Sch./Northwestern
Josh Hoe	North Texas University
Michael Horowitz	Emory University
Aaron Kall	University of Kentucky
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"TRADITIONS OF EXCELLENCE CONTINUE"





Let's face it. Highlighting evidence is cheating.

I've heard all the specious arguments in favor of it. They range from "it just streamlines the quote" to "everybody does it, so we have to also" and "it makes the quote clearer" and "if the judge wants to check on it, she can ask for it around the round."

It's still cheating. We all know that it's cheating. We especially know it when coaches start pushing for a rule that stops teams from challenging evidence in a round. Only a guilty conscience could support that rule. And somebody is going to call us responsible someday, and when they do our answer is going to be as embarrassing as this.

"Honey, can you get the door? I'm on the internet, and the e-bay bid for our evidence on the China topic is up to a dollar!"

"Oh, all right."

"Hello, Ms. X. I'm Mike Wallace. May I come in?"

"Um"

"Thanks. Nice place you have here. Medium number of cracks in the wall for a teacher...dust bunnies only the size of Great Danes. How do you keep this house so....whatever, Ms. X?"

"Whaddaya mean?"

"Well, I've got a record here of your last week at school. Or should I say away from school. Left Thursday for something called an NFL meeting. Tell me, Ms. X, exactly what position do you play in the NFL?"

"I'm on the Committee."

"Hmm, very interesting. I took you for a linebacker. I hear the food in those coaches lounges are a bit on the fatty side. I see it's true. Well, enough frivolity. Tell me Ms. X, do you have any idea why I'm here?"

"James Copeland, isn't it? He thinks

I'm still cheating on my chapter membership list. Well, tell him I checked it over and the twelve dead guys are off it, OK? The others I'm still checking on."

"No, Ms. X. I'm talking about this."

"What? What is this?"

"You don't recognize it?"

"No. It's not my handwriting. In fact it doesn't look like handwriting at all. Look Mikey, I don't teach elementary school."

"No, it's not little kids writing, Ms. X. This is the first affirmative from your top team."

"What? Slimy and Blimy?"

"The same. You've never checked this over, Ms. X?"

"Well...uh...sure I have. Perfectly legit. Kids said so."

"Yes, I'm sure they did. The KIDS thought it was legitimate. Now, if I may, would you care to read that first quote out loud, the one that claims to be proof of a constitutional right to privacy?"

"NFL rules say that I don't."

"This is reality television, Ms. X. No, first tell me the person who stated this quote."

"Well, it says 'Tribe in '98'"

"Really? Who would this Tribe be?"

"Uh, I'd assume that it's Larry Tribe, the law professor at Harvard."

"So would any judge that heard it. But, open the door, will you Don? Thanks. Come on in, Larry. Ms. X, here's Laurence Tribe, professor of law at Harvard University. Dr. Tribe, you were a debater were you not?"

(Voice of Thunder) "YES. I WAS THE NATIONAL CHAMPION."

"Ouch. Cut the sound effects down a bit. Don, get a tight shot on Ms. X's mug while I ask Dr. Tribe this. Larry, did you ever

write this quotation?"

(V.o.T) OF COURSE NOT EVERYONE WHO IS NOT A CHARLATAN KNOWS THERE IS NO SUCH THING AS AN EXPLICIT RIGHT TO PRIVACY IN THE U.S. CONSTITUTION. I'M GOING TO SUE WHOEVER CLAIMED I SAID THIS FOR ONE MILLION DOLLARS."

"Gaack!"

"What was that, Ms. X?"

"Nothing! Can I call an attorney? Maybe Woody Allen?"

"Why, Ms. X. What have you done wrong?"

"Nothing yet. But after I get my hands on Slimy and Blimy, no jury of my peers will convict me."

"What fine timing. Here are your students now. Boys, I'd ask you to sit on the couch, except the blood of wronged authors may stain the velveteen. Now, you know this woman."

"Yea, sure dude. She drives the van."

"What's her name."

"Uh, Coach in zero ought."

"I see. Now, boys, tell me, what is the source of this quote?"

"Dude, like it says, Tribe in '98."

"Which Tribe?"

"Aw, dude, it's the Creek Tribe. Up in Canada."

"Pardon me while I do my trademark goggle where every wrinkle on my face threatens to fall off my face. You say the Creek Tribe?"

"Sure. It's a tribe right? It was right there in their constitution they wrote in '98 for the Canadian government."

"'98?"

"Yeah. 1898."

"You have the original?"

(Davis continued to page 39)

## The Scholars Program at the Emory National Debate Institute

June 17 - June 30, 2001 • Emory University, Atlanta, Georgia

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

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

### Special Features of the Scholars Program

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

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

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

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

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

**Select faculty:** The Program will be directed by Steven Stein and Jon Paul Lupo. Mr. Stein, a former BFHS winner from Glennbrook North High School, holds a graduate degree in Education from Harvard and previously served as a high school coach in Chicago. He returned to Atlanta a number of years ago as a head coach for Chattahoochee High School, where he has built a team that numbers over 100 debaters. Mr. Lupo, formerly a nationally successful debater at Stuyvesant High School, ended his college career at Emory by winning the National Debate Tournament in 2000. He is an experienced veteran of the ENDI and has coached at Chamblee High School in Atlanta. Jon Paul is currently headed into his second year as a coach at the Barkley Forum. The rest of the Scholars faculty has been selected from among the ENDI's staff of accomplished college debaters and coaches.

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

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

Melissa Maxcy Wade

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

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# EMORY

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Under the Direction of Melissa Maxcy Wade

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For an application, write or call:

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

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

## ....Dedicated, Charismatic, Elegant, Passionate

*Memorial services were held for Penny Johnston on Sunday, November 19, 2000.*

"The speech and debate community has lost one of its best and brightest with the passing of Penny Johnston. Penny fought a valiant battle with ovarian cancer for the past three years. She underwent chemotherapy, numerous surgeries as well as experimental treatments. Throughout the struggle, Penny continued to coach in spite of her health issues.

As one of her students expressed, "Her efforts during her illness were her last lesson for us; one about never giving up."

That was what Penny was all about. She was an outstanding teacher, coach and mentor, who gave unselfishly of her expertise, time and energy to others. Penny had the ability to inspire students, to empower them to think for themselves, and to challenge them to achieve.

Penny's maxim was a quote by George Bernard Shaw

*This is the true joy of life--the being used up for a purpose recognized by yourself as a mighty one. Life is not a brief candle to me. It is a sort of splendid torch which I have got hold of for a moment, and I want to make it burn as brightly as possible.*

Penny's torch burnt bright, as she touched the lives of countless students, friends, and colleagues. Dedicated, charismatic, elegant, passionate are all words that come to mind when describing Penny. She set high standards for herself and her team, always insisting on excellence.

Penny coached at Mead High School in Spokane, Washington since 1986, when she moved to the Northwest from California. Her Speech and Debate Team's accomplishments are legendary, including four

State Team Championships and numerous NFL national qualifiers. One always felt the impact of the Mead Squad at tournaments, as they were first-rate competition. Penny would be found working in headquarters at many of the tournaments. You could count on her to be meticulous, accurate and fair. She served as the Washington State Forensic Association Eastern Vice President for several years and never missed meetings. She had definite visions for the activity with the persistence to follow through. Penny was a Triple Diamond Key Coach and active in the National Federation.

*When we think of those companions who traveled by our side down life's road, let us not say with sadness that they left us behind, but rather say with gratitude that they once were with us."*

*Lois Gorne, President  
Washington State Forensic Association*



### Penny Johnston

**Penny will be greatly missed, but her memory and contributions will live on in the hearts of those she touched. Her life is indeed a splendid torch, which will continue to burn brightly.**

Fellow debaters attending the Auburn Tournament were invited to bring their pennies. This is a special drive to support the Penny Johnston Scholarship Fund. Through student donations, this will make a substantial donation to an established scholarship fund in Penny's memory.

Special jars will be located outside headquarters. Coach Horlick says, "Drop a penny in the jar for every time your debate coach helped make you feel valued and successful.

"For those who knew Penny Johnston, this appeal will reach out to those who appreciated her contributions to NFL as a coach. For those who didn't know her, but work with an NFL Coach, do something special, let your coach know how much you appreciate them. Donate your pennies.

Penny had the ability to inspire students, empower them to think for themselves and challenge students to achieve. "Penny's memory will continue on."



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(Davis from page 33)

"Right. NFL rules."

"Which one? Illegal procedure? Unnecessary roughness?"

"Man, dude, you are so old! You have to have a copy of the original for districts. Here it is."

"Let me read this. Why, it's totally covered in pink, green and red!"

"Sure. Pink is what we read for fast judges, green is what we read for normal people."

"What's the red?"

"If the other team starts to read that part out loud, we burn the sucker. Oughta see our flamethrower. It's cool!"

"Has anyone ever read this out loud?"

"Think, dude. Would we still have this copy if they had?"

"So let's read the pink

'Garfinkle shubba dubba CONSTITUTEbubba ramma lamma ding dong SHUN yipyipyipgettajobPRIVACY splishplachlwuztakinabathNUCLEAR WAR!"

What does this mean?"

"Dude, constitutional privacy or we have a nuke war."

"Mr. Tribe, do you have any comment?"

(V.o.T) MY SUIT HAS REACHED

ONE HUNDRED MILLION DOLLARS"

"Aaauck!"

"What was that Ms. X?"

"Nothing. You got Dershowitz's phone number?"

"Let's read the green."

'Governor Shue has guaranteed that we will CONSTITUTE a sovereign entity in Manitoba, and all white people must SHUN our territory, and we have a right to a job and some PRIVACY in the outhouses. This is considered necessary for the maintenance of our NUCLEAR family. Otherwise, our tribe will disintegrate and we will again make WAR.'

"Slimy and Blimy, would you say this is ethical?"

"Whazzat, dude?"

"I see. Don, pick up my left cheek from the floor. Thanks. Well, Ms. X, what do you have to say for yourself?"

"What? I didn't cut that quote. You can't blame me."

"Yeah, dude. Old Double Ought taught us in class real clear. Never cheat on a quote. Just make sure you make it faster and like, clearer."

"And this is clearer?"

"Yo, Old Guy. They said it. All we did was make it more, like, precise."

(V.o.T.) ONE BILLION DOLLARS!

"Hurrirghh!"

"Yes, Ms. X? Is that what you taught them?"

"No. We went over it in class. I showed them how to cut evidence. I gave them a sheet of examples. I explained that it's done all over the United States and-

(V.o.T) ALL THE MONEY IN THE WORLD. CLASS ACTION SUIT. AUTHORS OF THE WORLD VERSUS HIGH SCHOOL DEBATE"

"Ay yi yi."

"So, before we leave, Ms. X. You have anything to tell us?"

"Uh, everyone does it! You need to get in those quotes in time. Everyone does it. You just cut out the unclear parts! Everyone does it. People have always cheated on evidence. We're just more open about it now! AND EVERYONE DOES IT! Everyone!"

Not yet.

(The Rostrum welcomes back its original columnist. Bill Davis is a coach at Blue Valley North HS, Kansas. His book "A Fool for Forensics" is published by Clark Publishing.)

(Mannebach from page 30)

ments. Of course, some of the following advantages apply only to debate and discussion which maintain a single topic for a given year. Also, not all students travel great distances to tournaments. However, many do and therefore the following advantages could accrue.

For illustration, teachers and students no longer would have to devote the entire academic year treating subject matter they voted against during the selection of the national debate and discussion topics; no longer would have to spend hundreds of hours each year fighting traffic, inclement weather, and tournament schedules while cramped in automobiles filled with snoring, unpleasant music, and the smell of greasy junk food; no longer would have to travel thousands of miles to judge or compete against individuals and teams they recently met at local tournaments; no longer would have to meet teams who at the middle or end of the academic year still employ debate cases from handbooks issued at the beginning of the season; no longer would have to meet individuals or teams ill-prepared in theory and practice, but compelled

to compete so that their respective coaches have all events covered in hope of winning a sweepstakes trophy to help justify their spending of hundreds of dollars on tournament expenses, e.g., entry fees, hired judges, lodging, meals, and transportation; and no longer would have to be subjected to judges who are incompetent because of bias, inadequate training, or other unacceptable reasons. One does not need to spend much time to find literature written by coaches and students complaining about poor judging at off-campus tournaments.

#### Thesis:

Of significant importance is the fact that off-campus debate and forensic tournaments are not necessary to reap the above advantages.

#### Conclusion:

In conclusion, the authors are not recommending universal withdrawal from off-campus debate and forensic tournaments, nor are they urging their colleagues and students to crusade voluntarily for the abolishment of such competition.

What the authors do advocate is two-

fold. First, if English, Speech, and other departments are confronted with having to cut back in expenditures, then they should consider seriously withdrawing from off-campus debate and forensic tournaments **BEFORE** cutting faculty, freezing salaries, or instituting similar behavior.

Secondly, if debate and forensic budgets become the targets of financial cutbacks, then chairpersons, directors, and coaches should neither fret nor become paranoic. After all, off-campus debate and forensic tournaments are a luxury; they are not necessary for meeting institutional and departmental objectives. Academic institutions indeed can be cost effective and practice the educational trinity of sound theory, sound practice, and competent criticism. The answer is *right at home*; the answer is more *communitizing* of debate and forensics.

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

Jean Zuleger is Chair of the Department of English at St. Mary Central High School in Neenah (WI).

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 Associations



This publication is designed to introduce debaters to the ten potential resolutions for National Forensic League competition in the year 2001. We make no claim to be the definitive word on any of these issues. Instead, the discussions are intended to stimulate thinking about the issues, and to provide a starting point for thoughtful analysis and research.

Although only five of the resolutions included will actually be used in competition during the year 2001, each analysis provides commentary on issues that recur within Lincoln Douglas debate over a period of time. These will prove a useful resource for novice LD debaters as additional areas for analysis and research, and for more experienced competitors as they conceptualize arguments and strategies that transcend specific resolutions.

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# THE URBAN SPEECH TEAM

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by

William C. Thomas

### CHAPTER IV

#### THE CLASS

....I turned to find Jack, one of my Drama Readers, standing in the doorway. "Is this the \*\*\*\* speech class?" he demanded....

It's a lot harder than the movies portray it. The sincere students whose faith is rock-solid and whose abilities are challenged by the teacher's prodding and whose work is unwavering will enroll if they don't have a schedule conflict. Unfortunately, most of those had Advanced French, that hour.

The majority of students I scraped together for enrollment in speech class was a bunch of kids who wondered: "Will I get credit for this?" "Is this an English class?" "Will I have to write anything?" "What're we gonna' do after the season's over?"

And to all these queries I answered as patiently and truthfully as I could, knowing that if I erred, it would be pointed out to me soon.

"You didn't say that I had to compete on Saturdays!" Angie accused me. "All you said was that I had to find a humor cutting!"

*"Any teacher who lies to his students," Kelly malevolently muttered, "is not to be trusted. You told me I only needed to compete a few Saturdays..."*

(These students had been told, before they signed up, what the requirements were. They were promptly sent to their counselors for class changes).

So I emphasized the requirements. We had two tournaments left in the season before the State Qualification Tournament, and the students needed to practice. Most of these veterans fell to with good will. A couple of students, however, lured by their friends, the prospect of English credit, or the idea that the class was not like Reading class, were brand new.

Martin was illiterate. Almost completely illiterate. He had taken reading classes since the seventh grade and because of poor attendance, he was just about where he'd started then, only it was three

years later, and he wasn't twelve; he was fifteen.

"I can read," he told me hopefully in his rather whiny voice. "I just need something scary to do."

"Something scary?"

"Yeah. Like that movie I saw last night—*Strangler With A Chainsaw, Part III*. Did you see it, Mister?"

"No."

"It's a really good movie. It's about this guy and he's normal until he goes to a hardware store and then he sees a chainsaw and remembers that his mom was killed with it by his dad and so he goes crazy and—"

"—Kills the hardware store guy and takes the chainsaw and goes to the shopping mall," I interjected, "and kills a lot of women with it and it's brought to you by some fast food chain."

"Yeah! You sure you didn't see it, Mister?" When I shook my head, he sort of wheedled, "But, like, if I could do that—"

"I can't get you a chainsaw, Martin."

"I know, but—"

"Do you have a copy of the script, Martin?"

"No."

"Do you know where to find the script? Do you know how much it costs? Can you cut the full two hours down to ten minutes with an introduction?"

He looked confused. "No, Mister, but I could—"

"Let's find you a script you can use, Martin—something we have here in the school library. I'm sorry to jump on you about the TV script, but those are usually so trashy as Drama cuttings that they become funny—not scary."

He brightened. "Do you have the one where the guy gets the butcher knife and kills the tapeworm in his brother's stomach?"

I wondered what I was doing talking to this child. "No. I've got the one about the guy who's drunk and gets walled in while he's looking for a bottle of wine. It's

by Edgar Allan Poe."

There was a filmstrip of "The Cask of Amontillado" in the AV Room, I was sure, and I could get a copy of the story readily. I would send this boy in against the best competition of the State and expect him to work wonders. Right. "See me seventh hour tomorrow," I told him, "after you read the story tonight." I checked the short story collection out to him, carefully marking the story for him.

"I read it, Mr. Thomas," he said hopefully as he met me seventh hour the next day. "I really like it."

"Good. Where is it?"

"I left it at home."

"It's not going to do much good there, is it?"

"No, Mister; but I brought my Math homework."

*"Bully."*

In a situation like this, I asked myself, what would any sensible person do? Any sensible person would tell Martin to get lost. Any sensible person would direct a child with a third grade reading level to go find a career as a lamp post or a hat hook.

"Okay." I took a deep breath. "I know the story well enough to tell you how to do the introduction. Do you have pencil and paper?"

He pulled out a half sheet of paper and the stub of a pencil from the depths of one of his jacket pockets. He stood with them at the ready, as if they were hammer and nail; not prepared to write, but to strike.

"Okay. Do it like this: 'I hate Fortunado. It's that simple. I hate Fortunado. He is an ass.'"

"Oh wow, Mister. You want me to say that? In that accent?"

"As close as you can come to it."

"I hate Fortunado." He said it listlessly. He paused, probably looking for encouragement.

"Okay," I said, after an uncomfortable silence, expecting him to work on the accent or something. He did nothing. "Do

you think you can remember this?"

I began speling from memory, having had a few students who had performed the piece: "I hate Fortunado. I hate Fortunado. Imagine him, slighting me. Me—Montresor—scion of one of the greatest families of all Italy, being slighted by that ass—that Fortunado! But I'll get him with his own silly weaknesses—his weakness for wine.

What an ass! I'll get him with the...Amontillado.

Have you ever known someone who deserved to die? That's what Montresor feels about Fortunado in Edgar Allan Poe's 'The Cask of Amontillado,' the story of one man's revenge on another for a slight.

'I am Montresor. Come see how I destroy an ass.

Edgar Allan Poe's 'The Cask of Amontillado.'"

I bowed.

Martin stood, obviously impressed, his pencil firmly clutched in his right hand. "Oh, Mister, that's good."

"Think you can remember it?"

"I'll try," he promised, looking sincere.

"Okay. Let's try it." I've had students who, upon hearing something for the first time, imitate it exactly, word-for-word. I was figuring Martin was one of these.

"I hate Montresor. I am an ass. I am Fortunado. I am going to take him down to my slight dungeon and wall him up. He is an ass. I am Fortunado. He was slight. Montresor is my name. This is 'The Cask of Amontillado,' by Edgar Allan Poe. God! I hate Montresor!"

Obviously, he was not a quick study. "Okay," I said. "Write this down."

He nodded.

"I hate Fortunado."

"How do you spell Fortunado?"

....IF I had three years with Martin...

IF I had no other classes to teach...

IF Martin had a better memory...

IF Martin studied every night...

Martin would be an exemplary Dramatic Interpreter with Poe's 'The Cask of Amontillado.'

*It wasn't possible. Martin had three tournaments. He dropped his script, danced around, said "Oh Shit!" whenever he realized he'd dropped his accent, and acted like a badly trained bear addicted to nicotine during the three tournaments.*

....But Martin's reading score was at fifth grade level by the end of the Speech season.

I was at my desk, puzzling over some

essays, when he entered my room for the last time.

He put out his hand. "Mr. Thomas," he said, "I'd like to thank you. You showed me that I was more than s---." He shook my hand. Then he began to cry.

"The Social Worker told me I could have a foster family in Boulder," he blubbered, "and I wouldn't have to see my dad again. I left last night."

The words came out in a torrent. He'd had a major fight with his dad and couldn't live at home anymore. While packing his few belongings, he'd remembered the phone number of a social worker. That led to temporary placement in a foster home.

"Where will you be going to school?" I asked, shoving the box of facial tissue toward him.

"Horseradish," he blubbered.

"Fine," I told him. "Just talk to the speech teacher there. It'll be a place for you."

He blew his nose and left. His second or third grade reading level, improved, I hoped, by the massive injection of Poe, went with him. And maybe Martin, now a junior in high school, is still working on perfecting it. I hope so.

## DOWNTIME

Having a Competitive Speech class is both a curse and a blessing. After February, when the majority of the students cannot participate in Speech activities on Saturdays, the curriculum must change. There are still presentations and the occasional contest during the week: Three students wrote orations for the Rotary Club Competition; and five students competed in the Optimist Club Competition.

....The February day, though sunny, was windy. Mary and I stood near the school's south fence. Mary squinted into the wind.

"I don't know if I want to do it," she told me. She'd been a top point achiever all year in Poetry Interpretation and was going to State in less than a week.

"You don't want to do Drama at Nat. Quals?"

"Mr. Thomas, I don't know."

"What if I said you could qualify for Nationals if you did a script that's been used before?"

"Well—"

"You wouldn't have to find it or cut it. It's already been done."

"Which one?"

"Remember Melinda's script?"

"Oh—"

"Remember how she did it? Too fast? Too little emphasis? Like she was on a fast train?"

"The one about the guy who murdered his parents?" She noted my assent, and almost dreamily recalled, "I thought, when she did it, that I could do it a whole lot better. I know that kind of guy. It hurt to listen to her do it."

I nodded. "Do you think you could do it?"

"Yeah. Yeah, I could."

"Tell me," I began, figuring I might as well step into the breach, "that you didn't want to go to Nat Quals because you were afraid of finding a script, right?"

"Well—"

"And you are so afraid of looking like a fool that you need everything perfect—something you can do; something that matches your voice patterns, something that everyone will say 'Wow' about—"

She shook her head. It wasn't a matter of my being correct—she did not want to say how much being "perfect" meant to her. It had been a dilemma for her, probably since she was in first grade. How does a perfectionist fit in with a bunch of people who could care less about performance, academic achievement, or doing something well? Mary dressed like any of the student body—slightly baggy jeans, fitted shirt—and she quietly did her classwork, quietly studied, quietly earned A on every assignment, studied extra hours on her own, away from her friends and her family, who, if they found out her love of learning and perfection, would call her a "nerd" and a "school-girl."

And I suddenly realized that. The shock of it hit me as I looked at her and I wagged my head a couple of times. "Wow," I said quietly. "This whole issue of not going to Nat Quals isn't about winning with a brand new script; it's about looking better than everyone else—but you want to do that!

"You have a mind better than Candy's or Jessica's—or almost anybody else on the Speech Team—and you're scared to death to show it, Mary. That's why you don't want to go to Nat Quals. It's because you know you'll win, and you'll feel so bad that they didn't—"

I'd never met anyone I considered a true "victim" of her peers and acquaintances, and here I was, faced with one, who figured, somewhere along the line, that she would just try to get along but not strive



noticeably because acceptance was more important than individual excellence.

"Everybody knows that I just go along," she said quietly. "And I do my work, and I show my mom my grades, and that's all. And when I come home from speech meets, I come home with a ribbon or a trophy—and nobody thinks about it. But what if I didn't?"

There was fear in her eyes. "But then—what if I did come home with a trophy that said 'National Qualifier'? That would be worse!"

"Why not?" I reasoned. "Coming home with a trophy that said 'National Qualifier' hasn't happened since Mark Moreno in 1993. The whole team would be behind you. The whole school would be behind you. What's wrong with that?"

"I wouldn't be me!"

That statement knocked the wind out of my sails. What is it that is so precious about a fifteen year-old's self-concept as "normal" that makes her shun the limelight? This one did. She did not want the glory she was capable of attaining. She merely wanted to do well. It wasn't laziness; it was something much deeper.

"I'd still like to have you in Speech," I told her. "Would you rather not go to Nat Qualls?"

"Could I not?"

I nodded, wondering what biological perversity or what miserable childhood memory or what current social fad would cause this brilliant student to hide her true worth from a world where mediocrity is rewarded—the fear of true failure maybe—and touched her on the shoulder.

She began crying. I patted her shoulder. I probably looked clumsy. She noticed that, and began laughing. I handed her my handkerchief, thankful that I hadn't used it yet. She dabbed her eyes.

*The wind stopped blowing.*

### THE INEVITABLE WINS AND LOSSES:

We had done well that season. We took eighth in State; we had a finalist in Dramatic Interpretation at Nat Qualls. We had a core of students who would compete; who would not divide their time among five different clubs and ROTC; we had a dedicated Speech Team. They still only sporadically attended final rounds and they seldom believed me until they read their ballots after the tournament. We practiced at the south wall of the school, outside, in wind and rain and snow.

We attended eighteen tournaments

that year; most of which resulted in Kathy, Mary, or Jessica being in a final round of Humor, Drama, or Poetry. The results were duly noted in a press release to the local newspaper and in the school newspaper. And we struggled along. The Principal seemed to forget the class once it had been established, and she never watched me teach it; nor did she seem to want to, aside from complimenting my projected final: "Describe the persuasive techniques used by Clarence Darrow in *Inherit The Wind*," and except for fussing about the large hotel bill charged me by Holiday Inn in Fort Collins, Colorado, where the State Speech Tournament was held, she left us alone. After I paid some of those expenses, she really left us alone. It was as if we existed, but so what? Our fundraiser came and went; we netted \$300.10, and the three fellows in charge of it were featured in a newspaper article about School-to-Career, which I wrote, submitted to the local newspaper, then forgot about. Martin was one of the principals of that fund-raising campaign. It will probably be the one time his name appears in print anywhere.

The usual number of students left us at the end of the semester, mainly because of an unwillingness to do the work required; and a couple of brighter, but troubled students, recommended by the man who once counselled Tom, attended regularly, enjoyed the academic rigor of the course, then disappeared by the next fall. One of these, Cheyenne, wearing jangly bracelets and a leather halter top, decided to live with her mother in Seattle instead of putting up with her abusive boyfriend; the other, Robert, who wanted to learn extemporaneous speaking, oratory, and debate, leafed through my magazines on the subjects, yawned twice, turned in all the magazines, then asked his mother if he could go to a military school. She took him out of school in late May.

When I filled out Robert's grade, I noted that he had done no work in Speech, and therefore, I had to fail him. I wondered if I'd hear from the mother, because his grades for Math, Computers, English Literature were all quite good.

"Mr. Thomas?" A dry voice heckled me on the telephone a few days later. "I'm Robert Bainbridge's mother and I want to tell you that the F you awarded my son is unacceptable!"

"I quite agree," I answered calmly, almost lamenting the wicked state of her son. "He should be earning A's and B's."

"Well, why hasn't he done it?"

"Because he messed around in class, seemed more interested in his girlfriend than in writing an oration, and was unable to talk with me about the debate articles I'd pulled for him."

"He did?"

"Yes, Ma'am. I'd love it if he'd compete in debate next year, if he understands it."

*She made a sound like Mount Pinatubo about to explode. "We'll see," she promised, and she rang off.*

I have yet to hear from her. Probably, Robert is at some military school, enjoying the discipline and the lack of a girlfriend.

### ....THE NEW SEASON

"We're the only winning team this school has," Kathy insisted.

"Except Girl's Softball," I remarked somewhat acidly. "There weren't fourteen people who signed up for Speech this year, Kathy. We're gonna' have to make do."

"But that's unfair."

"Welcome to life."

The bell rang and the students filed in. There were those who'd competed last year: Kathy, Mary, Melinda, Alan, Tim—and a whole bunch of new faces this year. Some were students who just needed an English class and had heard that Oral Communication was "fun," and there were some more serious students who wanted to "see what Speech was all about."...

"Before I get started on the rules," I said, "You need to know that your weekends, from October through April, are mine."

I let that sink in a moment while I caught Kathy's eye. She knew this was what I'd promised, and she involuntarily grinned because she already knew it was going to be funny. "Now, let me welcome you to Fillmore's only academic competitive team, the speech team, which has, over the years, produced a number of National Finalists and State winners, mainly in Dramatic Interpretation, Poetry Interpretation, and Original Oratory. Only last year, we took eighth in State in Drama. This year, we'll probably do even better. We have the talent and the experience."

Shane raised his hand. "You said weekends?"

"Oh yeah," I said. "Every Saturday, from October through April. If you make Nationals, your season ends in June."

"Every Saturday?"

"Oh—we take holidays off, of course," I assured him. "But plan on about fourteen or fifteen Saturdays at least."

Such a statement is numbing to the adolescent mind.

"How long?"

"During Novice season, expect about a half day. That lasts through October. But once Varsity season hits in November, plan on a full day. You'd get here about 6:30 in the morning and come back about 6:30 at night; maybe longer."

"Try nine, ten, eleven!" Alan shouted. Melinda nodded emphatically.

"As I'm sure you know, Shane, it's quite a commitment; but it's probably the only thing that demands excellence from its participants here at Fillmore because we have a reputation to uphold and we are constantly proving ourselves just as good as those suburban teams that require debate camp experience by junior year."

Alan, who did not quite understand that I was scaring the faint-hearted among the population, wondered aloud, "Could we afford that, Mr. Thomas? Those places you showed me last year charged about \$2,000.00 per student."

"If we got to that level of dedication, we could," I replied grimly. "Just think—two weeks at the University of Moccasins learning debate research and strategy with some of the finest minds and personalities in the country. Makes you wonder, doesn't it?"

Shane and Alex had heard nothing more than the money figure. "Two thousand dollars?" Alex breathed.

"Yeah. That's what it costs," Melinda chimed in. "Of course, none of us can afford it."

"So that's why we don't go," I finished. "But ladies and gentlemen," I said, addressing the entire class again, "We have other things to do besides worry about other high schools and their debate camp requirements. We have scripts to prepare and orations to write. There's an extemp. file in the backroom that's a disaster. We've got to get it all ready by the time the season begins."

Mary nodded. She already knew this drill. "Do you still want me to work on Oratory, Mr. Thomas?" She asked.

"I think so." I paused. "There's really not much time, is there, before you get it memorized and figured out?"

She shook her head. "I've got some ideas. I'll see you at lunch."

"Good. Oh—by the way, new folks," I said. "There's always practice during lunchtime and limited practice after school."

"How many?" someone asked.

"Oh—at least two after school sessions, and sometimes unlimited lunchtime sessions."

This information, to two so-called seniors whose chief business in school was to do nothing but blaspheme and blame teachers for their troubles, was anathema. Imagine seeing a teacher at lunchtime! Imagine spending \$2,000.00 to learn debate strategy!

Shane raised his hand. "I thought this was Oral Communication," he observed coolly.

"It was supposed to be, Shane, but I couldn't work out the logistics with Speech in the middle of it, so everybody has the same rules. It's much easier that way, don't you think so?"

Shane had failed last year's Oral Communication course and didn't remember it ever being like this promised to be. "What if we can't make the weekends?" he asked. "I have a job."

"I understand," I said. "You might want to quit the job, Shane, or find a job that was less demanding of your weekends. Maybe re-schedule your weekends altogether, say, try to work on Sundays instead of Saturdays. Where do you work?"

"Huh?"

"Where do you work?"

"Jiffy Burger and Fries," he muttered.

"Excellent! I can call them now and tell your boss that you're part of Fillmore's only academic team and you need your Saturdays rearranged starting in October—" I moved toward the telephone, and made to grab the receiver. "What's the number?"

... "But ah—What if we have a wife and child at home?" Alex asked.

"That's a tough one," I replied, knowing neither wife nor child existed. "Well—if you want the English credit, I guess you could invite them along to tournaments. You could see them both in between rounds. It's a little unusual, but so's this team. Shane, what's the number of your work and what's your boss' name?" I picked up the receiver and punched the code for an outside line.

"It's—Wait a minute, Mr. Thomas. I just started there."

"Oh." I hung up the phone. "But you know, Shane, bosses, especially with employees who've just started, usually like everything to be up front—" I picked up the receiver again. "I've done this thousands of times," I promised as I dialled for an outside line again; "and normally, most bosses, especially since they get a call from your coach, are most happy to accommo-

date you, and show an interest in your progress—they even look for your name in the *Denver Ranger*."

"The *Denver Ranger*?" Shane asked. He was, of course acquainted with the local newspaper, which published stories of arson and welfare fraud and police chases.

"Of course. We have articles published every week about us in there after tournaments." The phone was buzzing in my hand. I'd spent too long without action once I'd gotten an outside line. I hung it up abruptly. "I'll tell you what, Shane," I said. "Write down your boss' name and number by the end of class and I'll contact him during my planning period."

"What I wanted to tell all of you," I summarized quickly, "is that you aren't just competing for yourselves in this class, but for Fillmore as a whole. You are representatives of the only academic team that Fillmore has anymore and because of that, you need to know that wherever you go or whatever you do, you represent the best that is Fillmore."

Alan, who had asked earlier, since he was the officer of the speech team, then took the floor, and asked that everyone include his name and telephone number on the piece of paper he passed around for the "Speech Phone Tree." While it was being filled out, characteristically by Shane and Alex, "1-800-YOU SUCK," Alan decided to tell the group about what not to do during tournaments:

"Don't body surf off cars; don't drop out in the middle of speech season; don't get stoned and come to tournaments; don't write your name in lipstick on bathroom walls; don't wear your underwear outside your clothes; don't smoke in rounds; don't call your judge a fat cow..."

*I noticed that Shane and Alex sat in stunned silence during Alan's monologue and I briefly wondered if either of them had ever been truly challenged. It was obvious they hadn't. Probably the view of education in their homes was similar to asphalt work: Someone else would do it and someone else would succeed at it. No reason to involve oneself. No reason to try.*

I see that attitude a great deal with my population, which somewhere along the line got the idea that nothing in education is worth trying for because it's either ephemeral or it offers no immediate gratification. I could see Shane trying to explain his Saturdays to his parents; and I could see Alex trying to explain his Saturdays to his girlfriend. What would either of them

say? Nothing that could be believed. "I'm competing in Dramatic Interpretation because I wish to become something other than a petty and anonymous fool," I could imagine Shane telling his parents. "I want to go to college and major in something beyond the reality of my life."

No. I couldn't see it, either. Shane would take the easy way out. He went to the Assistant Principal in charge of Curriculum.

In due course I was summoned to her presence. "I've known you for the past eight years, Bill, and I really don't know what to make of this," she said in sympathetic beginning. "Two male students just saw me and told me they had to drop out of your class because they wouldn't pass if they didn't compete in Speech on Saturdays."

"That's not true," I stated flatly. "During the past nine years, have you ever known me to fail a student for not going on Saturdays?"

"No," she answered. "But the students do get a lower grade."

"Oh, yes," I answered emphatically, because they haven't done at least half the job, which is competing on Saturdays."

"I don't know—"

"I know," I said gently. "Both the students signed up for Oral Communication and got Speech instead. That's something I had to do, given the fact that I've got four classes—Speech One and Two and Oral Communication One and Two—enrolled in one hour. I chose the one that's most academically viable and the one that encompasses all the communication skills of Oral Communication."

"But couldn't you split it up?"

"Not easily. You yourself told me last year that if one student is left unattended, it's against District policy. Let's say Speech needs to go to the Library, as we do after the first week to find cuttings. Then what am I supposed to do with Oral Communication? Should I leave them in the room? I'm trying to do what I'm supposed to."

There are some administrators who try and think "outside the box" of rules and hidebound traditions, and who honestly measure what might be the most good for the students. They take into account the attitudes of the students enrolled, the previous marks they've made, and the behavior they've displayed before deciding for or against them. They take into account the teacher's motivation and the teacher's strengths before making a ruling for or against a teacher's wishes. This AP, who

two years previously had given me a Mythology course in the midst of Speech, quietly considered the pros and cons of telling me to accommodate my Oral Communication students.

"You have about ten Speech kids in there now, right?" she asked.

"And the possibility of eight more once Labor Day's over and the kids straggle in. I also have ten Oral Communication students left; five of whom I'm assuming will stick around and compete in Speech."

"Very well. If I have any more complaints, I'll direct them to you through the counselors."

"I don't think you will," I promised.

And she didn't have any more complaints. The students who just wanted to goof off found study halls or other courses. Those who were "severely inconvenienced" because of Saturdays found they would have to schedule parent conferences in order to have a hearing, and most of them hesitated; possibly fearing that the parents would embrace the idea that commitment to education was a good thing. . . .

#### HUMILITY AND COACHING

Perhaps it's superstition. If so, it's a gentle superstition. I believe that a good coach is someone who is willing to work at a tournament even when no hope remains of placing a qualifier. It's because I believe the sacrifice I make there will somehow be noted in a heavenly book and allow me to qualify a student a couple of years later.

"Fifth speaker. Please come forward. Those codes are G7, T2, M2, A9, and I6."

I was running Extemp. Prep at Nat. Quads. Dierdre, Tom, Mack and Bob had all washed out the day before, and here I was, on a Saturday when I didn't have to be there, doing a job I wasn't even paid to do or expected to do because I knew how to do it. I knew the students from Geoffrey Chaucer, Lacrymose, Infidelity, and Myopia were expecting someone who knew how to run Extemp. Prep; and since I knew how, probably better than anyone besides the Tournament Director himself, here I was, when I could be planting fenceposts on my property or playing with my children, doing a job I didn't need to do—but, again, there wasn't anyone who had the qualifications I had. . . .

Perhaps it's just part of being a teacher. God knows, teachers are suckers for any hard luck story; they loan money for busfare when there's no hope of its re-

turn; they buy the worst candy and gifts from students to raise funds for cheerleading practice; they donate funds toward sending the deserving to college; and they are constantly doing selfless things to try and better the plights of their students.

Maybe Speech coaches merely fit the pattern of teachers in general; but many, like Lucille, who donated her time judging debate teams during the first varsity tournament, deserves mention. Since judging a single debate round is a lot like grading thirty papers from promising sophomores, the four debates she judged for free are truly a mark of sacrifice. There's George, who took it upon himself to make sure the students had rides home after a tournament and ferried each in his van all over a county the size of the State of Delaware; and so on.

At each tournament, I see teachers trying to do their best; both for their students and for the tournament. I don't think it's because the Denver Metro Area is special or different from the rest of the Nation; I believe it's because most Speech teachers truly believe in what they're doing and cannot rest on the laurels of past years because each of them realizes that their programs can be axed by department politics, administrative decisions, complaints by parents, or discontent on the parts of the students themselves.

*Consequently, I don't believe many Speech teachers, unless they've got well-established, proven, and well-funded programs, can be complacent, and they realize the sacrifices they're making are worthwhile.*

"Roper," Thomas More said, "as a teacher, you would be loved by your pupils and by God. Not a bad group, eh?"

This paraphrase from *A Man For All Seasons* epitomizes what dedication to the craft and practice of Speech is for a number of its teachers: A selflessness born of an academic and collegial love of the subject that borders on religious devotion.

#### THE RUSH OF THE SEASON

The smokers congregate at the south fence: Teachers and students both, during lunch hour. The Police helicopter buzzing above sees two groups: Teachers huddled together, talking; and a whole crowd of students—ten or twenty of them—with Mr. Thomas right in the middle.

Even though it's the longest lasting season for any coach or team at Fillmore, it's also probably the most intense time for

all of us. Even those who don't plan to practice or do well find it intense because I'm constantly pushing. "See you at the south wall" becomes a sort of command during the season; and because there is so much to do, my lunchtimes are rarely uninterrupted during the season. It's also the closest I'll ever feel to being a rock n roll star.

"I need help!" Melinda yells. "I need timing on my humor cutting!" I hand Alan my watch and send the two of them down the street.

"I have a debate case!" Nikos announces.

"Mr. Thomas—" Kathy whines pleasantly, "My Rotary Club presentation—"

"AND I NEED TO EAT MY CHIMICHANGA!" I announce. "Okay, Nikos, what is the main problem with solvency in your case?"

He looks puzzled.

"What does it solve? Does it create greater problems than it addresses?"

"Oh," he says, breaking into a broad grin. "That's easy."

"I'll bet," I threaten, and ask him to think it over carefully.

"Kathy—You and Briana will listen to each other's Rotary Orations."

It's all sorted out. My watch has gone God knows where to time Melinda's humor cutting, two students are across the street in the apartment parking lot reading to each other, one student is busy figuring out which words to say to defend a case, and I bite into my chimichanga.

Tony suddenly shows up. "Hey," he says, surprised.

"What was it you wanted?" I ask, my mouth around the bite of chimichanga.

"Nothin, man. I just came out to smoke."

"Good." *I take another bite of my chimichanga. I saunter over to my colleagues, who enliven my day with information about unworkable school policies, frustrating students, and what the union's doing this month. We sympathize with one another about the policies the Principal is determined that we follow and we advise one another about what is needed for whatever concerns we have. This is how teachers share information. It's crucial to meet at lunchtime because so few of us have the time to see each other, what with children, spouses, or even second jobs, before or after school. It's about the only support network we have.*

*I've tried, to no avail, to explain why*

we don't have a "breather" in an urban school; and unless the person I'm talking to has actually seen the amount of work involved, it's impossible. Most professionals understand "being busy" and they certainly spend a great deal of time being busy: Physicians see so many patients in an hour; attorneys spend large amounts of billable hours pursuing a contest; *but it does not let up for an urban schoolteacher.* This is because whatever cannot be done during class has to be done outside of class. *Sure, most people call it "homework."* It's not that simple. While most professionals have time to shut the door to the office between cases, take time to meditate for fifteen minutes, catch a nap at lunchtime, an urban schoolteacher does not have that luxury. "This place is like a Mobile Army Surgical Hospital I worked in during the Vietnam War," one of my colleagues once remarked. "There's no time off. If you want to do your job right, you are working with students all the time."

Case in point: My "planning period" is when I'm supposed to design amazing lessons for my students so each will learn according to his/her ability, right? Heavens, no. The only planning I'm able to do is when to make the next follow-up phone call, when to see the next aspiring Poetry Reader, when to write a course of independent study, or when to call parents about a promising but hopelessly uninspired student who should be taking tougher courses. During my planning period, I have five speech team members, all of whom need help with this or that. They all signed up as my "assistants," so they could benefit from the extra coaching I could offer them. That's what I'm doing.

There is little time for reflection. There is little time for the benefits of reading or of study. To top it all off, because my expertise includes a fair amount of literature, I spend my "planning period" sometimes in the Principal's office, explaining why *Don Quixote* is not being studied in Advanced Placement English classes and why Toni Morrison's *Beloved* is.

"Okay, what's the solvency problem?" I ask Nikos.

"Um—"

"It's because we're not communists," he says lamely.

"That would certainly solve the problem, wouldn't it?" I wait a moment, then say, in a much more reasonable tone, "Your case, right now, that a child raised in a non-competitive environment, would be more

assertive and more free with his opinions, flies in the face of evidence. Do you understand that?"

"Sort of."

"Think. If you were told to walk away from competition, would you be making the grades you do?"

"No. I wouldn't see the need."

"Exactly. With a resolution that says that 'Competition is better for humans than lack of competition,' you have a problem with an argument. Think about it. Go have lunch." I touch him on the shoulder. He grins and heads for Diamond Shamrock, where he'll load an unsuspecting carton of chips with tons of cheese and jalapenos. I hope nobody lights anything in his presence after he's eaten that; it's bound to start an explosion.

"I don't know how you do it," My colleague, Robert, observes. "Your mind just doesn't go blank when they ask you questions. You still answer them directly and honestly. I swear, I'd be confused."

"I've known them too long," I answer him.

"Even Nikos?" Nikos was in ninth grade. Like most fourteen year-olds, he had the idea that he could solve the world's problems with a simple solution.

"Maybe not Nikos. But I know the type."

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Yet, with all this work, wins were still elusive. There were 35 regular competitors and we were considered "fixtures" at many tournaments. Yet, we did not do as well as we hoped. Some infernal internal mechanism kept us from winning, and a lot of it had to do with the students themselves....

"Remember, folks," I said on the fifth day of class, "Most of your grade is determined by how you do during Speech Tournaments on Saturdays. You *must* go if you



all of us. Even those who don't plan to practice or do well find it intense because I'm constantly pushing. "See you at the south wall" becomes a sort of command during the season; and because there is so much to do, my lunchtimes are rarely interrupted during the season. It's also the closest I'll ever feel to being a rock n roll star.

"I need help!" Melinda yells. "I need timing on my humor cutting!" I hand Alan my watch and send the two of them down the street.

"I have a debate case!" Nikos announces.

"Mr. Thomas—" Kathy whines pleasantly, "My Rotary Club presentation—"

"AND I NEED TO EAT MY CHIMICHANGA!" I announce. "Okay, Nikos, what is the main problem with solvency in your case?"

He looks puzzled.

"What does it solve? Does it create greater problems than it addresses?"

"Oh," he says, breaking into a broad grin. "That's easy."

"I'll bet," I threaten, and ask him to think it over carefully.

"Kathy—You and Briana will listen to each other's Rotary Orations."

It's all sorted out. My watch has gone God knows where to time Melinda's humor cutting, two students are across the street in the apartment parking lot reading to each other, one student is busy figuring out which words to say to defend a case, and I bite into my chimichanga.

Tony suddenly shows up. "Hey," he says, surprised.

"What was it you wanted?" I ask, my mouth around the bite of chimichanga.

"Nothin, man. I just came out to smoke."

"Good." I take another bite of my chimichanga. I saunter over to my colleagues, who enliven my day with information about unworkable school policies, frustrating students, and what the union's doing this month. We sympathize with one another about the policies the Principal is determined that we follow and we advise one another about what is needed for whatever concerns we have. This is how teachers share information. It's crucial to meet at lunchtime because so few of us have the time to see each other, what with children, spouses, or even second jobs, before or after school. It's about the only support network we have.

I've tried, to no avail, to explain why

we don't have a "breather" in an urban school; and unless the person I'm talking to has actually seen the amount of work involved, it's impossible. Most professionals understand "being busy" and they certainly spend a great deal of time being busy: Physicians see so many patients in an hour; attorneys spend large amounts of billable hours pursuing a contest; *but it does not let up for an urban schoolteacher*. This is because whatever cannot be done during class has to be done outside of class. *Sure, most people call it "homework."* It's not that simple. While most professionals have time to shut the door to the office between cases, take time to meditate for fifteen minutes, catch a nap at lunchtime, an urban schoolteacher does not have that luxury. "This place is like a Mobile Army Surgical Hospital I worked in during the Vietnam War," one of my colleagues once remarked. "There's no time off. If you want to do your job right, you are working with students all the time."

Case in point: My "planning period" is when I'm supposed to design amazing lessons for my students so each will learn according to his/her ability, right? Heavens, no. The only planning I'm able to do is when to make the next follow-up phone call, when to see the next aspiring Poetry Reader, when to write a course of independent study, or when to call parents about a promising but hopelessly uninspired student who should be taking tougher courses. During my planning period, I have five speech team members, all of whom need help with this or that. They all signed up as my "assistants," so they could benefit from the extra coaching I could offer them. That's what I'm doing.

There is little time for reflection. There is little time for the benefits of reading or of study. To top it all off, because my expertise includes a fair amount of literature, I spend my "planning period" sometimes in the Principal's office, explaining why *Don Quixote* is not being studied in Advanced Placement English classes and why Toni Morrison's *Beloved* is.

"Okay, what's the solvency problem?" I ask Nikos.

"Um—"

"It's because we're not communists," he says lamely.

"That would certainly solve the problem, wouldn't it?" I wait a moment, then say, in a much more reasonable tone, "Your case, right now, that a child raised in a non-competitive environment, would be more

assertive and more free with his opinions, flies in the face of evidence. Do you understand that?"

"Sort of."

"Think. If you were told to walk away from competition, would you be making the grades you do?"

"No. I wouldn't see the need."

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"Remember, folks," I said on the fifth day of class, "Most of your grade is determined by how you do during Speech Tournaments on Saturdays. You *must* go if you



expect to receive a passing grade."

I said this for the umpteenth millionth time so there would be no doubt in my students' minds that attendance at Speech Tournaments was mandatory because I wanted to avoid what I knew would happen if I didn't:

"Mister! You didn't tell me!"

"The teacher is an asshole," Jamie announced during her final, which was an oration, "who tells us to do our best but doesn't tell us about the Saturday requirement of always competing..."

I know I told her. I also know that she was a selective listener. She was such a selective listener that she never got around to finishing her graduation requirements. I understand that she dropped out. Nevertheless, I try and make sure that the students know their grades are hanging on attendance at Speech Tournaments, and I fine them the cost of their entries when they don't show up because I want them to know how serious it is.

"We're Fillmore's only competitive academic team," I tell them. "There are consequences to being the best."

### WORKING...WORKING...WORKING...

Flavia thought she was "hot stuff" when she went to one October Speech Tournament because she won first place in Humorous Interpretation, but was completely dejected by December because she hadn't worked on her script much. She decided to attack my Saturday requirement, and enlisted the sympathies of many who didn't do very well and many who didn't want to work. They all listened to her eloquence sympathetically, and I listened patiently. I knew already that she was asking to leave but didn't have the courage to realize that she, herself, was the cause of her lack of success.

I get a bunch of these people every year. Many are bright enough; but want to spend the hour gossiping or arguing over abortion. At semester's end, if they even bother to comment on the class, they invariably tell me that they couldn't handle "the lack of structure."

The fact that everybody is not doing the same thing at once; reading the same thing at once; working on the same homework at once, but is expected to be accountable for individual work is scary to these types of students. Further, the mastery of the subject is overwhelming. I fondly remember the straight A student who told me she wanted to debate, when faced with titles

by Hobbes, Locke, Bacon and others, who asked me if she had "to read all these books."

"Of course," I replied. There are notes that you can get a lot of information from in the back; but you need to know what these guys are saying if you're going to debate."

She saw her counselor that afternoon and dropped the class.

A Humor reader's requirements are no different because he/she is expected to know not only the script, but a significant amount about the author; alternative texts, and have a working knowledge of what else that author has produced. This is because a piece of literature is still considered alive, and even if it's six hundred years old, it's still relevant.

*The students who understand that are constantly working to internalize their scripts or cases:*

Melinda is rewriting her drug abuse oration at 11:30 on Friday night;

Candy is memorizing her poetry when she travels on the bus to school;

Kathy is tearing apart her script on the bus to the tournament, trying to find just the "right piece;"

Alan is working on his President Clinton voice to introduce his humor while just an hour before first round...

*These are the students who succeed in Speech. Of course, they complain; everyone does; but their complaints I listen to, versus the complaints of those who haven't worked and haven't improved since October.*

Janelle wondered why her Humor piece was not earning her top points. "I need a new humor piece," she told me after a tournament on the bus ride back to Fillmore. "This one just isn't working for me."

I managed to hold my temper. I answered evenly and calmly, which seems to frighten my students, because they normally don't see that side of me. "I already know it isn't the script's fault. You've got a good script, Janelle. It's you. You keep laughing during your presentation, you say the dirty words loudly, and you don't make eye contact. If you want another script, find one. I'll expect it by Monday morning. If you wish to take this to State or Nationals, it can be done; but you've got to follow directions. I know for a fact that you've spent a total of one half hour practicing for the past three months. That's not going to win. You've got to take this seriously. If you do, you'll win."

After Janelle had returned to her seat, the bus driver asked me, "Do you talk to your students like that all the time?"

"Only when necessary."

"I figured. She is such a cute little blonde, probably not too many people talk to her like that."

"No, I guess not."

"Good for you. She's probably gotten away with murder in the past." The bus driver snorted her chuckle a moment, and said something I've been thinking about ever since: "You know, a lot of these kids think that mediocre is the best they can do. Not too many people tell them they can succeed, then tell them how—truthfully."

"Oh yeah?" I asked, surprised that a bus driver would say something like that. Usually they just took us to tournaments and back without comment. Sometimes, they wouldn't even know the way to a tournament site.

"Yeah," the bus driver replied quietly.

"Take me, for instance. I did just enough to get by and I thought I was successful. Now here I am, driving a school bus and trying to raise two kids on my own." She smiled ruefully. "What's worse is that I go to UCD [the University of Colorado at Denver] four nights a week. I want to get a nursing degree."

"So you're finding out that mediocre just doesn't cut it?"

"Yeah. That girl's a lot like me. Hope she figures it out before she has kids."

### PROBLEMS WITH SUCCESS:

During the previous summer, Kathy had found a Drama piece, Candy worked on

Her oration; Mary studied Poetry; Alan read the newspaper thoroughly every day; Jack perfected the impromptu delivery; Jose' worked on his timing. They wanted to win this year.

"It's not all winning; I hope you know that," I told them the first Saturday afternoon in August. I'd invited eight of them for the afternoon to my home, which is unusual for any teacher to do; but I felt that they needed the warnings I could give them. "Your enthusiasm is catching and gratifying. It's a pleasure to see. It's also something that I hope you still have by December. If you're gonna' win, you still gotta' have it by then."

"Oh—we'll be enthusiastic by then," Candy promised.

"And do the work you need to do?"

Kathy smiled. "You've got a point, Mr. Thomas."

"Your best bet is to work on it for a half hour each day; just like practicing an instrument. That means you, Alan, read and compare newspaper stories about the same event; you, Candy, find facts and statistics to support your claims; you, Kathy, figure out how to make the child molester in your piece more sympathetic; you, Adlai, figure out how you're going to make poetry out of rap music; you, Jack, work on timing and delivery of every funny line you know; and you, Freddie, do the same. Understand?"

They all nodded. "I, in my turn, will sign us up for every tournament that I can, and will expect you to work every day with me if necessary during lunch and after school."

It was a very pleasant afternoon. The students poked around my farm, found hiding places in the barn, petted chickens, stroked the cats, petted the dog, marvelled at all the books, and ate lunch. Then they left. They were a team and they all knew it.

Of course, there were the usual pains associated with that determination to succeed: Melinda, (who was recruited during her tenth grade year when she spent most of her days in the Student Parking Lot), now a senior, objected to my recruiting policies. "We can't just take anyone anymore, Mr. Thomas. We've got to take people with talent."

"Really? Who are they?"

"Like—Like Brian. And Josh. And Emmanuel."

"Fine. We'll take them. Why aren't they here?"

"Tell 'em you want 'em, Thomas. They'll come."

"Okay." I already knew what would happen. I'd make a sincere spiel; they'd act interested; they'd avoid me from then on. They might do brilliantly in Drama or in Band; but they probably wouldn't have what is needed in Speech. That's what happens with a lot of students whom their peers suggest for inclusion: They're afraid of leaving the safety of what they know for the possibility of failure.

I did take each of the boys aside and spoke with them briefly as I'd promised. They each acted interested. I never saw one of them again.

*I see it over and over again; and not just from the talented Drama kid who won't venture beyond what is comfortable; I see it in most of the population I teach: An unwillingness to commit or to dare, precisely those things that make a successful employee, college student, or boss. Any*

college student who is successful will dare to go beyond his limits of comfort, spending late hours working on a paper or a project, as will any successful employee. A successful boss will make certain that she can do twice the work of her staff; also a stretch beyond the "comfortable."

This is one of the things that getting prepared for tournaments teaches: Going beyond the "comfortable."

#### WHY EXCLUSIVITY

#### IS NOT DESIREABLE:

"REMEMBUR: FILMOR SPEECH WILL TAYK YU WHEN UNKL SAM SEZ: 'Who Needs You?'" is a sign somebody put up on one of my bulletin boards, and it's true: My policy has always been to take anyone who wishes to participate because brilliance knows no bounds and it certainly isn't restricted to color, religion, or GPA.

We began with a roster that included one former gang member, two Jesus Freaks, three stoners, five preps, two nerds, a communist, two atheists, and two Buddhists. Ethnically, seven were of European origin; three were of far-Eastern origin and four were Native Americans. This was Fillmore's only competitive academic team.

"Thomas," Melinda said, "We've gotta' talk."

She took me out to the hallway and asked, "How many of those people in there are doing their work?"

"About half at any given time."

"And how does it make you look?"

"Look? I don't know. It makes me kinda' sad, actually."

"Exactly. We're an academic team."

"Uh huh," I replied. "Yes, we are."

"Well—shouldn't we look like one?"

"Don't we look like one?"

"Thomas—you know what I mean. Just look at them—" I looked through the window affixed to the door. Alan and Jack were arguing Physics by the chalkboard with Nikos, who hurriedly wrote equations on it; Bill and Missy were talking about something that happened the night before; Ariadne and Dierdre were reading; Mary was looking around; and Thomas was writing a love letter. Mary noticed the both of us standing in the hall and came to join us.

"Are you guys in your office?" She asked pleasantly.

I shook my head, noticing that Kathy was using the telephone and George was absently tapping his teeth with a pencil. Marjorie was carefully copying some bad Christian poetry into her "Memorie Book"

and Kurt was debugging his laptop computer while his sister watched. There were at least three students not even enrolled in Speech who had just shown up and it looked almost circuslike.

"So what's your point?" I asked.

"We should have an academic team that looks academic!"

"And this isn't academic?"

"Thomas, you know what I mean. No, it doesn't look academic. We have all kinds of freaks and weirdos in here."

I looked at her leather jacket with the pack of Marlboros stuck in the upper pocket, her dangly earrings, her wild hair, her dark black lipstick and matching eyeshadow and said evenly, "I don't know what you mean, Melinda."

Mary understood the importance of my words and snickered.

"But just look at it!"

"Anyone doing anything unusual?" I asked. "Anyone in there who doesn't belong?"

"Well—" she faltered. "Marjorie. I'm so damn sick of Jesus! Anytime she wins a ribbon, it's because of Jesus!"

"And she should be excluded from the Speech Team?" I asked, "For religious conviction?"

"Yeah. We shouldn't allow religion in the classroom."

*"We don't. She doesn't openly proselytize. Same way you aren't allowed to openly proselytize atheism, Melinda."*

Mary's eyes met mine in that moment. She already knew I'd fought this battle for years; to Mary's memory, ever since her older sister, who had a drug problem and a consequent attendance problem, had been allowed to remain competing in Speech even though her grades did not merit it.

"You don't know," Mary told Melinda quietly. "If you want a bunch of nerds in here, you can get 'em; but you'll be the first out."

"The first out? The first out?" The idea was inconceivable to her. "I helped found this team!"

"And what were your grades like then, Melinda?" I asked gently. "Not exactly National Honor Society, were they?"

"But I have As and Bs now!"

"So?" Mary asked quietly.

"Melinda," I said directly, "one of the things you're overlooking is what we are and who we are. Everybody in there is intelligent. That's the only thing that we all have in common. If you take that away and fill the team with National Honor Society

types, you'll have students with good grades; that's all. Now, don't get me wrong; I like teaching Honors English to Juniors; but filling the Speech Team with them and kicking Marjorie out because of Jesus or kicking Alex out because he had a criminal past just doesn't do it. I'd have to kick you out, too. Your GPA isn't exactly perfect."

"But Mr. Thomas—" She was grasping at straws by this time. "What if we said that a certain GPA had to be kept this year?"

I shook my head. "We'd lose half of Oratory; three quarters of Extemp; all of Humor; and I don't know how much of Poetry. Besides, I couldn't recruit for next year. Where do you think I find your teammates? In my Honors classes? Maybe two of them per year; but usually, I find them in odd places—like I found you in my ninth grade English class! I didn't tell you about GPA then, and I didn't expect you to be a model student. But you were like others from that time, who joined Speech because there was something in you that wanted it. And while seventy five percent of each year drops away, there's twenty-five percent that keeps coming back. Do you want to lose that? Do you want to lose the thrill of winning because you want to keep people out? That's what will happen if you start making this an exclusive group. We'll have two students left. Do you really want that?"

Sometimes, exclusivity would be easier, however. I once decided a homeschooled student could be part of the Speech Team, and I spent hours during that particular year explaining what she was doing every Saturday to her mother, who was worried that the literature she performed was not "Christian-based." and I have had no end of parent conferences concerning my grading scale. On the other hand:

"You have one of the most diverse and honest teams in Denver," Randy Thomas, coach at James Knox Polk High School told me, "and I admire the hell out of that. It shows that Denver kids can do just as well as their suburban peers."

If they didn't have all the "extra stuff" that comes with diversity and talent in the urban high school: A mom who demands that Mary miss school to take care of sister's baby while sister works; a dad who can no longer collect disability pension so 15 year-old Kevin has to spend every afternoon and weekend working at 7-11 to support the family; a brother in and out of jail; a cousin who depends on Aaron to translate for him when he goes to see the Workman's Compensation Physician every Tuesday; constant

bouts of asthma brought on Melitta by an ailing grandmother who's in and out of the hospital; a wrestling coach's demand that Mike drop the class because it's "screwing up the GPA; a culture that sees no problem with a girl of fourteen marrying a man of thirty-four and becoming pregnant by him soon afterwards; a father who decides to move the whole family to Nebraska this next weekend; a girl who becomes such an emotional wreck over a boy that she has to move to Florida after the semester's over in two weeks...

"Bring me your tired, your poor, your sick of heart..."

(Statue of Liberty)

And these "huddled masses, yearning to be free," are all part of the Speech Team: Fascinating. Exhausting.

"Why would you want to drop the only class where you've been consistently successful?" I asked Mike in exasperation.

"Because Wrestling's more important to me," he answered quietly, knowing I wouldn't like his answer but knowing he owed me the truth after two years with me. "My coach says I've got to keep my grades up to be eligible."

"So you're going to drop?"

He shrugged. "Well—I can't compete on weekends with wrestling and Speech."

"What happens when Wrestling's over, Mike? The Speech season will still have three tournaments to go."

He shrugged and looked sheepish. He hadn't thought about that. After February, the Speech Team can enjoy its weekends again.

I signed the paper granting him exit from the class. Obviously, Wrestling was more important to him than Speech was and although I liked his Wrestling coach, I despised the tactics that would make Mike choose one over the other.

Diverse and honest. Yippie.

### KNOWING ONESELF AS A PUBLIC PERFORMANCE

"He told a joke

And everyone in the room laughed except me.

What was funny was that I didn't get it."

(Unsigned poem from the Speech showcase)

That's only one of the examples that adorns our showcase for a few months and then disappears with the newspaper clippings, the ribbons, the handcuffs, the stud-

ded dog collars, the rubber gloves, the large trophies, the small plaques, the picture of the United States Secretary of State with a cellphone glued to her ear, the Speech Coach's Award, the lyrics from a Big Head Todd and the Monsters song, the picture of a psychotic clown, and all the other stuff that marks Fillmore Speech as a public entity. It reveals who we are. Taken from one point of view, it's probably the most tasteless showcase in the school: There's nothing obscene in the poster that displays Batboy, who is wanted by the FBI according to *The Weekly World News*, but its placement next to the Denver Rotary Club's third place plaque is somewhat unsettling, as is the *MAD* Magazine quiz next to the copy of Kathy's scholarship acceptance letter. Viewed from another point of view, however, the Speech showcase is one of the few places where creative students can display their accomplishments and their humor for the rest of the school to see. It's also one of the few showcases that is regularly viewed by the student body because something new is always on display.

It also works as a recruiting tool. When Tom put up mug shots of himself and his girlfriend, Estella walked in, planted herself in front of me and did not leave until I'd told her all about the opportunities Speech offered her. She'd been attracted by the mugshots; "because they look just like driver's license pictures!"

In a place where "normal" includes turning from need and pain because it isn't acceptable to sympathize with another's problems, where the administration is more concerned with keeping order than offering an education and where creativity is usually ignored or forgotten in the larger world of paying day-by-day, the Speech showcase allows some students to actually create something they feel—and to safely display it to the whole world.

And then it's taken down again until the next year when it will groan with a host of new personalities and humor.

### WE'RE FROM FILLMORE. WE SUCK.

*This is how Alan introduced himself and his teammates to a girl from Extraordinary High School at the Quetzcoatl Novice Tournament in October, and his words were almost prophetic throughout the year—but this time, it wasn't for lack of trying on the parts of the dedicated ones. They worked: Kathy, Melinda, Suong, Ephriam, Rachel and Vo; and managed to score well at most tournaments. They took*

on their responsibilities gracefully, sharing my irritation that my third year was inundated with after school meetings, and the only time I had for serious coaching was fifteen minutes during lunch. They were excused from class during my planning period and they performed quickly and deftly during that forty-five minutes. They performed when they could before classes of ninth graders and they also "borrowed" other classes to perform in front of, as diverse as Biology and Spanish. They were ready, by the first tournament, to compete.

And then their confidence deserted them.

*I still do not understand why that happened—why they rushed through their scripts; why they made ridiculous moves; why they did not make eye contact during that first tournament—but it happened.*

The only explanation I have for myself is that they were too confident—that sailing along at Fillmore High School could not translate to the larger world of competition—and they froze as they realized this.

Whatever caused it, however, was erased by the second tournament, the third, and so on. We did not win "firsts" anywhere except at two small tournaments; but the continual competition, the continual work, went on, even with those who seemed to have no intention of winning.

Danielle had an excellent humor script and never succeeded with it; Alan tried Dramatic Interpretation, Humorous Interpretation, and Lincoln-Douglas Debate. He failed at every turn. Reading his scoresheets was either very frustrating or very funny, depending on how one looked at them. Ivan kept loading his Extemp. Speeches with facts from an economics text he'd become fond of quoting. Caleb impressed his audience with his knowledge of nuclear weapons but was hopeless at his topic of food rationing as an original oration.

And so we took the goods and the bads. I patiently explained that if the students wanted to win, they would have to work. I kept patiently explaining this. I wonder, however, if there aren't individuals in our society who will never work to achieve a goal. They just seem happy to be included. And include them I did, as I always will. The roster was impressive: Twenty students participated per tournament. One won a ribbon or trophy.

#### JUDGES AND SPEECH TOURNAMENTS

The average Speech judge is some-

one who really wishes to "help the kids."

The average Speech judge is usually a parent of a competitor or a speech coach;

The average Speech judge is given an impossible task: To evaluate six students in a room, to try to justify why one should take precedence over another, and to write convincingly about it on a scoresheet.

That's a tremendous responsibility. It's not like refereeing the wrestling match or the football game: The judge is alone with the competitors. His word is the win and the loss; and no one but the competitors knows what the "round" is really like.

And, consequently, the average Speech judge falls into a conservative mold that allows no innovation or difference in Humor, Drama, Poetry, or Oratory. If a student is performing a script or a piece that is slightly off-color, is controversial in nature, or is unusual in its content, the average Speech judge will deem it as inconsequential, preferring Shakespeare or Moliere or Tennyson and "love thy neighbor" as an issue to be addressed to Dr. Seuss, Christopher Durang, and Margaret Walker, and issues like the "Killing Fields" of Cambodia.

And that's what happened in our third year. Suong had performed a brilliant oration concerning her early childhood in Cambodia in the hands of the Khmer Rouge, and extrapolating it to events in Bosnia and Kosovo in Europe. Unfortunately, she was struck down in favor of orations on "My Personal Hero" and "Volunteering." Kathy performed a controversial piece on a child molester and was struck down in favor of pieces concerning far less controversial subjects. Melinda's interpretation of Chaucer's "Miller's Tale" was greeted with outrage.

*They all bombed.*

I wanted to take each judge aside and ask: "Do you know what this student has endured in order merely to compete here? Do you understand the forces that conspire against the potential of these children? Do you understand that each has a message that is not born of a comfortable suburban lifestyle and wonderful clothes? Do you understand that many of these children are newly-arrived immigrants on our shores? Do you understand that every one of these kids is risking his or her definition of himself or herself by competing here? Do you understand any of this?"

"I don't know," I murmured to Kathy, patting her on the back as I mournfully looked at the results with her. "The judges just didn't like your piece, I guess."

"But it's my last year," she said.

"Did you do your best?"

She nodded.

"That's all anyone can ever ask of you."

*I said it clumsily, reminding myself that the experience of competing was valuable in itself and that the judges, whoever they were, had taught my competitors a lesson that everyone who has a serious issue takes to heart sometime or another: Most of America likes what is predictable and "safe." Most of America doesn't want to be uncomfortable with thoughts about child molestation or mass slaughter. Would it mean that my competitors, when faced with difficult decisions in the future, would choose the "easy way?" I hoped not. I hoped the value of losing would make them more determined to succeed in their various pursuits; no matter how unpopular.*

It's a helluva job being a Speech judge, I reflected. In a booming economy, when making money seems so easy, it's hard to find anyone who will sacrifice a Friday or a Saturday to judge a Speech Tournament for a measly \$6.50 per round except dedicated parents, retirees, and Speech teachers. I filed no formal complaints and said nothing. Perhaps part of teaching is keeping quiet: Changing those things that I could changing and keeping mum about the rest. Maybe that's the best lesson my students can receive.



William C. Thomas

*(Each month the Rostrum will feature a chapter from William C. Thomas' book, "The Urban Speech Team")*

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Jane Boyd, Grapevine HS, TX

Alex Gomez, University of Michigan

Kandi King, San Antonio-Churchill HS, TX

Shelley Livaudais, Westwood HS, TX

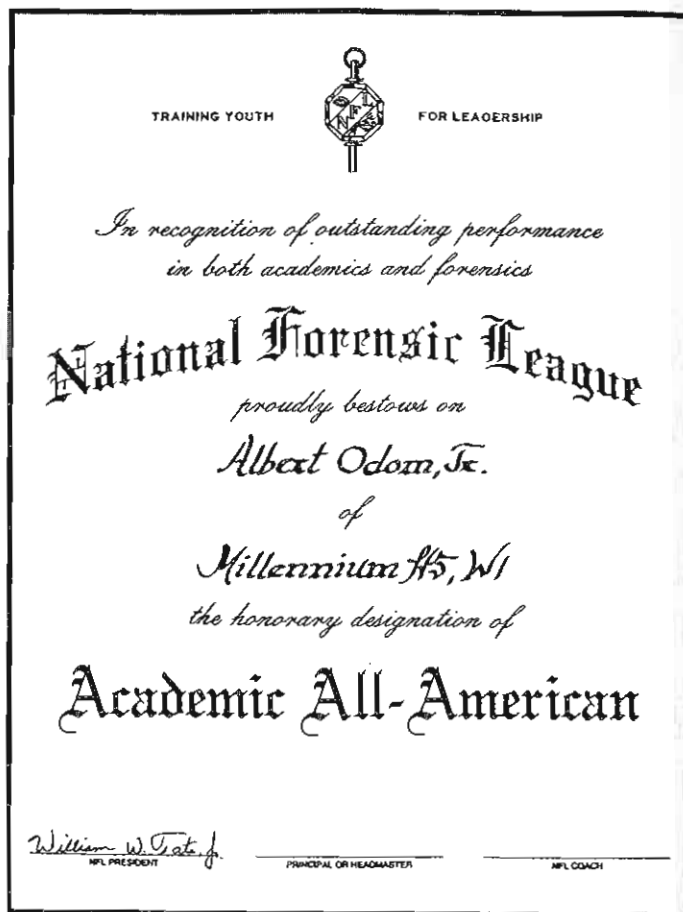
Fred Robertson, Fremont HS, NE



# NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

## Award Criteria:

1. Student must be an NFL member with an earned degree of Superior Distinction - 750 points on record in the National Office.
2. Student must have maintained a 3.7 minimum GPA out of 4.0 (or its equivalent).
3. The student must have completed the 7<sup>th</sup> semester.
4. Student must have a score of 1400 or higher on the SAT Exam and/or a score of 27 or higher on the ACT Exam.
5. The student should demonstrate qualities of character, leadership and commitment, as verified by both coach and principal.
6. A chapter may present this National Forensic League All American Academic Award to any NFL member who meets the criteria.



## APPLICATION NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

Name \_\_\_\_\_  
School \_\_\_\_\_  
School Address \_\_\_\_\_  
NFL District \_\_\_\_\_

To the National Forensic League:

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

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

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

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

NFL Sponsor (coach)

Principal

Student

Send this application and \$10 fee to NFL, Box 38, Ripon, WI 54971-0038  
A hand engrossed Certificate of Achievement will be sent for presentation.

(Roberts from page 9)

ticle. Both the IDEA directors and the NFL council believe we have much to learn from each other. The first learning will be a world geography lesson for U. S. debaters, followed by a U. S. state geography lesson for IDEA debaters.

The objective of the sister schools is not international competition, although that may come in the future. It is to shrink the world, to give them and us a stake in the great changes that have occurred and will occur. It will be important in the sister school concept that all communication be positive, that any remnants of the "Ugly American" be buried deep.

During my trip to Europe, I was very encouraged that the countries of IDEA want the U. S. to communicate with them, to share our rich debate legacy and accompanying knowledge. It is flattering and a bit daunting to have debate expand across so much of the world. Before or after winning the NFL district--or before or after qualifying for TOC--tune into the new debate scene. It is a much better alternative than the sound of guns which has been the argument settler of choice in many IDEA nations. The winds of change are blowing; the United States and IDEA have much to share and learn from each other.

For further information, comments or suggestions, contact the NFL office or Donus Roberts at arrowdebate@hotmail.com.

(Donus Roberts, an eight diamond coach is a Past-President of NFL. In 1999 he was awarded the Ralph E. Carey Award for Distinguished Career Service. He is a member of the NFL Hall of Fame.)

(Lever from page 24)

also greatly enhance the students' understanding of the political arena around them. Many questions being debated today are similar if not the same questions that philosophers have been raising for centuries.

Finally extemporaneous speaking provides an opportunity for a real understanding of the impact of the current days events on our lives or the choices that government makes. In order to do this, students must be exposed to the professional opinions of those in the field. *Time* and *Newsweek* provide great accounts of how the Asian financial crisis is developing on a weekly basis, but what do those developments really mean? Students should be afforded the opportunity to access professional journals. *Foreign Policy* often provides competing views on particular issues facing the foreign policy establishment. Here students are exposed to a more in depth understanding of how the world's events are affecting our government's decisions or us. This is where the attention grabber should be focused. Dazzling us with interesting analogies or anecdotes should not be the focus for the speech, nor should the speaker try to learn everything they can about a series of events in the 30-minute prep period before speaking. The focus ought to be analyzing the question and developing a well thought out, organized, coherent presentation as to what the answer is to that question.

Forensics is an exciting opportunity for students to develop skills that will last them a lifetime. The research skills, speaking skills, and analytical skills that can be developed are well documented in the communications journals. Insuring that these

skills are properly applied can be accomplished by development the social science aspect of the event as well.

(Jonathon Lever currently coaches at Green River (WY) HS. Mr. Lever has also been an active judge)

(Walton from page 22)

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(Justin D. Walton received his M.A. in Communication from the University of Oklahoma. Currently, he is an Assistant Professor of Communication at Cameron University, Lawton, Oklahoma.)

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# NFL'S TOP 50 DISTRICTS

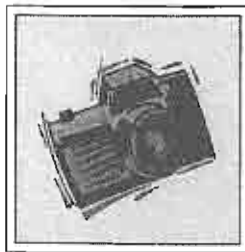
(as of January 3, 2001 )

Rank	Change	District	Ave. No. Degrees	District Trophy Contender	Rounds
1.	+1	Northern South Dakota	158.00	Madison HS	522
2.	-1	New York City	150.41	Lynbrook	478
3.	--	East Kansas	142.70	Shawnee Mission-South	853
4.	+5	Rushmore	139.11	Beresford	477
5.	+2	Heart of America	137.29	Marshall	754
6.	-1	Kansas Flint-Hills	135.73	Topeka-Seaman	629
7.	+1	San Fran Bay	134.23	El Cerrito	618
8.	+6	Florida Manatee	132.77	Coral Springs	355
9.	-3	Florida Sunshine	132.50	Tampa Prep School	303
10.	-6	California Coast	125.18	Los Gatos	500
11.	+4	East Los Angeles	120.33	San Marino	386
12.	-2	Northern Ohio	120.00	Austintown Fitch	651
13.	-2	Central Minnesota	115.00	Simley	368
14.	-2	South Kansas	113.75	Fredonia	640
15.	-2	Sunflower	112.33	Wichita-East	706
16.	+1	West Kansas	112.22	Concordia	734
17.	+1	New England	106.27	Manchester	313
18.	+2	Show Me	104.20	Kansas City-Rockhurst	832
19.	-3	Michigan	102.80	Kalamazoo Central	160
20.	-1	Southern Minnesota	97.25	The Blake School	606
21.	+4	Eastern Ohio	96.73	Carrollton	881
22.	--	Illini	92.60	Glenbard-South	406
23.	--	Northern Illinois	91.05	New Trier	452
24.	+12	Hole in the Wall	90.83	Torrington	668
25.	-1	Nebraska	89.30	Omaha-Marian	493
26.	--	Sierra	88.25	East Bakersfield	590
27.	-6	Northwest Indiana	85.81	Highland	429
28.	-1	South Texas	84.61	Houston-Bellaire	553
29.	--	North Coast	81.33	Rocky River	576
30.	+9	West Los Angeles	81.00	Belmont	449
31.	+2	Eastern Washington	80.11	Coeur D'Alene	282
32.	--	Carver-Truman	79.78	Diamond	731
33.	+9	Valley Forge	79.50	Dallastown	310
34.	--	Southern Wisconsin	78.91	Piux XI	340
35.	+2	Northern Wisconsin	78.81	Waupaca	529
36.	+18	Ozark	76.80	Springfield-Glendale	690
37.	+1	Rocky Mountain-South	74.84	Standley Lake	670
38.	-10	Montana	74.82	Helena	752
39.	+2	Georgia Northern Mountain	74.77	Grady	358
40.	+24	Western Washington	74.55	Decatur	276
41.	+10	Orange Blossom	72.63	Dreyfoos School of the Arts	327
42.	+6	Great Salt Lake	71.88	Olympus	376
43.	-13	Hoosier Central	71.68	West Lafayette	732
44.	-1	Deep South	71.66	Decatur	272
45.	+11	North East Indiana	71.35	Lakeland	471
46.	-11	Big Valley	70.70	Edison	462
47.	-16	West Oklahoma	70.30	Duncan and Comanche	489
48.	-8	South Carolina	69.78	Hillcrest	378
49.	-4	East Texas	69.07	Houston-Memorial	814
50.	+7	Eastern Missouri	68.44	Parkway-West	736

# NFL DISTRICT STANDINGS

55

Rank	Change	District	Ave. No. Degrees	District Trophy Contender	Rounds
51.	-5	Pittsburgh	66.56	Oakland-Catholic	419
52.	+14	Tennessee	66.34	Cookeville	423
53.	-3	Greater Illinois	66.00	Pekin	327
54.	+1	North Dakota Roughrider	65.94	Richardton-Taylor	563
55.	-8	Northern Lights	65.82	Grand Rapids	727
56.	-4	Heart of Texas	65.37	Georgetown	404
57.	-13	Idaho	65.26	Highland	584
58.	-5	Golden Desert	65.00	Clark	320
59.	+11	Colorado	63.68	Heritage	573
60.	-11	Southern California	63.35	Mt. Miguel	371
61.	+4	West Iowa	63.15	Okoboji Community Schools	402
62.	-2	Rocky Mountain-North	63.00	Loveland	468
63.	+5	Colorado Grande	62.21	Mitchell	500
64.	+5	Nebraska South	61.92	Omaha-Mercy	609
65.	+24	Utah-Wasatch	61.00	Northridge	390
66.	+1	Wind River	59.33	Evanston	594
67.	-8	Gulf Coast	59.28	Pharr San Juan-Alamo	365
68.	+8	South Florida	59.00	Miami-Carol City	329
69.	+2	South Oregon	58.50	Marshfield	409
70.	-9	New York State	57.91	Monticello	358
71.	-8	Sundance	57.62	Jordan	670
72.	--	North Texas Longhorns	57.42	Vines	402
73.	-11	Hoosier South	56.20	Evansville-Reitz	559
74.	-16	Sagebrush	56.14	Elko	350
75.	--	Western Ohio	55.57	Centerville	385
76.	+8	Arizona	55.45	Chaparral	597
77.	+7	Carolina West	54.57	Myers Park	374
78.	+3	North Oregon	54.30	Glencoe	462
79.	-5	New Mexico	54.10	Albq-Manzano	608
80.	-3	Pennsylvania	54.08	Rockwood	340
81.	-1	New Jersey	54.00	Ocean Township	367
82.	-4	Louisiana	51.78	Newman School	439
83.	-1	Lone Star	51.40	Dallas-Highland Park	498
84.	-1	Georgia Southern Peach	50.25	Woodward Academy	366
85.	+7	Central Texas	50.12	San Antonio-Churchill	454
86.	-7	Tall Cotton	49.71	Rider	502
87.	+1	Mississippi	48.73	St. Andrew's Episcopal	232
88.	+2	East Iowa	48.13	Cedar Rapids-Washington	515
89.	-2	East Oklahoma	47.20	Miami	731
90.	-4	Chesapeake	46.80	Catonsville	200
91.	-18	Kentucky	45.92	Lexington-Catholic	349
92.	+1	West Texas	44.66	Bel Air	265
93.	-2	Maine	42.00	Thornton Academy	212
94.	+1	Mid-Atlantic	39.78	James Madison	276
95.	+2	West Virginia	38.20	Duval	73
96.	-2	Patrick Henry	37.12	Clover	172
97.	+1	Big Orange	35.20	Anaheim-Western	265
98.	-2	Capitol Valley	34.18	Rio Americano	200
99.	+2	Hawaii	28.18	Iolani	349
100.	-1	Tarheel East	28.00	South View	317
101.	-1	Iroquois	26.62	Holland Patent	159
102.	--	Puget Sound	23.66	Eastlake	250
103.	--	Alaska	20.00		
104.	--	Guam			



# NATIONAL DEBATE COACHES ASSOCIATION TOURNAMENT

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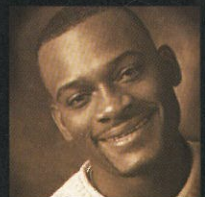
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