

ROSTRUM

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DEREK YUILL
COACH OF THE YEAR

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



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LD and Policy Want more information?

E-mail Jim Hanson at hansonjb@whitman.edu

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Want policy and LD evidence from the 2002 camp? See our website.

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ON THE COVER: Derek Yuill, Coach of the Year

MARCH: Dr. Wayne Mannebach on Oratory. William Bennett on Ted Turner Debate.

NFL Interactive Point Recording: www.nflonline.org
NFL Website: debate.uvm.edu/nfl.html

THE DUDE

Derek Yuill, graduated from Lafayette Jefferson HS (IN) where he learned to love forensics under the coaching of Denise Walker and the late Jim Hawker. Derek became a head coach at Lafayette Central Catholic HS (IN) while he was a student at Purdue University. He coached at Central Catholic for six years while working three years as a local television program host and a brief stint with the local CBS evening news. After nurturing Central Catholic's program and taking them to their first State and National Tournaments, Derek moved to the warm weather and sandy beaches of Los Angeles. There he took over a young program in the east suburbs of Los Angeles at a high school that was a mere three years old preparing for its first senior class. Over the past five years, the speech team at Gabrielino High School has grown each and every year in not only size but success.

Under Derek's guidance, Gabrielino has won the past five Southern California Debate League Championships: four District Sweepstake tro-

phies; the Leading Chapter Award, and the District Sweepstakes Trophy. Gabrielino has led the district five years and produced three Academic All-American students.

Gabrielino's team has qualified over 120 students to the California State Tournament with state finalists in Oratory, Oratorical Interp, Original Prose and Poetry, Humor, Drama, Duo, International and U. S. Extemp, with state champions in both Oratory and Drama. Thirty-seven students have qualified for the National Tournament with a semi-finalist in Drama and a national championship in Barbara Jordan Debate. In 1999, Derek was named the Southern California Debate League's Coach of the Year. The past two years, Gabrielino has been ranked in the U. S. Top Ten, including fourth in the nation in 2001 and second in 2002.

Derek has served the NFL East Los Angeles District Committee and is now serving his third term as the District Chairman. Derek has been awarded the NFL's Distinguished Service

Award and five times this year, will earn his second diamond.

The California High School Speech Association's Executive Council, the NFL's Executive Council and the National Office are fully aware of Derek's active lobbying attempts for better publicity of forensics, making District Chair jobs easier, doing the right thing for students and speaking up for those programs and districts whose difficulties might sometimes be overlooked.

Derek attributes the success of Gabrielino's program to a talented, caring and supportive teaching staff, administration, and school board. As Derek states, "I'm just the guy that has the key to open the door of the speech room every day and never gets to go out on a date."

Currently, Derek is waiting for the likes of Shania Twain, Faith Hill, Nicole Eggert or FOX Sports Net Anchor, Lisa Dergan, to give up their high profile careers and join him coaching forensics at Gabrielino.

NFL Hall of Fame Nominations Due

Coaches with 25 years membership or retired are eligible.
Send to Albert Odom, NFL, Box 38, Ripon, WI 54971

February Ted Turner Debate Topic

R: The death penalty should be abolished in America.

Lincoln Financial Group/NFL MARCH/APRIL L/D Topic

R: When in conflict, the letter of the law ought to take priority over the spirit of the law.

NEW

2004 Policy Debate Topic

NEW

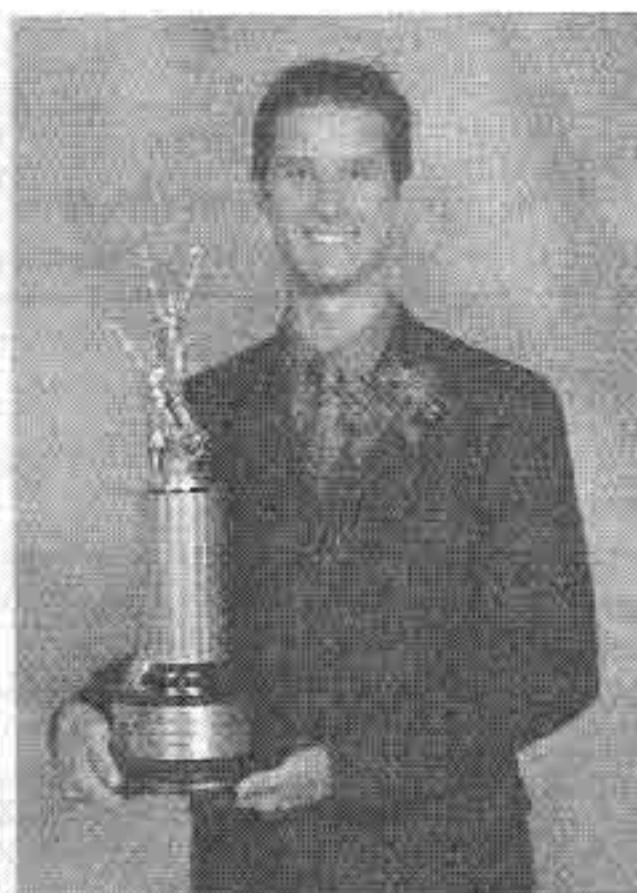
R: That the United States federal government should establish an ocean policy substantially increasing protection of marine natural resources.

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2002

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Will the 2003



winner be you?

See opposite page on how to enter

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- Coaches of each winner will be awarded a \$500 honorarium.

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Taming the Bull and the Bear... the importance of a sound financial strategy

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You are – if you are a high school speech student and a member of the National Forensic League.

How does the contest work?

- You must prepare an original expository speech no more than five minutes in length.
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- Only one videotaped speech per school may be submitted. If several students in your school wish to participate, a local school elimination should be held.

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Include with the videotape a typed transcript of your speech and include the name, address and phone number of the student, coach and school.

Who's judging?

A panel of judges from Lincoln Financial Group will select the winners. Judges' decisions are final. Winners will be contacted by April 30, 2003 and will receive their awards at the 2003 NFL National Tournament.

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Lincoln Financial Group is a diverse group of financial services companies, all dedicated to helping make the financial world clear and understandable so you can make informed decisions to help meet your financial objectives. As the NFL's overall corporate sponsor, Lincoln funds the national tournament and provides \$78,000 in college scholarships and awards.



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6
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BROKEN PROMISES - DISASTROUS CONSEQUENCES FOR PEOPLE WITH MENTAL ILLNESSES



The Nation's Voice on Mental Illness

by

Ron Honberg, J.D., M.Ed

I am convinced that, if we apply our medical knowledge and social insights fully, all but a small portion of the mentally ill can eventually achieve a wholesome and constructive social adjustment. It has been demonstrated that two out of three schizophrenics — our largest category of mentally ill — can be treated and released within 6 months. ... If we launch a broad new mental health program now, it will be possible within a decade or two

Deutsch's *Shame of the States* had revealed in shocking detail the dehumanizing conditions inside many state hospitals ("insane asylums"). But, the idealism and optimism driving passage of the Community Mental Health Centers Act never translated into reality.

True, President Kennedy's dream of reducing the census of large public psychiatric hospitals has largely come true. In 1955, there were approximately 565,000 individuals with mental illnesses in public psychiatric hospitals across the country. Today, there are barely 40,000 individuals with mental illnesses in these hospitals.

In one sense, this is truly good news. Advances in science have led to the discovery of new treatments for brain disorders such as schizophrenia, bipolar disorder (manic-depressive illness), major depression and other mental illnesses. Today, a psychiatric diagnosis doesn't have to mean a life sentence to a psychiatric

hospital. With appropriate treatment and services, most people with mental illnesses can recover — and live productive and dignified lives in the community.

But, President Kennedy's vision of large numbers of individuals with mental illnesses living safely and independently in the community never truly materialized. The reasons are complex and multi-faceted.

Certainly, inadequate funding is one culprit. In 1980, the Community Mental Health Centers categorical grant program was repealed and replaced by the Community Mental Health Services Block Grant. Since then, according to the National Council on Disability, federal funding of community mental health services through this block grant program has decreased in real dollar value (factoring in inflation). (National Council on Disability, "The Well Being of Our Nation: An Inter-Generational Vision of Effective Mental Health Services and Supports", (September 16, 2002), p. 7, available at www.ncd.gov/newsroom/publications/mentalhealth.html).

And, funding of vital services for people with mental illnesses is today at even greater risk, as states respond to budget deficits by considering cuts in mental health services and Medicaid.

..Funding of vital services for people with mental illnesses is today at even greater risk, as states respond to budget deficits by considering cuts in mental health services and Medicaid.

to reduce the number of patients now under custodial care by 50 percent or more. ... Reliance on the cold mercy of custodial isolation will be supplanted by the open warmth of community concern and capability.

"Message of John F. Kennedy, the President of the United States", February 5, 1963, reprinted in Henry A. Foley and Steven S. Sharfstein, *Madness and Government* (Washington, D.C.: American Psychiatric Press, 1983), p. 47.

The comments of President Kennedy printed above serve as a poignant reminder of the optimism that prevailed in 1963 when the U.S. Congress enacted the Community Mental Health Centers Act of 1963. In that Act, Congress authorized \$150 million of federal money for construction grants to build Community Mental Health Centers (CMHCs) and (two years later) another \$735 million in grants to staff these centers.

The idea was that CMHCs could effectively serve formerly institutionalized individuals with mental illnesses in the community — thereby permitting these individuals to live safely outside the confines of institutional settings.

The idea seemed a good one. Books such as Alfred

But, inadequate funding is only part of the problem. Perhaps an even a greater factor has been lack of coordination and fragmentation at all levels of the mental health services system. The stage for this fragmentation was set early on – in the regulations enacted to implement the Community Mental Health Centers Act of 1963 – which neglected to require coordination between the institutions discharging individuals and the CMHCs expected to serve them following discharge. (See e.g. R.J. Isaac and V.C. Armat, *Madness in the Streets: How Psychiatry and the Law Abandoned the Mentally Ill*, pp. 82-83 (1990)).

In hindsight, it was naïve to expect that CMHCs could effectively address the needs of formerly institutionalized individuals through simply providing medications and psychotherapy. The law and regulations implementing the Community Mental Health Centers Act of 1963 barely mentioned housing, despite the fact that many individuals discharged after long periods of institutionalization had no place to go. (Isaac and Armat, *Id.*, pp. 80-81).

Today, we know that people with serious mental illnesses require multiple services and supports to live in the community. Responsibility for these services is today vested with multiple agencies – all of which may be funded differently, and adhere to different rules. These agencies frequently don't communicate with one another – or work together to find ways to blend their services and resources. In view of this, is it any wonder why America's mental health service delivery system is, as stated by Michael Hogan, Chair of the President's New Freedom Commission on Mental Health in a letter to President Bush, "in shambles"?

The Consequences of Lack of Treatment and Services.

A recent study revealed that less than 40% of Americans with mental illnesses today receive stable treatment. (D.A. Kessler, et al., "The prevalence and correlates of untreated serious mental illness", *Health Services Research* 36(6), 9870-1007 (2001)). When people with people with serious mental illnesses don't receive the services they need, the results are often catastrophic. "The evidence of our failure to help (people with mental illnesses) is most apparent and most glaring on our Nation's streets, under our bridges, and in institutions like nursing homes and jails." (President's New Freedom Commission on Mental Health, *Interim Report to the President*, (October 29, 2002), p. 8.

The costs and consequences of untreated or inadequately treated mental illnesses for persons with mental illnesses themselves as well as for American society are evident in a many ways. These costs and consequences include:

Economic Consequences: As a nation, we have paid a tremendous price for our failure to develop and implement effective mental health service systems. This price is reflected both in the direct costs of providing crisis-oriented mental health care and in indirect costs such as productivity losses due to disability, productivity losses for individuals providing care, and the costs of public benefits such as Supplemental Security Income (SSI) and Medicaid.

An important report recently issued by the World Health Organization (WHO) revealed that serious mental illnesses (including depression, bipolar disorder and schizophrenia) ranks **first**

in terms of causing disability in the U.S., Canada and Western Europe. (World Health Organization, *The World Health Report 2001 – Mental Health: New Understanding, New Hope*, (2001), www.who.int/whr/). And, the Surgeon General's 1999 report revealed that the cost to the U.S. economy due to lost productivity caused by mental illnesses was **\$63 billion**.¹ (*Mental Health: A Report of the Surgeon General*, (1999), p. 411.

Supplemental Security Income (SSI) is a federal program that provides income supports for individuals with disabilities who are indigent and whose disabilities prevent them from working. In 2001, 36% of SSI recipients nationally were diagnosed with mental illness. By comparison, 25% of SSI recipients had mental retardation, 9% suffered from disabilities of the nervous system (strokes, traumatic head injuries, etc.), and 8% from disabilities of the Musculoskeletal system. (Social Security Administration, SSI statistics for 2002, www.ssa.gov/statistics/ssi_annual.stat/2001/).

The costs of failing to provide adequate care for persons with mental illnesses are staggering! And, these costs are frequently unnecessary. With appropriate services and supports, many people with these illnesses can recover and become productive. We have truly paid a tremendous price for our short-sighted and ineffective mental health policies.

Homelessness: There are currently approximately 600,000 individuals who are homeless in the U.S. on any given day. According to the U.S. Conference of Mayors, approximately 40% of these, or 240,000 persons, suffer from chronic mental illnesses. Many of these individuals also have co-occurring substance abuse disorders.

Poverty is frequently cited as the leading cause of homelessness in the U.S. While individuals with severe mental illnesses are often very poor, the causes of homelessness among people with mental illnesses are more frequently attributable to the symptoms of these illnesses themselves. For example, individuals experiencing terrifying paranoid delusions caused by their untreated schizophrenia may become suspicious of family members or friends trying to help them and end up living in the streets.

The solution to ending this tragedy is treatment – treatment and services that can control these horrific symptoms and help the person recover. However, these services are frequently unavailable, particularly for individuals who are homeless or have otherwise "fallen through the cracks."

Criminalization: One of the most disturbing trends is the emergence of U.S. jails and prisons as "psychiatric treatment facilities." A report issued by the U.S. Department of Justice in 1999 revealed that 16% of all inmates in these facilities, **283,000 persons**, suffered from serious mental illnesses. (U.S. Department of Justice, *Mental Health and Treatment of Inmates and Probationers*, (1999), www.ojp.usdoj.gov/bjs/pubalp2.htm). Today, the Los Angeles County jail, the Cook County (Chicago) jail, and Rikers Island (New York City) are the largest de-facto psychiatric hospitals in the U.S.

Individuals with mental illnesses in jails have usually not committed serious crimes. Most have been arrested for non-vio-

lent misdemeanors or felonies that can be directly attributed to the untreated symptoms of their illnesses.

Some individuals with mental illnesses are held in jails on no charges at all. They are brought to jail because there are no beds available in local hospitals, or because the police deem jails to be a safer place for these individuals than the streets. (National Alliance for the Mentally Ill and Public Citizen's Health Research Group, *Criminalizing the Seriously Mentally Ill: The Abuse of Jails as Mental Hospitals*, (1992); revealing that 29% of U.S. jails acknowledged that they sometimes hold people with mental illnesses without charges).

African-Americans and Latinos are disproportionately represented among the population of persons with mental illnesses incarcerated in jails and prisons. This, of course, is a microcosm of the general inmate population in the U.S. It is not hard to speculate that an African American individual with mental illness who acts in a psychotic or bizarre way in the streets will more likely be arrested and brought to jail than a Caucasian individual with mental illness.

Suicides: According to the National Institute of Mental Health, scientific evidence has shown that almost all people who take their own lives have a diagnosable mental or substance abuse disorder, and the majority have more than one disorder.

The prevalence of suicide is particularly high among teenagers and young adults. In 1966, more teenagers and young adults died of suicide than from cancer, heart disease, AIDS, birth defects, stroke, pneumonia, influenza, and chronic lung disease combined.

Treatment is the best way to reduce the risk of suicides. But, due to stigma and continuing taboos surrounding mental illnesses, many people may tragically avoid treatment until it is too late. (Visit the NAMI website, www.nami.org/illness/info.html#19, for more information about suicide).

Violence: Age-old myths linking mental illness with violence are just that – myths. Research has firmly established that there is no general correlation between mental illnesses and violence.

However, there are certain factors that may increase potential risks for violence in certain cases. By far the greatest risk factor is the presence of a mental illness and co-occurring substance abuse. Lack of treatment can also be a risk factor in certain cases. But, with treatment, the risks of violence are minimal, no greater than with anyone else. In fact, as the next section describes, people with mental illnesses are more likely to be victims of violence than perpetrators of violence.

For more information about the relationship between mental illness and violence, see H. Steadman, et al., "Violence by People Discharged From Acute Psychiatric Inpatient Facilities and by Others in the Same Neighborhoods", *Archives of General Psychiatry*, (May 1988). See also the website of the Treatment Advocacy Center, www.psychlaws.org.

Victimization: Studies have shown that people with mental

illnesses are at high risk of victimization by others. This is particularly true for individuals who are homeless or living in substandard housing. Studies have also shown that individuals with mental illnesses who are receiving treatment and services are less likely to be the victims of crimes by others. (See e.g. V.A. Hiday, et al., "Criminal Victimization of Persons with Severe Mental Illnesses" *Psychiatric Services* 50: 62-68 (1999).

Potential Solutions:

In 2003, NAMI's advocacy priorities at Federal and State levels focus on finding solutions to the problems described above. A comprehensive discussion of these potential solutions is beyond the purview of this article. However, a few of these priorities will be described in this final section.

1. Protect state funding and Medicaid benefits for vital services and supports for people with mental illnesses. In 2003, already inadequate state funding for mental health services is at grave risk, as states respond to budget deficits by cutting discretionary mental health budgets. States are also considering damaging cuts to Medicaid benefits, including limits on access to newer psychiatric medications, as cost-cutting options. State governors and legislators must understand that the consequences of cutting state mental health services for children and adults with mental illnesses will be more misery, more suffering and ultimately more state and local resources depleted through responses to people experiencing psychiatric crises or emergencies due to lack of treatment.

2. Achieve parity in private and public systems that finance care for individuals with mental illnesses. Disparities exist in virtually every private insurance policy and public program that pays for treatment and services for individuals with mental illnesses and other medical disorders. NAMI's advocacy in 2003 will include:

- Advocating for enactment of a federal law requiring treatment of mental illnesses in the same way as other medical conditions in private health insurance policies.
- Advocating for a Medicare prescription drug benefit for persons with disabilities and mental health benefits in Medicare equal to benefits for all other medical disorders. (Currently, Medicare requires a 50% co-pay for outpatient mental health treatment, whereas it requires only a 20% co-pay for outpatient treatment for other medical conditions).
- Advocating for elimination or a narrowing of the "Institutes for Mental Diseases" exclusion in federal Medicaid law, a federal policy that currently prevents federal Medicaid funds from being used to pay for inpatient treatment in psychiatric hospitals.

3. Promote Mental Health Courts, Crisis Intervention Teams and other strategies to divert non-violent offenders with mental illnesses from incarceration into treatment.

Advocate for humane treatment, including access to the most effective medications, for individuals with mental illnesses who are incarcerated.

Promote linkages with services, benefits and housing for individuals with mental illnesses upon discharge from jails and prisons.

The U.S. Congress has exerted leadership in recent years by authorizing federal funding for a variety of jail diversion initiatives. In 2003, Congress will be presented with an opportunity to take the next step by passing a bill to authorize resources to fund services linking individuals diverted from incarceration with needed services and supports to achieve recovery and prevent recidivism. This bill, called the "Mentally Ill Offender and Crime Reduction Act of 2002", is supported by a bipartisan coalition of Senators and Representatives, led by Senator Mike DeWine (R. Ohio) and Congressman Ted Strickland (D. Ohio).

4. Promote meaningful work incentives in the Federal Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI) programs.

In 1999, Congress enacted the "Ticket to Work and Work Incentives Improvement Act of 1999", a milestone law designed to provide incentives for SSI and SSDI recipients to enter or re-enter the workforce without fear of immediate loss of benefits. Unfortunately, the law has been implemented in a way that does not effectively help individuals whose severe disabilities may require a more gradual reentry into the workplace, such as people with serious mental illness.

In 2003 and beyond, NAMI will promote changes that enable individuals with schizophrenia and other serious mental illnesses to benefit from this important new law. We will also undertake efforts to ensure that this law is effectively implemented at state and local levels.

5. Advocate for funding of programs that provide integrated and coordinated mental health and substance abuse treatment through the federal mental health and substance abuse block grants and other funding streams.

Seven to ten million Americans suffer from at least one mental disorder plus a co-occurring substance abuse or addictive disorder. Scientific evidence demonstrates that the most effective way to treat people with "co-occurring disorders is through treatment that combines mental health and substance abuse treatment simultaneously, under one administrative roof.

Unfortunately, very few programs providing integrated mental health and substance abuse treatment exist across the country. The reason for this is that mental health and substance abuse services are financed through separate funding streams, with different rules and requirements. This is an example of what the New Freedom Commission means by "fragmentation of services".

In 2003 and beyond, NAMI will advocate strenuously at federal and state levels to promote policies that increase the availability of integrated treatment for individuals with co-occurring mental illnesses and substance abuse.

(For more information about best practices in responding to people with co-occurring disorders, see "Report to Congress on the Prevention and Treatment of Co-Occurring Substance Abuse Disorders and Mental Disorders", available at www.samhsa.gov.

- For information about NAMI's advocacy agenda for children and adolescents with mental illnesses, see D. Gruttadaro, "Child and Teen Mental Illnesses and the National Healthcare Crisis", *Rostrum*, 77:4 (December, 2002), pp 4-9.

- Finally, for more information about NAMI's advocacy and policy priorities, see NAMI's Testimony Presented to the New Freedom Commission on Mental Health, July 18, 2002, available on the NAMI website at www.nami.org/pressroom/testimony/mcnultyjuly2002.html.

Conclusion:

To paraphrase Charles Dickens, 2003 is both the best of worlds and the worst of worlds for people with mental illnesses. It is the best of worlds because scientific progress has made recovery, productivity and dignity real possibilities for many people with these illnesses. But, it is the worst of worlds because the promises of discovery have not been adopted into actual practice. The consequences for people with mental illnesses have been disastrous. As a nation, we cannot afford to continue the shameful legacy of neglect that has so often characterized our mental health systems. We know how to do better – and we must do better.

¹ The \$63 billion figure was derived from 1990 data, the most recent year that such data was available. The costs to American society in terms of lost productivity due to mental illness are undoubtedly far greater today.

(Ron Honberg is NAMI's National Director for Policy and Legal Affairs.)

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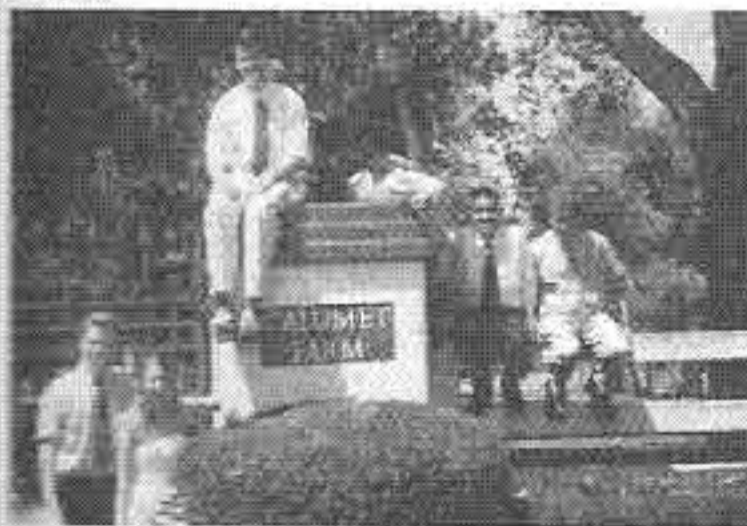
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Other 2002 Fellows: (left to right) Jordan Pomeranz, (Valley); Andrew Reed, (Highland Park); Justin Murray, (Colleyville Heritage); Geoff Miller, (dePont Manual); Vik Singh, (Leland); & Jeremy Abramowitz, (Pace Academy)

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MARIE DZURIS: Director of Debate, Centerville High School; Institute Instructor, University of Michigan and Northwestern; Kentucky Institute Staff, 2002.

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

RUSTY HUBBARD: Runner-up 2002 NDT National Champion, University of Kentucky; Kentucky Institute Staff, 2002.

AARON KALL: Assistant Debate Coach, University of Kentucky, 2002, currently University of Michigan; Kentucky Institute Staff, 1996-02.

CALUM MATHESON: Champion debater, Michigan State University; NDT first round 2001 and 2002; first place team & second place speaker, Northwestern, 2002; Kentucky Institute Staff, 2002.

RACHEL SALOOM: University of Chicago; CEDA National Champion; Kentucky Institute Staff, 2000-02.

DAN SHALOM: Champion Debater, University of California; TOC and NFL National Champion; 1999 Kentucky Institute Fellow; Kentucky Institute Staff 2001-02.

*For Institute Information and scholarship application, write to:

Dr. J. W. Patterson, Director of Debate

205 Frazee Hall

University of Kentucky

Lexington, Kentucky 40508-0031

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Lincoln Douglas & Individual Events



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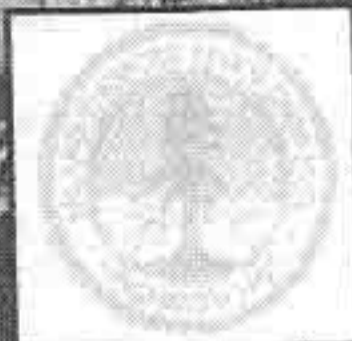
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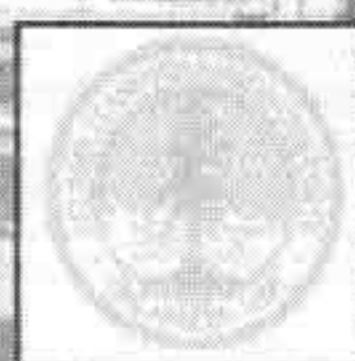
The Three Week Program: The Three Week curriculum balances improving students debate technique through expertly critiqued practice rounds, with in-depth discussion of debate theory and the topic for the year. Students will work with each other and the faculty on research and argument construction to create a full set of evidence available to all SNFI students. Students may also apply to the **Swing Lab**, a special program within the larger Three Week session. The Swing Lab program is designed to provide a continuation of participants prior camp experience with an advanced peer group and the finest instructors. To be eligible to apply students must have previously attended at least one previous debate institute during the summer of 2003.

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 Jon Sharp - University of Southern California
 Sarah Hollbrook - West Georgia
 Casey Kelly - Wake Forest University
 John Hines - University of North Texas
 Chris Macfarlane - University of Southern California
 Erik Holland - University of Southern California
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CANNED ATTENTION GETTING DEVICES: EXTEMPORANEOUS SPEAKING OR DINNER THEATER?

by

Brian J. Householder

Most speech texts recognize three basic parts of a speech, the introduction, body, and conclusion. In more advanced analyses the parts of a speech are further broken down. The introduction is arguably the most complex and important part of a speech. A speech introduction can be broken down into four distinct parts: (1) the attention getter, (2) specific purpose statement, (3) relation of speech topic to audience, and (4) preview. Addressing each one of these elements successfully is vital to giving a successful speech of any kind.

.....Clever speakers are able to craft a strong link between the attention getting device they use and the question they must attempt to answer.

The extemporaneous speaking contest is a unique animal. In general, competitors are given thirty minutes to prepare for a seven-minute speech. Topics are often centered on foreign and domestic news issues. In recent years, a problem has come to light: students and their coaches have been "canning" attention getters in an attempt to get an edge on their competition. First, this essay seeks to define the attributes of a successful attention step and explain the "canning" process. Moreover, this essay addresses the logistical and ethical problems with "canning." Finally, this essay proposes steps that speakers and coaches can take to assure that their attention getters are *Fresh*.

Getting a speech off to a successful start is crucial for two reasons, the confidence of the speaker and the initial impression on the critic. Just like a basketball player who starts a game with a hot shooting hand, an extemporer who starts hot will more often than not have a good round. The critic, like a fan at a game, will have a more positive experience watching a confident and successful speaker and accordingly rank that speaker higher in the round. What constitutes a strong attention step? There are many attention getting devices that have been employed by good speakers: jokes, rhetorical questions, personal stories, literary illusions, fables, startling statistics, historic quotes, recaps of historical events, plot

discussions of movie and television programs, descriptions of political cartoons, and others. The basic premise operating in the attention getter is that these devices are exciting, able to draw the critic into the speech with their natural drama by activating the critic's curious interests via the critic's ability to identify with an underlying theme. Often times these attention devices are only loosely linked to the topic at hand. Clever speakers are able to craft a strong link between the attention getting device they use and the question they must attempt to answer.

Furthermore, a strong attention getting device creates a theme that functions as a linking mechanism through the speech. For example, a former foreign extemp champion used a pop music theme and worked that theme into each of his main point transitions. By using an attention getting device that lends itself to a theme, the speaker creates a strong sense of organization and rhetorical sophistication. That degree of rhetorical sophistication is difficult for many orators to achieve with a whole speech season for fine-tuning their speeches. Many extempers and extemp coaches are re-

sorting to preplanning attention getting devices and themes to improve the perceived rhetorical sophistication of their speeches and gain an edge over the competition. Once an extemporer has an attention getting device down s/he will call on that device repeatedly over the course of the speech season and even repeatedly in a tournament.

Canning of attention getting devices presents a multitude of logistical problems. It has become par for the course that a judge see a competitor use the same attention step in a preliminary round and in the final round of the same tournament. Likewise, it is not uncommon for a judge to hear the same attention getter and theme from members of the same team in different rounds. Moreover, this problem is compounded by competitors from different schools attending the same national summer institutes. Competitors at summer institute, in their labs (work groups) will in teams or individually work on creating attention getters that are shared by the group. It is not unheard of for competitors who attended the same institute during the summer to approach an institute lab mate in the prep room when in the same panel to inquire about what attention getter they might be doing. Even in late elimination rounds of the national tournament competitors have used identical attention getters in the same panel. Canning presents a logical dilemma for evalu-

tors. When seeking a clearly canned attention step the critic must decide if they wish to punish (give a lower rank) the extemper for the lack of creativity or both in the case of two competitors using the same attention step in the same round.

Additionally, the canning of attention getters creates an ethical dilemma. The National Forensic League (NFL) recognizes extemporaneous speaking as an original speech event. As a result of being classified as an original event extemporaneous speakers are rewarded with more NFL points than interpretative speech. Often times attention getters take-up a significant portion of a speech (1-2 minutes). Since canned attention getters are often written in institute labs, intrateam work groups, or by overly helpful coaches, the question of whether extemporaneous speech is an original or an interpretive event comes into question? Ought an extemper be awarded original event points for presenting something entirely unoriginal? It is my contention that the presentation of canned material constitutes fraud and is antithetical to the natural intent and definition of extemporaneous speaking. No words should be presented in a speech that are not the words of the speaker without that speaker offering a citation or authorship credit. Basically, canning is plagiarism. As educators and students we understand that plagiarism is unethical and uneducational.

Furthermore, promotion of canning threatens the pedagogical value of the contest as a whole. Oftentimes students who can are highly successful, younger students tend to learn via a social learning model and implement the techniques of the canners. As a result, students do not learn the value of the extemporaneous style, rather learning the memorized style of delivery. Why stop at the introduction? Why not memorize whole speeches? I know this is a slippery slope but I have had more than a few personal run-ins with seeing speakers do the exact same speech at different tournament on different questions.

Extempers have been heard saying in prep rooms around the country, "Oh! This is a Russia topic. I will do my Russia speech." Critics often complain about introductions and whole speeches that fail to really address the topic. Often, this is nothing more than the impact of canning introductions gone too far. Speakers learning to short cut entire speeches to gain any competitive edge, their speech no longer being truly extemporaneous and at the same time not having the value of flexibility and freshness that comes with the extemporaneous style speech. Again, these speeches are not in-line with the true spirit of the extemporaneous speaking event.

The simplest solutions to this rampant problem are education and coaching. Educating coaches and competitors that canning is not proper. Educating coaches and competitors to alternatives to canning is also important. The only genuine alternative to canning is using fresh introductory material. This requires a great deal of work. Weekly, the quality extemper should be on the lookout for material that would make a good attention step and anticipating what questions might be in the loop of that weeks tournament. Oftentimes, extempers and extemp coaches are short cited in their approach to what constitutes a good source of attention material and what topics might appear. Remember that a major part of the successful introduction is critic or judge identification. Speakers tend to over estimate audience intelligence by picking material that is over their critics heads and/or not something the judge can relate to on a personal or interpersonal level. Picking odd local news events, cover stories in popular magazine (People, Entertainment Weekly, and Better Homes & Gardens), and story lines from top rated television programs would be strong aids in making the

identification link. Chances are critics have seen those devices, thought about those devices, and can identify with those devices more than a crusty old fable. Also, those devices are constantly changing, updating and fresh.

If going with a truly fresh introduction is not possible, freshen. Change or twist an old introduction. Make-up a new character or add a new part to a fable/story used in the past. Augment the punch line of a joke used in the past. The key to any attempt to freshen is adding enough new material to the old, that the old is revitalized and timely. An extemporaneous speech should fit *that* moment in time and topic; not *any* moment in time and any topic.

There are additional advantages to going with fresh over canned. Other than the logistical problem with same competitors using the same introduction in rounds, speakers who use fresh will come across with more energy. After using the same introduction a few times speakers get flat or bored with the introductory segment. Energy is the main advantage of the extemporaneous style of delivery and the main criticism or short coming of the memorized style of delivery. Just like a performer in a stage show, it is hard to recreate the energy of opening night. Even the most seasoned actors will complain of the difficulty involved in getting up for the same performance night after night. If extempers were great actors, they would be doing DI or HI and not DX or FX. Moreover, even the best interpers are making changes (adding or changing characters and gestures) to keep their pieces fresh though out the long forensics season. Extempers should never face the concern of energy or lack of pop due to boredom with a speech since each speech should be unique. In the end, speakers that use fresh introductions will be rewarded by critics for being energized and original and not penalized for being bored, boring, and indistinguishable from the previous speaker.

This essay explicated the importance and parts of a quality introductory segment, discussed the problem of canning in extemporaneous speaking contests and offered some alternatives to the canning of introductions. Unless coach and competitors start taking steps to eliminate the canning of introductions (and speeches) the extemporaneous speaking contest is in jeopardy. Maybe the NFL should change the name of the Extemporaneous Speaking Contest to Current Events Interpretation? Whatever the answer to that question, fresh introductions are always better than canned.

(Brian J. Householder (M.A., Wake Forest University, 2000) is a doctoral student in the Department of Speech Communication at The University of Georgia. He is the former coach of Danville-Monte Vista HS in California and Humboldt State University, and is a former instructor at the Stanford National Forensic Institute. He has judged the final round of Foreign Extemp at NFL Nationals and he has worked the prep room at NFL Nationals on numerous occasions.)



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GROWING A TREE

by

Jennifer Oakley

Rhetorical Canons and Extemporaneous Speaking

The conceptualization of rhetoric is linked with the formation of citizen juries in ancient Sicily. Unlike Athens, where democracy had flourished for a century and a half, Sicily became democratic suddenly and citizens found a need to speak publicly to defend their property in court (Kennedy 18). Teachers such as Corax and Tisias emerged, and success-

ful practices in litigation began to be written down. This codifying of sound practices eventually led to the division of rhetoric into the five canons: Invention, Arrangement, Style, Memory, and Delivery. The canons "have long been useful for both analytical and generative purposes. That is to say, they provide a template for the criticism of discourse (and orations in particular), and they give a pattern for rhetorical education" (Burton 1). By defining the relationship of the canons to the practice of extemporaneous speaking, evaluative questions, which can serve as a guide for the critic of the extemporaneous performance, will emerge.

The first canon, Invention, "concerns finding something to say" (Burton 1). We must determine whether an extemporaneous speaker has, in the throes of Invention, both clearly defined a purpose for the speech, and provided content that is, in fact, inventive. Classically, rhetoric has three ends: to inform, to persuade, and to entertain. But Daniel Cronn-Mills defines extemporaneous speaking inherently persuasive, as he writes that it is "an abbreviated form of persuasion designed to persuade an audience in a particular direction concerning current news issues" (8). Aristotle himself defined rhetoric as "the faculty of discovering in the par-

ticular case all the available means of persuasion" (Aristotle 37). For many in the ancient world, "Invention involved the choice not simply of a subject on which one could discourse, but rather of one for which a convincing case could be made" (Ulanov 298). Thus, even an informative speech is inherently persuasive if we adopt Cronn-Mills definition of extemporaneous speaking and the ancient practice of Invention. Even an informative speech should be designed persuade the audience to share the carefully constructed view of the topic the speaker presents. This first step in Invention, defining a purpose, is key. The purpose of the speech is like the trunk of a tree, metaphorically speaking, from which all other rhetorical choices spring.

The second concern under the heading of Invention is whether the contents of the speech are fresh, or whether the speaker offers only "old wine in new bottles". Examining the introduction will give us some clues as to the inventiveness of the speaker. Canned introductions, used over and over by a speaker or speakers, are not only antithetical to the impromptu nature of extempore, but are also often lacking in relevance. Often judges are forced to watch a good speaker try to fit the introduction to the speech as if the speaker were Cinderella's prince trying to fit the slipper onto one of the stepsister's feet. Introductions should be germane to the topic, and lead into analysis that reflects the original thoughts of the speaker, not unthinking cant which passes for an understanding of the topic at hand. Invention, then, is concerned with what the speaker has selected as the purpose of the speech, and the contents he has chosen to reach that purpose.

Classical rhetoric's second canon is that of Arrangement, which "concerns how one orders speech or writing" (Burton 2). The organization should emerge from the topic and purpose of the speech. In fact, James A. Benson argues, "certain patterns of organization are inherent in topics" (151). Trying to use organization unsuited to the speech at hand often leads to problems such as the inclusion of irrelevant information, subversion of the intent of the topic, shallow analysis, and misuse of time (Burton 151). A question asking for the major arguments against school vouchers cannot be effectively shoehorned into a "past, present, future" organization. A speaker asked to predict the

...."we need to give credit to speakers whose knowledge shows a depth more indicative of an understanding of the historical and social context of the question."

government's probable reactions to "aggressive accounting" in corporations would be ill advised to settle for a three point organization which examines local, national, and global feelings about the practice. In short, effective Arrangement serves the purpose of the speech.

Style is sometimes scorned as part of the canon, since too often in rhetorical history it has been the only concern of some schools of rhetoric. "The artful expression of ideas," however, must be considered in evaluating extemporaneous speaking, since it allows us to look closely at how the speaker expresses himself (Burton 3). Consideration of Style is like a microscope, in that it allows us to examine the choices of word and phrase that speakers make in their effort to persuade the audience. Mark Twain once said, "the difference between the right word and the almost right word is the difference between lightning and the lightning bug". Speakers who exhibit Style in their speeches make choices that exhibit the striking effect of lightning rather than the feeble, intermittent glow of the lightning bug. As Ulanov points out, "this is where the elements of grammar and syntax and figurative language enter" our evaluation of written and spoken communication (299). It is at this level that we may examine how the speaker has put all of the above to work in achieving the purpose of the speech.

Applying the canon of Memory in evaluating extemporaneous speaking is problematic. Burton offers two definitions of this canon that are relevant to the extemporaneous situation. He suggests that Memory is both the "facility with which a speaker calls upon his Memory of apt quotations and thoughts that effectively meet the rhetorical intention" and "an analysis of the methods a speaker uses in order for the message to be retained in the Memory of those hearing" (4). Thus, Memory is both in the speaker and in his or her effect on the audience. Again, the effectiveness of Memory is measured by how well the storehouse of knowledge serves the speaker in achieving the purpose of the speech.

It is within this canon that we might also evaluate information the speaker uses to develop the speech. Loosely speaking, an extemper may be judged on both simple accuracy and depth of information. Even if a speaker gives us "just the facts," and the correct facts at that, we also need to give credit to speakers whose knowledge shows a depth more indicative of an understanding of the historical and social context of the question, not just an acquaintance with the latest issues of *Time*, *Newsweek*, and *The Economist*. There is a gap between a student who has skimmed the latest issues and put together a speech based on the topic sentences in the latest magazine article and the student who shows a command of the subject by offering historical or literary allusions. Students who craft their own analogies may also be noted, because original attempts to make the complex clear show a dialogical approach to the topic, that is, an approach that illustrates the thinking process the speaker has gone through in developing the speech.

As Burton points out, the Greek word for the final canon, "Delivery" is *hypokrisis*, or "acting," and rhetoric has borrowed from that art a studied attention to vocal training and to the use of gestures" (Burton 5). A fluent speaker eschews metalanguage that impairs his or her purpose, such as filler phrases like "uh" or "uhm", and pursues fluency in speech. Gestures may be used effectively to underline the verbal message.

The canons of rhetoric allow us to frame five basic questions about an extemporaneous speaker's performance:

Invention: Has the speaker provided fresh content to achieve the purpose of the speech?

Arrangement: Is the organization of the speech intrinsic to the topic and purpose of the speech?

Style: Is the speaker's choice of words and phrases appropriate to the purpose of the speech?

Memory: Does the speaker demonstrate knowledge of strategies to achieve his purpose and make the audience retain his message?

Delivery: Are the speaker's voice and gestures effective in achieving his purpose?

All of these questions grow out of the speaker's ability to define a strong purpose and thesis in the invention stage. If the speaker nurtures a strong trunk, the rest of the tree grows from it.

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(Jennifer Oakley is a coach and teacher at Oologah High School (OK) and recently earned her first diamond. Jennifer is the coach of a state champion and a national qualifier in Domestic Extemp and was a former Oklahoma state champion in Foreign Extemp and quarterfinalist at the AFA-NIET herself. This year marks her 12th year of involvement in forensics as a competitor, judge and coach.)

**HATS OFF - NOT
HATS ON**



See new NFL hats on pages 40-41

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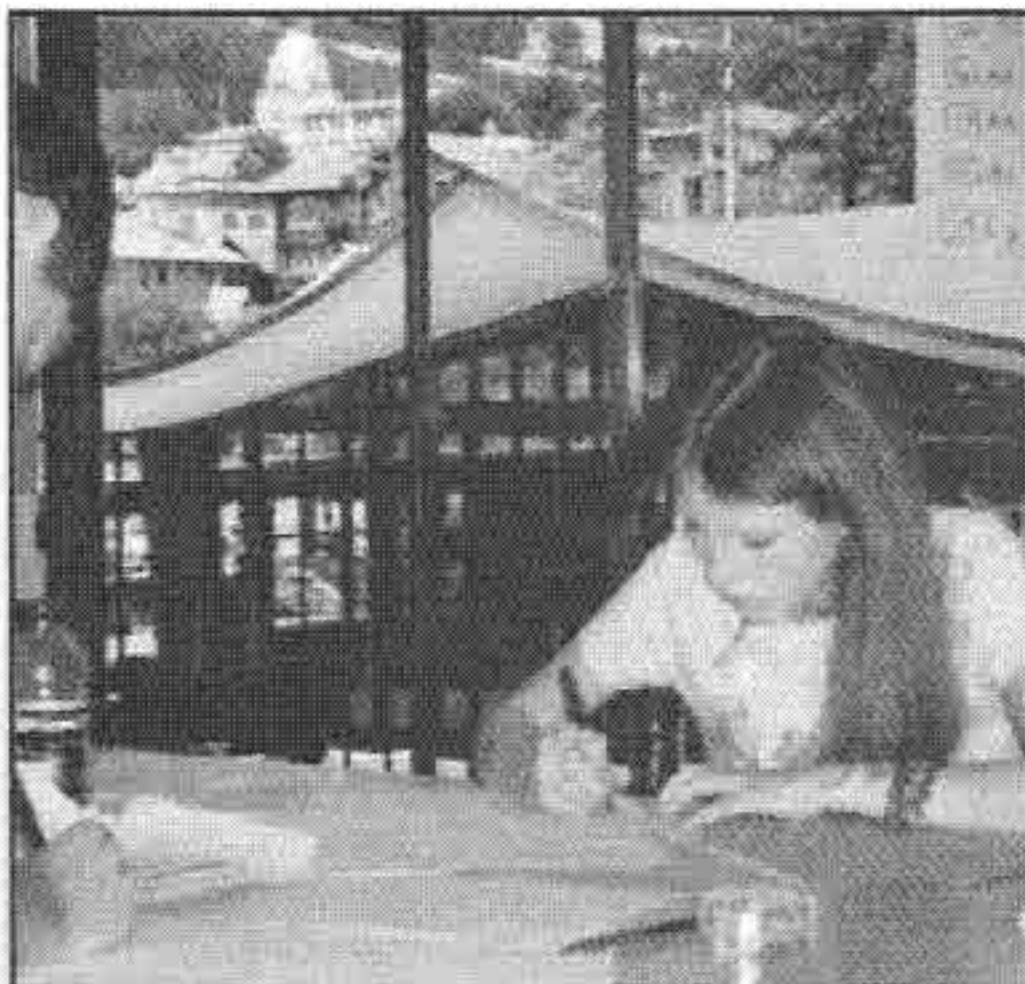
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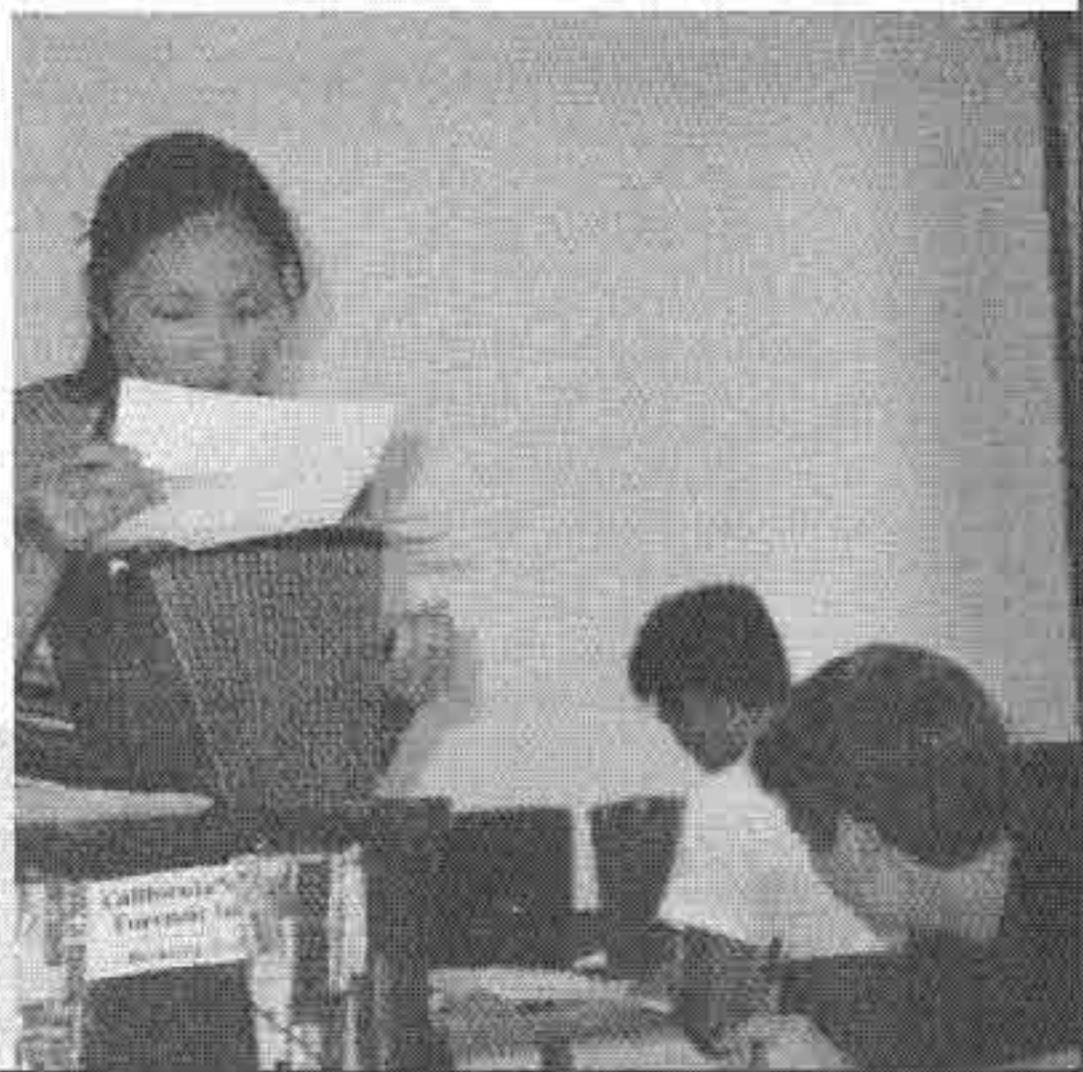
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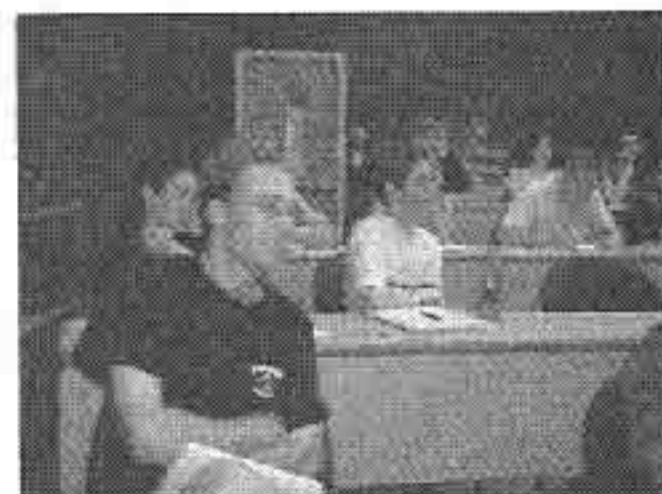
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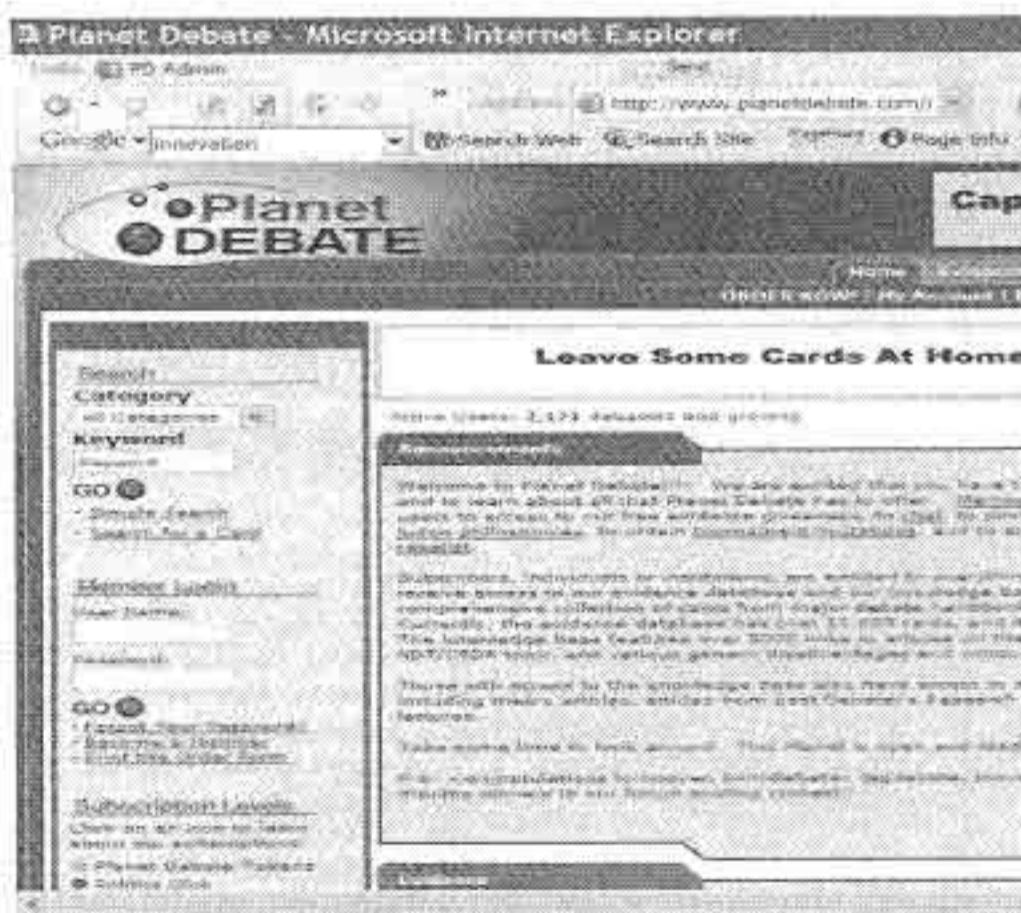
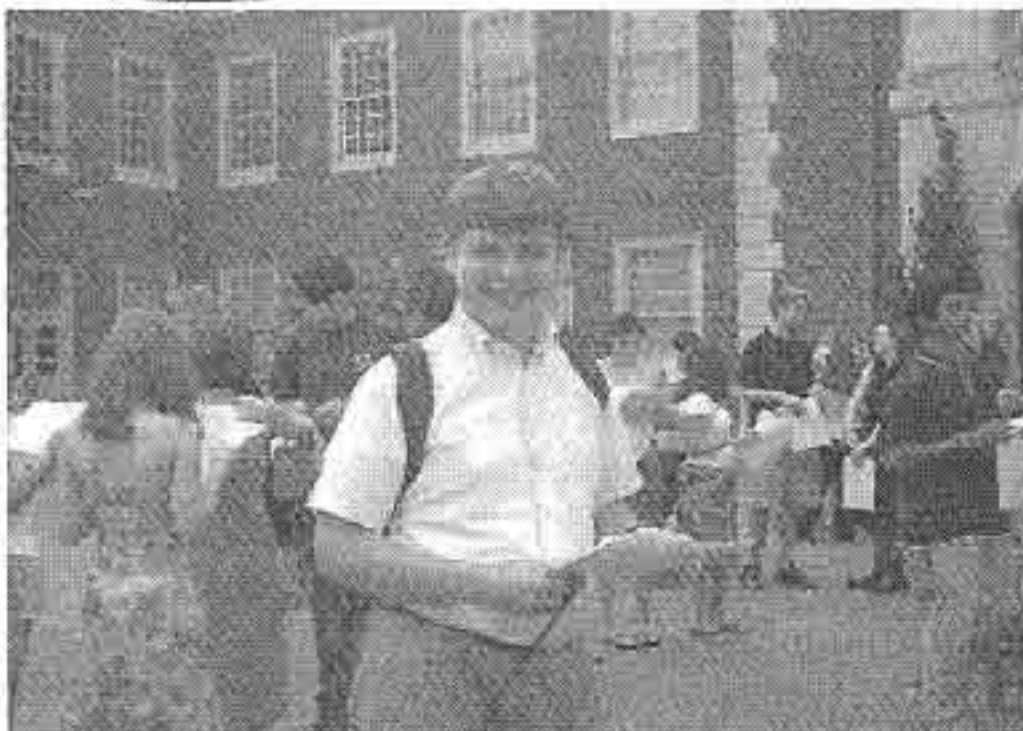
Instruction for students who attend any of the summer workshops will begin in mid-May with an introductory audio lecture on the topic, access to over 1000 topic-specific articles on the web, at least 25 essays on the topic, comprehensive bibliographies to support research at home and in Winston-Salem,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

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ANNOTATED OR NON-ANNOTATED? WHAT EXACTLY IS ALLOWED IN EXTEMP PREP?

by
David J. Matley

As an extemp official at the National Tournament for the past few years, it has become increasingly apparent that the rule regarding what material is allowed in the extemp prep room needs clarification. I am referring, specifically, to Article X, section 4 of the national tournament rules and procedures located in the NFL National Manual. The rules are stated very clearly.

4. *Preparation:* As soon as a topic is chosen, the contestant shall withdraw and

One would think that the issue here would involve online citations. The rise of the internet has certainly had a dramatic affect on forensics research and poses a myriad of issues involving citations and allowability (see NFL Appendix V). But, surprisingly, material printed from the internet has not been the source of the increasing number of violations documented in the prep room.

The real problem is one that has been around far longer than the personal computer and the "wired" generation. I am referring to the problem of written or prepared material including old speeches, notes, and annotated indexes. This past year in Portland, Oregon the problem of illegal material became so widespread that a speech was given between the second and third rounds in both the US and Foreign prep rooms clarifying the rules and offering a ten-minute amnesty period in which extempers could disclose and dispose of "contraband" material. In the foreign prep room a second garbage can was brought in to accommodate the amount of discarded material during the amnesty period. While the majority of discarded material was previously written speeches, a variety of other questionable material surfaced. It is this material that I would like to focus on in this article.

First and foremost, it seems that today's extemper either does not understand the term annotated or is simply disregarding the rule. Again this year, multiple magazine indexes surfaced with annotated material. Any description of an article that is not the title, author, source, topic area, sub-topic area or page number is considered an annotation. Usually the problem occurs in a spreadsheet where a competitor will include a brief description of the article in a separate column following the title of the article or in lieu of the title. The annotation will help clarify the content of the article.

This practice may seem a benign bending of the rules to the average extemper, or even common practice to others, but such material is in fact illegal and will constitute a disqualification from the National Tournament. For those of you still confused, take a look at the following examples:

....."Leave all handbooks and brief books outside the prep room as long as the rule against their use remains in the NFL Constitution."

prepare a speech without consultation and without references to prepared notes. Students may consult published books, magazines, newspapers, and journals or articles therefrom, provided:

- A. They are originals or xeroxed copies of originals.
- B. Original articles or copies must be intact & uncut.
- C. There is no written material on original or copies.
- D. Topical Index without annotation is allowed.

No other material shall be allowed in the extemp prep room other than stated above. Extemp speeches, handbooks, briefs, and outlines shall be barred from the extemp prep room. Underlining or highlighting on materials will be allowed if done in only one color on each article or copy. No electrical retrieval device may be used, but printed material from "online" computer services may be used. Source citations of such material must meet MLA standards. (See NFL Appendix V)

Annotated Example

	Column 1 Topic	Column 2 Title	Column 3 Description	Column 4 Source	Column 5 Date
Article 1	N. Korea	Encounter in Pyongyang	Focuses on the problems involved in reconciliation	Economist	6/17/00
Article 2	Germany	Deal-clinching Germany	Closing of various negotiations including slave labor under Nazis, threatened strikes, and phasing out nuclear reactors	Economist	6/17/00

Non-Annotated Example

	Column 1 Topic	Column 2 Sub-topic 1	Column 3 Title	Column 4 Source	Column 5 Date
Article 1	N. Korea	Peace Talks	Encounter in Pyongyang	Economist	6/17/00
Article 2	Germany	Nazi labor compensation	Deal-clinching Germany	Economist	6/17/00

As illustrated above, a legal index, correctly organized, can provide benefits similar to the annotated index. Furthermore, articles sort much better with an adept handling of sub-topics. Because of space constraints, I only included one sub-topic column in the example above. A second or third sub-topic would add even more clarity to an index. If you are still wondering if your index uses sub-topics or is, in fact, annotated, you might try the "multiples test". Take a look at the description of the article (column 3 of the annotated example). Each description you will notice is unique to the article it describes. To pass the multiples test and be considered a sub-topic, a description must be able to include multiple articles under the same description or sub-topic. In Article 1 of the annotated example the description, "Focuses on the problems involved in reconciliation" refers to a unique article. Now, an argument could be made that other articles could focus on the problems involved in reconciling the two Koreas and, thus, this description could be considered a sub-topic.

At this point I would suggest a second test, the "sort test." To apply this test you would ask yourself, "Would this description sort properly in the framework of the index as a whole?" The answer in this case would be, "no." While it would sort next to article descriptions worded exactly the same, it would also sort next to articles "focusing" on a variety of issues. Certainly there will be cases where it is impossible to draw the line between sub-topics and annotations. In this case common sense should prevail. Tournament officials and students (beforehand) should ask themselves whether or not a consistent pattern of indexing was used to create an organized framework of reference or if each article was individually described.

This whole discussion of annotated vs. non-annotated indexes may sound tedious and nit-picky, but I think a clarification of this issue should help resolve problems of annotated indexes before a student arrives at Nationals. In the past years, students were forced to literally cut out annotations in their indexes. In cases where there are no titles or sub-topics listed in the index, the results of this type of forced editing could render an index unusable. Students should also be aware that descriptions on post-it notes and written notes on an article are also considered forms of annotation and are illegal under Article X, section 4. Articles may be

highlighted but only in one color, and articles must remain intact.

Finally, I should address the most egregious of all illegal materials: written or typed out notes on issues, otherwise known as "cheat sheets" or "crib notes." Notes have been discovered neatly encased in glossy sheet protectors and hidden away in evidence tubs or simply scribbled in the middle of the flow pad. These prep aids require little clarification and are highly illegal. If found in your possession during the tournament, you will be swiftly disqualified. "Extemp speeches, handbooks, briefs, and outlines" are also considered illegal material and are "barred from the prep room" (Article X, section 4). An exception was made for one such brief book being sold in the hallways during the Portland tournament, but the issue of brief books remains controversial. My advice to you would be to leave all handbooks and brief books outside the prep room as long as the rule against their use remains in the NFL Constitution.

If disqualification or forced editing of your index does not deter you from cheating, perhaps you should consider the old cliché: *Cheaters never prosper*. While we all know this is a big fat lie spread by disgruntled losers, and many cheaters do in fact prosper vigorously, there is some truth to the statement. At some point, either your lack of knowledge or an extemp official will catch up with you. There really is no substitute for old fashioned and honest study and practice.

But let's face the facts. The issue of cheating in the prep room will likely never go away completely, but the most common response to any infraction in the prep room—"nobody told me"—will no longer hold water.



(David J. Matley has served as an extemp official at Nationals since 1996. Mr. Matley has been coaching at Danville-Monte Vista HS (CA) for the past 11 years. His extemp competitors have finished in the top ten at Nationals four times and his LD debaters have also finished in the top ten four times, including the 2000 National Champion in Lincoln Douglas.)

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Faculty: The CNDI is directed by **Robert Thomas**. Robert has coached successful teams at both the high school and college level, and has taught at or directed over 40 summer institutes. He is currently the NDT coach at Stanford University. Other confirmed staff include **Dave Arnett** of UC Berkeley, **Samuel Ballbrook** of the State University of West Georgia, and **Scott Butler** of Georgia State.



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SOME DO NOT'S FOR ORATORICAL CLARITY

by

Wayne C. Mannebach

Part Three:

Abusing the Nature of Dictionary Definition and Mistaking Similarity for Sameness and Words for Reality

LEARN WHAT NOT TO DO!

As stated in Part One of this series of articles treating oratorical clarity (See *Rostrum*, Vol. 76, No. 7, March 2000, pp. 42-43, 46-47), perhaps the most practical way to improve oratorical effectiveness is to emphasize what not to do. In other words, the orator should focus on those features which compete with clarity. Like the first two, this article does not treat every obstacle to clear thought, for such endeavor would be futile for any person. Instead, this article covers three of the most notorious obstacles and sufficiently warns the orator to examine carefully language us-

age. The author assumes from his teaching and coaching experience that, if the orator knows **what should not be done**, he or she will employ **what should be done**.

are capable of being true or false. For example, a proposition of fact is: "The Empire State Building is taller than the Lincoln Memorial." A definition is: "A square is a rectangle with four equal sides."

Another way to illustrate the difference between propositions of fact and definitions is to focus on reversibility. In other words, the Empire State Building is taller than the Lincoln Memorial, but the Lincoln Memorial is not taller than the Empire State Building; whereas a square is a rectangle with four equal sides, and a rectangle with four equal sides is a square. Definitions are reversible with similar meaning; propositions of fact cannot reverse and maintain similar meaning.

To test the quality of a proposition of fact, the orator should determine if the proposition is intelligible and either true or false. A definition is similar to a proposition of fact in that it also must be intelligible, but it is unlike the proposition of fact in that it should be tested not for truth or falsity, but for usefulness.

An orator should never ask if a definition is true or false, because a definition is merely the explicit resolution to use words in a certain manner. Hence, if a speaker were to say, "A square is a rectangle with four equal sides," he or she and the audience are to understand each other as saying, "From now on, we shall use the word 'square' to mean 'a rectangle with four equal sides.'" There is no truth or falsity here; it is only a linguistic convention, a social contract or agreement between orator and audience. It is, in all respects, like the command: "Go outside and rake the leaves!"; the command is intelligible and useful, but it is incapable of being true or false.

Suppose an orator defined *baseball* as "a carbolic desquamation of the petula schematibus." Such a statement most likely would not be meaningful to the audience and, therefore, it would not be a good definition. On the other hand, meaning likely would occur, if the orator defined *baseball* as "any typed-written letter on orange paper"; the words would be meaningful enough. However, the definition still would be poor because of the second test of a good definition, namely "Is the definition useful?" Because the word *baseball* traditionally is not defined as "any typed-written letter on orange paper," the definition would not be useful for social or conventional usage. Therefore, the definition would not promote communication effectiveness.

Some people would contend that the above defini-

....By taking sufficient time to select words which best represent one's intended thoughts, students of oratory should become clearer and, thus more effective persuaders.

DON'T ABUSE THE NATURE OF DICTIONARY DEFINITION!

Dictionaries can be very useful, but orators must realize that dictionary definitions are *guides*, not *absolutes*, to good usage. Good definitions are neither true nor false, but always intelligible and useful.

Dictionary definitions have no finality, for the editors of a dictionary do not establish what words should mean, but reveal how words are in fact used colloquially, as slang, as shoptalk, and by educated people of the language. In other words, dictionaries are historical records, not dicta; they report and describe, but they don't dictate!

Students of oratory must be careful not to mistake definitions for propositions of fact. Definitions are statements designed to give information about the meaning of a word. They express the association of a word with its meaning, but they do not claim to be true or false. On the other hand, propositions of fact are statements designed to assert a relation between two meanings. Propositions of fact

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tion of *baseball* is not true. The definition is peculiar, because in the English language *baseball* customarily does not mean "any typed-written letter on orange paper." However, to say that a definition is uncustomary or peculiar is not to say that it is false or untrue. Therefore, when people call a definition true or false, what they probably mean is that the definition is useless, uncustomary, or useless because of being uncustomary.

In brief, students of oratory must appreciate that dictionary definitions are only guides to good usage; they never dictate absolute definitions. A good definition is neither true nor false, but always it is *intelligible* and *useful*. Definitions are not propositions to be proved. Statements about definitions can be proved, but not the definitions themselves.

DON'T MISTAKE SIMILARITY FOR SAMENESS!

A major advantage that most humans have over animals is the ability to abstract and then adapt to many varied situations. Daily life for most humans demands that they observe conditions in their environment, compare the conditions with past experiences, label the conditions as similarities or dissimilarities, and react toward the new conditions favorably or unfavorably. A major problem, however, is that many people fail to comprehend that *similar* is not *identical*; that similarities occur only because dissimilarities are excluded.

Similarity occurs when two or more phenomena employ likeness or resemblance in a general way. Sameness occurs when two or more phenomena which fail to share any difference in kind, degree, or quality.

Some people confuse sameness with similarity by failing to take into account differences which exist among members of a given class. They point out only similar properties, and from these similarities they employ the words *same* or *identical*. Results, for instance, are such blatant remarks as "Teenagers who live in slums carry concealed weapons"; "Russians are Communists and anti-capitalists"; "Politicians are corrupt"; "Medical doctors are concerned primarily with making *money*"; "Defendants who plead the Fifth Amendment really have something to hide"; "Orientals look alike"; "People on welfare are lazy"; "People who get tattoos and body-piercings are decadent-minded"; "College and universities are breeding grounds for professional *sports*"; and "Musicians are junkies."

Surely such absolute evaluations are fallacies, for they fail to treat how various members of each class differ from other members of the class. Students of oratory would be wise to keep in mind Walter T. Marvin's description of the uniqueness of each existing thing. Cited in Austin Phelps' *English Style in Public Discourse* (64-65), Marvin said, for illustration:

What could seem more nearly alike than the pebbles strewn along the seashore, but do we ever find two really the same? On the maple the leaves all look sufficiently alike to be recognized at once as maple leaves, yet how easy it is to pick any two and notice a difference between them. In some families the common type of feature is so marked that we can recognize even strangers as members. Yet seen together we easily can distinguish even the very closely resembling twins.

From cases of this near similarity of features we turn our attention to that of faces in a great crowd. All are distinctly human, but there seem to be never two alike.

So we could go on recalling the wonderful variety throughout every type or sort of object in the whole realm of nature.

Is there any end to it as far as we can judge or as far as the facts of nature lead us to believe? We have to answer No, and thus regard the world as composed of objects admitting of an indefinite variety. Not only do these objects themselves differ, but their motions seem likewise to differ whenever we are able to observe them carefully. Who ever threw a stone through absolutely the same path in the air, landing upon the identical spot of ground as did the stone that he threw before? In short, who of us ever repeated an act with absolute accuracy? Careful measurement or observation would be sure to show parts of the act a little different in the one case from like parts in the other.

We may try to play a piece of music twice over, but every time we do so, and are keenly observant, we are sensitive of differences. And what is true in such complicated activities as our own seems equally true, for the best of reasons, of the simple activities in the material world about us.

What day is the exact repetition of some previous day in atmosphere and temperature? What river flows two successive days in exactly the same channel? We hear over and over again of human nature being ever the same and of history repeating itself; but we do not mean this except in a rough way. No two instances of human conduct, no two stages in the world's history, or in a nations, are mere repetitions. A new element, and a very large element, is sure to be found, if our observations and information be but fairly accurate and complete.

Thus, we find no matter where we look, and we believe we could find even where our senses fail at present to reveal it, an indefinite variety of actions or changes taking place in or through these objects.

In brief, when arguing from examples, or from analogies in the form of simile, metaphor, parable, fable, or allegory, orators should bear in mind that such evidence or arguments enjoy only *general resemblances* and, therefore, are *similarities*, not *same* or *identical* phenomena. Differentiating between sameness and similarity can generate an image of being unbiased, accurate, and of good will, all traits that enhance oratorical effectiveness.

DON'T MISTAKE WORDS FOR REALITY!

Students of oratory must realize that people live in a verbal world as well as in a non-verbal one, and that many people fail to appreciate that words are not the reality they represent. The word or symbol is not inherently connected with the thing symbolized. For instance, when people are hungry, they do not eat the *word* bread; they eat the bread itself. When people are thirsty, they do not drink the *word* water; they drink the water itself.

Because language does not precisely correspond to what it
(Mannebach continued to page 62)

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Features of the Policy Division Under the Direction of Bill Newnam

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

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

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

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

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

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

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

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

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- **TEACHER'S INSTITUTE:** Designed for new teachers or those that find themselves in charge of a program for the first time, Skip Coulter (Mountain Brook Jr. H.S.) will conduct a workshop on the basics of debate coaching. We can help orient you to the bewildering world of high school forensics. We will help strengthen your confidence as you enter the forensics classroom for the first time. The cost of the Teacher's Institute is \$200.00.
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WHAT'S IN A WORD?

by

William (Rusty) McCrady

"I didn't join til senior year because I thought it had to do with investigating crime scenes."

"Isn't it like 'Future Detectives of America'?"

"I thought it had to do with looking at dead bodies!"

The above responses really aren't exaggerations. They're just some of the comments I heard

ing "forensic" as an adjective meaning "of or used in a court of law or in public debate" and as a noun meaning "a spoken or written exercise in argumentation." Webster's New Collegiate Dictionary (Ninth Edition) basically recapitulates these two definitions in its first two entries for the adjective, but adds a third—"specializing in or relating to forensic medicine"—which helps explain some of the confusion students have with the word ("forensic medicine" is then defined as "a science that deals with the application of medical facts to legal problems.")

The Oxford English Dictionary gives us more on the derivation of the word. It originally had to do with "courts of law; suitable or analogous to pleadings in court." In the mid 1800's it became linked with the word "medicine, linking the term "medicine" to law and jurisprudence. In the 1830s in the United States, it came to mean "a college exercise, consisting of a speech or (at Harvard) written thesis maintaining one side or other of a given question." The OED further tells us that the word forensic has its origin in the word "forum," a term from Roman antiquity for "the public place or market

place of a city" which in ancient Rome was "the place of assembly for judicial and other public business."

Clearly, all of the above definitions as well as the derivation of the word from "forum," link the word to the concept of public debate and/or persuasive oratory. The problem that becomes apparent is that, as all coaches are well aware, forensics as practiced at the national, district and local levels includes far more than debate or even persuasive speaking. In many tournaments and contests, the majority of events involve oral interpretation of literature such as drama, humorous pieces, prose, poetry, and even children's stories. The emphasis in these events is much more on skilled delivery and deep personal understanding and evocation of the tone and voice of literature to enhance its aesthetic value—an art that is radically different from the logical analysis, questioning and rebuttal used in debate and oratory.

Our duty as coaches and spokespersons for the NFL is to clarify this situation. However, the confusion we coaches face is apparently being compounded in some high schools, which according to the news report aired in late May, 2002, are now offering brand new courses and clubs in "forensics." But as you may have guessed, these are in fact medical investigation clubs, and have become instantly popular with students where they've

(McCrady continued to page 62)

High school coaches in many parts of the country will need to continue to go the extra mile in publicizing and explaining the activities we sponsor....Forensics

when students tell me their initial thoughts when we do our annual recruitment for new members for the school forensics team. Before going further, I must explain that in our Maryland County, the responsibilities of a forensic coach and debate coach are completely separate, as are the teams, leagues, and meeting times. While the term "debate team" is easily, universally, and even somewhat accurately recognized, the word "forensics" is a different story.

The problem came to mind once again a few months ago (May, 2002) when the tragic story of Chandra Levy, the world famous missing intern, became front page news once again. If you did a key word search using "forensic" in any news website or current topics data base, you'd turn up many articles about the investigation into her death and its continuing mystery, but very few about the NFL, its local affiliates, the national tournament, etc. To the average person on the street, "forensic" and "speech" are two words that just do not go together.

What do dictionaries have to say about all this? Surprisingly, one of the most recent ones, and an often quoted authority on standard as well as colloquial American usage, The Scott Foresman, Advanced Dictionary, provides a definition which clearly supports the NFL's use of the word, defin-

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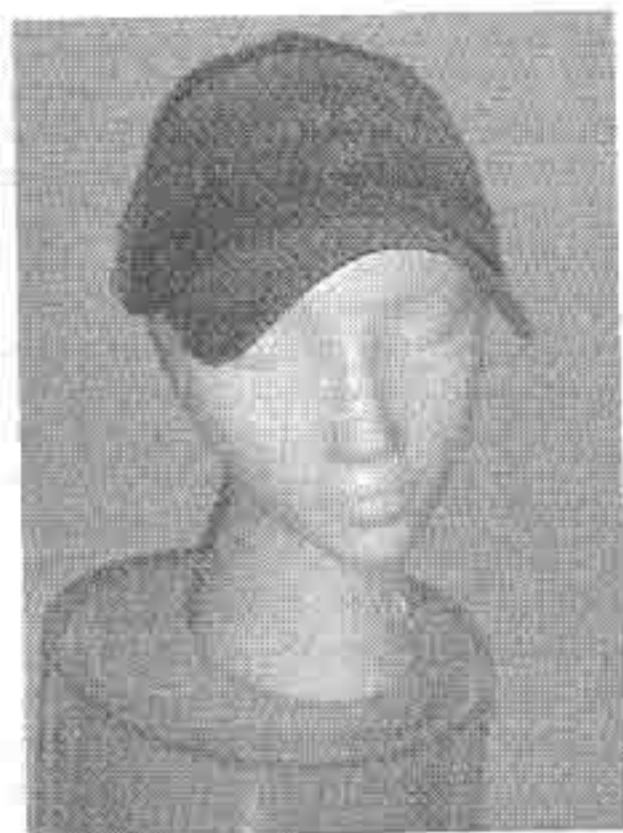
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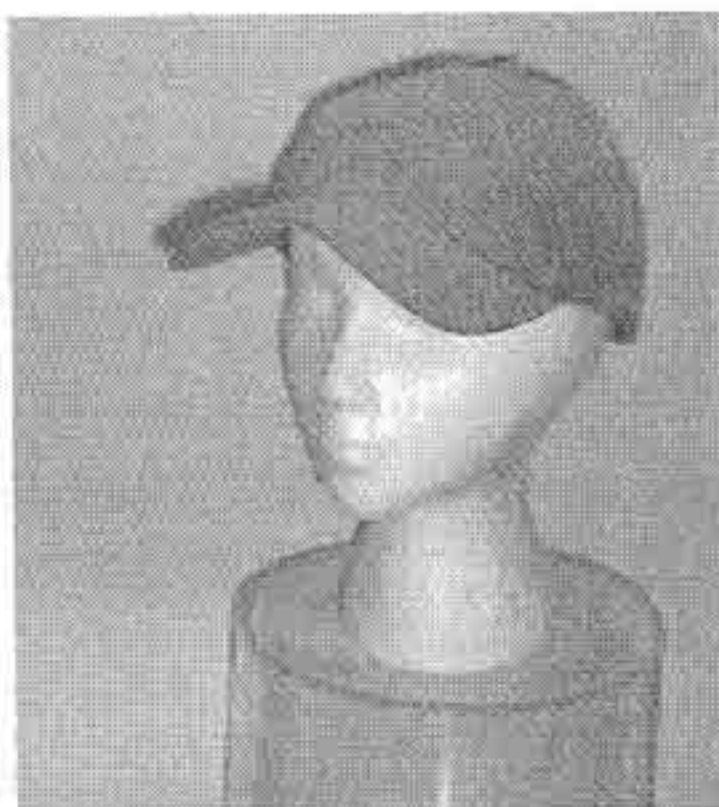
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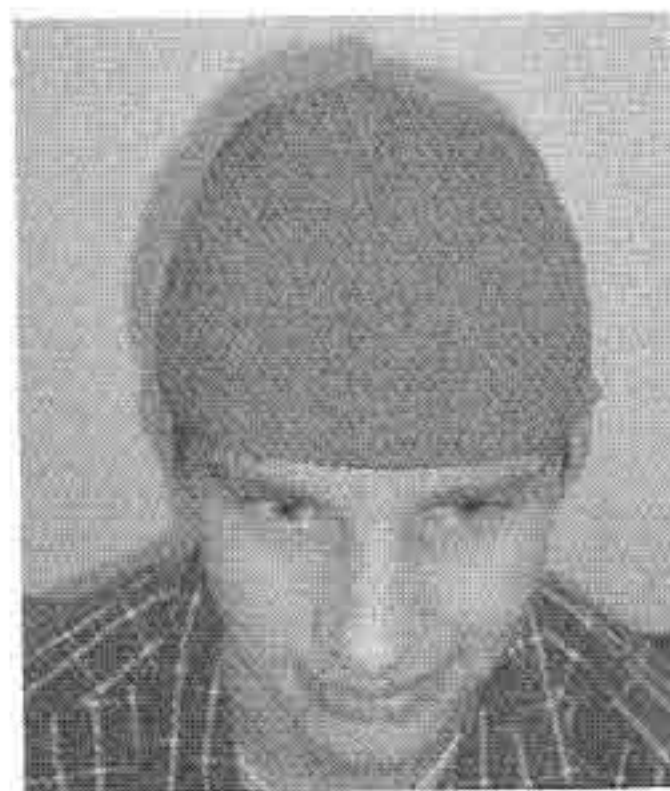
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HIS TRUTH GOES MARCHING ON

by

James J. Kilpatrick

Born in 1736, Patrick Henry died just a year before the 19th Century dawned. There were giants on our earth in those days, and Henry both literally and figuratively stood tall among them. He was a big man, red-headed, brown-eyed, a country lawyer who became a statesman. He had an orator's voice, with the resonance of a bass viol and the range of a theater organ. There was a time in our own century when boys took lessons in elocution; we declaimed, with gestures. Henry's

Elliot's Debates, Henry was at his best. He was skeptical, cynical, suspicious. "That government is no more than a choice among evils is acknowledged by the most intelligent among mankind, and has been a standing maxim for ages."

The proposed government, he feared, would be dominated by a federal bureaucracy: "The salaries and fees of the swarm of officers and dependents on the government will cost this continent immense sums." The states would not be able to compete with the "rich, snug, fine, fat" allurements of federal office. "Who can cope with the excise-men and taxmen?" He scoffed at the notion of checks and balances: "What can avail your specious, imaginary balances, your rope-dangling, chain-rattling, ridiculous ideal checks and contrivances?"

With remarkable powers of prophecy, Henry saw what would be swallowed up. "What will the states have to do? Take care of the poor, repair and make highways, erect bridges, and so on, and so on." The powers granted to the national government were vast; the powers reserved to the states were petty. It was the nature of

power that absorbed Henry's most thoughtful attention.

"Human nature never will part from power. Look for an example of a voluntary relinquishment of power, from one end of the globe to another — you will find none ... Can you say that you will be safe when you give such unlimited powers without any real responsibility? Will not the members of Congress have the same passions which other rulers have had?"

Henry made no apologies for his suspicions: "I hope to be one of those who have a large portion of suspicion. Too much suspicion may be corrected. If you give too little power today, you may give more tomorrow. But the reverse of that proposition will not hold. If you give too much power today, you cannot retake it tomorrow, for tomorrow will never come for that purpose."

You will hear nothing at national conventions to match Henry's glorious command of the language, but you will hear the same fundamental issues debated. What is the proper role of the federal government in child care, labor relations, parental leave, economic regulation? What are wise limits upon executive and legislative power? Patrick Henry raised the right question 200 years ago. The old dissenter rests in his grave but his truth goes marching on.

(James J. Kilpatrick was the most widely syndicated political columnist of his time. This "Patrick Henry Essay" was originally published by NFL oratory sponsor Patrick Henry Memorial Foundation.)

....If you give too much power today, you cannot retake it tomorrow, for tomorrow will never come for that purpose."

speech of 1765 against the Stamp Act ("If this be treason, make the most of it"), and we rose to forensic heights with his speech of 1775: "Give me liberty," we cried, with a pause in which the audience sat transfixed, "or give me death!" Every schoolboy knew the speeches.

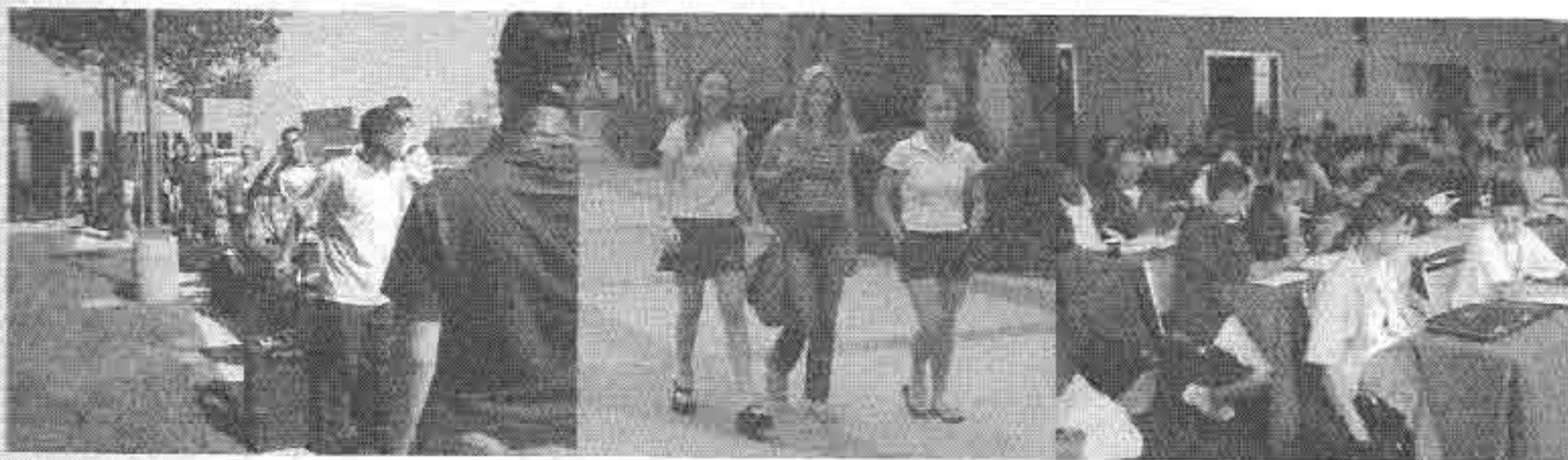
It was not for Henry's role in the Revolution that the old gentleman was honored the other evening. It was rather for his role in the Virginia Ratification Convention of 1788. Two hundred years ago this week, 168 delegates met in Richmond to decide whether the Commonwealth should join eight other states in approving the new Constitution. By the time the convention ended on June 25, New Hampshire had become the necessary ninth state to bring the new union into being, but Virginia's decision was far from academic. Without Virginia's approval, the fledgling nation would have died aborning, with Georgia and South Carolina severed altogether from Delaware and Maryland.

The two leading players in the Virginia convention were James Madison, who earnestly favored the Constitution, and Patrick Henry, who bitterly opposed it. In the end, Henry lost. Virginia ratified by a vote of 89 to 79, but it was Henry's insistence upon amendments in the nature of a bill of rights that three years later would prevail.

A shorthand reporter took down the speeches. You may read them today — and great reading it is — in

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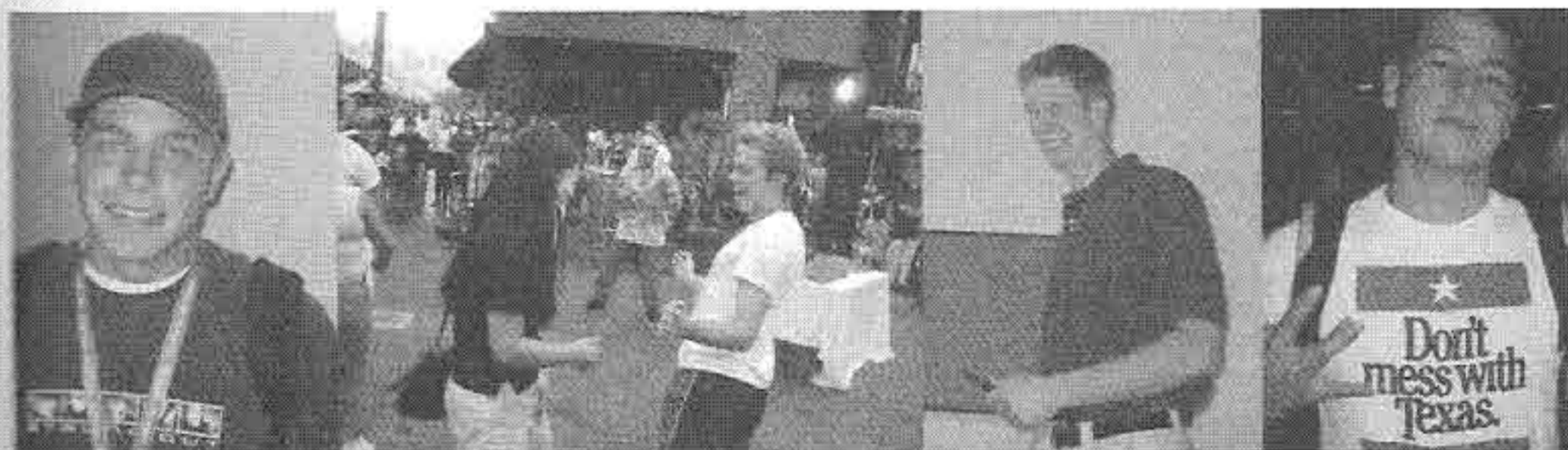
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O. ORATORY! WHERE ART THOU?

by
Collette Mikesell Winfield

From sound Greek thought and practice
Came a strong, unyielding stance;
That oratory stand alone
Its stature to enhance.

None thought it should be classified
As simple public speech.
None classified it as a goal
That everyone could reach.

**BRUNO E. JACOB ONCE SAID,
"SPEECH IS A BUSINESS SUIT.
ORATORY IS WHITE TIE AND TAILS"**

A formal presentation
With graceful, eloquent style
Was the kind of oratory
That would make Greek scholars smile.

And so throughout long centuries
Aristotelian prose
Guided orators in their serious
Pledge to solid argument pose.

Some Roman guys then helped define
Specifics to be used
So that *Logos, Ethos, Pathos* "laws"
Would never be abused.

For centuries we've been blessed to hear
Demosthenes and King
A Roosevelt, a Pericles
Et al, with words that sing.

And in our schools we taught *Declam*
Sweet Elocution too
In hopes that later folks would know
The formal stuff to do.

But times have changed:
The world's devoid
Of orators on the street.
And formal speech is out of
vogue.
Slang's in the driver's seat.

So controversy's loud and clear
Among the modern thought

And those who take the
Classic stance
And those who are self-taught.

The controversy harms us all.
It weakens all who teach.
When Classic discipline's
kicked aside,
The Ideal's hard to reach.

For students see that anything
Can win a final round
If judges sitting in the room
Liked, personally, the sound.

Criteria for judging lost,
Then Beethoven's "Ode to Joy"
Sounds no better performed by pros
Than by fourth-grade girls and boys.

And speakers taught that rhetoric
Need no great discipline wear
Go on to shape weak voters' minds
Whose critical ears aren't there.

It takes no grand imagining
To see a future land
Where disciplines no longer guide
The mind, the voice, the hand.

Some Classic form must drive the one
Who's known as Orator
Else that grand name "Oration"
Will be rotten to the core.

Orations made of Classic stuff
Will be far more than speech.
Their content lies in deep research
Bright audience to reach.

They'll not rely on cutesy jokes
Or shallow, mundane claims.
They start from solid premises.
They play no mindless games.

If humor's meant to make a point,
It's subtle and it's deep.
The stand-up comedy routine
Should make all judges weep.

Intelligent orations
Invite souls to rejoice and weep
While minds are forced by evidence
To make a quantum leap.

Intelligent orations
Are not paper-thin in thought
They do not build up joke and story,
Toward some shallow, cute,
taped plot.

Unless orations deeply probe
And follow Classic Law,
They cannot earn our best respect
Nor judges' praises draw.

The Cicero ARRANGEMENT
Must guide each orator sure.
The *Entrance* to the subject
Sells an overview that's pure.

A deep, compelling *Narrative*
Gets the audience involved.
And the *Proposition's* very clear.
A problem should be solved!

In *Division* the good orator
Builds analysis that shows
That the problem's far more
widespread
Than the average listener knows.

Then comes the *Confirmation*
That the problem's truly real.
The gathering of strong evidence
Must continue with great zeal.

It's never wise to advocate
With a careless ear toward foes.
Rebuttal of opposing claims
Is needed, goodness knows.

Synopsis of stinging evidence,
A strong emotional appeal
Make the *Conclusion* sit right down
The oration's content seal.

The parts seem very simple;
Yet, they're more than simple skill,
For Classic oratory lives
As Artful eloquence still.

It matters not how many try
To make it lesser stuff.
The writer of oration
Must be research- and logic-tough.

The writer of oration
Must also recognize
That *Argument* forms the basis
While *Persuasion* prods the wise.

Without the Pathos integrally
bound
Orations will fall short
And fit a first affirmative,
Extemp speech, or report.

Pathetic or emotional proofs
Will hold the listener tight
In anger, mildness, friendship,
shame
In pity, envy, fright.

The Pathos that the orator speaks
Must move the listener free
To feel the proposition's bite
Through pity, enmity, glee.

Without the power of imagery
All oratory fails.
Against the weight of metaphor
The "8-V-DO" just pales.

Inversion may a strong point make.
Sharp *Paradox* is the edge
On which clear thoughts can pivot
To create the quiet ledge

From which the listener understands
Some literal harm that's seen
While recognizing *Irony*
In some stunning, life-large scene.

Parallel Structures drive the point.
Narratives make tears swell.
Phrases and *Short Sentences* serve
Quint's "good guy speaking well."

Once the masterpiece is written
Then, it's time to sell its worth.
No mumbling, nasal, shotgun
sounds
Should usher in its birth.

The richest voice must e'er be heard.
Sincerity clearly rings.
The oration now spellbinds us
As a harp when language sings.

Delivery must be masterful
Voice, hand, and body merge.
The orator's a vessel
Through which content can surge.

O, oratory's not to be
Performed by all who speak.
It's for the chosen who can prove
Their depth of skills not weak.

The Greek and Roman spirits
All are waiting for the time
When oratory's fully claimed
Its broad effect: sublime.

Perhaps, the world will hear again
Great minds with voices strong,
Who demonstrate the power of
speech
With mindfulness 'gainst wrong.

An orator who will stick to facts,
Build syllogistic flow;
Ethically persuade, if possible
Some change from status quo.

"O, Oratory, where art thou?"
The Classicists all ask.
"Please stand apart. Lift up your head.
Throw off your choking mask."

Orations have inspired the world
Through struggling, happy years.
No other style has nourished us
Through history's growth and tears.

It's Oratory's dressed-up poise
We once more would applaud,
For at its best, it stretches us
To feel the power of God.

(Collette Mikesell Winfield was one of
NFL's greatest teachers. She often conducts
workshops for the National Federation.)



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THE D G E



POLITICS, POLITICS, POLITICS by David M. Cheshier

The national debate circuit seems agreed for now on these propositions relating to the politics disadvantage (specifically this year, the Bush agenda arguments):

1. Fiat does not permit the affirmative to escape specifying the manner by which their plan will be passed and the president's involvement in passage.
2. Though the likely threshold connections between mental health policy passage and other Bush initiatives (like war in Iraq, tax cut passage, or stem cell research prohibitions) are widely thought very high, simply saying so on the affirmative will get you nowhere without high quality evidence offering unusual uniqueness arguments.
3. The fact that in some circumstances arguments relating to the plan's likelihood of passage are dismissed out of hand (as illegitimate "should/would" or repeal claims), the Bush politics argument is worthy enough on its merits to ignore claims it should be dismissed as "should/would."
4. Counterplans implementing the plan but which vary or differently specify political processes of implementation are theoretically legitimate.
5. Critiques of political disadvantages arguing they should be ignored because they perpetuate political cynicism and horse race politics, fetishize today's Lexis-Nexis downloads, or disable grassroots oppositional movement formation are interesting but not, finally, compelling.

6. Although all these predispositions make politics positions easier for the negative to win, we're mostly bored with politics debates and wish they would occur less often.

Of course exceptions to all these generalizations abound. I heard about several high quality teams debating at MBA and Emory who got mileage by defying the conventional wisdom as I've presented it. Nonetheless, these predispositions taken together have produced a circuit-wide reliance on politics arguments disproportionate to its quality as an argument given Bush's present (admittedly slipping) popularity and his domination of the national agenda. It has thus become more and more difficult to decisively win a politics debate without either a specific link turn related to the affirmative plan, or an in-depth commitment to a strategy of turning the impact, whatever it is. However much judges say they hate it, the politics position is as entrenched as ever, at least on the high school circuit — ironically, on the college treaty law topic the Bush argument has faded somewhat in popularity as the year has progressed.

Several years ago I wrote a column reviewing some of the literature based constraints relating to politics disadvantages as then argued; I won't rehash the claims I made there again (February 1999 *Rostrum* — the president was different but the arguments remain). Apart from wishing for a higher degree of fidelity between the presidential politics arguments made in debates and those made in the academic literature, I have no intrinsic opposition to "politics" as a genre of argument. But I do want to offer some tactical suggestions that might improve the situation for teams frustrated by the dominance of day-to-day political positions. None of the following particulars are rocket science. But what continues to surprise me is how many talented teams persist in debating politics the same as always, and how little novelty I see in strategies used to attack and defend the disadvantage. In that spirit I wish to open the conversation about politics strategy.

Affirmative Teams Should Consider Starting the Politics Debate in the 1AC

The politics position presents many difficulties for the typical affirmative. Because the potential links and impacts come in numerous forms, unless one listens closely the label "Bush" or "politics" can obscure a universe of conflicting positions. It does not take very long for the 1NC to read the typical politics shell — because it is so common, judges are used to hearing only three or four pieces of evidence. Thus the time trade-off consequences for the second affirmative constructive are biased negative, and this is especially so given the regularity with which second negatives expand their original sketchy positions.

In every other category of argument except for topicality where the risks run this way, affirmatives have compensated by reconceptualizing the first affirmative constructive. 1AC's are regularly filled with critique preemptions and now even with evidence anticipating the state counterplan. But for some reason it is rare to hear a 1AC modified in anticipation of politics. Although teams will sometimes insert a decision rule (e.g., they'll insert a card saying we must "reject utilitarian decision making"), when's the last time you heard something like "Advantage 2: Passing the plan expands Bush's political capital which lessens the risk of Iraqi war"? This bias should be reconsidered.

You may be shaking your head at this suggestion — why would anyone want to commit in the 1AC to a particular politics scenario? And why should the affirmative so totally shift the

debate away from mental health claims? But the idea makes sense, especially if your explicit strategy from the start is to impact turn politics anyway. Why not decide where the strongest link evidence is, connect it to the strongest consistent impact claim, and put it in the first speech? Doing so forces your opponent to reconsider their default strategy, enables a major head start in the card count, and frees 2AC debaters to competently cover the issue. And if you're going to be stuck spending all your last minute time doing politics research, why not earn some regular mileage out of it when you're affirmative?

Still, the thought that the 1NC will simply read ten one-card reasons why President Bush needs political capital to implement his many good ideas will deter some debaters from running a 1AC politics argument. My point is simply this: teams eager to engage such a debate were probably going to rev it up in the 1NC anyway.

If you don't want to claim a politics advantage, then there are still ways the 1AC can be fortified. Consider scattering decision rule cards that favor you all over the first affirmative (obviously that is advice inconsistent with the idea of claiming a politics scenario). Think about hiding uniqueness cards wherever they make sense, as they often do when attached to inherency and harm contentions. That is, use the inherency position to craft as complicated and well supported a uniqueness position as possible.

Many teams are undoubtedly deterred from the 1AC manipulation I'm recommending because of what seems like the infinite variability of the politics shell. Why load up the first affirmative with evidence regarding presidential agenda-setting if the negative plan is to make an approval rating claim? But too much is made of this threat — in actual practice the multiple link versions have conflated. This is so both because the literature and fact situation makes it harder to sustain popularity claims, and therefore links debates are now centralized on political horse trading, winners-win, and agenda-setting claims that are consistent with each other and which can be commonly answered without fear of contradiction.

Some affirmative teams make tactical and strategic modifications to strengthen their case against politics. It has become more common for the 2AC to answer politics last in the speech, since that often denies prep time to the 2NC. Some very formidable teams are now in the habit of making politics the hook on which they hang all kinds of essentially unrelated add-on arguments. And all along the smartest teams tightly scripted a huge flurry of 2AC answers designed to put pressure on the negative block. I suppose the theory is if the 2NC plans to spend time on politics, one may as well make it as tough as possible. But these are simplistic accommodations to a situation calling for a competitive situation requiring responses more drastic.

How Negatives Can Overcome the "Politics is a Lie" Presumption

Since the whole point of my essay is that the field has decisively tilted toward the negative on politics-related positions, I won't say too much about defending politics. But if you happen to debate in a region where my generalizations are plainly wrong, in a place where judges are increasingly hostile to what they see as contrived political scenarios, then I want to summarize some common but good advice about defending them.

One basis for hostility regarding Bush politics arguments is their insufficient development in the first negative shell. The trick of offering ambiguous link and uniqueness claims so as to pre-



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

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

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

PATRICIA BAILEY

MARILEE DUKES, Co-directors, Lincoln-Douglas Debate

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SHIKHA BHATTACHARJEE, Sophomore, Yale University; debater for Iowa City West High School; Shikha had more qualifying legs for the 2002 TOC than any other LD; former Iowa summer institute participant.

PAM CADY-WYCOFF, Director of Forensics, Apple Valley High School; B.S., Southwest State University; M.A., Mankato State University. NFL Diamond coach; TOC advisory board; coached numerous LD and IE national champions. Member NFL LD Topic Selection Committee. Ms. Cady-Wycoff has been invited to be a guest lecturer.

CLAIRE CARMAN-REDDIC, Debate Coach, Heritage Hall High School; B.A., Rice University; First place, Bronx Round Robin, St. Mark's of Texas; National Forensic League National Champion; former Director of Samford University Lincoln-Douglas Summer Debate Institute.

MICHELLE COODY, Director of Forensics, St. James School; B.S., Spring Hill; M.A., Auburn University; NFL Diamond coach; TOC advisory board; coached numerous national qualifiers; Key Coach of the Barkley Forum.

CHARLES DAHAN, Sophomore, UC San Diego; founded debate program at Los Altos High School; quarterfinalist at Emory; semifinalist at UC Berkeley; 2nd place at U Colorado Tournament and the 2002 Stanford Round Robin; Winner of the Hopkins Round Robin.

MARILEE DUKES, Director of Forensics, Vestavia Hills High School; B.S., University of Southern Mississippi; M.S., North Texas State University (Debate Fellow); former high school and college debater; 20-year teaching and coaching veteran; numerous state and national qualifiers; coached NFL and TOC champions; NFL Double-Diamond; Key Coach of the Barkley Forum; cofounder of Iowa's Lincoln-Douglas Summer Debate Institute; Blue and Gold Society.

REILLY DUNN, Graduate of Enloe High School; Champion debater; participated in late elimination rounds of every major high school tournament; 3 years at the Iowa Institute.

SETH HALVORSON, B.A., Macalester College; M.A., Stanford University; Ph. D. Candidate, Columbia University; former championship debater for Apple Valley High School; a veteran lab leader at the Iowa Institute.

MAC HAWKINS, Graduate, Loyola University, New Orleans; NCFL National Champion; TOC qualifier; participant in late elimination rounds of every national tournament; assistant coach, Isidore Newman School; coached students to late elimination rounds of every major tournament and state champions.

BEN JOHANNSEN, Sophomore, Grinnell College; former championship debater for Muscatine High School; 3 year participant at the Iowa Institute; late elimination debates at every major national tournament; champion foreign extemp; member of the inaugural class of The Senior Philosophers Program.

NADIR JOSHUA, B.A., Rutgers University, with honors; former debater Science High School, Newark, NJ; 2nd Stanford Round Robin; semi-finalist Harvard; semi-finalist TOC; participant in late elimination rounds of every national tournament; two time NFL National qualifier.

KANDI KING, Director of Debate, Winston Churchill High School; B.A., Incarnate Word College; former Texas Speech Teacher of the Year; State Officer of Texas Forensic Association for past 14 years and past President; charter member of the Iowa Summer Debate Institute; member of the National Forensic League Executive Council.

CHERIAN KOSHY, Director of Lincoln-Douglas Debate, Apple Valley High School; NFL Diamond Coach; former champion high school debater; coached students to late elimination rounds of every national tournament including National Champions.

ANNA MARIE MANASCO, B.A., summa cum laude, Emory University; former debater, St. James School; Champion Wake Forest 1997; Bronx Round Robin 1997; Montgomery Bell Round Robin 1998; 1998 TOC runner-up; Girls Nation President 1997.

LYNSEY MORRIS, Carl Albert Doctoral Fellow in Congressional Politics, University of Oklahoma; B.A., Berry College; American Political Science Association Congressional Fellow, 2002; Intern for then-Senate Minority Leader Thomas Daschle, 1995; Georgia State Collegiate Champion in Parliamentary Debate, 1998; Extemporaneous Speaking, 1997; Rhetorical Criticism, 1998; Student Government President, Berry College, 1998-99; former champion debater at Homewood High School; veteran Iowa Institute staff.

KELSEY OLSON, Sophomore, Baylor University; former Champion debater at Apple Valley High School; Winner of St. Mark's, Bronx, Valley, Hopkins, MBA Round Robin; semi-finalist at Greenhill and Emory; Finalist at TOC; top 10 finish at the NFL National Tournament.

BRYCE PASHLER, Assistant Lincoln-Douglas Debate coach, West Des Moines Valley High School; former debater, Valley High School; third place, NFL Nationals; two-time Iowa State Champion; Winner William Branstrom Freshman Prize (University of Michigan); coach of 1996 TOC Champion; coach of 1996 MBA Round Robin Winner.

R. J. PELLICCIOTTA, Director of LD Debate, South Mecklenburg High School; A.B., UNC-Chapel Hill; coached numerous qualifiers to TOC and NFL Nationals; coached students to the late elimination rounds of every national tournament; coached North Carolina State Champion.

BOBBY VANCE, Sophomore, University of Pennsylvania; former champion debater at Isidore Newman; participated in late elimination rounds of every major national tournament; recipient of the Emerson Prize and the Gilder Lehrman Institute of American History Award; former Iowa Institute participant.

WILLIE WARREN, Debate coach at Homewood High School, former champion debater at Vestavia Hills High School; 2-time national qualifier; late elimination rounds at major high school tournaments; former debater for Samford University.

CYNDY WOODHOUSE, B.A., University of Iowa; Director of Forensics Vestavia Hills High School; former coach, Iowa City West High School, coached NFL and CFL qualifiers; former debater, Bettendorf High School; frequent participant in late elimination rounds at national tournaments.

JOHN WOOLLEN, Director of Forensics, Enloe High School; A.B., Wesleyan College; M.Ed. in Social Studies, UNC at Greensboro; Ed.D. in International Studies; certificates in Curriculum and Instruction and Social Sciences Education; NFL Double Diamond; Key Coach of the Barkley Forum; 100 students to NFL Nationals; Barkley Forum champion; state champions in extemp, oratory, HI/DI, LD; semi-finalist at NFL Nationals.

DANIEL YAUERBAUM, B.A., philosophy and physics, magna cum laude, Amherst; coached National Champions at Isidore Newman; former successful high school debater; runner of marathons.

IOWA HAS A LAB THAT IS RIGHT FOR YOU!

Now Iowa provides several lecture alternatives that expose students to Lincoln-Douglas philosophies from numerous perspectives. Some lectures are designed for the entire institute, but most address the specific experience level of the individual students: theory and philosophy lectures which are more general for debaters with less experience, more advanced philosophy and strategy lectures for debaters with more experience. Students who have not attended workshops in the past may have lectures on rights and general theories of morality and justice in addition to the lectures on the commonly used philosophers like Mill, Locke, Rawls, etc. Debaters with institute experience (both at Iowa and at other workshops) are more likely to hear lectures on advance theory and on alternative philosophies, like existentialists or Foucault.

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TRAIN TO BE A CHAMPION!

serve maximal 2NC flexibility to retell the story as necessary is now so ubiquitous that it doesn't fool anyone anymore. Meanwhile, the visceral antipathy to two or three card shells mounts. Ironically, this is the easiest bias to counter. Instead of reading one link card, consider reading three. Make up the time by highlighting down the nuclear impact card. This is a smart trade-off, in my view, since 2NC's will almost always be pressing the link debate more fully than the impact; if the 2AC simply impact turns, you still have the preferred abbreviated nuclear language in the round. The point is to find ways to add cards to the shell without calling special attention to the fact you've done so — for instance, I wouldn't number the additional link arguments. But when you're extending the link with new evidence at the top of the position in the block, you can huffily remind the judge that the 1NC read *three* link cards in the shell.

Of course in extending the politics position one can work, usually successfully, to overcome the bias against it held by the judge. Here's an example: You can safely predict that at least some, and maybe most, affirmatives will make a series of arguments attacking the viability of the link or uniqueness claim. Because this is the very aspect that seems most suspect to many judges, these claims must be literally overwhelmed in the negative block. Often I recommend that at the first available opportunity ("2AC #1: No link"), the 2NC read as many tightly highlighted links back as possible. You say you only have two links, and both were read in the shell? No problem: expand the link story by adding evidence that actually reinforces the later internal links. Even if the link evidence is not exactly on point, that is, you can still overcome a presumption against the position by answering a "no link" claim with a run of nine efficiently marked pieces of evidence.

In debates I see where the affirmative strategy is to simply impact turn politics, I'm regularly surprised by how unprepared the 2NC is to efficiently respond. The 1NC says the plan enables Bush to buy off Democratic support for oil drilling in Alaska, which they say will decimate local species diversity. The 2AC responds that buying off Democratic support is good because Bush's tax cut and Iraqi disarmament proposals are good and need Democratic help.

What usually follows is some scenario where it's clear the 2NC just grabbed the "tax cut" and "Iraq" files and pulled impact cards saying the opposite, without any thoughtful combination of other answers that would question the internal links, thresholds, and other aspects of these new scenarios, although each incurs a wholly different set of political outcomes than the basic ANWR story.

Conclusion

My suggestions are basic. But lest I lost you by insulting your intelligence, I'll conclude with the overall point I aim to stress. Politics positions have taken over. This dominance is likely to continue since political arguments have supporters, since the major evidence sources (the handbooks, trading, Planet Debate) will continue to feed the beast, and since topic writers seem unwilling to draft resolutions that would obliterate or complicate political claims (why not this? "Resolved: Setting aside the political implications for the U.S. President's broader agenda, the United States should..."). Meanwhile, many of the obvious possibilities for affirmative response are foreclosed by the prevailing winds of opinion on the national circuit.

Do politics arguments win every major debate? Of course not. But the time has come to diversify our ways of handling politics-based claims, and the ideas I've advanced here are a most rudimentary starting place. While racing to stay one step ahead in card cutting and one trick ahead on the link will always serve experienced teams well, start thinking about the other avenues available to pressure the negative when politics is their inevitable argument of choice.

Next month: An introduction to the new policy debate ocean's topic.

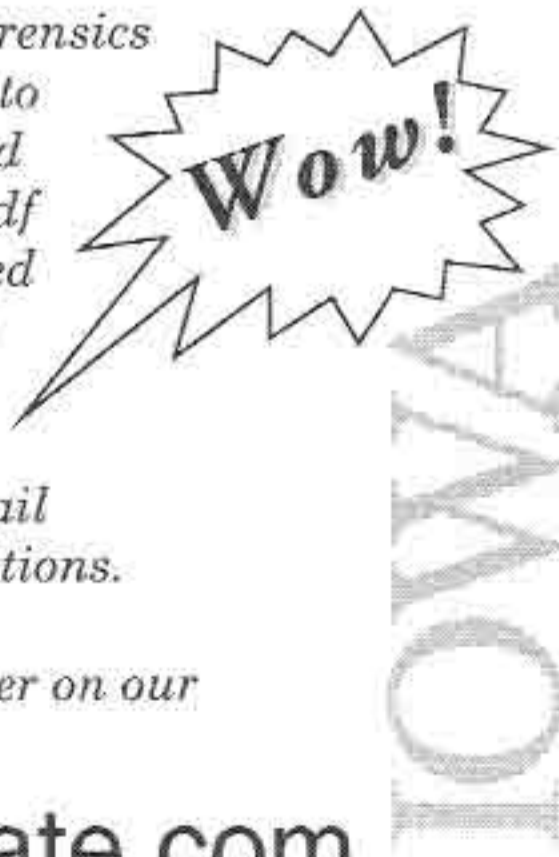
(Dr. David M. Cheshier is Assistant Professor of Communications and Director of Debate at Georgia State University. Dr. Cheshier will host the 2003 Lincoln Financial Group/NFL National Tournament at Georgia State University. His column appears monthly in the Rostrum.) © David M. Cheshier

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(*Mannebach continued from page 34*)

is designed to represent, Alfred Korzybski, a pioneer in general semantics, argued in *Science and Sanity: An Introduction to Non-Aristotelian Systems and General Semantics*, that at best language can be considered as maps, and maps can misrepresent their territory. For illustration, a university professor held in his hand a dirty glass and asked how many of his students would drink from it. None volunteered. Then the professor held up another glass wrapped in paper with the words "This glass has been sterilized for your protection and convenience." The professor then asked how many of his students would drink from it, and most replied affirmatively. The professor smiled, unwrapped the paper, and revealed a glass filthier than the first glass. The words on the wrapper did not accurately represent the glass itself. The map was not the territory.

In *Language in Thought and Action* S. I. Hayakawa, another general semanticist, observed that many people commit follies, destroy truth, and create chaos because they fail to observe that the symbol is not the thing symbolized; that the word is not the thing; that the verbal world is not the real world.

Yukio Mishima, one of Japan's most prolific modern authors, also was sensitive to the difference between the real world and the verbal world. For example, in *Sun and Steel*, he stated that "words are a medium that reduces reality to abstraction for transmission to our reason," and that words "have the power to corrode reality."

Even Shakespeare, perhaps the world's greatest playwright, was sensitive to the misrepresentation that words often generate. For example, in *Romeo and Juliet* (II.ii), Juliet says:

"Tis but thy name that is my enemy;
Thou art thyself though, not a Montague.
What's Montague? It is not hand, nor foot, Nor arm,
nor face, nor any other part
Belonging to a man. O! be some other name: What is in
a name? that which we call a rose By any other name
would smell as sweet;
So Romeo would, were he not Romeo call'd, Retain
that dear perfection which he owes Without that title.
Romeo, doff thy name;
And for that name, which is no part of thee, Take all
myself."

Because language misrepresents one's actual experiences, and thus fails to represent one's intended thoughts, students of oratory should ask themselves the following two questions when preparing their addresses: "What do I precisely want to say?" and "Are my selected words the best words I can use to express clearly my intended thoughts?" By appreciating that language is a verbal world, not the real world, and by taking sufficient time to select words which best represent one's intended thoughts, students of oratory should become clearer and, thus, more effective persuaders.

CONCLUSION

Orators should adhere to Quintilian who said in his *De Institutione oratoria*, "Care should be taken, not that the reader [and hearer] may understand, but that he must understand."

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

(*McCrady continued from page 39*)

been introduced. No doubt we are all in favor of new and challenging student activities, but can you imagine the bewilderment students will experience when being told their school offers two forensic clubs, but the two clubs are so different in their focus and agendas that they have nothing to do with one another!

According to my colleagues in the Midwest—"The Heartland"—the misconstruing of "forensics" is less of a problem than in some other parts of the U.S., particularly in the East, where we must fight the battle year after year to have our clubs/teams recognized for what they are, and not mistaken for "Future Detectives of America." So even though the problem may be mainly a regional one, my only recommendation is to simply continue to press on with the semantic fight. In all publicity for the team at my high school, we display the words "speech," "drama," "poetry," "presentation," and "public speaking" as prominently as the word "forensics." The National Forensic League was founded in 1925 and has proudly borne its name ever since. I doubt it is contemplating a change of name. Therefore, we high school coaches in many parts of the country will need to continue to go the extra mile in publicizing and explaining the activities we sponsor.

(*William (Rusty) McCrady is Forensics and Debate Coach at Walter Johnson HS, Maryland. Rusty is President of the Montgomery County Debate League*)

CAMERA MAN BILL



A special "Thank you" from NFL to **Bill Hicks** for providing many of the Queen City centerfold and congressional photos published in the September Rostrum. Bill coaches at Brebeuf Jesuit, IN. Take the time and drop bill a note thanking him, especially if you spotted yourself or some of your students photos. Photos hold the memory!

Thank you Bill!

James M. Copeland, Executive Secretary
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TO THE EDITOR.....

My name is Benjamin Walsh and I have been a Student Congress participant for the last two years in the Carolina West district for Independence High School. I enjoy speaking, but even more I love the job of presiding over chambers. If the NFL allowed it, I would preside every session.

In my experience as presiding officer, I have noticed that a lot of time is wasted during chamber. People also have different ideas about how a chamber should be run. I believe the largest flaw is with the establishment of priority in the chamber at the beginning of a session. I have witnessed two systems used:

Athleticism involved recognizing whoever stands up or raises their placard the fastest. The inherent problem with this system is that there is no way of insuring equality. A presiding officer essentially recognizes who they see first not necessarily who stood first. It also wastes time when a presiding officer must tell everyone to sit, bang the gavel again, and then basically guess on who stood first.

The other system I have seen used is **geography**. All too often this system is abused and not used to benefit the chamber. Some presiding officers alternate right to left on each speech. However, if an affirmative speaker is standing on the negative side the speaker must wait for the affirmative side to be exhausted. Most presiding officers also do not take into account how long a speaker has been standing. Say a speaker has been standing on the right for five cycles but is passed over for a

speaker on the left who just rose. The speaker on the left is chosen because they are the only one on the left and the presiding officer is strictly alternating from right to left. I do not believe this is fair to the speaker who had been standing already and had had a speech prepared. Noting these flaws, I have devised a system that I believe will be more equitable and will not waste speaking time during sessions.

My system involves a fair and random choosing of the speakers. I will use a small chamber of eight as an example. Before the session begins, each speaker chooses a number from one to eight. When the presiding officer is chosen, his number is eliminated. We'll say he was number five. Then the session begins. As with all systems, the authorship/sponsorship speeches are always given the best precedence. We'll say that speaker **four** gave the authorship. When the first negative is called, speakers **one** and **seven** rise. Speaker **one** is recognized because they have a lower number. The presiding officer then notes that speaker **seven** has risen for one cycle. When the second affirmative is called speakers **two** and **six** rise. Again speaker **two** would be recognized and speaker **six** is given credit for one cycle. When the second negative is called, speakers **three** and **seven** rise. This is when the cycle clause comes into effect. Normally, speaker **three** would be recognized before speaker **seven**. However, speaker **seven** has been standing for more cycles than speaker **three**, so the chair recognizes speaker **seven**

and gives a cycle credit to speaker **three**. Then, the third affirmative speech is called and speaker **six** is recognized. Speaker **three** is then recognized for the third negative. The chamber then moves to a new piece of legislation. Again, authors always have precedence so speaker **three** is recognized even though he has the worst priority in the chamber. When the first negative is called, speakers **two** and **eight** rise. Speaker **eight** is recognized because they have yet to give a speech. Now all eight members of the chamber have spoken at least once and priority for the rest of session is set based on the number of speeches and the order in which they were given.

It is my belief that this system is more equitable than standing first or alternating from left to right. Less time will be spent during session determining who should speak and thus will allow more time for speeches. It will also eliminate potential bias in presiding officers, giving all speakers in the chamber an equal opportunity to speak.

I want the best for the NFL and Student Congress; I believe this new system will help insure equality and allow more speeches to be given per session. It is my desire to spread this system to help the NFL nationally and I would appreciate any feedback from the NFL on this new system. I thank you for your time.

Respectfully submitted,
Benjamin S. Walsh
Independence High School
Charlotte, NC

RESPONSE BY "MR. CONGRESS", HAROLD C. KELLER.....

The National Forensic League offers the congressional admonition that "members who have spoken least or not at all should be recognized first." It is a simple statement written with the goal of achieving fairness and member equality.

There are many methods that a Presiding Officer might utilize to seek equality for speaking opportunity in a Chamber. I have witnessed a variety of systems being used in the recognition/priority process. For example: the right-to-left and front-to-back system, the blind draw of names or code-numbers from an envelope, the use of color/coded note cards, a com-

puter generated selection process, and other systems. All systems are used in an attempt to guarantee fairness, equality and efficiency in the recognition of speakers.

Benjamin Walsh's intent is an attempt to guarantee equality and time efficiency, and that is good. But all systems have a similar goal. However, it is just another system in the field of many. No particular recognition process should be mandated. Hopefully in any democratic society, whether it is the classroom teacher or the Presiding Officer in the congressional market place of ideas, individuals will be allowed academic freedom in their attempt

to reach designated goals. Rules are in place. Philosophical guidelines have been established. Academic freedom is present.

The First Amendment of the US Constitution guarantees the right to petition for change. Under the rules of parliamentary procedure a member can "appeal the decision of the chair" or "rise a point of order." It is my contention that the members of a Student Congress are empowered by such tools to guarantee fairness and justice. The adoption of a set system of Presiding Officer protocol would in essence restrict freedom.

Iowa LD is 12 years old and 18 former Iowa participants have appeared in the Final LD Round of the NFL National Tournament!

Update on Iowa participants at 2002 tournaments:

Wakeforest University Earlybird
All four semi-finalists were Iowa participants

Grapevine Classic
All four semi-finalists were Iowa participants

Mid-America Cup
Four of the eight quarter-finalists were Iowa participants

Bronx High School of Science
Seven of the octo-finalists were Iowa participants

The Greenhill Fall Classic
Six of the octo-finalists were Iowa participants

Manchester Debate Tournament
Two semi-finalists were Iowa participants

St Marks School of Texas
Six of the octo-finalists and both finalists were Iowa participants

Apple Valley Debate Tournament
Three of the quarter finalists were Iowa participants

The Glenbrooks
Nine of the octo-finalists were Iowa participants

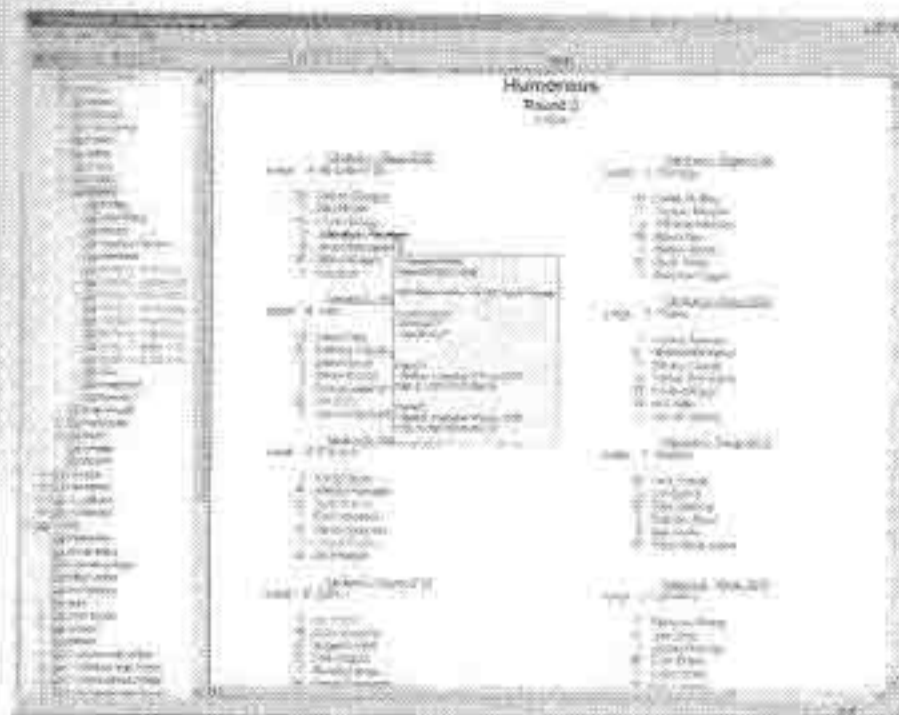
The Ohio Valley Invitational
Three of the semi-finalists were Iowa participants

UT Austin's Longhorn Classic
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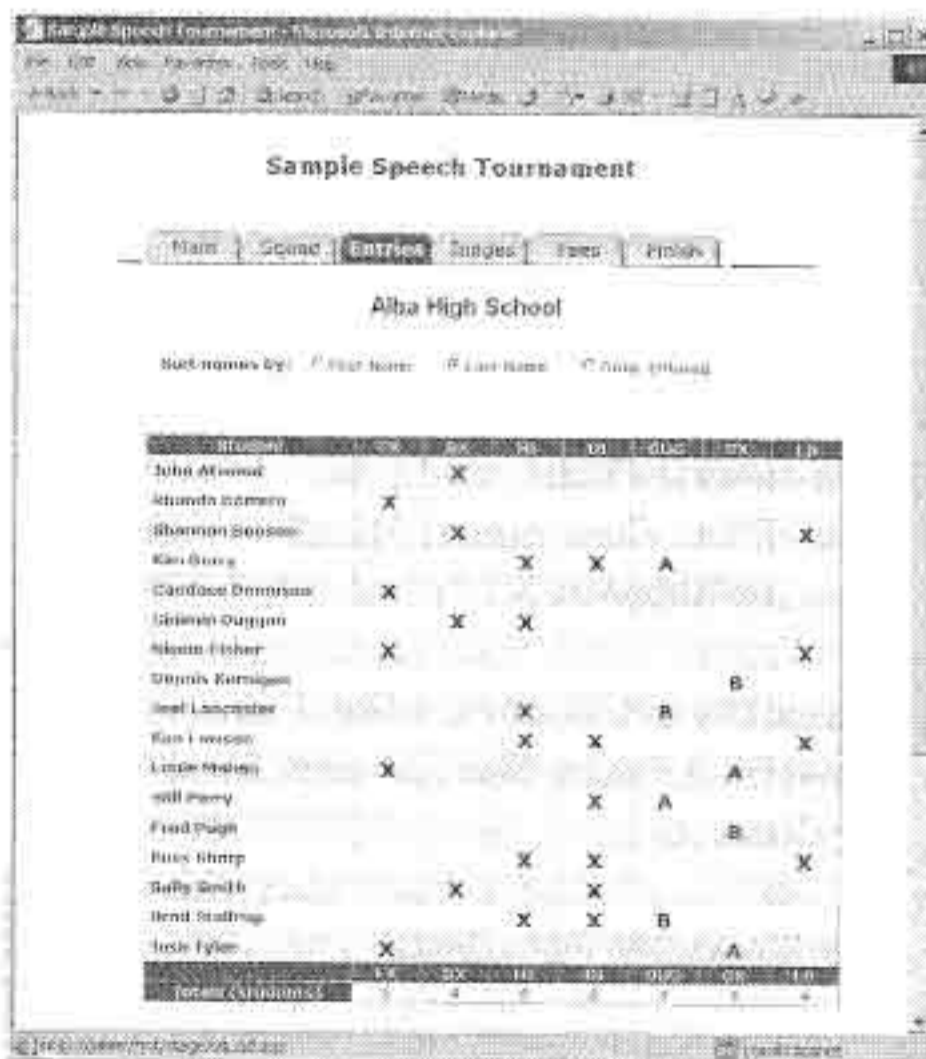
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November 15, 2002

NFL Executive Council
%of Mr. William Woods Tate, Jr., President
Montgomery Bell Academy
4001 Harding
Nashville, TN 37205

Dear Council Members:

I am writing this letter because I feel it is necessary that you consider a number of concerns about the "new debate division event," Controversy" or "Ted Turner Debate." Before proceeding, I need to make two disclaimers. First, I am not opposed to adding tournament events. In fact, I have been active in the past in helping to develop several new events both at the State level and at the National level. Second, this letter reflects only my opinions. My concerns about Controversy can best be grouped in three categories: the process of adopting the new event, the materials which have been published about the new event, and the event itself.

First, my concerns about the process of adopting the event. Contrary to the statement in the November *Rostrum* that "the NFL coaches of this nation have demanded a new debate event. . . ." I am aware of absolutely no concerted, organized attempts to solicit input from coaches, schools, or District Chairs. Perhaps I missed the referendum or questionnaire or comments solicited at coaches' meetings at the National Tournament, but I don't think so. I do know that when District Chairs were informed at the 2002 National Tournament that the event would begin this year, no one on the Council could tell us even how many students would comprise a team. I am deeply concerned that the National Council apparently signed a blank check for whatever someone might come up with in the future. I know that other events which have been added have all been tested in States, sometimes discussed at a summer symposium, revised and refined, and then, after solicited input from NFL coaches and District Chairs, adopted. I am concerned that a similar procedure was not followed with the event of Controversy.

The second category of concerns is about the material that has been published concerning Controversy. The article in the November *Rostrum* demeans all other NFL events either directly or by omission. The article states:

Policy debate and LD debate have become specialized, filled with code-words that ordinary people do not understand on topics people don't wish to hear. Debaters often talk beyond the speed limit. Extemp has also become a documentation speech, oratory has become interp, interp has become filled with innuendo and explicitness.

Note that all but one NFL sponsored event, student congress, is attacked as either useless or impracticable in a publication read by most of our students, many of our administrators, and many of our parents. Additionally, student congress is demeaned by omission both in that last quotation and in an earlier section of the article which purports to identify all of those events that "NFL sponsors." My specific concern is that administrators and parents will read this material in the *Rostrum* and then make decisions about the future of competitive speech. This article certainly implies that all the events we currently sponsor are not worthy of financial or parental support. Furthermore, if the negative accusations about all current NFL events are true, there can only be two reasonable alternatives: either correct the abuses or eliminate NFL sponsorship of the events.

Also, many of the statements in the November *Rostrum* will simply appear false to many readers. To indicate that we cannot currently attract students who "are not interested in researching a topic for a year or most of a year" ignores those very viable events of Lincoln-Douglas debate, extemporaneous speaking, and student congress. The suggestion that students who currently debate must "miss school so much," is to ignore the thousands of students who debate on many Saturdays and seldom, if ever, miss school in order to do so. To suggest that only by adopting Controversy will we "be presenting exciting, current, controversial topics" ignores the hours students spend in practice congresses on Saturdays. And to suggest that only through Controversy will "topics be developed from significant issues" flatly ignores extemporaneous speaking as well as congressional debate and the work of the NFL L-D Wording Committee. Since very few schools in my state travel the "national circuit" and since participation in Lincoln-Douglas debate and student congress continues to grow yearly, it appears to be a public misstatement to level the above accusations at debate events in general. And since very few students in my area have to "compete every weekend" to be successful, the indication to the contrary in the *Rostrum* is simply false.

Additionally, in the handout from the National Office to District Chairs, which I faithfully forwarded to all of our coaches, someone (in an apparent attempt to appear clever) used insipid, banal clichés in describing Controversy. One example compares a supposed academic endeavor to playing a "football game." Later the use of the cliché, "grasp victory from the jaws of defeat" continues this misguided and inane writing. My concern is that the use of the clichés adds to the trivialization of academic competition.

Third, I have major concerns about Controversy as an event. Before I get into those concerns, let me say that I think Controversy appears to have tremendous value as a classroom activity to introduce students to some of the concepts of academic debate. However, I do not perceive it to be an activity for which we want to reward students at the national level of competition unless it is a supplementary or consolation event. Many of my concerns about the event are predicated on the assumption that debate is an academic activity. In many of the schools in my area, debate is identified as an "honors academic course." However, I do not see Controversy as a type of event that will require the in-depth research and critical thinking skills required of academic debate.

I am enclosing a recent *Rocky Mountain News* article entitled "Dumber and dumber" to demonstrate what it now takes to appeal to the media. "Dumb culture," it says, "has always been with us, but it's never been so aggressively marketed as it is these days." I do not believe that the "dumbing down" of academic debate in order that it be sold to the media is educationally sound. Furthermore, I fear that Controversy will reward students such as those about which I recently heard. Those students threatened to drop a competitive debate class because "the teacher is asking students to do too much." (The teacher was requiring that debaters collect 50 pieces of evidence over a four week period -- 20 of which had to come from the local high school library). While those students just might be witty, crafty, and generally read enough to be successful in Controversy, allowing such success would certainly reward laziness instead of academic excellence.

I am also concerned that the administration of Controversy adds considerably to the difficulty of hosting the District Tournament. In our District, we attempt to hire "flexible" judges. By "flexible" we mean those competent and willing to judge policy debate, Lincoln-Douglas debate, and all other speech events. By so doing, we can best avoid a contestant being judged twice by the same person. If I understand the intent of the judging rules for Controversy correctly, those qualified to judge policy and/or Lincoln-Douglas debate should not be used to judge Controversy. Essentially, that means we

would have to hire a separate cadre of judges just for Controversy. The use of "flexible" judges would be radically curtailed.

Additionally, I am concerned that yet another job is to be pushed off onto the currently over-worked high school teacher/NFL sponsor/debate coach. The *Rostrum* article tells us that the "talented" teachers we want are those who "currently advise quiz bowls, academic decathlons, etc. Because of the time commitment, they would not become involved with current debate divisions." Most of the NFL coaches in my District do not sponsor activities such as quiz bowls and mock trials because NFL doesn't sponsor quiz bowls and mock trials. But, they are busy. If NFL adds Controversy, the NFL sponsor/teacher/debate coach will be expected to add one more burden.

I am concerned that during the "Grand Crossfire" no one is in charge or in control. Again, in a classroom with teacher control, this might work well, but in a competitive tournament in which the teacher/NFL sponsor/debate coach is forbidden to judge, chaos may well reign.

I simply do not understand how the use of news programs as research is consistent with the admonition, "NFL rules of evidence apply." I believe the theory behind that statement is that evidence should be available to all to check at later times. Most news programs are not re-broadcast at later times.

Finally, I fear that the admonition in the *Rostrum* article that "something will change in the immediate future to improve our lot seems rose-colored thinking" probably best applies to the apparent dreams of instant media coverage of this event. But, should I be wrong, and should the media pick up this event, I for one, would be greatly embarrassed. To add Controversy as a main event as it is now constituted violates the very precepts of academic debate. As a debate teacher/coach, I would be deeply embarrassed if this event was to represent what I do. This event, like Irish debate, is well suited to entertainment and poorly suited to academic competition.

I believe the above concerns and problems must be addressed. Some concerns and problems may be solved through communications. Others require structural changes. To grant this event main event status while so many concerns remain and identifiable problems exist violates the very processes for which the National Council is admired. I request, I plead, I exhort the Council to please reconsider. Perhaps a reasonable alternative would be to make Controversy a supplementary or consolation event for the first few years of testing. On the other hand, one might simply put the event on hold until testing and adjusting is completed.

Sincerely,

Lowell Sharp, District Chair
Rocky Mountain South

cc: Colorado District Chairs, Rocky Mountain South NFL Coaches and Jefferson County, Colorado Coaches

(Secretary James Copeland's response follows on page 70)

Secretary James Copeland Responds:

Lowell:

You are technically correct that the council sent out no survey and held no plebiscite. But I disagree that a new debate event was not "widely demanded". Just as John Dewey recognized the "felt need"; the council recognized that policy debate is no longer practiced in most schools.

In 1986 when I became secretary, about 1200 NFL schools debated policy; last year barely 600. Eight NFL districts conduct no contest in policy because no school in those districts debate. Ten other districts have only two or three debate schools. Kritiques and other counter intuitive arguments have caused states like Minnesota (Classic) and North Dakota (L-CTD) to invent a different kind of debate to be used in their state.

The peoples' voice (coaches and students alike) has clearly been heard. These people "voted with their feet" and left policy debate! When the new event was described to the district chairs at their meeting in Charlotte, it received strong support and applause!

The process used to begin Ted Turner debate is not unlike the process the council used when adopting Duo. A council committee studied the issue, rules for a trial event were distributed, a year of trial will take place, a survey will follow to refine the event.

No "blank check" was presented to anyone. Turner debate and its present rules are in a "trial year" and it will be fully evaluated by the students, coaches and council.

Your second concern finds fault with the materials written by Donus Roberts and James Copeland about the new event.

I do not believe that accurate criticism is demeaning. If what you argue were true, the founding fathers "demeaned" King George and any citizen petitioning her government "demeans" the bureaucrat in charge.

If readers do not agree with Mr. Roberts' findings, they are free to respond (as you have done) and NFL will gladly publish their rebuttals. The cure for error is not less speech but more!

I, James Copeland, admit to writing "in an apparent attempt to be clever" the "insipid, banal clichés" that offended you in materials published about the new debate event.

I believe my football analogy briefly and accurately describes the coin flip. Everyone has gone to a game, seen the flip and knows the options. [we have a flip in Turner Debate to eliminate artificial "debate" arguments like presumption and inherency by allowing the negative to begin]. You also object to the "misguided and inane" phrase "grasp victory from the jaws of defeat." How better to describe one of the truly original concepts in debate (invented by Donus) "the last shot."

I am surprised by your *ad hominem* attacks. When writing for students one must be interesting as well as giving a vividly accurate picture as to what is actually going on. And I don't accept that a light hearted comment trivializes an academic activity. If that were true, L/D, for years the butt of jokes about being "Learning Disabled", would be trivial and it clearly is not!

You final concern is that Ted Turner Debate is not academic enough and could not be an honors course. I agree. Nor can Extemp, Humor, Duo be honors courses. And beware of the standard you impose. By your reasoning English classes that teach Twain instead of Shakespeare are deficient and physical science classes are "dumb" because they are not physics!

You argue that Ted Turner debate "will (not) require the in depth research and critical thinking skills required of academic debate". Are you serious? There is little original research now in policy - policy is tubs of camp evidence. There is little critical thinking now in policy - policy is reading of briefs written by college debaters or purchased through the mail. I believe there will be much original thinking and original research demonstrated in Ted Turner debate as students research a new topic each month and prepare their own arguments.

NFL needs to attract students to learn debate skills. NFL needs to bring audiences and the media back to high school debate. Let's try an audience friendly format that requires students to do their own thinking and that stresses communication and persuasion. Since you admit that Ted Turner Debate "has tremendous value as a classroom activity to introduce students to the concepts of academic debate" why is it unworthy of being an extracurricular contest?

I dismiss your argument that the Ted Turner Debate "dumbs down" academic debate. How can you make such a sweeping claim without proof and before a fair trial of the event?

Your letter then proceeds to a number of minor complaints:

Ted Turner Debate does not in any way add to problems with tournament administration. Anyone (repeat: anyone) can judge except college debaters and ex-college debaters. Your adult judges in Extemp, Interp, L/D, Oratory are fine. Just keep the college debaters in policy - where they wish to be anyway.

You claim teachers are overworked and I agree. If a teacher chooses to try Ted Turner Debate it is her decision. NFL never requires that a school enter every event it offers. We hope teachers who have (regrettably) dropped policy debate may be energized to return to coaching.

Will the Crossfire get out of control? Perhaps, some will but I've judged some policy rounds where the CX period got out of control. We are dealing with adolescents who, even if very bright, are adolescents, and may initially make mistakes. If the argument you are making is that "if things get out of control they should not be allowed" would you ban policy debate due to its uncommunicative delivery; not to mention kritiks, and Foucault arguments?

You ask how news programs may be used as research. Many have web sites, most publish transcripts. But these are more a source of ideas and arguments, not evidence.

There are basically two ways to implement a policy. Years of committee quibbling to try to perfect the product prior to initiation or "*in ambulando*" - beginning now and solving practical problems as we walk through the year. NFL has chosen the second way.

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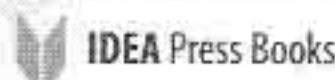
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Institute Director: Eric Di Michele

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STAFF:

Eric Di Michele (Institute Director) has been the speech & debate coach at Regis High School in New York City for over twenty years. His teams have won the New York State Forensics Championship eleven times. He has coached NFL national champions in Lincoln-Douglas Debate and Foreign Extemp. (Seven of his students have been national finalists in extemp). He was the co-chair of the NFL Lincoln-Douglas Debate Working Committee for five years. As a consultant with the Open Society Institute, he has taught speech & debate seminars in over fifteen countries – from Haiti to Uzbekistan.

Joella Esslinger, long-time forensics coach and an NFL 5-diamond coach, at Forest Hills High School on Long Island (NY), has extensive experience in all areas of speech and debate. She has coached over twenty-five New York State champions, and her students have advanced to semis and finals in every event at CFI nationals. NFL achievements include semifinalists and finalists in every speech event at nationals, a 1st place in Congress and Congressional Interpretation. Her past seven summers have been spent teaching extemp, extemp and interp in eastern and central Europe, as a senior consultant to the Open Society Institute. In her "day job" Mrs. Esslinger teaches A.P. English, coaches acting, and has directed more than twenty musicals.

Paul Seligson (Guest Lecturer) has coached debate at Hunter College High School in New York City for thirteen years. His teams have won numerous tournament championships. In addition, he is the Executive Director of IDEA. A student of social and political philosophy, he specializes in the history of political thought ranging from the Ancient Greek philosophers to contemporary political theory.

Marcin Zabala obtained his International Baccalaureate at the United Nations School in Duxford, Italy. In 1995 he became the coordinator of the International Debate program, and also wrote a book about debate. As a consultant for the Open Society Institute, he conducted trainings throughout Central and Eastern Europe. In 1999 Marcin was elected the President of the House of Deputies of the International Debate Education Association (IDEA) and continues to work as a debate trainer, curriculum developer and coordinator for the debate program.

Additional Staff will be added in the future and will be posted on our website: www.idebats.org

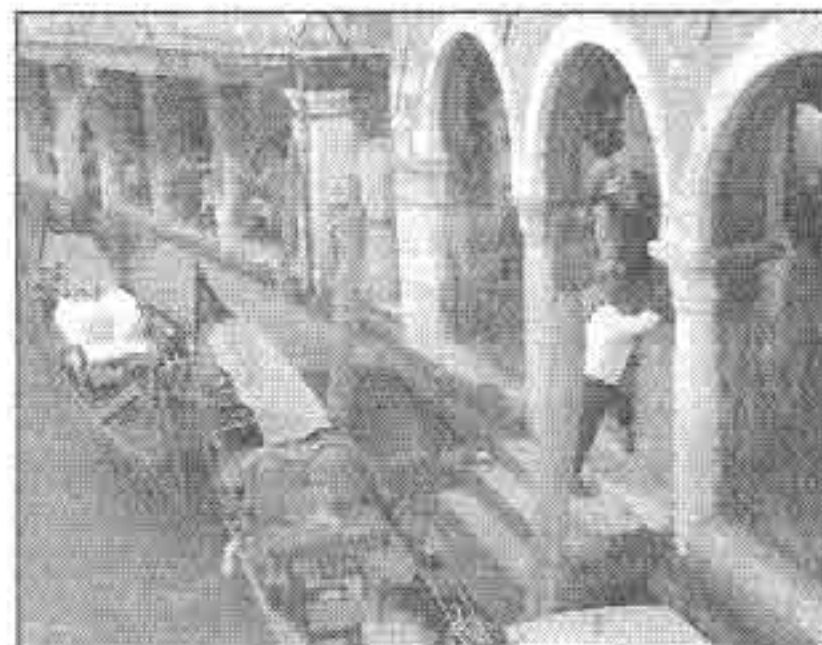
For further information contact:

Eric Di Michele (212) 288-1100, ext. 101,

edimiche@regis-nyc.org

Nina Watkins, IDEA (212) 548-0185,

nwatkins@osny.org



NFL'S TOP 50 DISTRICTS

(as of January 1, 2003)

Rank	Change	District	Ave. No. Degrees	Leading Chapter	Average Strength
1.	+1	Three Trails	204	Blue Valley North HS	422
2.	-1	California Coast	185	Lynbrook HS	503
3.	+1	Northern South Dakota	165	Watertown HS	429
4.	-1	Heart of America	163	Independence Truman HS	410
5.	--	Show Me	158	Blue Springs South HS	338
6.	+1	New York City	145	Bronx HS of Science	371
7.	-2	Rushmore	144	Sioux Falls Lincoln HS	377
8.	+2	East Kansas	143	Shawnee Mission East HS	412
9.	+3	Sunflower	136	Wichita East HS	302
10.	-3	West Kansas	135	Hutchinson HS	255
11.	-2	New England	132	Lexington HS	353
12.	-1	Kansas Flint-Hills	130	Washburn Rural HS	414
13.	-1	East Los Angeles	123	Gabrielino HS	572
14.	+2	San Fran Bay	116	James Logan HS	536
15.	+4	Northern Ohio	113	Youngstown Boardman HS	206
16.	+1	South Kansas	112	El Dorado HS	199
17.	+4	Rocky Mountain-South	109	Wheat Ridge HS	255
18.	-4	Illini	106	Downers Grove South HS	340
19.	+2	Florida Manatee	105	Nova HS	380
20.	-6	Central Minnesota	104	Apple Valley HS	312
20.	+3	Carver-Truman	104	Neosho HS	349
22.	-4	Montana	103	Flathead County HS	289
23.	-4	Northwest Indiana	101	Plymouth HS	373
24.	+5	Eastern Ohio	100	Perry HS	262
24.	+2	Hole in the Wall	100	Cheyenne Central HS	318
26.	+1	Eastern Missouri	97	Pattonville HS	248
27.	+10	North Coast	95	Gilmour Academy	246
28.	-4	South Texas	94	Houston Bellaire HS	462
29.	+5	Nebraska	93	Millard North HS	291
30.	-3	Southern California	91	Redlands HS	247
30.	+4	Florida Panther	91	Wellington HS	238
30.	-5	Northern Illinois	91	Glenbrook North HS	308
30.	+2	North East Indiana	91	Chesterton HS	497
30.	+4	Northern Lights	91	Moorhead HS	263
30.	+2	Northern Wisconsin	91	Appleton East HS	284
36.	+7	Sierra	90	Centennial HS	218
36.	-5	Southern Minnesota	90	Edina HS	336
38.	-9	West Oklahoma	87	Norman HS North	295
38.	+3	South Carolina	87	Riverside HS	252
40.	+3	Ozark	85	Springfield Central HS	239
40.	+2	East Texas	85	Klein HS	199
42.	-4	Deep South	84	The Montgomery Academy	256
42.	+5	Colorado	84	Cherry Creek HS	318
42.	-4	North Dakota Roughrider	84	Fargo Shanley HS	220
45.	--	Golden Desert	83	Green Valley HS	167
46.	-8	Idaho	79	Hillcrest HS	176
47.	+8	New Jersey	77	Ridge HS	248
48.	+1	Florida Sunshine	76	Sarasota Riverview HS	188
48.	-1	Georgia Northern Mountain	76	Chattahoochee HS	220
50.	+9	Colorado Grande	75	Pueblo Centennial HS	338
50.	-1	Great Salt Lake	75	Salt Lake City West HS	129
50.	+2	Eastern Washington	75	Gonzaga Prep HS	146

NFL DISTRICT STANDINGS

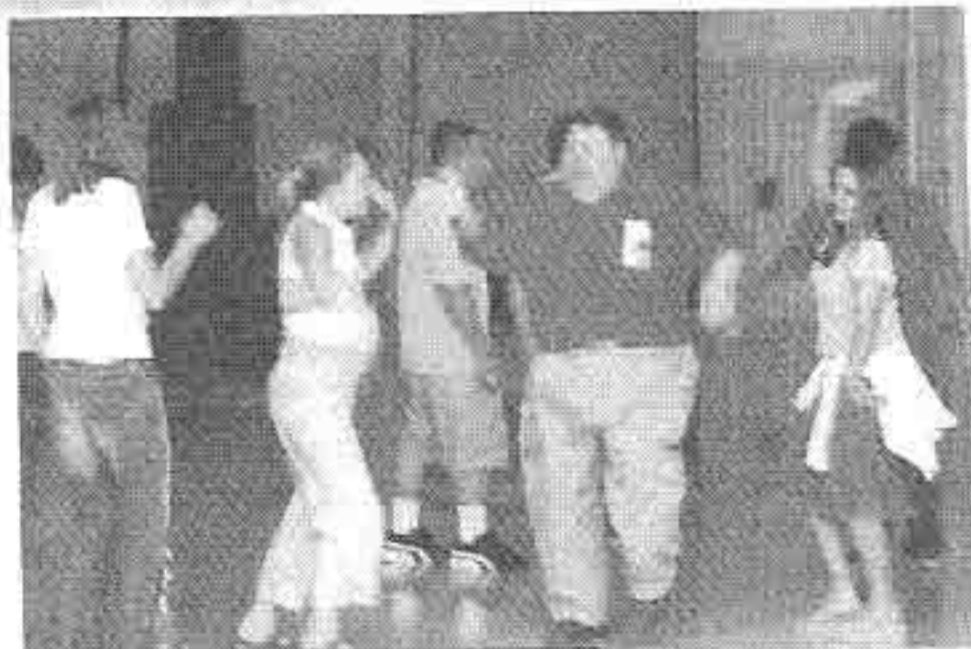
Rank	Change	District	Ave. No. Degrees	Leading Chapter	Average Strength
53.	-1	Lone Star	74	Plano Sr. HS	215
54.	-8	Carolina West	73	Myers Park HS	189
54.	+4	Sundance	73	Jordan HS	173
56.	-2	Central Texas	72	Ronald Reagan HS	306
57.	+10	Utah-Wasatch	71	Clearfield HS	125
58.	+11	Greater Illinois	70	Belleville East HS	163
58.	-1	South Oregon	70	Roseburg Sr. HS	197
58.	-2	Pennsylvania	70	Greater Latrobe HS	188
61.	+8	Rocky Mountain-North	69	Northridge HS	199
61.	+4	Western Ohio	69	Centerville HS	144
61.	-2	East Oklahoma	69	Jenks HS	191
61.	+6	Valley Forge	69	Truman HS	180
61.	-2	West Texas	69	Riverside HS	182
66.	+18	East Iowa	68	Iowa City West HS	266
67.	-5	Big Valley	66	Modesto Beyer HS	249
67.	+12	New York State	66	Monticello HS	124
67.	+2	Pittsburgh	66	Bethel Park HS	164
67.	+17	Western Washington	66	Gig Harbor HS	151
67.	+2	Arizona	64	Phoenix Central HS	135
67.	-9	Georgia Southern Peach	64	Thomas County Central HS	113
67.	+16	Heart of Texas	64	Bryan HS	150
67.	-2	North Texas Longhorns	64	Plano East Sr. HS	190
67.	-6	Southern Wisconsin	64	Marquette University HS	188
67.	-3	Nebraska South	63	Lincoln East HS	149
67.	+1	Tennessee	63	Brentwood HS	135
67.	+1	Hoosier Heartland	62	Ben Davis HS	192
67.	-1	Hoosier Crossroads	62	Carmel HS	173
67.	-3	New Mexico	62	Albuquerque Academy	185
67.	+1	Wind River	62	Casper Natrona County HS	135
67.	+2	West Iowa	61	West Des Moines Dowling HS	201
67.	-3	Kentucky	61	Rowan County Sr. HS	130
67.	-33	Chesapeake	60	Catonsville HS	97
67.	-19	Tall Cotton	60	Amarillo HS	149
67.	-7	West Los Angeles	58	Arroyo Grande HS	137
67.	+5	Sagebrush	58	Reno HS	133
67.	+1	North Oregon	58	Gresham Barlow HS	122
67.	-11	Gulf Coast	58	Gregory Portland HS	173
67.	-1	Mississippi	55	Hattiesburg HS	140
67.	+1	South Florida	52	Archbishop Curley Notre Dame	132
67.	-1	Louisiana	50	Bolton HS	133
67.	-0	Tarheel East	48	East Carteret HS	99
67.	+1	UIL	45	Princeton HS	110
67.	-1	Puget Sound	45	Kamiak HS	132
67.	-1	West Virginia	45	Wheeling Park HS	78
67.	-1	Capitol Valley	41	Granite Bay HS	89
67.	-1	Maine	39	Lewiston HS	70
67.	-1	Hawaii	33	Kamehameha Schools	91
67.	-1	Mid-Atlantic	33	Blacksburg HS	115
67.	-1	Iroquois	24	Christian Brothers Academy	63
67.	-1	Pacific Islands	5	Academy of Our Lady of Guam	10



P i c t o r i a l



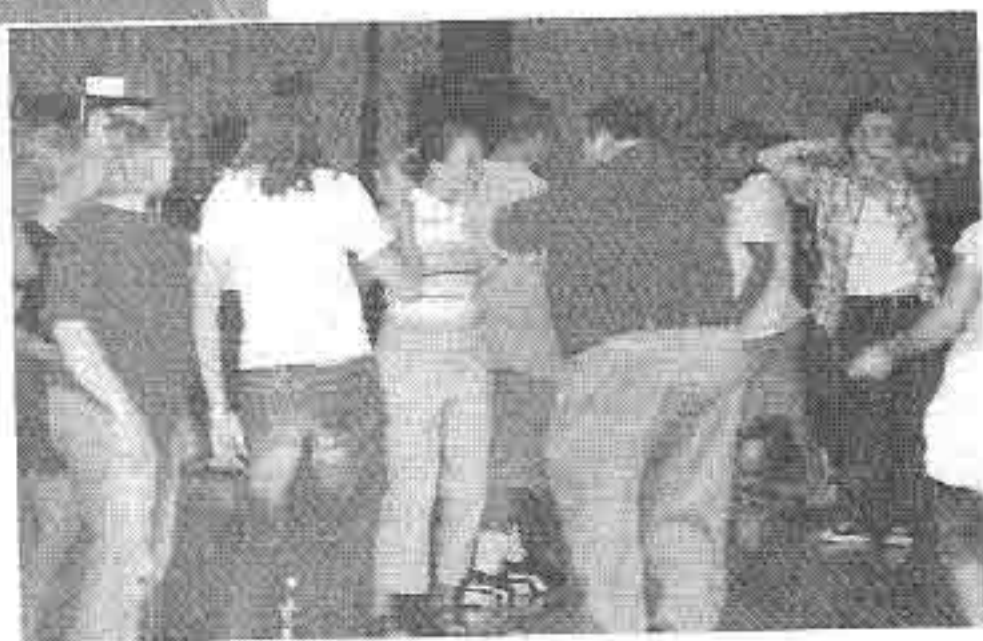
Mr. President?



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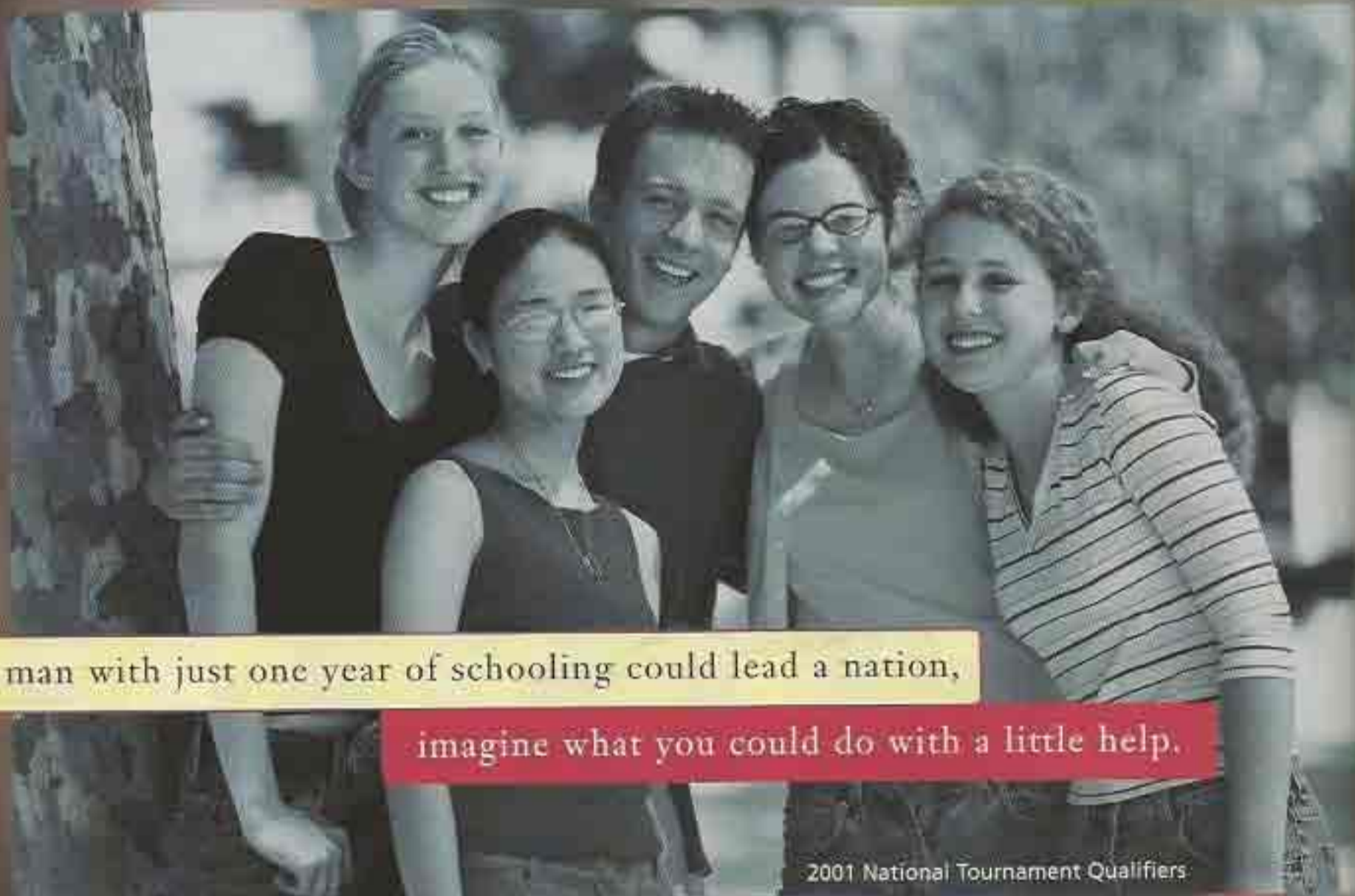
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