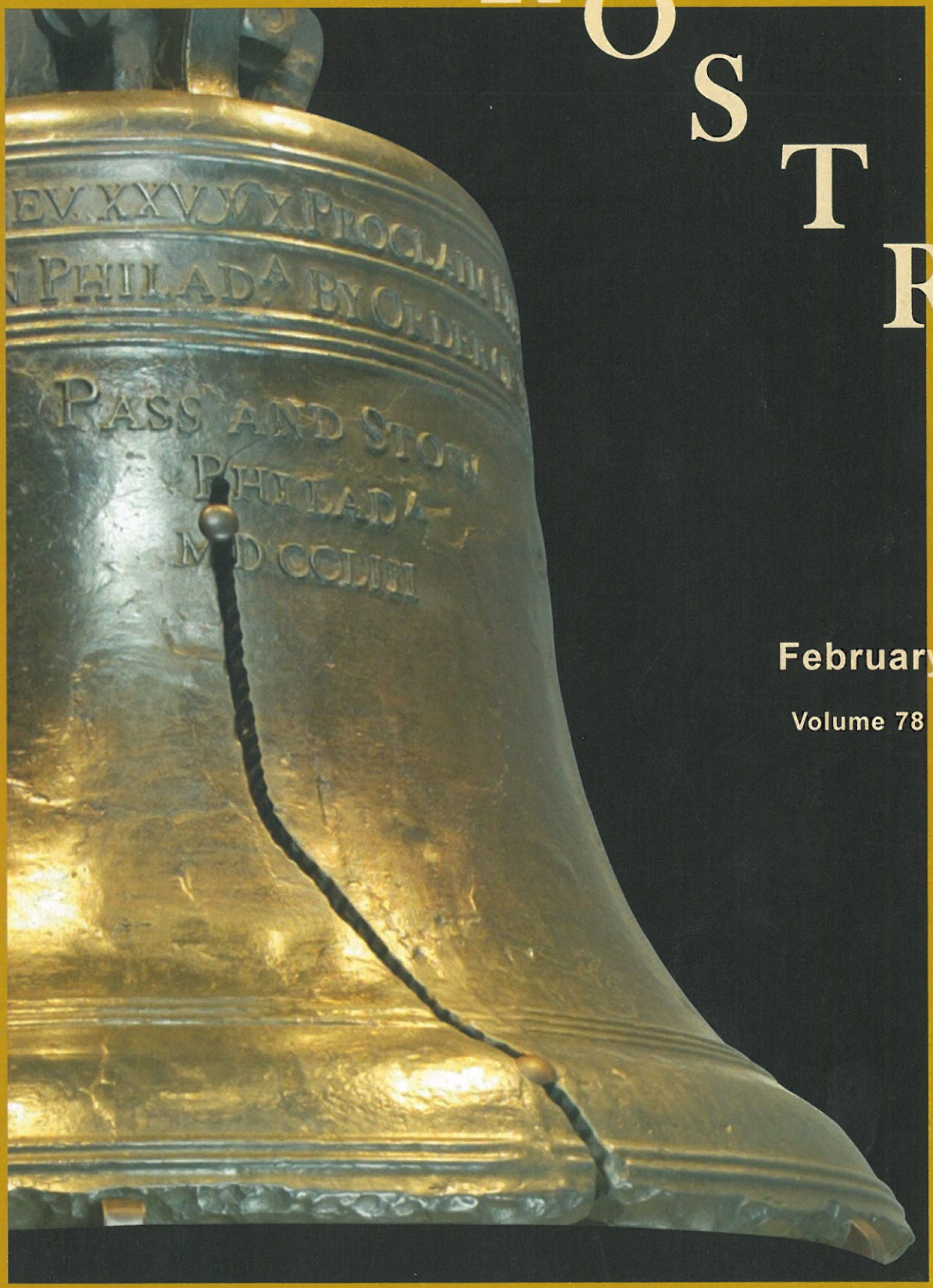
ROSTRUM



February 2005

Volume 78 Issue 6

Halls of Independence

2005 CDE National Debate Institute

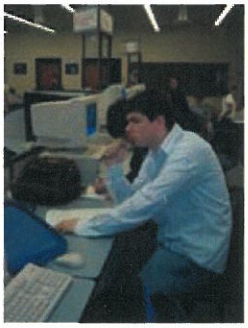
July 15-31, 2005 **Northern Arizona University** **Flagstaff, AZ**

Extemporaneous Speaking National Institute

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

Lincoln Douglas Debate National Institute

The Lincoln Douglas Debate National Institute provides award winning instruction for debaters of all ages and experience levels. The Varsity Division is open to all enrolling students and offers an extensive look at everything from evidence research and case construction to cross-examination techniques and topic lectures. The Championship Division is limited to those students who have previously attended the Lincoln Douglas National Institute or qualified for the NFL National Tournament or the Tournament of Champions. The newly introduced Scholars Division is limited to those students who have been selected in a nomination process for their excellence in rounds and in the classroom. All divisions will also offer detailed instruction on all ten of the coming year's topics, twenty-three rounds critiqued by the nation's best instructors and coaches, and extensive research materials.



Policy Debate National Institute

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

Public Forum Debate Institute

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

⇨ Applications for the 2005 CDE National Debate Institute are now being accepted.

Mail this form along with a $95 application fee to: CDE, PO Box Z, Taos, New Mexico 87571
Application fee is completely refundable if not accepted to the camp. Visa and MasterCard are accepted.

Name: _____ Phone Number: _____

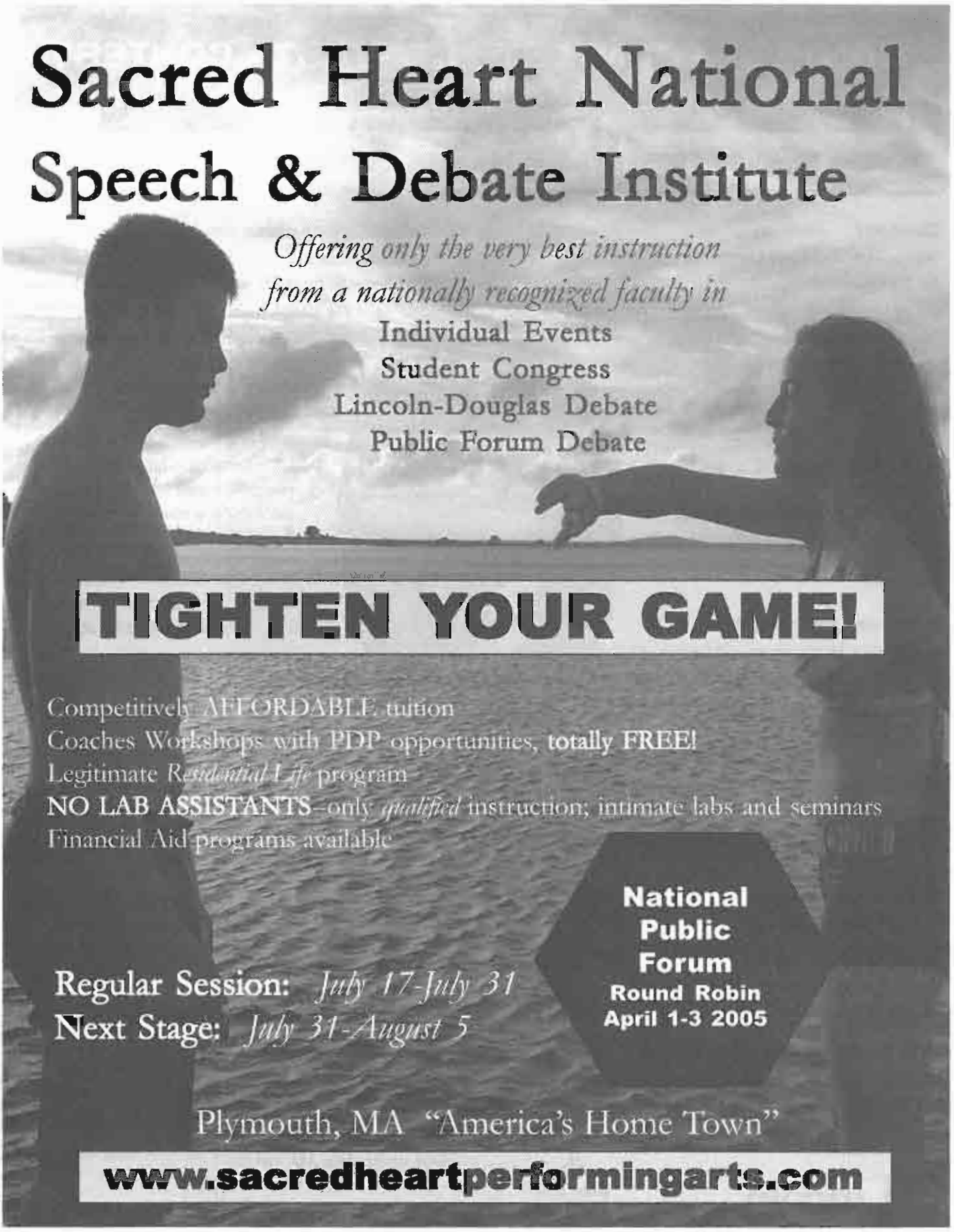
Mailing Address: _____

School: _____ Number of Years in Event: _____

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

Please enroll me in: ❒Foreign Extemp ❒Domestic Extemp ❒Generic Extemp ❒Varsity LD

❒Champs LD ❒Scholars LD ❒Public Forum ❒Varsity CX ❒Champs CX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April 1-3 2005
Regular Session: July 17-July 31
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CONTEST • CONTEST • CONTEST • CONTEST

Your speech could win $2,000 and qualify you for Nationals

Deadline March 28, 2005 • Deadline March 28, 2005 • Deadline March 28, 2005

Contest

Your speech could win $2,000 and qualify you for Nationals.

We're living longer, healthier lives. Reaching age 100 is no longer unusual, and outliving assets is now the biggest financial worry of most working Americans. Sound retirement planning is more important than ever.

The Lincoln Financial Group® Video Speech Contest gives you an opportunity to learn about the advantages of retirement planning, compete for a college scholarship and qualify for Nationals all at the same time.

What are the prizes?

- The first-place winner will receive a $2,000 scholarship
- The second-place winner will receive a $1,000 scholarship
- Both winners will qualify for expository speaking at the 2005 NFL National Tournament in Philadelphia, PA.
- Video excerpts from the winning speeches will be on LFG.com.
- Coaches of each winner will be awarded a $500 honorarium.

What's the topic?

100 Years Young: The importance of retirement planning to meet the challenge of increased longevity

Who's eligible?

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 (VHS format) – 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 school elimination should be held.

When's the deadline?

All entries are due to Lincoln Financial Group on or before **March 28, 2005.**

Entries should be mailed to:
Lincoln Financial Group
NFL Video Speech Contest
1300 S. Clinton St. – 6H05
Fort Wayne, IN 46802

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

Who's judging?

A panel of judges from Lincoln Financial Group will select the winners. Judges' decisions are final. Winners will be contacted by April 22, 2005 and will receive their awards at the 2005 NFL National Tournament in Philadelphia.

Who is Lincoln Financial Group?

Lincoln Financial Group celebrates its centennial in 2005. One hundred years young, Lincoln is a Fortune 500 company with diverse wealth accumulation and protection businesses. As the NFL's overall corporate sponsor, Lincoln funds the national tournament and provides $88,000 in college scholarships and awards.

Lincoln Financial Group®

From the Editor

J. Scott Wunn

Dear NFL,

This month's letter is a trivia question....

What is older than sliced bread, penicillin, television, Velcro, the Frisbee, and liquid paper?

Don't know yet? Here is a hint.

When this particular thing came into existence the average salary was $1,368 and milk cost 14 cents a gallon.

Still don't know? Here's another hint.

It is celebrating its 80th birthday in 2005 and has gained over 1,150,000 members since its conception.

I bet you guessed it now! That's right. The NFL is beginning its 80th year anniversary celebration. Wow, I can't wait to feel the heat from the candles on that birthday cake.

Congratulations coaches and students of the NFL. Our long and proud tradition of "Training Youth for Leadership" is a direct result of your dedication to excellence.

J. Scott Wunn

Rostrum

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P.O. Box 38
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J. Scott Wunn, Editor and Publisher **Sandy Krueger, Publications Director**

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Individuals: $10 for one year
$15 for two years
Member Schools:
$5 for each additional subscription

Topics

February Public Forum Debate Topic:

Resolved: In the United States, the current system of federal income taxation should be replaced by a flat rate income tax.

March/April Lincoln Financial Group/NFL L/D Debate Topic

Resolved: To better protect civil liberties, community standards ought to take precedence over conflicting national standards.

2004-2005 Policy Debate Topic

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

2005-2006 Policy Debate Topic

Resolved: The United States federal government should substantially decrease its authority either to detain without charge or to search without probable cause.

NFL HALL OF FAME

The deadline for submitting nominations has been extended to February 10, 2005
Forward nomination AND bio to:
Sandy Krueger at *nflrostrum@centurytel.net*
(Nominees must be 25+ year members of the NFL or retired to be eligible)

Submit Articles for Publication!

The NFL Office is always looking for well-written articles by both NFL coaches and students. Please consider contributing feature articles, editorials, pictorials, and special interest stories to the NFL. All articles should be sent to: Sandy Krueger, *nflrostrum@centurytel.net.*

Cover Photo - Liberty Bell

Photo by R. Kennedy for GPTMC

March 2005 *Rostrum*

Reflecting on 80 years of Tradition

Topic Release Information

L/D Debate Topics available by calling NFL Topic Hotline (920) 748-LD4U
or
Check the NFL Website Home Page at *www.nflonline.org*

L/D Topic Release Dates:

August 15	...	**September-October Topic**
October 1	...	**November-December Topic**
December 1	...	**January-February Topic**
February 1	...	**March-April Topic**
April 15	...	**National Tournament Topic**

Public Forum Topic Release Dates: **1st of every month online**

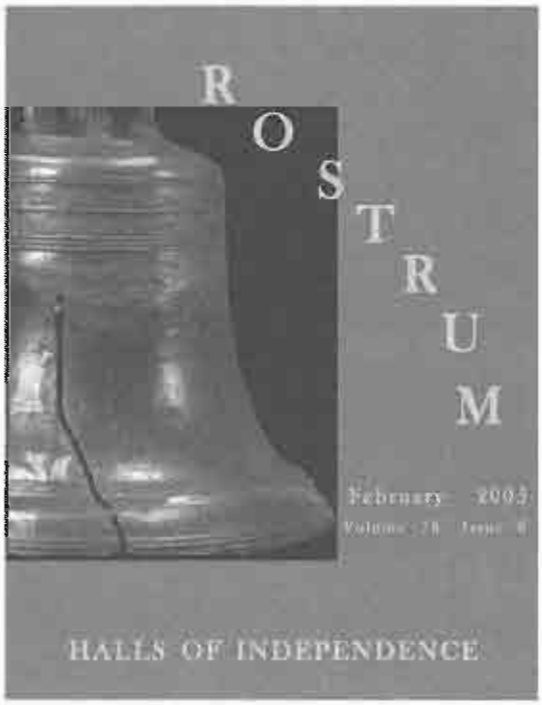
Policy Debate Topic for New Year

- Topic Ballot & Synopsis Printed in October *Rostrum*
- Final Ballot for Policy Debate Topic in December *Rostrum*
- Topic for following year released in February *Rostrum*

ROSTRUM

Volume 79 Issue 6 February 2005

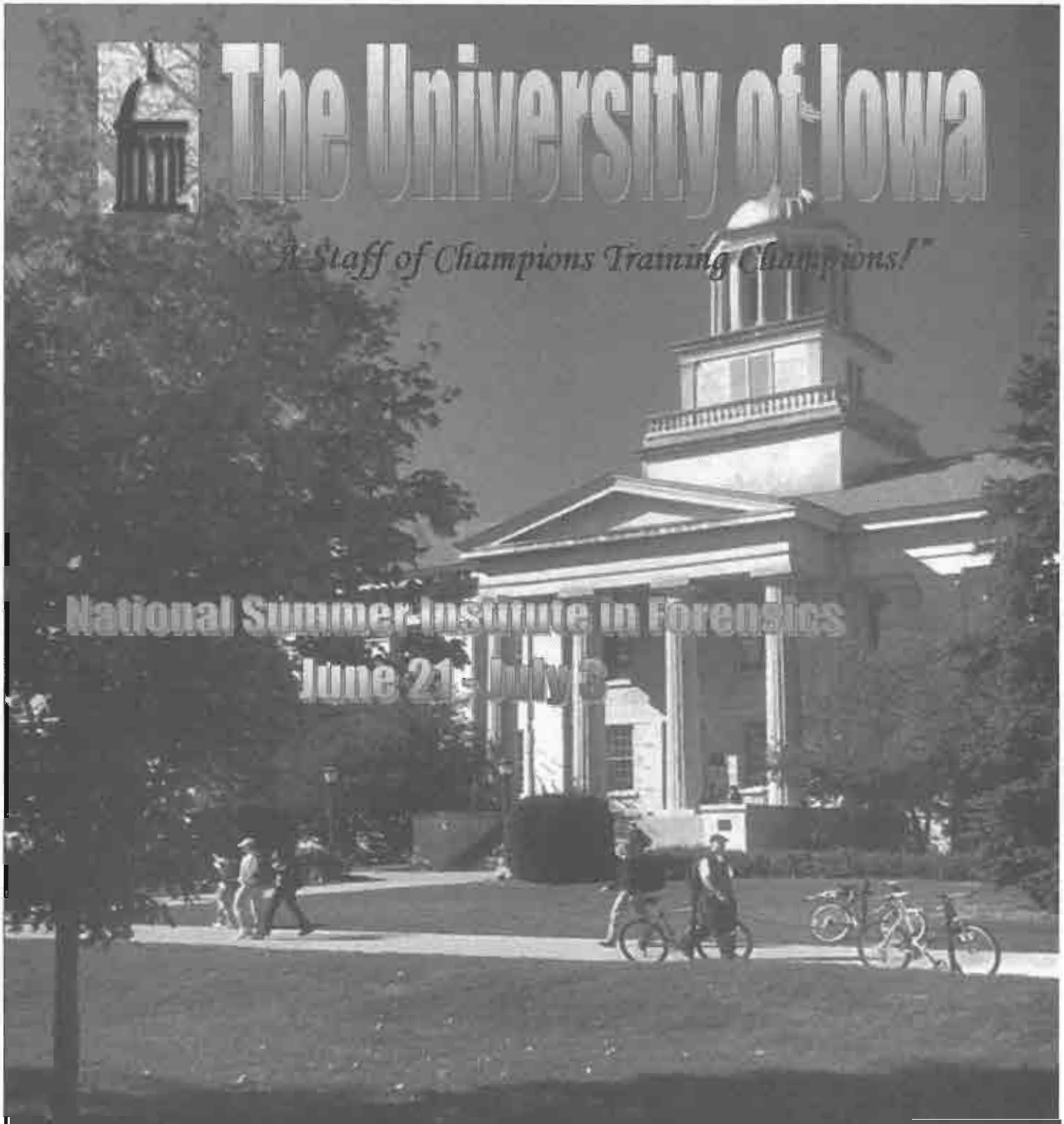
Cover



Featured Topics

Honors & Awards

In Every Issue



For Program information and online registration visit our website at:

www.iowadebate.com

www.forensicsgear.com

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forensicsgear.com carries shirts and gifts for forensics enthusiasts. New items are added monthly. *Forensicsgear.com is owned by NFL Alumni Naomi J. Cooper. All designs are copyright N.J. Cooper Design, 2004.*

WEEKLY HOT ITEMS
Check in often! We put select items on special every week.

COMING SOON!
STATE & STATE CHAMP EVENT ITEMS

Whitman National Debate Institute

Policy and LD

July 24 - August 4, 2005 (2 week session)
July 24 - August 11, 2005 (3 week session)

hosted by Whitman College, home of the 2003 CEDA Nats and 2004 NPTE Finalists!

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 do drills and practice debates with clear feedback and re-dos throughout the camp.
3. **Research.** We put out hundreds and hundreds of pages of staff reviewed cases and evidence with strategies that win debates. Policy researched over 5000 pages at the 2004 camp. LD researched over 900 pages on all 10 of the 2005 LD topics.
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. And you'll work with them one-on-one not just listening to them lecture.
5. **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.
6. **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.
7. **Transportation to and from the airport.** Our safety certified driver will pick you up at and take you back to the Walla Walla airport free of charge or to the Pasco airport or bus station for a $20 fee ea. way (on set dates, see web page).

Want a 4-page brochure and registration forms?

E-mail Jim Hanson at hansonjb@whitman.edu

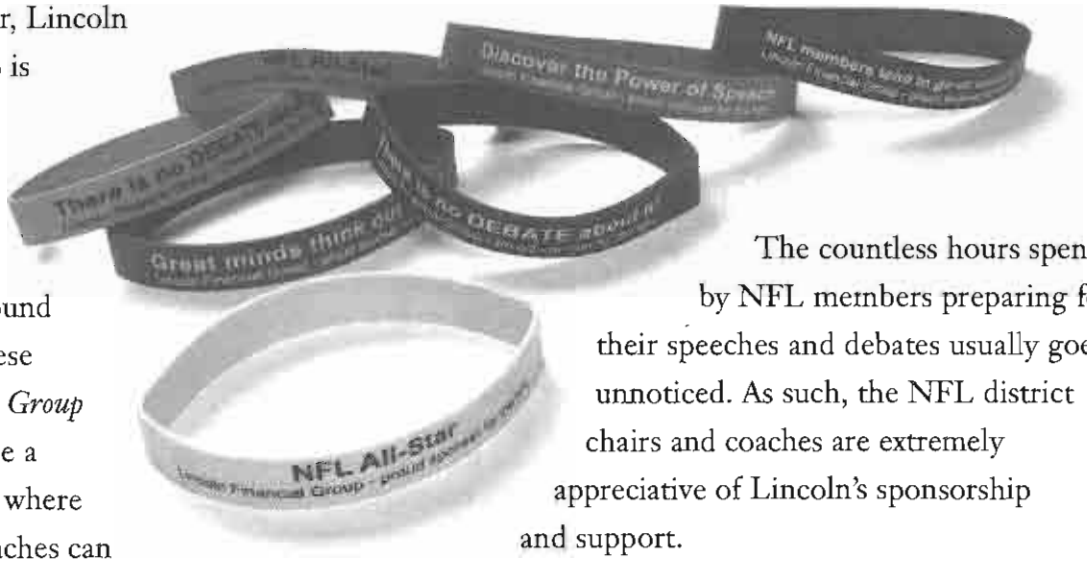
Want more detailed information about WNDI?

www.whitman.edu/rhetoric/camp/

Lincoln
Financial Group®

Look for Lincoln Financial Group at district tournaments

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



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

Each participating NFL member and coach receives a small gift at their *Refresher*. This year, the gift is an NFL wrist band.

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

Note to District Chairs:

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

FAITH IN THE VALUE OF THE INDIVIDUAL

Student Congress and a New Breed of Politics

By Chase Nordengren

"Our concept of Democracy rests upon faith in the value of the individual. Our system of government and our way of life assume that every citizen has the right to a voice in determining the policies that affect his/her well-being." This maxim begins the NFL's Student Congress Manual; a hope that the event might fulfill the dreams and hopes of America's forefathers. However, at many local and state tournaments, Student Congress is often typified by poor speech quality, little respect, and an almost overriding opinion that these problems are inevitable. Flawed perceptions and lackadaisical competing are not fair to those who genuinely seek to make the event everything it can be. Coaches, judges, and competitors must recommit to the ideals that founded Student Congress by changing the way they think of and participate in the event.

The pursuit of this goal begins with solid preparation. Because bills and resolutions are written entirely by students, their subjects are often elementary and not of national importance. Arguments for speeches are often highly redundant, contain little sound research and exhibit an elementary understanding of the topic at hand. While Congressional speeches are only three minutes long, a great amount of skill is required to assemble expert argumentation in a short amount of time. The purpose of Student Congress must always be to seek solutions to the major problems affecting everyday Americans, providing a model of high-minded debate that perhaps even our leaders in government can aspire to. As congressional competitors, we can never take the low road, allowing ourselves to lose sight of the people we figuratively and often literally are asked to lead. By writing quality speeches and legislation beyond the usual "high school" subjects, the event will not only be more exciting, but more dignified as well.

An assembled Student Congress must model the vision of Congress itself; representatives who feel impassioned about the issues and uphold great debate. The recitation of fully written speeches without refutation, rebuttal, or respect for the progress of debate is not only discouraging, it is unworthy of our role as representatives of the "concept of Democracy." Parliamentary games and voting blocks designed to limit the speeches of others and benefit one or two debaters are similarly below the dignity of even a mock Congressional body. A simulation of Congress must be as (and oftentimes more) respectful than Congress itself. By following this philosophy, we not only continue to prepare ourselves as the leaders of our generation, we demonstrate the great notions under which our country is found and can hopefully return.

Sadly, for these reasons, the event is often dismissed by other debaters and by coaches as a "consolation event"; this is a dangerous mentality. Coaches and other debaters must acknowledge that the event is only limited by the competition in it. Congressional debate has many wonderful qualities; debating the problems actually facing the country, balancing congressional style with debating substance, celebrating the spirit of American democracy, and learning the invaluable skill of compromise. Treating Congress as an illegitimate form of debate is a self-fulfilling prophecy. Thankfully, the inverse is also true. Members of the debate community on every level must acknowledge Congress' strengths equally with its weaknesses and personally commit themselves to allowing an optimistic evolution for the event.

It is by instituting these reforms that Student Congress can become the extraordinary event it was created to be. It is through a re-commitment to its goals and ideals that we can fully realize an event which rests and even celebrates a faith in the value of the individual.

(**Chase Nordengren**, student from West Des Moines Valley HS, IA, Class of 2006 carries an NFL degree of Superior Distinction.)

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2005 POLICY INSTITUTES

THREE WEEK	TWO-WEEK	ONE-WEEK
June 17 - July 10, 2005	June 17 - July 3, 2005	June 17 - 26, 2005

Web Site: *www.uky.edu/studentaffairs/deanofstudents/debate*

2004 FELLOWS

2004 Fellows were *(back row from left to right)*: **John Warden** (Chattahoochee); **Chipp Schwab**, (Clear Lake); **Alex Lamballe**, (MBA); *(front row from left to right)* **Becca Friedman** (Head-Royce); **Nate Ratner**, (The Blake School); **Chris Martin**, (Caddo Magnet) and **Kavita Kannan**, (Colleyville Heritage).

Other 2004 Fellows: *(back row from left to right)*: **Reid Jones**, (Caddo Magnet); **Jessica Stolbach**, (Greenhill); **Kevin Kooi**, (College Prep); *(front row from left to right)*; **Ralph Paone**, (Ball High School); **Bryan Gort**, (Paee Academy); **Mike Jones**, (Salt Lake City West) and **Zach Brown**, (Brookfield Central).

2005 INSTITUTE

2005 STAFF

(more to be added)

MICHAEL ANTONUCCI : (pending) Debate Coach, Lexington High School; Champion debater, Lexington High School and University of Iowa; Kentucky Fellow 1998.

JOSH BRANSON: Champion debater, Northwestern University and St. Mark's High School; Kentucky Fellow 2001; TOC runner-up 2002; Institute Staff, Northwetern University, 2005.

MICHAEL KLINGER: Champion debater, Harvard University; winner of college Noviee Nationals 2002; NDT first round bid winner, debating with another freshman; Kentucky Fellow 2000; TOC Champion 2001; NFL Champion both 2000 & 2001; Iowa Staff 2002; Stanford Staff 2001; Kentucky Staff 2004.

REUBEN SCHY: Champion debater, Glenbrook North; TOC first speaker, 2001; Kentucky Institute Staff, 2003 & 2004.

DAN SHALMON: Assistant Debate Coach, Northwestern University; Champion debater, University of California-Berkeley, including winner of the Copeland Award & NDT runner-up; Champion debater, Glenbrook North High School, including TOC Championship; 1999 Kentucky Fellow; Kentucky Staff, 2001 & 2002; Northwestern Staff 2004.

JON SHARP: Champion debater, Emory University; Assistant Coach, University of Southern California; seven years Debate Institute Instructor at Emory, USC, Bates, Stanford & Kentucky.

ELLIOT TARLOFF: Champion debater, Harvard University; winner of college Novice Nationals 2002; NDT first round bid winner, debating with another freshman; Kentucky Fellow 2000.

MIKE WASCHER: Debate Coach, Celebration High School, Florida; Kentucky Debate Institute Staff, 2003 & 2004.

*For Institute Information and scholarship application, write to:

Dr. J. W. Patterson, Director of Debate
205 Frazee Hall
University of Kentucky
Lexington, Kentucky 40506-0031
Web Site: *www.uky.edu/studentaffairs/deanofstudents/debate*

The National Forensic Library

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

VOLUME I

CX 101 Developing the Negative Position in Policy Debate Cross Examination
Instructor: Diana Prentice Carlin, University of Kansas
Addresses several key points in The Negative Position - reasons for use, ways to construct, how to use in a round, risks involved. Length: 53:00

CX 102 Constructing Affirmative Positions
Instructor: Greg Varley, Lakeland HS, NY
Winning suggestions for novice debaters in the basics of affirmative case construction by exploring these two issues: evaluation of the resolution and building a successful affirmative case. Length: 45:00

CX 103 A. Speaker Duties: The Conventions of Debate
Instructor: Bill Davis, Blue Valley HS, KS
For novice debaters - outlines the responsibilities of each speaker from 1AC to 2NR and the only three rules of debate.

B. Stock Issues in Policy Debate
Instructor: Glenda Ferguson, Heritage Hall School, OK
For novice debaters - gives background and applications of significance, inherency, solvency, and topicality. (Both topics on one tape) Length: 61:00

CX 104 Cross Examination - Theory and Techniques
Instructor: Dr. George Ziegelmueller, 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 Ziegelmueller, 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, Instrinsieness, Institutes, and Direction. Length: 58:00

CX 109 Introduction to Debate Analysis: Affirmative
Instructor: James Copeland, Executive Secretary, NFL
A clear and precise introduction to affirmative case and plan writing for novice debaters. Length 1 hour 12 min.

Tapes sold only to NFL member schools!

MORE TAPES, NEXT PAGE

VOLUME II (Continued from previous page)

CX 110 Paradigms
Instructor: Dr.. David Zarefsky, Northwestern University
National renowned debate coach and theorist David Zarefsky presents his ideas on paradigms in argumentation. This leeture is required viewing for all serious students of debate. Length: 54:10

CX 111 Demonstration Debate and Analysis
Instructor: Greg Varley, Lakeland HS, NY
Provides detailed explanation of each step of a cross examination debate, from opening arguments to closing rebuttals. Using as his model the final round debate from the 1992 National Tournament in Fargo, Coach Varley has produced a "winning" tape for both novices and experience debaters. Length: 2 hours

CX 112 Flowing a Debate
Instructor: Greg Varley, Lakeland HS, NY
Students will find a number of strategies in the proper flowing of a debate in this excellent presentation by nationally prominent coach Greg Varley. Length: 35:25

CX 113 Recruiting Roundtable
Moderator: Greg Varley, Lakeland HS, NY
Three outstanding coaches with very different debate programs offer insight and suggestions on recruiting new members. The discussion follows an excellent film that can be used as a recruiting tool. Length: 53:10

LD 105 How to Prepare for your LD Rounds
Instructor: Dale McCall, Wellington HS, FL
A comprehensive discussion about the preparation steps students need to undertake to compete confidently in Lincoln Douglas Debate. Length 35:00

LD 106 Value Analysis in LD Debate
Instructor: Diana Prentice Carlin, University of Kansas
An examination of the value analysis by an outstanding debate coach. Length: 35:00

LD 107 LD Debate: The Moderate Style
Instructor: Pam Cady, Apple Valley HS, MN
Coach Cady provides invaluable advice on developing a moderate debate style. Her points are demonstrated by two outstanding student debaters. Length: 53:00

LD 108 Rebuttal Preparation
Instructor: Carol Biel, Chesterton HS, IN
Coach Biel moderates a group discussion with outstanding young high school debaters in this examination of rebuttal preparation. Length: 55:00

INT 103 Interpretation of Poetry and Prose
Instructor: Ruby Krider, Professor Emeritus, Murray State University, KY
Imagery, narration and believability are but a few of the areas Professor Krider covers in this colorful and insightful exploration of the role of the interpreter of poetry and prose. Her lecture is divided into three parts: Catch That Image, Chat Chat Chat, and Make Us Believe You. Length: 1 hour 25 min.

INT 104 Critique of Interpretation
Moderator: Ron Krikac, Bradley University, IL
What works and what doesn't work in dramatic and humorous interpretation? Three esteemed coaches analyze and critique performances in humorous and dramatic using examples drawn from national final rounds. Length: 59: 25

INT 105 Introduction to Poetry Interpretation
Instructor: Barbara Funke, Chesterton HS, IN
One of the nation's best interpretation coaches teaches a detailed and honest approach to poetry. Coach Funke provides insight into how to choose a poem and how to establish commitments as a performer. A practical and enlightening tape for all participants in individual events. Length: 56:20

INT 106 Characterization in Interpretation
Instructors: Pam Cady, Apple Valley HS, MN
Joe Wycoff, Chesterton HS, IN
Outstanding national coaches Cady and Wycoff team up to share their expertise in the area of characterization. Cady takes on vocal characterization while Wycoff engages in a discussion on physicalization. Students who competed at the 1993 National Tournament are used throughout the presentation. Length: 54:00

INT 107 Breaking the Ice
Instructor: Rosella Blunk, Sioux Falls, IA
A terrific tape for beginning and advanced classes in drama and speech. How does one go about putting students at ease in a performance environment? Coach Blunk and her students provide several fun and easy activities that will make your students glad to be in class. Length: 34: 25

GEN 101 Ethics in Competition
Instructor: Joe Wycoff, Chesterton HS, IN
Hall-of-Fame Coach Joe Wycoff speaks about ethics in forensic competition and other related topics in this entertaining and candid presentation. Length: 40:00

EXT 105 First Experiences
Moderator: L.D. Naeglin, San Antonio, TX
Members of this panel of former high school extemp speakers discuss how they got started in extemp and share advice they found invaluable. Length: 42:00

EXT 106 Expert Extemp: Advanced Techniques
Moderator: L.D. Naeglin, San Antonio, TX
On this program the panelists detail the skills and techniques they've learned on their way to becoming advanced extempers and champions. Length: 44:30

EXT 107 Expert Extemp: Speech and Critique
Moderator: L.D. Naeglin, San Antonio, TX
The panelists listen to an extemp speech delivered by Jeremy Mallory of Swarthmore College and provide an in-depth critique of his presentation. Length: 42:30

EXT 108 Advanced Extempore Speaking
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Coach Profile

Meet Mark Etherton

By Sarah Gildea
NFL Staff

Mark Etherton coaches at Rowan County Sr. High School in Kentucky. Mark is a three diamond coach.

What was your first NFL experience?

My first NFL experience was timing a policy debate event as a 6th grader.

When did you decide to be a teacher and/or coach?

I would say in high school. The speech coaches that taught us were excellent craftsmen and great role models. They loved what they did and it made a difference in my life. It inspired me to emulate what they had been to me.

What is your team philosophy?

To work as hard as you can, learn as much as you can, and enjoy what you're doing.

How many hours do you spend with this activity a week?

Approximately 20 hours of coaching after school. That doesn't count the tournaments that we attend on the weekends.

What is your vision for the future of the NFL?

The NFL has made great strides at being more inclusive to people, to small schools, to large schools, to more schools, and it also stresses debate and the individual events more evenly. I'm really optimistic that it's going to continue on this path in the future.

What is exciting about being an NFL coach in the state of Kentucky?

There is an excellent collegial atmosphere among the coaches in Kentucky. I feel comfortable knowing that my students will receive excellent comments from other coaches and will be treated as if they were their own students.

What's unique about Rowan County High as an NFL chapter?

We have a great blend of student interest, parent interest and school interest. And, I think that's really quite different from other programs. This blend is what makes it successful and enjoyable.

What qualities do you look for when recruiting students for your program?

Students who have convictions and are not shy about defending those convictions. Students who are knowledgeable about current events. And, I know this is going to sound weird, but people who do well in math.

How has the NFL changed since your days as a competitor?

It's certainly gotten a lot bigger. Also, in the beginning, it was more focused on competition. It's not that competition is not stressed today, but I think there's more of an attempt to educate and reach students through other avenues.

What is your favorite memory from a National Tournament?

Just the entire tournament in Golden, Colorado when we had 9 students competing. It was great to have that many students together at one time and at one national tournament.

What is the greatest challenge as a coach today?

Still motivating students.

Are there any rituals/lucky traditions that you employ as a coach?

I' have coached at two schools and there are different traditions at both schools. We have individual student speech mail boxes. We also give students a personalized note with a penny attached to it at the state tournaments. There are students that I coached 20 years ago that still have that penny. At the other school, we have this 8 foot paper enchilada that each graduating class added material to. We always taped it to the ceiling of the school bus on the state tournament trip. The students would touch it for luck as they left the bus for competition, therefore the state tournament was referred to as the big enchilada.

What's your favorite weekend tournament food item?

Pizza.

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The Use of Kritiks in Lincoln Douglas Debate

Running a Kritik

By J. J. Rodriquez and Cyndy Woodhouse

Accepting the Kritik

By J. J. Rodriquez

Running a kritik in Lincoln Douglas debate often seems akin to entering a comfortable conversation uninvited and changing its topic abruptly. When asked to return to the topic at hand you refuse. The old topic was boring and you have something more pressing to say. In day to day dialogue such action is considered rude. You don't just dismiss others. Fortunately, debate is more than just polite dialogue. Unfortunately, such action is also considered rude by many debaters and educators in LD. The critics of kritiks often prefer the old conversation. Consequently, the kritik has been labeled detrimental to education and contrary to the intent of the activity. Common responses to kritiks are "this is not the appropriate venue," "if you want to run a kritik join policy debate," or "why are you here if you believe that." Such attitudes are eerily similar to the "love it or leave it" mentality faced by the critics of war or majority ideology. Contrarily, Professor Ian Lising, Chair of the World Universities Debating Council, argues that ideally, debate "challenges blind devotion to popular pedagogy." When ideas become sacred or form takes precedence over the discussion itself, we have ceased to debate. To avoid such critical error, this paper defends the kritik in Lincoln Douglas debate on four contextual levels. First, the kritik is essential to our role in secondary education. Second, the kritik is appropriate to the realm of speech communications, our larger field. Third, debate itself is a critical activity. Finally, the specific context of LD is benefited by allowing critical debate.

One reason the kritik is appropriate to LD is that the form generally has a fixed position in American secondary education. In this venue we at least performatively acknowledge that language can be simultaneously liberating and oppressive. Perhaps most consciously populations are denied or granted access to specific space based on vocabulary. I remember being forced to take the SAT as a child. I didn't know what the exam was. To me nothing was at stake. It would be years before I understood the FAFSA Form C or created a CV. My entrance into space my parents had denied was rooted not in my desire to be "free," but in language acquisition and subsequent application. I talk pretty because talking pretty matters in this world. Rather, I have been taught eloquence and other "essential" skills because my teachers believed education is a liberating instrument that when wielded well affords individuals opportunities of their own choosing.

Pedagogically, American educators tend to recognize the power of language. Teacher preparation programs at American universities often claim that sarcasm from a teacher is disempowering. Students do not have "weaknesses." They have "room for improvement." We silence children who proclaim "that is so gay" to describe anything of dislike, because many of us know the pain such language can cause another child. We say "there is no such thing as a stupid question" when we know exactly which student is going to ask one. The role of educator is often that of censor. The object of censorship is often oneself. Like any performer, we craft our language to our audience, but at times we stop to discuss a word, an assumption, or an action that must be dealt with immediately because of its power when left untreated. In this effort, the kritik and the educator find common ground. Both can be checks against potentially oppressive language. Both, when taken seriously and not abused, have protective and empowering qualities.

The kritik serves to raise awareness to social injustice, oppression, tyranny, and the like. The kritik in LD often moves from theory to practice, teaching performers and audiences that our ideas, our language, and even our performance have potentially detrimental ramifications. A skillfully debated kritik in LD often depends on linking the advocacy of a debater to a mindset or system of consciousness with hegemonic impacts. While hegemony may not be specifically discussed, themes of oppression and subjugation characterize the kritik. The kritik refuses to engage the framework or basic arguments of opponents because the individual relies on oppressive assumptions. To debate within the framework or structure of the opposing debater or resolution would mean consenting to these flaws and the impacts they accrue.

The 2004 September/October resolution asked affirmative debaters to value individual claims of privacy over competing claims of societal good. A common example used by debaters on both sides is gay rights. Affirmative debaters contend that privacy is needed to protect gay individuals from a heterosexist majority. Conversely, rather than engaging in the current discussion on gay liberation, queer theorists reject the categorical use of the word gay because it

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has a connotative definition that denies the existence of individuals within the community. In the queer context, the inter-sexed individual is not considered gay, but still relegated to freak show status. "Gay" is a social construction. It is an identity constructed by the heterosexist majority and reconstructed by gay liberators. The term "queer" conversely accepts all. A queer individual chooses to reject all sexual categories and embrace authenticity. While I have not seen a queer theory kritik used in LD, the structure of one may look something like this:

1. Links:

A. The affirmative liberation model relies on the construction of a gay identity. My opponent contends that within the realm of privacy, one's identity is realized. The specific identity discussed in case is within the category of "homosexual."

B. Even if the affirmative does not construct identity, the use of the term "gay," particularly in the context of gay rights, engages the gay liberation framework.

2. Impacts:

A. The gay liberation framework assumes that identity is categorical. Individuals outside of the category are demonized. Their identity is denied. This Manichean or binary construction of identity is at the heart of oppression. It is always safe to oppress the individual or group when they are commonly thought to be inferior, deviant or worst of all, evil.

B. The construction of identity vis-à-vis the oppressor perpetuates the binary. The oppressor who once vilified the oppressed is now vilified by the oppressed. In this light, oppression becomes an infinitely regressive cycle.

3. Alternative:

Queer Theory: Infusing our vocabulary with the term queer and rejecting language that reflects categorical definitions of identity empowers the individual. "Queer" celebrates diversity and transcends sexuality. The alternative transcends the gay/straight binary by rejecting all oppressive binaries as false dichotomies.

The queer theory kritik above requires substantially more analysis and evidence and only links to a specific advocacy used by some debaters. To run this type of kritik would require LD debaters to have another negative case available to run when the kritik does not link or an adaptation of the kritik to link to an implied framework within the resolution. Regardless of what type of kritik is run, we should listen. If for just a moment we give the critic the benefit of the doubt, very high stakes emerge. When the critical debater genuinely wishes to hear the voice of the voiceless or challenge normative assumptions, their arguments must be heard. To silence their arguments would often mean ignoring very real suffering. Such ignorance is never in the best interest of education if education is intended to empower.

Conversely, when the critic is disingenuous, she risks entrenching the hegemonic discourse or oppressive framework she critiques. In this sense, the kritik is not a trump argument that undermines the activity by any means. Instead, it is a high risk strategy that demands consistency on the part of the critic. The debater who critiques patriarchal language yet chooses a "masculine" linear debate model risks being called a hypocrite and accruing her own impacts. The accidental use of a single masculine pronoun can result in a loss. By engaging the discourse she labels oppressive, the critical debater becomes the oppressor. Simply put, it is not difficult to face a kritik in LD. A prepared debater can answer kritiks with relative ease. Educators then have the same burden as their counterparts in other fields, to discuss changes in their area of expertise and do their best to understand the evolution of the field.

In a larger context, the field of speech communications is about substantially more than teaching classical Aristotelian rhetoric and preparing children as performers who can be successful in the "real" world. The field often receives less respect than its core curricular counterparts in secondary education and other areas within the humanities in higher education. Teachers without terminal degrees often run programs at American universities and instructors without roots in academic speech communications teach high school forensics. The ambition of such educators is admirable and definitely necessary for the survival of the activity. That being said, we still work within a sub-genre of speech communications and a connection to the larger field should be maintained.

The field teaches us that our language, our performance, and the frameworks we operate within reveal a deeper reality than the one we consciously desire to reveal. The queer theory kritik is born out of the use of queer theory in rhetorical criticism. Queer critics indict the construction of identity as a result of subscribing to modern liberation theory and seek to identify queer themes in communication artifacts. Without digressing too much, I merely wish to make the point that our field is critical. To deny the kritik is to limit the definition of communication to the intent of the speaker and the reaction of the audience. We've come a long way since Aristotle's Rhetoric and understand that communication has deep layers that demand sophisticated analysis. The kritik offers this analysis, and hence builds an interesting bridge between LD and the larger field.

So, why do we debate? In the words of an anonymous Irish adjudicator at the 1998 Oxford Intervarsity Debating Championships, "debate is the lifeblood of democracy." The centuries old Oxford Debating Union has hosted speakers ranging from Mother Theresa to Malcolm X. Debaters in the union become part of a rich tradition of empowered advocacy. Unfortunately, as we play our game that is only in its third decade of life, we often forget that we are part of an ancient and global community that at its core upholds difference. To oppose the kritik categorically is to deny our purpose.

Professor Lising explains,

The goal of every debate is to celebrate diversity of opinion, belief and understanding. Social dogma often limits a person's ability to formulate creative critiques on current views and practices. Debate forces these "abnormal" perspectives

to the forefront and challenges blind devotion to popular pedagogy.

Debate cannot be about silencing. Silencing the kritik or any other methodological variation silences debate itself. Empowering the kritik is not just consistent with the spirit of debate; it is consistent with the spirit of Lincoln Douglas debate specifically.

The kritik in LD reveals purpose in the system of valuation characterizing the form. Lincoln Douglas advocacy is markedly different than that in policy because of its value based rather than plan based approach. LD debaters often forget that value systems are spring boards for action. Valuing the abstract is generally not an end in and of itself. While LD participants may end a debate with "and hence my value is achieved," they forget that when a specific value or value set becomes a goal, new frameworks are born. Put another way, values guide action. One cannot just value equality. One who values equality must also act in a way that reflects an egalitarian value framework. Traditionally, this framework test is applied to the ground on either side of the resolution to determine the resolution's validity. The kritik extends accountability. It holds performers, framers, the debate community and society at large. To disallow such revelation is to say our words only have the power they are granted by the speaker. The kritik views the speaker as the result of valuation, social position, status, intersecting narratives, and a variety of other factors. Exploring these factors acknowledges that the value framework at the foundation of LD has more significance than being a rhetorical device designed by the speaker for the top of case. In LD there is a fundamental belief that values guide action even if that action is merely affirmation or negation of the resolution. LD grants that something deeper than empirics is needed to explain human behavior. Similarly, critical debate is about uncovering those things that control us and combating that control.

Most successful kritiks are organized around links, impacts and alternatives. One way to think of LD is to look at the value premise as alternative. The negative impacts in case are designed to prove the opposing advocacy links to a debater's framework. Positive argumentation similarly links to the framework by achieving a criterion and hence, reaching the alternative. In this light, LD is critical. While critics may not admit it, alternatives in kritiks are often very similar to value based frameworks. A feminism kritik seems to tacitly desire some sort of equality or authentication of identity. The kritik is different in that the entire scope of the resolution or opposing framework is painted as oppressive and hence, to engage the framework would be to succumb or even consent to such oppression. Nonetheless, there is common ground. One strategy merely goes a step further than the other.

The kritik is certainly not the panacea of debate, but perhaps what its opponents really dislike is the tendency of critical debaters to dismiss their adversaries, speak at ridiculous rates, ignore performance technique, pervert their authors' theories and engage hegemonic discourse. These are other issues for another essay, but the validity of critical debate should not be dismissed just because students perform poorly. When deciding if the kritik has a place in LD, we have to evaluate the context of our game. It is part of several intersecting communities, and within each community, the kritik has a place. While it may be an uncomfortable interruption of a great conversation, we have to accept the possibility that the kritik may change the conversation for the better.

Rejecting the Kritik

By Cyndy Woodhouse

The face of Lincoln Douglas Debate is changing. In recent years, debaters have turned from persuasion and theoretical arguments within the construction of the resolution to kritiking the internal structure. The kritik, as many understand it, is meant to question the legitimacy of the proposition based on either linguistic or conceptual flaws. Kritiking a topic works outside of the resolution and seeks to encourage acceptance or rejection for reasons other than those directly related to the conflict in the proposition. For example, a language kritik would encourage a judge to reject the resolution because of the gendered, cultural or otherwise biased language used either in the resolution or by the opponent, such as "he," "she," "United States," etc. This kritik not only has little to do with the actual content of the topic, but it invites the judge to make personal decisions about the validity of a debater making specific language choices. Debaters encourage intervention of the audience within the scope of personal political or sociolinguistic perceptions. Use the ballot as a weapon. Change the world. This question of the kritik in Lincoln Douglas essentially boils down to one of activism: will rejecting the resolution based on a fundamental linguistic or conceptual flaw change the nature of society or truly educate those involved? No.

There are three general objections to the kritik as it has been applied to Lincoln Douglas Debate. First, kritiking a topic does not address the question of the resolution. The overall expectation that judges have (and rightly so) when they walk into a debate round is to hear a debate about the resolution. The National Forensic League has a Lincoln Douglas Debate wording committee which is responsible for discussing topics submitted by debaters, coaches and judges and attempting to organize their language in a way that produces cohesive, fair debate ground on either side. Both sides are responsible for developing a defensible, clear position to justify affirmation or negation of the resolution. In the process, because resolutions deal with rather specific conflicts of either theory or pragmatic problems, debaters have the opportunity to educate their audiences about issues which may not have been originally considered. This power to spark discourse on important but less "obvious" issues is often stretched to justification for kritiks because they educate debaters and judges about social ills; however, the "education" offered by debaters only creates the illusion of activism. Debaters rarely appear to

care about the arguments they run in kritiks (students don't seem to really care about breaking down the American conception of what's right and wrong). This is easily seen by the fact that debaters will not run kritiks for every kind of judge and may very well only run them for judges who "don't mind them." If the true goal was education, debaters wouldn't restrict the audience for whom they perform these kritiks. Quite frequently, these are the same students seen jokingly calling each other "retarded" in the cafeteria or becoming upset if they don't clear, which contradicts any attempt to actually deconstruct linguistic choices or to be more concerned with education than winning.

Kritiks may also reject the notion of conventions established for Lincoln Douglas debate to separate it from other speech/debate activities, but do not do so to make LD more accessible to a diverse community. There are ways to change argument methodology and to question convention which also makes the activity more user-friendly. For example, breaking from current LD convention would mean considering taking some prep time before cross-examination so debaters can evaluate what they have just heard and consider some good questions before beginning. Instead of challenging conventional arguments by kritiking the mere existence of government, it is more logical to discuss the detriments of government within the scope and context of the resolution. Debaters running language kritiks because they disagree with biased language ought merely consider eliminating those language patterns from their own vocabularies and suggesting that others do the same. If a debater has a problem with the wording or content of the topic, s/he ought make submissions of topics to the NFL LD wording committee or contact his/her representative on that committee to ask questions or make suggestions.

Second, linguistic and conceptual kritiks ask the judge to intervene. Linguistic kritiks such as gender, ethnocentric or anthropocentric language ask the judge to reject the resolution because of the potential entrenchment of charged or derogatory language in our vernacular. The assumption in a language kritik is that all individuals understand language in the same manner. Often, the single interpretation offered by the debater to justify the kritik of language is from a specific school of thought. For example, a debater claiming that you ougbt to reject the resolution or his/her opponent because s/he uses masculine pronouns does so from the understanding that this is unacceptable or causes a direct harm to others. This kind of kritik appeals to a very specific audience. Kritiking the existence of government or a governing agency makes a political statement and not a debate argument (even if applied to the resolution). This invitation to intervene calls for a rejection of the resolution based on personal political beliefs which may not be known by the opposing debater (or even the author of the kritik), which means that assumptions about and labels are applied to the adjudicator (i.e. "She 'looks' like a liberal, she'll buy the feminism kritik."). As more of the judging pool becomes college-aged students, debaters will be more likely to place labels on those judges to minimize the amount of adaptation they employ. For example, a relatively well-dressed but young-looking judge who has had some experience in the activity may be labeled as more "conservative." The assumption is then that arguments poking fun at government or at business administration may not be as acceptable as they might if run in front of an individual wearing jeans and a t-shirt.

Beyond physical appearance, some judges have been pigeon-holed into student-created categories of "old school," "hack," or even "stupid." A debater with a kritik in his or her arsenal is careful not to run a kritik for these kinds of judges due to fear of losing based on personal biases. This labeling and fear is ironic, considering that the personal biases of a judge are precisely what the kritik is aimed to exploit. Debaters running kritiks inconsistently (in front of some judges who have said that they appreciate this kind of debate and not in front of judges who imply or articulate dislike for this approach to debate) are indeed practicing judge adaptation, but of a different, more personal nature. The focus is no longer on adapting specific arguments about the resolution to different perspectives about them; rather, it is about accepting or rejecting the resolution because of a different bias—one which does not belong in debate—a bias about a term, concept or linguistic choice which is not inherent in the resolution itself. It should be noted that this is the logical fallacy of Ad Populum: appealing to personal prejudices and passions (and intervention is one of the primary complaints of high school debaters of their judging pools at various tournaments). Language and conceptual kritiks also associate the author of the case or the defender of the position with the bad concept/linguistic choice being indicted. It's essentially an ad hominum attack. By saying that the concept of privacy is inherently American and attempting to prove that any affirmation of the resolution is an attempt to inculcate other cultures with our conception of privacy, the kritiker calls the affirmative debater ethnocentric and implies that the individual is a bigot (this isn't nice either).

In addition, kritiking the resolution conceptually or linguistically, based on the implication of a concept or word, rarely has specific outcome or impact. Aside from whether or not a judge is "buying" a kritik, debaters must consider the actual importance of their arguments. Why is it true that saying "he" will necessarily entrench the patriarchy even further? Why is it bad for American students (such as most American debaters are) to perpetuate American English or American concepts in the debate? For non-US-specific resolutions, the kritik of American "policy" as a concept is perhaps appropriate as a response to an argument which limits the realm of debate only to the United States; however, as a full case kritik, it avoids the meat of the conflict and does not actually "educate" the community about the potential damage behind what is being kritiked. Kritiking assumes some sort of real-world implication and implementation of the resolution, but

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nothing actually happens when the ballot is signed for the affirmative or negative beyond one individual receiving a win and one individual receiving a loss. Though the content of the arguments presented in the kritik may encourage listeners to consider their language choice or the way a concept is perceived (government, marriage, etc.), not only will it take a while for the judge to understand what is being run the first time it is heard, but debate will not ensue over the content of the kritik for the most part. Two different debates begin: one inside resolution-land, one outside resolution-land. Even debaters who actually debate the validity of the kritik will not accomplish the assumed purpose of the kritik—to reject the resolution for clearly violating linguistic or conceptual propriety—because 45 minutes just isn't enough time for that discussion.

Finally, debaters should believe what they run in their cases. Debaters should feel as though they are educators in unique positions to impart information to an audience not as specialized in the topic area as they are. Debaters should engage in Critical Forensics (to borrow a term from Mr. JJ Rodriguez of San Marino High School). Critical Forensics acknowledges that students in persuasive speaking activities have the ability and opportunity to affect change through that activity. At the same time, this empowerment should be encouraged in terms of the resolution. To some extent, debaters should acknowledge that they need to "play the game." By engaging in a persuasive speaking activity and learning LD specifically instead of policy, extemp or public forum, debaters acknowledge that there are certain format or implementation differences between the activities which they appreciate. The topics assigned to LD are assigned based on the conventions of the activity and are worded such that they may be more conducive to discussion of value or theory and less conducive to propositions of policy. LD debaters should engage in critical forensics and work within the unique framework they are offered in this activity. They should give different perspectives regarding the affirmation or negation of the resolution with in-depth topic analysis and strategic arguments to persuade the judge and audience that their arguments are better. Debaters should educate the public with new and different information. Change the game from the inside with more theory-based arguments and turn LD back into a strategic activity. Debaters have the ability to raise the bar in educating others about pragmatic and theoretical issues and they should use this opportunity.

The discussion and evolution of arguments which take place following a tournament are most impressive when debaters and coaches with different social vocabularies, understandings of the topic and perspectives about important and unimportant arguments decide that the challenge of debate is to find a "better" or more persuasive way to make their points. The activity should be about learning different methods of communicating within the context of a common ground (the resolution). The most beautiful thing about Lincoln Douglas Debate is watching true discourse take place: two debaters on the same page, arguing for specific sides and positions. LD should be a demonstration of knowledge about a given topic, using argumentation to persuade the audience and judge. Change the face of the activity by finding more strategic, well-thought-out, accessible arguments. If you don't want to debate the topic, stay home. Don't be a tricky debater. Be a smart debater.

(**Mr. J. J. Rodriguez** is an instructor at Iowa's National Summer Institute in Forensics; Director of Forensics at San Marino High School, Director of the newly formed Institute for Critical Forensics and former Associate Director of Forensics at the University of La Verne.)

(**Ms. Cyndy Woodhouse** is the Director of Debate at West High School in Iowa City, IA. Cyndy has coached students who have won the Iowa State Debate Championship and have competed in late elimination rounds at the TOC and the NFL National Tournament.)

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Two questions posed this month.

Devon from Ohio

Honestly, I love the movies that come with winter and the holiday season; "It's a Wonderful Life" is my favorite. Some of my hest memories are of gathering with my family on a cold winter's night and watching movies together.

Krystal from Utah

Going caroling.

Because it brings a feeling like none other. It's a special time that friends and family can enjoy.

Soo from Arizona

I love celebrating New Year's morning with a bowl of "rice paddy" soup, which in the Korean culture, signifies that a person becomes a year older by eating that soup. Also "bowing" in front of your parents and elders while wearing the Korean traditional costume is also delightful as you receive money and blessings for the new year.

Patrick from Missouri

Watching the ball drop on TV and counting down the New Year.

Does your team have any good luck rituals before a tournament? What do you do to get fired up before competition?

Lisa from Colorado

Waking up early on the weekend for a tournament isn't easy. However, our coach makes that a bit less difficult by pounding on the hotel room doors.

On the bus ride to the school, our team always sings silly songs together. Favorite's include Disney songs, YMCA and the Oscar Meyer Wiener song.

Austin from Ohio

Yes, we get the entire team together (which is hard, there's over 100 of us) into one empty classroom. We do warm-ups and pray for luck. We were the state champions in 2003, so I think it works!

Zack from Kansas

We listen to Billy Joel's, "We Didn't Start the Fire" before every tournament. IT REALLY FIRES US UP!!!

Brittany from Indiana

Before tournaments, the team wakes up early and goes out to breakfast at Hardees together. We joke around and basically get ourselves awake for the long day ahead of us.

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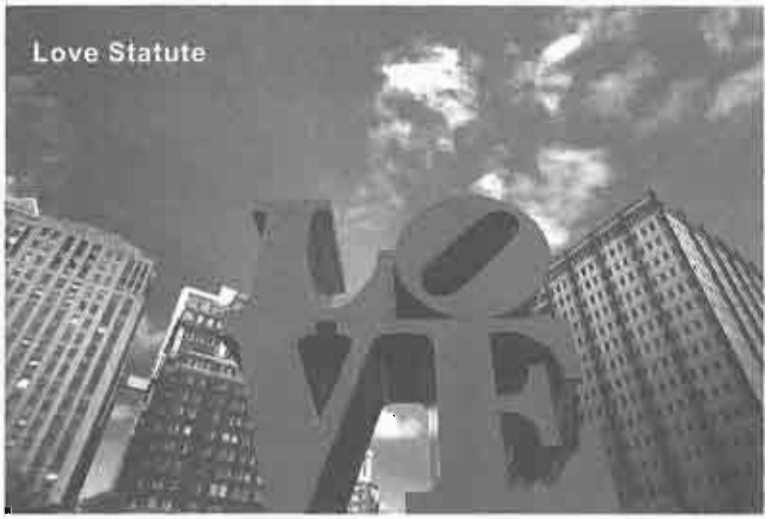

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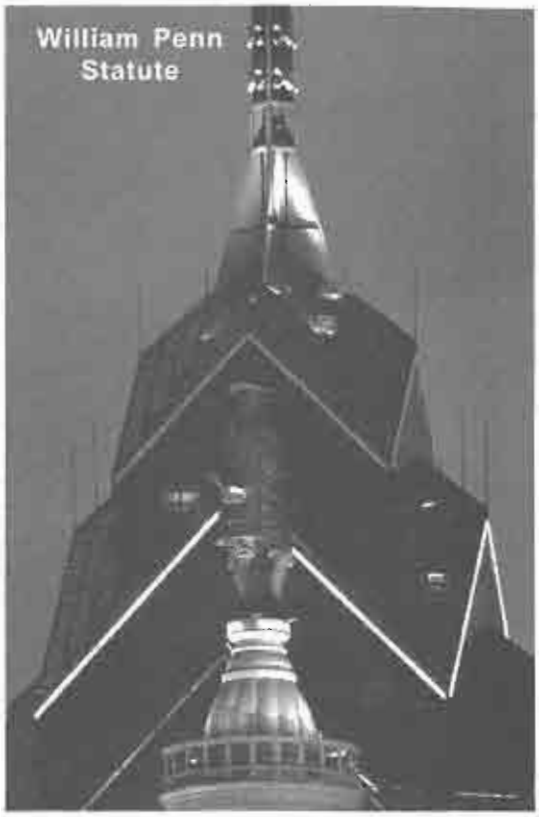

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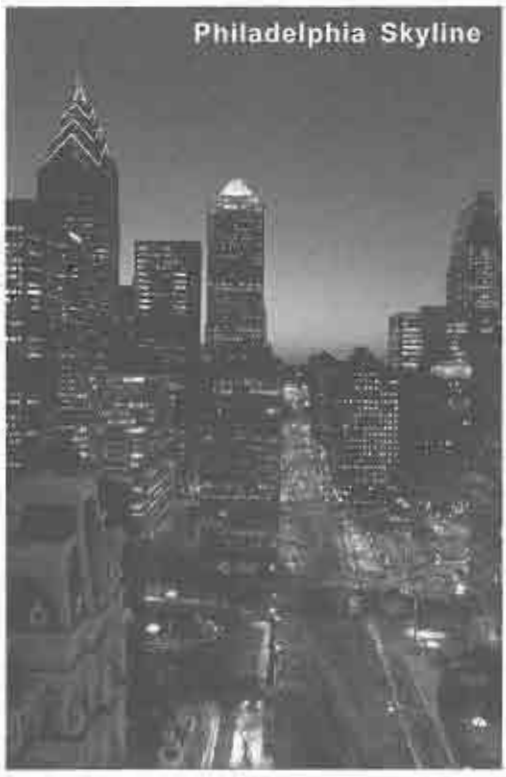

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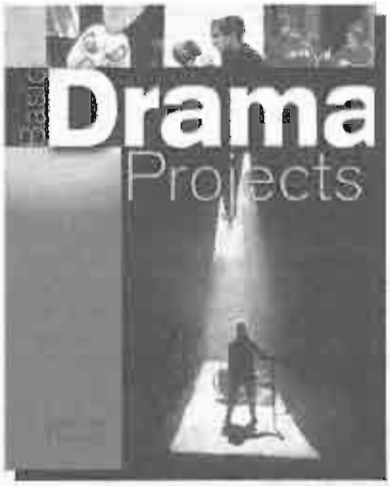

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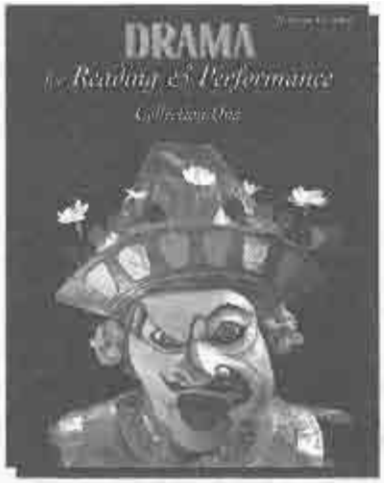

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COACHING FOR POLITICS DISADVANTAGES DURING THE WEEK

Different Ways for Teams to Prepare

By Frank Seaver

Politics disadvantages remain a popular tool in the negative's arsenal since it uses the affirmatives inherency question as the starting point to ask the question: OK, what would happen if the improbable occurred and the affirmative's fiat could overcome the status quo's inherent barrier against the adoption of the plan?

When teaching and coaching debaters about politics disadvantages, I recommend keeping two things in mind. First, it is not the politics scenario that is unrealistic; the improbable event is the notion that the affirmative plan would ever be adopted given the current political climate. From this, debaters operate as political scientists analyzing what political ramifications would occur if fiat actually did occur. Second, the process of researching and understanding politics disadvantages achieves significant educational benefits, as debaters become experts on many of the current event issues of the day. Furthermore, debating the hypothetical circumstances inherent behind politics disadvantages places critical thinking skills at a premium. Because politics disadvantages are so reliant on up-to-the-moment evidence and understanding, successful politics debating begins the week before the next tournament.

The following are some guidelines that I have used over the years that I offer as some suggestions to consider in preparation.

WHERE TO RESEARCH POLITICS EVIDENCE AND SCENARIOS?

I am a big believer that good politics debating requires going where the evidence wants to take you. Initially, I try to avoid targeted searches on search engines like Lexis-Nexis as the research results are too tied to the effectiveness of the search terms that were used. Instead, I want to survey the political landscape to see what are the major issues and dynamics that are being discussed. This can be accomplished relatively easily. I make it a daily habit to scan the politics sections in major newspapers available online. For both diversity and quality of coverage, I choose these four newspapers to read: New York Times, Washington Post, Wall Street Journal and the Los Angeles Times. Except for the Wall Street Journal (which many school libraries subscribe to), all these newspapers can be accessed for free after registering with the site. Then, I scan headlines and look for agenda issues that may be ripe for developing a scenario. Remember, researchers should think as both a negative and an affirmative team. All potential agenda issues in Washington DC are potential negative political disadvantages, so it makes sense to acquire affirmative evidence to refute that possible scenario.

Anyone can engage this process. As a full-time debate coach, I make it a point to go through this process myself to direct my students for subsequent assignments. But, this could easily and effectively be an assignment for the debaters. An interesting idea is to assign each debater a particular newspaper to survey each day for potential political disadvantage scenarios. Finally, even coaches with limited debate experience can be highly successful in this phase. This is just simple social studies. If the headline in the New York Times is that "Bush plans on using his political capital to push for Social Security Privatization," then this is obviously an issue that could be translated into debate rounds.

Once a survey of current events occurs, it is at this point where more directed search engine research (by coaches or students) would be effective. For the record, I find that this is often not a necessary requirement. While accessing the tremendous database from Lexis-Nexis may produce more or better cards, I find that much of that evidence is often similar to the original evidence obtained through those original surveys in those four newspapers.

WHAT TO LOOK FOR WHEN RESEARCHING?

The basic assumption behind most political disadvantages takes one of two forms.

(1) Fiating the plan will stop the momentum for Agenda Issue X, and that Agenda Issue X would have been a good thing to get implemented.

(2) Fiating the plan will jumpstart momentum for Agenda Issue Y to get it over the hump to be implemented and Agenda Issue Y is a bad idea.

I think most people in our debate community assume that the process for how the affirmative plan would be implemented is determined by the most likely way it would come about if fiat were to magically happen. I suggest that the concept of "the most likely way the plan would come about" should be subject to debate using logic and evidence. Subsequently, the following are four things to look for when researching. *continued to page 43*

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

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

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

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

Features of the Lincoln-Douglas Division

Under the Direction of Jim Wade & Stephanie Jenkins

Experienced staff: Mr. Wade has been in the activity for over twenty years, and has served in his current position for eleven years. Ms. Jenkins is a former LD champion and is currently an ivy league graduate student in philosophy. Other staff members include an array of the finest college coaches, as well as some of the top college debaters in the nation.

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

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

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

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

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

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

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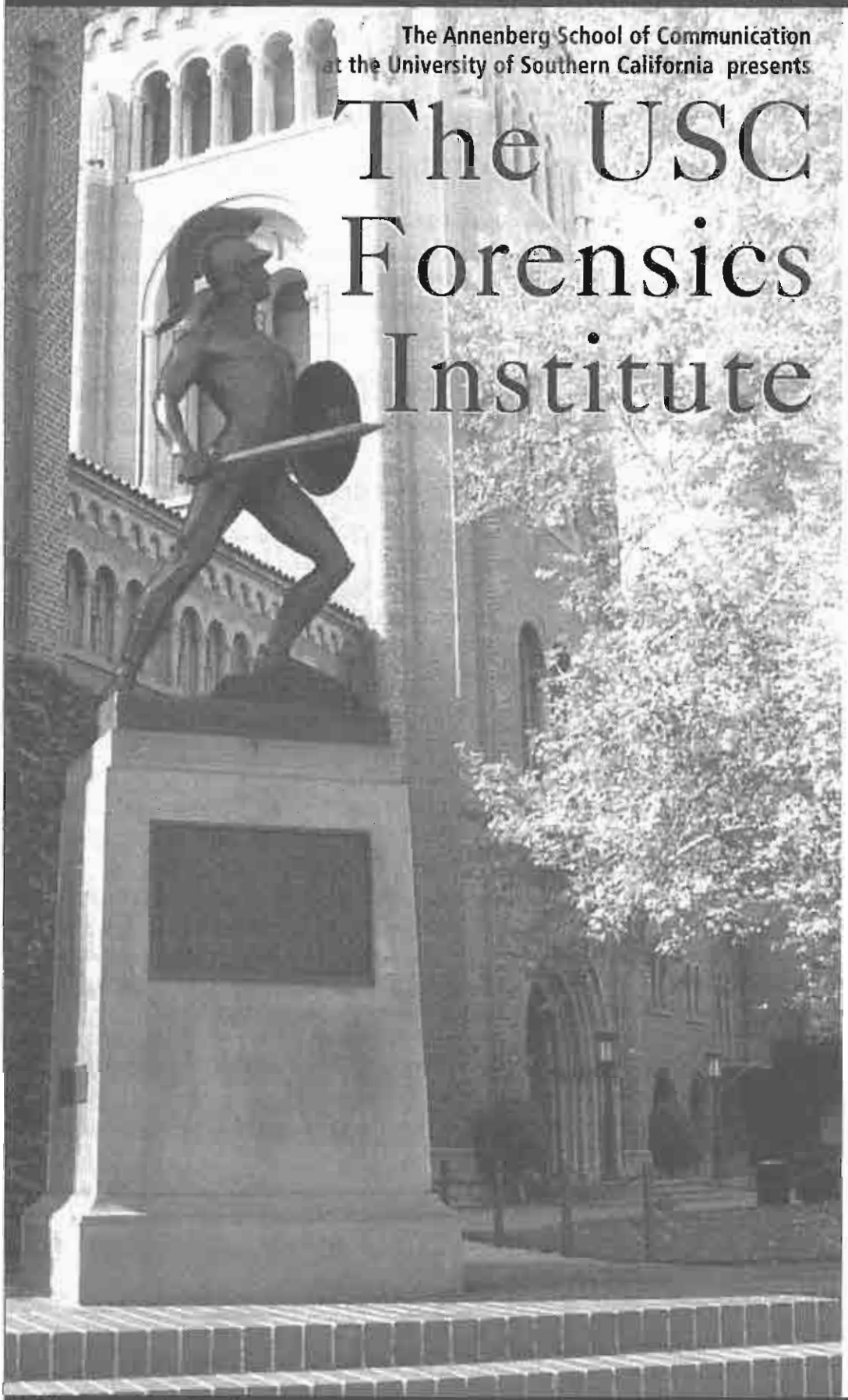

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1. **Identify current agenda issues.** These are proposals that are currently "in play" which means there is momentum they will currently be implemented or that they could be implemented with a little nudging.

2. **Identify the likelihood of the implementation of the agenda issue.** This addresses the question of the uniqueness of the disadvantage. Newspaper accounts will often predict the current likelihood of passage of an issue as they describe the day-to-day contest between political rivals on an issue. While it is strategic to produce evidence that supports both sides of the uniqueness question, it makes sense to decide where the better evidence exists to assess potential negative scenarios. You don't want to consistently lose uniqueness debates in practice because a poor argument choice was made. Furthermore, make sure to identify what political variables are necessary to either find that an agenda issue has been finally implemented or ultimately defeated. This dynamic will help construct the appropriate link argument. For example, if evidence suggests that Bush needs support from a few Democrats to implement his Tax Code reforms, then you need to construct a link story that targets these Democrats that may be on the fence.

3. **Identify the appropriate and sensible link arguments.** In general, conservatives and Republicans are wary of engaging the United Nations. Subsequently, most affirmative plans move against traditional Republican principles and embrace more traditional Democratic foreign policy initiatives. The following are some common (although not comprehensive) link arguments that can incorporate this basic assumption about the UN resolution.

(A) Fiating the plan will stop the momentum for Agenda Issue X and that Agenda Issue X would have been a good thing to get implemented.

- *Political Capital*: Bush has to deploy political capital (pressuring of Senators, deal-making, threats, promises) to implement (or perhaps even block, but fiat ensures that Bush's effort fails) the plan, this trades off with his ability to deploy the political capital that Bush is currently using to get Agenda Issue X passed. Bush's political capital is finite and zero-sum; if he has to use it with the plan, there is not enough left over. This link will be very popular right now with Bush's declaration that he acquired "political capital" when he was re-elected.

- *Loser's Lose*: the implementation of the plan would be over Bush's objections resulting in a political loss for his Presidency. Those in Congress no longer fear Presidents that are seen as losers. Politicians feel they can ignore the will of the President without negative repercussions.

- *Public Popularity*: the plan is unpopular with the public and the public blames the President since he is the most visible figure in the Government. This will lower Bush's approval rating and those in Congress assess the strength of a President via their approval rating. Weak Presidents can be ignored without negative repercussions.

- *Conservative Backlash*: conservatives who distrust the United Nations were shocked and angry that Bush would betray their principles to implement the plan. Conservatives grow bitter and refuse to support Bush's push for Agenda Issue X.

(B) Fiating the plan will jumpstart momentum for Agenda Issue Y to get it over the hump to be implemented and Agenda Issue Y is a bad idea.

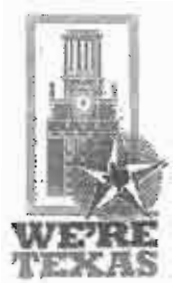
- *Olive Branch/Concessions to Democrats*: Democrats like the plan, Bush's implicit endorsement of the plan via fiat would be perceived as an olive branch for bipartisan goodwill across the aisle. Democrats would feel compelled, either in spirit or political reality, to return the favor by deciding to support Bush's push for Agenda Issue Y. This link is most effective if it can be proven that Democrat support is essential for passage of Agenda Issue Y. This style of link should be popular since there is currently much discussion regarding Bush's opportunity to genuinely achieve more bipartisanship to help him create a Presidential legacy. Also, the defeat of Senator Tom Daschle in South Dakota has sparked a debate within the Democrat Party as to whether working with or against the President is effective political strategy.

- *Olive Branch/Concessions to Moderate Republicans:* Moderate Republicans like the plan, Bush's implicit endorsement of the plan via fiat would be perceived by them as an olive branch to the moderate wing of the Party and a signal that their views are still valued. This style of link should also be popular as there is much discussion as to whether the election results indicate that Bush will govern farther on the right – a move that may enrage moderate Republicans (many representing Northeast Blue States) and perhaps even cause party defections similar to Senator Jim Jeffords decision to become an Independent in protest over Bush in his first term. Again, this link is most effective if it can be proven that moderate Republican support is essential for passage of Agenda Issue Y.

- *Public Popularity*: the plan is popular with the public and the public credits the President since he is the most visible figure in the Government. This will improve Bush's approval rating and those in Congress assess the strength of a President via their approval rating. Strong Presidents get their agenda implemented given the political risks to those in Congress that defy a popular President.

4. **Identify the debate impact to Agenda Issue X or Y.** Why is Agenda Issue X a good thing (and disastrous that the plan impeded its progress)? Why is Agenda Issue Y a bad thing (and disastrous that the plan jumpstarts its progress?) These impact issues are commonly discussed as opposing sides of the political fight provide warrants for their position.

continued to page 46



UTNIF 2005 CX & LD debate news

THE UNIVERSITY OF TEXAS NATIONAL INSTITUTE OF FORENSICS

Director: Dr. Joel D. Rollins, Assistant Directors: Prof. Randy Cox, Jairus Grove, Brian McBride

New CX staff! Sarah Holbrook, 2000 and 2001 CEDA National Champion, has joined the UTNIF faculty for Summer 2005. Sarah is an outstanding teacher, previously at the Stanford and Berkeley camps.

New LD staff! Stacy Thomas, Director of Forensics for the Hockaday School, has graciously accepted the position of the UTNIF LD curriculum director for 2005. Stacy has a long track record of producing TOC qualifiers and outstanding thinkers.

Kris Wright, coach for Marcus High, has been added to the LD faculty. Kris is a Philosophy major at UT. Marcus is an up and coming program.

A few of our returning CX faculty

Teddy Albiniak, *San Francisco State University via Redlands. NDT (National Debate Tournament) quarterfinalist*
David Breshears, *University of Texas,* 3 time NDT first round recipient, Jesse Jones outstanding scholar
Paul Flaig, *Northwestern University, NDT first round recipient, coached for Glenbrook South HS*
Ricky Garner, *Emory University via NYU, 2003 CEDA National Champion*
Martin Glendinning, *Director Edmond North High School, NDT elimination round qualifier*
Nate Gorelick, *Harvard via NYU, 2003 CEDA National Champion, Director Brooklyn Debate Resource Center*
Jairus Grove, *University of Texas, NDT semifinalist, 2nd speaker 2000 NDT, former Director Chicago Debate Commission*
Mariesa Hermann, *University of Texas, NDT qualifier, assistant coach at Caddo Magnet HS, Plan II honors*
Claire McKinney, *University of Texas, assistant coach for the Kinkaid School, Plan II honors*
Brian McBride, *Redlands University via Northwestern, 3 time first round recipient for UT, coach 2003 NDT champion*
Alex More, *University of Texas, NDT first round recipient and elim round participant, coaches for the Greenhill School*
Laura Nathan, *University of Chicago, editor INTHEFRAY magazine, NDT qualifier for UT, coaches for the Kinkaid School*
Brian Peterson, *University of Texas, NDT qualifier, coaches for Galveston-Ball HS, Plan II honors*
Joel Rollins, *PhD, Director University of Texas, 2001 National Debate Coach of the Year*

Shout outs! To Longhorn Classic winners and TOC qualifiers

Congratulations to the Caddo Magnet team of **Wheeler Bryson** and **Stephen Chandler** for winning the UT Longhorn Classic and the Texas Shoot-out Round Robin!

Congratulations to the University of Texas Longhorn Classic TOC qualifiers

Lincoln Douglas: Jeff Geels, Southlake Carroll (Champion); Shane O'Neal, Strake Jesuit; Ryan Cooper Westlake; Amanda Liverzani, The Meadows School

CX Debate: Eric Scruggs & Chipp Schwabb, Clear Lake; Stephen Chandler & Wheeler Bryson Caddo Magnet; Chris Martin & Reid Jones, Caddo; Kavita Kannan & Zaheer Tajani, Colleyville Heritage; Sam Allen & Richard Boltizar, Capital; James Brockway & Edmund Zagorin, Georgetown Day School; Pradeep Pramanek & Stuart Crichton, Caddo; Aaron Davis & Brandon Hamilton, Morgan Park

www.utdebate.com

NB: all listed faculty are subject to criminal background checks and agreement approval by the University of Texas at Austin and may change without notice.

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Summer, 2005

University of Texas

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Keep an eye out for information on our Capital of Texas Student Congress Institute— details coming soon!

NOTE: Faculty listings contingent upon agreements and subject to change without notice.

From all this work, researchers should be in a very good position to assess and choose the best negative politics scenario to employ.

HOW TO ORGANIZE AND STRUCTURE THE WORK DURING THE WEEK?

Much of this depends on how large your debate team is. While a larger team provides the opportunity for deeper coverage, even one two-person team can successfully manage the preparation themselves for each tournament. Someone needs to be responsible for determining what politics scenario will be run on the negative for the next tournament. Someone needs to assess what are all the political disadvantages that may be deployed at the next tournament for affirmative debates. Potentially, this could be the same person who acquires this information in those formative survey phases of the process discussed earlier.

The next step is to assign specific research and block-writing responsibilities. At its most minimal, I recommend assigning the 2N the responsibility of the main negative politics disadvantage and assigning the 2A the responsibility for basic affirmative coverage against potential politics disadvantage scenarios. This division of labor is strategic as it makes sense for the 2A to be more familiar with 2AC answers and the 2NC more familiar with 2NR disadvantages and probably 2NC arguments. If there is a third researcher available, I recommend that this person focus on all the potential link work for both the affirmative and negative sides. Here are some examples: "No Internal Link: Democrats will never make concessions to Bush," "Non Unique: Bush is already using political capital to push for a change in the tax code," "Non Unique: Conservatives are already angry at Bush over his immigration reform plans."

More available researchers could allow the team to divide these assignments up, particularly the assignment to develop affirmative answers against specific political scenarios. Maybe there are enough researchers to develop more than one political scenario on the negative? Many negative political disadvantage options are a potent force since they help ensure a quality politics disadvantage in almost all your debates.

I require a "morning-of-the-day-we-leave-for-the-tournament" deadline for all this work. Since recency of evidence is very important for winning uniqueness debates, I want to have a system that, within reason, produces the most recent evidence. I copy the evidence in that morning for each team debating that weekend. I require students to provide indexes for their work so the files are user friendly. I also require students to produce "Strategy Sheets" that are essentially descriptions of different arguments and argument tips. It is unreasonable to expect every member of the team to become experts in all these arguments. The idea of a team is that there is strength in numbers. To facilitate this end, I empower debaters to imagine that a teammate has only five minutes to look over a file. What should they know? What are the bare elements behind the argument? What advice would you offer your teammate? If these ideas can be addressed in a Strategy Sheet, then all the debaters will be in a better position to compete and succeed.

I have two remaining suggestions regarding scouting of politics scenarios. First, there are a few popular services that produce politics updates each week (*www.planetdebate.com, www.cross-x.com*). While you can decide for yourself if you would like to pay the money to subscribe to these services, both these sites provide a Table of Contents as advertising for their newest installment. These are usually available by midday on Thursday of each week. Perusing these Table of Contents is an easy way to scout what potential arguments are out there and may be deployed by other teams.

Second, it is important to conduct meetings for the purpose of intelligence sharing after tournaments. Sharing and compiling this information is a great way to assess research areas and needs for the next tournament. It may be a good idea to "borrow" these ideas for your team's future political disadvantages. To quote Krusty the Clown: "If this is anyone but Steve Allen, you are stealing my bit."

Ultimately, there are many different ways for teams to prepare for debating politics disadvantages. Coaches need to adapt to both the expectations of the debate circuits their school competes in as well as the size and experience level of the members of the team. These are some of the principles and guidelines I have incorporated over the years. Good luck.

This article is a reprint from the December 2004 NDCA Newsletter.

(**Frank Seaver** is Director of Debate at Woodward Academy in Atlanta, GA.)

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- **A Public Forum (Ted Turner) Debate Workshop.** This two week session provides comprehensive training in this new and popular event. Our staff includes a former national debate champion, an expert in British parliamentary debate, and the author of a popular book on Public Forum. Lectures that focus on skill development in basic argumentation are supplemented by lots of practice debates.

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Lincoln Douglas Debate Theory Applied

Part I: A Foundational Approach to Lincoln Douglas Debate Theory

By Jeff Doss

Introduction to Theory

The purpose of this article is to lay a foundation for subsequent discussions of L-D debate "theory." By L-D debate theory I mean the "proper" ways of affirming and negating resolutions and how the judge ought to evaluate such performance. Other issues of strategy (crystallization, impacting, extending, speed, etc.) and case construction are both matters of practically applying a systematic approach to the previous three issues. Once we have agreed upon a theoretical approach to L-D, the other issues of execution will flow accordingly. I suppose at first glance this article may come across as trying to "reinvent the wheel." I would respond that at this point in the game, we do not really even know what the "wheel" is.

Theory, however, does not arise out of a vacuum. Instead, theory originates from our basic expectations of the activity. Specifically, what do we want, in a nutshell, each debater to "do?" Beginning as atomically as possible is best. I offer an approach with which I think most will agree: the affirmative should prove the resolution is "true," and the negative should prove the resolution is "false." I am sure that most people will respond "of course" to the prior statement. However, at least one other fundamental approach exists, specifically regarding the expectation for the negative: the negative should prove the affirmative is false. While the difference seems trivial, the difference is the cause of much controversy surrounding the negative's burden.

If we agree that the affirmative has the burden of "proof" and the negative has the burden of "disproof," so to speak, then the next question is what constitutes "proof" and "disproof?" I believe that this question is best answered by examining the types of statements, or propositions, that are associated with L-D debate.

L-D debate focuses on propositions of value as opposed to propositions of fact or policy. A proposition of value has two essential ingredients: a descriptive term (once upon a time, these were known as "objects of evaluation") or terms and an evaluative term (the "term" usually consists of multiple words, however). A descriptive term has a clear (or at least generally accepted) definition. Little room – aside from nitpicky quibbling – exists for debate over these words. A nuclear weapon, capital punishment, or a journalist's right to shield confidential sources has prima facie recognition. These terms anchor their respective resolutions to the physical world. Evaluative terms, on the other hand, give propositions of value their distinct flavor. Evaluative terms question both loaded rhetoric that we use in common language and terms that have been hotly disputed by great thinkers during the course of Western thought. Notions of morality, justice, liberty, fundamental goals of a particular political system, and personal value judgments (e.g., "The individual ought to value X above Y") are all recurring examples of evaluative terms used in L-D resolutions. The duty of each debater is to present or challenge definitions for the evaluative term and to discuss the relationship between the evaluative term and the descriptive term(s). This is the most basic illustration of what constitutes "proof" in terms of a value proposition.

A general test for identifying a resolution's evaluative term is whether or not a particular word or series of words prescribes a proper course of behavior. Specifically, does the term call into question "goodness" and "badness?" If the term denotatively urges action, recognition, etc., then that is the evaluative term. It helps to identify words that connote "rightness" or "wrongness." If, on the other hand, the word serves purely as a depiction of some physical (e.g., "capital punishment") or even metaphysical ("sanctity of life") object, the term is descriptive.

Function of the Evaluative Term in Various Types of Value Propositions

I begin with a caveat. I do not like debate jargon. In this section, I will use a number of phrases that I have originated; however, I use them only for the sake of swift cross-reference and clear continuity of ideas. The following are ways to help debaters, coaches, and judges think about resolutions – not ways to debate about resolutions.

The most basic type of value propositiou is the proposition of absolute value. This proposition can be categorized into two subgroups:

1. Proposition of Explicit Absolute Value (A=B, where A & B are explicit)

These value propositions are the most straightforward resolutions available and used. The resolution simply equates a descriptive term to a clearly stated evaluative term. Take the following resolution:

The possession of nuclear weapons is immoral (2002 January/February & 1992 March/April). The factual terms are "possession" and "nuclear weapons." The evaluative term is "immoral." The word "immoral" explicitly calls for a judgment about the "rightness" or "wrongness" of an action. The duty of the affirmative is to present a definition for "immoral" and to relate "the possession of nuclear weapons" to this definition. The negative has one of two options. The negative can challenge the relationship between the affirmative's definition of "immoral" (or the negative's definition, for that matter) and "the possession of nuclear weapons" (straight negation). Another route, albeit less direct, is that the negative can define "moral" or "amoral" and provide a relationship between "the possession of nuclear weapons" to this definition (affirmative negation). This approach also requires that the negative demonstrate that the affirmative's definition of "immoral" and the negative's definition of "moral" or "amoral" are mutually exclusive.

2. Proposition of Open-Ended Value Analysis (A=B, where A or B is vague)

As the name suggests, the evaluative term is less clear than the prior proposition. Terms such as "ought," "justified," and "value" all signal the presence of an open-ended value analysis. Denotatively, the previous three terms all command or defend a choice, action, condition, etc. However, the method by which the debater is to define the evaluative term is not clear. Observe the following resolution: Capital punishment is justified (1998 November/December). The definition of "justified" is "to be made 'right.'" The term "right," however, leaves this evaluative term even hazier than a typical evaluative term. Practically every philosophical text, from those of Aristotle to those of Rawls, is concerned with "rightness." Thus, the debater must define the vague evaluative term with a less ambiguous evaluative term to clarify "rightness." I will refer to this definition as the "subordinate evaluative term." Justification may be found from a variety of value angles, including morality, justice, equality, or even social welfare. Because the evaluative term lacks much substance, the debater must further define the term with another evaluative term with substance (or at the very least context). This approach will be important to the next section regarding the evaluation of value propositions.

The affirmative's burden of proof, then, is two-pronged. S/he must (1) prove why his/her choice of subordinate evaluative term is a good, if not the best, measure of justification, prescription, etc. and (2) define the subordinate evaluative term and relate the descriptive term to this definition. In response, the negative has two options. S/he may dispute either (1) the subordinate evaluative term as being the best measure (affirmative negation) or (2) the relationship between the affirmative's proposed subordinate evaluative term and the descriptive term (straight negation). By taking the first approach, the negative must also (1) offer a competing subordinate evaluative term and (2) break the link between this evaluative term and the descriptive term.

The second type of value proposition is the comparative. Comparative resolutions can be categorized into three subgroups:

1. Comparisons made against an explicit evaluative term (A>B, based explicitly upon C)

As the name suggests, the evaluative term being called into question is clearly stated in the resolution. Two competing descriptive terms are measured according to their relevance to or consistency with an explicit evaluative term. Take the following resolution: Individual obedience to law plays a greater role in maintaining ethical public service than does individual obedience to conscience (1990 NFL Nationals). Using the "prescription test" mentioned earlier, the evaluative term is clear: ethical public service. Simply put, the affirmative must define the evaluative term (ethical public service) and then prove why his/her prescribed descriptive term (individual obedience to law) is more relevant to the definition of the evaluative term than the other descriptive term (individual obedience to conscience). The negative may either redefine the evaluative term or prove why his/her descriptive term is more relevant to the affirmative's definition (or his/her own definition) of the evaluative term.

2. Comparisons made against an open-ended value analysis (A>B, based upon ?)

Much like the absolute value proposition with the similar name, these resolutions contain two clear descriptive terms and a vague evaluative term (e.g., "ought to be valued above," "is more important than," etc.). The following resolution illustrates: The individual ought to value the sanctity of life above the quality of life (1988 September/October & 1998 September/October). The descriptive terms are fairly straightforward: "sanctity of life" and "quality of life." The evaluative term is "ought to value...above," rooted in the term "individual." The affirmative must define what the individual "ought to value" and then demonstrate the relevance of the affirmative descriptive term (sanctity of life) as opposed to the competing descriptive term (quality of life). The affirmative, however, is given a fairly large spectrum of definitions from which to choose. S/he could argue that the individual ought to use morality, autonomy, social beneficence, or even hedonic pleasure as the guide for action. As such, the debaters are afforded an "open-ended" selection of definitions for the evaluative term. The chosen definition is the "subordinate evaluative term."

The burdens of proof for this type are similar to the open-ended value analysis. The affirmative still has the two-pronged burden of justifying his/her choice of subordinate evaluative term and relating the descriptive term to the definition of the subordinate evaluative term. The negative has two options in terms of strategy: (1) offer a competing subordinate evaluative term and demonstrate the relevance of the opposing descriptive term above the affirmative descriptive term or (2) adopt the affirmative subordinate evaluative term and argue that the opposing descriptive term is more relevant than the affirmative descriptive term.

3. Comparisons made against an

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Curriculum

Kentucky is widely recognized for its unwavering commitment to LD as an educational activity, and our academically rigorous curriculum embodies that commitment. In 2005, our workshop will continue to provide top-notch philosophy instruction (from classical to contemporary) in lectures, seminars, and guided discussions of primary source texts in book groups; and thorough strategic and technical training in small lab groups, individual office hours, and extensive stop-and-go practice debates.

Our curriculum reflects our belief that debate rounds should be **clear, logical, well prepared, and well informed**. We aim to help students develop strong skills for communicating persuasively (in speech and in writing), testing the validity of arguments, researching, and analyzing primary source materials. Cultivating skills not only helps our students succeed in LD; it prepares them for life outside debate. As one 2004 student put it,

"The Institute has shown me that LD is not just an activity to join just to win trophies, but that it is a valuable tool to apply in the real world: research, paper drafting, speaking skills, and so on. LD at Kentucky was outstanding. I never expected to learn what I did, or as much as I did, and have a great time also."

2005 Staff

Our staff members are chosen for their excellent teaching skills, strong academic credentials, deep understanding of LD strategy, and exemplary character. Initially confirmed staff members include,

Jason Baldwin, M.A., winningest debater in LD history, accomplished debate coach and author, Philosophy Ph.D. student at Notre Dame, ten-time Kentucky staff member;

Kate Hamm, M.A., experienced workshop instructor and debate coach with a long record of success, currently coaching at Millard West High School (NE), five-time Kentucky staff member;

Jenn Larson, 2002 TOC Champion, successful assistant LD coach in the Midwest, currently assists Fremont High School (NE), Junior Math and Political Science student at Creighton University, three-time Kentucky staff member;

Chase Martyn, 2005 LD Coordinator, TOC debater from Florida, webmaster of LDdebate.com, second-year Philosophy student at Grinnell College, three-time Kentucky staff member;

Lee Solomon, experienced assistant coach, nationally successful debater from Florida, first-year Philosophy student at the University of Chicago;

J.W. Patterson, Ph.D., institute director with more than forty years of experience, founder and director of the TOC, member of the Communications department at Kentucky.

Victory Briefs Institute @ UCLA

This summer, consider joining us in Los Angeles, California. The Victory Briefs Institute uses the facilities at the University of California at Los Angeles. UCLA is a world-renowned institution and consistently ranked among the top five public universities in the country. Students will have complete access to UCLA's excellent facilities, including the extensive library collection among the fifteen different libraries located at UCLA. Each student will stay in a double room in the luxurious De Neve Plaza complex. Each room is fully furnished with twin beds, desks, and ample storage. Every room is air-conditioned, is wired with Ethernet access and in-room telephone features a private bathroom, and comes equipped with cable television. The dining halls at UCLA are also regularly rated among the top dining commons in the country. Each meal is a buffet-style, all-you-can-eat affair.

Over the past three years, VBI @ UCLA has grown from being the new startup debate camp on the national scene to becoming one of the preeminent institutes for debaters and speakers of all levels. This summer we are excited to offer four programs, covering Lincoln-Douglas Debate, Extemporaneous Speaking, Policy Debate, and Public Forum/Parliamentary Debate.

Lincoln-Douglas Debate

The flagship program at the Victory Briefs Institute is the Lincoln-Douglas debate program. After four years and nearly 600 students later, we are proud to say that VBI is truly in the upper echelons of L-D debate camps. Our core staff have worked hard to build what we believe is one of the most educational institutes available. There is no other camp in the country where students can be taught by:

the Coach of the 2004 NFL National Champion in LD and
the Coaches of the 2004 and 1994 TOC National Champions in LD and
the 2000, 2002, 2004 NFL National Champions in LD and
the 2000, 2003, 2004 TOC National Champions in LD and
California, Texas, Minnesota, Florida, and Nevada State Champions in LD and
the Coaches and Champions of numerous other tournaments including
the Barkley Forum, the Glenbrooks, St. Mark's, Stanford, Berkeley, and Greenhill

No other camp can offer the breadth of debate experience that VBI offers -- in terms of coaching success, competitive success, geographic diversity, and sheer number of faculty (over 40). The Victory Briefs camp allows each student -- whether a beginner or a successful elite competitor -- to work closely with all of the staff in one-on-one tutorials, small lab groups, workshops, book groups, critiqued practice rounds, informal discussions, drills, and social activities. It is no wonder why VBI is at the top of the list for both beginners and advanced debaters. For example, at this year's Glenbrooks national tournament, 12 out of 16 octofinalists, 6 out of 8 quarterfinalists, all four semifinalists, and the champion were VBI alumni. Similarly, one of the students in last summers novice program took second place at Apple Valley in the JV division in one of her first national tournaments. We take particular pride in the fact that many VBI attendees return for multiple years, and that every debater is given an opportunity to excel and work with the best. Ultimately, VBI attendees become an important part of the Victory Briefs family and the larger debate community.

Extemporaneous Speaking

Extemp is an event, like policy or LD 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, 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 as both a first start and a head start. The Extemp faculty offers approximately thirty specific topic lectures ("The EU," for example) where students learn the details of important current event issues. Students will also work on skill sets pertaining to extemp (for example, "source selection" and "unified analysis"). Finally, students put this knowledge and technique together in practice extemp speeches, all of which are critiqued by VBI-Extemp faculty.

In the past, students selected one event in which to enroll—LD, Policy, or Extemp. VBI recognizes that many students have a desire to study both LD and Extemp. We are pleased to announce that this summer, VBI will offer a designated LD/Extemp crossover lab. Students in the crossover lab will receive instruction in both events.

The VBI Extemp Program is directed by Andrew Swan and Jesse Nathan. Andrew Swan will be receiving a bachelor's degree in Willamette University this year in philosophy, political science, and economics. Andrew has wide teaching and coaching experience. Jesse competed for the Moundridge High School forensics team in Kansas, where he won three state championships and was the 2001 National Foreign Extemp Champion. He is currently studying psychology, religion, and history at Bethel College.

Policy Debate Program

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 this summer. The policy program of the Victory Briefs Institute is designed specifically for beginning and intermediate debaters. VBI-Policy 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. Smaller group seminars will focus on the essentials of debate; flowing, cross-examination, research, filing evidence, and clarity.

Unlike other institutes, VBI Policy's primary interest is not to produce evidence in mass amounts, but rather to give debaters the tools and understanding they need to be successful both in and out of the debate round. Students will learn the skills necessary to research, to develop arguments, to refute, to strategize, and to communicate. Most importantly, our goal is to inspire and excite newer students to love the activity. Our high staff to student ratio will guarantee that no debater slips through the cracks.

Last year's senior policy instructors included Chris MacFarlane (past Bronx champion who competed in outrounds at both TOC and NDT), Sara Kaler (current coach at Apple Valley and former coach at Eagan), and Rachel Raskin (past Wisconsin state champion and currently successful NDT/CEDA college debater).

Public Forum/Parliamentary Debate

Victory Briefs is proud to present a brand new curricular option for the institute this summer--a workshop designed for students interested in public forum and parliamentary debate--two new two-person debate formats that are focused on conversational discourse about current events. This curricular track will be directed by Terry Hatch, who, as a student at Willamette High School in Oregon was the first-ever National Champion in Ted Turner/Public Forum Debate (2003). He is currently a student at the University of Oregon, majoring in political science with a communications minor.

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implicit evaluative term (A>B, based implicitly upon C)

These propositions are subtler and can be easily confused with an open-ended value analysis. A vague evaluative term is present just like the prior comparative resolution. However, ironically, the subordinate evaluative term is embedded in the descriptive terms. The two descriptive terms set the framework for the "types" of arguments relevant to the affirmative's burden of proof. These propositions typically deal with governmental propriety.

Take the following resolution: When in conflict, the letter of the law ought to take priority over the spirit of the law (2004 March/April & 1993 January/February). The descriptive terms are "letter of the law" and "spirit of the law." The evaluative term ("ought to take priority over") is too imprecise. A subordinate evaluative term is essential to clarify the term "priority." However, the "types" of evaluative terms are significantly restricted to "values" that judge the justification of a legal or governmental feature. Thus, subordinate values that suggest "governmental prioritization" should be used to clarify the definition of the vague evaluative term. Other evaluative terms that do not have an intuitive link to the resolution's implicit point of conflict are irrelevant and only force debates into tangential discussions. While "morality" is an important concept for discussion, for a debater to argue that we ought to use "morality" as a gauge of legal relevance seems specious. This is not only necessary for a subsequent discussion of evaluation, but also for giving the topic a much richer depth.

The final type of value proposition is the superlative. Prior to the announcement of the 2005 January/February topic (Democracy is best served by a strict separation of church and state), I had planned on not even discussing these because they are pretty rare. (I can only find one other example. The NCFL Nationals topic from 2003 – Capitalism is the most just economic system). However, they do exist in theory at least, and so I will mention them. Terms such as "best" or "most" signal the presence of a superlative. A superlative value proposition calls into question the supremacy of a descriptive term against all other alternatives. The key here is "alternatives." The negative's approach should be concerned with proposing a "better" alternative to the affirmative's assigned descriptive term. Because the affirmative descriptive term is measured against the evaluative term, the alternative descriptive terms are rooted in that which is not the affirmative's assigned term and the evaluative term in the resolution. To illustrate this concept, look to the "capitalism" topic mentioned above. Arguing that democracy is better than capitalism does not make sense because democracy is not an economic system (the evaluative term, specifically "just economic system"). Socialism would be a proper approach, though, because it is an economic system. The evaluative term may either be implicit or explicit.

The proposition of superlative value is peculiar insofar as it merges the burdens associated with absolute value and comparative value propositions. The affirmative must prove that, given the nature and definition of the evaluative term, the descriptive term is "most" directly related. The negative must prove that either the descriptive term has no relation to the evaluative term (straight negation) or that some other descriptive term has a "better" relation (comparative negation). In terms of the negative's execution, the job gets tricky. Poking holes in the relationship between the evaluative term and the affirmative descriptive term must be countered with an alternative, for arguing why something is "not A" does not necessarily equate to "not the 'best.'" For instance, suppose that the negative argues that capitalism only benefits the wealthy. Without proving that this makes the economic system inherently "unjust" (straight negation) or that another economic system better accounts for this problem (comparative negation), the negative has not disproved the resolution – the affirmative's relationship between the evaluative term and the descriptive term still stands.

If you kept score, you will realize that my treatment of the negative's burdens has been fairly scant. I did so intentionally. The theoretical approach to negating will be dealt with at length in a forthcoming article outside of this two-part series. Suffice it to say, several other logical yet "alternative" approaches exist to negating propositions of value. This matter, however, is a beast unto itself.

Conclusion to Part One

The first part of this article has been concerned with how to "read" propositions of value and better understand their burdens. While some may argue that this is an unnecessarily convoluted way of examining L-D topics, realizing that this is how such propositions function both rhetorically and semantically is important for two reasons. First, this approach provides students and coaches a clear roadmap for dissecting topics. Recognizing that the affirmative must create a relationship between the descriptive term(s) and the evaluative term underscores the key burdens inherent to affirming or negating propositions of value. Second, it provides a framework for how judges and debaters should evaluate competing arguments in terms of the validity of the resolution at hand. Evaluating propositions of value via the value premise/criterion model is the focus of the second part of this article.

(**Jeff Doss** is a junior at Tulane University where he is studying accounting and philosophy. As a former debater at Saint James School in Montgomery, AL, he competed under the direction of Mrs. Michele Coody during his four years of high school. He coaches L-D debate at Isidore Newman School in New Orleans and teaches at the University of Iowa and Samford University L-D institutes during the summer.)

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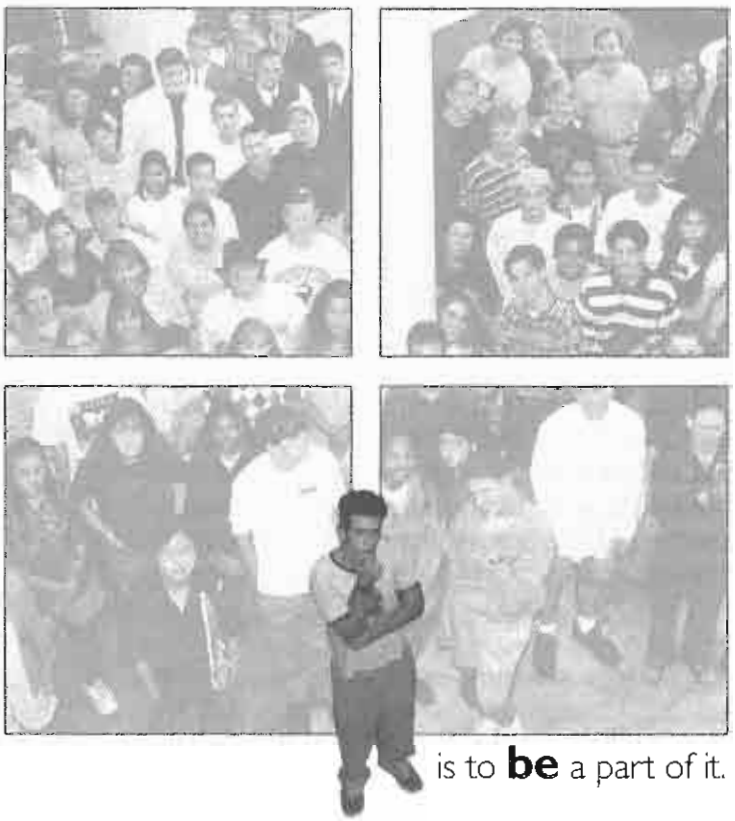

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The **California National Debate Institute** is a national caliber three-week summer forensics program located in Berkeley, California conducted in partnership with the UC Berkeley Policy debate team. The CNDI provides serious debate students with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

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Faculty: The CNDI is directed by **Robert Thomas**. Robert has coached successful teams at both the high school and college level, and has taught at or directed over 40 summer institutes. He is currently the NDT coach at Stanford University. Other initially confirmed staff include **Dave Arnett** of UC Berkeley, **Sarah Holbrook** of the State University of West Georgia, **Judy Butler** of Augusta Prep, and **Beth Schueler** of Whitman College. More staff TBA soon!

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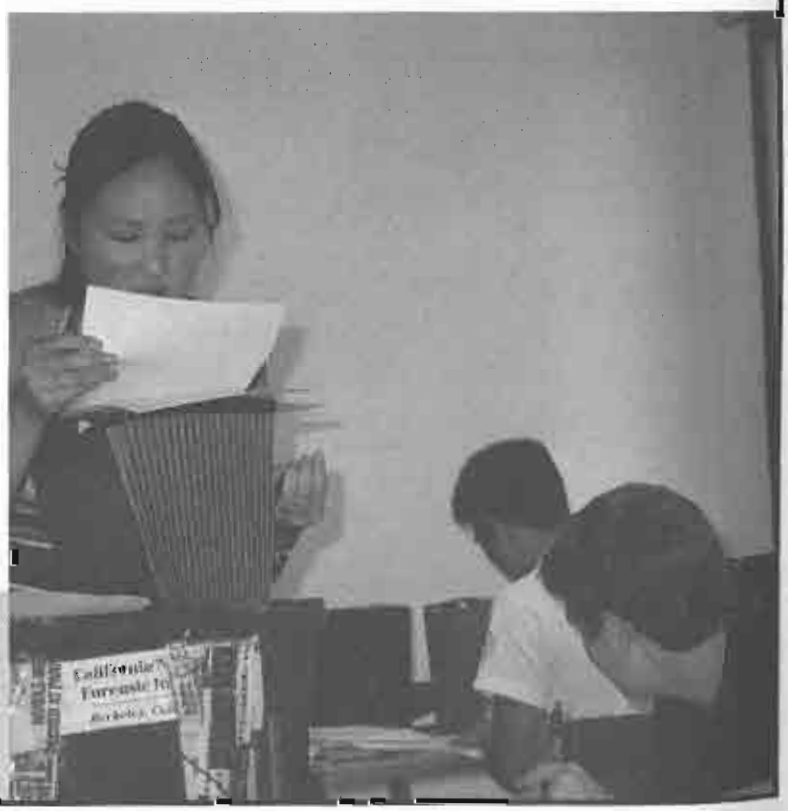
30-Round Policy Debate Program: No other program in the country offers students the opportunity to improve as quickly and extensively: each student is guaranteed the opportunity for 30 full-length debates with extensive post-round critiques. Such concentrated and directed practice allows students to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

Policy Debate Novice Program: The curriculum of the Novice Program is designed to help introduce students with little to no experience to policy debate. Through lectures, small group discussions and classroom activities students will master the critical thinking and public speaking skills necessary to succeed. Students will learn to apply their knowledge in debate rounds through multiple critiqued practice debates and argument drills and will graduate prepared to compete during the 2005-2006 debate season.

Lincoln-Douglas Program: The LD program focuses on the teaching of theory and technique in combination with a balanced emphasis on seminars and critiqued practice rounds. The program is designed to accommodate students of all levels of experience, with separate labs and primary instructors for advanced and beginning students as appropriate.



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Teaching Lincoln Douglas Debate to Middle School Students

How to Begin

By Coach Anson Shuman

I started my middle school coaching career in 1993 with a book and nothing else. The first year was a big disaster. I found out that the type of debate that I had done in college was nothing like Lincoln Douglas Debate. That summer, I made a decision that has made all the difference in the world to me. I enrolled myself as a student at the Cameron University Summer Speech Camp in Lawton, Oklahoma. I went as a beginning student. The next year something special happened, we started winning in debate.

Now, almost 2005, we are the team to beat in Oklahoma in LD Debate. I have been very fortunate to have coached the first two-time, back-to-back national champions in LD Debate. I have been asked to share a few ideas with you, even though I really believe that most of you are far more qualified.

I have been sold on Baylor Briefs from Baylor University in Waco, Texas. Dr. William English has been most helpful to me. For a beginning 6th grade debater or any debater just starting out, I would recommend that you use briefs. The briefs are written in outline form, easy to teach.

• Writing an Affirmative Case

The first thing that I do NOT do is teach theory. I begin teaching students how to choose a case from the briefs. Explanation of the case is covered in the first eight or nine pages. We review the resolution. My students will tell you that we define every term in the resolution. I do this because it is the affirmative's position to define terms and I want the negative to have to argue our definitions and not the other way around. The kids also better understand what the resolution means after defining all of the terms.

I have the students choose their own cases by reading the short introduction to each case. I will not, as a coach, write their cases or let anyone else write the cases.

• Defining Value and Criteria

I then have students come up with a value and criteria that fit the case. I know that, with experienced debaters, you should first come up with a value and criteria, then fit the case to them. However, with new students, we use the briefs and choose the value that will fit and the criteria that will back up the value. I have the students use the introduetion by changing it to read, "my case states" and literally have them eut and paste on a sheet of paper.

• Affirmative Case Outline

The resolution is written and on the next line they write, "I agree with this resolution." On the next line a definitions from either the Black's Law Dictionary or a dictionary as their source define the resolutional terms. An observation is placed after the definitions to set the mood for the case.

Three contentions are next: First, students write the contentions and then place an evidence card under the contention. Second, the students must explain in their own words what the evidence card means that they have just written. And, finally, the last part of the contention needs to tie in with their value and criteria, which by the way, gives the students their rebuilds for their contentions and their arguments against the negative case.

• Negative Case Outline

The negative case is now ready to be written. It is much shorter than the affirmative case. The first thing that they do is to pick a negative case from the choices in the briefs and then change the first three words in the intro to read, "my case argues that..." The resolution is next and then one of the most important statements that the negative can make. The negative must disagree with the resolution.

Two contentions are then written and they must follow the same outline as above for a contention. This case is written to take out their affirmative case. After attending a few tournaments, the students will rewrite the affirmative case to take out the negative case. Earlier I told you that they are to have tie-ins for their value and criteria. The students use one of them to attack their opponent's ease and the other to rebuild their own case. This is much easier for the new debater.

• Utilizing Philosophers

After they have gone to a contest, we talk about what they learned and what areas they did well in as where they need improvement. One more tournament and it is time to start teaching them how to use men like Locke, Hobbs, and etc.

• Determining Value and Criteria

In the next case, they will use the briefs as a guide, as we will start teaching students how to come up with a value and criteria, and then place contentions with them. We use the internet a lot for research. This method seems to work well.

• Teaching Theory

After this, we start teaching them the theory behind what they are doing. By the time students reach high school, we hope that they will have attended at least one summer camp and encourage them to go to camp each and every year. This will help them in 3A debate in Oklahoma, which is the hardest class. This is how I start teaching new debaters. I hope this is helpful.

*(**Anson Shuman**, Forensic Coach, Ardmore Middle School Ardmore, OK.)*

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Attention!! Policy Debaters, Coaches and Judges

By Nora Stanton

Policy debaters, coaches and judges are invited to nominate one individual by March 15. 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

National Debate Forum

July 23rd-August 6th

Held at the Milton Academy Campus, south of Boston.

Top Instructors from Across the Nation, Affordable Tuition, Individual Attention, Superior Research Facilities, Supervised Dormitory Living, Low Faculty to Student Ratio, Novice and Advanced Programming, 15 Rounds of Debate, Advanced Seminars, Varsity Extemp Lab, Opportunity to Work with ALL Instructors and Individualized Repeater Curriculum.

Application and Program Materials online at www.nationaldebateforum.com

2005 "Interpretive Productions"

Directed by David Kraft and Ryan Knowles

July 16th-July 30th

InterProd participants have won top honors at Wake Forest, UPenn, St. Marks and Blue Key.

InterProd 05' will offer more one-on-one coaching time than any other interp camp.

InterProd 05' is comprised of one small elite lab with two nationally recognized instructors, who understand high school forensics and have worked with over 20 different programs and at over 30 summer institutes.

InterProd 05' will offer Individualized Material Search

InterProd 05' will develop a collaborative lab community experience for all participants.

Join us for a Championship LD, Extemp or Interp Experience! Enrollment is Limited!

The 2005 Spartan Debate Institutes

East Lansing, Michigan

Why Choose the SDI?

- **NEW!** SDI Strategy Forum
  August 6-12, $700
  Featuring *innovative* curriculum focused on preparing you to debate against the top cases from other institutes. Spend a 5th week in East Lansing focused on case negative strategy. Admission is limited to a maximum of 24 students also enrolled in our 4-week program.
- Dedicated and Experienced Faculty
- Exclusive Access to our Evidence CD
- Focus on Debate Practice and Skills
- More Core and Shared Assignments
- Great Prices
- Students from 30+ States
- Instruction Levels for All Students
- History of Competitive Success
- Unrestricted Library Resources
- Tournaments Conclude Each Session

- Multiple Sessions to Choose From
  2-Week Camp: July 10 – 22, $1000
  3-Week Camp: July 10 – 29, $1450
  4-Week Camp: July 10 – August 5, $3100

2004 NDT Champions

Join our tradition of excellence!

Please visit our new website for updated information:

http://debate.msu.edu

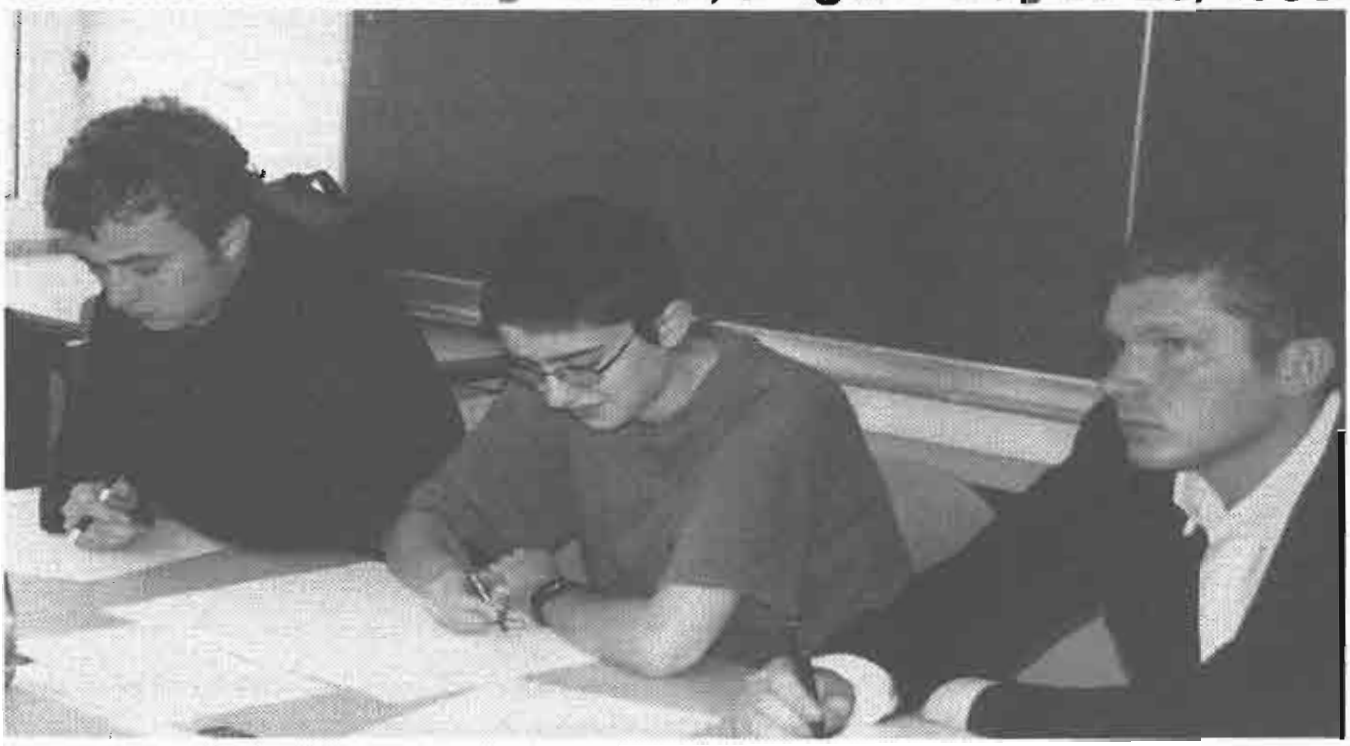
MICHIGAN STATE UNIVERSITY DEBATE – A TRADITION OF EXCELLENCE

National Debate Tournament Champions: 2004 | CEDA Seasonal National Champions: 2002, 1996 | CEDA Finalists: 2002, 2000, 1997, 1995 (Champions), 1994 | CEDA Top Speaker: 2003, 1996 | National Debate Tournament (NDT) Finalists: 2000 | CEDA Semifinalists: 2002, 2001, 1999 | NDT Semifinalists: 2004, 2003, 2002, 2001, 1998, 1968

The International Debate Education Association and Willamette University are pleased to announce the first annual

International Tournament of Champions for High School Parliamentary Debate

Willamette University - Salem, Oregon / May 21- 23, 2005



72 teams will be invited to participate in this tournament.

The tournament will feature 6 preliminary rounds. All teams with records of 4-2 are guaranteed to clear into elimination rounds.

Rounds will begin at 1:00pm on May 21st and run through the early afternoon of the 23rd.

Teams arriving on the morning of the 21st are welcome to attend a parliamentary debate workshop at Willamette University hosted by the university's forensics program.

Costs:

Registration fee for this tournament is $50 per team and will include dinner on the 21th and 22nd, lunch on the 22nd and an awards brunch on the 23rd. Registration fees will be waived for international participants.

Housing:

Housing for this tournament is available in Willamette dormitories (singles and double rooms are available) for a modest fee.

In addition, blocks of rooms will be reserved at nearby hotels.

Applications for this event are will be available beginning September 1st at: www.idebate.org/HSparli.

Applications will be accepted through April 1, 2005 or until all 72 spots have been filled.

For more information please contact:

Robert Trapp (trapp@willamette.edu) or Noel Selegzi (nselegzi@idebate.org).

2005 International Summer Speech and Debate Institute

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.

Date: June 30 - July 14, 2005

Lincoln-Douglas Debate & Speech
The L-D workshop will be for students wishing to work on 2005-2006 NFL debate topics. The Speech workshop will offer instruction in Humorous and Dramatic Interpretation, Original Oratory, and Extemporaneous Speaking (including in-depth topic analysis). Students can cross-register in speech and debate.

PRICE: $1,500 USD
Institute Director: Eric Di Michele:
Tel: (212) 288-1100, ext. 101- **Email:** edimiche@regis-nyc.org

---

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

What Makes Our Institute Unique:

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

Duino, Italy

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

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 Wording 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.

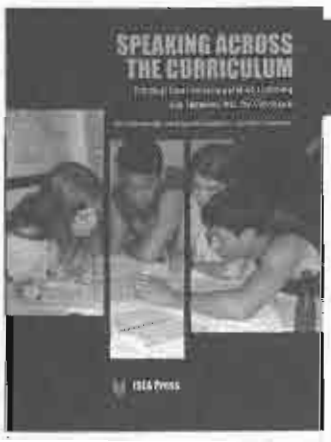
Noel Selegzi, (Guest Lecturer) has coached debate ar Hunter College High School in New York City for fifteen years. His teams have won numerous tournament championships. In addition, he is the Executive Director of IDEA. A student of social and political philosophy, he specializes in the history of political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

Marcin Zaleski obtained his Inrernational 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

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 contac **Martin Greenwald [MGreenwald@sorosny.org]**

IDEA PRESS NEW BOOKS



Speaking Across the Curriculum
Practical Ideas for Incorporating Listening and Speaking into the Classroom
The California High School Speech Association's Curriculum Committee

Speaking Across the Curriculum gives teachers ready-made speaking and listening activities that can be infused into any curriculum. Over 50 activities help teachers encourage debate and discussion and teach students speaking and listening skills. Students will learn how to outline a speech, build active listening skills, develop a media presentation, persuade an audience and speak spontaneously. Activities also help students analyze and evaluate arguments and sources, including web sites.
Each activity includes background information, step-by-step procedure, materials needed, tips for teachers, and assessment tools as well as handours and evaluarion forms.

Price $24.95 / ISBN1-932716-00-9

SPEAK OUT!
A Guide to Middle School Debate
By John Meany and Kate Shuster

Speak Out! is a primer for beginning and intermediate srudents participaring in class and contesr debates. Designed to support the Middle School Public Debate Program (MSPDP), rhe largest and fastest growing middle school debate progtam in the world, it offers students clear, concise information on public speaking and debating. Combining the practical and theoretical, rhe rext teaches students about verbal and nonverbal communicarion, how to research and present an argument, how to answer argumenrs, how to develop debate straregies and how ro conduct a formal debate. Exercises following each section give students hands-on experience with each topic.

Price $22.95 / ISBN1-932716-02-5

Argument and Audience:
Presenting Debates in Public Settings
Ken Broda-Bahm and Daniiela Kempf

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

Many Sides : Debate Across the Curriculum
Alfred C. Snider and Maxwell Schnurer

Art, Argument and Advocacy:
Mastering Parliamentary Debate
John Meany and Kate Shuster

On That Point!: An Introduction to Parliamentary Debate
John Meany and Kate Shuster

The Debatabase Book:
A Must-Have Guide for Successful Debate
By the Editors of DEBATABASE

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UNIVERSITY of NORTH TEXAS

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Why attend the Mean Green Workshops?

- ✓ The first and only institute officially affiliated with UNT!
- ✓ The most affordable workshops around for the level of instruction...period!
- ✓ The *only* national-level institute in the North Texas area!
- ✓ Offers a top-notch staff in all divisions—with a balance between all-star competitors and proven teachers & coaches!
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- ✓ Discount incentives and commuter rates available! See website for details!

- ***Cross-Examination/Policy Debate*** ***Director: Brian Lain***

  Featuring **Brian Lain, Calum Matheson, Jonathan Paul, Asher Haig, Julian Gagnon, Kelly Clancy, Jason Sykes,** and more of the nation's finest teachers and competitors!

  Scholars Session ($2350): June 20-July 9
  Two-Week Session ($1225): June 26-July 9
  Three-Week Session ($1685): June 20-July 9
  Advanced Skills Session** ($700): July 9-July 16
  ***Combine this with the 2 or 3-week session for more intensive instruction!*

- ***Lincoln-Douglas Debate*** ***Director: Aaron Timmons***

  Featuring **Aaron Timmons, Scott Robinson, Steffany Oravetz, Perry Beard, Jonathan Alston, Cindi Timmons, Tyler Bexley, Lynne Coyne, Sam Duby, David Wolfish, Kelsey Olson, Thomas Brugato,** and other top-notch faculty!

  Scholars Session (Top lab leaders—same price and dates as below!)
  Two-Week Session ($1350): June 26-July 9
  Three-Week Session ($1800): June 26-July 16

- ***Student Congress*** ***Director: Dixie Waldo***

  One-Week Session ($650): June 25-July 2

- ***Teachers' Institute: Directing Forensics***

  A three-week institute taught by ***Dr. John Gossett*** offering Graduate credit in the Department of Communication Studies (July 1-14).

Watch for updates on our website: **www.meangreenworkshops.com**

For more information, write: **director@meangreenworkshops.com**

Summer 2005

ANNOUNCING A **NEW** DEBATE WORKSHOP

THE MIAMI DEBATE INSTITUTE

the redhawk

June 26 – July 16
3 weeks

oxford scholars

June 26 – July 30
5 weeks

Are you looking for a workshop with an **innovative** and **challenging** curriculum?

Well, we've designed one.

It's located in one of the **coolest** mid-western college towns.

It's sponsored by one of the nation's **leading** public universities.

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Accomplished faculty
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MIAMI UNIVERSITY
Oxford, Ohio

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.

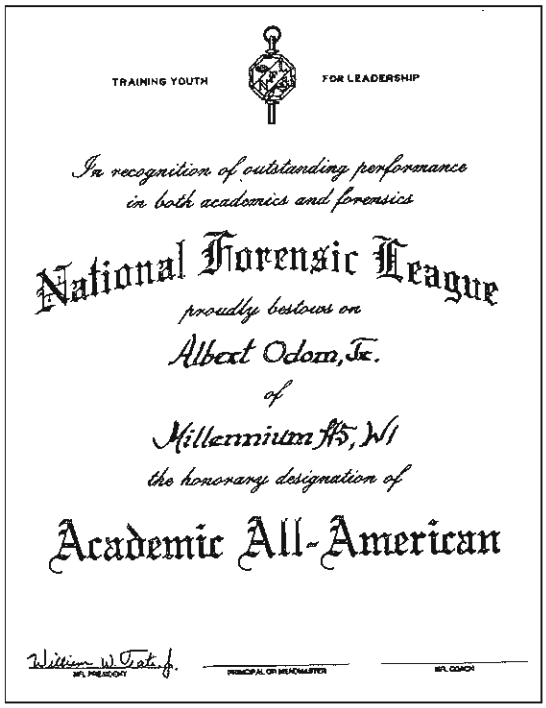
2. Student must have maintained a 3.7 minimum GPA out of 4.0 (or its equivalent).

3. The student may apply during their 6th or 7th semester.

4. Student must have an ACT Exam score of 27 or higher and/or SAT score of 1400 or higher **(SAT tests taken after 3/1/05 - 2000 or higher).**

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.


TRAINING YOUTH FOR LEADERSHIP

In recognition of outstanding performance in both academics and forensics

National Forensic League

proudly bestows on

Albert Odom, Jr.

of

Millennium HS, WI

the honorary designation of

Academic All-American

William W Tate Jr.

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:
(Each line must be checked for verification.)

_____ 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 - **(SAT tests taken after 3/1/05 - 2000 or higher)**
_____ 6th or 7th 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, $10 fee and transcripts to NFL, Box 38, Ripon, WI 54971-0038
A hand engrossed Certificate of Achievement will be sent for presentation.

NFL DISTRICT STANDINGS

(as of January 4, 2005)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	206	Blue Valley North HS	543
2	--	East Kansas	171	Shawnee Mission East HS	517
3	--	Calif. Coast	168	Leland HS	659
4	--	Sunflower (KS)	162	Wichita East HS	280
5	--	Northern South Dakota	161	Watertown HS	380
6	+1	Heart Of America (MO)	155	Liberty Sr HS	361
7	+1	East Los Angeles (CA)	148	Gabrielino HS	674
8	--	Illini (IL)	147	Downers Grove South HS	374
9	+1	Show Me (MO)	145	Belton HS	369
10	-4	Kansas Flint-Hills	143	Washburn Rural HS	362
11	+2	San Fran Bay (CA)	137	James Logan HS	678
12	-2	West Kansas	136	McPherson HS	340
13	+2	Northern Ohio	135	Canfield HS	239
14	-2	New York City	127	Regis HS	369
15	+1	Central Minnesota	126	Eastview HS	310
16	-2	Rushmore (SD)	125	Sioux Falls Lincoln HS	351
17	+3	Rocky Mountain-South (CO)	121	Lakewood HS	198
18	--	Florida Manatee	120	Nova HS	444
18	+1	Northern Illinois	120	Glenbrook North HS	353
18	+7	Nebraska	120	Millard North HS	324
21	+3	Montana	114	Flathead Co HS	362
22	+7	Northwest Indiana	113	Plymouth HS	386
22	--	South Kansas	113	El Dorado HS	242
24	+2	Eastern Missouri	111	Pattonville HS	260
25	+3	Southern Minnesota	110	Edina HS	345
26	--	North East Indiana	109	Chesterton HS	578
26	-9	Ozark (MO)	109	Central HS - Springfield	330
26	+6	Eastern Ohio	109	Perry HS	329
29	-6	South Texas	108	Bellaire HS	696
30	-9	New England (MA-NH)	105	Lexington HS	390
31	+1	Carver-Truman (MO)	103	Neosho HS	420
32	+2	Florida Panther	96	Wellington HS	211
32	+3	Nebraska South	96	Lincoln East HS	264
34	+6	Great Salt Lake (UT)	92	Skyline HS	210
34	+15	Utah-Wasatch	92	Sky View HS	202
34	-3	Michigan	92	Portage Central HS	199
37	-7	Northern Wisconsin	91	Appleton East HS	288
37	-1	Hole In The Wall (WY	91	Cheyenne East HS	279
39	-1	Golden Desert (NV)	90	The Meadows School	216
40	+3	Sundance (UT)	87	Bingham HS	231
41	-3	Sierra (CA)	85	Sanger HS	270
41	+6	Southern California	85	La Costa Canyon HS	211
41	-1	New Mexico	85	Albuquerque Academy	224
41	-1	South Carolina	85	Riverside HS	308
41	+14	Inland Empire (WA)	85	Gonzaga Prep HS	173
46	+3	Idaho	84	Skyline HS	210
46	+11	North Coast (OH)	84	Gilmour Academy	262
48	-3	Greater Illinois	83	Belleville Township (East) HS	137
48	+1	North Dakota Roughrider	83	Fargo South HS	198
50	-5	Arizona	82	Desert Vista HS	272
50	+3	New Jersey	82	Ridge HS	276
50	+4	Central Texas	82	Winston Churchill HS	336

NFL DISTRICT STANDINGS

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
50	-7	East Texas	82	Dulles HS	205
50	-1	Southern Wisconsin	82	Marquette Univ HS	220
55	-18	Deep South (AL)	78	The Montgomery Academy	284
56	+4	Hoosier Crossroads (IN)	76	Ind'pls North Central HS	180
57	+13	Rocky Mountain-North (CO)	74	Greeley Central HS	211
57	--	North Texas Longhorns	74	Plano East Sr HS	194
59	+16	Colorado	73	Cherry Creek HS	306
59	+8	West Iowa	73	Dowling Catholic HS	242
59	-12	Valley Forge (PA)	73	Pennsbury HS	162
59	+1	Lone Star (TX)	73	Plano Sr HS	221
63	+10	Pittsburgh (PA)	72	North Allegheny Sr/Bethel Park	172
63	-1	Heart Of Texas	72	Carroll HS	213
65	+5	Big Valley (CA)	71	Fred C Beyer HS	222
65	+5	Western Washington	71	Gig Harbor HS	203
65	--	Space City (TX)	71	Alief Taylor HS	176
68	+5	West Los Angeles (CA)	70	Loyola HS	132
68	+7	Colorado Grande	70	Centennial HS	188
68	-9	Northern Lights (MN)	70	Moorhead Senior HS	207
68	-13	West Oklahoma	70	Norman North HS	198
68	+9	Wind River (WY)	70	Kelly Walsh HS	157
73	-8	Tennessee	69	Morristown West HS	143
73	-5	West Texas	69	Americas HS/El Paso Coronado HS	139
75	+2	Western Ohio	68	Sylvania Northview HS	107
75	-13	North Oregon	68	Gresham-Barlow HS	168
77	+3	Kentucky	67	Rowan County Sr HS	141
78	-16	Georgia Southern Peach	66	Starr's Mill HS	203
78	-10	Sagebrush (NV)	66	Reno HS	177
80	-3	Mississippi	64	Hattiesburg HS	154
80	+5	New York State	64	Monticello Central HS	119
80	+2	East Oklahoma	64	Jenks HS	229
83	-2	Hoosier Heartland (IN)	63	West Lafayette HS	177
84	--	South Oregon	60	Summit HS/Ashland HS	95
85	+3	East Iowa	58	West HS - Iowa City	198
85	-3	Louisiana	58	St Thomas More HS	180
85	--	Gulf Coast (TX)	58	Gregory Portland HS	191
88	+1	Carolina West (NC)	56	Myers Park HS	213
88	-3	Tarheel East (NC)	56	Cary Academy	152
90	+1	Florida Sunshine	54	Academy of the Holy Names	98
90	+2	South Florida	54	Michael Krop HS	116
92	-2	Pennsylvania	52	Greensburg Salem HS	150
93	+2	Puget Sound (WA)	51	Kentwood HS	104
94	+2	Georgia Northern Mountain	49	Henry W Grady HS	191
94	-1	Hawaii	49	Kamehameha Schools	219
94	-1	Uil (TX)	49	Princeton HS	185
97	--	Chesapeake (MD)	47	Baltimore City College	123
98	-1	Tall Cotton (TX)	44	Big Spring HS	110
99	--	Mid-Atlantic (VA & MD)	42	Randolph Macon Academy	124
100	--	Capitol Valley (CA)	37	Granite Bay HS	85
101	--	Iroquois (NY)	35	R. L. Thomas HS	96
102	--	Maine	33	Yarmouth HS	63
103	--	West Virginia	31	Parkersburg South HS	36
104	--	Pacific Islands (GU)	25	Harvest Christian Academy	51

Meet the Staff

Becky Gudex
NFL

Interview by
Sandy Krueger

Photo by Sandy Krueger

Becky came to the NFL in November of 2003 after graduating from Fox Valley Technical College with an Associate Degree in PC Programming and Database Design. She started as a part-time Web Programmer and Publications Assistant. Her duties include assisting with the development and maintenance of the NFL web, creating web forms and databases, providing PC hardware and software support, as well as assisting with the publication of the *Rostrum*.

In April 2004, through a grant provided by the United Nations Foundation, Becky assumed additional responsibilities promoting The *People Speak* Project. Her main tasks included sending promotional materials to schools, keeping in contact with the United Nations Foundation, and creating a database to track information pertaining to school participation.

When Becky first began, the NFL was looking to update and improve the website, so initially much of her time was spent researching and analyzing the current online points application. As ideas were formulated concerning the design, functionally, and roles of NFL staff members specific goals were set. One of the main goals was that the NFL staff have the ability to modify content, which included editing pages, adding images and uploading all form files. In August 2004, web design consultant, Thunderdata Systems was hired to help the NFL reach its website goals. After some initial NFL staff training, Becky became the in-house resource who assists staff members in developing their assigned areas on the website.

Since the NFL website has been up and running, Becky has been busy with setting up web pages, creating user friendly online forms and working with other NFL staff members in setting up the new online store, establishing the District Chair section, and developing current and archive sections of the *Rostrum*. In addition, Becky is responsible for monitoring the website and bulletin board to make sure everything is working properly and developing website procedures that will save both time and money for the NFL. To avoid duplication of NFL forms Becky has designed coding procedures for in-house form development. Whenever there are questions or problems with regards to the web, Becky is available to staff members.

Becky said one of her goals is to be involved in the re-development of the points application which is currently being reviewed.

"I love creating/designing data bases and coding new web pages."

Becky is married to Scott who works for the State of Wisconsin as an HVAC Specialist. They have two children in high school - Heather, age 17, is a senior and Ashley, age 15, is a freshman.

Meet Becky

Top Ten favorites...

1. Doing things as a family
2. Decorating/Landscaping
3. Shooting pool
4. Computer Programming
5. Reading
6. Sewing
7. Walking
8. Travelling
9. Shopping
10. Sleeping

Our 27th Year!

Policy Debate
July 18 to 29, 2005
Baker University
Baldwin, KS.

2005

Midwest Debate

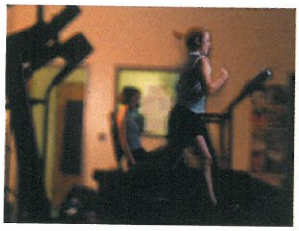
At the Center of Debate
. . . the Heart of the Nation.

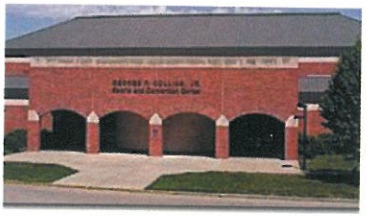
Enrollment Limited!

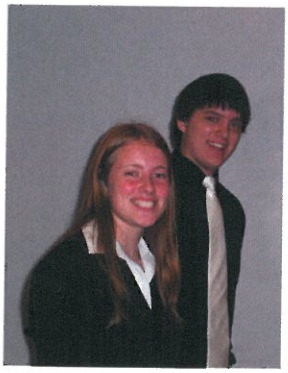
Lincoln-Douglas Debate
July 18 to 23, 2005
Baker University
Baldwin, KS.

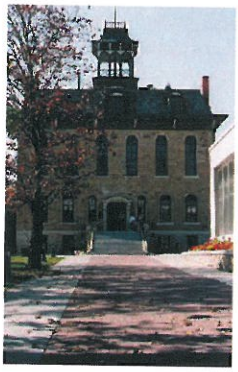
Campus construction mandates a STRICT ENROLLMENT CAP!
Enroll now! Guarantee your spot!

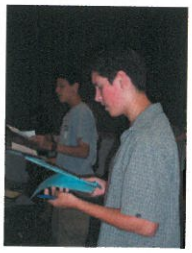
Program: Original Research
Logical Analysis
Original Case Development
Experience-based labs
Practice Rounds
Mini-tournament

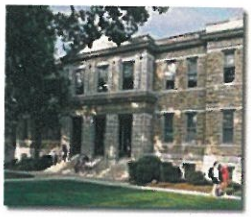












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