

R o s t r u m

Volume 80
Issue 6
February 2006

Howdy from Texas!!



Grapevine/Colleyville

Inside this issue:

- 2006 Nationals Preview
- Tribute to Emerson Turner
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2006 CDE National Debate Institute

July 15-31, 2006

University of New Mexico

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 provide optimal training: Foreign Extemp, Domestic Extemp, and Generic Extemp. Most of all, campers will get the tried and true methods that have proven themselves priceless at countless regional tournaments and national championships.

Lincoln Douglas Debate National Institute

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 2006 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.

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

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Laura Sulkowski, CRPC, CFS
Senior Retirement Consultant
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What is success... and how do you know if you are successful? By what standards is success measured? There is something unique and motivational about encountering someone who knows they are a success. I am sure we all aspire to be successful in our own world. Yet, success is different to different people.

What are the characteristics of successful people? You may say, well that depends upon where you desire to be successful. Yet, it seems that there are certain characteristics which will create success in any situation. These characteristics are persistence, vision, goals, flexibility, ability to thrive beyond setbacks and failures and the desire to continue to learn and grow.

Persistence is the foundation of creating dreams. It is persistence that keeps us going in the face of opposition. It is what drives us to keep moving toward our visions and dreams. Visions are the stars in the sky that we aspire to reach out to, to touch and to hold. Vision is the awe and amazement that walks us toward our destination. It is the reason to persist. We all have visions and dreams. Your dream may be to create something new or to be an influence in the life of another. Dreams are global. They are bigger than we are. Yet, goals are the stepping stones to our dreams. They lay the pathway to our dreams.

Flexibility is the glue that holds our dreams together. It is that which allows us to change with ever changing circumstances. A tree is very flexible as it sways in the wind, yet it always keeps its center grounded. The ability to thrive beyond setbacks and failures awakens our lives with enthusiasm and provides new growth. Those who give up, those who placate, create a situation of learned helplessness where they cannot see the forest through the trees. They begin to wither in their souls. Embracing failure and setbacks with enthusiasm, persistence, and flexibility is our lifeline.

Finally, the desire to continue to learn and grow is the fertilizer that keeps our dreams fresh and bountiful. It allows us to move beyond circumstances. It allows us to generate new and fresh ideas that can be turned into stepping stones along the journey to our dreams. It helps us to find new pathways when old ones will not do. It can move us along more quickly to our dreams through innovations.

Do you believe these words about success and dreams? Perhaps you should create your own definitions of success. The best way to do this is to observe and talk to successful people as well as to read biographies and autobiographies about the lives of great and successful people. If you desire to be more successful; observe, listen, talk to, read about, and make friends with people who you see as being successful. Take action as you begin to clear the pathway to your dreams. Then and only then, will your heart let you know that your life is a success!

National Forensic League

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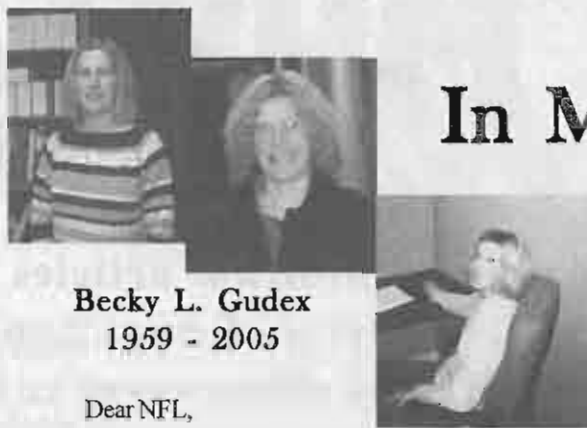
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In Memoriam

Becky L. Gudex
1959 - 2005

Dear NFL,

It is with a heavy heart, that I write this month's letter in memory of NFL staff member, Becky Gudex. After a courageous battle with liver cancer, Becky passed away on December 27, 2005. She will be greatly missed by the members of the NFL National Office staff for her wonderful personality and dedication to her friends and family.

Becky joined the NFL National Office staff in 2003 as a web programmer and publications assistant. She was instrumental in the design and development of the new interactive website, key modifications and changes to online *Rostrum*, and the promotion of the People Speak Project 2004. Also, Becky served at the past two NFL National Speech Tournaments as a member of the computer results staff.

Although we were only blessed with Becky for a few years, the members of the National Forensic League will be forever grateful for the time we shared and the memories we created.

Thank you Becky for giving a little part of your life to the NFL!

J. Scott Wunn

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

Topics

February Public Forum Debate Topic:

Resolved: That the policy decisions of the current Israeli government toward the Palestinian state have improved prospects for peace in the Middle East.

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

Resolved: Juveniles charged with violent crimes should be tried and punished as adults.

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.

Looking for a particular *Rostrum* article?

Archived *Rostrum* articles available on the NFL Website. Educational articles are archived by either event or issue date. Thank you for your patience as we continue to update this area of the website.

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, NFL Publications Director

Email address is: nflrostrum@centurytel.net

The Cover Photo

2006 Bluebonnet Nationals

Submit Your Public Forum Topic Ideas for Consideration



Go to www.nflonline.org

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with the National Topic Selection Committee.

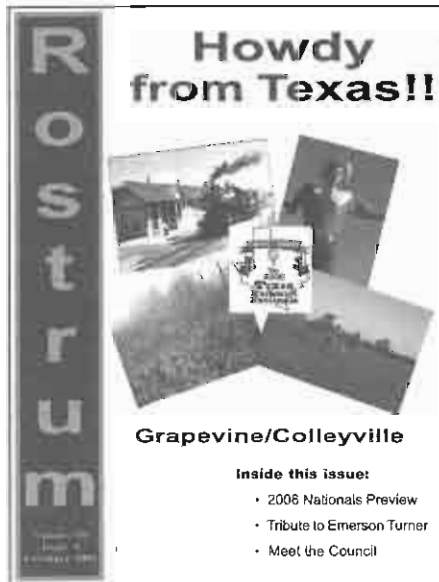
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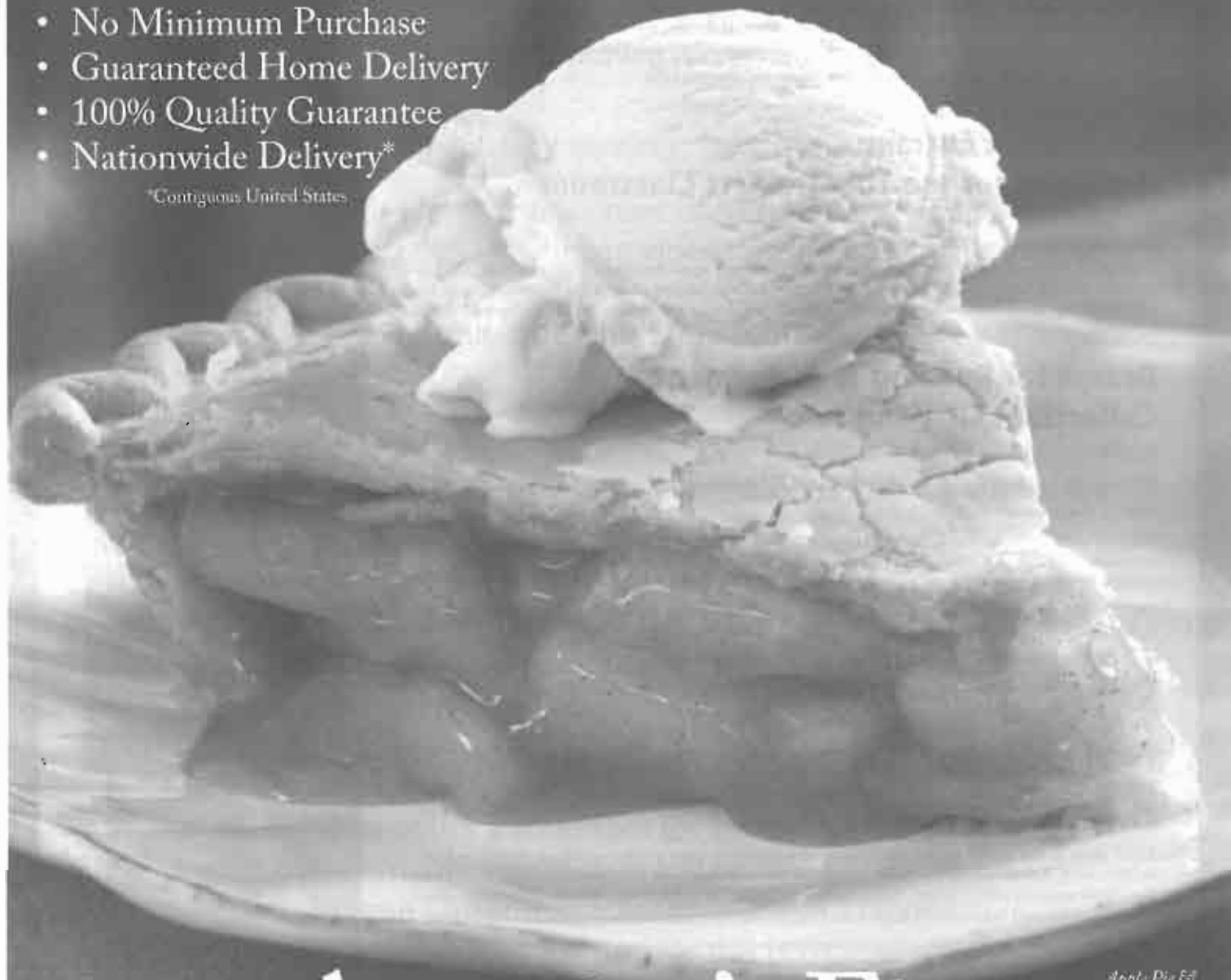
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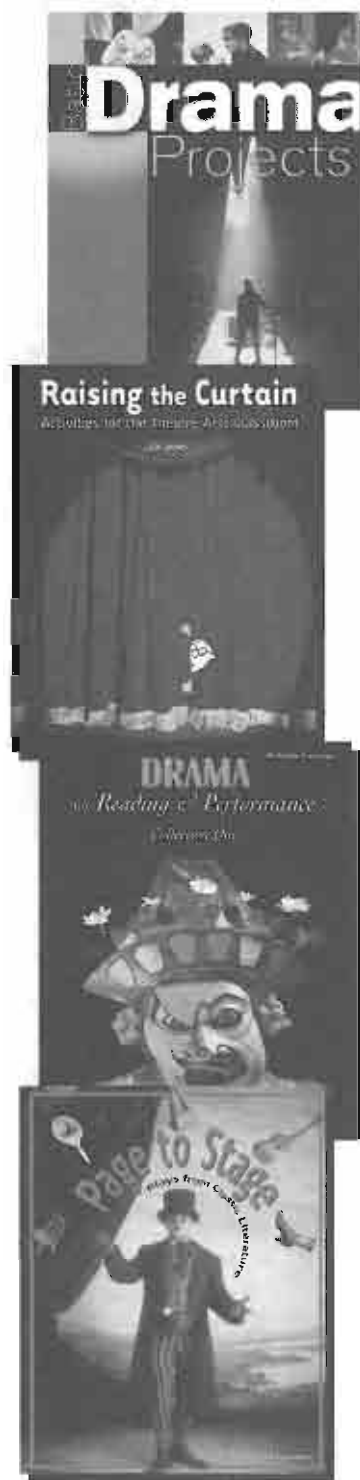
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W O R K S H O P P R O G R A M

NFL ANNOUNCES SUMMER WORKSHOP SCHOLARSHIP PROGRAM FOR COACHES AND TEACHERS

The NFL is happy to announce a new scholarship program that will provide free and reduced tuition to NFL coaches who would like to participate in a summer coach workshop program. Several summer workshops programs have graciously provided tuition discounts and full paid scholarships for the summer of 2006. These contributions along with a financial investment from the NFL will allow teachers and coaches to receive full scholarships and partial "tuition only" scholarships to many of the nation's finest summer programs where they can learn from the nation's top experts in speech and debate.

WHAT INSTITUTES ARE PARTICIPATING? The list of summer programs that are involved continues to grow. A complete list of participating programs will be updated daily at www.nflonline.org/CoachingResources.

WHO CAN APPLY? Any forensics teacher or coach of any level of experience may apply. We will try to match you with a workshop that meets your needs. With a limited number of scholarships for different types and locations of summer programs, scholarships will be based on educational and financial need.

WHAT COSTS DO THE SCHOLARSHIPS COVER? We will be granting full tuition plus room and board scholarships, tuition only scholarships, and partial tuition scholarships. All participants (no matter the level of scholarship) will be responsible for transportation costs and other incidentals.

WHEN DO I HAVE TO APPLY? Applications must be received by April 15, 2006.

WHERE DO I APPLY? To apply, go to the NFL website at www.nflonline.org under the "Coaching Resources" section and fill out a Coach's Summer Workshop Scholarship Application Form and return it to the NFL National Office by April 15, 2006.

For more information, email nfl@centurytel.net or call 920-748-6206.

***ANY SUMMER PROGRAM IN DEBATE AND/OR
SPEECH EDUCATION THAT WISHES TO PARTICIPATE
IN THE NFL COACH SUMMER WORKSHOP PROGRAM
SHOULD CONTACT SCOTT WUNN AT (920) 748-6206.***

◆ Coach Profile

Meet Coach of the Month Michael Traas

By Liz Leach
NFL Staff



Michael Traas coaches at Appleton East High School in Appleton, WI. Michael is a double diamond coach.

What was your first NFL experience?

My first NFL experience was driving to the old national office building in Ripon, to drop off point sheets. I was helping my wife (Debra Weiher-Traas) start up an NFL chapter at Sheboygan Falls High School. She started with four NFL students, and qualified one in Dramatic Interp that year to the San Jose Nationals. Shortly after that tournament, the opportunity arose to move to Appleton and teach and coach beside an amazing debate coach (Alexandra "Sandy" Hoecherl) for three years before she retired. Since then, Appleton East has been our home, and the National Forensic League has inspired our speech and debate coaching goals.

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

I was an athletic coach years before I was ever involved with speech or debate activities. However, since teaming up with my wife, we both feel it is our purpose in life to help students grow and prepare for their future. There is no greater satisfaction than to see students mature, become self-confident and grow into successful productive adults.

What is your team philosophy?

Quite simply, our team philosophy is to "achieve success"...but more importantly, to understand that success is a relative term. Success is NOT measured in awards or victories, but in growth and achieving goals. Whether that goal is standing on the awards stage or just surviving their first novice round, it is important to realize the achieved success! Even that student who only prepares and com-

petes in a couple of tournaments succeeds, because even that brief preparation will aid them some day when they prepare for a job interview or write an application essay or find it easier to resolve conflict on an interpersonal level. Each of these are successes that truly matter.

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

I probably spend far too many hours, but still not enough at school. I really don't believe in counting hours, not when there is work to be done. As long as there is a student that wants to work, or needs help, there will always be time. My wife and I have been told that the amount of time we spend at school with students is excessive...ok, maybe it is. But inspiration, motivation and passion do not know how to tell time.

What is your vision for the future of the NFL?

My vision for the future of the NFL...I am probably unique in this aspect, but I would not like to see the national tournament get any bigger. I would prefer to have larger regional events. However, when I find the words "future" and "vision" in the same sentence, it seems perchance an opportunity to dream. So, wouldn't it be wonderful if...

- every school (public and private) were NFL chapters, and I had active speech and debate teams.
- every local newspaper would have a page in their Sunday paper dedicated to speech and debate events that occurred in their region that weekend.

- every speech and debate coach was recruited supported and paid the same as a football or basketball coach
- every forensic program would have no budgetary worries.

What is exciting about being an NFL coach in the State of Wisconsin?

Wisconsin has a rich and storied tradition of Forensics, including three different state speech and/or debate associations. Yes, a Lincoln Douglas debater could be crowned an individual State Champion by three different state associations. While this may seem confusing (and it can be), it can also be an asset. There is a broad range of opportunities for students. Heck, there are 20 different speech categories to begin with, and that is not even including policy debate.

What's unique about Appleton East as an NFL chapter?

What is unique about the Appleton East program? Well that is an easy question to answer...my wife and I coach the entire forensic program together! We also direct the entire drama program, with three main state productions each year. Do we always agree? No, but we always end up with a product that we are proud of, whether it is a stage production, a humorous interpretation or a public forum case idea. We work together to be greater than the sum of the parts, and to be positive and productive leaders. Speaking of leadership, on a recent bus ride home from a tournament, a speech student asked me if I had any ideas for her to use for a speech about leadership that she had to give at the Na-

tional Honor Society induction ceremony. For some reason the only thing that popped into my head was an analogy of a shepherd. How the ideal leader is an individual that protects, cares for and guides those within their tending. I guess that is the type of leadership that we aspire to. So how does that make Appleton East unique? Well, it doesn't...because everywhere I look, I see dedicated and caring coaches helping students grow.

The students themselves at Appleton East are not any different than any other NFL students; they work hard for their success and take pride in their accomplishments. I guess that is the thing that I enjoy the most about National Forensic League students.

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

Do they have a heartbeat? I believe these are activities that develop life long skills, and every single student should be exposed to the magical powers that are gained from becoming involved in forensic activities! No exceptions, I believe there is something for everyone in the speech and debate world. Once we have a stu-

dent involved, together we pursue an avenue that will be best suited for that individual to achieve their greatest level of success.

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

I was never a competitor; I went to a small school that did not offer forensic activities.

What is your favorite memory from a National Tournament?

They are all terrific memories. Every Nationals, every tournament holds something special. I guess if I have to identify one favorite moment, it would be the barbecue party at the Fargo nationals, when one of our humorous interp students (Jedidiah Rotzel) was invited up on stage and sang the theme song to "The Beverly Hillbillies". You see, Jed was a special student with learning disabilities and the fact that he was participating in forensics to begin with was already such a success that competing at the National Tournament would have seemed only a fantasy. Yet his dedication, effort and desire earned him the opportunity to compete at that tour-

namment. Only a couple of years later, that wonderful and beautiful soul lost his battle with cancer and has left us only with those memories. He was all heart and genuine kindness, and to my last day I will always remember how he could make us laugh.

What is the greatest challenge as a coach today?

There are many challenges that face coaches today, but I think the greatest challenge is the work it takes to stay self-motivated. Each coach fights battles, whether it is the battle of motivating students, or the battle of gaining support from Administration, or the constant battle to gain recognition for the success or achievements of your students, we all fight those battles. But keeping ourselves motivated to fight those battles is sometimes the most difficult task. I guess that is why I consider myself fortunate to be able to coach with my wife; she is my partner, my mentor and my best friend.

What's your favorite weekend tournament food item?

Best tournament food--chocolate covered, Bavarian cream filled donut! Mmm

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LINCOLN-DOUGLAS DEBATE DIVISION: Samford is hosted the nation's first Lincoln-Douglas workshop. Today we continue this tradition of innovation and excellence. In addition to providing a primer on moral philosophy, the L-D Institute also seeks to develop pragmatic skills such as flowing, briefing and casing. The Lincoln-Douglas Institute will be directed by Willie Warren.

POLICY DEBATE DIVISION: Our institute will emphasize improving the students' debating skills. In order to begin practice debates at the beginning the labs, each student will begin the camp with two affirmatives, two counterplans, two disadvantages, and a critique. This should enable them to begin the first of their fifteen guaranteed practice debates on the first full day of labs. While the camp will teach research skills with an emphasis on computer-based research, the focus of the camp will be on teaching debaters in-round debating skills. The majority of the research will be completed by college-level researchers, and we will guarantee a minimum of 1000 pages of negative evidence. Of course, at the end of the institute, each student will have participated in and practiced every dimension of policy debate. Policy debate labs are directed by professional coaches, including: Ryan Galloway, Ph.D., Ben Coulter, MA and Ben Osborne, MA.

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

COST: \$600 plus \$50 deposit for commuters in both student divisions, which includes tuition and group copying fees. \$1000.00 plus \$50 deposit for boarders in both student divisions. This includes all room, board, tuition and group copying fees. Housing is in air conditioned, double-occupancy Samford dormitories. Classes are held on the beautiful Samford campus and dining is in the Samford cafeteria. There are no additional lab fees. Dormitories will be directed by William Tate (Montgomery Bell Academy, TN). Financial aid is available for students with demonstrated need.

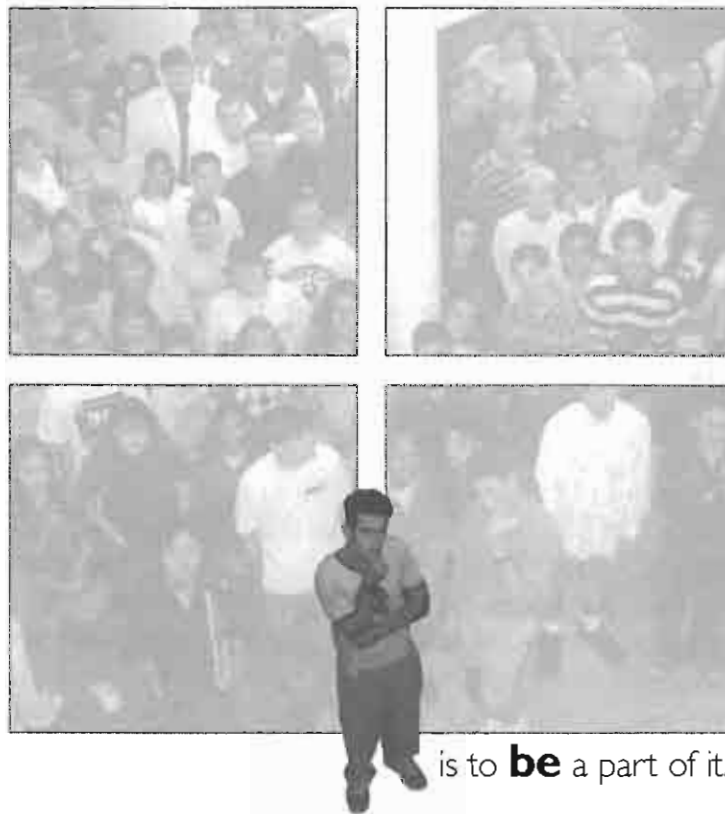
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- Bradley's forensics team is the most successful team in the nation's history. Since 1980, Bradley's team has won over 40 national team championships at the National Forensics Association, American Forensics Association, and Interstate Oratorical Association national tournaments. In its almost 30-year history, Bradley speech team members have won over 115 individual national championships.
- We focus on process over product. While most camps send students home with a single polished product, we send students home with a process they can use to make all their products polished.
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I'll Take the Rest of my Down Time

By Terry Peters

It's 2:45 pm and my classroom is quiet. No one is interrupting my futile attempts to complete my attendance in a timely manner and no one is asking me for my reaction to the president's latest Supreme Court justice nominee. There were days, no weeks, when this would be a blessed silence but today I know that this isn't an exception. This is the new rule. When I decided to retire from coaching debate a year ago I only had two months of rest when circumstances called me back to coaching. This year I am not giving in to the pressure--my own or my former students. This year I really am following the doctor's orders.

This new status in my life is not easy. I watch the new coaches. Yes, it took two people to replace me. I see their overwhelmed looks and wonder why they haven't done items number 3, 7, and 9 on the rather lengthy list of instructions I left them. When a student drops by to ask if I'll look at his/her case, I am flabbergasted that the new coaches haven't explained the flaws in the categorical imperative, and once again I offer to help in any way needed. But the calls for help are few. I'm not the debate coach anymore. I wallow in my feelings of loss and wish the happy, albeit loud sounds of after school debate room chaos were present but then my new reality hits me. This year I will be here in my quiet room using my teacher workday to complete grades, and then I will go home and relax with my family for the weekend. I will not be driving to a tournament, and worrying if the bathroom detour is going to make us late. I

will go to sleep in my own bed, counting sheep rather than debaters at a Motel 6. But I will miss the conversations. I will miss the tears of joy when someone trophies the first time and I will miss being privy to the growth witnessed when you coach a student for four previous years. So, how did I know it was time to retire? Well, in spite of the marvelous memories, there are some sure signs that it is time to retire from coaching.

The ten most obvious reasons indicating its time to retire from debate coaching are:

10. When all of your stop--watches' alarms go off at various times during class and the only one who notices is the new vice-principal who is doing your evaluation.
9. When you have the phone numbers memorized for the pizza places in all major tournament cities.
8. When you can fill a van with debaters, luggage and debate boxes better than UPS. (Yes, the hand truck is still being used for a headrest for the back seat occupants.)
7. When your own school staff forgets your name because you're gone so often.
6. When your varsity debaters can tell your stories of "back when" better than you can.
5. When you start a parent-teacher conference with "I have four reasons why your son/daughter will not pass. My first response is..."
4. When you've used so much paper that the state legislature names an en-

dangered forest stand after you.

3. When you've left a debater at a gas station, and upon realizing this, you don't go back to him/her.

2. When it takes you more days to recover from a tournament than it took to prepare for the tournament. And the number one reason to retire is:

1. When you'd rather reflect on past debate memories than make new ones.

Coaching debate is a wonderful journey into the lives and minds of the future. When the time comes to let go, do so graciously. What matters is that the debaters are getting the opportunity to debate -- even if it's without you. It will be difficult at first, but you really can listen to the news or read a newspaper without jotting the date and source on the back of an envelope so you can pass it on to your debaters to strengthen a link or create a new impact. Remember you didn't start coaching knowing the intricacies of running a team. No one told you about Type II licenses and First Aid cards until two days before your first tournament. Remember the first time you made reservations for a motel and didn't designate the rooms were to be double/doubles so you were stuck with eleven students, two rooms and single beds. You can make life easier for the next generation of new coaches. Share the details of registering, making the van seat and room assignments (Remember the seniority system is alive and well in debate.), the complicated world of P.O.s

Signs

◆ Coaching Reflections

and paying judges. Remind the new coach to get the ballots and not let the debaters have them until you've grabbed the "accum" sheets. Tell the coaches not to forget to give the student list to the attendance secretary so the debaters will be excused and remind them to write an article for the local newspaper and bulletin as no one else will recognize the debaters efforts unless you do. Most of all don't pass on all of your years of insights in one sitting or you'll scare the new coaches away. Be patient and an-

swer questions until there are no more. It is then that you'll know for sure your coaching days are over. Then when you begin to question your contribution as an educator take out your scrapbook from debate and slowly trace the contours of the faces of all of the debaters you coached over the years. Remember those precious moments when a novice finally understood and when a senior thanked you, and bid you good-bye.

Someday, you'll receive an e-mail asking for help from a new coach. Look

closely at the last name as time may have caused its change. When you realize the new coach was one of your debaters, take out your files. As you prepare your care package for the new coach you can pause and say, "I'd like to use the rest of my down time."

(Terry Peters, retired double diamond debate coach, Burlington-Edison HS, Oak Harbor HS, Lake City HS, and Coeur d'Alene, Iowa.)

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Adaptation versus Interpretation

Let's Leave That for
Steven Spielberg and Peter Jackson

By Don Crabtree

As a follow up from the District Chair Feedback forms of last spring and the numerous comments received by the many talented interpretation coaches who responded to the Interpretation Questionnaire distributed at the 2005 NFL Nationals, this article will attempt to discuss a second issue that seemed to be a genuine interpretation concern cited by both groups. An earlier concern was discussed in the December *Rostrum*. ("Stop Cloning Around" and addressed the issue of cloning or impersonating the final round interpretation tapes.)

This second concern involves the issue of adapting a script as opposed to a true interpretation of a script for the interpretation events.

In my opinion there is a monumental difference between the concepts of adaptation and interpretation. As much as I hate to open this can of worms, this issue definitely involves the ubiquitous concept of what we often refer to as "author's intent." Let's face it coaches, we already violate "true" author's intent. Most literature, with the exception of some ready-made cuttings, is never meant to be presented in a ten-minute segment; they are never meant to be performed by one character; (Yes, I know there are a few exceptions to that.) They are usually meant to be performed in costume, with props, scenery, lighting, etc. We violate this "true" intent not out of a sense of being unfair or uninformed but because our rules require time limits, no props, no scenery, etc. My much larger concern is when we openly violate the author's intent for the sole purpose to WIN! An adaptation should never be the reason a student wins a round of competition. If, for example, a contestant in humorous interpretation adds multiple sound effects, adds a num-

ber of words here and there, changes a character to someone who has been in the news recently, is the performer sharing the literature with his/her audience or sharing an adaptation of the original? (Cummings, 1999)

As one of the National Tournament Ombudsmen since 1996, I have met some wonderful coaches and students. I have made some life-long friends. I have learned some incredible things about competitive speech and humanity in general, but upon occasion, I have had to uphold an unpleasant challenge or protest. At the 1998 NFL Nationals I had the unfortunate experience and unpleasant task of upholding a disqualification of a young man in humorous interpretation. The young man performing the selection was remarkably talented! He had made the break to the semi finals! (As a side note, I always wonder why it took this long to be challenged but I will save that issue for another article.) The problem: The contestant had decided to include a large number of lines from such programs as "Bay Watch," "Beeves and Butt Head," and even a few from "Seinfeld." When I asked the young man why he had chosen to do this and distort the author's original lines, his answer was honest and simplistic. "I did it to jazz up the piece. The ones used in the "original" were just old and tired and not nearly as funny as the ones I chose." He and his coach later argued that they were simply "adapting" the script to a newer audience. My answer was, "Isn't that what the author would need to do?" After a careful review of the student's script, over 280 new words, phrases and entire paragraphs had been added.

When we examine the most basic definitions of the concept of "adaptation" we find:

Adaptation:

- (1) to make fit for; or change to suit a new purpose.
- (2) A composition that has been recast into a new form.

Interestingly also are the synonyms given for the word adaptation:

Adaptation:

adjustment, alteration, conversion, refitting, remodeling, reworking, and transformation.

In my opinion, all of the definitions or synonyms clearly violate that nebulous concept of author's intent. While I agree that true author's intent is difficult to adhere to given our rules and restraints, I also believe it is easy to identify when the actual author's intent has been so clearly violated.

The debate over "author's intent" will continue long after my time and perhaps Cyrill Connolly provides us with a great analogy when he stated, "A river that is always splitting up into arms that reunite. Islanded between the arms, the inhabitants argue for a life time as to which is the main river." However, when a student/coach clearly recasts a selection into a new form or overtly makes changes to suit a totally new purpose, the violation of intent is much easier to recognize and acknowledge.

A very difficult issue is what can be done about blatant violations of author's intent? This is a tough one folks!

Initially, the problem we face is that many of our judges do not know every script that is out there. How could any of us given the wonderful and vast amount of literature that abounds? Secondly, many areas utilize parent judges (and they are great) and through no fault of their own,



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◆ Interpretation

have even less knowledge of material that is being presented. Thus, what they see being presented is what they believe the literature generated as written. I think it also plausible that as an interpreter adds his/her inventions/phrases/gimmicks and see his/her ranks, his/her laughs increasing, they continue to alter and remodel the literature with little worry about getting caught. In the ombudsmen's room, a student's coach whose material had been challenged has also told me, that he had no idea that these changes/additions/remodeling had been done. I do think there is a solution to this dilemma. We all need to listen to our students during rounds! I know many of you do this and I applaud you! I have often told my own students that no matter how many times we practice in the classroom, we simply can't duplicate the actual competitive situation! I believe we all need to watch our students during competitions not just to evaluate author intent but for a myriad of other evaluative tools that will benefit the student and their performance. Again, I applaud those of you who watch your students during performance rounds and if you don't, I encourage you to start doing this at your next opportunity.

In order to further explain this issue of adaptation vs. interpretation, I called and asked interpretation coach extraordinaire, NFL Hall of Fame Member, and good friend Donovan Cummings from Stockton, California, for his permission to use several examples he noted in an article in the April 1, 1999, California State Speech Bulletin. (This is a superb publication and I learn something in every issue I receive!)

Please note that neither Mr. Cummings nor my comments are meant to imply any intentional illegal behavior on the part of any coach or student. The examples are meant merely to serve as food for thought.

Equus: In this example the student added speeches for the horse when the boy was alone with his favorite horse. In the play, the boy talks to the horse; he feels communication with the horse. Mr. Cummings posits an excellent observation at this point when he noted that if the horse had been a speaking character in the play,

he was sure he would have said something very similar to what was added. Mr. Cummings went on to mention that the added lines were beautiful and touching. However, the horse never speaks in the play and we are left with the question, was it a legitimate change to the script?

The Boys Next Door: Mr. Cummings illustrates an even more poignant example from this play. This is an example of a minor script change, but did the change justify the student's interpretation of the main character? The original script reads:

"My name is Jack Palmer. For the past eight months I've been supervising five group apartments of the mentally handicapped...the idea is to introduce them into the mainstream...Lucien and Norman are retarded. Arnold is marginal...Barry, on the other hand, really doesn't belong here in the first place. He's a grade A schizophrenic with a chronic history of institutions."

The student performance began:

"My name is Jack Palmer. For the past eight months I've been supervising five group apartments for the mentally handicapped. The idea is to introduce them into the mainstream. One of the men, Barry, is mentally retarded with a chronic history of institutions."

In this selection, the student portrayed Barry as mentally retarded. If Barry were played that way in a play production of that script, the author's intent of "mentally handicapped" would have been destroyed. Again, we must ask, is this a legitimate change in the script? Did the contestant hold true to the author's intent?

Mr. Cummings final example is especially astute.

Zooman and the Sign: In the wonderful play, Zooman and the Sign by Charles Fuller, the play focuses on the effects of an accidental killing of a young black girl by a hoodlum, violent Black teenager called "Zooman." Beyond the personal family reactions to the tragedy, the play deals with a community's fears created by the violence. It is not a play about "racial" violence. It is a play about Black on Black violence. In a duo interpretation Mr. Cummings observed, Zooman was changed and introduced as a white teen who had

killed a black girl; a play about the Black community's reaction to a racial killing. Mr. Cummings further noted that the performance was creative and touching—BUT a fair interpretation of the script?

Mr. Cummings and I both agree that more than one interpretation of a script can be enlightening, fascinating and defensible. Professional directors and actors interpret scripts differently. The key and defensible term here is "INTERPRET", not change; not make the script an adaptation from the original!

In my opinion, we must establish some type of standard(s) that demand performances of scripts as written by the authors. Cuttings, changes because of profanity, time constraints, must be as honest as possible to the original author's intent. There is no way we should destroy creativity or not be able to seek new and fascinating presentations of a work. That mission is the fantastic challenge that the outstanding interper and coach should seek.

George Santayana stated: "A jewel should not be painted over; but it may be set to advantage and shown in a good light." We all must continue to work hard to insure that the literature (our jewel) is not changed and yet can be interpreted and displayed in the best possible light to maximize its original brilliance!

We need to leave Adaptations to the Steven Spielberg's and Peter Jackson's of the world!

Cummings, Donovan, "Legitimate Changes in Interpretation Scripts," The California Speech Bulletin, April 1, 1999. Volume XXXVI, No. 2. p. 4.

Hall of Fame member **Don Crabtree** has been coaching for 35 years at Park Hill High School in Kansas City, (MO). He is a six diamond coach. Don currently serves as Vice President of the NFL Executive Council.





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Howdy!!! For a preview of your visit to Texas, please visit our website:

www.2006bluebonnetnationals.org

Find information on: Attractions, Facilities, Sponsors, Childcare, Hotels, Activities, Restaurants, Transportation, Schedule, Committees, and the Bluebonnet Club.
The site is updated on a regular basis.

Site sponsored by Brent Hinkle and the Joy of Tournaments.
(www.joyoftournaments.com)



**YOU ARE INVITED TO THE
BLUEBONNET NATIONAL TOURNAMENT
OPENING CEREMONIES
AT**



SUNDAY, JUNE 18, 3:00 P.M.

**FEATURING NFL AND TEXAS DIGNITARIES AND A SPECIAL
MUSICAL TRIBUTE TO THE LONE STAR STATE**

TWO GREAT PLANS FROM WHICH YOU CAN CHOOSE

PLAN #1 (SUNDAY ONLY)

- *ADMISSION TO SIX FLAGS
OVER TEXAS**
- *FREE PARKING**
- *OPENING CEREMONIES**
- *EVENING MEAL**

PLAN #2 (SUNDAY PLUS)

- *ADMISSION TO SIX FLAGS
OVER TEXAS**
- *FREE PARKING**
- *OPENING CEREMONIES**
- *EVENING MEAL**
- PLUS! PLUS! PLUS!**
- *ADDITIONAL DAY AT
EITHER SIX FLAGS OR
HURRICANE HARBOR**

PLAN #1 COST—ONLY \$35 PER TICKET (A \$60 VALUE IF YOU GO ON YOUR OWN)

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**COMPLETE THE FORM AND RETURN IT TODAY! DON'T MISS OUT
ON ALL THE FUN. EVERYTHING'S BIGGER IN TEXAS AND THIS
EVENT PROMISES TO BE THE SAME!**



**ORDER FORM
OPENING CEREMONIES
BLUEBONNET NATIONAL
TOURNAMENT
JUNE 18, 2006**



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CITY _____ STATE _____ ZIP _____

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NUMBER OF \$35 TICKETS _____ @ \$35 EACH = _____ TOTAL

(HOLDER IS ENTITLED TO ADMISSION TO SIX FLAGS OVER TEXAS AMUSEMENT PARK, EVENING MEAL, AND PARKING ON SUNDAY, JUNE 18, 2006)

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NUMBER OF \$50 TICKETS _____ @ \$50 EACH = _____ TOTAL

(HOLDER IS ENTITLED TO ADMISSION TO SIX FLAGS OVER TEXAS AMUSEMENT PARK, EVENING MEAL, AND PARKING ON SUNDAY, JUNE 18, 2006 AND AN ADDITIONAL DAY'S ADMISSION TO EITHER SIX FLAGS OVER TEXAS OR HURRICANE HARBOR)

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PLEASE FIND ENCLOSED

_____ SCHOOL CHECK TO COVER THE COST OF ALL TICKETS ORDERED

_____ PERSONAL CHECK TO COVER THE COST OF ALL TICKETS ORDERED

_____ MONEY ORDER TO COVER THE COST OF ALL TICKETS ORDERED

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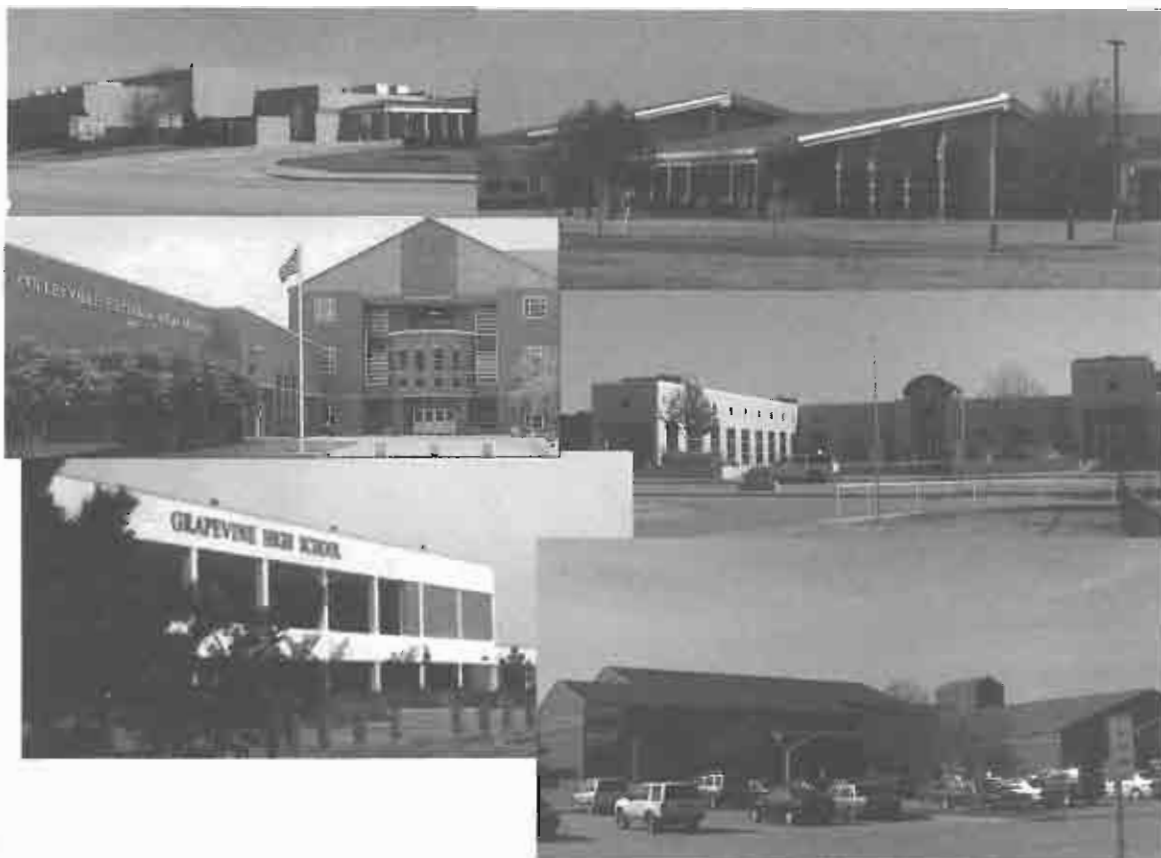
PLEASE RETURN THIS FORM BY MAY 15TH, 2006 TO:

DAVID HUSTON, TREASURER
BLUEBONNET NATIONAL TOURNAMENT
COLLEYVILLE HERITAGE HIGH SCHOOL
5401 HERITAGE AVE
COLLEYVILLE, TX 76034

(TICKETS REQUESTED/PURCHASED AFTER MAY 15TH
WILL BE SOLD AT THE FULL PRICE--\$60 FOR THE
ONE DAY TICKET; \$100 FOR THE TWO DAY TICKET)

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Information will be available on the NFL Website
www.nflonline.org by February 6, 2006

- National Registration Forms
- Hotel Lists
- Tentative Schedules
- Travel and Lodging Recommendations
- Direction Venues
- Restaurants and Sites
- Tournament Photo Archive



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**American Society for Public
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**International Debate
Education Association**



**Karl E. Mundt Historical
and Educational Foundation**



Colorado College



 **NATIONAL FOUNDATION FOR ADVANCEMENT IN THE ARTS (NFAA)**



Texas Bluebonnet Nationals Sponsors

The local host committee would like to thank the following for their initial support and contributions toward making the 2006 Texas Bluebonnet Nationals an event to remember.

University/Institute Sponsors

Baylor University
www.baylor.edu
www.baylordebate.com

Planet Debate, A project of the Harvard University Debate Council
www.planetdebate.com
www.harvard-debate.org

University of North Texas
www.debate.unt.edu
www.meangreenworkshops.com

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www.utdebate.com

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Victory Briefs
www.victorybriefs.com

Texas Communication Organization Sponsors

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Longhorn Sponsor (Corporate level - \$10,000)

Bickel & Brewer, sponsor of the National Public Policy Forum
www.bickelbrewer.com/index.php?id=debate

Lone Star Sponsor (Individual level - \$1000)

Aaron Suder - individual level

For more information on how you can become a local sponsor of the 2006 Texas Bluebonnet Nationals please contact Cindi Timmons at cynthia.timmons@gcisd.net, 817-305-4763.

Bluebonnet Club



Schools across the state of Texas have joined in partnership to help host the 2006 Bluebonnet Nationals. The following schools are current members:

Allen HS
Arlington HS
Arlington Heights HS
Athens HS
Centennial HS
Clark HS (Plano)
Colleyville Heritage HS
Coppell HS
Creekview HS
Crowley HS
Denton HS
Duncanville HS
Edward S. Marcus HS
El Paso ISD
Episcopal School of Dallas
Flower Mound HS
Frisco HS
Fossil Ridge HS
Garland HS
Granbury HS
Grand Prairie HS
Grapevine HS
Greenhill School
Hebron HS
Highland Park HS
Hillcrest HS
Hockaday School
James Martin HS
Jasper HS
John H. Guyer HS
John Jay HS
Joshua HS
Keller HS
LD Bell HS
Lewisville HS

Mansfield HS
MB Lamar HS
McKinney HS
Mesquite HS
Mexia HS
Naaman Forest HS
Newman Smith HS
Nimitz HS
Nolan Catholic HS
Northwest HS
Pasadena HS
Pearce HS
Pflugerville HS
Plano East Senior HS
Plano Senior HS
Plano West Senior HS
Red Oak HS
Richardson HS
R.L. Turner HS
Rowlett HS
Shepton HS
South Garland HS
South Grand Prairie HS
Southlake Carroll HS
Spring HS
St. Mark's School of Texas
Timberview HS
Trinity HS
Vines HS
Westlake HS
Williams HS
Yavneh Academy of Dallas

For more information on how to become a Bluebonnet Club member please visit our website at www.2006bluebonnetnationals.org or contact Cindi Timmons at cynthia.timmons@gcisd.net or 817-305-4673.

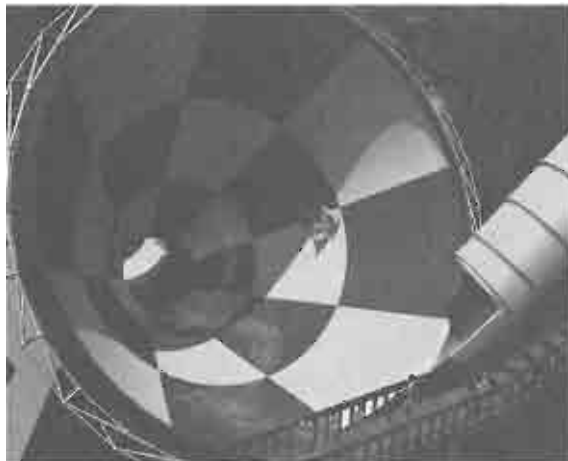
◆ *2006 Nationals*

Opening Ceremony Six Flags, Arlington

Fun



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Numerous Finalists and
Semifinalists in DI, HI, OI and
DUO Interpretation in 2005!**

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“Interpretive Productions”
Directed by David Kraft
July 22-August 5th**

***Emerson College
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***Application and Program Information located at
www.interprod4n6.com
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www.nationaldebateforum.com***

LD DEBATE INSTITUTE

CHAMPIONS TRAINING CHAMPIONS.

NEW

- Student Seminars
- Kritik Lab
- 3rd Week Extension
- Topic Analysis
- Evidence Sets
- Instructor Access throughout the Year
- Institute Blog

Two Week Session
June 26—July 9, 2006

Three Week Session
June 26—July 16, 2006

Make this summer an Iowa summer! Where traditions are established and the foundation of Lincoln-Douglas debate is built one student at a time.

Iowa's "new" offerings are in addition and complementary to its traditional championship curriculum. Iowa continues its promise of designing a curriculum that meets the needs of the individual student and considers the diversity of the types and forms of arguments practiced across the nation.

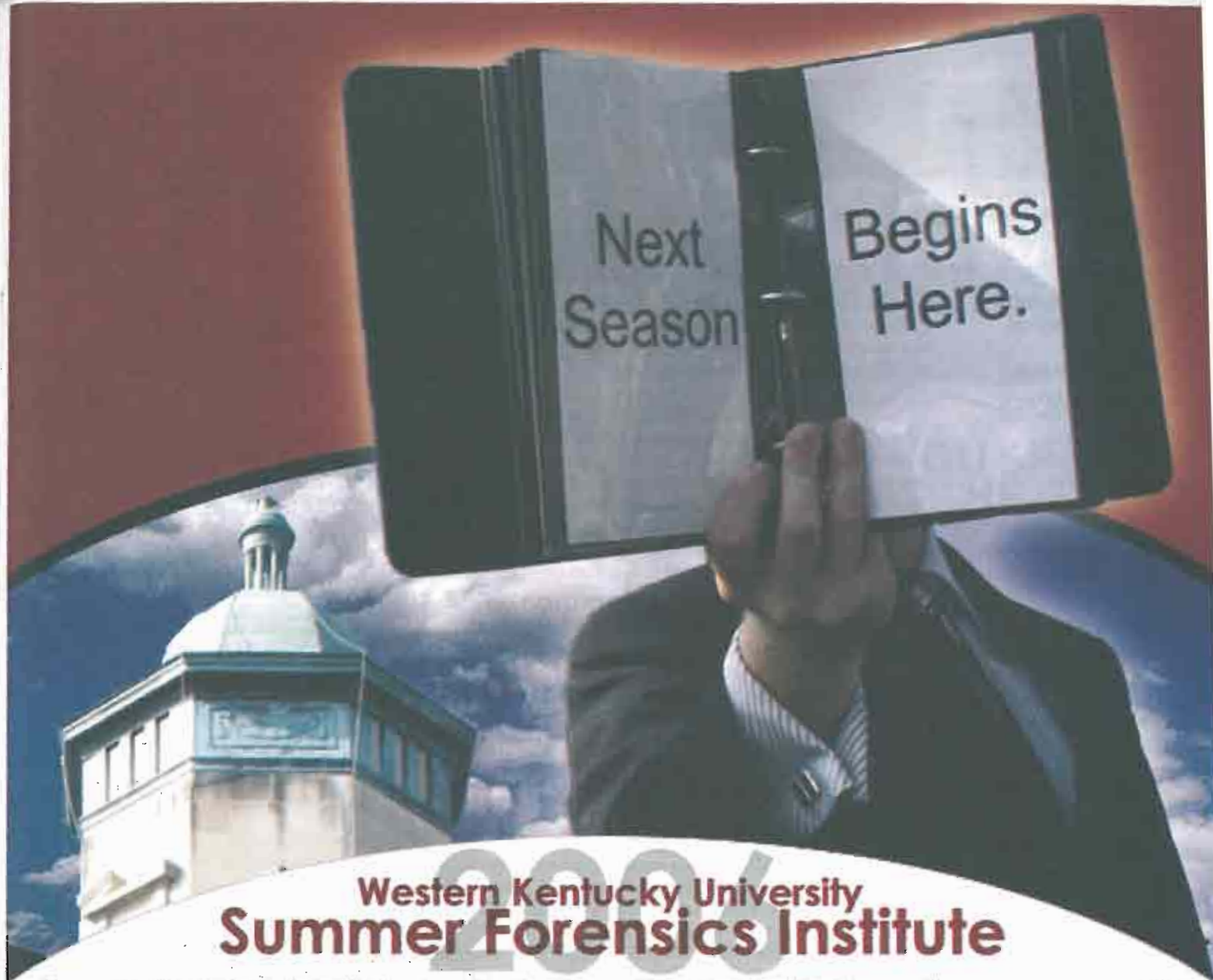
Iowa offers a blend of "traditional" and "new" styles of debate creating an inclusive marketplace of ideas. This enables students to learn a diverse set of argument discourses, making possible a better understanding of the panoply of theories and practices of LD so students are prepared to address alternative styles in round. Iowa's championship curriculum enables students to emphasize the style of their choice and is taught by instructors with years of coaching experience. Iowa offers the only opportunity for students to have access to instructors who have coached national champions in high school and collegiate debate. Iowa recognizes and teaches a diversity of styles, including traditional, policy, and kritik. Iowa has the lab that is right for you.

THE UNIVERSITY OF
IOWA

National Summer Institute in Forensics
c/o Paul Bellus, Director
812 International Center
Iowa City, Iowa 52242

Phone: 319-335-0621
Fax: 319-335-2111
Email: paul.bellus@uiowa.edu





Western Kentucky University Summer Forensics Institute

The 2006-07 season doesn't begin with the fall tournaments. Next season begins at Western Kentucky University. At WKU, we realize that becoming a great forensics competitor takes more than flash and style. It takes heart, substance and hard work to make national final rounds and master the activity. Held June 25-30, 2006, on the WKU campus in Bowling Green, Kentucky, the WKUSFI is an excellent choice, both for students who are only beginning their forensics careers and others who have already performed in national final rounds. At the WKUSFI, we take a hands-on approach to camp by combining structure with a relaxed, comfortable atmosphere that strikes a balance between educational and competitive interests while allowing students to learn at their own pace.

Costs for the camp are kept to a minimum: \$300 for in-state students and \$600 for out-of-state students. Our intensive, one-week program features some of the nation's best college and high school

forensics coaches along with members of the 2005 International Forensics Association World Champion team, 2005 National Forensic Association-LD championship team, and the 2004 American Forensics Association and National Forensics Association-IE national champion WKU Forensics Team.

The WKU Institute offers personalized, intensive study in the four forensics areas:

Debate: Lincoln-Douglas
Public Address: Original Oratory
Interp: Prose, Poetry, HI, DI, Duo and Solo Acting
Limited Prep: Extemp and Impromptu

The deadline for application is June 1, 2006.

For more information, please contact:
Judy Woodring, Director of Forensics
judy.woodring@wku.edu
or phone (270) 745-6340.

<http://www.wku.edu/forensics/sfi>

The Experienced Seminar

This curriculum is designed for more competitive debaters desiring a more rigorous orientation. The "Experienced Seminar" program is modeled after the teaching methods employed by our own college programs. Students who are accepted for the program will work as a team researching both sides of the topic, sharpening both their knowledge of the topic and debate in a cooperative and interactive seminar-style environment. Group seminars will be held regularly on recent advancements in critical theory, the philosophical underpinnings of the topic, and in-depth explorations of the public-policy slice of the resolution. With our well-balanced staff, we have one of the best policy curriculums in the country. Sherry Hall, Sarah Holbrook, David Breshears, and Jonah Feldman will lead the students to scour the topic for the most successful policy strategies.

THE EXPERIENCED SEMINAR Lab One:

David BRESHEARS,
Sarah HOLBROOK,

Jonah FELDMAN,

University of Texas, 3 time NDT first round recipient, Jesse Jones outstanding scholar
2000 and 2001 CEDA National Champion, previously at the Stanford and Berkeley camps, the word
"outstanding" does not do her enough justice
NDT Elimination Round debater from Michigan U, Former Harvard Debate Coach & now UT Debate Coach

THE EXPERIENCED SEMINAR Lab Two:

Sherry HALL,
Brian McBRIDE,
Jairus GROVE,

Harvard Debate Coach, NDT Champion Coach, 2005 National Debate Coach of the Year
University of Southern California, 3 time first round recipient, coach 2003, 2002 & 1999 NDT champions
International Relations Fellow, Johns Hopkins University, NDT semifinalist, 2nd speaker 2000 NDT, former
Director Chicago Debate Commission

Dan LUXEMBERG,

Harvard University; NDT Semi-Finalist and has qualified to the NDT as one of the sixteen top ranked teams in the country TWICE; a former UTNIF alum.

The Marathon

We offer full on debates, with complete affirmatives and well-researched negative strategies. Imagine **five different affirmatives to choose from**, all of them researched by a staff of college debaters and coaches who have written some of the most successful arguments ever. Now imagine receiving all five affirmatives as you check in on day one. Students will receive introductory theory discussions to make sure everyone has a grasp of the basics. These theory discussions we call "Pods." Each student will receive practicums on debating Topicality, Kritiks, Counter-plans 1 and Counter-plans 2. Once students have rotated through these initial four theory seminars they will then have the ability to sign up for electives where they choose topics which best fit their needs and interests. After the first week, we'll have a tournament, then we'll break into research groups and you students will test out there new skills in the library producing their own arguments and filling holes, and then we'll end with a rematch. That's right, a **SECOND TOURNAMENT!!** If you want to learn debate by debating the topic, this institute is for you.

The Super Session

SUPER SESSIONers get to experience the INTERSESSION where some of most critically minded work occurs. We treat the intersession like we treat our own college courses on debate. Students will be exposed to some of debate's more recent critical innovations, we'll have practice debates galore, refine our blocks, and even witness a lab leader grudge match or two. The INTERSESSION is a time to hear from the ENTIRETY of the institute staff about their own special knowledge about the topic and debate practices. For those who want the extended EXPERIENCE SEMINAR we offer the "EXPERIENCED SEMINAR SUMMER SURVIVORS FELLOWSHIP" which allows students to spend six weeks with the best, most advanced debate staff in the Nation.

The Debate Staff

Teddy ALBINIAK,
Paul FLAIG,
Ricky GARNER,
Martin GLENDINNING,
Nate GORELICK,
Claire MCKINNEY,
Laura NATHAN,
Brian PETERSON,
Joel ROLLINS,

San Francisco State University via Redlands. NDT (National Debate Tournament) quarterfinalist
Northwestern University, NDT first round recipient, coaches at Bronx Science Academy, NY
Former NYU debater, 2003 CEDA National Champion, PhD Student at SUNY Buffalo
Director Edmond North High School, NDT elimination round qualifier
Harvard via NYU, 2003 CEDA National Champion, PhD Student at SUNY Buffalo
Director Brooklyn Urban Debate League, assistant coach for the Kinkaid School, Plan II honors
Editor-in-chief INTHEFRAY magazine, NDT qualifier for UT, former coach of the Kinkaid School
University of Chicago, NDT qualifier, coaches for Galveston-Ball HS, Plan II honors
PhD, Director University of Texas, 2001 National Debate Coach of the Year





UNIVERSITY OF TEXAS
NATIONAL INSTITUTE IN FORENSIC DEBATE

UT DEBATE

UTDEBATECAMP.COM



The UTNIF would like to welcome Harvard Debate Coach SHERRY HALL & announce the return of the University of West Georgia's SARA HOLBROOK!

WHY SHOULD YOU SPEND YOUR SUMMER AT THE UTNIF?

* **No other camp can offer you the balance between policy debate and critical innovations.** JUST CHECK OUT OUR STAFF.

* **6,240 pages of top quality, PROVEN tournament-winning evidence.**

* **Personal Training Vs. Long Lectures.** Unlike many camps you will not have to sleep through hours of lectures nor will you be left in the library to fend for yourself. As the FOCUS of your lab leaders and the entire staff of the UTNIF, you will be immersed in small groups and practicum-based skills work.

* **We believe in testing your skills.** We will give you the opportunity to implement everything you learn through intense debates judged by highly qualified lab leaders.

* **When you come to the UTNIF you will be part of defining the future of debate.** No cookie-cutter arguments here. You will master agent counterplans but you will win your first tournament on arguments developed here and NOWHERE else.

* **One of the Top Research Libraries in The Country.**

There is not a topic which you can exhaust in one summer at the University of Texas Library System.

* **We have the MOST AFFORDABLE six-week program in the country!** Don't take our word on it. Check it out for yourself.

* **The ability to take home ALL OF THE EVIDENCE** produced in BOTH sessions of the camp in a digital format that costs less than checking a tub.

PLAN 1

Marathon
Experienced Seminar
Novice

June 25th - July 13th

June 25th - July 16th

June 28th - July 8th

PLAN 2

Marathon
Experienced Seminar
Novice

July 17th - August 8th

July 13th - August 8th

July 21st - August 2nd

June 25th - August 8th

SUPERSESSION



PARK
UNIVERSITY

Our 28th year . . .

Midwest Debate 2006

Policy Debate

July 10 - 21



Public Forum Debate

July 10 - 14

LD Debate

July 17- 21

Philosophy:

In-round analysis **NOT** canned responses
Case construction by students **NOT** lab leaders
Delivery skills to win rounds **NOT** trick the opposition
Original research **NOT** handbook evidence
Effective responses to current "trendy" arguments
Winning **coaches know more** than winning debaters
Ethics **are essential** to be a true winner
Topic analysis is more than **YOUR** case area
Labs led by certified high school teachers / coaches



Faculty:

Over **250** years of coaching experience
Over **30** coaching diamonds

Coached Nats Champs / Finalists in Policy, LD, PFD

Location:

Park University, Kansas City, Mo.
15 min. from KCI Airport! - Shuttles available
Easy commute from area high schools
Air-conditioned dorms



Price:

Check our fees & discount policies on-line
Bring your partner and share a discount or
Bring a team member and share a discount



Application deadline - June 1, 2006

Enrollment Limited!!!

Complete info on registration and cost at:

www.midwestdebate.us



SHOW ME FORENSICS INSTITUTE AT TRUMAN STATE UNIVERSITY

SMFI speech & debate

Public Forum Debate

July 9-23, 2006

Lincoln-Douglas Debate

July 9-23, 2006

Debate Kick-Starters Workshop

July 9-16, 2006

Individual Events

July 9-16, 2006

July 9-23, 2006 (extended option)



For more information and registration visit:

<http://forensics.truman.edu/SMFI>

660.785.5677 or kminch@truman.edu

Liberty Debate Institute

<http://www.liberty.edu/debate>

The Liberty Debate Institute is a summer workshop open to high school students of all experience levels in both policy and Lincoln-Douglas Debate. It is sponsored by Liberty University and the Liberty University Debate Team. It is designed for beginning students who want to learn how to debate in the classroom or in competition, as well as for intermediate and advanced (junior varsity and varsity) debaters who want to sharpen their debating skills and knowledge while getting a head start on preparing for the competitive debate season.

If you are looking for a place to dramatically improve your argumentation and speaking skills, your knowledge of this year's national topic, and your understanding of debate theory, then the Liberty Debate Institute should be your choice for a summer debate workshop.

Workshop Features

- Affirmative case and topic-specific negative research and strategy
- Instruction on effective and persuasive speaking skills
- Debate theory instruction, discussion, and analysis
- Professional administration and dorm supervision
- Extensive practice debating and camp tournament
- Extremely low faculty/student ratio
- **NEW!** All one week policy labs will focus exclusively on debate skills.

Elite Performance Lab

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

Dates and Prices

One Week Policy Labs & Coaches' Workshop	June 25-July 1	\$525
One Week Lincoln-Douglas Labs	June 25-July 1	\$525
Two Week Policy Labs	June 25-July 8	\$895
Three Week Elite Performance Policy Lab	June 25-July 15	\$1395
Two Week Home School Labs	July 2-July 15	\$895



For a brochure or more information, contact:

Brett O'Donnell, Institute Director

Liberty University

1971 University Boulevard

Lynchburg, VA 24502

(434) 582-2080 • bodonnell@liberty.edu • www.liberty.edu/debate



Summer of Champions 2006!

Located in
Austin, Texas



"Developing
Champions
One Round
at a
Time."

LD Staff:

Tommy Clancy, *Westlake HS, TX*
Shelley Livaudais, *Westwood HS, TX*
Sarah Smith, *The Kinkaid School, TX*
Ryan Cooper, *Westlake HS, TX*

Policy Staff:

Seth Gannon, *Wake Forest University, NC*
Aimee Parsons, *A&M Consolidated HS, TX*
Alex Pritchard, *Westwood HS, TX*
Brian Severson, *University of Iowa, IA*

More Teaching and RA Staff to Be Announced Soon!

- ♦ Curriculum centered on Argumentation Skills, Theory Seminars, and Winning Strategies, including Low Student-Teacher Ratios and In-Depth, Topic-Specific Analysis
- ♦ Outstanding Research Availability, including Free Access to Lexis-Nexis and Wireless Connections
- ♦ Individualized Attention and Fully Critiqued Practice Debates
- ♦ Luxurious dorms: all single rooms with suite facilities

- ♦ Free shuttle to and from Austin International Airport
- ♦ Great Commuter Rates

Institute Dates:

Policy Debate: 7/16 - 8/4

Lincoln Douglas Debate: 7/23—8/4

Teacher Institute: 7/23—7/28

APPLY TODAY at www.thechampionshipgroup.com

BAYLOR DEBATE

www.baylordebate.com



The Glenn R. Capp Debate Forum is committed to the promotion of argument and public advocacy. We believe that a well informed, articulate citizenry is crucial to the empowerment of the individual and the maintenance of a free society. Our program supports participation in intercollegiate competition, instruction in interscholastic competition as well as debates for the public forum.

2006 Summer Debaters Workshop

1-week UIL Focus Lab:
Sunday, July 9 - Sunday, July 16, 2006. Baylor University is excited to offer special instruction with a focus on Texas UIL-style debate and individual events.

Cost:
\$650.00 ~ Price includes room, board, tuition and the cost of photocopying done within the various squads of the workshop. Tuition also includes copies of the Baylor Briefs and Communican debate handbooks, and/or the National Lincoln-Douglas handbook.

2-week Intensive Lab (Policy and Lincoln-Douglas Dates):
Sunday, July 9 - Sunday, July 23, 2006. The 2-week Policy Debate Workshop provides the student an intensive, skill-specific experience on the 2006-2007 high school policy debate topic.

Cost:
\$1300.00 ~ Price includes room, board, tuition and the same handbooks mentioned above.

For more information about the Baylor Summer Debate and Teacher's Workshop, and the Glenn R. Capp Debate Forum at Baylor, please contact:

Dr. Matt Gerber
Workshop Director
Asst. Director of Debate
Baylor University
matt_gerber@baylor.edu
(254) 710-6917

OR

Marilyn Spivey
Administrative Specialist
Dept. of Communication
Baylor University
marilyn_spivey@baylor.edu
(254) 710-1621

Or visit the Baylor Debate website at:

www.baylordebate.com

2006 Teacher's Workshop July 9-16th, 2006 Cost: \$650

Debate Theory and Practice

The two-week teacher's workshop occurs in conjunction with the debater's workshop. Teachers attend the topic and theory lectures and work directly with debate squads to learn about contemporary debate theories and practices. Special classes in debate theory will be held for the teachers.

Administering a Forensics Program

Lectures and group discussions will focus on ALL ASPECTS of directing a forensics program. Topics include legal issues, new research technologies, student recruiting, public relations with the administration and community at large, program fund raising, squad management, practice round critiques, etc. Interested teachers will be provided with instructions and information about computer software that is available to schedule and tabulate a debate tournament of any size.

◆ *Moving Towards the Future*

InCharta

By Sean Turner

Introduction:

Have you ever had a judge who meant to vote one way but marked his ballot the other? Have you ever been waiting on rounds in remote campus buildings to end so that the next round could be paired? Have you ever found that your school is missing ballots from your ballot packet at the end of the tournament?

While the tournament tabroom has been modernized with computer programs to automatically tabulate and pair rounds, the physical ballot itself has remained the same. As the modern business strives to handle its transactions as paperlessly as possible in order to increase efficiency and reduce human error, the debate community should similarly strive to make paper ballots an arcane relic of the past, residing nostalgically in memory beside the OxBow and index card.

Businesses and governments have recognized that eliminating paper from the work environment saves their employees the time and hassle associated with filling out and keeping track of paper forms. Computer technologies allow users to fill out digital versions of paper forms. The computer can then check the data for inconsistencies and instantaneously transmit it to whoever needs to act on it. Processes like these are being implemented wherever possible. Microsoft believes that electronic forms will be the backbone of every business and is striving to create a product line to support that future. Sadly, however, the technology can be expensive and difficult to implement.¹

Debate suffers from the same setbacks that drive industry to eradicate paper from the workplace. The physical handling of paper ballots leaves room for judges to make mistakes in filling out their ballot, ballots to be lost in transit, ballots to be delayed or lost in making it from the round room back to the tabroom, and for ballots to be misplaced in the tabroom. Fur-

thermore, a lot of the time and effort invested in an efficient tournament is wasted in repetitive, mundane tasks: running ballots, figuring out which ballots have been returned to the tabroom and which are still out, checking ballots for errors, sending runners across campus to track down judges, and stuffing ballots into coaches' packets. An electronic ballot can avoid all of these pitfalls associated with handling paper.

InCharta is the next step in modernizing debate tournaments by computerizing the ballot. InCharta allows judges to fill out ballots from any computer with an internet connection. It then immediately checks the ballot to ensure that all data are correct and immediately alerts the judge to any anomalies. Finally, it sends the ballot directly to the tabroom via the network.

The academic community tends to see technology as expensive, intimidating, and high-risk. However, InCharta is built with the same technologies and practices implemented by Fortune 100 companies. It is a true demonstration of how technology can be implemented in the academic world to successfully and measurably increase the educational value of a debate tournament, while not incurring the additional risk that traditionally accompanies the use of a computer.

The Paperless Tournament:

1. Instead of printing paper ballots, the tabroom prints the judge's name, the room number of the round, and a username and password to log in to InCharta. This paper is put on the ballot table, just like a paper ballot.

2. The judge can then use any computer with network access (a laptop the judge brought, a computer provided by the school already in the room, etc.) to fill out a ballot. The system automatically enters the teams and speakers debating in the round. The judge can quickly pick the winning

team from a drop down list, enter the speaker points, and type a reason for decision.

3. The computer performs a variety of error checks to ensure the ballot is 100 percent accurate. If there are any errors, the judge is asked to correct them immediately—saving a trip from the tabroom to the judge and back again. Only when the ballot passes all checks can the judge submit it to the tabroom.

4. As soon as the judge fills out the winner and speaker points, InCharta instantly submits the paperless ballot to the tabroom. The judge can then continue to edit his comments and reason for decision without worrying about holding up the tournament.

5. The tabroom is notified as soon as a ballot is submitted and can either view it on screen or print it so that it can be entered into the tabulation software just like any paper ballot.

Advantages for the Tabroom:

Much of the tabroom's work centers around the logistic handling of the ballot: running ballots from collection stations back to the tabroom, figuring out which ballots have not yet been returned, checking ballots for errors, and tracking down judges to ask about possible errors. This shuffling is an unnecessary logistical nightmare.

As the judge is filling out a round's ballot, InCharta performs checks on the ballot to ensure the data is accurate. InCharta makes sure that:

- The winning team and the winning side are consistent (if the judge selects that TeamA wins the round on the affirmative InCharta checks to make sure TeamA is not actually the negative for that round).
- Speaker points are within the correct range (i.e., should not be lower than 20 or above 30).

Moving Towards the Future

- Speaker points are correctly distributed (i.e., the first speaker should not have the lowest number of speaker points).
- If the round is a low-point-win based on speaker points the judge must check the low point win box.
- The judge has not assigned the same speaker rank to more than one speaker.

These checks drastically reduce the likelihood of a judge filling out a ballot incorrectly and could save the tabroom the time, stress, and staff associated with having to track down an errant judge.

The paperless tournament allows for real time tournament status updates. The tabroom staff can see a listing of rounds and the judges who have not yet submitted a ballot. As rounds run late, the tournament knows exactly which rounds are still in session without having to shuffle through all the ballots they already have. The tabroom can then send runners to these slow rounds to investigate the delay.

InCharta also provides a clear record of when rounds ended. If one round gets out late, the tabroom knows exactly what time the ballot was submitted by the judge and can use that when trying to make decisions about whether the teams in a late round should forfeit their next round.

An electronic ballot allows tournaments to get rounds paired quickly and reduce downtime between rounds. Because ballots travel at the speed of light, rather than the speed of judges, the tabroom receives all of its ballots much more quickly and can allow less time between rounds. Not having to wait for ballots to make their way across campus eliminates a lot of the mishaps which result in delayed schedules.

As the tournament is ending, InCharta can print out pre-sorted ballot packets for each school. This packet has all the ballots for a single school grouped together and can be stuffed directly into a school's packet without needing to spend extra time sorting and copying all of the tournament's ballots. This means that schools will not find that they are missing ballots when they pick up their packets and will receive all of the comments the judge wrote for them. The ballots can also be made available online which would save

tournaments the time and expense of having to print them and allow debaters instantaneous access to judge's feedback.

Finally, it drastically reduces the amount of staff required to run an efficient tournament. It allows tournaments to cut down on people needed to run, collect, and check ballots. This means that tournament organizers that are stretched for resources will not have to struggle to find the people they need to execute an efficient tournament, and those tournament organizers which have the staff they need can devote their help to other areas.

Advantages for the Judge:

InCharta makes filling out ballots easier. The computer provides convenient drop down menus for the affirmative and negative teams, winner, and speaker positions which allow the judge to make three clicks instead of writing out team and speaker names.

The judge can then simply type in the speaker points and a reason for decision. The ability to type and copy and paste comments makes it easier for judges to be a lot more verbose. A judge can then copy and paste possible cites or other data into the ballots to save time in oral critiques and still get teams the information they need to improve.

And, much to judge's delight, after submitting their ballots over the Internet; they do not have to walk their ballot to a tabroom or a collection table. They are completely free to coach other teams, eat, or do whatever they want until the next round is posted.

If, however, a judge is mortified of anything even resembling a computer, the judge can still use a regular paper ballot (which can be stapled to the back of judges' login tickets just in case), and submit his ballot to the tabroom.

Advantages for the debater:

Because InCharta checks all ballots for errors, it will help to eliminate situations where debaters have to resolve conflicts when a judge fills out a ballot incorrectly. While this may end up having no consequence, it can be a very stressful situation

if the error changes the winner of a speaker award or who might break. Eliminating errors like these will help to prevent students from leaving the activity out of frustration.

InCharta also significantly increases the valuable feedback that debaters will receive from judges. Because judges are able to fill out their ballots on the computer, we have found that most judges tend to leave much more verbose and meaningful comments to the debaters. Judges can also copy and paste data from their laptops such as citations to better cards to use in rounds. These comments are then provided in writing for the debaters to consider after the tournament, saving speakers from having to keep track of notes on flows which tend to disappear in tubs.

Advantages for the Community:

In the modern world, businesses are doing everything they can to eliminate paper processes. They are prone to error, slow, inefficient, and time intensive. Fortune 500 companies spend millions on consulting firms and programmers to computerize their paper processes. For example, Kelly Services, a Fortune 500 temporary agency which employs 700,000 people a year, uses a web-based form to handle timecards for its employees. The Colorado Department of Agriculture uses paperless forms in its safety inspections of the food supply.² Courts around the nation are turning to electronic filing processes to cut down on the thousands of pages sent back and forth in litigation.³ As technology is becoming more accessible and easier to use, however, electronic filing is becoming more pervasive in everyday life—you can now even file your taxes online.⁴

Education as a whole has traditionally lagged behind industry in adopting new techniques, concepts, and especially technologies. InCharta provides a way to bring the debate community up to the level which Fortune 500 companies are still striving to achieve. Exposure to this type of technology helps bring everyone in the community up to speed with industry and even puts us ahead of the curve turning out individuals who are prepared for the modern society.

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2006 STAFF

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

SPENCER DIAMOND: Champion debater, Homewood, Alabama and University of Georgia; Kentucky Institute Staff, 2004 & 2005.

CYRUS GHAVI: Champion debater, Emory University; Kentucky Fellow 2001; Kentucky Institute Staff, 2005.

REUBEN SCHY: Champion debater, Glenbrook North; TOC first speaker, 2001; KY.

Fellow 2001; KY. Institute Staff, 2003-05.

JON SHARP: Champion debater, Emory University; Assistant Coach, University of Kentucky; 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; Kentucky Institute Staff, 2005.

MIKE WASCHER: Debate Coach, Celebration High School, Florida; Kentucky Debate Institute Staff, 2003, 2004 & 2005.

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(with Instructor Jon Sharp relaxing on Institute Director J. W. Patterson's courtyard)



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jwpatt00@uky.edu

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

Moving Towards the Future

Case Study:

InCharta was first deployed at the 2004 Harker Invitational. Almost all of the judges that tried paperless ballots loved the system and many wanted to implement InCharta at their own tournaments.

Harker took a very flexible approach to implementing InCharta, allowing judges to choose whether they would like to use Paperless Ballots or regular paper ballots. The school set up several rooms with computers to allow judges without laptops to use the system. In addition to these presetup rooms, judges were able to use their own laptops to access the school's wireless network to fill out Paperless Ballots. The one judge that preferred not to use computers was still able to use traditional paper ballots.

The tournament stapled the InCharta login information to regular paper ballots. Judges using Paperless Ballots would then carry this to their room and use either their own laptops or laptops the school had provided to access the school's wireless network and login to InCharta. Judges had the option to use regular paper ballots in the event

Once connected to the network, all of the judges were able to figure out how to log in and fill out their ballots without needing any training. Most of the judges loved being able to type and copy and paste sections of text into their reasons for decision box and comment boxes. This resulted in much better feedback to the debaters. One judge repeatedly left three typed pages of comments to the debaters in his rounds. Other judges pasted sections of flows or citations to evidence in order to give better feedback to the competitors.

From the tabroom's prospective, keeping track of the paperless rounds was much easier than rounding up ballots individually. The tabroom was able to see a real-time grid layout showing the status of all the Paperless rounds. The tabroom could see which judges had already submitted ballots, which judges were in the process of filling out ballots, and which judges had not yet logged in to the system.

Once the tournament concluded, the tabroom could simply batch print all of the

ballots sorted alphabetically by team to easily stuff them into coach's packets. The ballots can also be made available to teams online via the Internet.

The reaction to InCharta was overwhelmingly positive; all of the judges except for one loved it. Those with laptops requested paperless ballots every round. Harker will be using InCharta again for its Finals in the West bid tournament in March.

Moving Towards the Future:

InCharta can be modified and adapted to fit almost any network architecture. The only requirement is a network that judges can connect to, via either school-provided computers or their own laptops. We can work with you to make InCharta work with your tournaments infrastructure.

If you would like to see a demo of InCharta or discuss implementing it at your tournament, please contact me at seanturner@sensability.net.

(Sean Turner is a senior at The Harker School in San Jose, CA. He has spent two and one-half years as a policy debater on the national circuit. He is a PHP and ASP.NET developer and has developed web-based electronic forms applications for Intel Corporation, Optical Exchange, and The Harker School.)

Notes

¹ Microsoft geared the InfoPath component of Microsoft Office 2003 to be used with the Microsoft .NET Programming languages and Microsoft SQL Server to allow businesses to create electronic forms.

² Microsoft Corporation. State Agency Improves Decision-Making: Boosts Efficiency with Existing Infrastructure. Microsoft, 2005. Microsoft Customer Solution Case Study Library. 28 Sept. 2005 <<http://www.microsoft.com/resources/casestudies/ShowFile.asp?FileResourceID=7598>>.

³ Microsoft Corporation. Superior Court of California, Riverside County: E-Filing Solution Speeds Up Processing of Child-Support Cases for Superior Court. 2002. 1 Aug. 2002. 28 Sept. 2005 <<http://www.microsoft.com/sql/evaluation/casestudies/casestudy.asp?CaseStudyID=15211>>.

⁴ Internal Revenue Service. "e-file for Individual Taxpayers." Internal Revenue Service. 1 Nov. 2005 <<http://www.irs.gov/efile/article/0,,id=118508,00.html>>.

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Fong, Stanley. "Building a Paperless Office using Low Cost Technology." ASP101 (2004). 28 Sept. 2005 <<http://www.asp101.com/articles/stanley/paperless/default.asp>>. Fong analyzes different technical approaches to creating a paperless office and enumerates the advantages and disadvantages of different technologies.

Internal Revenue Service. "e-file for Individual Taxpayers." Internal Revenue Service. 1 Nov. 2005 <<http://www.irs.gov/efile/article/0,,id=118508,00.html>>.

Microsoft Corporation. Education: Connecting the Agile Business. 2004. Microsoft Education. 28 Sept. 2005 <<http://download.microsoft.com/download/3/f/d/3fd18763-5a47-4db1-a6dd-dc2d36e42563/EducationBrochure.pdf>>. Microsoft Corporation researches the challenges involved in integrating technology into the academic world. After identifying the challenges, they enumerate how their software is designed to solve these challenges and provide the best platform for integrating technology into the classroom.

- - -. State Agency Improves Decision-Making: Boosts Efficiency with Existing Infrastructure. Microsoft, 2005. Microsoft Customer Solution Case Study Library. 28 Sept. 2005 <<http://www.microsoft.com/resources/casestudies/ShowFile.asp?FileResourceID=7598>>. Microsoft reports on the Colorado Department of Agriculture's implementation of a paperless system built on the same technologies used by InCharta. Microsoft analyzes how their technologies were used to address specific shortcomings of paper forms.

- - -. Superior Court of California, Riverside County: E-Filing Solution Speeds Up Processing of Child-Support Cases for Superior Court. 2002. 1 Aug. 2002. 28 Sept. 2005 <<http://www.microsoft.com/sql/evaluation/casestudies/casestudy.asp?CaseStudyID=15211>>. Microsoft analyzes how a Superior Court of California was able to make the case filing workflow drastically more efficient by converting to a paperless process, while still allowing users to file with paper if they preferred.

Regan, Keith. "IRS Says Record Number Will E-File Taxes." TechNewsWorld 15 Apr. 2005. 1 Nov. 2005 <<http://www.technewsworld.com/story/internet/42343.html>>. Regan explains that e-Filing is one of the United States Government's most successful e-government pushes and explores the government's investment in implementing electronic forms.



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*The Ivy Scholars Program is directed by **Prof. Minh A. Luong** of Yale University, former high school and college debate coach who has administered summer academic and debate education programs for over 15 years. **Mr. Nick Coburn-Palo**, coach and teacher at College Preparatory School (CA) and former academic director of Lincoln-Douglas debate at the Stanford L-D Debate Institute is the program coordinator.*

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Questions? Contact Minh A. Luong via email at <minh.a.luong@yale.edu>

What is Your Favorite Winter Activity? Why?

Ben from Indiana

I really enjoy football in the snow. Nothing beats tackling your friend into a huge snow bank.

Sohail from Missouri

Definitely snowball fights. Once, one of our tournaments was snowed out and our entire squad went sledding and we had a huge snowball fight...a great way to boost team morale.

Kate from Idaho

I'm not much of an out-doorsy person, but I love the snow. I love to sit on my couch near my fire with a hot steaming mug of hot cocoa overflowing with marshmallows and whipped cream. And I love watching the snow fall lightly to the earth as I do this

Tatianna from Colorado

Saturdays that end up to be snow days because a meet was cancelled; how many other high school students can claim that?

Rebecca from Ohio

My favorite winter activity is by far, SPEECH. This is my first year being involved with my high school speech team, and I absolutely love it! I even gave up the swim team so that I could be involved with the amazing PERRY SPEECH TEAM. I would give up anything so that I could stay on the speech team.

Justin from South Dakota

Having my dog pull me down an ice-coated highway on a sled.

Angela from Colorado

The best thing my team does in winter is sing "Happy Birthday" to our coach at every meet and making her dance with the Red Robin bird when taking her out to eat.

Andrew from Kansas

Wrestling, because it involves your total raw strength of your body, and it is you against one other person. It is a true battle...both physically and mentally.

Fritz from California

My favorite winter activity is piecing together cases and arguments for policy debate. I am participating at an upcoming tournament at Arizona State University. I hope all this work pays off and my partner and I do well!

Paige from Georgia

Snow boarding...It is exciting and really fun!

Myles from Alaska

My favorite winter activity would have to be driving my snowmachine.

Heather from New York

My favorite winter activity is spending time with my family because during the winter all of our lives slow down a little bit for the sole purpose to spend time with each other.

Challenge

of the Month



Visit the 'Student Resources' section of the NFL website

Porsche from Montana

Speech and Debate is my favorite winter activity because there is a healthy sense of competition, and all the while, I am preparing myself for the real world by honing my speaking skills. In addition, I'm really good at it.

Alyssa from Ohio

Sleeping. Call it lazy, but it really is my favorite thing to do during the winter. It's helpful for me because I don't sleep much and midterms are right in the middle of winter, so sleeping is always refreshing and it restores my energy.

Blythe from Texas

Photographing foliage - I think it's awesome to record the color of the leaves throughout the season and to play with shading and light effects. The colors are always brilliant, because here our winter is more like the autumn of most northern states.

Milind from Oregon

Snow - I love the SNOW. I like hot tea and BINGO on Tuesdays as well. Combine the two and you have one great fun time!

Gary from Wisconsin

My favorite winter activity is basketball. I love the way the game is played, it takes skill and hard working practice, and also is one of a few ways to exercise in the winter. One big important fact is that it's indoors, with your friends all having a good time. That's why my favorite winter activity is basketball (the best sport ever)!

Cylan from Missouri

My favorite winter activity is Secret Santa. I like it because I love to give a gift to someone who does not expect it from me. I also get to think about who is going to give me MY gift. Even people who don't celebrate Christmas can participate in the fun.

Stephen from Colorado

Skiing, my father was training for the Olympic team. I reside in Colorado and we have season passes to skiing.

Ariel from Kansas

My favorite activity in forensics is Public Forum Debate. It lets young people debate real issues that affect the society they are very much apart of. Debaters can speak their minds in an organized way without worrying about "debate theory" that so much emphasis is placed on in Policy Debate.

Nathan from Pennsylvania

My favorite winter activity is sledding. This is because whenever we get our first snowfall, my family and some members of my team get together and go sledding or snow tubing.

Louis from Alabama

Favorite winter activity, hanging out with friends at the mall drinking hot chocolate from the coffee shop. Why, because it's cold outside so I can go inside with friends and we can all just have fun inside.

Debaters, are you looking for a challenging summer debate workshop, one with an awesome faculty and a very innovative curriculum – a place where you can truly reach your potential?

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Graduates from the first-ever 2005 Miami Debate Institute have achieved tremendous competitive success. Centerville (OH) debaters **Alec Wright** and **Eli Jacobs** have reached the finals of The Glenbrooks tournament and the Greenhill Round Robin, and they won First Place at both the Miami and Michigan Round Robins.

Abe Corrigan of Glenbrook South (IL) reached the octa-finals of the Greenhill tournament, semi-finals of Georgetown Day and Michigan and won the New Trier tournament. **Will Sears** and **Sam Caporal**, of Lexington (MA), each reached the late elimination rounds at Greenhill, and Sam was fifth speaker and semi-finalist at the Glenbrooks.

Several other 2005 Miami grads from Ohio, Kansas, Georgia and Florida reached the elim rounds of the Wake Forest Early Bird, St. Marks, Greenhill and The Glenbrooks tournament.



UDL students may receive scholarships and discounts to attend the Miami Debate Institute. Please see our web site and the NAUDL for complete information.

Contact: e-mail us at debate@muohio.edu -- our ground mailing address is:

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Delivery and Communication in LD

Persuasive Communication

By Cyndy Woodhouse

The emphasis on persuasive communication in Lincoln-Douglas debate varies greatly from debater to debater; however, how much variation is too much? In addition to argument, debate is a persuasive *speaking* activity, and many debaters need to be more conscious of speaking style and physical presentation. There are ways to practice constructing arguments that don't require spoken public performance. However, individuals who choose LD should know that the way an argument is presented is just as important, if not more so, as the idea behind the argument. There are two general areas which contribute to overall presentation in rounds: physical delivery and organization.

I. Physical Delivery

Effective communication demands that the sender and receiver of a message be able to understand the same words in similar ways. The sender aims to encode a message that will be decoded by the receiver in the way it was intended. This process may seem simple, but there are lots of things which can get in the way, such as interference, language barriers, and word choice, the last of which is a serious problem in LD today. This means that respect must underlie successful communication. Respect for the receiver causes the sender to choose words that she believes the receiver will understand as intended. If the sender disrespectfully ignores the needs of the receiver, she may communicate in a way that is familiar to herself, but foreign or unclear to the receiver. The result? Miscommunication, frustration, or a sender who blames the receiver for not understanding what the sender meant to say.

While communication is indeed a two-way street and the receiver needs to do her own part to understand what the sender is saying, in the art of competitive persuasive communication, the sender bears more of this burden and should re-

spect the receiver(s) by striving to convey her message in a universally accessible manner to ensure maximum accuracy in decoding. The most dangerous mentality for any communicator to adopt is that she should not have to adapt to her audience. This kind of thinking is a major contributor to the miscommunications between speakers and audiences. Beyond competitive high school debate, this mentality can cost more than the occasional ballot.

In addition to word choice, debaters need to be more conscious of their vocal quality. Few debaters treat their constructive cases like persuasive, prepared speeches. Instead of merely vocalizing the printed words in front of them, effective debaters will emphasize important words and phrases to bring them to the attention of the audience. Judges will record more of the important words on paper or in their memories when those words are properly emphasized each time they are spoken, because repetition and *emphasis* are key to getting folks to remember things. Repetition and *emphasis* are key to getting folks to remember things...you get the picture. Varying inflection will help the debater seem as though she is a real person attempting to convey important ideas, as opposed to an automated message playing repeatedly. Articulating carefully will help prevent sentences from running together, making the debater easier to understand. By concentrating on the way in which she is presenting her words, the debater can hold the attention of her audience more easily and facilitate clearer understanding.

Debaters also need to be careful about volume, adjusting for the size of the room, number of audience members, and importance of the point. More volume for important points can add emphasis, and conversational volume facilitates ease of listening. Spoken too loudly, points can

seem frantic and incoherent, while arguments spoken too softly lose all interest. Debaters should not shout at their audiences, but should be careful not to speak so softly as to lose clarity.

Some debaters have neglected vocal quality because of a perceived need to speak more quickly. Since the beginning of LD, debaters have gradually picked up speed, presumably in an attempt to "cover" more issues in the debate. While some judges and audiences *can* keep up with fast speaking, speed is normally unnecessary and excludes the many audiences who cannot follow it. Fast speeches exhaust the judges who can follow them and confuse the judges who cannot. The latter type of judge is often criticized as being "lay" or incapable. Instead of trying to speak more quickly to cram in as much information as possible, debaters should begin to adopt a more conversational speed to match articulation and emphasis. Speed is unnecessary when debaters pick and choose the most important arguments, weaving the evidence and details together into a cohesive story with which they can beat or outweigh the arguments made by their opponents. It is not necessary to refute every sentence of every quoted author in order to attack a case successfully. Debaters need to slow down, think about the arguments they are making, and choose strategy over speed.

Every good speaker knows that it's important to be conscious of body movement, which includes posture, gestures, and eye contact. Posture-wise, debaters should be standing, head up, paper in one hand off to the side, not blocking their faces from the judges or drawing their attention consistently downward. Sitting while speaking in this activity is unacceptable. Speakers who are seated carry less presence and seem far less engaged in the communication process than speakers who are standing; they are seen as passive and not

Lincoln Douglas Debate

taken as seriously.

Beyond posture, gestures help to emphasize points and add personality to the debater's presentation. Instead of waving a timer or pumping an open palm repeatedly in the air, debaters need to take some lessons from orators and extempers. A few well-placed gestures for emphasis and attention will help engage the audience and make the speaker seem more human because she isn't flailing about like Elaine's dry-heave dancing from *Seinfeld*.

Finally, debaters need to make more eye contact with their judges instead of looking down at their flows, their timers, or the floor. In real life, we always look directly at people we are trying to convince. While difficult for some debaters, even looking at the eyebrows or nose of audience members will seem far more attentive and personable than staring awkwardly out the window. The judge and audience members will also tend to mirror a speaker's facial expression if she makes more frequent eye contact, and at the very least, debaters will be better at adapting to their judges if they're paying attention to the judges' reactions.

II. Organization

In addition to presentation, debaters should work on structure and organization of arguments and speeches, beginning with real introductions in their constructive cases. "I affirm" and "I negate" are boring and unhelpful. While debaters do not necessarily need to have opening quotations, some attention-getter is essential to setting the purpose and tone of the case and drawing the audience into the following arguments. Even a clear thesis can help to give a case a unifying focus. Thesis-based cases provide the debate with a hub to which all of the case arguments are related. This helps to ensure links between the individual arguments and reduces the need to spread because of the central theme underlying all of the arguments. Audiences also follow the details of arguments better when the outlines of the position have been introduced first.

Next, debaters can substitute complete sentences in ordinary English for the elliptical dialect they have created. Jargon like "warrant" and "non-unique" seals off the activity from parents, community mem-

bers, and those who do not devote 80% of their lives to debate tournaments. If debate is meant to be communicative and accessible, debaters need to stop relying on single words to represent a thought and be willing to take that extra half of a second to say clearly: "This is true because..." or "This is important because..." Framing warrants and impacts this way helps to keep the arguments clear, and there is a higher probability that the sentences which follow will actually be warrants or impacts instead of logically unrelated claims.

Speakers should begin and end their speeches in clear and intelligent ways. "Roadmaps" at the beginning of LD speeches are amusing and unnecessary. In most LD rounds, because a large number of judges only have one or two sheets of paper, it is a waste of time for the speaker to say "Let's go standards, negative, affirmative, voting issues," especially when the speaker then deviates from the previously established roadmap in favor of something more economical or logical. External roadmaps are also unprofessional; they may even appear foolish, given the small number of contentions in the typical LD round.

Instead, debaters should begin their speeches with an overview of the central conflict in the round, signpost carefully to call attention to each important issue in that conflict as it is discussed, and then signpost adequately throughout to ensure that the audience and judges are following. The overview has three functions: 1) to summarize both positions; 2) to explain the conflict between the two positions; 3) to highlight the important points which need to be addressed in order to resolve the conflict in favor of the speaker. Signposting would follow the overview with a time-saving transition such as, "First, by addressing the negative's value premise..." This type of structure will help to limit the debate, force the opposite side to address it as well, and focus the rebuttal on these issues instead of initiating the guessing game that many rounds become.

Finally, debaters need to offer conclusions to cross-examination and to their speeches. Since cross-examination is arguably one of the more difficult parts of the debate, it is even more of a challenge (but as large a necessity) to conclude cross-

examination with a solid, resounding question. Instead of allowing the opposition to peter out with a weak explanation to some question or giving up with thirty seconds left, debaters should have at least a single ending question prepared similar to the opening line of questions to bring the questioning period full circle and to give a definite conclusion to the questioning period.

Every persuasive speech must end with a clear conclusion. The purpose of a persuasive speech is to tell the audience what the speaker will tell them, then tell the audience, then tell the audience what they have been told, because...repetition is key to getting folks to remember things, right? A conclusion at the end of a speech gives the debater the opportunity not only to summarize her own position and how it relates to the position of her opponent, but to be sure that the judge and audience are on the same page and clearly understand where the debate has come and where it will be going. Conclusions also give debaters the opportunity to open doors for later rebuttals and to set themselves up for clear crystallization. Without a conclusion, it is often unclear what the judge and audience are supposed to take from the speech except for the armload of arguments they have just been handed. Debaters need to take time to draw a coherent picture for their audiences instead of merely throwing a bunch of stuff at them to see what sticks.

The purpose of debate is to convince an audience and judge of a specific conclusion either for or against a given resolution. With this in mind, debaters need to focus themselves more on the *art of actually trying to persuade someone*. Consider communicating more deliberately and effectively. Instead of allowing a piece of paper to dictate what arguments you have to answer, don't be afraid to depart from "the line by line," actually *say* something, and find a way to better relate to the audience. Make debate more than just what a small clique of high school students do on weekends; make it something a diverse populace may listen to, understand, and (gasp!) enjoy.

(Cyndy Woodhouse, a former LD debater, is Director of Forensics at Iowa City-West High School.)

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Adapting to Extemp Judging

By Scott Cheesewright

Judging Styles

We've all had one. The ballot in extemp that comes back with comments like, "why are you in extemp?" or perhaps, "what are you talking about?" and the extempers death sentence, the much feared, but all too well known, "I think you should switch to interp." Well, maybe we haven't all had such troubles with judges, but I have. Through four years of extemp, I have encountered a wide variety of judging styles, and the attempt to reconcile their expected style to the speech I presented was often not a pretty situation. Extemp is an event that at times, more than any other event, there is the possibility for variation in style and content that ends up with results that are less than pretty, for the judge and the extemp contestant. We can all complain, claim that the judge was inexperienced, or just plain stupid--but in the end, they have the ballot, the pen, and all the power. It is, therefore, vital for an extemp contestant to have a comprehensive understanding of the scary realities they may face out there in the world of extemp.

In this article, readers will be introduced to the most significant of judging styles in extemp; both on the national and regional levels. This article will attempt to outline the impact various judging styles have on extemp, and how extempers may more effectively adapt to meet the challenges posed by variant judging paradigms. By doing this, extempers may have the opportunity to develop a more proficient way to win the ballot, the round, and the tournament.

A difficult task when studying judging in extemp is to classify the many styles of judges out there, especially to then fit it into a short article. But so are the burdens of the extempers, fitting a lot of important information into a space that is far too small for the issues we deal with. It is our cross

to carry (hmmm... the religious touch?). Dr. Steve Moss, a well-traveled judge (having, this year, been in the pools at Princeton, Harvard, Stanford, NFL Nationals, TOC, and the MBA round robin, to name a few) presented the idea of a few of the most nationally successful styles of extemp speaking⁸. He typified judging styles by the style of extemp contestant that they prefer. The easiest way to discuss styles for extempers is the balance of content/analysis and the 'personality' and oratorical part of extemp. Both play an integral role in extemp, but the balance between those two parts of extemp contestant usually says a lot about the style of judge, and will aid in a discussion to equip extempers with the tools to succeed.

Equipping extempers with the tools to succeed is the business that William Bennett is in, a former national debate champion, coach of 23 national champions and director of the CDE national institute, so of course he has a lot to say. Bennett clarified that the best extempers are those that can have a diverse style that fits to the various styles of judging⁹. Bennett argues that each extemper should have the ability to meet the requirements that are put forth by any judge. The styles of judging presented in extemp are the determining factor in how extempers perform, what they put in their speeches, and the direction of the art. A really great extemporaneous speaker should be able to 'pick up' any judge.

Sadly, as any extemporaneous speaker who is used to taking 30 minutes to devise a way to explain a solution to poverty in seven minutes knows that the ideal is not always translated in reality. And the reality of limited time speeches means that extempers often can't have enough in their speeches. Two-time NFL national finalist, twice champion of the Montgomery

Bell Academy round robin in extemp, and winner of countless nationally recognized tournaments, Josh Bone clarified this in a February interview, "I mean, giving seven-minute speeches without notes answering current event questions sounds amazingly daunting."¹⁰ This observation related to how novices view extemp is one that can be used to further understand the impact that judging has on extemp. Bone went on to explain that the solution to his problem of being limited by the seven-minutes time limit was speeding up, and that wasn't well received by judges at times. The problem that extempers confront with the seven-minute time limit, and often 'narrow' judging styles is a limit to the possibility for extempers to analyze the topic they have chosen. Beyond that, the requirements in the minds of many judges that an extemporaneous speaker 'must' have some component to their speech is often pinned as another cause of the limit on the ability of extempers to deal fully with topics (or at least use as much of their time as they want on analysis).

It is important to note, however, that while analysis is often limited by various judging styles, extempers can be similarly limited in performance, or oratorical style by other benchmarks that judges feel they should meet. Unfortunately, this is one of the hardest difficulties that extempers have to deal with, and many will never overcome the difficulties posed by variant critic styles. Bone elucidates on the judge reaction when he introduced a new structural element to his speeches, "Most competitors really liked what I did and thought that it was a cool new approach. Many coaches were surprised, believing that what I did 'wasn't extemp.'" Unfortunately, the coaches were on the panel!¹¹ The judging panel was not receptive to the new style,

and may in the end discourage such change in the extemp community as was offered by Bone's new structural technique. At the same time, this isn't a hopeless battle against the unpredictability of judging pools: Extempers can follow some guidelines to win the ballot of more judges.

The first of these techniques is one that can be labeled the 'self-centered approach.' Former national champion, Geof Brodak, who is currently working on his doctorate in communication from the European Graduate Schools, clarified this in a July lecture last year. Brodak advocated extempers should know that there are various styles of judging, and many different things will be expected of them, but each individual should be individually driven to have their own style of extemp¹². By doing this, your ranks may be affected at first, but later you can see change, or, on the most base level, you have not compromised yourself by adapting too much to a judging pool that may not share your opinions.

Secondly, the strategy known as 'the defensive approach' is one clarified by Tony Myers, coach of Durango High School's forensics program, multiple state

champions, and three NFL national finalists in the last two years. Myers' strategy is based on the idea that an extemporaneous speaker can take certain moves to avoid losing points in a judges' mind, and in so doing, may place higher than his/her competition¹³. The strategy is typified by the phrase known well to those on Durango High School team: "Don't give them a reason to vote you down."¹⁴ Using this strategy is often highly effective for extempers in general, but does have some downsides: It is more limiting on the risks extempers can take in-round and inherently limits humor options and editorial comments.

Finally, the "commonalities of excellence" is the strategy that is advocated by William Bennett. Bennett argues that the best way to deal with judges and the inconsistencies of what they want to see from extempers is to study the common components of the techniques of those who are the most successful¹⁵. By developing a style based on what has won in the past, extempers have a more accurate idea of what judges want. Identifying commonalities, however takes time and resources. And relying only on commonalities is limiting, it

does not have room for new tactics or adventurous strategies. It is crucial, Prof. Bennett notes, to be especially attentive to emerging trends and preferences to stay at least even with, if not ahead of, the curve in identifying judge desires.

Using one of these three styles can make the task of adapting to judges a much more reasonable venture. Variant judging styles undoubtedly have a great effect on extemp, and the ways that extempers perform their art. The best way to deal with the situation is to understand that each judge is looking for something different, try to adapt, but also understand that true success lies in making the best attempt at extemping to the best of your abilities. If you do that, no matter the judge, you shouldn't worry about the comments waiting for you in the tab room, just itching to tell you how to improve.

(Scott Cheesewright is a recent alumnus of Durango High School (CO). Twice a national finalist, Scott is now an undergraduate at Lewis and Clark College. This article was written as part of the CDE scholar's seminar on writing.)

⁸Moss, Steve. Personal Interview. 12 Feb 2005.

⁹Bennett, William. "Introduction to Extemp." CDE National Institute. Northern Arizona University, Flagstaff, AZ. Jul. 22 2004.

¹⁰Bone, Josh. Interview, "Bonehead." By Jon Cruz. Cruz, Jon. "VBD Interview." *Victory Briefs Daily*. 20 Jul. 2005.

<<http://www.victorybriefs.net/webs/daily/archives/2005/02/24/bonehead>>

¹¹ibid

¹²Brodak, Geof. "NFL Lecture." CDE National Institute. Northern Arizona University, Flagstaff, AZ. Jul. 30 2004.

¹³Myers, Tony. "Strategies for the State Tournament." DHS Forensics. Greeley Central High School, Greeley, CO. May 12 2003.

¹⁴ibid

¹⁵ibid

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STAFF:

Eric Di Michele (Program Director) - has been the speech and debate coach at Regis High School in New York City for twenty-three years. His teams have won the New York State Forensic Championship fifteen times. He has coached NFL national champions in Lincoln-Douglas Debate and International Extemporaneous Speaking. Eight of his students have been national finalists in Extemp; his Public Forum teams have 'closed out' the Princeton and Lexington Invitational Tournaments and finished 2nd at the Emory University tournament. Eric was 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 and debate seminars in over sixteen countries - from Egypt to Uzbekistan. A social studies teacher, he specializes in Middle Eastern Studies and Contemporary Social and Political Issues.

Sharon Porter served as Dean of the School of Communication and as the Director of Forensics Northern Arizona University, where she worked for over twenty years. Sharon ran a nationally competitive debate team that advanced to elimination rounds at national tournaments in policy, cross-examination, Lincoln-Douglas and Parliamentary debate. Sharon coached American Forensic Association-National Individual Events national champions in both platform speaking and interpretation events. Sharon has served as a member of the Board of Trustees and a member of the National Council of the National Individual Events Tournament, chair of the Council of Forensic Organizations, Vice President of the American Forensic Association, President of Delta Sigma Rho-Tau Kappa Alpha and President of the National Parliamentary Debate Association; she has received numerous honors.

Lydia Esslinger, is a NFL 5-diamond coach at Syosset High School on Long Island (NY), and has coached over twenty-five New York State champions. Her students have advanced to semis and finals in every event at CFL nationals and have one many prestigious invitational tournaments. NFL achievements include semifinalists and finalists in every speech event at nationals, a 1st place in Congress and Dramatic Interpretation. Mrs. Esslinger is a veteran of summer institutes at University of Kentucky and the NFI at American University. Lydia has been a long-time IDEA teacher.

Noel Selegzi (Guest Lecturer) has coached debate at 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 the International Debate Education Association. A student of social and political philosophy, he specializes in the history of political thought.

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

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



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



idea

2006 International Summer Speech and Debate Institute

LOCATION:

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DATE: June 30 – July 14, 2006

Lincoln-Douglas Debate & Speech Track

The L-D workshop will be for students wishing to work on 2006-2007 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. Students in the LD track also attend morning lectures which give a historical introduction to the philosophical topics of debate, and which place the activity of debate in a meaningful historic context.

Parliamentary Debate Intensive Workshop

Designed and led by Sharon Porter, former Dean of the School of Communication and the Director of Forensics at Northern Arizona State University, and former President of the National Parliamentary Debate Association, the Parliamentary Debate track aims to provide intensive instruction to both beginning debaters and those experienced in the Parliamentary format. Students at Duino acquire extensive parliamentary skills in an intimate setting. Parliamentary may also be taken as an elective.

PRICE: \$1,500 USD

Institute Director: Eric Di Michele:

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

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"Kritiks" in LD

By Jason Baldwin

So-called "kritiks" are all the rage in some Lincoln-Douglas circles these days. Many people seem confident in labeling this or that argument a kritik, and many also seem eager to embrace or to banish kritiks in general. I do not have a view about the goodness or badness of kritiks as such because I do not know what they are. Strikingly absent from much of the written discussion of kritiks is a definition of the concept.

I shall argue for the following conclusion: Either a kritik is strategically uninteresting or a kritik is irrelevant. For simplicity's sake, I shall assume kritiks are deployed exclusively in the first negative speech, but nothing important hangs on this assumption; at the cost of a few more words my argument could be revised to encompass kritiks introduced in any LD speech. If you believe that kritiks *are* both interesting and relevant, perhaps my little argument will irritate you into giving a usefully clear definition of "kritik" and showing how the defined concept eludes my dilemma. Here, then, is the argument, with commentary following each bold-faced premise:

Premise 1: EITHER (a) a kritik (i) makes an argument concluding that the resolution is false, (ii) attacks the logical validity of an affirmative constructive argument, (iii) attacks the truth of a premise of an affirmative constructive argument, or (iv) attacks the relevance of the conclusion of an affirmative constructive argument; OR (b) a kritik does none of (i)-(iv). This unwieldy premise is really just a truism: it says that either a kritik does at least one of four things or it does none of those things. So anyone should be able to grant Premise 1 even without knowing what the four things are. But it may help readers to

digest subsequent premises if I say a bit about what it would mean for an argument (including a kritik) to do each of (i)-(iv). An argument that did (i) would simply be a constructive argument—an independent reason to think the resolution was true or (for our purposes) false. An argument that did (ii) would attack an opponent's constructive argument by claiming that its conclusion did not follow logically from its premises. An argument that did (iii) would challenge the soundness of an opponent's argument by claiming that the falsehood of one or another premise undermined our confidence in the truth of the conclusion. And an argument that did (iv) would claim that the conclusion of an opponent's argument differed from the assigned resolution and so was irrelevant to the debate. These are four possible things a kritik might do, and my interest in these four possible roles will become clearer below. But for now it is important to stress again that this first premise is really just a tautology. It does not say anything definitive about what a kritik does; rather, it says of each kritik that either that kritik does one of the four listed things or it does not. The premise is logically akin to the claim that either you are seated now or you are not—whatever you are doing now, this claim is true of you.

Premise 2: If (a), then a kritik is strategically uninteresting. Of course, "(a)" here refers to the first horn of the dilemma expressed in Premise 1. This premise claims that if a kritik is just a way of doing any of (i)-(iv), then the kritik is strategically uninteresting. This is because (i)-(iv) are all common, well-established things to do in a negative constructive speech. The typical NC combines constructive arguments against the resolution [(i)] with attacks on the affirmative's constructive ar-

Constructive Dilemma

guments [(ii)-(iv)]. There is nothing strategically novel about any of these approaches. I have qualified the kind of uninterestingness at issue as *strategic* in recognition of the fact that the *content* of this or that kritik may be very interesting, as may the content of this or that non-kritik.

Premise 3: If (b), then a kritik is irrelevant. The LD negative must attack the affirmative's arguments for accepting the resolution as true and provide independent arguments for rejecting the resolution as false. If a kritik does none of (i)-(iv), it does neither of these things and so accomplishes nothing relevant to the negative's burden. This claim will look plausible only if (i)-(iv) really exhaust the ways of satisfying the negative's burden. (i) certainly exhausts the ways of satisfying the constructive part of the negative's burden—to provide independent arguments that the resolution is false—because (i) just is providing independent arguments that the resolution is false. The only real question is whether (ii)-(iv) exhaust the ways of satisfying the other part of the negative's burden—to attack the affirmative's arguments for the resolution's truth. And I believe that (ii)-(iv) do exhaust the ways of refuting a constructive argument. One may attack the argument's validity, the argument's soundness, or the relevance of the argument's conclusion. But if one grants that an argument is logically valid, has no false premises, and establishes the relevant conclusion, then one has granted the argument. If anyone can find a way to attack an argument while granting these three things—i.e., without doing any of (ii)-(iv)—then I might have to revise Premises 1-3, but such revisions would probably not threaten my conclusion.

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questions: **Contact J. W. Patterson @**
jwpatt00@uky.edu

Application Deadline: May 15, 2006

2006 STAFF

Our staff members are chosen for their excellent teaching skills, strong academic credentials, deep understanding of LD strategy, and exemplary character. This year's staff members include:

Jason Baldwin, M.A., (pending) winningest debater in LD history, accomplished debate coach and author of numerous articles on LD, Philosophy Ph.D. candidate at Notre Dame, eleven-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), six-time Kentucky Staff member;

Jenn Larson, 2002 TOC Champion, successful assistant LD coach in the Midwest, currently

assists Fremont High School (NE), senior Math and Political Science student at Creighton University, four-time Kentucky staff member;

Chase Martyn, TOC debater from Florida, webmaster of LD debate.com, third-year Philosophy student at Grinnell College, four-time Kentucky staff member,

Jim Miller, M.A., 2006 LD Coordinator, experienced LD debater and coach with an established record of success, currently coaching at Battle Ground Academy (TN), two-time KNDI alumnus;

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.

Cynthia Woodhouse., LD coach Iowa City West; former LD staff, University of Iowa.

Lincoln Douglas Debate

Conclusion: So either a kritik is strategically uninteresting or a kritik is irrelevant. This conclusion follows from Premises 1-3 via the classical argument form *constructive dilemma*. Where P, Q, R, and S stand for any propositions, a constructive dilemma is any argument that satisfies this schema: (1) Either P or Q. (2) If P, then R. (3) If Q, then S. (4) So either R or S. My argument about kritiks obviously satisfies this schema and so is valid. If you accept Premises 1-3, you are also committed to the conclusion. Since Premise 1 is a truism, if you reject the conclusion, you must reject either Premise 2 or 3.

This completes my argument about kritiks. If you accept the argument, you may come to think, as I do, that calling an argument a "kritik" says nothing very interesting about it. My best guess is that more often than not, the language of kritik serves an expressive function, to indicate the speaker's enthusiasm or contempt for a particular argument. If this is right, the kritik label reveals more about the psychology of the person applying it than it does about the argument to which it is applied. And this, in turn, means that no one single all-purpose reaction is appropriate to arguments labelled kritiks, whether that reac-

tion be admiration, credulity, fear, scorn, or outrage. Whatever else they are, kritiks are arguments, and they can be criticized in the same way other arguments can be criticized: as invalid, unsound, or irrelevant. Here as elsewhere, there is no substitute for thinking through the merits and demerits of each argument on its own terms.

(Jason Baldwin (University of Notre Dame), an accomplished debater and teacher, writes frequently about LD for the *Rostrum*.)

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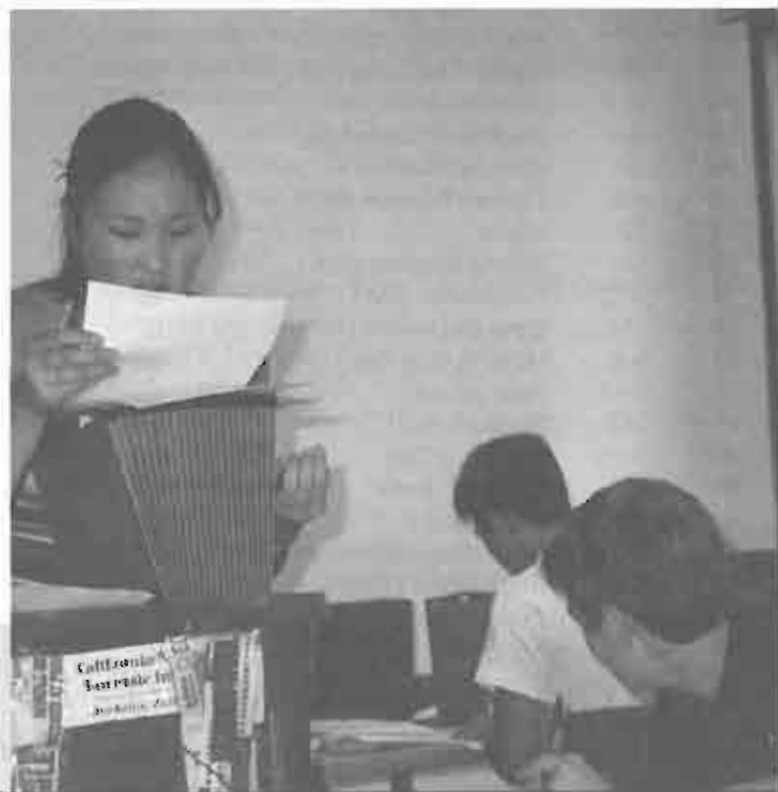
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NFL DISTRICT STANDINGS

(as of January 2, 2006)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	-	Three Trails (KS)	210	Blue Valley North HS	521
2	+3	East Kansas	182	Shawnee Mission East HS	542
3	+3	Calif. Coast (CA)	165	Leland HS	673
3	-1	Heart Of America (MO)	165	Liberty Sr HS	499
5	-1	East Los Angeles (CA)	161	Gabrielino HS	629
6	-4	Sunflower (KS)	160	Wichita East HS	284
7	+1	Show Me (MO)	153	Belton HS	394
8	+2	Northern South Dakota	151	Watertown HS	365
9	-	West Kansas	142	McPherson HS	366
10	-3	Kansas Flint-Hills	140	Washburn Rural HS	349
11	-1	Central Minnesota	138	Eastview HS	405
11	+7	San Fran Bay (CA)	138	James Logan HS	619
13	+10	Ozark (MO)	132	Central HS-Springfield	418
14	-2	Illini (IL)	131	Downers Grove South HS	332
15	+4	Northwest Indiana	130	Plymouth HS	374
16	-	Florida Manatee	125	Nova HS	542
16	+6	Nebraska	125	Millard North HS	274
18	+17	Eastern Ohio	121	Perry HS	299
19	-6	Rocky Mountain-South (CO)	120	Denver East HS	207
20	+24	New England (MA & NH)	117	Manchester Essex Reg HS	336
21	-5	New York City	116	Regis HS	346
22	+4	Rushmore (SD)	115	Sioux Falls Lincoln HS	359
23	-10	Southern Minnesota	114	Edina HS	348
24	-	Montana	113	Flathead Co HS	368
24	+11	South Texas	113	Bellaire HS	772
26	+9	Northern Illinois	112	New Trier Township HS	343
26	-1	Northern Ohio	112	Niles McKinley HS	184
28	+4	Nebraska South	102	Lincoln East HS	266
28	-13	Utah-Wasatch	102	Sky View HS	234
30	+4	South Kansas	101	El Dorado HS	204
31	+10	North East Indiana	100	Chesterton HS	524
32	-12	Great Salt Lake (UT)	99	Skyline HS	208
33	-12	Eastern Missouri	98	Pattonville HS	249
34	+4	Southern California	97	La Costa Canyon HS	231
35	-7	Florida Panther	95	Lake Highland Prep	234
36	+5	Carver-Truman (MO)	94	Neosho HS	320
37	-7	Idaho	90	Hillcrest HS	216
38	-7	Inland Empire (WA)	88	Gonzaga Prep HS	151
38	+22	Pittsburgh (PA)	88	North Allegheny Sr HS	210
40	-14	Golden Desert (NV)	87	The Meadows School	257
41	+4	Hole In The Wall (WY)	85	Cheyenne Central HS	235
41	+17	New Jersey	85	Ridge HS	262
41	-12	Sundance (UT)	85	Bingham HS	262
44	+16	Sierra (CA)	84	Bakersfield HS	142
45	+6	Central Texas	83	Winston Churchill HS	272
45	+9	East Texas	83	Dulles HS	188
45	-	North Dakota Roughrider	83	Fargo South HS	143
48	+17	Big Valley (CA)	82	Lodi HS	215
48	+23	West Iowa	82	West Des Moines Valley HS	284
50	-10	Arizona	81	Desert Vista HS	328
50	+1	Colorado	81	Cherry Creek HS	342
52	+2	Greater Illinois	79	Pekin Comm HS	132

NFL DISTRICT STANDINGS

(as of January 2, 2006)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
52	-2	Northern Wisconsin	79	Appleton East HS	290
52	+6	Rocky Mountain-North (CO)	79	Rocky Mountain HS	215
52	+19	South Carolina	79	Mauldin HS	244
56	-15	Hoosier Crossroads (IN)	78	Brebeuf Jesuit Prep School	162
56	+24	North Coast (OH)	78	Gilmour Academy	203
56	-12	West Oklahoma	78	Norman North HS	227
59	+17	Hoosier Heartland (IN)	77	Ben Davis HS	120
59	+23	West Los Angeles (CA)	77	Loyola HS	153
61	-7	Northern Lights	76	Moorhead Sr HS	232
61	+8	Space City (TX)	76	Alief Elsik HS	130
63	+20	Florida Sunshine	74	Fort Walton Beach HS	175
64	-	North Texas Longhorns	73	Colleyville Heritage HS	178
64	+19	Tennessee	73	Morristown West HS	146
66	+8	Lone Star (TX)	72	Plano Sr HS	294
66	-9	Wind River (WY)	72	Worland HS	150
68	+10	Valley Forge (PA)	71	Truman HS	159
69	-24	New Mexico	69	Albuquerque Academy	164
69	-9	Western Ohio	69	Centerville HS	119
71	-6	Western Washington	68	Gig Harbor HS	234
72	+24	Georgia Southern Peach	67	Starr's Mill HS	192
72	-1	Southern Wisconsin	67	Marquette Univ HS	200
72	+14	West Texas	67	Cathedral HS	147
75	-	Colorado Grande	66	Canon City HS	159
75	-15	North Oregon	66	Westview HS	203
77	-	Heart Of Texas	65	Carroll HS	182
78	-13	Sagebrush (NV)	64	Reno HS	209
78	-30	South Oregon	64	Ashland HS	135
80	-15	East Oklahoma	63	Jenks HS	204
80	-29	Tarheel East (NC)	63	Cary Academy	152
82	+7	Carolina West (NC)	62	Myers Park HS	233
82	-50	Michigan	62	Portage Northern HS	196
82	-2	New York State	62	Scarsdale HS	144
85	-46	Deep South (AL)	60	The Montgomery Academy	274
86	-17	Kentucky	59	Rowan County Sr HS	167
87	+12	Georgia Northern Mountain	58	Henry W Grady HS	153
88	-10	Mississippi	57	Oak Grove HS	128
89	+4	East Iowa	55	West HS-Iowa City	187
90	-	Louisiana	55	Comeaux HS	150
90	+1	Pennsylvania	55	Greensburg Salem HS	139
90	-3	Puget Sound (WA)	55	Tahoma Senior HS	103
93	+5	Tall Cotton (TX)	54	Robert E Lee HS	106
94	-9	Gulf Coast (TX)	53	Harlingen HS South	179
95	+1	South Florida	51	Michael Krop HS	144
95	-8	UIL (TX)	51	Princeton HS	205
97	-5	Capitol Valley (CA)	50	Granite Bay HS	114
98	-5	Mid-Atlantic (MD & VA)	48	Chantilly HS	135
99	+2	Hawaii	46	Kamehameha Schools	207
100	-5	Chesapeake (MD)	43	Baltimore City College HS	109
100	-	Maine	43	Lewiston HS	70
102	-	Iroquois (NY)	39	The Family Foundation School	78
103	+1	West Virginia	24	Wheeling Park HS	43
104	-1	Pacific Islands	12	Harvest Christian Academy	44

Meet the

Meet Pam Cady Wycoff



By Liz Leach

Currently the Director of Speech and Debate at Apple Valley High School in Minnesota and the coach of a speech team of 80 and a debate team of 40, the relationships that Pam Wycoff has formed with her students over 25 years of coaching as well as the friends she has made across the country is what she loves most about coaching and being part of the NFL. She and her husband Joe are a "Team" when it comes to coaching and running the Apple Valley program; however, Pam considers Joe her mentor. Her first year attending the National Tournament was the first year that Joe Wycoff coached a National Champion in Drama—so, as Pam said, "He was way ahead of me on the learning curve!"

Pam remembers attending her first District tournament in 1982 with a handful of students and thinking, "I don't really know how this works, but we'll give it a try." Her student was an alternate in Humorous and she recalls how they were both so excited when they found out later they would make the trip to San Francisco because the qualifier had a prior commitment. "We stayed in the dorms—a unique experience in and of itself—and I have vivid memories of navigating the tournament, meeting new coaches over breakfast in the dorm cafeteria—who are still my friends today—and watching final rounds for the first time, trying to rank students in my head, and being excited if I was even close in my estimations!"

One of Pam's favorite coaching memories was in 1995 at the Nova Nationals in Fort Lauderdale, Florida, when she coached two students to the final round of Original Oratory. She said that "hearing the announcement, seeing their faces when they found out they placed first and second, and the 'group hug' afterward will for-

ever be etched in my memory."

Pam was elected to the Council in 2004. She decided to run because as she explained, "I considered myself a fairly active and informed member of the NFL, yet the Council decision making process always seemed a bit of a mystery to me. I wondered, 'Why do some perennial concerns seem to get passed by and other ones get such priority? What needs to be done to get a voice at the meeting?' It was my belief that if the membership doesn't know what's on the table or how to bring a voice to the table then ultimately they don't have a seat at the table. So, I ran for one reason—to form a greater connection between the Council and the membership. I wanted to have the opportunity to 'demystify' the decision making process and to openly work to meet the needs and interests of the membership."

Pam believes that "although there's always more that can be done" the Council, along with Executive Secretary Scott Wunn, has made strides toward working to make the NFL more open, user-friendly and responsive. She points to the regular use of District Chair surveys, the creation of Special Ad Hoc Committees to solicit nation-wide coach perspectives on each of the competitive categories, increased publication of Council procedures and duties in the *Rostrum*, and the inception of the first District Chairs Convention this coming August in Ripon as evidence that the NFL is increasing dialogue and is more actively trying to bridge the membership, District leadership, and the Council to enhance the decision making process.

When asked to recall her first Council meeting experience, Pam said, "I was getting ready for the meeting in Philadelphia and to

prepare, we had each been given a huge 3-ring binder of about 200 pages of information, including all the individual District Chair surveys, budget expenditures and proposals, rules to revise, national tournament logistics, new initiatives to consider, and MORE. I think my yellow highlighter was completely used up while reading everything! I remember one of the other Council members commenting that there couldn't be a tree left standing in Ripon given all the pages in that notebook." Pam went on to explain, "There's a binder like that for every meeting. And, really, that's the way it should be—decisions should not be made lightly or without thorough research and dialogue."

In terms of hobbies or pastimes outside of school, Pam said, "I'd like to say, I love cooking up fine cuisine—Joe especially wishes that, but anyone who knows me knows that is soooo not true." Between coaching (which is done all after school), fundraising (which she believes she has enough experience in to earn an honorary MBA), and other obligations, Pam says hobbies don't really fit into the equation, but that once a year, she and her husband, Joe, enjoy a vacation dedicated to "taking a break." By marriage, Pam has an extended family that includes Joe's three sons, their wives, and five grandchildren. In keeping with her love for 'fine cuisine,' Pam said her favorite tournament food is Mountain Dew. As she explained, "I know it's not really a food but I consider it a 'nutritional essential' in the morning!"

Finally, when asked what she loves most about coaching and teaching Pam said, "It has to be the feeling you get when something finally 'clicks' and you know your student 'gets it' or things 'finally come together' and inside you know 'It was all worth it.'"

Council

Meet Kandi King

By Liz Leach



Member of the Executive Council, Kandi King, is an involved coach. So involved in fact, she often forgets if she has eaten at a tournament. As a former high school and collegiate competitor, she has experienced the activity in several different ways. Kandi's unique perspective on the activity helps make her a valuable member of the council.

Kandi's first memory of the NFL, prior to becoming an Executive Council member, is her first National tournament in 1983 at Park Hill High School in Missouri. At the time, Kandi had been coaching for two years and was still learning her way around the NFL. Although Kandi competed in high school, the school was not a member of the NFL. Her first Nationals, one of Kandi's students advanced to the final round of Boys' Extemp. Kandi says she learned her most valuable lesson about the NFL at that tournament – "the NFL is truly for everyone, no matter how established or young the program may be."

Kandi originally came to the Executive Council as an alternate member. Originally believing she would sit in the back and be quiet, Kandi found nothing could be further from the truth. The members of the Council made her feel welcome and encouraged her participation in every discussion. Kandi says "I left that first meeting truly knowing that the National Forensic League was in good hands because, no

matter what particular state or segment of the forensic community each Council member may philosophically represent, each member cared thoughtfully and deeply about the NFL and our ENTIRE community!"

Since then, Kandi has become an integral part of the Executive Council. Kandi has a number of goals for both the League and the Council. Kandi's first goal is to continue representing the diversity of the NFL constituency. Kandi feels that without "all the points between the two ends of the spectrum, the NFL ceases to be a true representation of the middle and high school forensics community." Kandi also wants to bring more recognition to the "best kept secret of education" – forensics. She would love to see the coaches and students of the NFL receive all of the attention that they truly deserve. Additionally, and more specifically, Kandi wants to work with Executive Council Members Mr. Lindsey and Mrs. McComas to develop a more active and committed alumni association. With over a million alumni, the involvement of these alumnae is vital. Finally, Kandi is interested in getting more people interested in coaching so that this organization is still vibrant in another 80 years.

As a coach, the National tournament is one of the highlights of the year. Kandi fulfills a number of roles during the National tournament. She currently serves in Debate

Tab where she moves back and forth between LD and CX. Also, Kandi says that during the National tournament week, her job is "to do what Scott needs me to do!!" Believing that there are too many wonderful memories to single any out, Kandi loves the camaraderie that week between coach and student, student and student, as well as coach and coach.

Kandi also finds room in her busy schedule to spend time with family and enjoy her favorite activities. Her daughter, Melissa, is the Director of Theatre at a large high school near Austin. Kandi's son, Jay, works in the physical fitness industry. Kandi loves art museums saying, "watch me go crazy." She also enjoys theatre, books, movies, and her plants.

Clearly, Kandi King is a busy lady. Actively coaching at Winston Churchill High School in San Antonio High School, she has a program of 250-300 new members and degrees. The energy and the thirst for knowledge of the young people she coaches is what she loves the most about her job. Kandi thanks her many mentors for instilling in her the importance of also serving the forensics community. As Kandi continues to work toward the goals she has set for the Executive Council and the League as a whole, the NFL constituency can rest assured that their voice is being heard.

Emerson Turner

By David Johnson



Emerson Turner, a triple diamond coach, coached at Clear Lake High School in Texas. Emerson passed away May 17, 2005.

The famous American historian, James M. McPherson always took his advanced American History classes at Princeton to Gettysburg, the site of some of the worse carnage of the American Civil War. He was intrigued by the continual question from his young charges as they stood on the battlefield: why would men go to such awful, certain death? McPherson answered that repetitive question with the title of his famous book, "For Cause and Comrades." They believed they were right but more importantly, they would not let their comrades down.

My first month coaching in Houston in 1970, only one coach called me offering to help in navigating the school district and the Houston tournament scene: Emerson Turner.

When a real nemesis of his (and mine) died, he called and told me we should pay our respects to a colleague. I really didn't want to do that, but Emerson simply said, I know some of the things she has done, but she was a warhorse for debate. Sadly, this lifetime coach, a district chair 20 times over, and a benefactor to NFL was eulogized in the presence of only two coaches: Emerson Turner and his coerced comrade.

When the state forensics tournament in Texas did not allow private or parochial schools to compete for a chance to qualify for NFL Nationals, Emerson Turner was one of a few public school teachers in Texas who risked (and received) the wrath of the principals' association by advocating and becoming centrally involved in establishing the Texas Forensic Association in 1973; still open to all high school kids in Texas.

A member of a large Texas family of educators, Emerson had cousins and uncles in a score of different schools and school districts. They all had one thing in common: they had budgets,

stipends, and support for forensics. As one cousin, a personnel director told me: "Christmas could be really unpleasant if we couldn't tell Emerson we had salary and budget increases." He once goaded me into staying in his boat while a waterspout roared through Galveston Bay tossing sail boats along the shore. He then used his boat to tow sailboats back into the water. Emerson recognized one sailboat captain that he rescued. He was a member of the Houston School Board. When the grateful skipper asked Emerson, "How can I repay you?" Emerson said, "You really should increase the stipends you pay debate coaches. They work too long for what you pay them." He was a lifelong advocate for his cause and his comrades.

Emerson finished his final rebuttal on May 17, 2005 in Houston, Texas, the city of his life. An NFL member of the fearsome Houston-San Jacinto High School Golden Bears, Emerson debated at Baylor and the University of Houston. He had students win top honors at NFL Nationals, University Interscholastic League State Tournaments, and Texas Forensic Association State Tournaments. More importantly, no one had students who loved a coach more or received more dedicated instruction. He had the greatest degree of kindness toward kids of all abilities, the most unselfish willingness to help anyone, an unending sense of humor and energy. No matter how late or tired, he was never unkind.

I think I loved coaching as much as anyone. When Emerson retired, I knew I would soon leave this profession. The kids come and go. True comrades do not necessarily appear. Emerson was such a comrade.

(David Johnson, former coach Houston-Bellaire High School, TX David's email address is davidajohnson@sbcglobal.net)

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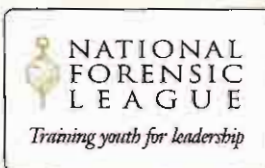


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