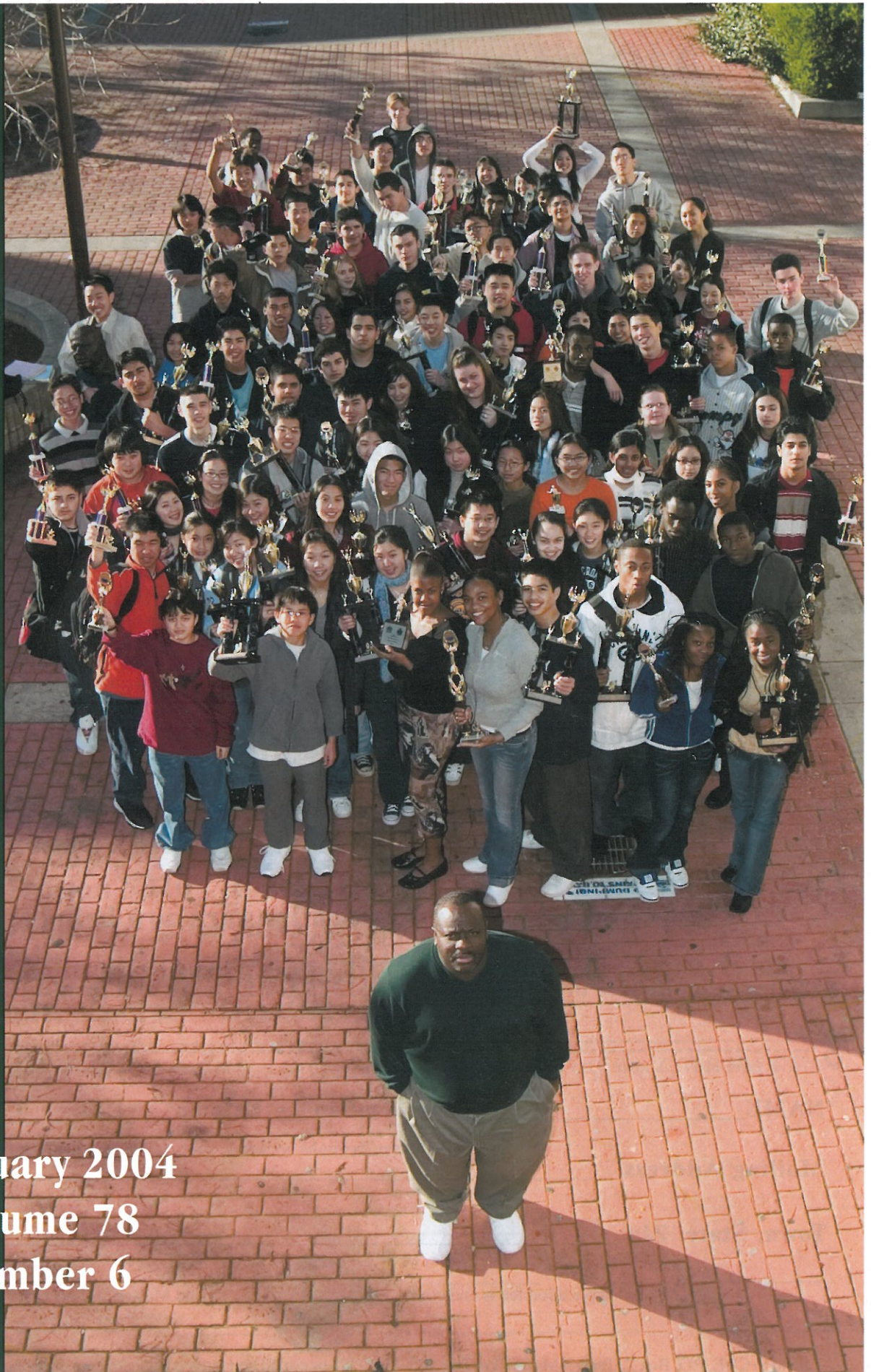


# ROSTRUM

February 2004  
Volume 78  
Number 6





# **22 NATIONAL CHAMPIONS IN 20 YEARS. There HAS to be a reason. CDE.**

- 1982 CDE Alumni wins NFL Nationals in Extemp
- 1983 2 of 3 top National Point Leaders are CDE alumni
- 1984 Took 3 out of 4 top awards in Extemp
- 1985 Closed out Lincoln Douglas at Nationals and again won Extemp
- 1986 86% of CDE alumni qualified for NFL Nationals and top two national point leaders were both CDE alumni
- 1987 won three NFL National Championships
- 1990 Became the First American Team to win College World Debate Championships & Won two NFL National championships (as well as 2<sup>nd</sup> and 4<sup>th</sup> in L.D. & Extemp)
- 1992 Again won extemp National Championship and had the National point leader
- In 1993 CDE alumni won three events at NFL Nationals plus two second places and two third place trophies
- In 1994 CDE alumni were the first United States team to ever win the World High School Debate Championships
- In 1995 CDE alumni again won three NFL National Championships
- In 1996 CDE alumni won two national extemp championships, second in Lincoln Douglas debate and second in CX debate
- In 1997 CDE alumni won two National Championships
- In 1999 CDE alumni won the National Debate Championship and another NFL National Extemp Championship
- In 2000 our alumni won our 12th NFL National Extemp Championship
- In 2002 won L.D. at St. Marks and won our third FBLA National Championship (plus second and third at NFL Nationals)

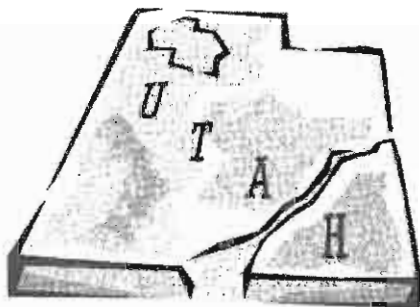
**CDE 2004 Summer Camp Applications are now being accepted.**

**July 12-27, 2004.**

**\$985 for team debate or Turner Debate, \$1325 for Extemp or Lincoln Douglas Debate**



- 
- 1984 Took 3 out of 4 top awards in Extemp
  - 1985 Closed out Lincoln Douglas at Nationals and again won Extemp
  - 1986 86% of CDE alumni qualified for NFL Nationals and top two national point leaders were both CDE alumni
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  - 1992 Again won extemp National Championship and had the National point leader
  - In 1993 CDE alumni won three events at NFL Nationals plus two second places and two third place trophies
  - In 2004 CDE alumni were the first United States team to ever win the World



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- The first-place winner will receive a \$2,000 scholarship
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- Video excerpts from the winning speeches will be online at LFG.com.
- Coaches of each winner will be awarded a \$500 honorarium.

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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. No props permitted.
- The speech must be videotaped – production quality will not be part of the judging. Lincoln will retape the winning speeches, if necessary, for the excerpts on LFG.com.
- 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.

## When's the deadline?

All entries are due to Lincoln Financial Group on or before **March 26, 2004**.

Entries should be mailed to:

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NFL Video Speech Contest  
1300 S. Clinton St. – 6H05  
Fort Wayne, IN 46802

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

## Who's judging?

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## Who is Lincoln Financial Group?

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 \$88,000 in college scholarships and awards.



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SAN ANTONIO, TX 78216  
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NFL Website and Point Recording: [www.nflonline.org](http://www.nflonline.org)

## THE ROSTRUM

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**THE COVER:** James Logan High School (CA) forensic team with Diamond Coach Tommie Lindsey, Jr.  
(Story on pages 17 - 21)

**MARCH:** 2004 National Tournament Information

## COACH COMMITMENT

There is something to be said about coaches...

A coach wears many hats. A forensic coach is a very committed and giving individual who has not only a personal goal of commitment to his/her students but a vision of developing students into "Future Leaders."

How do you expand the horizons of youth today? Especially, when youth are experiencing so many outside influences. It requires contact with a powerful, influential individual. The job description for hiring a forensic coach should read...

*"Seeking Forensic Coach- A person who illustrates strong leadership qualities, is skilled at indoctrinating self-confidence, and is a motivator with a high level of patience."*

Forensic coaches are educators who are skilled in the development and education of students and in training students to speak well. A coach guides students in preparing for their futures. This guidance comes in the form of preparing, researching, explaining,

illustrating, and influencing. A coach has the ability to "instill" self-assurance, self-confidence, self-esteem, self-reliance, self-respect and self-satisfaction. I think the key word here is "instill". These are wonderful gifts passed on to our young people.

This month's issue of the *Rostrum* highlights the wonderful story of one of our tremendous coaches, Tommie Lindsey, Jr., and Ms. Oprah Winfrey's desire to recognize the "World of Forensics" that not only touched her life, but continues to reach out to the lives of America's youth.

Thank you to the thousands of NFL coaches that guide young people everyday! Bruno E. Jacob's buttons would be bursting now as the proud father of NFL. Hats off to all of you!

Sandy Krueger  
NFL Publications Director

## NFL Storytelling Topic for Nationals: Medieval Legends

### Public Forum Debate Ballots

Newly revised ballots available through the NFL Store, [www.nflonline.org](http://www.nflonline.org) or fax (920) 748-9478, attn Diane with PO order.

### February Public Forum Debate Topic (Ted Turner Topic)

**Resolved:** Americans should be allowed to share copyrighted media over the internet.

### March/April 2004 Lincoln Financial Group L/D Debate Topic

**Resolved:** As a general principle, individuals have an obligation to value the common good above their own interests.

### NEW 2005 Policy Debate Topic NEW

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

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

# Whitman National Debate Institute

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

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

hosted by Whitman College which had teams in elims at all four national debate championships for the past two years in a row (CEDA, NDT, NPDA, NPTE)

## Why Whitman's camp?

1. **Individual attention:** 4 to 1 staff to student ratio and the vast majority of your time will be spent in small labs with four to six people and a staff member, not in a lecture room with 100 people; not in a lab with 12 to 16 people with two staff members.
2. **Practice and drills.** You won't just do debates at the end of camp. You will do drills with clear feedback throughout the camp.
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4. **Instruction diversity.** You won't get stuck in one lab with one or two lab leaders you might not work with best. We rotate labs so you work with all of our staff members.
5. **Family feel.** People at our camp feel connected, not isolated. Whether you are shy, into sports, critical, outgoing, whatever, you'll find your niche. We make an effort to reach out to students, to build up community, and to give people space to be who they are.
6. **Free transportation to and from the airport.** Our safety certified driver will pick you up at and take you back to the two nearest airports, bus stations, or train station--absolutely free of charge (on designated dates, see web page or contact Jim).
7. **Beautiful location.** Whitman College is located in the Walla Walla valley at the foothills of the Blue Mountains in southeast Washington. The campus is the home of our nationally recognized liberal arts school with beautiful brick buildings, grass fields, trees, and rolling streams. Modern, comfortable classrooms feature fast Internet access with multiple computers and an excellent library.



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

- Ideas for cases, disadvantages, counterplans, etc.
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- Lectures on kritiks, counterplans, strategies, performativity, and rebuttals

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

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



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- Key aspects of the 2004 and 2005 NFL LD topics
- Lectures on judge adaptation, rebuttals, innovative strategies that win

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

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

## LD and Policy

**Want more information?**

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

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





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**Sacred Heart National  
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# SANDRA WORTHINGTON SILVERS AWARDS



Pictured is NFL Coach, Stan Erwin of Calhoun High School, GA. Erwin, formerly of Grissom High School, was the host of the 1980 Huntsville, AL Nationals.

Mr. Erwin is pictured with the trophies that were awarded at the 2003 Calhoun Tournament, which is now called the Sandra Worthington Silvers Tournament. Mrs. Silvers was Georgia's first District Chair and was inducted into the NFL Hall of Fame in 1994. The NFL is also proud to name Duo Interpretation at the NFL Nationals in Sandra Worthington Silvers' honor.



# DUO INTERP: EVOLUTION OR REVOLUTION

by  
Don Crabtree

At the conclusion of the final round of Duo Interpretation at the 2003 Atlanta Nationals, a prominent coach made the following statement to me: "Don, I thought I knew what Duo was supposed to be, but after seeing this final round, I guess I don't." I found his statement to be perplexing and incredulous. I thought it had been an outstanding round! When I asked him for further clarification, he replied: "Well, it has just changed so much. These coaches and kids have taken this event too far!"

**"If no changes had occurred in Duo Interpretation since 1996, the event would have become stagnant and lost a true sense of its value."**

Indeed, since 1996 when Duo Interpretation became a National Forensic League event, there have been changes. All of our events evolve and that is what makes them exciting and challenging. The first Lincoln Douglas final in 1980 is very different than today's L/D finals. I would also predict the final round of Ted Turner Public Forum Debate will have changed from its inaugural final this year. Frank Herbert said it best when he said, "Without change, something sleeps inside of us, and seldom awakens. The sleeper must awaken." Therefore, I see the changes in Duo Interpretation to be part of a normal evolutionary process rather than a revolutionary one.

The purpose of this article is to examine the process Duo Interpretation has gone through and perhaps draw better conclusions as to why change can be effective, educational and worthwhile. If no changes had occurred in Duo Interpretation since 1996, the event would have become stagnant and lost a true sense of its value. Margaret Thatcher said, "Standing in the middle of the road is very dangerous; you get knocked down by the traffic from both sides." Fortunately for us, Duo Interpretation has never stood in this precarious position.

In 1995, The National Forensic League Executive Council voted to adopt Duo Interpretation as a district and national event for a one-year trial period. I had the privilege of serving on the original committee to make

duo a NFL event. The council further stipulated: "Selections may be humorous or dramatic; the event will be memorized, not scripted; each of the two performers must each play a sustained character, with the two roles as balanced as possible." A majority of the council agreed that "in Duo Interpretation the focus must be indirect (off stage) during the performance but that focus may be direct during the introduction and narration."

After the 1996 "trial" period, the event was reevaluated and several rule changes occurred:

"Duo characters: In Duo Interpretation each of the two performers may play one or more characters, so long as the performance responsibility in the cutting remains as balanced as possible." The original rule of the "single character proved to be difficult to enforce and quite frankly prevented a large number of wonderful sources from being utilized. Coaches and students should realize that balance of duo characters is still of prime importance. The actors must contribute equally. One person should never be perceived as "carrying" the scene.

Likewise, we also need to be cognizant of the fact that duo interpretation still does not allow you to take lines from one character and give to another.

Another major change was in the area of "interpret movement." The council removed the sentence from all interpretation ballots, which read: "Although gestures and pantomimes are not barred, they should be used with restraint," and substituted:

"This is a contest in interpretation. The contestant should be evaluated on poise, quality and use of voice, inflections, emphasis, pronunciation, enunciation, physical expression, and especially the ability to interpret characters correctly and consistently. Narrative, if included, should be vivid and animated so as to be an interesting and integral part of the story rather than just filler between portions of dialogue." (Underlining shows new wording)

A further comment and explanation regarding movement needs to be posited at this time. I remember the late, legendary National Forensic League President, Lanny Naegelin telling me that one year at NFL Nationals a coach who had judged his dramatic interper told Lanny that his student was one of the finest performers he had ever seen but because the young man's hand touched his face at one point during his performance, he was "forced by NFL rules" to rank him last. The simple

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————— **Want more info?** —————

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**Dan Smith:** *Institute Director*  
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fact is that no such NFL exists! Likewise, there is no NFL rule that says performers may take only one step, can't kneel, can't turn around, can't touch during a duo interp performance or that interspers must stay in a two-foot performance area. These are NFL myths! They are not NFL rules! Movement should always be dictated by the literature and never used as a gimmick.

The 1997 council decision to remove the guideline stating that "gestures should be used 'with restraint' and the addition of 'physical expression' as a guideline on which to evaluate performances was a most intelligent one. This is part of duo interpretation's evolution and growth. An important caveat to note here is that this change does not license "wholesale movement." It does. However, point out that physical expression is also a vital part of effective interpretation. Movement, however, is not outlawed, nor gesturing limited, except by the literature itself.

Since 1996, duo interpretation of literature has grown and changed via coach-input and student participation in numerous district tournaments and now eight NFL National Tournaments. Tony Figliola, coach at Holy Ghost Prep High School (PA) gave coaches and students sage advice in 1996. Mr. Figliola stated: "Because NFL duo interpretation is new and needs time to grow and breathe; because illusion is best served via suggested and limited movement of the non-touching sort; because it's truer to the type of performance we appreciate in NFL—should off-focus performance be so extravagantly blocked, because it is easier on the judge to rank duos that are similarly 'contained', because those high school judges are accustomed to script duo—and there are many—are likely to rank down the excessively blocked performance, while the novice judge is likely to be dazzled by an adequately coached duo 'dance' and bored by a beautifully acted scene with only pivotal movement—because, because, because—is to coach narrow." Perhaps the intelligence and artistry of students and coaches have made coaching "narrow" less applicable today. Nelson Boswell best expresses my advice: "Here's a simple but powerful rule. Always give the people more than they expect to get." Please understand that I am advocating the opportunity for both artistically, defined creative blocking and beautifully acted scenes. They should not be mutually exclusive. If the scene calls for only pivotal movements, then it would be foolish to choreograph that scene like a dance number in a Bob Fosse Broadway production. Movement, excessive or not must be symbiotic with the scene and the message to be conveyed to the audience.

The final part of this article is a review of the final rounds of duo interpretation that were held at the last eight national tournaments. Of particular interest: Titles; types of literature utilized (dramatic/humorous or a combination; and gender combinations of teams making the NFL final rounds. The items are listed in order of performance given at each NFL Nationals. I make no judgments or comments on final outcomes or performances. I also did the best to identify the most obvious type of literature—either serious/humorous or a mixture. (My opinion only here).

#### 1996 Duo Finals

Fayetteville, North Carolina

(The total number of duos entered was not available)

(This was also the first Duo final held)

#### TITLE TYPE OF LITERATURE GENDER

*The Kissing Scene* (Humorous) Male/Female  
*Where Have All The Lightning Bugs Gone?* (Mixed) Male/Female  
*Lonely Planet* (Serious) Male/Male

*Someone Who'll Watch Over Me* (Serious) Male/Male  
*Variations on the Death of Trotsky* (Humorous) Male/Female  
*Someone Who'll Watch Over Me* (Serious) Male/Male

#### 1997 Duo Finals

Minneapolis, Minnesota

(Total number of teams not available)

*Old Wicked Songs* (Serious) Male/Male  
*Complete Works of Shakespeare Abridged* (Humorous) Male/Male  
*Noel and Gertie* (Humorous) Male/Female  
*Master Class* (Serious) Female/Female  
*Someone Who'll Watch Over Me* (Serious) Male/Male  
*The Old Boy* (Serious) Male/Male

#### 1998 Duo Interp Finals

St. Louis, Missouri

(196 teams entered)

*Dominick and Eugene* (Serious) Male/Male  
*Isadore and GB* (Mixed) Male/Female  
*The Colored Museum* (Humorous) Male/Female  
*The Exhibition* (Serious) Male/Male  
*Sticks and Stones* (Serious) Male/Male  
*Bunny, Bunny* (Mixed) Male/Female

#### 1999 Duo Interp Finals

Phoenix, Arizona

(188 teams entered)

*Someone Who'll Watch Over Me* (Serious) Male/Male  
*Jack and Jelly* (Humorous) Male/Male  
*Memoirs* (Mixed) Male/Female  
*Original Last Wish Baby* (Mixed) Male/Female  
*Wrong For Each Other* (Serious) Male/Female  
*Complete History of America Abridged* (Humorous) Male/Male

#### 2000 Duo Interp Finals

Portland, Oregon

(Number of teams entered not available)

*The Best Medicine* (Serious) Male/Female  
*The Write Stuff* (Humorous) Male/Male  
*The Bible: Complete Works Of God, Abridged* (Humorous) Male/Female  
*The Frog Prince Continued* (Humorous) Male/Female  
*The Sounds of Silence* (Serious) Male/Male  
*Infidelity* (Mixed) Male/Female

#### 2001 Duo Interp Finals

Oklahoma City, Oklahoma

(191 teams entered)

*2007-11* (Humorous) Male/Male  
*The Wiz* (Humorous) Male/Female  
*Visiting Mr. Green* (Serious) Male/Male  
*The Big Bang* (Humorous) Female/Female  
*The Wiz* (Humorous) Male/Female

#### 2002 Duo Interp Finals

Charlotte, North Carolina

(196 teams entered)

*Dominick and Eugene* (Serious) Male/Male  
*Proof* (Serious) Male/Female  
*Home* (Serious) Male/Female



*The Marriage*

*Counselor* (Humorous) Male/Female

*A Light in the Attic* (Humorous) Male/Female

*Memoir* (Mixed) Male/Female

### **2003 Duo Interp Finals**

Atlanta, Georgia

(202 teams entered)

*Bartholomew and the Oobleck* (Humorous) Male/Female

*Inside Out* (Serious) Male/Male

*Making Toast* (Serious) Female/Female

*Wrong for Each Other* (Serious) Male/Female

*Around the World in a Bad Mood* (Mixed) Female/Female

*All I Really Needed To Know I Learned in Kindergarten* (Humorous) Male/Male

I think it is valuable to look back at these performances. What titles have been repeated? (*Someone Who'll Watch Over Me*: 2 in 1996 and again in 1997 and 1999; *Wrong for Each Other*: 1999 and 2003; *Dominick and Eugene*: 1998 and 2002; *Memoir*: 1999 and 2002). Are most scenes humorous, serious or a mixture? Which gender combinations seem to do the best? These titles are not prescriptive by any means nor exhaustive...just food for thought as we continue to define this event.

The coaches and students who participate in Duo Interpretation are engaging in one of the most challenging and rewarding forms of interpretation. Since 1996, the National Forensic League has included Duo Interpretation and the event continues to grow in popularity and continues to grow and define its own parameters. Duo Interp is still in its evolutionary phase. I say long live the evolution!

*(Don Crabtree coaches at Park Hill High School (MO). He is a member of the NFL Hall of Fame and Vice President of the NFL Executive Council. He coached the 1986 Champion in Dramatic Interpretation.)*



### **Speech Coach Position Available**

Central Christian College of the Bible in Moberly, Missouri is seeking a speech coach and teacher.

Central Christian College of the Bible is an accredited Bible college training students in Bible and ministry. Central competes in intercollegiate speaking events across the region. The ideal candidate would have a strong desire to build a competitive intercollegiate speech program and to train students in public speaking in the classroom. Candidates without graduate credentialing are welcome, however candidates not currently holding a graduate degree should be willing to simultaneously pursue some graduate coursework. The candidate must be a committed Christian and member of an independent Christian church or church of Christ. Please contact Dr. Russell James III, [president@cccb.edu](mailto:president@cccb.edu)

Central Christian College of the Bible,  
660-263-3900, 911 E. Urbandale Dr.,  
Moberly, Mo 65270, [www.cccb.edu](http://www.cccb.edu)

# **The National Debate Forum**

**Summer 2004**

**Boston, Massachusetts**

**\*New Interp Forum\***

*with David Kraft*

*July 17-31<sup>st</sup>*

**L-D Debate Programs**

*July 17<sup>th</sup>-August 7<sup>th</sup>*

**Program Information, Confirmed Faculty and Application Information Available**

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

# SAMFORD UNIVERSITY

achieving excellence

18-31 JULY 2004

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

**LINCOLN-DOUGLAS DEBATE DIVISION:** Samford is so committed to Lincoln-Douglas debate that it hosted the nation's first Lincoln-Douglas workshop. Today we continue this tradition of innovation and excellence. In addition to providing a primer on moral philosophy, the L-D Institute also seeks to develop pragmatic skills such as flowing, briefing and casing. The Lincoln-Douglas workshop is directed by national champion coaches Pat Bailey and Marilee Dukes.

**POLICY DEBATE DIVISION:** We have designed the Policy debate program for students in their first few years of debate. Experienced coaches stress fundamentals. This is why many of the nation's largest programs start their students at Samford. At the end of the institute, each student will have participated in and practiced every dimension of policy debate. Advanced students spend much time discussing negative strategy while first year students focus on learning how to flow and cover the fundamentals of debate. Policy debate labs are directed by professional coaches, including: Michael Janas, Ph.D., Ben Coulter, MA and Ben Osborne.

**TEACHER'S INSTITUTE:** Designed for new teachers or those that find themselves in charge of a program for the first time, Skip Coulter and William Tate will conduct a workshop on the fundamentals of debate coaching. The goal of this course is to help orient new coaches to the bewildering world of high school forensics. We will help strengthen your confidence as you enter the forensics classroom for the first time. The cost of the Teacher's Institute is \$200.00.

**COST:** \$1000.00 for both students divisions. This includes all room, board, tuition and group copying fees. Housing is in air conditioned, double-occupancy Samford dormitories. Classes are held on the beautiful Samford campus and dining is in the Samford cafeteria. There are no additional lab fees. Dormitories will be directed by William Tate (Montgomery Bell Academy, TN). Financial aid is available for students with demonstrated need.

**FOR MORE INFORMATION:**

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



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# California National Debate Institute 2004 Lincoln Douglas Debate Camps at the University of California, Berkeley

## Tentative Dates & Prices

### Lincoln Douglas Debate


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

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

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

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

- 2003 CNDI Participant



The **California National Debate Institute** is a national caliber two-week summer forensics program located in Berkeley, California. The CNDI provides serious debate students with the opportunity to interact with some of the finest and most renowned forensics instructors in the nation at an incomparable cost for a program of this nature, quality, and location.

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

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

**Faculty:** The CNDI is taught by an experienced faculty of former championship debaters and veteran coaches who have led students to late elimination rounds at competitive national tournaments.



# California National Debate Institute 2004 Policy Debate Camps

at the University of California, Berkeley

## Tentative Dates & Prices

(Includes room, board and materials. Please  
contact our office for commuter student pricing)

**3 Week Session: June 28 - July 17, \$2425**

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

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

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

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

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

- Previous CNDI Participant

The **California National Debate Institute** is a national caliber three-week summer forensics program located in Berkeley, California conducted in partnership with the UC Berkeley Policy debate team. The CNDI provides serious debate students with the opportunity to interact with some of the finest and most renowned forensics instructors in the nation at an incomparable cost for a program of this nature, quality, and location.

**Three Week Session:** In response to student and coach requests, we have expanded the program! CNDI is now a three week policy debate program which offers intensive instruction for students of all levels of experience and skill. Students will receive topic and theory lectures, numerous critiqued debates with rebuttal reworks, small-group seminars, and access to the best evidence researched at other NFC camps. Strictly limited lab size ensures personal attention from an elite staff who have been carefully selected for both their knowledge of debate and their multiple years of experience as lab-leaders.

**One Week Programs:** These special CNDI programs are designed to focus on specific aspects of topic preparation. The Theory Session features in-depth topic analysis, extensive explorations of debate theory, affirmative and negative argument construction, and arguments drills. The Technique Session features hands-on exploration of the topic through lectures, seminars, multiple expertly critiqued practice debates, rebuttal reworks, and participation in the institute tournament.

**Faculty:** The CNDI is directed by **Robert Thomas**. Robert has coached successful teams at both the high school and college level, and has taught at or directed over 40 summer institutes. He is currently the NDT coach at Stanford University. Other initially confirmed staff include **Dave Arnett** of UC Berkeley, **Sarah Holbrook** of the Head Royce School and **Nick Coburn-Palo**, of the College Prep School.





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

### **Lincoln-Douglas Debate (Sessions 1 and 2)**

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

#### **Session 1 - The Choice of Champions**

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

#### **Session 2 - Because Debate Doesn't Have a Preseason**

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



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

### **Policy Debate (Session 1 Only)**

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



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

#### **Extemporaneous Speaking (Session 1 Only)**

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

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

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



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

# vbi@uncla

Session 1  
July 4-17, 2004

Session 2  
August 8-21, 2004

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



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# SPEECHLESS EXPERIENCE



Tommy Lindsey, Jr. with Candace Kooitz

As a teacher of speech, I find that it is often my job to find words for things. I have, on countless occasions, struggled alongside my students to find just the right word to make their point in an Oratory, just the right way to spin a topic. Words, mainly the spoken rod, are my livelihood. Leave it to Oprah Winfrey to show me just how slowly my words can come.

I have always felt that forensics was more than simply a club, an after-school activity, or even an academic pursuit. I have long viewed forensics as a platform for social activism, a place from which to change the world one kid at a time. I have worked to build a program, teach kids, hire coaches that fit

that vision. It is this way for us, as I am sure it is for many others across the country.

So for several years, we had speculated that Oprah, as a former forensics competitor herself, would be willing to address forensics on a national platform, her show. So, when her director informed me that she was interested in possibly giving to our program, we were excited. However, my experience in the studio, on the show, was even more exciting.

It was shocking and amazing, almost surreal, to be on a nationally-televised show. If I looked to you as if I was in a daze and that this was a complete surprise, it was. Originally, it was my intent to go to the show to be interviewed for a grant, the Angel Network award. Little did I know that an angel would answer some of our financial prayers and allow us to appear on the show.

A week before the interview, I was called by one of the executive producers of the Oprah Winfrey Show. She asked if I could come in, and she told me what the procedures would be. I was to be interviewed by a panel, and that panel would determine if our program would be eligible for the award. The day that I was to leave, my student Pierre Clark was standing in the courtyard outside my classroom on his cell phone. He told me that he would not be coming to school that day due to an emergency. I learned soon enough the nature of his ersatz emergency, his surprise appearance on the show.

When I got to the air-chauffeur standing there card. I said to myself, "This waiting for me." I was and, in the process, we surprised that I wasn't usual lodgings for Oprah Hall Hotel was elegant wondered if I had been de-wonderful dinner and was up for the studio by noon night. I wanted to make questions as well as pos-to get the award. It was



Coach Jay Babilo working with Students (Extemp, Part Impromptu)



Bob Marks with Alexander Tan

port in Chicago, there was a with my name written on a is amazing, they're actually taken to the White Hall Hotel, passed the Omni Hotel. I was staying at the Omni Hotel, the guests. However, the White with top notch service, but I moted to the 'B' team. I had a told that I needed to be picked the next day. It was a restless sure that I could answer all the sible so that we would be able almost like the final round of a

speech tournament, the butterflies fluttering in my stomach refusing to fly in formation. I was very nervous for our program, and for myself, realizing that I would be representing forensic coaches from all over the country.





left to right: Bunan Zhou, Jose Tanguilat, Sean Blair, Ahmad Ali, Myat Aye Aye & Eddy Seetho

thereafter, the process and the subsequent confusion started. I was taken to a large conference room. The whole place appeared to be very disorganized to me, and I was a little shocked by it. Why was all of this running in and out happening when I had a meeting scheduled? It only raised my anxiety level (which I surely did not need at that point). And then, Ms. Hayward asked me if I wanted to take a tour of the studio, thinking it would calm my nerves. I went with her and we looked at pictures of former guests: Celine Dion, Dionne Warwick, Charlton Heston, all the greats. But the one I was most impressed with was Nelson Mandela. It was breathtaking; I was just in awe. At that point, Ms. Hayward told me that I could peek into the studio. She told me that I could see Oprah but she couldn't see me. At that point, I began to walk, quietly and slowly, into the studio.



Kataya Johnson and Brittany Turner

And then, when Pierre performed, I was so amazed at his poise. Having been his first time on national television, his poise and his pride was something that many students probably couldn't have mustered. But, he showed himself worthy.

And finally, after watching all of the other recipients of the awards, I felt as if I had made a big move for not just the James Logan Forensic team, but for other forensic teams across the country. Attention to our program showed what forensics has done to teach kids valuable communication skills, but more importantly how it has helped to build self-esteem in kids who have little. It wasn't just about Logan, it's about everyone. I was hoping that people in the communities around the country were asking about their forensic teams and programs.

The next morning, I was picked up by that same chauffeur and taken to the studio. Inside, it was beautiful, despite the nondescript warehouse-like appearance on the exterior' you wouldn't think such amazing things were going on within its walls. I was met by a gracious woman, Suzanne Hayward, one of the producers. She told me that a committee would meet to review all of our materials and why our program might be deserving of the award. As we walked through the studio, I had the chance to see Ms. Winfrey's office from a distance, a barrier in front of it making it apparent that all should stay clear, the exception being her dog which quietly rested there. Soon



Sean Blair and Aman Grewal conversing while a friend looks on

And then it happened. The studio audience exploded into a mighty shout of, "Surprise, Tommie!!"

I had been set up

It felt as if my feet were in quicksand. It was a dream. Here was someone I had great admiration for, someone of whom I was immensely respectful. A person of tremendous talent and philanthropy. Here, she was calling me to the stage. Oprah Winfrey. I couldn't believe it.

I found her to be one of the most gracious and sensitive people I've every met. During the commercial break, she spoke to us, kidding and joking. This loosened me up a lot. While presenting the awards, I almost had to fight back the tears because it seemed like prayers were answered. Our district had cut our transportation budget, but now we could give the students the opportunity to travel again.

On the Oxygen network, I was able to regain some of my poise and asked Ms. Winfrey if she would do a PSA on behalf of the NFL. She granted us that. In addition, I was even able to laugh and joke with her for a few minutes. It was amazing--after two tapings of shows, this woman stayed to answer questions and engage in chitchat with people she hardly knew. I was moved by her passion for people and her giving spirit.

I left that afternoon on the plane in a state of euphoria, still caught up in the dream that had become a reality.

I came back to school and shared my experience with my classes. After watching the taping of the show, the critiques came flowing out: "Where was your eye contact? Your poise? How could you go on to a nationally broadcast show as a speech coach and be speechless?"



Here's left to right:  
Victoria Tran, Benjamin Cruz, Jonathan Harris, Kyle  
Curson, Monte Vista school member, & Pierre Clark



Rosie Josue, Herschel Espiritu and Friends

These were the questions I was barraged with, and I could only answer with a smile. Just wait until they are in that situation. Then they'll know what I'm talking about.

Since the taping, I have gotten emails regularly from coaches and people across the country stating how inspired they were, how they felt that they wanted to continue to keep teaching or start teaching. But there is one special email I will never forget from a twelve year-old boy who said that he had been kicked out of school because everyone had said that he was a bad kid. He wanted to know if he could

continue to correspond with us, especially Pierre. We kept the correspondence going, and the kid seems to be doing a lot better these days. And that probably was one of the most inspirational things that came out of the appearance on the show.

We believe wholeheartedly that this appearance on Oprah will serve to enhance and bolster forensics around the country. If one vacillating school board member watches and is moved to act, to build or support a local team, then the whole thing will have been a success for programs across the country.

On a personal level, this experience helped reinforce to myself some of the values that I have held dear from my earliest day in this activity. I have always tried to use forensics as a platform for social change, a vehicle for my latent activism. I am glad that somebody outside of our circle recognizes that. But, as we know, she has only just shined a light on what we knew to be there all along. It has always been our mission.



Left to right: Alan Fackler, Jonathan Harris, Sean Blair,  
Matthew Cobette and Lavelle Clark 12/03

# James Logan High School Forensics Mission Statement

(1996)

James Logan High School is dedicated to the belief that Forensics is more than simple the study and practice of public speaking. We have come to understand that the skills, attitudes, and personal qualities developed through speech and debate are among the most valuable lifelong assets that any student can achieve. Our mission is to provide opportunities for the members of the James Logan Forensic team to grow not only as speakers, but as people...

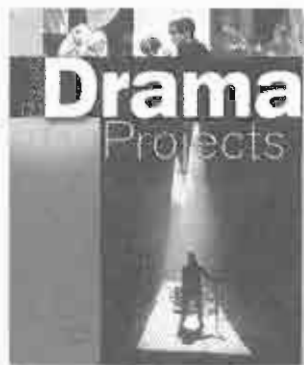
We believe the Forensics competition promotes strong character essential for success...Therefore, we enforce a clear set of policies of acceptable behavior designed to ensure that everyone involved in Forensics learns the value of respectful conduct...

Finally, we strive to make sure that Logan Forensics opens doors of opportunity that might otherwise remain closed for many students. We see every opportunity -be it performing for Senators or CEOs, appearing on television or documentaries, or competing in all corners of our country- as a chance to do something genuine, something challenging, and something that will forever set us apart from our peers.

Despite what appearances may be, the trophy wall, the banners, the public accolades, we do not endeavor in this activity to win tournaments. We do Forensics to win everything else.

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Go to the current CTOC web site: [www.ccaeagles.org](http://www.ccaeagles.org) and click on the CTOC LINK (please note that this site is based at a school, and you will need to find the CTOC site link). Follow the directions at the link. If you have problems, email your questions to both [brentp@ccaeagles.org](mailto:brentp@ccaeagles.org) AND [wysongj@trinityprep.org](mailto:wysongj@trinityprep.org)

### Competition Site and Tournament Hotel

To reserve rooms at the competition site and to receive the special rate of \$89 per room (up to four in a room), call the Holiday Inn, Plantation at 954-472-5600 and ask for Group Room Sales. Reference the Congress Tournament of Champions

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## The 2004 University of Texas National Institute in Forensics

*Why learn to debate at the 2004 UTNIF?*

### Because you want to be a part of the "Debate Marathon."

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

We are proud to announce our way out of this mess. We call it, the "Plan 1 Debate Marathon." Imagine a debate workshop where the first ten days of the camp are spent actually debating. Full on debates, with complete affirmatives and well-researched negative strategies. Imagine five different affirmatives to choose from, all of them researched by a staff of college debaters and coaches who have written some of the most successful arguments ever. Now imagine receiving all five affirmatives as you check in on day one. Couple this debate-intensive experience with electives each afternoon where students get to choose seminars which best fit their needs and interests. After ten days, we'll have a tournament, then we'll break into research groups and you students will test out there new skills in the library producing their own arguments and filling holes, and then we'll end with a rematch. That's right, a second tournament! If you want to learn debate by debating, this institute is for you. If you want to learn new ways to pretend you're awake during lectures or start a poll on the most comfortable couch in the library, try a different workshop.

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

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

This summer we are offering a three-week program (June 21<sup>st</sup> - July 13<sup>th</sup>) and an extended six-week session (June 21<sup>st</sup> - August 4<sup>th</sup>) as an alternative to other long-term institutes for those wishing to submerge themselves in the camp experience. Acceptance to the Experienced Seminar will be determined on a rolling admission. Students will be notified within two weeks of their applications completion. Applications will soon be available at <http://www.utexas.edu/coc/cms/utnif/>.

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

The Plan II program, named after UT's famous academic program for advanced undergraduate scholars, will include many of the elements of the Plan I curriculum, but it is designed for those serious students of debate who are looking for a rigorous preparation for the upcoming debate season. However, the program's dual emphasis on both personalized and community learning will set it apart from other institutes. Students will have great latitude in selecting their affirmative and negative lab groups. Of course there will be structured lectures on debate theory, praxis, and topic specifics. We also promise numerous micro-debates and practice rounds.

If you want to get a head start on the rigors of Plan II, try the Extended Plan II Program. Just like Plan II, except the extended version starts with the four days of the intersession (July 11<sup>th</sup> - 15<sup>th</sup>). Students who arrive early for the Extended Plan II Program should look forward to an incredibly low student-staff ratio and a perfect mix of theoretical dialogue and speaking technique.

We believe we have a program for you. Don't forget, ours is the most affordable camp on the planet! We have reduced rates for our novice programs. Check out our website for more information: <http://www.utexas.edu/coc/cms/utnif/>

Plan I Debate Marathon	June 21 <sup>st</sup> - July 9 <sup>th</sup>
Plan I Extension	June 21 <sup>st</sup> - July 12 <sup>th</sup>
Plan I Experienced Seminar	June 21 <sup>st</sup> - July 12 <sup>th</sup>
Novice Plan 1	June 24 <sup>th</sup> - July 12 <sup>th</sup>

Plan Two	July 13 <sup>th</sup> - August 4 <sup>th</sup>
Plan Two Extension	July 9 <sup>th</sup> - August 4 <sup>th</sup>
Supersession	June 21 <sup>st</sup> - August 4 <sup>th</sup>
Novice Plan 2	July 13 <sup>th</sup> - August 1 <sup>st</sup>

Just a few of our faculty: Teddy Albinak, Redlands University / David Breshears, University of Texas / Eric Emerson, The Kinkaid School / Nate Gorelick, New York University / Jaius Grove, University of Texas / Mariesa Herrmann, University of Texas / John Oden, University of Michigan / Ricky Garner, Emory University / Aaron Timmons, The Greenhill School



#### 2004 Sessions:

Cross Examination Plan I  
Cross Examination Plan II  
CX Supersession  
Individual Events  
Individual Events Tutorial  
Extension  
Lincoln-Douglas Debate I  
Lincoln-Douglas Debate II  
LD Supersession



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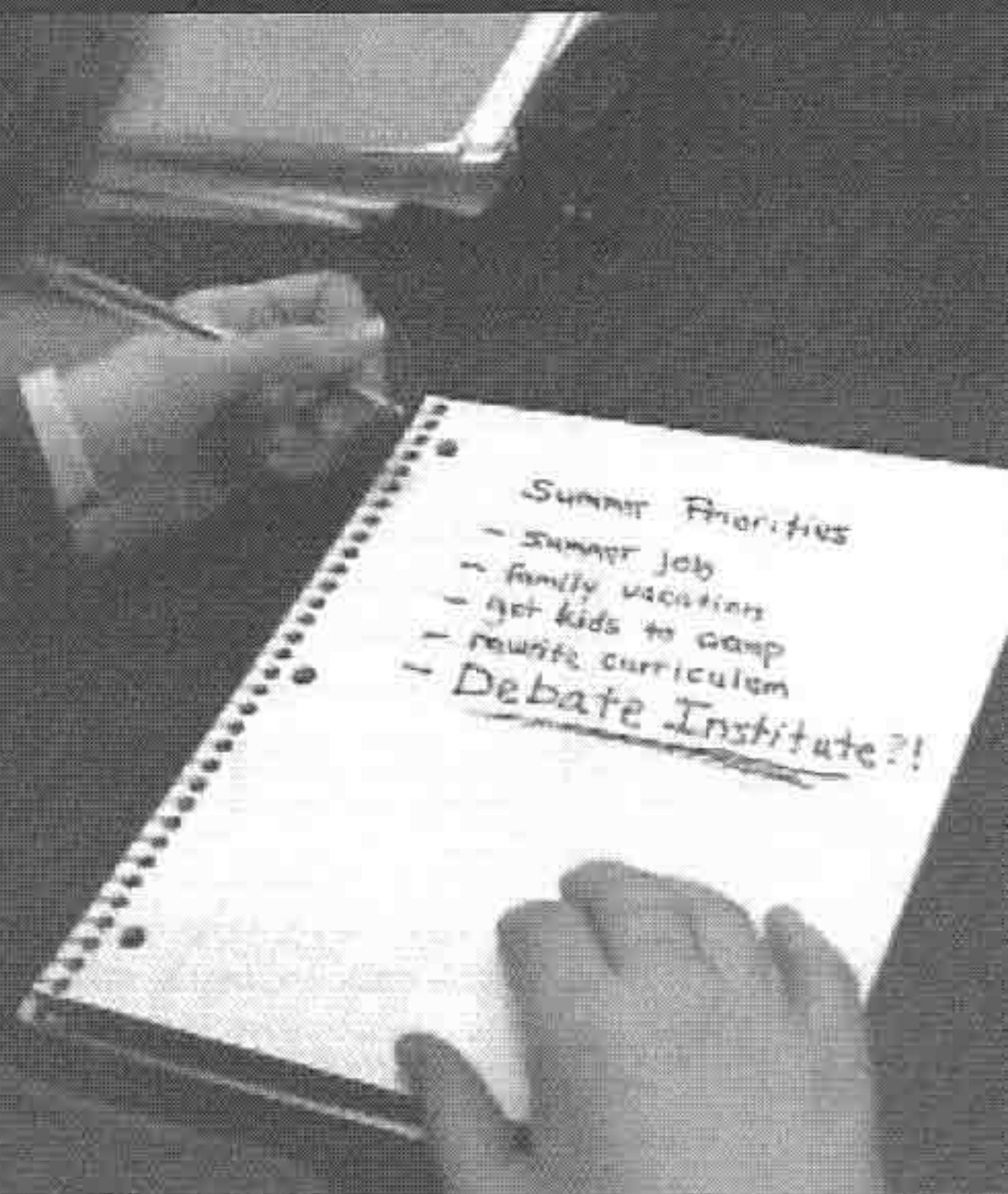
Individual Events Main Session: June 26-July 11

Individual Events Naegelin Extension: July 12-15

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# Saving our Seas Requires Leadership at Home and Abroad

by  
Leon E. Panetta

(As appeared in the Fall 2003 issue of *The Ambassadors REVIEW*)

Three years ago an independent commission, which I had the honor to chair, began an inquiry into the health of the United States (US) oceans and the efficacy of the policies that govern them. The United States has economic and environmental authority over the largest exclusive economic zone in the world. The marine waters of the United States encompass some 4.5 million square miles,

We traveled from Maine to Hawaii, from the Gulf of Alaska to the Gulf of Mexico. We studied coastal development in Charleston, South Carolina and Portland, Oregon. In more than a dozen listening sessions we heard the concerns and outlook of sport fishermen in Florida, lobstermen in Maine, crabbers in Baltimore, salmon fishermen in Kodiak, and many others. We even traveled far inland to Des Moines, Iowa, to talk with farmers, scientists and agriculture officials about ways to limit polluted runoff from fields and feedlots that is fouling the waters of the Gulf of Mexico a thousand miles away.

We found that our oceans are in crisis.

This spring, scientists reported in the respected journal *Nature* that 90 percent of the large fish are gone from our oceans.

Once seemingly inexhaustible stocks of tuna, marlin, swordfish, cod, and other species have been reduced to a fraction of their historical abundance within a few decades of the onset of large-scale industrial fishing. By 1989, the great cod stocks of the Georges Banks had declined to a few percent of their historical level. Despite draconian restrictions on fishing in Georges Bank, the cod do not seem to be recovering. Mismanagement is not just an artifact of the unenlightened past. Along the West Coast, a once-thriving groundfish fishery was virtually shut down last year because stocks of some prized species had been reduced to a few percent of their historic levels.

Two-thirds of our coastal waters are degraded by pollution, mostly from excess nutrients in farm and urban runoff. Under normal conditions the lack of nitrogen in seawater limits the growth of marine algae. But excess nitrogen running off fields, animal feedlots, suburban lawns and

**"If we continue to combine a 19<sup>th</sup> century attitude with 21<sup>st</sup> century technology, little worth protecting will be left in our oceans."**

an area more than 20 percent larger than our land area. Together with a commission appointed by the President expected to report this fall, this was the first comprehensive review of this vital national resource in more than 30 years.

The Pew Oceans Commission brought together a diverse group of American leaders from the worlds of science, fishing, conservation, government, education, business, and philanthropy for an inquiry into the state of our vast ocean resources, the problems they face, and what might be done to address these problems. In the ensuing two and a half years, the Commission traveled around the country to learn firsthand about the problems facing our oceans. Along the way, we spoke with thousands of citizens who live and work along the coasts. The Commission secured help of leading scientists to help us identify the most important issues and to write reports summarizing the best scientific information available on those subjects.



golf courses, and even settling from air polluted by automobile exhaust and power plants, cause explosive growth of marine algae. When these huge "blooms" of algae die and sink to the bottom, decay by bacteria sucks the oxygen out of the water, creating low-oxygen "dead zones" where marine life cannot survive. Nutrient pollution, primarily from farms in the upper Midwest, has created the well-known dead zone in the Gulf of Mexico that is now routinely the size of Massachusetts. Heavy runoff this year created an unprecedented dead zone in the Chesapeake Bay, despite a 20-year effort to improve water quality in that treasured estuary.

More than 13,000 beaches were closed or under advisories not to swim as a result of contamination with pathogens. The National Academy of Sciences recently reported that nearly 11 million gallons of oil and other hydrocarbons—the equivalent of the Exxon Valdez oil spill—run off roadways and enter our waterways every eight months. Invasive species, some hitchhiking around the globe in ballast water, others escaping from fish farms, crowd out native species and alter the underwater habitat along our coasts. Despite completion of surface clean up efforts, PCBs and other contaminants are still leaching out of industrial sites and accumulating in marine sediments at levels that would never be tolerated on land.

Coastal land is being developed at an unprecedented pace. More than half our population lives on the 17 percent of the land comprising coastal counties. This is five times the population density of the interior. What's more, the sprawling development pattern that has evolved since World War II is gobbling up land much faster than the rate of population growth. In many coastal metropolitan areas, land is being consumed at five times the rate of population growth or more. Not only does this pattern of growth pave over habitat needed for the survival of coastal species, but it also destroys wetlands, forests and other natural lands that slow the flow of runoff and filter the pollution from our farms and cities.

For centuries, we have treated the ocean's bounty as limitless and beyond our capacity to deplete. We have treated wetlands as wastelands, and rivers and streams as conduits for our pollution. The evidence of our neglect and mismanagement is unequivocal. The question now is: What do we do about it?

After reviewing all the evidence, the Pew Oceans Commission recommended five major reforms in US ocean policy:

◆ First, we need to establish a national ocean policy to protect, maintain and restore the health of marine ecosystems, and to guide their sustainable use. This will require the enactment of federal legislation that establishes an enforceable ocean policy and a process for carrying it out.

◆ Second, we must realign institutional structures to ensure federal agencies and programs are carrying out the national ocean policy. To do this, we recommend the establishment of an independent national oceans agency and the consolidation of a number of federal ocean programs within it. Even with consolidation, there is a need for better coordination among the many federal agencies and programs that affect ocean health. We recommend this be accomplished by the statutory creation of an interagency national oceans council in the Executive Office of the President.

◆ Third, we need to manage marine resources on an ecosystem basis. To accomplish this requires a new, stronger partnership among the federal government, the states, Native American tribes, and others with jurisdiction over marine resources. A regional forum charged with assessing threats, identifying solutions and assigning responsibility to carry them out is needed to overcome the arbitrary jurisdictional lines that divide ocean ecosystems.

◆ Fourth, we need to acknowledge and address the direct connection between our activities on land and the health of the oceans. We must reduce land-based sources of pollution that are fouling our coastal waters, and we must realize that development and land-use decisions strongly affect the health of marine and freshwater ecosystems. If we integrate pollution control with growth management and land-use planning on a watershed basis, we bring a powerful new suite of options to bear on the problem of reducing polluted runoff.

◆ Fifth, we need to reform federal fisheries management to require sustainable use of our living ocean resources. For this to succeed, we must require that decision about how many fish can be caught be determined by science. To reduce the severe political and economic pressure for overexploitation, we must find creative ways to reduce excess fishing capacity. Lastly, we must recognize that fish stocks are part of a larger ecosystem, not individual commodities, and they must be managed as part of this greater whole. It is particularly important to consider relationships among species in setting catch limits, minimize wasteful destruction of non-targeted species, and reduce harmful effects on habitat of certain gear types and fishing methods.

The Commission was charged with a review of US waters and US ocean policy. Although it understood that effectively addressing the problems facing our oceans re-

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quires international cooperative, it determined that it was crucial for the United States to set a strong standard for protection of its own waters if it were to exert leadership in international forums. Particularly in the areas of invasive species, highly migratory fish stocks and persistent organic pollutants, however, there is no real solution without an international solution. We recommended several actions in the international arena that are key to addressing these concerns. These included:

- ◆ US ratification of the Law of the Sea Convention and the Stockholm Convention on Persistent Organic Pollutants.

- ◆ Continued US leadership in concluding a new international agreement on ballast water management in 2004; and

- ◆ Pressing for implementation and aggressive enforcement of existing conventions for the management of highly migratory fish stocks in the Atlantic and eastern Pacific oceans, and for early and effective implementation of the new convention for highly migratory stocks in the central and western Pacific.

In addition, the effect of global climate change on the health of the oceans was of great concern to the Commission. The expected warming of the oceans, rise in sea level, changes in circulation patterns, and other effects will have a profound impact on coastal and marine ecosystems. Although climate change policy was outside the scope of the Commission's charter, it was clear to the Commission that domestic and international efforts to understand and address global climate change take on new urgency when the economic, environmental and cultural disruption that will be caused by significant changes in the ocean and coastal environment are considered. It is equally clear that the Commission's recommendations to restore the health and resiliency of marine ecosystems will leave them better able to adapt to the changes that will inevitably result from climate change.

In many ways, the solutions recommended by the Pew Oceans Commission are simple enough. What has been lacking, of course, is the political will and leadership to face our responsibility to effectively manage and protect our oceans.

An important first step is to recognize that our oceans are a public trust and begin to treat them as such. One hundred years ago, Teddy Roosevelt recognized that it was important for this country to take responsibility for stewardship of our land and natural resources. He greatly ex-

panded our national Parks and he created our system of wildlife refuges, among other steps, to accomplish this. Today we enjoy the fruits of his labor, as well as the good work of the many other dedicated conservationists that followed him, in our magnificent patrimony of public lands.

Our oceans are no less a patrimony than our public lands. They are, perhaps, our greatest natural resource. Yet despite the huge economic, natural and cultural benefits the oceans provide, short-term political and economic considerations have consistently won out over long-term precaution and sustainability in their management. Our ocean laws and policies date back to a different era, when exploitation was the priority. They are in desperate need of reform. We have viewed the land and the sea as separate, when they are in fact one. If we continue to combine a 19<sup>th</sup> century attitude with 21<sup>st</sup> century technology, little worth protecting will be left in our oceans.

It is not just for their bounty of fish and other resources that we are drawn to the sea: their beauty and mystery compel us as well. Now we are compelled, out of necessity and crisis, to take a more active role in their management. We must summon the political will to reform our ocean laws and policies to protect, maintain and restore the health of ocean ecosystems. We can perhaps be forgiven for turning late to the conservation of the seas. We are, after all, terrestrial creatures who have only recently developed the technology to fully explore and exploit the oceans. But our responsibility is to future generations to ensure that they can enjoy the beauty and the bounty of this great resource. The decisions we make today will determine whether our oceans can be protected for tomorrow.

*(Leon E. Panetta is Chairman of the Pew Oceans Commission, White House Chief of Staff, 1994-1997, Director, Office of Management and Budget, 1993-1994 and Member, United States House of Representatives, 1977-1993.)*





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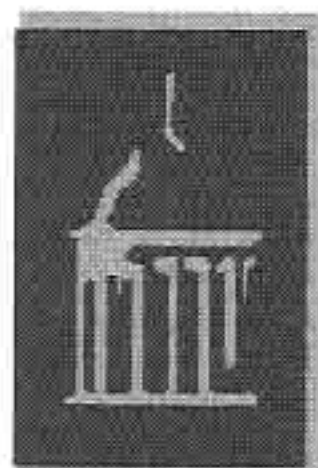
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## VOLUME I

### **CX 101 Developing the Negative Position in Policy Debate Cross Examination**

*Instructor: Diana Prentice Carlin, University of Kansas*

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

### **CX 102 Constructing Affirmative Positions**

*Instructor: Greg Varley, Lakeland HS, NY*

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

### **CX 103 A. Speaker Duties: The Conventions of Debate**

*Instructor: Bill Davis, Blue Valley HS, KS*

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

### **B. Stock Issues in Policy Debate**

*Instructor: Glenda Ferguson, Heritage Hall School, OK*

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

### **CX 104 Cross Examination - Theory and Techniques**

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

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

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

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

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

### **CX 106 "Unger and Company," Chapter 1**

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

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

### **LD 101 Debating Affirmative in Lincoln Douglas Debate**

*Instructor: Pat Bailey, Homewood HS, AL*

*Marilee Dukes, Vestavia Hills HS, AL*

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

### **LD 102 Debating Negative in Lincoln Douglas Debate**

*Instructor: Pat Bailey, Homewood HS, AL*

*Marilee Dukes, Vestavia Hills HS, AL*

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

### **LD 103 Cross Examination in Lincoln Douglas Debate**

*Instructor: Aaron Timmons, Newman-Smith HS, TX*

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

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

*Instructor: Dale McCall, Wellington HS, FL*

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

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

*Instructor: Ron Krikac, Bradley University, IL*

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

### **INT 102 Script Analysis**

*Instructor: Ron Krikac, Bradley University, IL*

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

### **OO 101 Coaching Original Oratory: A Roundtable Discussion 1**

*Moderator: Donovan Cummings, Edison HS, CA*

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

### **OO 102 Coaching Original Oratory: A Roundtable Discussion 2**

*Moderator: Donovan Cummings, Edison HS, CA*

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

### **OO 103 Oratory Overview**

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

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

### **OO 104 Orator Introductions and Conclusions**

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

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

### **OO 105 Oratory Content**

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

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

### **EXT 101 Issues in Extemp: A Roundtable Discussion 1**

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

### **EXT 102 Issues in Extemp: A Roundtable Discussion 2**

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

### **EXT 103 Championship Extemp: Part 1 - US Extemp**

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

### **EXT 104 Championship Extemp: Part 2 - Foreign Extemp**

*Moderator: Randy McCutcheon, Albuquerque Academy, NM*

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

## VOLUME II

### **CX 107 "Unger and Company," Chapter 2**

*Moderator: James J. Unger, The American University*

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

### **CX 108 "Unger and Company," Chapter 3**

*Moderator: James J. Unger, The American University*

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

### **CX 109 Introduction to Debate Analysis: Affirmative**

*Instructor: James Copeland, Executive Secretary, NFL*

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

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MORE TAPES, NEXT PAGE



## VOLUME II (Continued from previous page)

### CX 110 Paradigms

*Instructor: Dr. David Zarefsky, Northwestern University*

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

### CX 111 Demonstration Debate and Analysis

*Instructor: Greg Varley, Lakeland HS, NY*

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

### CX 112 Flowing a Debate

*Instructor: Greg Varley, Lakeland HS, NY*

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

### CX 113 Recruiting Roundtable

*Moderator: Greg Varley, Lakeland HS, NY*

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

### LD 105 How to Prepare for your LD Rounds

*Instructor: Dale McCall, Wellington HS, FL*

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

### LD 106 Value Analysis in LD Debate

*Instructor: Diana Prentice Carlin, University of Kansas*

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

### LD 107 LD Debate: The Moderate Style

*Instructor: Pam Cady, Apple Valley HS, MN*

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

### LD 108 Rebuttal Preparation

*Instructor: Carol Biel, Chesterton HS, IN*

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

### INT 103 Interpretation of Poetry and Prose

*Instructor: Ruby Krider, Professor Emerita, Murray State University, KY*

Imagery, narration and believability are but a few of the areas Professor Krider covers in this colorful and insightful exploration of the role of the interpreter of poetry and prose. Her lecture is divided into three parts: Catch That Image, Chat Chat Chat, and Make Us Believe You. Length: 1 hour 25 min.

### INT 104 Critique of Interpretation

*Moderator: Ron Krikac, Bradley University, IL*

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

### INT 105 Introduction to Poetry Interpretation

*Instructor: Barbara Funke, Chesterton HS, IN*

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

### INT 106 Characterization in Interpretation

*Instructors: Pam Cady, Apple Valley HS, MN*

*Joe Wycoff, Chesterton HS, IN*

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

### INT 107 Breaking the Ice

*Instructor: Rosella Blunk, Sioux Falls, LA*

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

### GEN 101 Ethics in Competition

*Instructor: Joe Wycoff, Chesterton HS, IN*

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

### EXT 105 First Experiences

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

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

### EXT 106 Expert Extemp: Advanced Techniques

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

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

### EXT 107 Expert Extemp: Speech and Critique

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

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

### EXT 108 Advanced Extempore Speaking

*Instructor: James M. Copeland, Executive Secretary, NFL*

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

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KEVIN KUSWA, University of Richmond. Won the 1992 NDT and coached Dartmouth College to winning the 1993 NDT. Taught at DDI, Texas, Kentucky, Georgetown and Capitol Classic Debate Institutes.\*\*\*

MICHAEL HALL, Liberty University. Lead Liberty University to a No. 1 ranking in the NDT two out of the last four years. Taught at the Michigan Classic, Arizona Debate Institute and Liberty Debate Institute. \*\*

SARAH PARTLOW, Idaho State University. Coached for more than eight years, leading numerous teams to first-round bids to the NDT. Taught at the Michigan Classic and the Jayhawk Debate Institute.\*\*

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JAN HOVDEN, University of Kansas. Coached college debate for the past nine years leading numerous teams to the elims at CEDA Nationals. Taught at Emory and Vermont Debate Institutes.\*\*

ERIC JENKINS, James Madison University. Coached for more than six years, leading four teams to first-round bids to the NDT. Taught at the University of Texas Debate Institute (1998-2003) and at the UMKC Debate Institute.\*

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## WHAT PARTICIPANTS HAVE TO SAY...

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## AN IMPORTANT THESIS FOR ORATORS: KUDOS FOR THE SOPHISTS BUT DARTS FOR PLATO'S GENERAL INDICTMENT OF THEM

by  
Wayne C. Mannebach

### Preface:

History reveals that Plato was one of the most discerning critics of oratory, directing his indictments especially against the Sophists. Among the approximately eighty allusions to the Sophists in his dialogues, Plato seldom uses the word *Sophist* positively. In *Meno* (85b4) Plato uses the word *expert*, and in *Protagoras* (312a5-6) he uses *man of wisdom*. However, these very infrequent

However, Plato is so biased in his general indictment of the Sophists that he is unfair to today's students of oratory. Sophists made so many permanent discoveries that the extent of their impact upon the history of Greek thought can be measured both by the reactions they provoked within rhetorical and philosophical circles and by their legacy to cultural life in general. In fact, the sophists played a decisive role in the development of Plato's

**"...Plato's *Gorgias* deserves a place among orators' readings of ethical literature."**

own philosophy - if only by virtue of the responses they forced out of him, especially concerning his reflections of justice and living a good life. Students of oratory indeed could benefit, if they had a more objective, general understanding of the Sophists and a working knowledge of some of the admirable and practicable contributions of the Sophists.

The purpose of this paper is to explain briefly (1) the development of Sophistic rhetoric and Platonic philosophy; (2) some major reasons for Sophistic decline; (3) Plato's philosophy and rationale for attacking the

purrings ironically come not from Socrates, but from the interlocutors.

Plato's hostility toward Sophists burned at such heat, especially in *Gorgias*, that even today's student of oratory may be signed by its incandescence. For example, modern dictionaries voice Plato's emotional intensity by defining *sophism* as "deceptive or fallacious argumentation"; *sophist* as "scholar or thinker, especially skillful in overly subtle, devious, and misleading argument"; *sophistic* as "specious and fallacious"; *sophisticate* as "to corrupt, pervert, and adulterate"; *sophisticated* as "lacking natural simplicity and being very complex or complicated"; and *sophistry* as "plausible but misleading or fallacious argumentation." In her poem entitled "O, Oratory! Where Art Thou?" (*Rostrum*, 77, 2003, pp. 47, 48), Collette Mikesell Winfield well recognizes modernity's Platonic hostility. She said, for instance:

"O, Oratory, where art thou?"

The Classicists all ask.

"Please stand apart. Lift up your head,

Throw off your choking mask."

Students of oratory should read Plato's *Gorgias*, for its ethical intent encourages orators always to strive to engender justice and eradicate injustice, plant self control and uproot uncontrol, and strive for the entrance of virtue and the exit of vice. The latter are noble goals.

Sophists; (4) the classical Physis-Nomos controversy; and (5) some closing observations that both fault and praise Plato.

### A Two-Fold Birth: Sophistic Rhetoric and Platonic Philosophy

Individual Sophists from all over the Greek world came to Athens for some sixty years in the second half of the Fifth Century B.C., because the social and political conditions created a need for them, and because they received from Pericles and other benefactors the opportunity to make much money. For example, in the Fifth Century B. C., Greece as a whole had surpassed all previous periods in the products of agriculture, industry, and trade. However, the transformation of Athens amounted to an economic revolution which had passed from the economics of a city state to the economics of an empire. Private affluence was evident.

The great and extensive public building program which restored the temples destroyed by the Persians on a new scale never matched before was paralleled by comfort, elegance, and luxurious, private consumption. Poverty was not entirely absent, but private affluence was much greater than in earlier generations at Athens and other Greek cities (Thucydides, II. 38).

Then, too, in one sense the development of demo-



cratic institutions at Athens had been gradual from the time of Solon. In another sense it would be true to say that right down to the beginning of the Peloponnesian War usually the same leading class and families governed the increasingly democratic state. However, changes occurred. For example, Plutarch (*Cimon* 15.2) reported that the constitutional reforms which began at Athens in 462-461 B.C., brought into being what some regarded as a full or mixed democracy. Thucydides (II.37.1) explained that Periclean democracy rested on two fundamental principles, namely (1) that power should be with the people as a whole and not with a small section of the citizen body; and (2) that high officials carrying the right to advise and act for the people should be entrusted to those best fitted and most able to carry out these functions. In practical terms the first principle was expressed in the power of the assembly, the many juries, and the gradual extension of the system of selection by lot to the majority of civic magistracies. The introduction of payment made it possible for poorer citizens to offer themselves for possible election, and its importance was shown by the fury it inspired in a conservative opposition.

Both principles of Periclean democracy were significant in creating a demand for the services of the Sophists, but main emphasis should go to the second principle, for what the Sophists offered was in no sense a contribution to the masses. The Sophists offered an expensive product invaluable to those seeking a career in politics and public life in general, namely a kind of selective secondary education designed to enhance what one received in school in language and literature (*Grammatike* and *Mousike*), arithmetic (*Logistike*), and athletics (*Gymnastike*). This new education was career-oriented and not surprisingly contained much training in oratory and other persuasive speaking. In short, the Sophists were supplying a social and political need, and their services were in great demand.

Another major reason why the Sophists flooded Athens was the direct encouragement of Pericles. Their coming was not simply from without, but rather a part of the movement that was producing the new Athens of Pericles, and it was such that Pericles and other benefactors gave the Sophists the opportunity to make much money. For example, Callias was from one of the wealthiest families in Athens, and Plato (*Apology* 20a4-5) reported that Callias had spent more money on Sophists than did all the other benefactors combined. Gorgias stayed and lectured in the house of Callicles (*Gorgias* 447b7-8), and Diogenes Laertius (IX. 54) reported that Protagoras gave a reading of his work *On Beauty* either at the home of Euripides or at the house of Megacles. Indeed, the Sophists became popular because they had a mission.

Plato's also had a mission, namely to establish a philosophy capable of refuting all that he condemned in sophistic teaching, but his very antagonist turned out to be fruitful in that it brought about a two-fold birth: the rhetoric of the Sophists, and the philosophy of Plato. Both were something new; the two were invented side-by-side, and the contrast between them served to define them both. The Sophists were humanistic, empirical, and practical; and Plato was transcendental, idealistic, and perhaps often even esoteric - at least for the common man. So, a two-fold image of lawgivers developed: legislators who, on the basis of want, experience, and comparison, drew up a set of laws for the city of Athens; and a man named Plato who through his works *Republic* and *Laws*, for instance, devised an ideal system on the basis of dialectics and uncompromising analysis.

### Plato's Victory in an Uneven Battle:

The battle between Plato and the Sophists was unequal, and the advantage then went to Plato, for his written works were preserved and his disciples continued to think along his lines. Not so for the Sophists, and several reasons support their fallout. For instance, the Sophists' role was linked with the life of Athenian democracy, and the demand for their teaching declined when Athenian independence was first threatened, then lost, and political life consequently lost its emphasis and importance.

Second, the Sophists were concerned mainly with day-to-day affairs and immediate effects. Besides, they were foreigners and left few works which from a literary standpoint seemed worth copying.

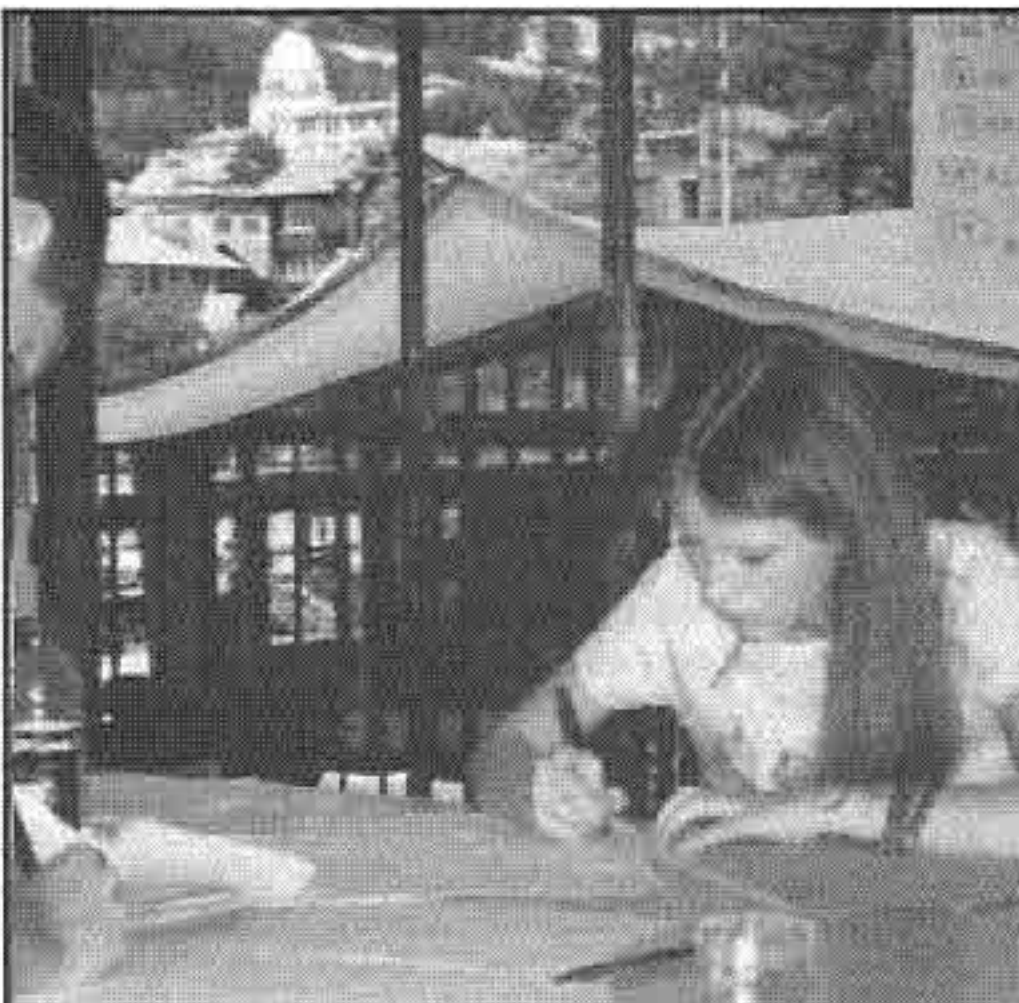
Third, the Sophists' attempt to establish rationalism often appeared militant and hostile. For example, they were accused of being overconfident, boastful, and pompous in claiming to know everything; of not showing a fixed nature or substance; of employing verbal conflicts, skepticism, and agnosticism to entrap people; of selling instruction in wisdom and virtue to all comers without discrimination; of denying themselves freedom by making themselves slaves of money; of setting words above ideas and valuing captious argument more than serious thought; of teaching probability for which the ignorant supposedly had more respect and credibility than they did for truth; of opposing one logos to another, either by contraries, sub-contraries, or contradictions; and of being satisfied with negative results and the invalidity of existing laws instead of searching for the internal grounds of obligation in the nature of moral activities. The Sophists gave to many critics the impression that truth is not necessary - that victory in argument can occur without it - sometimes more easily so; that no special techniques must occur - anything goes, including fallacies of any kind, verbal ambiguities, long and irrelevant monologues, and the like.

In short, the intellectual enterprise upon which the Sophists embarked afforded them first adulation, then hostility and mockery, as a result of which their teaching was distorted, misunderstood, or marginalized before eventually being assimilated in a modified form. The whole sequential pattern seems typical of the ongoing exchange that tends to develop - and perhaps always will - between innovation and the public. By giving precise and lucid expression to the latent aspirations of the moment, intellectuals imbue them with a virtually irresistible force. Seemingly every new technique, doctrine, or word introduced by thinkers gradually, sometimes imperceptibly, changes the sensibility of many, if not of all.

Sophists' appeals appeared militant to many citizens, for the newborn Athenian democracy seemed to have responded more readily to irrational impulses than to thoughtful deliberation. Thucydides and Euripides both commented on this fact, and Plato likened the people to a gross animal with blind instincts to which the orators pandered. Athenian democracy had many citizens who badly needed to learn to think. As a public principle of motivation, the very notion of justice had only recently taken over from clan vengeance. Much thinking still had to be done, and this lack of clear thought was coupled with a belief in oracles and shadowy terrors. It should be easy to see why the Sophists' attempts to establish rationalism would be challenged, sometimes even violently. For example, Plato reported (*Protagoras*, 316c5-e5):

Now I declare that the sophistic art is of great antiquity, but those who practiced it in ancient times, fear-





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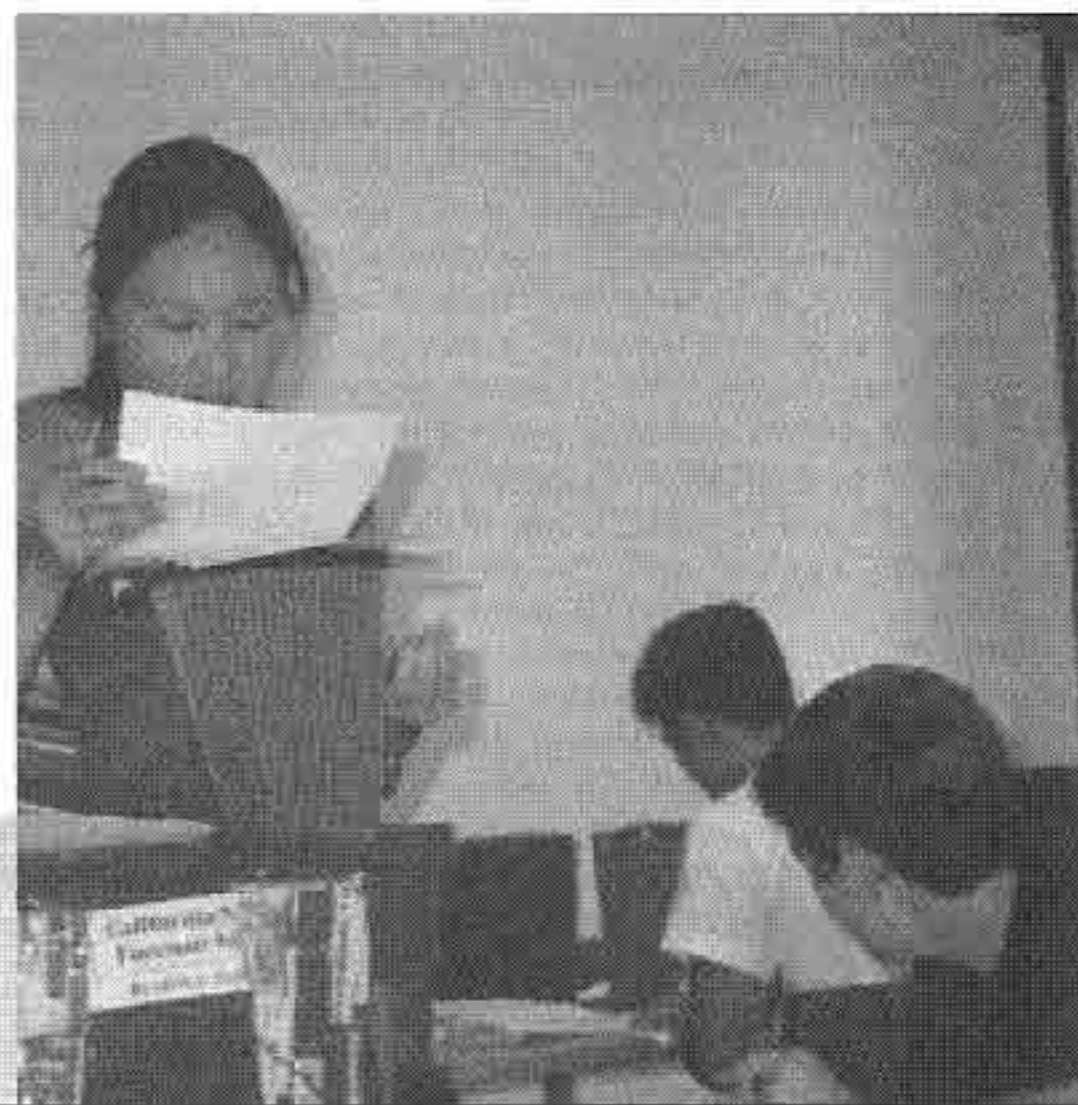
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ing the odium it involved, constructed a shield and veil for themselves, some of them poetry, as in the case of Homer, Hesiod, and Simonides; some religious rites and prophecies, as did Orpheus, Musaeus, and their followers; some I have observed also athletics, as with Iccus of Tarentum and another still living, Herodicus of Selymbria, originally of Megara, as much as a sophist as any; and music was disguise adopted to your own Agathocles, a great sophist, and Pythocleides of Cos and many others. All of these, as I say, from fear of ill-will used these arts as screens.

Indeed, the Sophists often were combated intellectually, morally, and apparently even physically.

Fourth, in their fervor and price in their new role, the Sophists thought they could do everything at once. They and their curriculum resemble Francis Bacon and the literary Dr. Faustus who claimed to take nearly all realms of knowledge as their domain. For instance, the Sophists claimed to teach the educational ideal of rhetoric; the ideal of education in general; how to achieve and maintain political success; the opposition of nature and convention; the humanistic view of man as the center of the universe; and man as a tragic figure of destiny. Sophists established the basic procedures of rhetoric, involving style and composition, and procedures of reasoning - especially probability, or induction (*epagoge*), and enthymemes and syllogisms, or deduction (*xylogismos*). They pondered deeply upon language and tried to set in order a study of grammar and tropes and figures, designed to make messages clear and impressive.

Sophists taught their students how to compose and impressively deliver public display lectures (*epideixis*), public debating contests (*logon agonas*), and "trapping" arguments (*Eristics*). For instance, an eristic argument appears in Plato's *Meno*, when the latter argues that it is not possible for anybody either to find out something he knows or something he doesn't know, for he wouldn't know what to look for. An eristic argument today would be, for example, that if God can do anything, then He should be able to make a rock that even He couldn't lift. For training in public speaking in the law courts or general assemblies, the Sophists employed rhetorical exercises as depicted in Antiphon's *Tetralogies*, which consisted of four speeches: a speech by the accuser, a reply from the defendant, and a second speech from each participant. Sophists especially liked to present set speeches for different occasions (*apophegma*). Most popular, perhaps, were Sophistic seminars, or small classes, depicted, for instance, at the house of Callias, where young Hippocrates came to seek instruction from Pythagoras; or at the house of Callicles where in *Gorgias* Socrates debates Gorgias, Polus, and Callicles.

Contrary to some critics who limit the Sophists strictly to the field of rhetoric, the Sophists contributed significantly to philosophical thought. For instance, Sophists addressed philosophic problems in the theory of knowledge and perception - a degree to which sense perceptions are to be regarded as infallible and incorrigible, and the problems that result, if such is the case.

Sophists seized and developed the possibilities offered by a comparative study of different societies. Confronted by the importance of political groups and communal life, Sophists invented numerous techniques (*technai*) and evolved a political philosophy which was to fuel those of Plato and Aristotle, and through them, much political thought that flowed from Cicero, down to today.

Sophists were the first to consider the relativity of knowledge as a fundamental principle and to open up the way not only for free thinking, but also for absolute doubt regarding all metaphysical, religious, and moral matters. What is important is not the claim that they were right to do so, but that they possessed the originality to push to the limit rationalism and skepticism.

Sophists treated the nature of truth and above all the relation between what appears and what is real or true, and they addressed the relation among language, thought, and action.

Sophists treated the sociology of knowledge, which cries out for investigation because so much of what one supposes to know appears to be socially, indeed ethically, conditioned. They opened the way for the first time to the possibility of a genuinely historical approach to the understanding of human culture, above all through the concept of what has been called *antiprimitivism*, namely the rejection of the view that things were much better in the distant past in favor of a belief in progress and the idea of an unfolding development in the history of human beings.

Sophists treated the problem of achieving any knowledge at all about the gods, and the possibility that the gods exist only in one's mind, or even that they are human inventions needed to serve social needs.

Sophists addressed the question, "What is justice?" and tried to determine what should be the attitude of the individual to values imposed by others, above all in an organized society requiring obedience to the laws and to the state.

Sophists discussed the nature and purpose of education and the role of society. They raised questions like, "What should be taught?" "To whom?" "By whom?" "How?" and "When?" They especially focused on the shattering implications of the doctrine that virtue can be taught, that people in their proper position in society can be changed by education, and that their efforts can encourage the young to improve relations with the elderly.

In short, the Sophists taught numerous topics - mainly whatever their students wanted to prepare for the life they wanted to pursue. Teaching and learning many topics is known as *polymathy*; and Sophistic polymathy obviously was quite controversial. Heraclitus attacked Hesiod, Pythagoras, Xenophanes, and Hecataeus on the grounds that polymathy did not produce understanding, no doubt because it had not led men to an understanding of what he regarded as his own special (perhaps myopic) insight into the nature of the universe. Democritus insisted that what is needed is not polymathy in the sense of learning many things, but rather an understanding of many things. Protagoras argued that "education does not sprout in the soul, unless one goes to great depth," meaning that it is not enough to stay at the level of phenomena which are the materials of polymathy, but to proceed to what modernity calls *in-depth study*. The latter points to Platonic mentality, and students of oratory should look briefly, but appropriately, at Plato's philosophy and rationale for attacking the Sophists.

### Plato's Philosophy and Indictment of the Sophists:

To understand Plato's attack on the Sophists and his defense of philosophy, one should know what Plato wanted, or claimed to be. Plato supposedly saw a fixed difference between the Sophist and the philosopher, and he understood that his philosophy had an ambivalent position. If it had been firmly established and admitted as such - different from philosophy and beneficial to society - Plato probably would not have had to take the Sophists so seri-



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ously. However, he had to, and he did, for it was essential to attack the Sophists to make philosophy appealing, especially his philosophy.

"Philosopher" (*philosophos*) was a relatively new word, and it obtained a new meaning in the time of Socrates and Plato. The new meaning was "one who loves and pursues wisdom." Aristotle in *Protepticus* and Cicero in *Tusculan Disputation*, using as his source Heraclides of Pontus who studied in the Academy and was influenced by the Pythagorians, said that Pythagoras was the father of the meaning. Rather than treat the originator of the word, one should focus on Plato as being most responsible for developing it.

In early history of Greek philosophy, inquirers into nature were men of wisdom (*sophoi*). Like Thales and Heraclitus, two of the famous Pre-Socratics who possessed both speculative and practical wisdom, and like the poets Homer, Hesiod, and Simonides who showed how to live life well, these inquirers were praised for having wisdom about the universe and the human world and for showing the good life.

In contrast to this early view, and as a result of his inquiries spurred on by the Delphic Oracle's proclamation that "Socrates is the wisest," Socrates (*Apology*, 20c4-23c) insisted that the gods are the only ones to whom man can attribute wisdom, so that, compared with divine wisdom, human wisdom is equal to nothing. This strong awareness of human ignorance characterizes Plato's philosopher, and this characterization flows through his dialogues. For example, at the end of *Phaedrus* (278d2-6) Socrates calls dialecticians philosophers, but not the wise which is suitable only for the gods. In *Symposium* (218a2-b5), Diotima explains that love (*Eros*) is a philosopher (lover of wisdom) who stands somewhere between ignorance and wisdom and always aspires after wisdom. Also, *Lysis* (218a2-b6) argues that neither wise nor ignorant people love wisdom, while those who are still aware of not knowing the things they do not know are philosophers.

Socrates argued that in spite of the denial of perfect wisdom, one must not give up the pursuit of wisdom, but must constantly continue inquiry into the greatest things, e.g., the good and the beautiful. For example, the paradox of inquiry appears clearly in *Meno* (80d5-e5) when the cross examination ends with a complete aporia, which appears to leave no hope of further inquiry. Yet, inquiry should be continued, Socrates insists (8b66-c2), in order to live well, with the hope of having the possibility of attaining knowledge. Likewise, in *Phaedo* the "Theory of Forms" is introduced as a hypothesis, and in *Republic* the "Form of the Good" is anticipated as the greatest object of the philosopher's learning. In short, in Platonic philosophy, Socratic paradox abounds. For example, Socrates claims to know nothing, even though the Delphic Oracle calls him the wisest person. Socrates stresses his own ignorance, yet he constantly pursues knowledge. Also, Socrates claims that no harm can come to a good man who is severely punished or even sentenced and put to death.

So, to criticize the Sophists and to distinguish the philosophers from the Sophists is essential for two characteristics of Plato's philosophy, namely (1) that the Sophist claims to know everything although omniscience should be ascribed only to divinity; and (2) that the philosopher must be aware of his own ignorance. The Socratic missionary has to thread his way through these extremes and secure philosophical inquiry by means of human discourse, or dialogue, and for that purpose, criticism of the Sophist becomes necessary and essential to philosophy. In *Gorgias* Plato calls rheto-

ric a *knack* because it imitates cookery. Medicine and gymnastics are needed for a healthy body, and truth and justice are needed for a healthy body politic. However, the Sophists, claims Plato, use cookery and rhetoric, for they appeal to the people's sense of pleasure and not to what is good for them. In other words, cookery is more pleasing than medicine and gymnastics, and rhetoric is more pleasing than truth and justice. Indeed, Plato disliked Sophistic mentality and technique, and his indictments clearly reveal the classical *Physis-Nomos* Controversy.

### The Classical *Physis-Nomos* Controversy:

*Physis* usually translates as "nature." For instance, the Ionian scientists used this term for the whole of reality, or for its most abiding material source or constituents. However, the term also came early to be used to refer to the constitution or set of characteristics of a particular thing, especially a living creature or a person, as in the expression "The nature of man." In each case, the term, at least by implication, involves a contract between the characteristics appropriate to a thing as such, that it possesses its own right, or of its own accord, on the one hand, and acquires or imposes characteristics on the other hand.

Central to the meaning of the term is the static concept of "the way things are," but a range of terms in Greek that are visibly cognate carries the meaning "to grow." This probably has the result that the word *physis* is quite often felt to have a kind of overtone as a result of consciousness of a certain pull in that direction, and so it is frequently used of things that are the way they are because they have grown or become that way.

*Nomos* traditionally translates as "law," "convention," or "custom," - according to what best fits the context. In short, the term *nomos* and all its terms cognate with it are always prescriptive and normative and never descriptive. They give some kind of direction or command, affecting the behavior and activities of persons and things - something is said or prescribed to do or not to do; to be or not to be accepted. In *Rhetoric* (1376a-11) Aristotle explains this controversy quite clearly:

There are two kinds of law, one particular and one common. By particular laws I mean those determined by each person in relation to themselves, and these again are divided into written and unwritten. By laws that are common I mean those in accordance with nature. For in fact there is a common idea of what is just and unjust in accordance with nature, which all men divine to some extent, even if there is neither sharing in it nor argument between them. This is what Antigone in Sophocles means, when she declares that it is just, though forbidden, to bury Polynices, as being naturally just.

In the *Physis-Nomos* controversy, Antiphon, for example, argues that a morality enforced by law and custom is contrary to nature and nature's way is to be preferred. Particularly scathing is his attack made on the inability and effectiveness of the law courts and the legal system either to restrain the doer of injustice or to protect the victim, or even to protect the person who is merely acting as a witness. All this is harmful to nature or nature's way.

In *Gorgias*, Callicles argues that the man who is superior in wisdom, bravery, and manliness should rule over other people, but never over himself. He also contends that the prescription of na-



ture involves the absence of any restraint on his desires, and the latter are to be provided with whatever objects are desired. Luxury, lack of restraint, and freedom coupled with the means of supplying the objects of desire are what constitute virtue and happiness. In short, Callicles argues that the prescription of nature is to seek the maximum gratification of all desires. Plato severely objects to Callicles' hedonistic doctrine and vulgar justice and, instead, wants everyone to have Platonic justice.

Perhaps the best argument of the *Nomos* position appears in *Anonymous Iamblichus*. It states, for example, that natural qualities possessed from birth require to be supplemented and developed by a desire for things that are good and noble, not innate, but by hard work, practice and instructions over a long period of time, and the lack of any of these will prevent the achievement of the ultimate goal. In other words, nature needs to be developed by nurture, if anyone is to achieve *arete*. This doctrine was stressed especially by Isocrates, who was very dedicated to what he called "caring for the soul." In *Nicocles or the Cyprians*, (I, 9); *Antidosis*, (170, 175, 209); *Panathenaicus*, (9); and *Busiris*, (49), Isocrates confines the world "pbilosopher" to a teacher of speech, and he observes that teachers of philosophy sometimes include eristics, Sophists, and even orators Isocrates defines himself as a philosopher as well as a Sophist. Because he believe that his activities of education, particularly rhetoric, formed a real philosophy, he encouraged his students to pursue philosophy, or care for the soul, which he considered the noblest pursuit. He distinguished theoretical sciences, like geometry and astronomy, from philosophy, and considered the former to be a gymnastic and preparation for philosophy. He argued that speculators and ancient philosophers were not real philosophers, for they did not pursue and practice studies that would enable their students to govern wisely their households and the commonwealth. In other words, Isocrates was both pragmatically and morally minded, quite different from Plato.

### Faulting and Praising Plato:

Throughout all of the aforementioned topics relevant to the Sophists, two themes tend to dominate: (1) the need to accept relativism in values and elsewhere without reducing all to subjectivism; and (2) the belief that no area of human life or of the world should be immune from understanding achieved through discussion, debate, oratory, and other public speaking. These themes warrant several observations that both fault and praise Plato.

First, Plato bitterly attacked the Sophists in general, but he was not immune to employing much of what he indicted. For example, he, himself, often appealed in a confident manner and begged the question, stating that his definitions and arguments, and his along, were correct. He, too, strayed from the subject by employing *argumentum ad hominem*, or character assassination - e.g., poor Polus and Callicles; and *argumentum ad ignorantiam*, arguing that he was right until other proved him wrong - even though, at times, he did not present a *prima facie* case. For instance, Callicles' hedonistic mentality was condemned by much popular morality, but Callicles had argued that such condemnation sprang from the self interest of others, namely the weak. Callicles was definitely suggesting that that involved an internal contradiction: namely that selfishness is condemned in order to promote selfishness. Would not clearheaded selfishness lead to outright rejection of everything prescribed by vulgar justice? Plato does not answer this question in *Gorgias*, and this evasiveness is perhaps one of the reasons why in the *Republic* Plato addresses the whole issue.

Plato argued very strongly for truth and justice, but his attempts often violated valid reasoning. For example, by attacking the Sophists in general, he violated subimplicative reasoning, by observing only some of the Sophists, yet indicting all of them for quackery, knackery, flattery, and falsity. In short, Plato often committed the fallacy of having it both ways. He criticized the Sophists but utilized many of their traits.

Second, Plato often appeared too idealistic, myopic, and, perhaps, esoteric for the Athenians whose priority was participation in politics and other social activities. From the standpoint of clarity of message and adaptation to the audience, the Sophists appear more pragmatic and utilitarian. Indeed, Isocrates rather than Plato seems more appealing.

Third, *Gorgias* shows peculiar bitterness and intolerance of Plato's tone towards politics and politicians. This animosity goes contrary to Socrates' usual urbanity toward politicians. In *Gorgias* and in the autobiography in *Seventh Letter* Socrates appears as a very angry man, or very strong emotions like Plato revealed when Socrates was killed. Plato was only twenty-eight when Socrates died, and his political hopes seemed dead. This shattering of political dreams began in 394 B.C., when his innocent expectations of pure rule were damaged by the tyranny of the Oligarchy of the Thirty, especially since some of them were his friends and relatives. When the restored democrats proved to be the condemners and executioners of Socrates, Plato concluded that all existing forms of government are bad, and that only philosophy can save society. In short, *Gorgias* tends to give a misleading portraiture of Socrates, who apparently could be a pleasant character.

Fourth, in spite of the aforementioned objections, Plato's *Gorgias* is important, not necessarily for the people in it, but for the ideas in contention. For example, on the one side is the ideal for which Socrates gave his life, namely that man's business on earth is to discover and do what is right. On the other side are the ends which the oratorical training of his day was adopted to serve.

Other worldly ideas treated in *Gorgias* are that doing wrong must be avoided more sedulously than suffering it; that above all else, man must study, not how to see just and good, but to be and keep so, both in public and in private life; that flattery of every kind, whether of oneself or of others, whether of the few or of the many, is to be avoided; that the best way to spend one's days is to live and die in pursuit of justice and eradicate injustice, plant self control and uproot uncontrol, and strive for the entrance of virtue and the exit of vice.

Last, as long as the forces of goodness and expedience continue their struggle for humans' allegiance, and ideals combat pragmatism, Plato's *Gorgias* deserves a place among orators' readings of ethical literature. However, the works of the Sophists also should be studied, for they indeed can enhance today's oratorical quality. Too bad that Plato "missed the boat", or trireme, with his general attack of the Sophists and their wares. Hopefully, modern students of oratory will not be shackled by Plato's biased treatment of the Sophists.



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

# Kentucky LD

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Because of our length, we can teach research and casing more thoroughly than other workshops do. Kentucky is the first institute to teach students to read philosophy in book and article groups. We abolished the artificial pressure of a workshop tournament in favor of extensive staff-critiqued, stop-and-go practice debates. Every facet of our program is designed to nurture the skill and integrity of our students.



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Kentucky has always offered superior Lincoln-Douglas instruction to students of all experience levels, including novices. This year, we introduce a separate workshop-within-a-workshop dedicated exclusively to the needs of novice debaters. We view this program as a natural extension of our long-standing commitment to clean, clear, intelligent debate.

At many workshops, novices are grouped in low-level labs led by recent high school graduates. The theory seems to be that since novices know so little, it doesn't much matter who teaches them.

By contrast, Kentucky believes that novice education is important and demanding. Therefore, we are dedicating two of our most talented and experienced teachers to this program. **Scott Robinson, Ph.D.**, is Assistant Professor of Political Science at the University of Texas at Dallas and one of the major forces behind our curriculum since he first joined KNDI in 1997. **Kate Hamm, M.A.**, coached regional and national LD champions in Iowa for nearly 20 years until recently



joining Byram Hills High School (NY). This is her fourth year at KNDI. Together, Scott and Kate bring a wealth of coaching experience plus professional expertise in research, political theory, and communication which make them among the most highly qualified LD teachers working today. They are also patient, caring instructors who know how to introduce students to the bewildering world of debate.

The structure of our novice curriculum will reflect Kentucky's vision of LD as a means to develop academic skills. Therefore, the novice program will teach LD from the ground up, beginning with intensive work on general skills and gradually integrating them into the LD format. Our students will learn the "why" and not just the "how" of quality debate. They will leave Kentucky grounded in the academic and rhetorical excellences that will enhance their lives both inside and outside the world of high school LD.

We think the rewards of the program will easily justify the cost, giving students the equivalent of between one and two semesters of outstanding LD experience and also building skills they will use across the high school curriculum. If you are a coach serious about LD excellence, we hope you will recommend this program to your new debaters.

## **General Information**

**Staff:** As always, our staff will be carefully chosen for academic excellence and personal integrity as well as debate achievement. Most of our 2003 staff plans to return, and a full listing can be found on our website.

**Dates:** Varsity and Novice LD programs begin on June 22 and end on July 11. Not counting arrival and departure days, Kentucky provides a full 18 days of instruction.

**Cost:** KNDI is a non-profit program of the University of Kentucky. Our cost for room, board, and tuition is \$1575--the same price others charge for two weeks of instruction instead of Kentucky's three weeks.

**Inquiries:** Fuller information on all aspects of our program, including downloadable applications, is available on our website, [www.kndi.org](http://www.kndi.org). Applications are due May 1. If you have further questions, please contact KNDI founder and director Prof. J.W. Patterson at [jwpatt00@pop.uky.edu](mailto:jwpatt00@pop.uky.edu) or 859-257-6523.



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### 2003 FELLOWS



2003 Fellows were (back row from left to right): **Cara Bader** (Washington High School); **Kuntal Cholera**, (Clear Lake); **Jaipaul Rekhi**, (St. Francis); **Lauren Vevoda** (Chattahoochee); (front row from left to right): **Adam Stern**, (Glenbrook North); and **Eli Anders**, (College Prep).



Other 2003 Fellows: (back row from left to right): **Jake Ziering**, (Glenbrook North); **Josh Garen**, (The Blake School); **Daniel Swislow**, (Glenbrook North); **Maggie Ahn** (Greenhill); (front row from left to right): **Mike Burshteyn**, (College Prep); **Jason Murray**, (Colleyville Heritage).

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### 2003 STAFF

(many will be returning)

**JONAH FELDMAN:** Champion debater, University of Michigan; Assistant Debate Coach, Harvard University; Kentucky Institute Staff, 2003.

**NERMIN GHALI:** Champion debater, Emory University; 2000 Kentucky Fellow; Kentucky Institute Staff, 2001-03.

**RUSTY HUBBARD:** Runner-up 2002 NDT National Champion, University of Kentucky; Kentucky Institute Staff, 2002-03.

**CALUM MATHESON:** Champion debater, Michigan State University; NDT first round 2001 and 2002; recipient to numerous first place speaker awards; Kentucky Institute Staff, 2002-03.

**REUBEN SCHY:** Champion debater, Glenbrook North; TOC first Speaker, 2001; Kentucky Institute Staff, 2003.

**STEVE STETSON:** Champion debater, University of Texas; Staff, University of Texas Institute, 2002, University of Kentucky, 2003.

**BEN THORPE:** Champion debater, Dartmouth College; runner-up NDT National Champion, 2003; Kentucky Fellow, 1999; Kentucky Institute Staff, 2003.

**MIKE WASCHER:** Debate Coach, Montgomery Academy, Montgomery Alabama; Kentucky Institute Staff, 2003.

\*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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# THE ICEBREAKER SPEECH & DEBATE TOURNAMENT

by  
Derek Yuill

## No Judges, No Student Preparation, No Problem

At the beginning of each school year we coaches find how difficult it is to shake off the cobwebs from the summer and get back into the flow of speech and debate. This same time of the year, is one of the most important times in getting students excited about our activity. We have found something that works very well for many of the schools around our area. Several coaches have asked about how the tournament works in hopes that they might be able to host their own tournament.

## "A Great and Easy Tournament You Can Host at the Beginning of the Year."

So, here you go. The overview of the Speech and Debate Tournament run by Gabrielino (CA) High School.

The purpose of the tournament is simple. Keep everything simple and easy on the coaches and students. There is no preparation beforehand in getting the students ready or obtaining judges. When we ran our first Icebreaker six years ago, we only had 90 groups of two. Within a couple of years, we grew to over 250 groups of two. Each year, anywhere from 400 to 500 students come to our campus on a Saturday for this tournament that begins at 8 a.m. with a general meeting in the gym, runs four rounds, a final, awards and OVER BY 3 P.M.

Students must enter the tournament in groups of two. Each group of two must be comprised of at least one novice student. Groups may be novice/novice or varsity/novice, but no varsity/varsity teams are allowed. The entry fee is two dollars per group of two, a buck a student. Schools are charged on the number of groups they call in one week prior to the tournament.

Each group of two will compete in panels of six for four rounds. A tournament official (a coach) will go to each room at the start of each round and hand the students an envelope with topics.

**Round one is Improvisational Duo.** The first group will open the envelope and pull three topics. A sample topic might be: one of you just saw Elvis and the other doesn't believe you. They will pick which one of the three topics they wish to perform. The other groups will give the first group 1 minutes to discuss/prepare. At the end of one minutes, they will perform their improv skit for a time of 0 to 5 minutes. Then, the next group draws/decides/performs.

**Round two is Spontaneous Argumentation or SPAR.** A sample topic might be: The mountains are better than the beaches. Here, the first two groups come to the front and open the envelope provided by the tournament official. They flip a coin. The group winning the flip gets to draw and decide the debate topic. The group losing the flip, gets to decide which side of the debate they want to be. If there is an uneven amount of groups, the tournament official will ask if some group would like to debate twice. The groups will be instructed to only judge that group on

their FIRST debate.

**Round three is Radio Interview.** A sample topic might be: You are interviewing the winner of Survivor. This round is run exactly the same as round one: Improvisational Duo.

**Round four is Character Debate.** A sample topic might be: Former Presidents debating Rock-n-Roll music is better than Country. This round is run the same as round two: SPAR with the exception that the students must debate in character. In the case of the sample topic, they would portray former Presidents. It might end up that student 1 & 2 choose to be Abe Lincoln and George Washington vs student 3 & 4 portraying JFK and FDR.

The best aspect about this tournament is the judges, or lack thereof. The students judge themselves. There is NO need to get or assign judges. Each group of two is given a ballot for each of their rounds. They are to rank the speakers in each of their rounds 1 to 6 (including themselves in the ranking.) The groups all bring their ballots to the tab room at the conclusion of each round. All the groups; ballots for each panel are stapled together and each group will get 6 scores for the round (provided every group shows up). The tab room will drop

the high and low scores for each group/each round and get an average for the round. For example, if group number 303 got a 1 on the ballot from one group, a 2 from another group, they ranked themselves a 3, got a 4 from another group, and 5 from the 5th group (some group was a no-show) then we would drop the 1 and the 5, add the other three scores, get (9) and divide by the number of scores we added, (3). Thus, the score for team 303 in that round would be 3. It may sound complicated, but it's easy.

After all scores are calculated around round 4, we post the top 7 groups of two that will compete in the final round which is held in our gym in front of all 500 competitors. We find three people to serve as judges for the round and send the speakers to a holding room. Each group of two is dismissed to the gym one group at a time as they are all going to perform the same Improvisational Duo topic.

At the end of a very entertaining round, we figure the scores and give awards made by the school's Art Department, given to the finalists.

One might think that it all comes down to luck to be in the final out of 200 plus groups competing or that students will vote for themselves. In the first four years of the



Welcome Sign



Between Rounds



Derek Yuill presenting awards.

tournament, one student was in the final round each of the four years with four different partners and his group won the tournament three of those years.

This type of tournament is a win/win situation for everyone. Beginning students get varsity partners, or at least other novice partners to maneuver their way around at their first tournament. Students get to understand the difficulty of judging. Students get a lot of speaking experience without any preparation. This is a great way to get new schools to get in Speech and Debate. Beginning coaches can use this tournament to wet their feet and their student's appetite for speech. And we all get to go home early enough to have dinner with our friends and families.

If you have any questions, want an invite to our tournament in September or want some materials so you can run your own Icebreaker, call Derek Yuill at Gabrielino High School, 626-573-2453.

Best of luck to all of you and your team on a great year of Speech and Debate.

*(Derek Yuill coaches at Gabrielino High School (CA) and is Chair of the East Los Angeles NFL District. In 2003 Derek was NFL Coach of the Year)*



2 week session:  
July 11-July 23, 2004

# BAYLOR UNIVERSITY DEBATERS' AND TEACHERS' WORKSHOP POLICY, LD AND TURNER DEBATE

## BAYLOR UNIVERSITY

A tradition of excellence in high school forensics education for over 60 years

### ♦ Outstanding Faculty at every level

The Baylor faculty have been successful coaches at the high school and/or Intercollegiate level. The focus is on teaching students the skills they need to become better debaters and to succeed in their region or at the national level. The student-teacher ratio is maintained at 10 to one in order to facilitate as much individual instruction as possible.

### ♦ Extensive library resources for all of our students

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

### ♦ Challenging curriculum for every experience level

For *policy debaters* we emphasize the skills of refutation, extensive analysis of the topic and contemporary debate theory, briefs specific to the topic and practice debates and speeches.

For *LD debaters* we emphasize instruction in analyzing values and value propositions, preparation for the upcoming possible topics, practice speeches and debates, as well as instruction in LD practice and strategy.

For *Turner debaters* we emphasize current events research, crossfire cross examination skills, argumentation and persuasion skills, and audience analysis

For *teachers* we emphasize the information necessary to administer a speech program and to effectively prepare your students

We offer instruction at the novice, junior varsity and varsity level

**ENROLLMENT IS LIMITED TO THE FIRST 200  
STUDENTS. APPLY EARLY!**

Dr. Karla Leeper

P.O. Box 97368

Waco, TX 76798-7368

Phone: 254-710-1621 Fax: 254-710-1563

Email: [Karla\\_Leeper@baylor.edu](mailto:Karla_Leeper@baylor.edu)

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

## 25<sup>th</sup> Annual Marquette University Debate Institute July 24 – August 7, 2004

An outstanding series of institutes hosted by Marquette University and the College of Communication through the Department of Communication Studies.

### Policy Programs:

MUDI Regent Program - July 24 – August 7

MUDI Scholastic Program – July 24-31

MUDI LD Program – July 31 – August 7

Regent (Commuter) \$699.00

Regent (Resident) \$999.00

Scholastic (Commuter) \$499.00

Scholastic (Resident) \$699.00

Lincoln-Douglas (Commuter) \$499.00

Lincoln-Douglas (Resident) \$699.00

For 25 years, the Marquette University Debate Institute has offered excellence to debaters from across the country. MUDI offers three outstanding programs. Each is designed to provide the best learning experience possible for participating debaters. Join this tradition of excellence!



MUDI programs offer an outstanding faculty of experienced coaches and recent debaters from a diverse set of backgrounds. Our faculty accolades range from state championships to national circuit trophy winners. Our tentative faculty includes:

*Tim Dale, Ph.D. candidate at Notre Dame University*

*Jessica Hager, Director of Debate, Madison West H.S.*

*Greg Miller, Debater, Rice University*

*Andy Nolan, Assistant Debate Coach, Georgetown Day School*

*Thomas Noonan, Director of Debate, Marquette University*

*Rachel Raskin, Debater, UW-Oshkosh*

*Doug Roubidoux, Director of Debate, UW-Oshkosh*

*Russ Rueden, LD Assistant Coach, Marquette University H.S.*

*Kevin Thom, Ph.D. candidate at Johns Hopkins University*

Facilities at Marquette include the Raynor Library, Science Library, and Law Library. We are also only three blocks from the Milwaukee Public Library, which is a comprehensive Government Documents Depository. Residents will live in supervised dorms, and the institute is centered in the College of Communication located in Johnston Hall.

For further information contact Marquette University Director of Debate, Thomas Noonan at 414-288-6359 or at [thomas.noonan@marquette.edu](mailto:thomas.noonan@marquette.edu).

<http://www.mudebateinstitute.com>



# Wake Forest Summer Debate Workshops

*Fifty Years of Summer Workshop Experience  
Year Long Debate Instruction for the 21<sup>st</sup> Century  
New 3 Week Dates!*

## Dear prospective students,

Last summer, Wake Forest celebrated its 50<sup>th</sup> year of continuous summer workshop instruction.

We believe that our continued success is due to a number of factors that places our workshop a tier above the rest. These include:

*Support of the University.* Wake Debate is fortunate to be a part of a university that has one of the strongest reputations for supporting debate in the United States. The university's support for debate translates into debaters feeling welcome all over our campus, including the dorms, classrooms, and the libraries. Its financial commitment means that we can provide generous need-based aid to summer workshop participants. Since we do not need to use summer workshop tuition to finance our debate program, we are able to keep our per student tuition very low.

*Structural innovation.* Wake debate workshops have been a leader in advancing summer instruction for debaters for decades. It is Wake Forest that originated institute-wide evidence sharing, early practice debates with pre-prepared materials, and ability-based theory instruction.

## Unique Features of the Wake Forest Summer Programs

- 3, 4, 5 & 6 week programs
- Free laptop use for all
- Year-round Planet Debate
- Safe, suburban environment
- Experienced, mature faculty
- Multicultural learning environment
- Reasonable costs

## Our Faculty:

Ross Smith, Debate Coach, Workshop Director,  
Wake Forest (25 yrs)

Stefan Bauschard, Coach, Boston College (10 years)

Amy Collinge (3 years)

Case Kelly, Coach, UNT (3 years)

Jarrold Atchison, Coach, U. of Georgia, (4 years)

Justin Green, Director, Georgetown (7 years)

Jenny Heidt, Director, Westminster (7 years)

JP Lacy, Coach, Wake Forest (11 yrs)

Jim Lyle, Director, Clarion (6 years)

Dr. Tim O'Donnell, Director, Mary Washington (12)

Bill Shanahan, Director, Fort Hays (20 years)

Ed Williams, Coach, Woodward (15 years)

Kim Shanahan, Hays, KS (18 yrs)

## 150+ Years of Summer Workshop Experience!

**"Every student we have ever sent to Wake Forest has returned a better debater than when he or she left."**

Michael Bacon, Debate  
Coach, Newburgh Free Academy



*Experienced and committed faculty.* Wake's summer faculty is among the most experienced you will find anywhere. Most of the faculty have had 5-10 years of summer teaching experience and three have fifteen or more years. Many of our faculty members have also been innovators at the debate game. Ross Smith has led the development of advanced counterplan theory, Bill Shanahan is the grandfather of the kritik, and Stefan Bauschard has innovated instruction with the "Hitchhiker" and PlanetDebate.com

*Commitment to diversity.* Our workshops have always committed to diversity, both at the student and faculty level. This year, we have taken our commitment to a new level with our inauguration of our first annual South Eastern Leadership Initiative workshop. Sixty students from six southeastern European countries will be joining us on campus this summer to take part in a debate workshop tailored to their needs. Students at all of our workshops will have an opportunity to interact and develop friendships with each other.

*Technology-based instruction.* Wake Forest was one of the first "fully-wired" campuses in the United States. Every WFU student receives a laptop upon arrival and can log on to the internet from any dorm room or classroom seat. This summer, this opportunity is being extended to workshop students. All workshop students will receive a lap top when they arrive that they will use throughout the workshop to research, card articles, write blocks that they can share electronically, and learn how to flow with Excel.

## Workshop Dates & Prices

**3 Week Summer Workshop: June 20-July 9, 2004 \$1675**

**4 Week Policy Project: July 5-July 31, \$3200**

**5 Week PASS: June 28-July 31, \$3600**

**6 Week Fast-Track: June 20-July 31**

**Prices for all workshops include a Gold Subscription (minus teacher resources) to Planet Debate (\$289 value), Debater's Research Guide (\$30 value), and laptop computer use at the workshop.**

Wake Forest University is among an elite group of American colleges and universities recognized for their outstanding academic quality.

The University is comprised of seven constituent parts: two undergraduate institutions, Wake Forest College and the Wayne Calloway School of Business and Accountancy; the Graduate School; and four professional schools: the Divinity School, the School of Law, the Wake Forest University School of Medicine, and the Babcock Graduate School of Management. It seeks to honor the ideals of liberal learning and encourages students to use their knowledge in the service of humanity.

Wake Forest is ranked as one of the Top 25 national universities by *U.S. News and World Report*, and as one of the best buys in America by college guides such as *Barron's* and *Fiske*.

"As a debate coach I look for skills development along with topic specific research when helping my students choose a summer debate institute. Wake Forest provides a well balanced and challenging curriculum which delivers results. I would highly recommend attending Wake Forest Summer Debate Institute for any debater looking to really improve in debate." Chris McDonald, Coach of Eagan High School

# YOUTH LEADERSHIP INSTITUTE

Extending your voice, Erasing your borders

## INTERNATIONAL PUBLIC DEBATE FESTIVAL

**JULY 2004, WASHINGTON D.C. OPEN FOR COACHES  
AND STUDENTS/ FREE OF CHARGE**

**A program of IDEA and the United States Department of State's Bureau of Cultural and Educational Affairs, with participants from Albania, Bulgaria, Kosovo, Macedonia, Montenegro, Romania, Serbia, and the United States.**



The IDEA Youth Leadership Institute is a thirty day program divided into three discrete ten-day units. Since 2004 is an election year, topic sessions will focus on various aspects of the electoral process in the United States as well as more general topics relating to American civil society. In past years, units have included: youth activism, minority rights, ethical leadership, the courts, drug policy and media. The program also offers participants the opportunity to experience civic organizations in action. Participants choose from a number of organizations representing an array of public interest groups.

Participants are welcome to participate for any of the ten-day units. In each unit, participants work in structured workshops and dialogues and enjoy less structured social events. Over the course of the program, participants engage in intensive small group sessions, each focusing on the skills of advocacy, negotiation, investigation, and leadership in a different social context. Participants can be expected to leave with an improved knowledge of the opportunities and challenges of civil society as well as their own opportunities for leadership and activism.

Participants include high school students, teachers, and debate coaches, who have demonstrated leadership aptitude, a commitment and interest in community service, and a desire to share their experiences and knowledge. Teachers, coaches and community leaders are all welcome to attend.

## The YLI and the International Public Debate Festival

The YLI will culminate in the **International Public Debate Festival**. Inspired by the need for democratic deliberation and dedicated to the ability of every informed citizen to participate in vital discussions on the events of the nation and the world. This two day event will be preceded by a week long training on public debating skills. For the International Public Debate Festival, public debates will be held in landmark venues around the Washington, DC area. Groups like the Marshall-Brennan Urban Debate League (MBUDL) and the Baltimore Urban Debate League (BUDL) will also be invited to participate in the Festival. Debates will be arranged in themes in order to serve different educational and interests groups. Public advocacy organizations will have the opportunity to focus the debate topic on an issue of their own concern.



*"By creating forums where salient and pressing contemporary issues can be debated and discussed in a robust, wide-open fashion, students can lend vibrancy to the public sphere. Public debates represent sites of social learning where the spirit of civic engagement can flourish, ideas can be shared, and the momentum of social movements can be stoked."*

- Gordon Mitchell  
University of Pittsburgh



*"The give and take of debating, the testing of ideas, is essential to democracy. I wish we had a good deal more debating in our institutions than we do now."*

- John F. Kennedy

### To apply:

High school students, teachers and debate coaches are encouraged to apply to participate in this program.

**This unique opportunity is free for commuters in the DC area.**

Housing is available for participants who live outside the Baltimore-Washington area. Participants will be housed with our international guests in a fully-staffed and supervised university dormitory. The residential costs are \$500 per ten day (which includes three meals per day).

To apply for the Youth Leadership Institute, and for more information, please visit our website at:

[www.idebate.org/seeyli](http://www.idebate.org/seeyli) or contact Rasjit Basi at: [rbasi@sorosny.org](mailto:rbasi@sorosny.org), (ph) 212-547-6918.







idea

## 2004 International Summer Speech and Debate Institute/Duino, Italy

### LOCATION:

The institute will be held at the United World College of the Adriatic campus, which is located on cliffs overlooking the beautiful Adriatic. In addition to the formal sessions, the campus offers opportunities for swimming, hiking and other outdoor activities. Siteseeing excursions to nearby cities such as Venice and Trieste will be offered.

### SESSION 1: (June 30 - July 14, 2004)

#### Lincoln-Douglas Debate & Speech

The L-D workshop will be for students wishing to work on 2003-2004 NFL debate topics. The Speech workshop will offer instruction in Humorous and Dramatic Interpretation, Original Oration, and Extemporaneous Speaking (including in-depth topic analysis). Students can cross-register in speech and debate.

**PRICE:** \$1,400 USD

Institute Director: Eric Di Michele:

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

### SESSION 2: (July 15 - 23, 2004)

#### "Bridge Program" to IDEA's

#### International Youth Forum in Estonia

For students interested in attending both the IDEA Speech and Debate Institute and IDEA's 10th Annual Youth Forum in Laanemaa, Estonia a special program will be designed. Students will prepare for the Youth Forum debates through research and discussion. Students will also have the opportunity for advanced research and discussion on the NFL topics covered at the Lincoln-Douglas camp. Additional sightseeing trips around Northern Italy will also be planned.

Session Director: Nina Watkins, IDEA

(212) 548-0185 -Email: nwatkins@idebate.org

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

#### Session 2 is not available without Session 1.

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

These prices include:

- Housing and meals
- Research materials
- "Survival" Italian course
- Two excursions per session
- Transportation to and from the Trieste airport or train station

Travel to and from Italy is not included. IDEA will be arranging a group travel discount for students departing from and returning to JFK International Airport in New York City. IDEA will also make all group travel arrangements for students traveling to Estonia.



## What Makes Our Institute Unique:

Our camp provides the opportunity for intensive debate and speech preparation with the caring guidance of nationally recognized veteran coaches within an international community of students. Past participants included students from the United States as well as Uzbekistan, Macedonia, Slovenia, Azerbaijan, Estonia, Albania, Croatia, Romania, Slovakia, Lithuania and the Czech Republic.

## STAFF:

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

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

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

**Marcin Zaleski** obtained his International Baccalaureate at the United World College in Duino, Italy. In 1995 he became the coordinator of the Polish debate program, and also wrote a book about debate. As a consultant for the Open Society Institute, he conducted trainings throughout Central and Eastern Europe. In 1999 Marcin was elected the President of the Board of Directors of the International Debate Education Association (IDEA), and continues to work as a debate trainer, curriculum developer and a fundraiser for the debate program.

**Additional Staff will be added in the spring and will be posted on our website: [www.idebate.org](http://www.idebate.org)**

## For further information contact:

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



# FALL/WINTER 2003 AND BACKLIST

The logo consists of the word "idea" in a bold, lowercase, sans-serif font, enclosed within a speech bubble shape with a tail pointing towards the top right.

## SOURCEBOOKS ON CONTEMPORARY CONTROVERSIES

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### **Aids, Drugs and Society**

Anna Alexandrova (Editor)

This book offers different sides of two key debates in the field. First, there are debates about policy aspects of the 'war on drugs.' Second, there are debates about the human rights aspects of viewing HIV/AIDS as a human rights issue. The editor places particular importance on 'harm reduction,' a policy attempting to decrease the adverse consequences of drug use without total prohibition of drugs. (pb)

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

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### **Globalization and the Poor: Exploitation or Equalizer?**

William Driscoll and Julie Clark (Editors)

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

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

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### **Roma Rights: Race, Justice and Strategies for Equality**

Claude Cahn (Editor)

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

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

### **The Drug Dilemma: Responding to a Growing Crisis**

Jason Stone and Andrea Stone (Editors)

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

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

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### **The International Criminal Court: Global Politics and the Quest for Justice**

Joseph P. Zompetti and Suzette W. Zompetti (Editors)

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

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

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### **European Union: Challenges and Promises of a new Enlargement**

Anca Pusca (Editor)

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

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

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### **War on Drugs, HIV/ AIDS and Human Rights**

Kasia Malinowska-Sempruch and Richard Elovich (Editors)

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

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



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

**Discovering the World Through Debate: A Practical Guide to Educational Debate for Debaters, Judges and Coaches (revised and enlarged edition)**

William Driscoll and Joseph Zompetti

The book provides a practical introduction to the Karl Popper Debate format. It discusses the importance and nature of educational debate in an open society and presents rules and guidelines for preparing and running a debate event, training judges and involving the community. The revised edition contains a transcript of a full debate on International Efforts to Eliminate Human Trafficking with step by step critique, as well as new and expanded sections on logic, on debating in an international setting, and on choosing and selecting evidence. The work also includes 50 exercises to be used in the classroom or debate club. (pb)

Price \$29.95/ ISBN 0-9702130-9-3

**The Democracy Reader**

Sondra Myers (Editor) - Foreword by Benjamin Barber

A comprehensive tool for understanding democracy and the central role that citizens play in making democracy work. The first section contains texts by distinguished scholars and discussion questions on the basic elements of democracy; the second, using the same format, deals with the obstacles encountered on the way to democracy and strategies for addressing them. The third is an album of civic stories, accounts of civic epiphanies and transformations from around the world. (pb)

Price \$25.95 / ISBN 0-9702130-3-4

**Many Sides : Debate Across the Curriculum**

Alfred C. Snider and Maxwell Schnurer

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

Price \$24.95 / ISBN 0-9702130-4-2

**Art, Argument and Advocacy:  
Mastering Parliamentary Debate**

John Meany and Kate Shuster

Provides a theoretical and practical foundation for effective participation in academic parliamentary debate competition. It explores contemporary American and international parliamentary debate formats, offering a comprehensive examination of argument anticipation, construction and extension, case development, critical refutation of given assumptions and data, and persuasive speaking. (pb)

Price \$24.95/ ISBN 0-9702130-7-7

**On That Point!: An Introduction to Parliamentary Debate**

John Meany and Kate Shuster

This is the first parliamentary debate textbook for secondary school students. The text is designed to provide a theoretical and practical foundation for effective participation in parliamentary debate in competition or in the classroom. (pb)

Price \$25.95/ ISBN 0-9720541-1-1

**The Deatabase Book:  
A Must-Have Guide for Successful Debate**

By the Editors of DEBATABASE

An invaluable resource for debaters, this book provides background, arguments and resources on approximately 150 debate topics in areas as diverse as business, science and technology, environment, politics, religion, culture and education. Each entry presents: the resolution; an introduction placing the question in context; arguments pro and con; sample motions; and web links and print resources for further research. Organized in a handy A-Z format, the book also includes a topical index for easy searching. (pb)

Price \$25.95 / ISBN 0-9702130-8-5

**Transforming Debate: The Best of the International Journal of Forensics**

Jack E. Rogers (Editor)

Represents the very best scholarly work published by the International Journal of Forensics. It is an essential work for anyone interested in the role of academic, competitive debate in shaping the social penetration movement. (pb)

Price \$24.95 / ISBN 0-9702130-1-8

**Perspectives in Controversy: Selected Essays from Contemporary Argumentation**

Kenneth Broda Bahm (Editor)

Brings together recently published essays from the journal Contemporary Argumentation and Debate into a single volume. These essays explore current controversies in the theory of competitive academic debate. (pb)

Price \$24.95 / ISBN 0-9702130-5-0

# IDEA YOUTH FORUM /Estonia 2004

## July 23 - August 5, 2004

IDEA in partnership with the Estonian Debating Society will host its 10th Annual International Debate Youth Forum in Läänemaa, Estonia. The Debate Youth Forum brings together secondary school students, university students and teachers from all over the world to discuss, learn, debate and meet one another.

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

The Forum features two debate tournaments: the national team tournament and the international mixed team tournament both using the Karl Popper Debate Format. The resolution for the national tournament will be "the separation of public and private is detrimental to women's rights", and the topic for the mixed tournament will be: "It is better to focus on a harm reduction strategy than on a law enforcement strategy in dealing with drug abuse."



The educational track for secondary school students rests upon three elements: content sessions on the topics, general sessions on debate and "lab" sessions centered on the preparation for debates.

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

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

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

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

**Price includes:** room and board for 13 days, full day and half day trips, banquets and educational materials. You must pay for your own transportation to and from Tallinn, Estonia. Each delegation of three students must bring a judge. If you are not able to bring a judge there will be an additional charge of \$100 per student.

### Contact information:

**Estonian Debating Society**

Joe 30, 79 513 Rapla, Estonia

Phone +372 4856 289

Fax +372 4856 289

Website: [www.debate.ee/idea2004](http://www.debate.ee/idea2004)

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**IDEA**

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# THE INTERNATIONAL HIGH SCHOOL DEBATE EXCHANGE PROGRAM (IDEP)

A PROGRAM OF THE UNITED STATES DEPARTMENT OF STATE'S  
BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS

The National Forensic League (NFL) and the International Debate Education Association (IDEA) are co-sponsors of an incredible event that will take place this summer. Thirty-two students and 8 educators from around the world (Argentina, China, Haiti, Moldova, Russia, South Africa, Uzbekistan, and Zimbabwe) will travel to the United States for a challenging 3-week study of the role of discussion and debate in U.S. civil society.

Participants will spend the first week in Washington, D.C. on the campus of Catholic University of America where they will receive specific training in Legislative and Ted Turner Public Forum Debate. In addition, participants will attend the 2004 NFL National Tournament in Salt Lake City, UT and will compete against students from the United States in the United Nations Foundation sponsored international divisions of both Legislative and Ted Turner Public Forum Debate. At the conclusion of the National Tournament, the participants will return to our nation's capitol where they will participate in a series of public debates.

For more information on the program, please visit the IFEP website at [www.soros.org/idebate/idep/](http://www.soros.org/idebate/idep/) or by linking from [www.nflonline.org](http://www.nflonline.org).

## THE JULIA BURKE FOUNDATION IS SEEKING NOMINATIONS FOR THE 2004 JULIA BURKE AWARD

Policy debaters, coaches and judges are invited to nominate one individual by March 15, 2004. Any policy debater who is eligible, or expected to be eligible to compete in the TOC may be nominated for the award. Nominations should include the name and school of the nominee, the reasons for the nomination preferably including examples and anecdotes, and the identity of the person submitting the nomination. Nominations should be submitted to The Julia Burke Award Committee by e-mail to: [Marilyn\\_Burke@JuliaBurkeFoundation.com](mailto:Marilyn_Burke@JuliaBurkeFoundation.com) or [Callmehuls@aol.com](mailto:Callmehuls@aol.com).



# NFL'S TOP 50 DISTRICTS

(as of January 5, 2004 )

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
1.	-	Three Trails	254	Blue Valley North HS	539
2.	-	California Coast	230	Lynbrook HS	613
3.	+2	Show Me	169	Belton HS	363
4.	-1	East Los Angeles	160	Gabrielino HS	629
5.	+2	Sunflower	157	Wichita East HS	321
6.	+2	East Kansas	156	Shawnee Mission East HS	467
7.	-3	Heart of America	155	Independence Truman HS	430
8.	-2	San Fran Bay	149	James Logan HS	712
9.	+2	Northern South Dakota	148	Watertown HS	383
10.	-1	Kansas Flint-Hills	141	Washburn Rural HS	431
10.	-1	New York City	141	Regis HS	334
12.	-	Rushmore	137	Sioux Falls Lincoln HS	352
13.	-	West Kansas	127	McPherson HS	229
14.	-	South Kansas	126	El Dorado HS	239
14.	+5	Central Minnesota	126	Apple Valley HS	326
16.	-	Northern Ohio	123	Howland HS	170
17.	-2	New England	122	Lexington HS	432
18.	+3	Florida Manatee	113	Nova HS	447
19.	+3	Northern Illinois	112	Glenbrook North HS	330
20.	+3	Northwest Indiana	111	Plymouth HS	437
21.	-4	Rocky Mountain South	107	Wheat Ridge HS	198
21.	+2	Illini	107	Downers Grove South HS	344
21.	+8	North East Indiana	107	Chesterton HS	564
24.	+5	Eastern Missouri	105	Pattonville HS	233
24.	+8	Montana	105	Flathead County HS	346
26.	-7	Sierra	104	Centennial HS	267
27.	-2	South Carolina	102	Riverside HS	377
28.	-10	Ozark	101	Springfield Central HS	321
28.	+7	Nebraska	101	Millard North HS	258
30.	-4	Florida Panther	100	Trinity Prep School	226
30.	+4	Southern Minnesota	100	Edina HS	322
32.	-6	Southern California	98	San Dieguito HS	222
32.	-6	South Texas	98	Houston Bellaire HS	592
32.	+5	Hole in the Wall	98	Cheyenne Cental HS	333
35.	-3	Carver Truman	96	Neosho HS	340
36.	+2	Eastern Ohio	95	Perry HS	290
36.	-1	Northern Wisconsin	95	Appleton East HS	263
38.	-7	West Oklahoma	92	Norman HS North	254
39.	+1	North Coast	89	Gilmour Academy	183
40.	-1	Idaho	88	Hillcrest HS	204
40.	+11	Golden Desert	88	Green Valley HS	221
42.	-2	Great Salt Lake	86	Salt Lake City Skyline HS	178
43.	-1	Heart of Texas	84	Carroll HS	175
44.	+13	Nebraska South	83	Lincoln East HS	198
44.	+9	Utah-Wasatch	83	Sky View HS	204
46.	-3	Sundance	82	Jordan HS	209
47.	+13	Southern Wisconsin	81	Marquette University HS	181
48.	-3	Greater Illinois	80	Belleville East HS	141
48.	+2	North Texas Longhorns	80	Piano East Sr. HS	220
50.	-	Michigan	78	Portage Northern HS	162

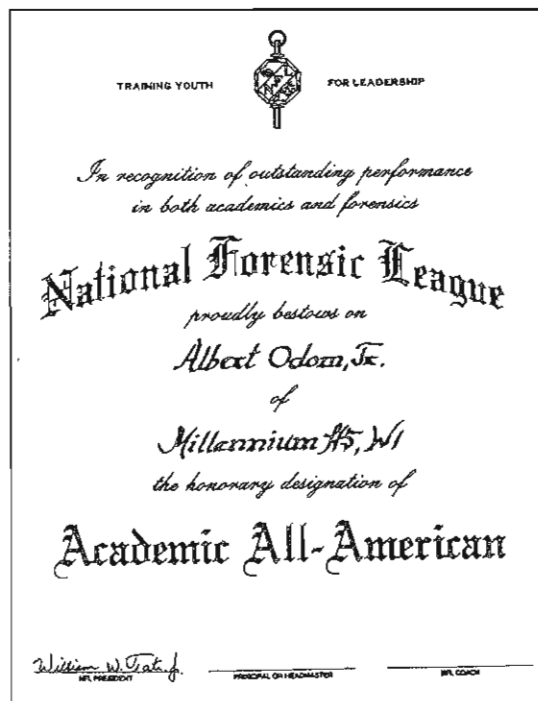
# NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
51.	-6	Big Valley	77	Modesto Beyer HS	218
51.	-7	East Texas	77	Klein HS	201
53.	-8	Arizona	76	Desert Vista HS	162
53.	-8	Northern Lights	76	Moorhead HS	213
53.	-2	Valley Forge	76	Truman HS	171
56.	-11	New Jersey	74	Ridge HS	247
56.	-3	Eastern Washington	74	University HS	157
58.	+17	New Mexico	73	Albuquerque Academy	167
59.	-6	Deep South	72	The Montgomery Academy	229
59.	-6	West Los Angeles	72	Arroyo Grande HS	136
59.	+8	Colorado	72	Platte Canyon HS	179
59.	+3	Colorado Grande	72	Pueblo Centennial HS	307
59.	+8	Hoosier Crossroads	72	Ind'pls North Central HS	166
64.	-1	East Iowa	71	Iowa City West HS	301
64.	-7	North Dakota Roughrider	71	Fargo South HS	175
64.	-7	Central Texas	71	San Antonio Churchill HS	269
64.	-4	Lone Star	71	Plano Sr. HS	180
68.	-1	North Oregon	70	Gresham Barlow HS	123
68.	-5	Pittsburgh	70	Bethel Park HS	177
68.	+3	West Texas	70	Bel Air HS	141
71.	-6	Hoosier Heartland	69	West Lafayette HS	159
71.	+2	West Iowa	69	Dowling Catholic HS	228
73.	-8	New York State	68	Hendrick Hudson HS	131
73.	-2	Western Ohio	68	Dayton Oakwood HS	118
75.	-2	Mississippi	67	Hattiesburg HS	155
76.	-9	Georgia Southern Peach	66	Starr's Mill HS	197
77.	+3	Rocky Mountain North	65	Greeley Central HS	170
77.	-	Pennsylvania	65	Greater Latrobe HS	146
77.	-	Tennessee	65	Montgomery Bell Academy	134
80.	-3	Kentucky	64	Rowan County Sr. HS	171
81.	+2	Western Washington	62	Gig Harbor HS	148
82.	-2	East Oklahoma	61	Jenks HS	214
82.	-7	South Oregon	61	Willamette HS	102
82.	-2	Gulf Coast	61	Gregory Portland HS	182
85.	-	Wind River	59	Worland HS	121
86.	+10	Georgia Northern Mountain	58	Grady HS	177
87.	-	Florida Sunshine	57	Academy of the Holy Names	161
88.	-1	Carolina West	56	Myers Park HS	210
88.	+3	Puget Sound	56	Kentwood HS	108
90.	-1	Louisiana	55	St Thomas More HS	136
90.	-	Chesapeake	55	Baltimore City College HS	97
92.	-	South Florida	53	Archbishop Curley Notre Dame	143
92.	-6	Tarheel East	53	Cary Academy	113
94.	-11	Sagebrush	52	Reno HS	170
94.	-1	Tall Cotton	52	Abilene HS	110
96.	-2	UIL	48	Princeton HS	139
97.	-1	Hawaii	45	Kamehameha Schools	172
98.	-3	West Virginia	42	Wheeling Park HS	84
99.	-1	Capitol Valley	40	Granite Bay HS	103
100.	-1	Mid-Atlantic	36	Madison County HS	93
101.	-1	Maine	30	Lewiston HS	80
102.	-1	Iroquois	29	R L Thomas HS	75
103.	-1	Pacific Islands	17	Harvest Christian Academy	45

# NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

## Award Criteria:

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



## APPLICATION NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

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

To the National Forensic League:

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

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

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

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

\_\_\_\_\_  
 NFL Sponsor (coach)

\_\_\_\_\_  
 Principal

\_\_\_\_\_  
 Student

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



## NFL OFFICE



125 Watson Street  
Ripon, Wisconsin



Aerial View

Each month  
the *Rostrum*  
will feature  
an NFL staff  
member

## "POSITIVE ATTITUDE IS EVERYTHING"

Patti came to the National Forensic League with an Associate Accounting Clerk Degree. Prior to working at NFL she worked at a bank in the Accounting Department. After working directly with the people of the community she wondered if she would miss that personal contact, but she found that working with the coaches is just as stimulating.

ment results, assists in proofing the National Tournament program book, and assists with National Tournament registration applications. Patti has worked at tournaments in the results area since 1997.

On a personal note, Patti is involved extensively in her church, serving on various committees, the council, and choir. She is also very active in her community through the Rosendale-Brandon Players, which is a local group who



Patti began employment with the NFL in August of 1996 as a point recorder and phone receptionist. Then in January 1997 she became head of point recording, which included training new staff and working with current staff in incorporating point recording changes. Patti is instrumental in point recording staff meetings by reviewing point recording guidelines and new regulation changes in order to improve staff performance in the point recording area.

Due to the new NFL online system, Patti's main focus is now on corrections. Through email and phone calls she helps coaches activate status online, correct name changes, and fix point errors. Patti also researches coaches and schools for information. In addition, she serves as a backup to Associate Secretary, Jackie Oakes, which includes helping with letters and emails for the National Executive Secretary.

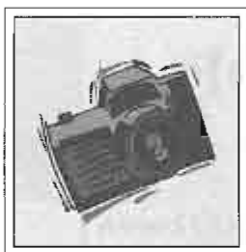
Specifically for the National Tournament, Patti audits the district tourna-

puts on annual, musical plays.

Patti has been married for 30 years to Jerry, who is also employed on a part-time basis for the NFL. They have three sons, Jay, Shannon, and Tristan. Patti and Jerry enjoy traveling together (especially cruises) and hope to continue with their travel plans each year.

In November of 2002, Patti was diagnosed with breast cancer and completed chemo and radiation treatments on June 2, 2003 and was still able to work at the Atlanta Nationals. She would like to thank all NFL staff members for their patience and support during her treatments, and she is thankful for all the well wishes from many of the NFL coaches.

"I have been asked how I stayed so positive and upbeat during my treatments. My thoughts were, I have no choice but to do what I must to get past this and with so much support from family and friends it was easier than I expected. My theory is 'positive attitude is everything'. I think many students carry that thought with them and that is why they do such great jobs in the NFL. Thank you to all!"



# P i c t o r i a l

## THE GARDENS OF EDZELL CASTLE, SCOTLAND



of Edzell by the Crawford Lindsays in 1358. Edzell's most famous visitors were Mary Queen of Scots in 1562 and her son and successor James VI of Scotland (James I of England) in 1580. King James VI revisited Edzell in 1589 and at this time the new Laird, Sir David Lindsay the tenth Earl of Crawford, so impressed James that he was made a Lord of Session and eventually became a member of Privy Council in 1598. It is Sir David Lindsay and his garden that prompts this missive.

My wife Anne and I have spent the last three Septembers driving (on the other side) throughout Scotland. In those visits we've seen several dozen castles, abbeys, priories, cathedrals, and kirks. Several of these historic sites have their special callings -- Melrose Abbey has its red and cream sandstone, St. Andrews Cathedral has its spectacular view over city, castle and golf course, and Dunblane Cathedral has its memorial to the kindergarten class gunned down by a local crazy. But none have a garden like Edzell Castle.

The garden was laid out in 1604 by Sir David Lindsay in his later years. He planned it to be stimulus both for the mind and the senses. To that end, Sir David ordered thought-provoking carved panels created by copying the work (1528-9) of famed Nuremberg engraver Klienmaster. The Edzell masons copied the engravings and set them into the walls of the walled-garden to the south side of Edzell Castle. Set into the east wall are the seven Planetary Deities (Saturn, Jupiter, Mars, the Sun, Venus, Mercury, and the Moon). On the west wall are carvings honoring the three Christian Virtues (Faith, Hope, and Charity) and the four Moral Virtues (Prudence, Temperance, Fortitude, and Justice). Then into the south wall are placed monuments to the Liberal Arts (Grammar, Rhetoric, Dialectic, Arithmetic, Music, Geometry, and Astronomy).

It was to these carvings mounted in the south wall that Anne and I were drawn, especially the first three. Grammar, the art of construing words, was succeeded by Rhetoric, the art of connected discourse, and in its turn was followed by Dialectic, the art of argument. As we stood pondering the carvings of 1604, far away from our friends in the competitive speech community, how fortuitous to find such an artistic connection between past and present.

As educators coach students, and as students compete with their peers, we should all remember that we do

not speak or argue in a vacuum. Instead, we teach and deliberate in the context of a history which honors the qualities of words and arguments well thought out and ably delivered.

*(Thank you to Bob and Anne Jones, Canby High School (OR).*



Garden of Edzell Castle  
Carvings mounted on the south wall represent  
Grammar, Rhetoric, & Dialectic



Mounted Carving  
"Rhetoric", the art of  
connected discourse



"Danger Slippery Slope". Sign found on Isle Arran, Scotland. Possible warning to debaters.

Submit pictures of  
events  
and activities to:

Attn: Sandy

NFL

125 Watson St  
Ripon, WI 54971

[nflstrostrum@centurytel.net](mailto:nflstrostrum@centurytel.net)

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**JUNE 26– JULY 9, 2004**



**Jane Boyd** *Grapevine director, Capitol Hill group director*

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



**Minh A. Luong** *Yale University, guest lecturer*

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



**Jonathan Alston** *Newark Science High School debate coach*

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

**Steve Clemmons** *Leland High School debate coach*

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

**Abdul Beretay** *Bergenfield High School debate coach*

- Advanced to elimination rounds at every major national tournament his senior year including TOC and NFL

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**Jane Boyd** *Grapevine director, Capitol Hill group director*



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