

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

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

**CDE 2004 Summer Camp Applications are now being accepted.  
July 12-27, 2004.**

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



NAME \_\_\_\_\_ Enroll me in ☐ Extemp ☐ L.D. ☐ CX ☐ Turner

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

Town, State, Zip \_\_\_\_\_

☐ My \$95 application fee is enclosed



Visa and MasterCard accepted

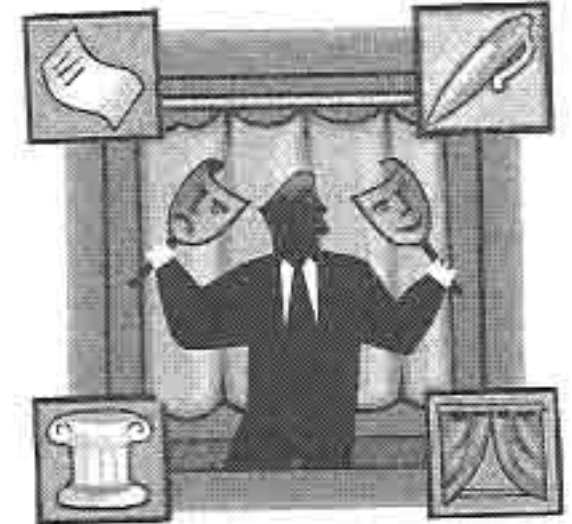
Send to CDE, P.O. Box Z, Taos, NM 87571 or Fax 505-751-9788 or e-mail [hennett@cdecbate.com](mailto:hennett@cdecbate.com) or phone 505-751-0514





**ORATORY** Sections for you and your students on topic selection, research, organization, personality, delivery, rewriting, humor, preparation checklist, samples, more. **A book with great coverage and the keys to success.** Second edition also has sections for scholarship orations (e.g. American Legion and VFW).

**INTERPRETATION!** CDE offers You a *full range and diversity* of interpretation books. You can buy cutting lists for Dramatic, humorous and duo interp. And a great inexpensive BEGINNING INTER book for your starter students. More experienced students will benefit from the CDE books DUO INTERPRETATION, DRAMATIC AND POETIC INTERPRETATION, the second edition of HUMOROUS INTERPRETATION: THE TEXT, READER'S THEATER, and the classic STORYTELLING book. Every book is sold to you at a very low price. Reviewers consistently praise the depth and quality of content. And **NEW** this Fall a book of 5 *original* cuttings tailored for competition. Order today using the form below and visit our web site at [www.cdedebate.com](http://www.cdedebate.com)



## STUDENT CONGRESS

*Original and Innovative* this unique books gives you the keys to winning. Great sections on tactics, strategies, rules, research, writing bills, procedure. Preparation, practice, speech organization, sponsorship speeches, questioning. Lobby techniques, and MORE. Well organized, easy to learn from. Only \$22. Just use the form below or phone in your order to 505-751-0514.



Please Send Me: (You can pay by P.O., Visa, MasterCard, or Check)

- ☐ ORATORY (\$18)
- ☐ STUDENT CONGRESS (\$22)
- ☐ ORIGINAL CUTTINGS (\$16)
- ☐ DUO INTERP (\$30)
- ☐ Cuttings List Set (3) \$48
- ☐ HUMOROUS INTERP TEXT (\$24)
- ☐ DRAMATIC INTERP TEXT (\$24)
- ☐ STORYTELLING (\$28)

NAME \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_

CITY, STATE, ZIP \_\_\_\_\_

Mail to CDE, P.O. Box Z, Taos, NM 87571 or Fax to 505-751-9788

# CONTEST • CONTEST • CONTEST • CONTEST

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

## Contest

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

In turbulent times, it is easy to be stampeded into making unwise financial decisions... and follow the crowd in a panic. That's why it's important to have a sound financial strategy now more than ever.

The Lincoln Financial Group® Video Speech Contest gives you an opportunity to learn about the advantage of retirement planning and compete for a scholarship for your future education and qualify for Nationals at the same time.

## What are the prizes?

- The first-place winner will receive a \$2,000 scholarship
- The second-place winner will receive a \$1,000 scholarship
- Both winners will qualify for expository speaking at the 2004 NFL National Tournament in Salt Lake City, UT.
- Video excerpts from the winning speeches will be online at LFG.com.
- Coaches of each winner will be awarded a \$500 honorarium.

## What's the topic?

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

## Who's eligible?

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

## How does the contest work?

- You must prepare an original expository speech no more than five minutes in length. No props permitted.
- The speech must be videotaped - production quality will not be part of the judging. Lincoln will retape the winning speeches, if necessary, for the excerpts on LFG.com.
- Only one videotaped speech per school may be submitted. If several students in your school wish to participate, a local school elimination should be held.

## When's the deadline?

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

Entries should be mailed to:

Lincoln Financial Group  
NFL Video Speech Contest  
1300 S. Clinton St. - 6H05  
Fort Wayne, IN 46802

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

## Who's judging?

A panel of judges from Lincoln Financial Group will select the winners. Judges' decisions are final. Winners will be contacted by April 30, 2004 and will receive their awards at the 2004 NFL National Tournament in Salt Lake City.

## Who is Lincoln Financial Group?

Lincoln Financial Group is a diverse group of financial services companies, all dedicated to helping make the financial world clear and understandable so you can make informed decisions to help meet your financial objectives. As the NFL's overall corporate sponsor, Lincoln funds the national tournament and provides \$88,000 in college scholarships and awards.



 **Lincoln**  
Financial Group®





WILLIAM WOODS TAYLOR, JR., PRESIDENT  
MONTGOMERY BELL ACADEMY  
4001 HURDSON  
NASHVILLE, TN 37205  
PHONE: 615-264-3959  
TAYLOR@MONTGOMERYBELL.COM



BILL RICH STUBBS, FSC  
LA SALLE COLLEGE HIGH SCHOOL  
8005 CHELSEA AVE  
WYOMING, PA 19388  
PHONE: 215-233-2911  
mstubs@lachs.org

FRANK STURRA  
MELLEN HIGH SCHOOL  
3601 S. LOWELL BLVD  
DENVER, CO 80236  
PHONE: 303-751-1764  
sturra@mellen.pw.k12.co.us

GERALD PERLETT  
CARRINGTON HIGH SCHOOL  
3201 OLD DENVER  
CARRINGTON, TX 75007  
PHONE: 972-939-4000  
jperlett@cfbisd.edu

HAROLD KELLER  
2035 JULIE AVE  
DAVENPORT, IA 52804  
PHONE: 563-323-6693  
HCKeller@aol.com

LESLIE PHILLIPS, ALTERNATE  
LEXINGTON HIGH SCHOOL  
251 WACHMAN ST.  
LEXINGTON, MA 02421  
PHONE: 781-861-2333  
les.phillips98@nursing.com

DON CHAMBERLAIN, PRESIDENT  
PARK HILL HIGH SCHOOL  
7701 N. W. BARRY RD.  
KANSAS CITY, MO 64153  
PHONE: 816-741-4070  
chamberd@parkhill.k12.mo.us

DONOR D. ROBERTS  
WATERLOO HIGH SCHOOL  
200 - 9th Street N.E.  
WATERLOO, SD 57201  
PHONE: 605-882-6324  
droberts@wtn.k12.sd.us

TED W. BILCH  
GLENBROOK NORTH HIGH SCHOOL  
2300 S. JIMMER RD.  
NORTHBROOK, IL 60062  
PHONE: 847-509-2648  
tblch@glenbrook.k12.il.us

KAREN KING  
SAN ANTONIO-CHURCHILL HS  
12049 BEARDO RD  
SAN ANTONIO, TX 78216  
PHONE: 214-442-0800 EXT 352  
kking003@neisd.net

## THE ROSTRUM

Official Publication of the National Forensic League  
(USPS 471-180) (ISSN 1073-5526)

J. Scott Wunn  
Editor and Publisher  
Sandy Krueger  
Publications Director  
P.O. Box 38  
Ripon, Wisconsin 54971-0038  
(920) 748-6206

The Rostrum (471-180) is published monthly, except June, July, & August each school year by the National Forensic League, 125 Watson St., Ripon, Wisconsin 54971. Periodical postage paid at Ripon, Wisconsin 54971. POSTMASTER: send address changes to THE Rostrum, P.O. Box 38, Ripon, Wisconsin 54971.

### SUBSCRIPTION PRICES

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

**THE COVER:** Hall of Fame Member, Albert S. Odom, Jr.  
1928 - 2003

**FEBRUARY:** Oprah Winfrey supports NFL Programs.

NFL Interactive Point Recording: [www.nflonline.org](http://www.nflonline.org)

## The NFL says "Goodbye" to a friend and colleague.

This issue of the *Rostrum* is dedicated to the memory of Mr. Albert S. Odom, Jr. Albert was a member of the National Forensic League for 44 years, a two diamond coach, and spent most of his professional life serving as the Assistant Executive Secretary at the NFL National Office in Ripon, WI. The Executive Council and the National Office Staff would like to recognize Albert's lifelong commitment to forensic activities and thank those who contributed to the Albert Odom memorial section of this issue.

*Memorial Section Pages 11-17*

## Hall of Fame Nominations

due by February 2, 2004

**Send to:** Sandy Krueger, National Forensic League, 125 Watson Street, Ripon, WI 54971

## NFL Storytelling Topic for Nationals: Medieval Legends

## Public Forum Debate Ballots

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

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

**Resolved:** The United States is losing the War on Terror.

## January/February 2004 Lincoln Financial Group L/D Debate Topic

**Resolved:** A government's obligation to protect the environment ought to take precedence over its obligation to promote economic development.

## 2004 Policy Debate Topic

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

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.

# DOWLING, OKOBOJI STUDENTS DEBATE U.S. ROLE IN WORLD

by  
**Megan Hawkins**  
Staff Writer  
**Des Moines Register**



The political spotlight was on Iowa on Thursday, months ahead of the Iowa caucuses, as high school students and politicians participated in a debate sponsored by the United Nations Foundation.

Iowa's matchup as part of "The People Speak:

The students made clear points, shot knowledgeable questions at one another, and rebutted arguments.

"Whether or not we leave everyone with a warm, fuzzy feeling about the



United States, the current world state of affairs demands that the strongest nation on earth be able to respond quickly and freely to any potential conflict," said Dowling Catholic's Emily Heger during her opening statement.

Okoboji's Alex Watters took the opposite stance. "I'm a strong patriot. However, at what point in time do I put my patriotism aside and stop a hegemonic bully?" Watters asked, referring to the United States.

Dowling Catholic's Matthew Wallace weighed the arguments. "The sobering last thought I'd like to leave you with is the inevitability of con-

America Debates Its Role in the World" was between Dowling Catholic and Okoboji high school students. It was moderated by former Gov. Terry Branstad.

"Americans just like you are concerned and hungry for information, and they want to speak their minds," said Sid Voorakkara, director of the



Better World Campaign of the United Nations during his keynote speech. "Americans must be engaged because too much is at stake. Every day our lives are affected by events abroad and we affect others equally."



Participants stood in the middle of the Capital Square rotunda as passersby peered down, watching them debate whether the United States should comply with United Nations peacekeeping efforts.

"All these debates have sprung up in the last year or so," said Okoboji's Dan Stevens, who traveled four hours from Milford to speak. "This format is for normal settings, where people have no previous knowledge of the issues."

flict in international relations," Wallace said. "War has been a staple, unfortunately, in our society for thousands of years. The evidence has historically shown that the United States has been and is needed to use its sizeable military power to deter conflict."

Voorakkara encouraged those in attendance to think about the students' messages. "Shape it with what you already believe and create a discussion with your family, your friends, and your community," he said.



Dowling Catholic, whose team won the national speech and debate tournament last year, was asked to participate by the National Forensic League and chose Okoboji as an opponent.



Audience members said the students tossed around ideas such as isolationism and domination with skill.

"These kids are intelligent, articulate and not afraid to articulate their points," Branstad said. "That's really tough to do."



# REFLECTIONS OF A CX-BABY ON THE NEW-FANGLED PUBLIC FORUM DEBATE FORMAT

by  
Scott A. Cox

## Argumentation Lessons Through Controversy

### Background

When I joined my high school debate team, life was simple. Forensics meant debate, debate meant policy debate. When I learned that there were other speaking events, I had internalized the image of policy debate as the Queen of Forensics Arts and felt nothing but disdain for those who competed in the (at that time) new-fangled Lincoln-Douglas format. When I decided to become a teacher, the prospect of coaching debate was a primary motivation.

I delayed in starting a team, and when I finally did I found a whole new landscape. Our local debate league had been experiencing a steady decline in policy debate participation

and an equally steady growth in LD debate and extemporaneous speaking. The remaining policy debaters were either un-coached and clueless about policy debate theory, or part of squads that used "national circuit" style and arguments that were incomprehensible to my new recruits. The judging pool included policy debate experts and rank beginners, and it became hard to convince my team that what I was teaching them would be rewarded with competitive success. Slowly but surely, my recruits quit or slid into other competition formats. With a few exceptions, I became a policy debate coach in search of a team.

In a school with no tradition in policy debate, I struggled to convince recruits that policy debate is worth the huge investment required. My personal testimonials have been enthusiastic and unambiguous; policy debate gave me the most pleasure and the best education of anything I did in school. But my students have not been convinced, and I began to collect and consider their reasons. Policy debate has...

1. A specialized vocabulary that is confusing to the uninitiated, and improperly used by most of the competition.
2. A framework of rules and theories that offers few, if any, absolutes to guide novices.
3. A topic that is complex and research-intensive, which requires a full commitment of study, even when handbook short-cuts are available.
4. A format that requires more than an hour to complete, making regular practice difficult to arrange for busy students.

**..."Public Forum Debate has a theoretical simplicity that is easy to teach. It strives to encourage a speaking style that is easy to understand..."**

Consider the challenges facing a novice in a region where policy debate is on the decline. Before they can get into an argument they must: discover the state of federal government policy, find a policy proposal they can defend, understand stock issues, learn about T and politics and kritiks and turns and perms, and understand speaker duties. All this before they enjoy the adrenaline rush of a good argument. Those excited by the prospect of arguing have drifted into LD debate or extemporaneous speaking, or quit the squad frustrated by the lack of short-term rewards offered by an activity so complex.

For these reasons, I was excited to explore the NFL format called "Ted Turner Debate" or "Public Forum Debate (PFD)". I saw the shorter format as an ideal training ground for "learning to argue" in a way that policy debate was not. It promised the lack of jargon, a simple theoretical framework, short compelling topics, and a format that could be completed in a half-hour.

I sympathized with the concern that this new-fangled format could kill policy debate, but policy debate died in infancy at my school before PFD. I resolved to test the PFD format as a training ground for novices and a springboard to policy debate.

### A Practical Model

Together with my high school team, we offered a workshop for Middle School students that took place on three successive Wednesdays for one hour each day. We wanted to use these sessions to generate student interest in the team before they arrived in September, and to develop basic skills in argumentation that they would use in any debate format they eventually chose.

My high school team set up a recruitment station at the school's Activity Fair during orientation for eighth graders. More than twenty students signed up with their e-mail addresses to show interest in the team. We followed that up with an e-mail message and public address announcements in the middle school with date and times. Seven students were able to attend, with as many others sending their regrets due to other commitments.



## The 2004 University of Texas National Institute in Forensics

*Why learn to debate at the 2004 UTNIF?*

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

Why will most every debate institute spend more time in the library than in the classroom debating? Ever get the feeling that students debate way too little at debate camp? Ever get the feeling that if the pedagogical focus of debate institutes was reversed away from research, that students might come out better debaters? The problem for most debate institutes is that students have to produce files as a prerequisite to having debates. It's a trap really. As files are repetitively "fixed" to be up to speed, the evidence production process inevitably lingers on forever encroaching in to "debate time." Students are become assembly lines for efficiency's sake, where one-person types cites, one-person tapes, one writes tags and so on. Is it any wonder that the students are lost yet again?

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

Don't train yourself to run the marathon, do it. Our Plan 1 Debate Marathon may just be the debate intensive you need to elevate your debating to the next level. Debate, debate, debate, is what we'll do.

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

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

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



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

The Plan II program, named after UT's famous academic program for advanced undergraduate scholars\*, will include many of the elements of the Plan I curriculum, but it is designed for those serious students of debate who are looking for a rigorous preparation for the upcoming debate season. However, the program's dual emphasis on both personalized and community learning will set it apart from other institutes. Students will have great latitude in selecting their affirmative and negative lab groups. Last year our student to staff ratio was excellent and we hope to repeat that this year. We do not think you will find this type of attention at any other institute! Of course there will be structured lectures on debate theory, praxis, and topic specifics, but all staff will be contribute to your education. We also promise numerous micro-debates and practice rounds.

### \*Extended Plan II

Just like Plan II, except the extended version starts with the four days of the intersession. Get a head start on the rigors of Plan II by coming in for the intersession (July 11 - 15) a perfect mix of theoretical dialogue and speaking technique.

Please note, that this course is not offered by Plan II and is not a part of the curriculum of the Plan II Honors Program.

## Because we believe in balanced debates.

At this camp we believe in the notion of competitive equity as a teaching tool. Arguments produced and debated at the UTNIF tournament will be balanced. On the negative side, affirmatives researched will have various negative strategies that students can choose and practice. On the affirmative, negative counterplans, kritiks, DAs, and topicality arguments will have arguments designed to deepen the debate on the issue. We believe students learn to debate through competitive equity and as such we will strive to maximize this environment as much as possible. We want students not to stumble into debates hoping something they say will stick, we want them to understand how all of their arguments work together and where they should be in the 2NR and 2AR.

## Because our camps are the most affordable on the planet.

Check it out for yourself! You will not find better quality for this price anywhere. We keep our prices low because we know what it's like to sell off your comic book collection to go to camp.

## Because nowhere else will students receive such top-notch kritik instruction.

Learn from the best innovators and agitators in the kritikal business. The UTNIF has assembled one of the best kritik staffs in the country to help you to retain a working knowledge of critical thinking's place in debate, making often obtuse philosophical ideas palatable and strategically deployable in any debate context. While other institutes will fill their kritik positions by hiring a couple of current "kritik-friendly debaters" to teach the whole camp, every lab and lab instructor at the UTNIF is highly qualified in both critical and policy strategies. Our instructors were there at the very beginning, struggling to maneuver critical practice within the confines of policy debate. Our staff doesn't simply teach kritik debating; they helped bring it to life.

|   |  |                    |  |
|---|--|--------------------|--|
| <i>Plan I Debate Marathon</i>               | June 21 <sup>st</sup> – July 9 <sup>th</sup>   | Plan Two           | July 13 <sup>th</sup> – August 4 <sup>th</sup> |
| <i>Plan I Extension</i>                     | June 21 <sup>st</sup> – July 12 <sup>th</sup>  | Plan Two Extension |  |
| <i>Experienced Seminar Plan I</i>           | June 21 <sup>st</sup> – July 12 <sup>th</sup>  | Supersession       | June 21 <sup>st</sup> – August 4 <sup>th</sup> |
| <i>Experienced Seminar Extension Series</i> | June 21 <sup>st</sup> – August 4 <sup>th</sup> | Novice Plan 2      | July 13 <sup>th</sup> – August 1 <sup>st</sup> |

We have reduced rates for our novice programs. Check out our website for more information:  
<http://www.utexas.edu/coc/cms/utnif/> Stop by often, we're making improvements!

## Just a few of the top caliber faculty to look forward to.

Brian McBride- Redlands University  
David Breshears- University of Texas  
Jairus Grove- University of Texas  
Eric Emerson- The Kinkaid School

Aaron Timmons- The Greenhill School  
Nate Gorelick- New York University  
Ricky Garner- Emory University  
John Oden- University of Michigan



The structure of the three sessions follows.

### Session 1

**Introduction (5 minutes):** We introduced high school team members, briefly described the six most common competition formats in our league, announced the schedule for practices and league competition, discussed team accomplishments and awards, and showed brief video clips of debate and interpretive events.

**Argument Development (15 minutes):** We introduced the "House Model" of developing arguments, adapted from *Good Arguments*, by C.A. Missimer and introduced to Rostrum readers by Bill Davis in the November 2002 edition. A diagram of the model is shown in Figure A. We emphasized, first of all, the importance of making a clear claim (the floor) and providing a clear answer (the roof). Second, we introduced the common convention of providing three independent reasons for the answer (the supporting walls) so that the failure of one argument/wall does not necessarily collapse the roof. Finally, we taught the importance of supporting the reasons with evidence (braces for the walls), by means of introducing stories and statistics to ground logic in facts.

**Mapping an Argument (20 minutes):** We listened to a humorous debate through the Internet, called "At Loggerheads", originally aired on "Le Show" on April 20, 2003 (<http://www.harryshearer.com/leshow/leshow.0304.html>). The question in dispute was whether Saddam Hussein was alive or dead, with the "no" answer provided by "Yakov Smirnoff" and the "yes" answer provided by "Joan Rivers", both voiced by Harry Shearer. Each argument contained an attention-getting introduction as well as a clear answer with three supporting reasons and one or two pieces of evidence for each. Students mapped the argument graphically on the form in Figure A, with each eighth-grader paired with a high school debater.

**Attacking an Argument (15 minutes):** We gave students the list of possible attacks on arguments. We discussed the difference between indirect and direct attacks and gave examples of each for the mock debate described in the last section.

**Conclusion: (5 minutes):** We encouraged students to invite their friends to the next two sessions and choose partners for the debates scheduled for the third session.

### Session 2

**Re-Introduction (5 minutes):** We showed students a short section of the informational video featuring our team that aired on our school's cable access channel and summarized the three topics covered in the first session.

**PFD Format (15 minutes):** We showed a PowerPoint presentation that showed the format for speeches in a "Public Forum Debate", and discussed our expectations for speaker duties.

**Resolution and Research (15 minutes):** We announced the topic (chosen by the high school team) for our third session, Resolved: Students should be required to wear uniforms to school. We had students read two articles, found in the "Opposing Viewpoints" series, asking them to map the arguments they found and think about which side they would prefer to defend.

**Preparing Brackets (10 minutes):** We finalized teams and brackets for the third session and conducted the coin flip, so students would only be required to prepare for one side of the debate. We set the bracket so the second round would allow each team to debate the same side they did in the first round. We also assigned two high school teams to help eighth-graders to prepare and stand

as backups to insure that all eighth-graders had two round competition.

### Session 3

**Writing Speeches (15 minutes):** We concluded the session with all teams preparing arguments together, using the House Model of argument development, with an attention-getting device and a catchy slogan to begin and end the four-minute speeches.

### Session 3

**Finalizing Plans (3 minutes):** We confirmed the readiness of the teams scheduled to compete, and assigned student-judges from the high school team to provide feedback. We made room assignments and sent students to debate.

**Round One (less than 32 minutes):** Students conducted a coin flip to determine speaking order (sides were assigned during session 2), debated the resolution, and received constructive feedback from the student judges. Judges were asked to answer the questions, and give a verbal critique that would 1) find something effective in each contestant, 2) confirm whether students constructed their arguments using the "House Model", and 3) provide one suggestion for improvement. Since most speeches were shorter than the allotted time, we were able to complete the round and a verbal critique in 30 minutes. We refrained from announcing a decision, in hopes of focusing their attention on skill development.

**Round Two (less than 32 minutes):** Students met a different team and followed the same protocols as they did in the first round.

**Conclusion (2 minutes):** Students were thanked and congratulated for their participation, and told about summer workshops offered by the high school team.

### Reflections

In three short sessions, this workshop did something that we have never been able to do with the policy debate format: provide a brief instruction and a short-term payoff. The students understood what was expected of them from the judge, and what to expect from their opponents. They made an emotional commitment to their arguments and defended them with vigor. They seemed genuinely enthused by the experience and eager to come back for more. In the third meeting of my original policy debate team, we had barely scratched the surface of debate theory and research burdens, much less conducted practice rounds.

After the sessions concluded, I happened upon this comment by Harvard Debate Coach Dallas Perkins in a National Forensics Library video:

"I believe there was a time, and this may be harkening back to some good old days that never existed, when high school students learned to argue and then learned to argue rapidly. It seems to me that nowadays a lot of students come to us—very young students in the ninth and tenth grades—who learn to talk rapidly and to read very rapidly and for whom learning to argue is a secondary priority." (Dallas Perkins, Harvard Debate Coach, 108: Unger & Company, Chapter 3, The National Forensic Library)

I instantly understood his concerns and reinterpreted the PFD workshop in light of his comments. In terms of "learning to argue", my workshop participants saw a simple foundation that can be applied to every debate format and many speech formats.

Without being forced to contemplate stock issues, kritiks, or counterplans, they were able to construct a simple argument with clarity, reasons, and evidence. They were able to evaluate the effectiveness of their opponent's arguments using tools of indirect and direct refutation. They were able to cross-examine their opponents and try different ways of explaining and defending their own arguments. All of these skills are fundamentals of "learning to argue", and will be essential whether they stay with PFD, move to policy or LD debate, or compete in extemporaneous or persuasive speaking.

My goal of fielding a policy debate team may or may not result from this workshop, but I remain hopeful. I saw students become aware of the complexity of arguing even simple questions and expect that some will understand the beauty of arguing one topic in depth all year long. I saw students awakened to the varying quality of evidence and ways of interpreting it and expect students to understand the value of in depth research. I saw students master the basics of the House Model and expect them to be hungry to learn about issues of definition, assumptions, inferences, consistency, implications, and prescriptions. I saw students struggle to fill a four-minute speech and pare their summaries to one or two minutes, and expect them to appreciate the possibilities inherent in a longer debate format.

In the meantime, I have an effective training tool. Although PFD need not be reserved for novice debaters, I have found it especially effective in giving novices a quick taste of competitive argumentation. PFD has a theoretical simplicity that is easy to teach. It strives to encourage a speaking style that is easy to understand. It offers a format that is short enough to allow frequent practice of complete rounds. It requires skills that are easy to transfer to class discussions, public speeches, and written papers. It changes topics so frequently that students can always hold out hope for a topic they'll like better.

PFD also offers other opportunities to expand debate to a wider audience. Our team has already recorded debates for our school's cable access station, which raised community awareness of the team's existence and gave individual debaters public recognition of their efforts that they had not yet experience. Our team has also been involved in preparing and participating in a student forum on current events (initially, the war in Iraq), and PFD could provide the foundation of a debate format that could be understood and appreciated by a general audience of students. Other teachers in our high school have asked for resources on conducting debates in their classes, and PFD gives a simple framework that can plausibly be taught in a few class periods and completed in a single period. All of these opportunities could enlarge the audience for debate in a way that policy debate probably could not, and enlarge the pool of students interested in competitive debate.

If PFD provides an easy way out for students who are not dedicated to policy debate, as suggested in *Rostrum* by Chad Henson (December 2002, pg. 16), it could also help retain students turned off by the complexity of policy debate until they are prepared for, and hungry for, greater complexity.

Special thanks to Joanna Hornstein, Thea Boyle, Peter Wisniewski, Will Mahoney, Steve Wang, Carlos Bahamondes and

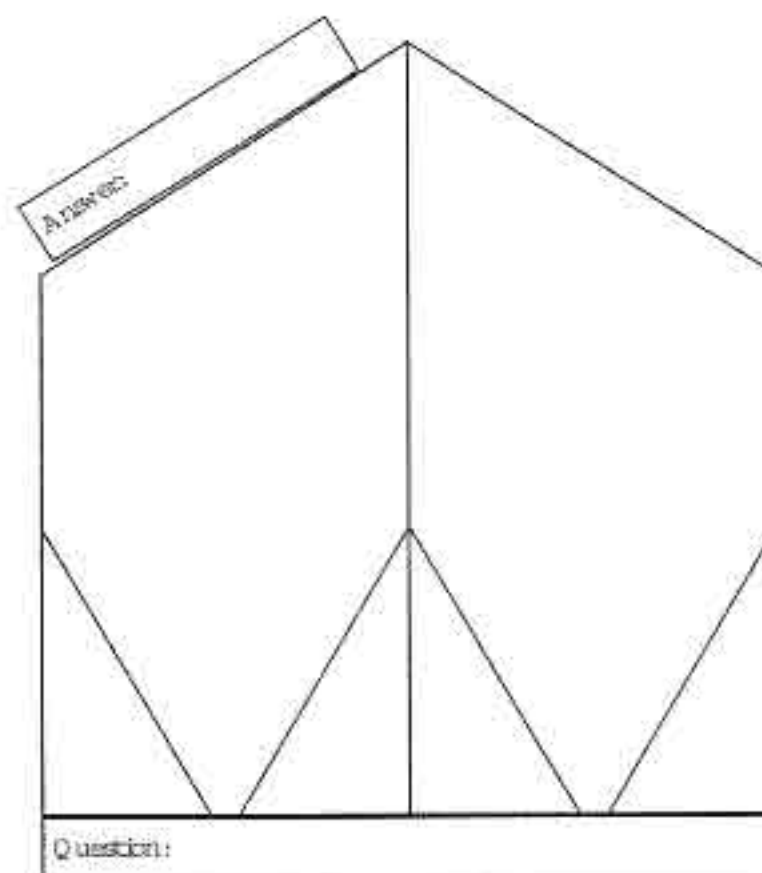
Gary Tang for their assistance in brainstorming and implementing ideas contained within this article.

(Scott A. Cox, forensic coach at Upper Merion Area HS. (PA).

Figure A  
UM AHS Forensics Team  
Model House Practice



1. Listen to the argument delivered in practice.
2. Identify the question they are trying to answer, and write it on the floor of the house.
3. Identify the answer they give, and write it on the roof of the house.
4. Identify the reasons they give, and write them on the supports for the roof. (Add supports if needed!)
5. Identify the evidence they give, and write it on the braces of the supports. (Add braces if needed!)



Adapted from: *Good Arguments*, C. A. M. Martin et al., 1995





# IT'S MORE THAN A LESSON PLAN...IT COULD CHANGE THEIR WORLD

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

*"A+...a must-see for social studies teachers"*

— Education World

From global warming to gun control, the war on drugs to the war on terrorism, [justicelearning.org](http://justicelearning.org) gives students the skills they need to debate the most controversial issues of the day. A free resource from NPR's Justice Talking and the New York Times Learning Network, [justicelearning.org](http://justicelearning.org) helps you connect history, civics and democracy to students' daily lives.

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

CLICK IN  
TO THEIR WORLD



Made possible by the  
Annenberg Foundation Trust at Sunnylands

## *In Memory of Albert S. Odom, Jr.*



Albert is gone. This man, known for his elegant bow ties, his modulated speaking voice and his many friends, had served NFL for over 35 years.

A Texas boy from the Houston flats, he served as a U.S. Air Force meteorologist and received degrees from Hardin-Simmons College and the elite education school at Columbia University.

He coached at The High School (Albany High School, NFL Chapter number one). "If you want to win the tournament you have to beat The High School". Albert used to say, and it was true.

"I coached classic debate" he once told me. "None of this modern stuff." His teams in the 1960's successfully competed against Hall of Fame coaches like John Sexton and debate powerhouses like St. Brendan.

In 1968 he was called to Ripon by Bruno E. Jacob to be Second Assistant Secretary. His friend Lester Tucker was First Assistant and scheduled to replace Bruno who was retiring.

Albert recounted that his first day in the national office he completed his work and asked Mr. Jacob what to do next. "Count the paperclips", said Bruno, who did not believe in idle hands.

Albert worked with every NFL Secretary: founder Bruno E. Jacob, Lester Tucker, Dennis Winfield, James Copeland and J. Scott Wunn. "I'm the best second man in the business", he used to say.

Always a class act, Albert told Dennis, who defeated him in a bitter contest for NFL Secretary upon Lester's retirement, "Let's work together for NFL, the friendship will come later." To him the League came first, last and always.

For many years, Albert recorded points, edited the *Rostrum*, conducted the National Congress and traveled to present NFL Awards. He retired in 1993 but continued to work part-time auditing district tournaments and counting election ballots. Albert was very active in the NFL Hall of Fame.

The night before Albert died he grasped my hand and said, "Protect the League."

The League was Albert's vocation, avocation, family, wife and life. Well done, good and faithful servant.

-- James M. Copeland  
NFL Secretary Emeritus



# "GOOD MORNING! NATIONAL FORENSIC LEAGUE. ALBERT ODOM SPEAKING"

by  
Harold C. Keller

I suspect that the majority of the National Forensic League coaches have heard this familiar and friendly answer - "Good Morning. Albert Odom Speaking-" when calling the National Office in Ripon, Wisconsin. I suspect that the majority of Chapters and Affiliates have exchanged information with this friendly and helpful voice. I suspect that the majority of NFL members know Albert Odom mainly as a voice in the National Office. And I suspect that few people know of his planned retirement from the National Forensic League at the end of this forensic year.

commented, "There are many Speech Coaches who still haul students around in their wagons for pennies and nickels a day."

Albert Odom graduated from Charles H. Milby High School in Houston, Texas. He recalled two special teachers that influenced him the most and encouraged him to enter the education profession. "My history teacher, Mr. Marr, and my speech teacher, Mr. Roscoe Bayless, really encouraged me. Bayless, really encouraged me. In fact, I did my student teaching with Mr. Bayless. I owe them all so much."

**This article is a reprint from the May, 1993 *Rostrum* from a personal interview conducted by Harold C. Keller with Albert S. Odom Jr. when he was retiring from the NFL.**

World War II was winding down. A lot of used and surplus goods were coming on the market and prizes at War Bond Carnivals were surplus service goods. Young Albert went to one. In order to win the Grand Prize of a Jeep you had to guess the number of pennies in the Red Cross contribution jar. You also had to be present if your card matched the guess. Albert won the Jeep.

He was only 14 years old and got home at about 1:00 a.m. His mother and father were furious and did not believe him until a reporter came knocking at the door a few hours later. Albert received the Jeep later in the

Spring. He had no drivers license so he sold the Jeep to an oil company and used the money to attend college.

Mr. Odom attended Hardin-Simmons College in Abilene, Texas, and later earned his Bachelors Degree from the University of Houston. Mr. Odom first taught meteorology when in the Air Force. He taught at Chanute Air Force Base in Illinois from 1948 to 1950. Following his military teaching, Albert Odom continued his education and received his M.A. degree from Columbia University in New York. Shortly thereafter he began his teaching career teaching English, Speech and Debate at Albany High School in Albany, New York. He taught in this capacity from 1953 to 1968. What is of special interest in his first teaching assignment is the fact that Mr. Odom was teaching in the high school that was the NFL Chapter NUMBER ONE and he was teaching under the Department leadership of Mr. Ray Cecil Carter, the speech and debate teacher who wrote to Mr. Bruno E. Jacob in 1924 in regards to organizing a National High School speech and debating society. Mr. Carter became the first President of the National Forensic League.

Albert Odom recalls his childhood with fond memories: wonderful summer days in Texas; the picnics, the May-Day events in Houston, his helping to wash the fire engines at the fire station. He recalls "sneaking" ice chips from the ice wagon, listening to *Fibber McGee and Molly* on the radio and he always listened to *The Shadow* as a child.

He remembers his first paying job, "...delivering groceries on Saturday, pulling my red "Radio Flyer" wagon around the neighborhood, and usually getting paid a couple of pennies, and on rare occasions, getting paid a whole nickel." Mr. Odom laughed as he reflected and

commented, "There are many Speech Coaches who still haul students around in their wagons for pennies and nickels a day."

Mr. Odom attended Hardin-Simmons College in Abilene, Texas, and later earned his Bachelors Degree from the University of Houston.

Mr. Odom first taught meteorology when in the Air Force. He taught at Chanute Air Force Base in Illinois from 1948 to 1950. Following his military teaching, Albert Odom continued his education and received his M.A. degree from Columbia University in New York. Shortly thereafter he began his teaching career teaching English, Speech and Debate at Albany High School in Albany, New York. He taught in this capacity from 1953 to 1968. What is of special interest in his first teaching assignment is the fact that Mr. Odom was teaching in the high school that was the NFL Chapter NUMBER ONE and he was teaching under the Department leadership of Mr. Ray Cecil Carter, the speech and debate teacher who wrote to Mr. Bruno E. Jacob in 1924 in regards to organizing a National High School speech and debating society. Mr. Carter became the first President of the National Forensic League.

In 1968, Mr. Bruno E. Jacob and the Executive Council interviewed Albert Odom, using, according to Mr. Odom, "...a telephone trunkline system" for a position in the National Office. Mr. Odom received confirmation of the position and moved to Ripon, Wisconsin on September



ber, 1968. Mr. Odom recalls his first day in the office; "I reported for work and Mr. Jacob forgot that I was coming in for work and he had nothing for me to do. A bit later he brought me a large box of paper clips and I sorted them according to brass, silver, smooth, serrated edges, and by size and design."

Thus began the opportunity for the familiar telephone answer, "Good Morning! National Forensic League. Albert Odom speaking."

Albert Odom has the unique honor of having personally known all but two members of the NFL Hall of Fame. He has worked for all of the NFL Presidents and for all of the National Secretaries. His recall of names and people and "good memories" is refreshing and his kindness and his NOT sharing negative thoughts and memories is noticeable. His love of NFL is evident and his "Golden Rule" of "doing unto others as you would have others do unto you" is evident.

I asked Mr. Odom questions relating to the National Forensic League. His comments as to the national Office reflect his positive and sharing attitude. "Marilyn Hageman is the manager of the National Office. She is our bulwark today. She deals with the mountain of paper at tournament time and supervises all aspects of the National Office. No office is blessed as the National Office is blessed with people who are loyal and dedicated. Carol Zanto, our bookkeeper is incredible. Norma Zick, Alice Schleicher, Jackie Oakes and Rhonda Walker are tireless in their recording of NFL Speaker Credit Points. Diane Rasmussen, who is responsible for merchandising and pin orders and permanent computer records is unsurpassed. Darwin Schleicher works for NFL doing odds and ends and Oscar Hageman takes care of the grounds. How I wish they could all receive more recognition and credit for their work. All of these people make the NFL Office a smooth running organization and a good place to work. And Mr. Copeland, as exact as he is, is a leader and a fine person. I will miss them when I retire. We are like a family."

When asked for some of his fondest memories, Mr. Odom spoke of the 29 National Tournaments that he attended as a Coach from Albany High School and as a NFL representative. "I still get excited from the opening ceremonies through to the end. The excitement of the contestants rubs off and is contagious. What joy it is seeing the faces of those students that break from the preliminaries. I enjoy that special tenseness and suppressed excitement of the finalists awaiting to hear who is first. And even the Hawaiians placing the Victory Lei around the neck of winners is exciting." When asked for his saddest memories, Mr. Odom quickly responded: "the death of Mr. Bruno Jacob and Mr. Lester Tucker and other giants who served NFL in service and in dedication."

In regards to his accomplishments, Mr. Odom recalls the joy of having qualified students for the National Tournament as a Coach, of his earning the Second Coaching Diamond and he recalls "...the surprise of my lifetime when I was elected to and inducted into The NFL Hall of Fame in 1984." Mr. Odom, along the same line of accomplishments, feels that his "revitalization of the National Student Congress was most significant." He recalled the time when the NFL Council discussed dropping Student Congress as a National event. "And look at it now," reflected Mr. Odom. "We had 12 chambers last year and the National Congress is still growing. Congress is no longer, for most programs and Coaches, a back door entrance to the National Tournament. The 1992 Congress was the largest single event at the National Tournament and many students that double qualified elected Congress over their other qualifying event or events. All of this makes me very proud."

I asked Mr. Odom about his biggest pet-peeve regarding NFL. His first and loudest answer was, "Coaches that do not read

their Chapter Manual and their NFL *Rostrum*." I asked him if he could have three wishes for NFL Coaches, what would they be? He replied; "First, that they would appreciate what they are teaching through speech education. Do they realize they influence for a lifetime? Do they realize they are teaching lifelong skills and attitudes and that NFL is for students? Do they realize that trophies are soon forgotten? Second, I'd wish that all Coaches could have a successful career and not face burnout. I wish they could receive more recognition and that more students and schools would show their appreciation. And finally, third, I wish that every NFL program had adequate funding and transportation for their program to survive." It was not surprising, that every question asked was answered with thoughts and hopes for the Coaches and the students and the NFL.

We talked and reflected and I asked a lot more questions. We sat and visited under a large shade tree in the back yard of the National Office. Mr. Odom doesn't know if he will miss the daily work at the NFL office as he will still be close by and he plans on stopping in for coffee and short visits. "You can take the Odom out of NFL but you'll never take NFL out of Albert Odom," he joked. We spoke of people and I asked; "If you could name the top ten Coaches in your career..." He listed many names that I didn't recognize. He asked that I not write his "Top Ten" list because, as he said, "There are probably hundred of Coaches that should be considered. Maybe that small school Coach, who works year after year and never qualifies a student to the National Tournament and works hard year after year, and never earns a Diamond award -- maybe he or she is a the real Hero of NFL. All Coaches are important to me, as are the students. The Coaches' dedication to 'Training Youth for Leadership' is so honorable."

Mr. Albert Odom isn't really retiring. His planned agenda for the next several years is a busy one. He plans on attending a special Auctioneering school and he plans to become certified as an appraiser for antiques. This training will also allow him to become licensed as an Auctioneer. He hopes to revisit Hawaii and to revisit Alaska, the two remote states he visited in order to promote NFL and speech education. He has a goal of being able to go to Australia. And he is looking forward to having more time to read new books and to reread his "old favorites." He plans to spend time working in his yard and garden and he is willing to spend time working in the NFL Office if and when needed.

Albert also plans on spending more time with his church. He is a member of the Vestry at St. Peter's Episcopal Church in Ripon where he also serves as a Lector and usher and as an Acolyte at the Eucharist.

"Ripon is home for me," he reflected. "This is where my roots are now, not Texas. I know a great number of people and they know me and I hope to travel and visit and to be involved in my church. And you know, even though the Sun belt would be a nice place to visit during the cold, Wisconsin winters, Ripon [Wisconsin] is now home. In fact, I even plan on being buried here when that time comes."

We will all miss that friendly answer of "Good afternoon! National Forensic League! Albert Odom speaking!" We will all miss the contribution made by this fantastic person and friend of NFL. We will all miss the helpful advice and willingness to listen. But we can all be assured that even though we might miss the voice, we will long remember the person and his contribution to the task of "Training Youth for Leadership."

"Good evening, Mr. Odom! This is the National Forensic League! Hundreds of thousands of Coaches and students are speaking."





# Dear Albert

It seems like it was just yesterday that I last visited with my dear friend and mentor, Albert Odom. It was a memorable visit. He had an incredible memory and a delightful sense of humor. It was delightful sharing stories and pages from our memory book. I remember when Albert received his driver's license. He was almost 50 years old. He wanted to drive to different amusement parks. Albert Odom had a child-like excitement when it came to these parks. He wanted to go and ride their roller-coasters, and he did. I remember interviewing Albert Odom at his retirement from the NFL and sharing that interview in the *Rostrum*. His goals during retirement were simple, perhaps. He wanted to visit Hawaii, and he did. He wanted to visit Australia, and he did. He wanted to attend an auctioneer school, and he did, and he graduated with the honorary title of Colonel. He wanted to live in two different centuries, and he did. He wanted to continue to make a contribution to the schools, coaches, and students in NFL during his retirement, and he did. I will miss him. He was a mentor and an inspiration and I am thankful that our paths crossed. We had an incredible opportunity to travel that NFL path together for many years devoting time and collective energy for the NFL, especially for the enhancement of Student Congress. Albert last served as a Congress Official at the Oklahoma National Student Congress. What an honor it was to have him in our presence. I mourn his passing but I also have a smile in my eye as I reflect on the beauty and contributions that this friend and mentor offered to those that had the fortune to know him. I pray that I will serve Albert Odom's memory and legacy well in my retirement years and in my association with the League.

--Harold C. Keller  
NFL Executive Council Member

I first met Albert when I started working at NFL in 1993. I had never met anyone as nice nor as gentlemanly as Albert was. Albert had a sense of humor and could make you laugh on even the roughest days. I am going to miss that. I have never met anyone who had as much respect, admiration and LOVE for his Mama as Albert did, and that is as it should be with everyone.

--Joyce Krueger  
Friend & Colleague



If all of us, coaches, students and administrators, had Albert Odom's commitment and compassion for NFL, we would be looking at 4,000 chapters and over 2,000,000 members. Without fanfare or complaining, Albert would help where needed, be the job difficult or simple. His life and work is a great memory.

--Donus Roberts  
NFL Executive Council Member

I had the special honor of having Albert Odom introduce me at my Hall of Fame induction. His words were kind. However, more than his words, I will forever remember a truly kind deed that was typical of Albert's concern for others. The Hall of Fame pins had not arrived in time for the ceremony. So, Albert took his Hall of Fame pin off the chain he wore around his neck and gave the pin to me to wear at the ceremony. That private act of consideration for another human being, in my opinion, is the legacy that Albert left to those he met.



In addition, I was lucky enough to get to know Albert on a personal level. We both shared a passion for working in the garden and tending flowers. Sometimes between rounds at a National Tournament we would take a moment or two to compare the trials and tribulations of Wisconsin and Florida gardening. During these conversations, I realized that Albert's concern for nature and the world around us was truly genuine. In Albert Odom, we have lost one of *THE BEST OF THE BEST!*

--Ron Carr  
Florida Sunshine District



Dear Albert,  
I will never forget you. You were totally dedicated to every facet of the National Forensic League. I consider myself one of the luckiest to have known you. You are truly a "Prince Albert."

--Kathy Dumke  
Friend & NFL Colleague

# Dear Albert

Dear Albert,  
Who is that masked man behind the bow tie? Why it's Albert Odom. A true southern gentleman, polite, witty, charming, sincere, honest and a Christian. Albert referred to us ladies in the office as "Ma'am". When Albert called you "Ma'am" you felt like a respected lady. And he never forgot us on Secretary's Day with flowers.

Albert was an antique dealer/collector and a couple of times a year he'd have a garage sale and us girls at the office would make a point to go. I have a few of Albert's treasures. They will remind me of my friend, Albert. I look forward to the day we will meet again. I'll miss hearing your voice, "National Forensic League, Albert Odom speaking."

--Sandy Krueger  
Friend & Colleague

Dear Albert,  
Thank you my good friend for all you have done for the National Forensic League and the countless number of coaches and students whose lives you have touched. Thank you for the wisdom and historical significance you were always able to provide in a most courteous and friendly manner. I am a better person and coach for having had the pleasure to know you. "You shall be missed and fondly remembered."

--Don Crabtree  
NFL Executive Council Member

Dear Albert,  
For you are gone from our presence, but not gone from our hearts. When I first came to work for NFL, I was told Albert knows all the inner workings of NFL. That you did, and from that I learned much about the NFL. Your love for NFL and the students and coaches within this program will be missed by all. Good-bye dear friend, but not gone from NFL as your presence is alive within this program that grows with each new member.

--Diane Rasmussen  
Friend & Colleague

Dear Albert,  
What a genuine blessing it has been to have known you these many years! No one could answer the NFL phone like you! Your deep devotion and dedication to the NFL and all that it stood for have inspired countless coaches from the green of their spring years to the diamonded season of their autumn gold.

--Bro. Rene Sterner, FSC  
NFL Executive Council Member

Albert Odom was already a wise, old man of forensics when he went out of his way to make me feel at home in this activity. He felt call to reach out to young people and young coaches. I am very saddened by the loss of this kind, gentle man.

--Br. Anthony K. Cavet  
Archbishop Curley Notre Dame, FL



Dear Albert,  
I am going to miss those funny faces you always gave me through my office window. You always brightened my day. What is NFL and I going to do without your knowledge and caring for all of us. You are still watching over us.

Love you,  
--Jackie Oakes  
Friend & Colleague

Dear Albert,  
NFL has been blessed through the years with people willing to dedicate their lives and talents to furthering the goals of the League. When there is a need a person appears. Albert Odom is such a person. To me, he is the smiling face serving everyone in NFL. His legacy is a life in service to kids and coaches. Thank you Albert. Godspeed.

--Frank Sferra  
NFL Executive Council Member

In 1980 when I opened my doors, Albert was one of my first haircuts. This well dressed and groomed man with the flaring bowties, always made me laugh. He always had words of wisdom. His favorite one was the difference between a good haircut and bad haircut is about 10 days. Albert will be missed, but he knew the Lord awaited him in his heavenly home.

--Bob Nebl  
Watson Street Hair Designers

NFL coaches and students have lost a great friend. Mr. Odom made us feel so welcome when we received our Mississippi District. He was always available to answer our numerous questions in his wonderful gentlemanly manner, and he carried that dignity into national rounds as he graciously served as a wise and caring judge.

--Betty Whitlock  
Clinton HS, MS

Dear Albert,  
Thanks for the memories! I will never see a bowtie without thinking of you, and your warm smile, and cute Southern charm. I remember when you bought your first NEON car, it too looked like it was smiling all the time. Perfect car for Albert... You were so sweet and thoughtful to the girls at NFL, even after you retired you still sent us flowers on Secretary's Day. We had some good laughs, thanks again for the memories. How is heaven? I know you are loving it. Miss you

--Ruth Moe  
Friend & Colleague

Dear Albert,  
"As a younger coach, I feel blessed for the impact Albert made on me a few years ago after a presentation he gave on Congress at our state coaches' convention. We had a memorable conversation on this activity's value to students, which has stuck with me as both inspiration and sustenance."

--Adam J. Jacobi  
Milwaukee Rufus King HS, WI

Dear Albert,  
You have gone from this earth but not from our hearts. Your cheery nature and clever remarks reflected your great character. I will treasure our thirty-three years of friendship forever. You shared the important events in my life from the day I was married to my children being born, you gave a beautiful speech for my induction in the Hall of Fame and finally my daughter's wedding day. I am lucky to have a friend like you. Thank you for all the great memories. I will miss you and so will all of NFL.

--Carol Zanto  
Friend & Colleague



# Dear Albert

Dear Albert,

Everyone who has ever been affiliated with the NFL will miss you. Whether it was talking to you on the phone or conversing with you at Nationals, you were always the bright light of NFL. Your enthusiasm for the League was unmatched, as was your respect for the students and the coaches. You have given us so much.

--Ed Kelly

NFL Hall of Fame Coach  
Pennsbury HS, PA

Dear Albert,

We are sorry to lose your encyclopedic knowledge of NFL procedures and history. We are grateful that you put the welfare of kids foremost in your work with NFL. We are grateful for your many unrecognized hours of work behind the scenes to make student recognition and tournaments work well. We are glad that you came our way.

--Roger Brannan  
Manhattan, KS



Nobody--absolutely nobody--knew the rules and history of NFL as Albert Odom did. He not only knew the rules, but could explain why they existed. He was truly a link to the NFL Founders. He was a Southern gentleman and an outstanding public speaker, a role-model for orators. We will miss his gentle spirit.

--Peggy Ann Madden, Chair  
Pittsburgh District



Dear Albert,

Knowing you for so much of my life has shown me what a generous, knowledgeable man you were. Anyone could clearly see how dedicated you were to the staff, students and coaches of NFL. You were such a sweet man; just like the candy corn you loved so much. Your wonderful memory will follow whenever I eat another piece.

--Erika Zanto  
Friend & Colleague

The Albert We Knew...  
If awards were given for the man of politeness, Albert would have been the recipient. And with it he bore that special trademark of hand tied bow ties. In moments of conversation he easily could express his solid faith and Christianity. May his good examples shine through in more of us today.

--Elly & Carl Kantorwicz  
Friend & Colleague

Dear Albert,

My memories of you include the traditional tree trimming at Tucker's with cranberries and popcorn. Our family milestones you helped us celebrate and thus made them more special. Your devotion to NFL and to the principles on which it was founded. And your wonderful wit and your courage to the end. We'll not forget you, Albert.

--Marilyn Hageman  
Friend & Colleague

I will always remember how pleasant Albert made hosting Nationals in St. Louis a few years ago. He could be counted on to patiently answer questions and to make polite inquiries himself when he needed something. The students who worked with us were particularly appreciative of his style and class.

--Rebecca B. Pierce  
Parkway South HS, MO

Dear Albert,

After 20 years, Albert Odom was a one of a kind great guy. At the Ripon Post Office, he used to be the first customer, but always with a smile and a fun remark.

Albert had a P.O. Box for many years. Farewell Albert! You are Missed!

--Nancy  
Window Clerk



Dear Albert,  
I remember all the good times we had attending auctions, you shared your expertise with all who sought appraisal and refused payment. Most importantly, when I came to St. Peters Church, you opened the door and taught by example how to live the Christian life. Thank you Albert.

--Dottie Norris  
Friend

# Dear Albert

Albert had an abiding passion for sales, garage sales, auctions, rummage sales, etc. He also had a fixation for the annual Milwaukee Circus Parade; more than once he attended. He used to sit in the parish hall kitchen Sunday mornings before Church doing the Journal crossword. Once I asked him if he had ever found a Vaganza at any sale. When he said, "no," I showed him the Milwaukee Journal headline about the Circus Parade that day... "Milwaukee has Extravaganza Today."

--Robert JC Brown  
Friend

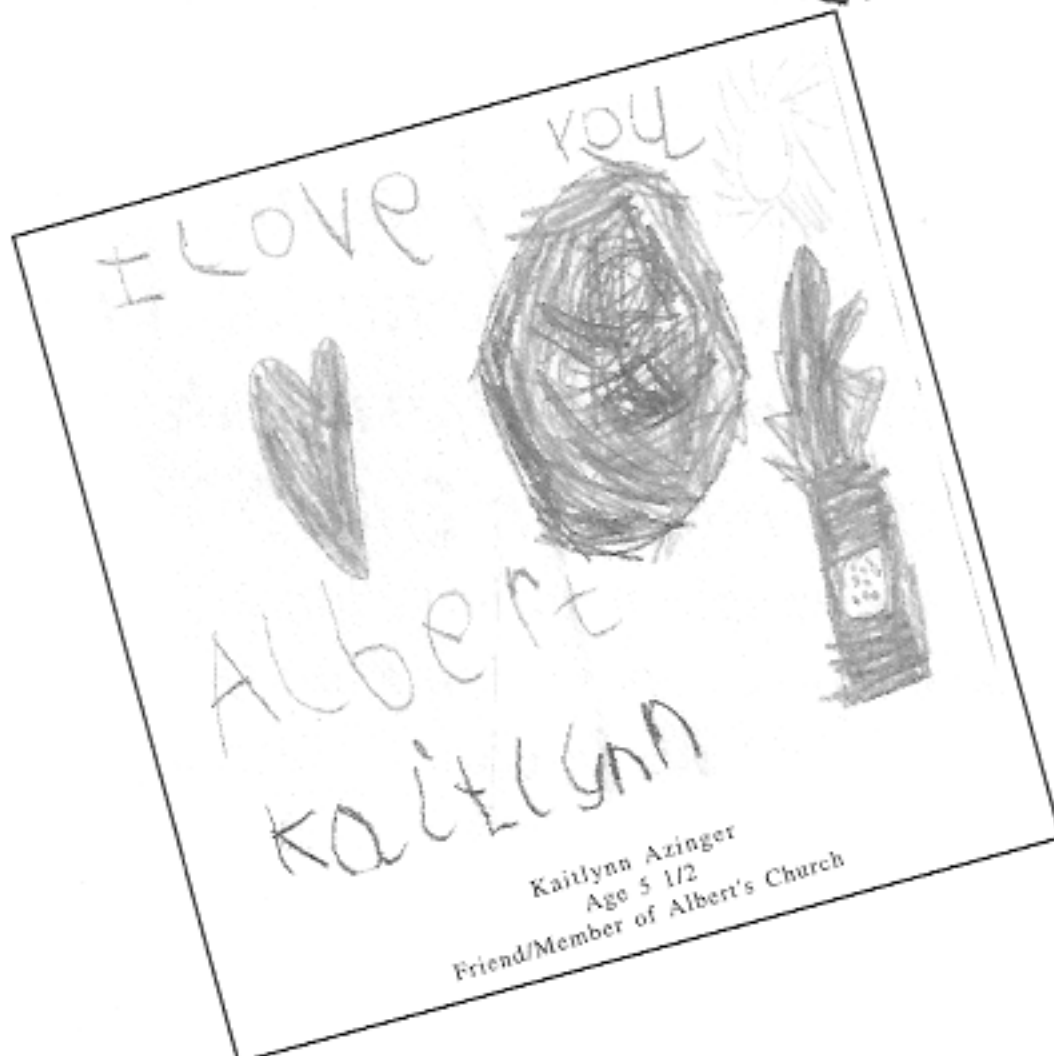
I will remember always Albert's cheerful response to the question, "How are you?" "I can't complain," he would always answer. He could have complained frequently, but he never did.

--Richard B. Sodikow  
Friend & Colleague

Dear Albert,

The first time I met you was a few years before I started working at the National Forensic League. I remember it well, because you were one of very few men who still wore a bow tie. I remember thinking "what a gentle and well-spoken gentleman". Then I started working at the NFL and there you were again. The same "gentle" gentleman. But then I saw a different side of you. The intelligent fun-loving man. You always could make us smile (and many times laugh). We knew you could always help us to look at the bright side of a situation, because that was just the man you were. ALWAYS positive. ALWAYS kind. I hope you enjoyed hearing your favorite hymn "Amazing Grace" on one of my last visits to you. I know that you are watching over us now from a much better place.

Love,  
--Patti Kilburg  
Friend & Colleague



Dear Albert,

I have many fond memories of you. At Christmas each year you would bake strawberry bread and bring it to the office, for us all to eat--and it was the best! You treated us so many times with sweet rolls. On Valentine's Day we all would get a red carnation from you, on Secretary's Day we would get a red carnation from you. That was so kind of you to do that. In the summer when you had a garden you would bring me radishes because you knew how much I like radishes, and I would bring you ginger snaps because I knew how much you liked them. Gradually you no longer had a garden, but my ginger snaps kept coming to you. Now Albert, you are at home with Jesus in heaven. What comfort that is to know that Jesus came to take you home so you will be with the Lord forever.

--Alice Schleicher  
Friend & Colleague

Dear Albert,

I remember especially the conversation we had in the office about the sacrifice of Christ: we began to appreciate, through graphic exploration, the depth of His suffering on behalf of sinners. What a treasure!

--Michele Schrader  
Parish Secretary  
St. Peter's Episcopal Church

Dear Albert,

...will always remember how the Buddhist expression 'Thou ART that that is me' became entwined with the Christian prayer 'Our Father who ART in Heaven...'...Your parish priest finished his consolation to you and you said nothing...Then I wished you a pleasant AFTERNOON and you replied..."ALL right Father"...

--John Porath  
Friend/Neighbor





# UTNIF 2004

*The largest comprehensive forensics workshop  
in the country.*

## *Affordable and Professional*

*We invite you to attend one of our  
sessions in beautiful Austin, Texas.  
We will be offering these workshops,  
and more, in 2003.*

*Cross Examination Plan I  
Cross Examination Plan II  
Cross Examination Supersession  
Individual Events  
Individual Events Tutorial  
Lincoln-Douglas 1  
Lincoln-Douglas 2  
Lincoln-Douglas Supersession*

*We will also offer extended and novice sessions in CX.*

*See other ads this issue for more information.*

*Your institute directors:*

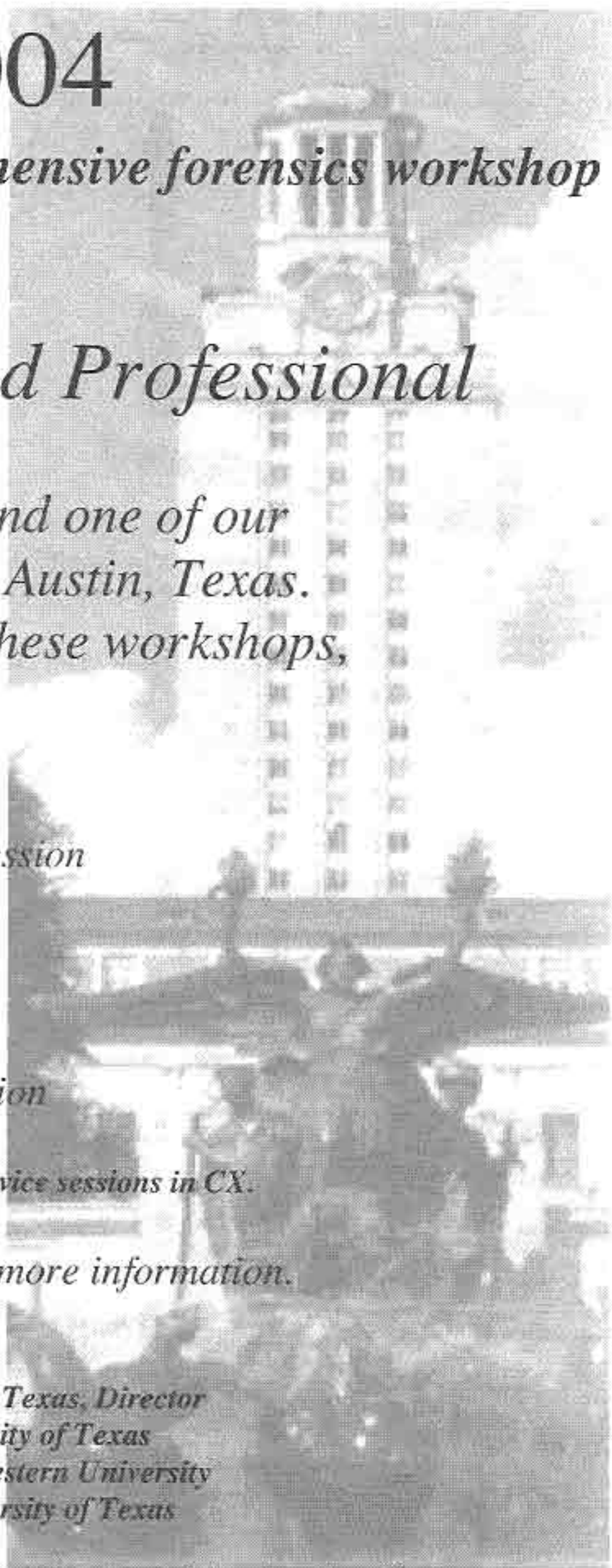
*Dr. Joel Rollins, The University of Texas, Director*

*Professor Randy Cox, The University of Texas*

*Professor Brian McBride, Northwestern University*

*Professor Jairus Grove, The University of Texas*

*Look for updates on our web site: [www.utexas.edu/coc/cms/utnif](http://www.utexas.edu/coc/cms/utnif)*



# THE ARGUMENT-CENTERED THEORY OF DEBATE

by  
Stephen Galoob

Lincoln-Douglas debate is a worthwhile event for many reasons, not the least of which is its propensity to train students in the art of critical thinking. It is a well-established and widely disseminated truth that Lincoln-Douglas debate is about arguments, rather than arguing (such that students who consider themselves "good at arguing" are often not very "good at debate").

ceding substance. Such an approach to debate would not only have numerous pedagogical benefits for debate teachers, but it would also give debaters greater opportunity to sharpen critical thinking skills. More importantly, the argument-centered approach focuses the debater's attention on those skills which are most valuable (namely, the ability to devise a coherent argument) at the expense of those skills which are least important (namely, memorizing dead philosophers).

**..."Debate would be easier to teach if the event were primarily focused on underlying arguments..."**

## 1. What is the argument centered theory?

As even the beginning student of logic knows, there are only a finite number of ways to invalidate an argument. The premises of the argument might not yield the conclusion of the argument (perhaps because of incompleteness or contradiction). The premises of the argument might not be factually correct. The conclusion itself might be of lesser importance than some other conclusion. A valid argument is one where the premises yield

Yet, in many ways, the instruction and practice of LD abandons the central tenet described above. Many debates turn on which debater "wins" the value or "drops" fewer of her opponent's arguments (which are, if dropped, urged to be accepted as true). As a result, rounds are won and lost not on the determination of issues central to the resolution but abstract disputations about whether morality is better than justice, or vice versa.

My thesis is that debate should be taught and practiced quite differently than this. Rather than focusing on supporting a value/criterion premise through several arguments, debaters should focus on an underlying argument which only incidentally yields a particular value or criterion. I call this approach the "argument-centered" theory of debate.

Under the argument-centered approach, beginning students would learn what a good argument looks like before they learned the definition of a value or criterion. Advanced students, in formulating a case, would focus on constructing a sound argument on a given side of a resolution (no small task!) before structuring the formalities of the case (value, criterion, contentions, and so forth). Substance would precede form, rather than form pre-

the conclusion; a sound argument is a valid argument whose premises happen to be true; a "good" argument is a sound argument whose conclusion happens to be important.

It is my impression that Lincoln-Douglas debate would be much different if students started out learning what a good argument looks like, rather than what a value or criterion is. Further, I believe that the practice of debate would be much improved if it were primarily concerned with making good arguments (as opposed to "winning" arguments with gimmicks and shortcuts like inherency responses). Students being introduced to the subject would become more aware of the bad arguments that surround them daily. Students in the process of writing a case would realize how difficult it is to construct a good argument (hence, one might add, the scarcity of good arguments in the world!). It is my unsubstantiated belief that many successful debaters already formulate their cases in a manner similar to the argument-centered theory of debate, although their approach is not recognized as such.

Under the argument-centered approach, students would first devise a complete argument, preferably in a form similar to a geometric proof. The process of thinking through an argument in this manner is no easy feat.

D  
e  
b  
a  
t  
e



The 73rd

# NATIONAL SUMMER INSTITUTE IN FORENSICS

THE UNIVERSITY OF IOWA  
Iowa City, Iowa

LINCOLN-DOUGLAS DEBATE

June 21 - July 4

TEACHERS' INSTITUTE

June 21 - July 4

Home in time to enjoy the  
Fireworks!

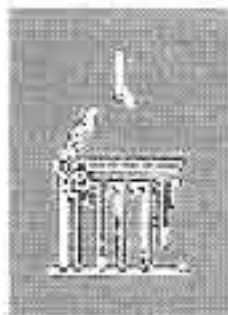
YOU CAN  
REGISTER ON  
THE WEB  
BEGINNING  
FEBRUARY 1st!

Paul G. Bellus  
A. Craig Baird Debate Forum  
B12 International Center  
University of Iowa  
Iowa City, Iowa 52242-1802

319/335-0621 • FAX 319/335-2111

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





# THE NATIONAL SUMMER INSTITUTE IN FORENSICS

THE UNIVERSITY OF IOWA  
Iowa City, Iowa

**Get a head start on college!  
Make this summer an Iowa summer!**

A unique educational opportunity is now available to all high school participants in the Lincoln-Douglas Division, the ability to earn three hours of college credit.\*

LINCOLN-DOUGLAS DEBATE

June 21 - July 4

Home in time to enjoy the Fireworks!

*For more information contact:*

Paul G. Bellus  
A. Craig Baird Debate Forum  
B12 International Center  
University of Iowa  
Iowa City, Iowa 52242-1802  
319/335-0621 • FAX 319/335-2111

\*For a fee in addition to tuition, student participants may register for course 36:002 Workshop in Debate and Forensics. All registration requests must be made through the offices of the National Summer Institute in Forensics and be indicated on your application form. All fees must be paid in full prior to registration for this section. Last year this program cost \$550. Although tuition has not been set at this time, we don't anticipate a significant increase. Iowa's tuition is the lowest in the Big 10. These may be the least expensive credit hours you ever purchase.

***www.iowadebate.com***

**EARN COLLEGE CREDIT!**



A professor of mine once told me that he refused to sponsor any Ph.D. dissertation where the candidate could not summarize their proposed research on one side of an index card; some graduate students found this task so difficult that they contemplated quitting school!

## II. An Example

For example, consider a hypothetical resolution that "citizens are morally obligated to obey the laws of a society in which they live." No doubt many who compete on the high school level have heard Locke's famous argument that a government's requiring obedience to its laws is justified because the citizens of a country tacitly consent to the authority of the government by remaining in the country. Assume for the purposes of this example that a debater is familiar with Locke's argument. A traditional approach to creating a case for this resolution would suggest identifying values (for instance, the authority of law or the potential gains from cooperation) and criteria (something like the morality of promise keeping, for example). The skeleton of the case might look something like this:

Value- A well-ordered society

Criterion- justice

**Contention 1:** Justice requires a person to keep his or her promises when they affect other people

**Contention 2:** Citizens implicitly promise to obey a country's laws by remaining in a country

**Contention 3:** Denying a moral obligation to obey the law would allow people to behave unjustly, since they could break their promise to obey the law.

What if the case were formulated under a different method? Rather than looking for a value or criterion (like authority or morality) to support one's side of the resolution, suppose that we looked for a fully developed argument. Locke's argument can basically be recreated in a few steps:

- 1.) Citizens are normally bound to adhere to their promises
- 2.) After a certain age and exposure to a society, citizens implicitly promise to obey the laws of that society by remaining there.
- 3.) Therefore, citizens are normally bound to adhere to the laws of a society.

Focusing on the argument itself, rather than the value/criterion premise that it supports, raises a few significant questions. In other areas of law, a person is not considered to consent to an agreement where there are no other viable alternatives. When a person is given, to quote from the Godfather, an "offer he can't refuse," we normally say that consent is not valid because it is not free (the legal term is that the consent is made under duress). Does Locke argue that consent to obeying the laws is a different species than consent to a normal contract? Such an argument would be strange, considering that obeying the laws is arguably much more significant than fulfilling a contract and we would expect greater, rather than less, attention to the freedom of the person making a promise. Is Locke saying that there are actually viable alternatives for a person who does not wish to consent to the laws of a society in which he was born? Such a proposition would be controversial

and, according to some, seem illogical. Furthermore, Locke's proposition is susceptible to the powerful criticism, often made by beginning debaters, that nothing done by the average, non-naturalized citizen counts as a consent act (or, in the beginning debater's vernacular, "When did I sign the social contract?").

The specifics of this criticism of Locke are less important than the insights yielded by the argument-centered approach. In our example, focusing on the value and criterion distracts us from what are (and have historically been considered by the philosophers who study this subject) the really interesting parts. Instead, a debater running the case formulated under the traditional approach is sure to receive inquiries about whether security can outweigh conscience or some other such abstract question, inviting an exchange which is likely to degenerate into an intractable conflict between the quality of security and the permissible extent of pursuing one's version of the good. Thus, the first advantage of the argument-centered theory of debate is that it channels the debater's attention on the more interesting (in my mind, at least) questions about whether the premises of an argument are true or valid, rather than whether more abstract issues like whether security without the ability to follow one's conscience is worthwhile.

That is not to say that such abstract values are unimportant in Lincoln-Douglas debate. Rather, the virtue of the argument-centered approach is that it puts abstract questions in their proper perspective. In the example devised above, Locke's argument from tacit consent might support either the likely affirmative value of security or the likely negative value of conscience, depending on the particular iteration of those values. Furthermore, the argument for Locke's position entails several values (for instance, the value of keeping promises, the value of cooperation, the value against opportunistic bargaining by individual citizens).

## III. Why Switch?

As I suggested earlier, I believe that good debaters tend to organize their cases in a manner that resembles the argument-centered approach (that is, they start with a coherent argument and pick a value/criterion premise evocative of it). If this is true as a matter of description, then what does it matter if debaters and their teachers explicitly recognize the process as argument-centered? In my mind, the current system is most troublesome because it forces debaters to choose (sometimes arbitrarily) among many values that are supported (sometimes equally) by an argument, then (in many rounds) to defend the arbitrarily-selected values on abstract grounds, rather than defending the argument itself on its own terms. This style of debate rewards debaters who focus on the peripheral ("winning the value" or invalidating an opponent's criterion) at the expense of attending to the important stuff (namely, the coherence of the underlying argument). It is as if the Motion Picture Academy of America awarded an Oscar for outstanding use of props but not one for best screenplay.

Aside from the inherent satisfaction that comes with making debates more interesting, I believe that the straightforward embrace of the argument-centered theory would have several benefits.

First, debate would be easier to teach if the event were primarily focused on underlying arguments. Arguments are considered good or bad for objective, measurable reasons; making arguments the focus of teaching yields the prospect of assessing student performance through multiple choice tests. Instructing high school students on how to evaluate arguments objectively will have tre-

mendous benefits if and when those students decide to go to graduate school (as anyone who has ever taken the Law School Admissions Test or the GRE would verify!).

Second, debates centered on arguments are easier to judge. The argument-centered theory encourages judges and debaters to determine the validity of arguments rather than who said what about whose second contention in which rebuttal. Furthermore, the argument-centered approach would end many of the disturbing trends that have been well-chronicled in the pages of *Rostrum*, namely spreading and embedding arguments. If a debater is forced to defend her premises and the implications of her conclusion fully, then the time allotted to either the affirmative or the negative is probably sufficient to make one or two arguments at most. In short, the argument-centered approach ensures that debaters will focus less on the tricks of the trade and more on the trade itself.

Finally, the argument-centered approach would better enhance critical thinking skills of debaters. Just as many educators believe it is more important for students to understand history than to memorize historical facts, most debate teachers would agree that it is better for students to understand Locke's argument (warts and all) than to memorize the nomenclature. Lincoln-Douglas debate as it currently exists, with its emphasis on tag-lines and superficial abstract analysis of hopelessly complicated philosophical ideas, incentivizes the lesser learning at the sake of the better. Making good arguments is hard, and, if anything, the argument-centered approach encourages students to discover this truth for themselves. Yet asking high school students to slow down their thinking and reason through certain claims completely is not an exercise in futility. Even if (as is likely) students fail to recreate the

most profound ideas of philosophy, they will at least cultivate an appreciation that arguments, like poems or plays or paintings, can be beautiful. Instilling such a sense of beauty is, in many minds, an important education in itself.

### Conclusion

It is perhaps foolhardy to say that an event like Lincoln-Douglas debate, with its varied instructional styles and diverse participants, should be thought of under a standard model. Nevertheless, it is plausible to argue what L.D. debate should not be, and I think that I have in this essay introduced two plausible candidates for this distinction. First, debate should not be a contest of name-dropping and note-taking. Second, debate should not be an exercise that, by the conventions it imposes from the moment of instruction, encourages students to ignore the soundness of their premises or the implications of their conclusions. Instead, debate should instruct students in the rigor and beauty attendant to a good argument. Aside from all the benefits to teachers, judges, and debaters that would accompany widespread adoption of the argument-centered approach, the argument-centered approach would better promote critical thinking skills so vital to success as a student or citizen. After all, it is one thing to know Locke's argument from tacit consent and quite another to know how Locke's argument from tacit consent is full of it.

*(Stephen Galoob, was a high school debater at Westmoore High School (OK). Mr. Galoob is an attorney with Shea and Gardner, a Washington D.C. law firm.)*

## ELECTION OF NATIONAL OFFICERS

Election of nationals officers shall be conducted in even numbered years as follows:

- Any member coach with 5 years of NFL coaching experience may become a candidate for Executive Council by so advising the secretary in writing before **February 1, 2004 certified mail.**
- Present national officers whose terms expire on July 31 shall become candidates for re-election by filing written statement with the secretary **by February 1, 2004 certified mail.**
- No person may serve as a member of the Executive Council after his/her 70th birthday [Council Meeting, April 11, 1992, unanimous]
- Each candidate shall be allotted one column in the *Rostrum* to support his/her candidacy, due **February 1, 2004 certified mail.**
- Each chapter shall be mailed a ballot on which the candidates' names appear in an order drawn by lot and on which the chapter shall vote for four directors. Each ballot shall be worth as many votes as the chapter has active members and degrees on record in the National Office on May 1, 2004.
- Those candidates not elected to the Executive Council shall be designated as alternates in order of finish.



# *The National High At Northwestern*

## *Our 2004 Summer Programs:*

### *Coon-Hardy Debate Scholars and Zarefsky Debate Scholars*

#### *The Innovative Northwestern Curriculum:*

- Teamwork, Teamwork, Teamwork!!!
  - Interactive Learning Environment
    - Integrated Curriculum Design
  - Small Group Topic Analysis and Design
- Matching Faculty Expertise to Individual Student Needs
  - College Caliber Strategy and Research Skills
- Leading Innovators From Both College and High School Coaching Ranks
  - Learn Where The Topic Will Be in January –  
Not Where It Was Ten Years Ago!!!

#### *For Further Information Contact:*

The National High School Institute  
617 Noyes Street, Evanston, IL 60208  
(800)-662-NHSI

<http://www.northwestern.edu/nhsi> E-Mail: [nhsi@northwestern.edu](mailto:nhsi@northwestern.edu)

*"Come, Be a Part of America's Most Successful College Debate Program"*

Northwestern University

National Debate Tournament Champions

2003 \* 2002 \* 1999 \* 1998 \* 1995 \* 1994 \* 1980 \* 1978 \* 1973 \* 1966 \* 1959 \* 1958

Cross Examination Debate Association National Champions  
1997

# *School Debate Institutes University*

## *The Senior Staff For Our 2004 Summer Programs:*

- *Dr. Scott Deatherage, Director, Northwestern University, Coach Of:  
Six National Debate Tournament Championship Teams  
Five National Debate Tournament Top Speakers*
- *Adrienne Brovero, Assistant Director, Northwestern University*
  - *Dan Fitzmier, Assistant Director, Northwestern University*
  - *Kevin Hamrick, Director, Lakeland High School, New York*
- *Kristin Langwell, Former Top First Round Winner, University of Iowa*
  - *Dan Lingle, Director, Jesuit College Prep, Dallas*
  - *Chris Lundberg, Assistant Director, Northwestern University*
- *Tracy McFarland, Associate Director, Jesuit College Prep, Dallas*
  - *Tristan Morales, NDT Champion, Northwestern University*
  - *Frank Seaver, Director, Woodward Academy, Atlanta*

## *Recent Northwestern Debate High School Alumni Include:*

- *2001, 2000, 1999, 1998, and 1997 NDT Champions*
  - *2001, 1999 and 1998 NDT Top Speakers*
- *2003, 2001, 2000, 1999, 1998, and 1996 NFL National Champions*
- *2003, 2002, 2001, 2000, 1999, and 1998 Tournament of Champions Winners*

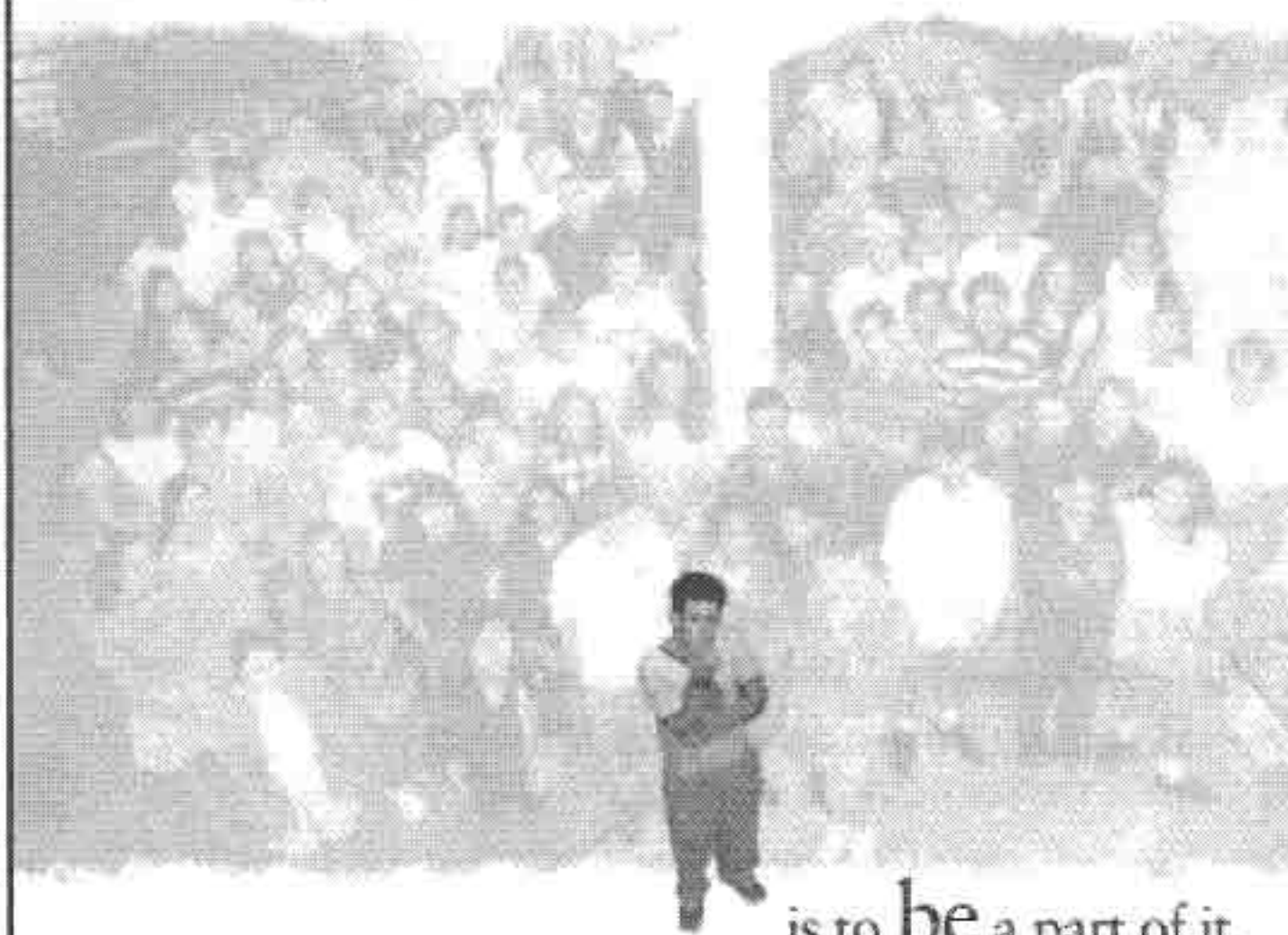
*"Go to College before you Finish High School"*

Northwestern University  
National Debate Tournament Top Speakers  
2000 \* 1999 \* 1998 \* 1996 \* 1989 \* 1973 \* 1968 \* 1966 \* 1962

Rex Copeland Memorial Award -- Top First Round At-Large  
2003 \* 1999 \* 1996 \* 1988 \* 1979



The only way to stand out from the crowd...



is to be a part of it.

**SFI**  
**SUMMER**  
**FORENSICS**  
**INSTITUTE**  
**JULY 11-24**  
**2004**  
**BRADLEY**  
**UNIVERSITY**

## WHY CHOOSE BRADLEY?

be a part of it

1. Our campers are successful! Take a look at last year's numbers:
  - a. 92% of our campers were breaking during the regular season
  - b. 50% were in regional finals
  - c. 25% were in state finals
  - d. 20% were in national outrounds
2. We focus on "process" over "product." While most one-week camps can send students home with a polished product, in two weeks we can provide the process for developing that product as well. Such knowledge makes students much more self-sufficient.
3. Compare our price. We are imminently affordable, and there are NO hidden charges or add-ons.
4. Our coaches travel, judge, and coach on a national circuit. They know what other judges are looking for and can help you create it!
5. We can give students a sense of the forensics team experience, based on our tradition of excellence.
6. We can not only make your student better, we can make your TEAM better! Send us one student, and they will show immediate results. Send us five students, and your TEAM will show immediate results.

stand out from the crowd

Want more info?

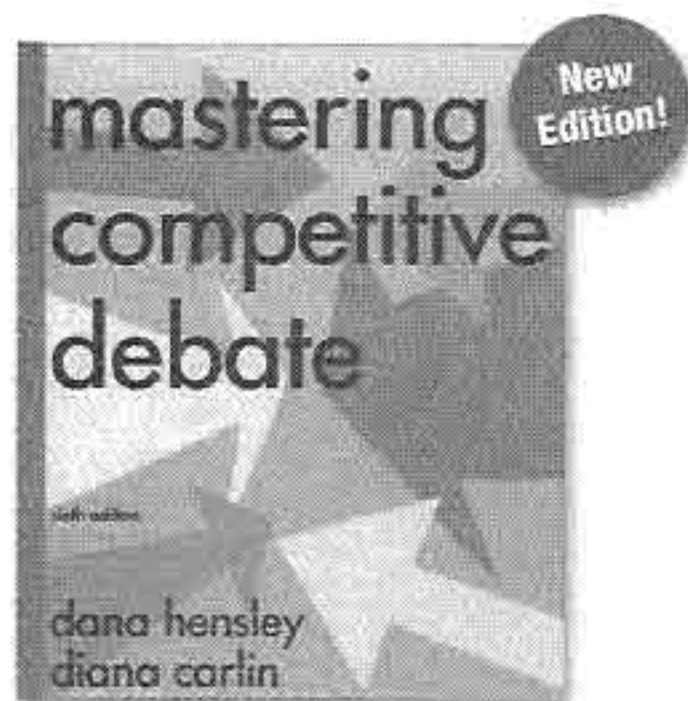
Elizabeth Binning: Continuing Education Program Director  
(309) 677-2377; [ebinning@bradley.edu](mailto:ebinning@bradley.edu)

Dan Smith: Institute Director  
(309) 677-2439; [dan@bradley.edu](mailto:dan@bradley.edu)

# Policy Debate Skills

## For Beginning and Intermediate Students

**Perfection Learning® offers you a wide selection of debate texts and classroom resources.**



### An introduction to contemporary basic debate for beginning and intermediate debaters

Revised and streamlined to include the most useful, current information, this text focuses on policy debate with chapters on Lincoln-Douglas debate, Student Congress, mock trial, and parliamentary debate.

Examples and graphics explain

- debate history, theory, and ethics
- debate formats
- research sources, including electronic
- argumentation
- rebuttals
- defense
- debate judging process

A Teacher Guide includes activities, grading strategies, quizzes and answer keys, and much more!

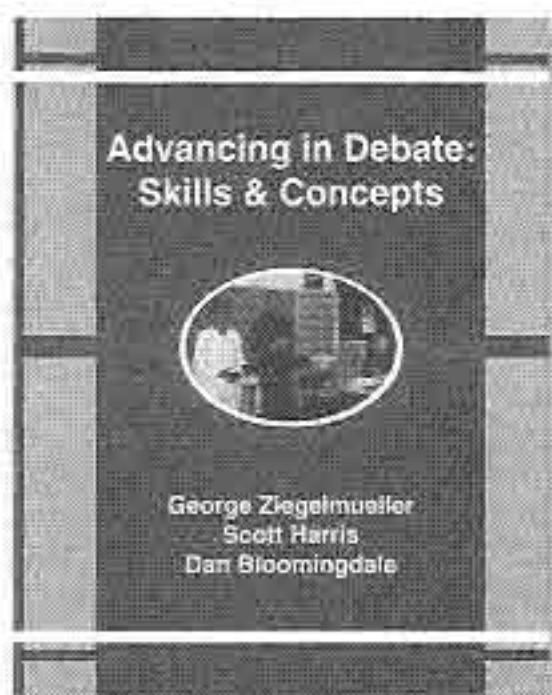
**Additional debate texts are available!**

### A complete text for advanced debaters

This invaluable follow-up to *Mastering Competitive Debate* explores recent debate theories and their practical applications for high school debate. Focusing primarily on policy debate, the text includes such concepts as

- critique strategy and arguments
- storytelling and its use in focusing critical arguments
- judging paradigms and their implications
- permutations
- agent counterplans
- theoretical issues related to counterplans
- international fiat

A Teacher Guide with teaching suggestions for each chapter, chapter quizzes, bibliographies, and a model transcript is also available.



**WWW.** FREE product samplers at  
[perfectionlearning.com/samplers](http://perfectionlearning.com/samplers)

**Clark**  
Publishing  
Since 1948

a division of

**Perfection Learning®**  
CORPORATION

**Call or visit our Web site today for a FREE catalog!**

phone: (800) 831-4190 • fax: (800) 543-2745 • web: [perfectionlearning.com](http://perfectionlearning.com)



# National Forensic Consortium 2004 Summer Debate Camps

## Tentative Dates & Prices

California National Debate Institute  
Berkeley, California

### Policy Debate

3 Week Session: June 28 - July 17, \$2425  
1 Week Theory Session: June 28 - July 5, \$905  
1 Week Technique Session: July 10 - July 17, \$905  
Novice Program: June 28 - July 17, \$2425  
Berkeley Mentors: June 28 - July 17, \$2425

### Lincoln Douglas Debate

2 Week Session: June 28 - July 12, \$1755  
1 Week Session: June 28 - July 5, \$905

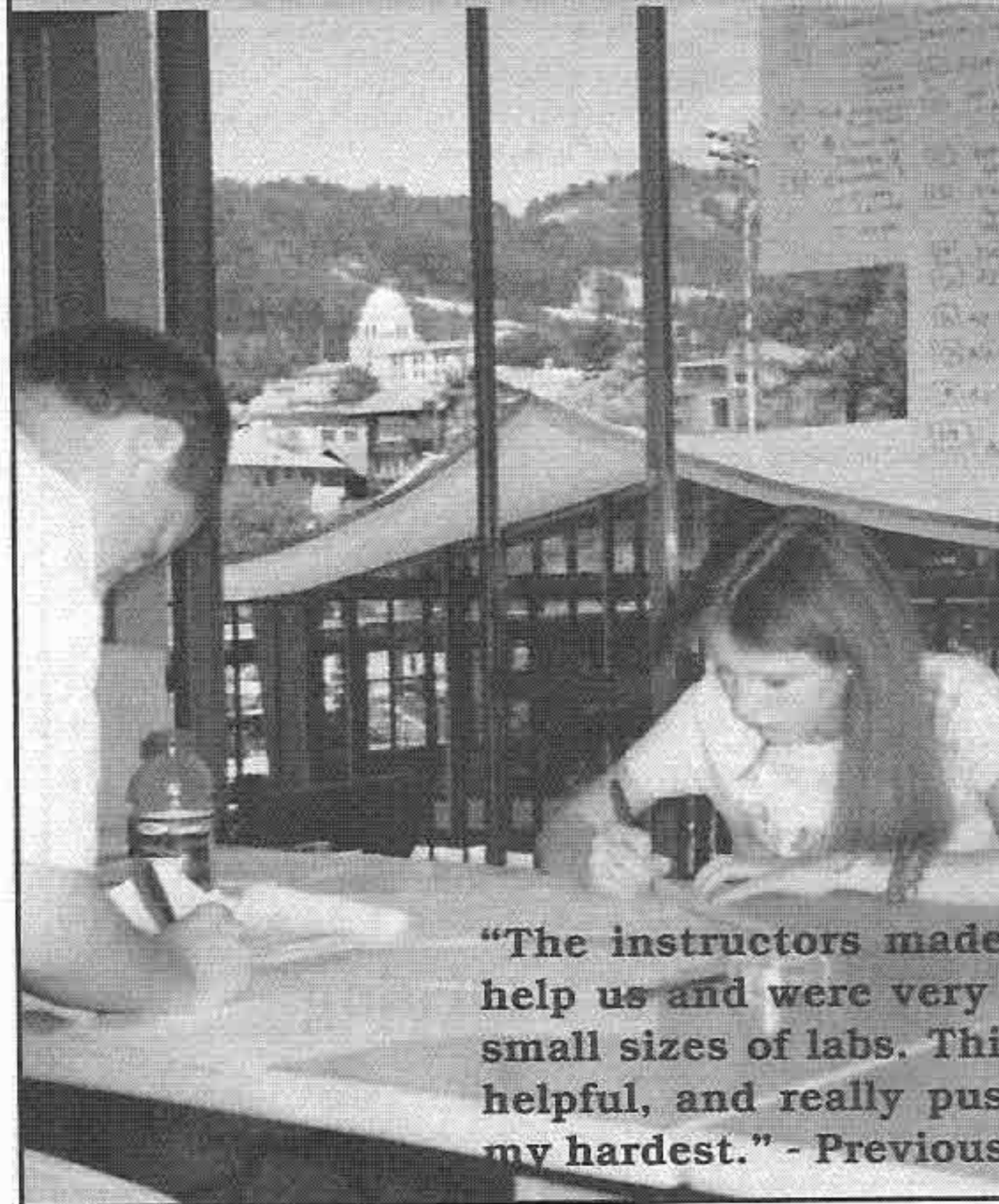
National Debate Institute - D.C.  
University of Maryland, College Park

### Policy Debate

30-round program: June 26 - July 13, \$2,365  
Novice Program: June 26 - July 13, \$1,845

### Lincoln Douglas Debate

2 Week Program: June 26 - July 9, \$1685



Initially confirmed staff for 2004 include **Robert Thomas**, the Policy Debate Director at Stanford University and Director of the CNDI Programs; **Dave Arnett**, Director of Policy debate at UC Berkeley and one of the most successful college coaches in recent years; **Sarah Holbrook**, she coaches debate at the Head Royce School and was a successful college debater and coach at the State University of West Georgia; and **Nick Coburn-Palo**, he coaches at the College Prep School with teams competing in late elimination rounds at local, regional and national tournaments including the Championship Policy team at the 2003 Tournament of Champions.

### For more information:

National Forensic Consortium  
1678 Shattuck Ave. #305  
Berkeley, CA 94709

510-548-4800

[debate@educationunlimited.com](mailto:debate@educationunlimited.com)

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

**"The instructors made a real effort to help us and were very nice. I liked the small sizes of labs. This camp was very helpful, and really pushed me to work my hardest." - Previous NFC Participant**



# Stanford National Forensic Institute

## Tentative 2004 Dates & Prices

### Policy Debate

July 23 - August 12, \$2450

### Extended Week

August 12 - August 19, \$1150

### Lincoln Douglas & Individual Events

July 26 - August 8, \$1770

### LD Extended Week

August 8 - August 15, \$1150

The majority of SNFI faculty will be current or former high school and collegiate coaches of national repute. Initially confirmed staff for 2004 and staff expected to return from 2003 include

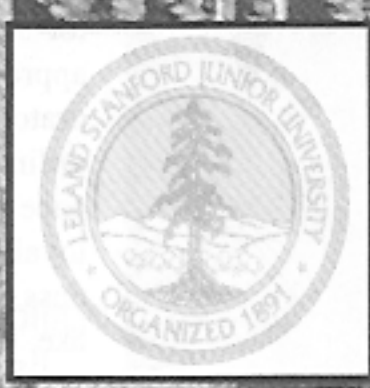
#### Policy:

Matt Fraser, SNFI Program Director  
Robert Thomas, Academic Director  
Dr. Anne Marie Todd - San Jose State  
Dave Arnett - UC Berkeley  
Sarah Holbrook - Head Royce School  
Casey Kelly - U of North Texas  
Stacey Nathan - UC Berkeley  
Jon Sharp - USC (CA)  
John Hines - U of North Texas  
Toni Nielson - Cal State Long Beach  
Bob Allen - Emory University  
Judy Butler - Augusta Prep  
Cyrus Ghavi - Emory University  
Beth Schueler - Whitman College  
Chris Macfarlane - USC (CA)  
Nick Coburn-Palo - College Prep  
Liang Dong - Stanford  
Guarav Reddy - UC Berkeley  
Dan Fitzmier - Northwestern  
Eric Holland - USC (CA)

#### Lincoln - Douglas:

Dr. Michael Major, Program Director  
Josh Fulweiler - Tulane University  
Hetal Doshi - Emory University  
Jon Gegenheimer - Georgetown  
John Lynch - Ohio State University  
Cherian Koshy - U of Minnesota  
Gigi Garmendia - Harvard  
Michael Bietz - U of Minnesota  
Jonathan Alston - Newark Science  
Seth Halvorson - Columbia  
Frances Schendle - Princeton  
Jason Fernandez - Vanderbilt  
Tommy Clancy - Westlake  
Josh Anderson, Shira Simon,  
Kelsey Olson and more!

The **Stanford National Forensic Institute** offers a unique national caliber program conducted by the Stanford Debate Society of Stanford University, a registered student organization of the Associated Students of Stanford University. An excellent faculty teaches students both fundamentals and advanced techniques in a rigorous, carefully structured environment that caters to the needs of forensics students at all levels.





## SOME GUIDELINES FOR EFFECTIVE ORATORICAL PATHOS

by  
Wayne C. Mannebach

Charles Henry Woolbert, one of the founders of the modern speech profession, stated that "to study Persuasion intensively is to study human nature minutely...More than half of success in winning men is in understanding how they work."<sup>(1)</sup> In other words, persuasion is dependent upon motivation.

Ideally, students of oratory should study the works of rhetoricians, philosophers and psychologists who specialize in the explanation of personality and human motives. However, even serious students of oratory of-

M. Walter established five basic motivational situations.<sup>(3)</sup> The **difficulty situation** arises when the audience feels, vaguely or clearly, that something is wrong. Walter considered this motivational situation as being most fundamental, and in Human Nature and Conduct: An Introduction to Social Psychology John Dewey supported Walter's observation by contending, for example, that no man ever thinks unless he is first confronted with a felt difficulty. The **goal-oriented situation** arises when individuals consider rather well-defined goals as solutions to a

difficulty. The **barrier situation** arises when well-defined goals become complicated by anything that impedes or prevents their entry, passage, or achievement. The **threat situation** arises when people are moved to action because of imminent or impending danger to themselves or loved ones. The **identification situation** arises when human beings act for the benefit of other groups.

### GENERAL TOPOI FOR MOTIVATIONAL SITUATIONS

Once the orator has determined the appropriate motivational situa-

tions, the next step is to select the general *topoi*, or lines of argument, to enhance each motivational situation. For instance, in the difficulty situation the orator might argue **that no difficulty exists; that difficulty exists, but it is easy to overcome; that the audience must attempt to define the difficulty; that to attack the difficulty is futile or, perhaps, even fatal; or that the audience should deal with other difficulties that are more important and demanding.**

In the goal-oriented situation the orator might contend **that the audience should achieve a certain goal, or abandon a desired goal.**

In the barrier situation the orator might urge the audience **to achieve the goal, despite the barrier; work toward a substitute goal; or study ways to eradicate or reduce the barrier.**

In the threat situation the orator might insist that the audience **abandon the goal, resist and combat the threat, or forget the threat because it is not strong enough to warrant their attention.**

Finally, in the identification situation the orator might urge the audience **to help a particular group, or forsake the group.**

**..."Ideally, students of oratory should study the works of rhetoricians, philosophers and psychologists who specialize in the explanation of personality and human motives ..."**

ten lack the time not only to read, but also to study intensely the numerous and often complicated psychological treatises. One significant result is that many orators appear to lack understanding of the forces that impel human beings to feel and act. In other words, all orators *speak*, but not all of them *move or incite*. The following material is designed to remedy this liability. However, the author wishes to encourage students of oratory to read formal treatises on motivation as supplements to this work.<sup>(2)</sup>

At least three steps are necessary when preparing oratorical *pathos*. First, the orator should determine the appropriate **motivational situations**, namely environments that move people to feel and act. Second, the orator should select **general topoi**, or lines of argument, appropriate to the motivational situations. Finally, the orator should select **specific emotional appeals** that coordinate with the general *topoi* and arouse in an audience a sense of anger, contempt, calmness, friendship, loyalty, pride, duty, fear, confidence, shame, shamelessness, kindness, indignation, envy, emulation, and the like.

### MOTIVATIONAL SITUATIONS

Encouraged by such works as Aristotle's Rhetoric, and Benedictus de Spinoza's The Ethics, Professor Otis

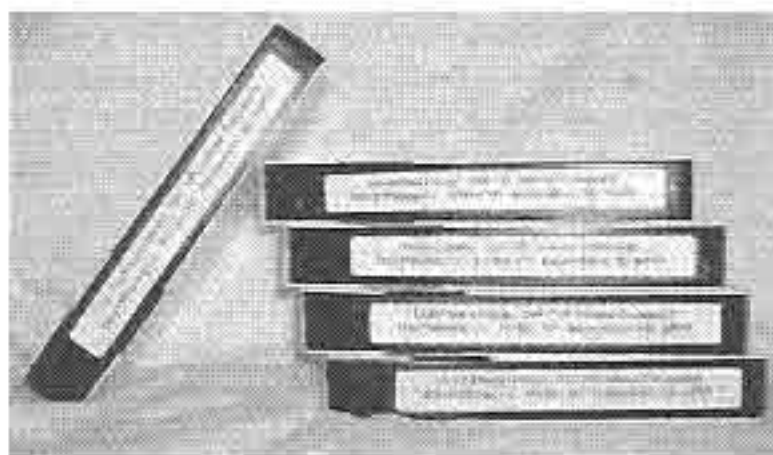
# 2003 Final Round Videos

Final Round Videos from Atlanta, GA  
(and every year since 1983)

Video allows you to truly expand your travel and instruction budget. Give every student the visual advantage of seeing the NFL National Tournament final rounds! The National Forensic League receives a significant royalty from every tape sold.

## PRICES

|   |          |
|---|----------|
| Cross Examination                           | \$74.95  |
| Lincoln Douglas                             | \$74.95  |
| International Extemp                        | \$74.95  |
| United States Extemp                        | \$74.95  |
| Original Oratory                            | \$74.95  |
| Supp. Events (Impromptu, Ex. Comm., Expos.) | \$74.95  |
| Ted Turner                                  | \$74.95  |
| Complete Set (of any 5) BEST VALUE          | \$310.00 |



Send Orders To: Dale Publishing PO Box 347 Independence, MO 64050  
Fax (816) 350-9377

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Phone(      ) \_\_\_\_\_

Email: \_\_\_\_\_

| Item         | Year | Qty | Price    |
|--------------|------|-----|----------|
| CX           |      |     | \$74.95  |
| LD           |      |     | \$74.95  |
| FX           |      |     | \$74.95  |
| USX          |      |     | \$74.95  |
| OO           |      |     | \$74.95  |
| Supp. Events |      |     | \$74.95  |
| TT           |      |     | \$74.95  |
| Complete Set |      |     | \$310.00 |
| 12% S/H      |      |     |          |
| Total        |      |     |          |

We DO NOT accept credit cards.

Please add 12% shipping for P.O.s.

Please specify years desired.

Selection errors are purchaser's responsibility.

Due to copyright law, we are unable to sell interpretation events.



## SPECIFIC TOPIC FOR MOTIVATIONAL SITUATIONS

After determining the appropriate motivational situations and the general *topoi*, the orator should then select emotional appeals that specifically coordinate with the aforementioned situations and *topoi*. For example, in the difficulty situation the orator might argue that the difficulty is unjust, irrational, or unworthy, and then appeal to the audience's sense of **contempt or anger**.

In the goal-oriented situation, the orator might appeal to the audience's sense of **calmness and pride** by arguing that the desired goal will bring pleasure, wealth, plenty of friends and allies, security, and prestige.

In the barrier situation the orator might argue that the audience should achieve the goal despite the barrier. Then the orator could appeal to the audience's sense of **anger or hatred** by insisting that the barrier has harmed the audience and has helped their enemies; or appeal to the audience's sense of **pity** by arguing that the barrier has injured those with whom the audience identify themselves.

In the threat situation, the orator could appeal to the audience's sense of **fear, pity, anger or emulation**, by arguing respectively that the threat may harm the audience, has harmed friends of the audience, has destroyed valuable possessions, or has been overcome by people who faced similar threats.

Finally, in the identification situation, the orator could appeal to the audience's sense of **pity, friendship, and pride**, by arguing that the particular group is in great need of help, that the group which needs help consists of close friends of the audience, and that the audience can be proud of being the only ones in a position to help the group in distress. Of course, the orator also could appeal to the audience's sense of **shame**, if they refused to help the group.

## JOHN F. KENNEDY—A MASTER OF ORATORICAL PATHOS

An illustration of the above method for effectively employing oratorical pathos is the following brief analysis of President John F. Kennedy's "Inaugural Address."<sup>141</sup>

After his introductory remarks, the President established motivational situations of **goal-orientation** and **identification**. He argued that the United States is determined to assure the survival and success of liberty and will act for the benefit of all people of the world. Within the general *topoi*, President Kennedy appealed to his audience's sense of **duty, confidence, determination, pride, friendship, strength, fear, justice, emulation, calmness, fairness, pity, and hope**. He said:

We dare not forget that we are the heirs of that first revolution. Let the word go forth from this time and place, to friends and foe alike, that the torch has been passed to a new generation of Americans -- born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage -- and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and success of liberty.

This much we pledge -- and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do -- for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our words that one form of colonial control shall not have passed away merely to be replaced by a far greater iron tyranny. We shall not always expect to find them strongly supporting their own freedom -- and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those peoples in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required -- not because the communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of the border, we offer a special pledge -- to convert our good words into good deeds -- in a new alliance for progress -- to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this Hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support -- to prevent it from becoming merely a forum for invective -- to strengthen its shield of the new and the weak -- and to enlarge the area in which its writ may run.

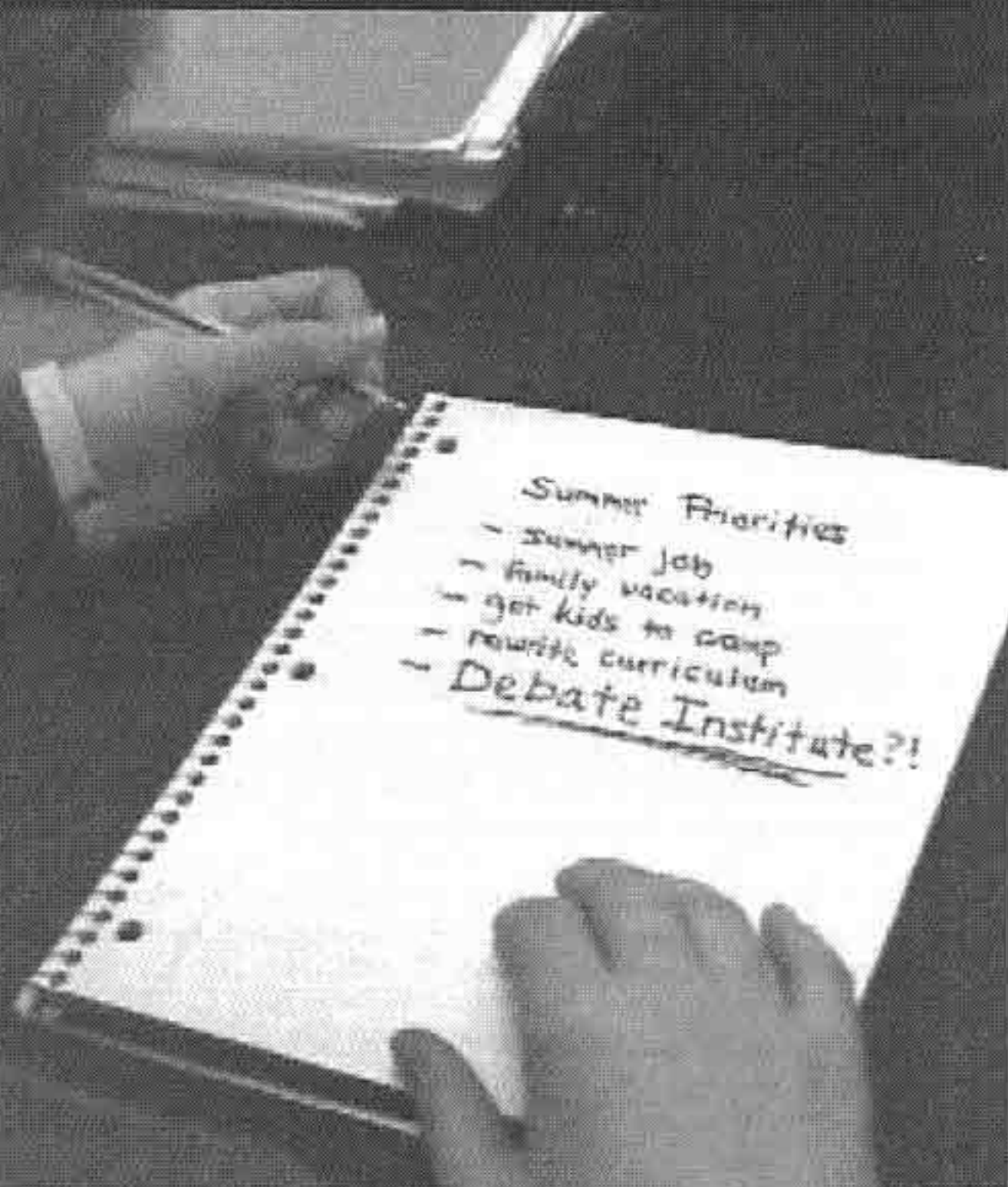
President Kennedy next established a **threat motivational situation**, focusing on a planned or accidental self-destruction through the misuse of science. Within his general *topoi* the President appealed to his audience's sense of **fear, friendship, and courage**. He said:

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.



# What are you doing this summer?



We know there are a million reasons not to go to debate institute. That's why we created SummerDebate.com. Together with Marquette University, we've created an online debate institute for coaches or students. Our goal is to level the playing field and provide great opportunities for those who lack the time or money for traditional institutes. Our programs offer the curriculum of a 3 week camp for up to **only \$349**. We offer coaches 180 clock hours (18 CEUs) for **only \$500**. Here's the best part. We really want this to be a meaningful experience. Therefore, coaches who go through the summer program can register their own students for **only \$25/student** and use it throughout the school year. Some schools use it as a topic and theory interactive textbook. Debate is hard. Let us help you.



VISIT US AT [WWW.SUMMERDEBATE.COM](http://WWW.SUMMERDEBATE.COM)



**MARQUETTE**  
UNIVERSITY



# The Crestian



Hosted by The Pine Crest School  
1501 NE 62<sup>nd</sup> St.  
Ft. Lauderdale, FL 33334  
(954) 492-4190  
January 16-18, 2004

*The Crestian* is a TOURNAMENT OF CHAMPIONS bid at the QUARTERFINALS level in Lincoln-Douglas Debate. This tournament can be found at [www.joyoftournaments.com/fl/crestian](http://www.joyoftournaments.com/fl/crestian).

**Please join us for intense Speech and Debate competition and top-notch hospitality in the SOUTH FLORIDA SUN while the rest of the nation freezes in the dead of winter!**

We offer at least five (5) rounds of Policy Debate, breaking to the appropriate elimination bracket. Jason Hernandez, former Director of Debate at the University of Michigan, will be running Policy Debate tabulation on Rich Edwards' *Tab Room on the PC*.

We offer six (6) rounds of Lincoln-Douglas Debate, breaking to the appropriate elimination rounds. Jason Wysong, Debate Coach at the Trinity Preparatory School (Orlando, FL) will be running LD tabulation on the Rich Edwards program as well.

We offer six (6) rounds of Individual Events, breaking to the appropriate elimination bracket. We will be offering competition in US Extemporaneous Speaking, International Extemporaneous Speaking, Humorous Interpretation, Dramatic Interpretation, Duo Interpretation of Literature, Oral Interpretation, and Original Oratory. Leo Williams (Belen Jesuit Prep, Miami), Beth Goldman (JP Taravella HS, Coral Springs, FL) and Mary Schick (Krop HS, Miami) will be running IE tabulation on the Rich Edwards program. Competitors will be able to double-enter in the Individual Events.

We offer Student Congress competition as well. Lisa Miller, Director of Forensics at Nova HS (Ft. Lauderdale, FL) will be running the tabulation for this event. This is a Congress Tournament of Champions bid at the Super Congress level.

Mrs. Fran Berger, retired Director of Forensics at Miami Palmetto HS (1981-1998), NFL Hall of Fame Member, and Barkley Forum Key Coach, will serve as the Honorary Tournament Co-Director.

For more information about the tournament, or if you are interested in judging, you may contact me at [ernie.querido@pinecrest.edu](mailto:ernie.querido@pinecrest.edu).

See you in SUNNY SOUTH FLORIDA in the dead of winter!

Ernie Querido  
Director of Forensics  
The Pine Crest School

But neither can two great and powerful groups of nations take comfort from our present course -- both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

President Kennedy then established another **goal-oriented** motivational situation. To support his major *topoi*, namely encouraging the world opponents to seek peace, the President appealed to his audience's sense of **calmness, courage, confidence, trust, friendship, hope, emulation, justice, and fair play**. He said:

So let us begin anew -- remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of laboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms -- and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah -- to "undo the heavy burdens...{and} to let the oppressed go free."

And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

President Kennedy next established motivational situations of **difficulty** and **barrier**, and in them he contended that achieving world peace will be extremely difficult, and that the people of the world will have to tear down the barriers of tyranny, poverty, disease, and war. Within his general *topoi*, the President appealed to his audience's sense of **courage, pride, duty, emulation, pity, determination, hope** and **anger**. He said:

All this will not be finished in the first 100 days. Nor will it be finished in the first 1,000 days, nor in the life of this administration, not even perhaps in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than in mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again -- not as a call to battle, though embattled we are; -- but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation" -- a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.

President Kennedy concluded his address by establishing another **goal-oriented** motivational situation, urging the people of the world to unite against the enemies of mankind. Within his general *topoi* the President appealed to his audience's sense of **confidence, courage, pride, duty, friendship, tranquility, justice, and love**. He said:

Can we forge, against these enemies a grand and global alliance, north and south, east and west, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility -- I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it -- and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you -- ask what you can do for your country.

My fellow citizens of the world: ask not what American will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

## CONCLUSION

In conclusion, President John F. Kennedy attempted to persuade his audience emotionally by establishing **goal-oriented, identification, difficulty, barrier, and threat** motivational situations; by selecting **general topoi**, or lines of argument, which coordinated with the motivational situations; and by employing **specific emotional appeals** which coordinated with the general *topoi*. Indeed, students of oratory who wish to *move* their hearers should do likewise -- namely enhance their oratorical pathos by applying the three methods recommended in this article.

## NOTES

<sup>(1)</sup> Charles Henry Woolbert, "Principles of Persuasion and Method Analysis," *The Quarterly Journal of Speech Education*, V (March, 1919), 107.



<sup>(2)</sup> For example, the following works often are complicated and physically taxing, but they do offer excellent incite on how people perceive and respond: Aristotle's Ethica Nicomachea; Niccolo Machiavelli's The Prince; John Locke's An Essay Concerning Human Understanding; David Hume's A Treatise of Human Nature (Book I); Jean Jacques Rousseau's The Social Contract; Jeremy Bentham's An Idea; John Stuart Mill's Utilitarianism; Henry Sidgwick's The Methods of Ethics; Friedrich Wilhelm Nietzsche's Beyond Good and Evil; Karl Marx's Selected Works; William James' The Will to Believe and Pragmatism; George Edward Moore's Principia Ethica; George Santayana's The Life of Reason; John Dewey's Human Nature and Conduct and The Quest for Certainty; Martin Heidegger's Being and Time; Alfred North Whitehead's Process and Reality; William David Ross's The Right and the Good; Rudolf Carnap's Philosophy and Logical Syntax; Alfred Jules Ayer's Language, Truth and Logic; Bertrand Russell's An Inquiry into Meaning and Truth; Jean-Paul Sartre's Being and Nothingness; Maurice Merleau-Ponty's Phenomenology of Perception; Albert Camus's The Rebel; Paul Tillich's The Courage to

Be; Ludwig Wittgenstein's Philosophical Investigations; W. V. O. Quine's Word and Object; and J. L. Austin's How to Do Things with Words.

<sup>(3)</sup> For the complete article see Otis M. Walter, "Toward An Analysis of Motivation," The Quarterly Journal of Speech, XLI (October, 1955), 271-78.

<sup>(4)</sup> See Memorial Addresses in the Congress of the United States and Tributes in Eulogy of John Fitzgerald Kennedy. (Washington: United States Government Printing Office, 1964), 227-228.



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

## NFL HONOR AWARDS



### Honor Cords (Twined/Untwined)

Where allowed, these silver and ruby cords may be worn with cap and gown at graduation ceremonies to signify the graduate has earned NFL membership. Silver is the color of the student key and Ruby the color of NFL's highest degrees. New silver and ruby colors will not conflict with the cord colors of the National Honor Society.



### Chenille Letters

Letter sweaters and jackets will never be the same! New silver and ruby NFL "letters" available in varsity (6") and J.V. (3") sizes. Show the jocks in your school that NFL scores!

### Order Form

Order Online  
www.nflonline.org  
"NFL Store"

| Quantity                           | Item         | Price | Amount |
|------------------------------------|--------------|-------|--------|
| <b>Graduation Honor Cords</b>      |              |       |        |
| _____                              | Twined       | 11.00 | _____  |
| _____                              | Not Entwined | 11.00 | _____  |
| Total Order                        |              |       | _____  |
| Shipping/Handling (entire order) + |              |       | 6.00   |
| Total Cost                         |              |       | _____  |

| Quantity                           | Item         | Price | Amount |
|------------------------------------|--------------|-------|--------|
| <b>NFL Chenille "Letters"</b>      |              |       |        |
| _____                              | Varsity (6") | 15.00 | _____  |
| _____                              | J.V. (3")    | 9.00  | _____  |
| Total Order                        |              |       | _____  |
| Shipping/Handling (entire order) + |              |       | 6.00   |
| Total Cost                         |              |       | _____  |

#### Ship to:

Name \_\_\_\_\_  
School \_\_\_\_\_  
Address \_\_\_\_\_  
City, State, Zip+4 \_\_\_\_\_  
Email \_\_\_\_\_

#### Send Form to:

National Forensic League  
125. Watson St  
P O Box 38  
Ripon, WI 54971-0038  
Phone: 920-748-6206  
Fax: 920-748-9478  
nflsales@centurytel.net

# The 2004 Spartan Debate Institutes

*East Lansing, Michigan*



*Do you want to be taught by the best?  
Take a look at the staff for the four-week session of  
the 2004 Spartan Debate Institutes*

**David Heidt**

**Kamal Ghali**

**Colin Kahl**

**Biza Repko**

**Tim Mahoney**

**Greta Stahl**

**Will Repko**

**Mike Eber**

**Adriana Midence**

These instructors have personally won the NDT, been NDT Finalists 3 more times, coached NDT winners, coached NDT Finalists & Semifinalists, won CEDA Nationals, coached CEDA National Champions, coached CEDA Finalists and Semifinalists, won the TOC, coached Finalists at the TOC, coached NFL National Champions, won CFL Nationals, coached CFL National Champions, and been named College Coach of the Year. YOU WON'T FIND A BETTER GROUP OF DEBATE INSTRUCTORS ANYWHERE ELSE. PERIOD.

*More Details Coming Soon!!*

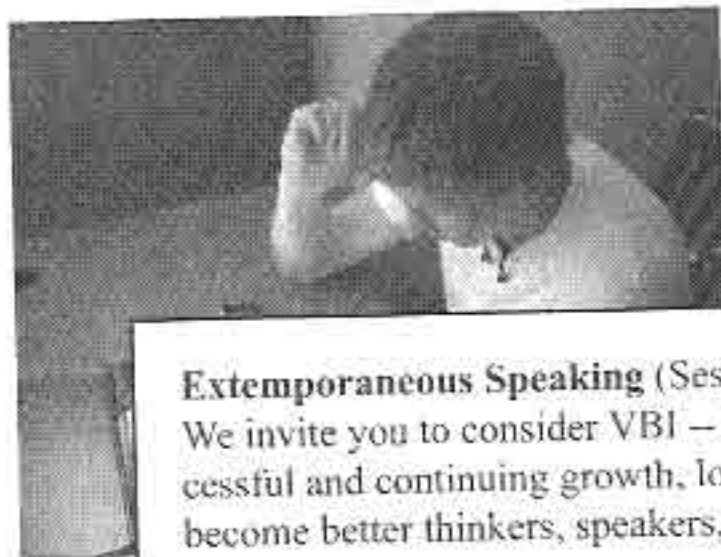
(Staff is subject to change, with plenty of notice. If they don't work at SDI, they won't be at any other debate camp)

<http://www.msu.edu/~debate>

**MICHIGAN STATE UNIVERSITY DEBATE - A TRADITION OF EXCELLENCE**

\*2003 NDT Semifinalists \*2003 NDT Quarterfinalists \*2003 CEDA Quarterfinalists \*2003 CEDA Top Speaker \*2002 CEDA Seasonal National Champions \*  
\*2002 CEDA Finalists \*2002 CEDA Semifinalists \*2002 NDT Semifinalists \*2001 CEDA Finalists \*2001 NDT Semifinalists \*2000 NDT Finalists \*  
\*2000 CEDA Finalists \*1999 NDT Quarterfinalists \*1999 CEDA Semifinalists \*1998 NDT Semifinalists \*1998 CEDA Quarterfinalists \*  
\*1997 CEDA Finalists \*1996 CEDA Seasonal National Champs \*1995 CEDA National Champions \*1994 CEDA Finalists \*





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

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

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

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

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



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

# vbi@victoria

Session 1  
July 4-17, 2004

Session 2  
August 8-21, 2004

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



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

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

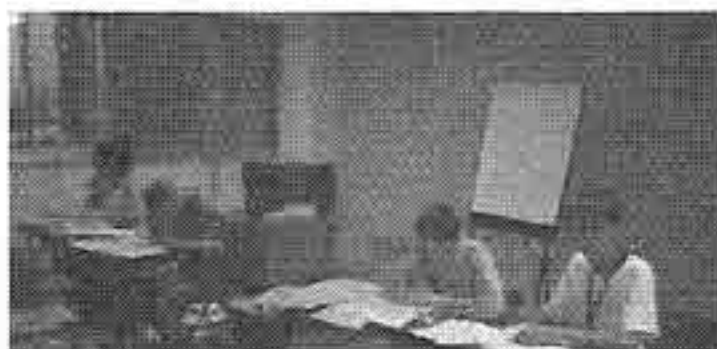
Victory Briefs is proud to announce the third annual [vbi@ucla](mailto:vbi@ucla) summer debate institute. Because we believe that we can serve the needs of all of the students that want to come to VBI (regardless of their other summer plans), and because we believe there are very good pedagogical reasons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

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

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

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

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



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

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

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



# THE INTERNATIONAL HIGH SCHOOL DEBATE EXCHANGE PROGRAM (IDEP)

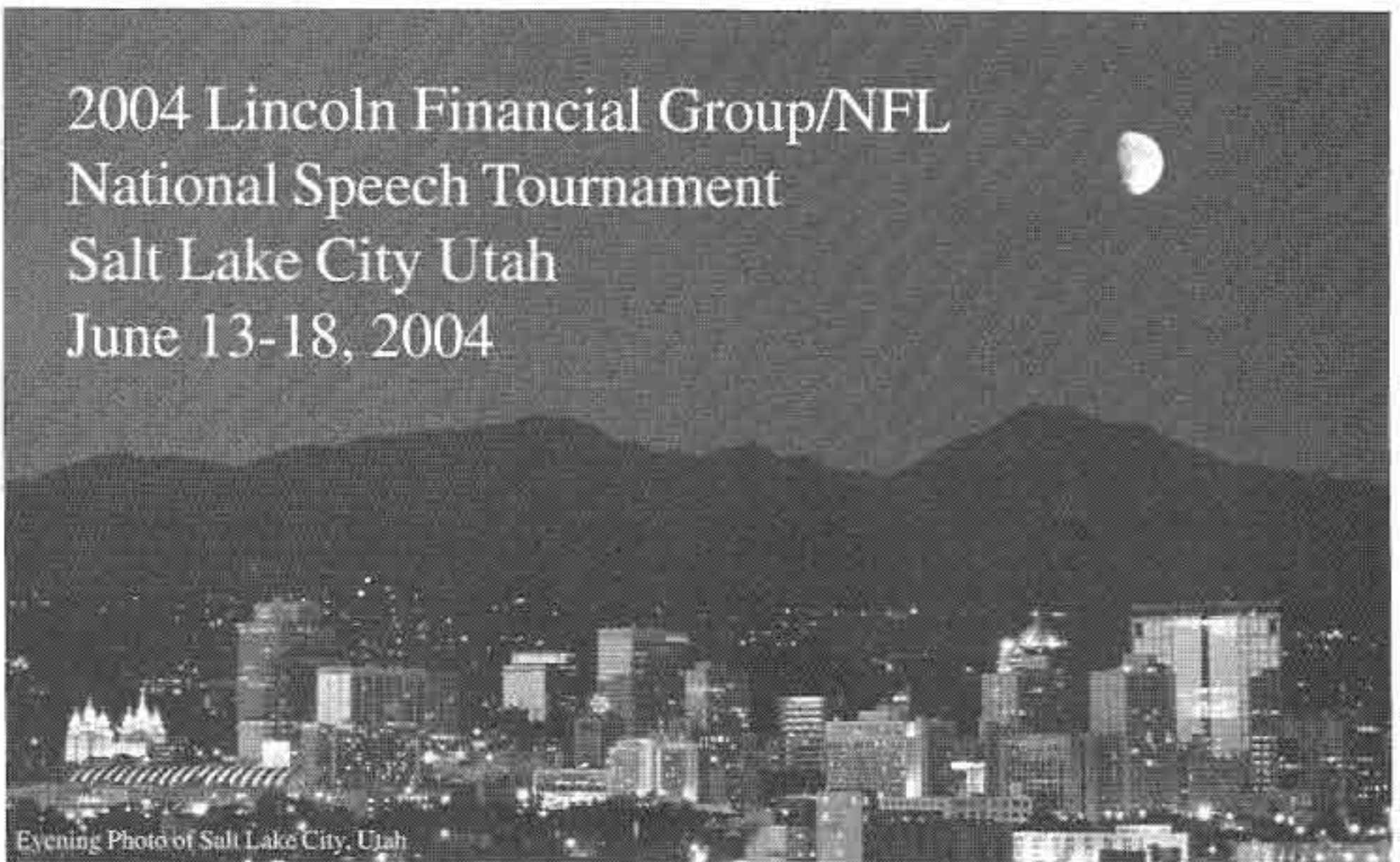
A PROGRAM OF THE UNITED STATES DEPARTMENT OF STATE'S  
BUREAU OF EDUCATIONAL AND CULTURAL AFFAIRS

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

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

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

2004 Lincoln Financial Group/NFL  
National Speech Tournament  
Salt Lake City Utah  
June 13-18, 2004



Evening Photo of Salt Lake City, Utah



# IDEA YOUTH FORUM /Estonia 2004

## July 23 - August 5, 2004

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

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

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



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

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

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

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

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

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

### Contact information:

**Estonian Debating Society**

Joe 30, 79 513 Rapla, Estonia

Phone +372 4856 289

Fax +372 4856 289

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

Forum Director: Katrum Viru - [viru@debate.ee](mailto:viru@debate.ee),

Phone: +372 52 98 529

Forum Vice-Director: Katrin Vene - [vene@debate.ee](mailto:vene@debate.ee),

Phone: +372 52 15 419

**IDEA**

400 West 59th Street, New York, NY 10019, USA

Website: [www.idebate.org](http://www.idebate.org)

Phone 1 212 548 0185

Fax 1 212 548 4610

Executive Director:

Noel Selegzi - [nselegzi@idebate.org](mailto:nselegzi@idebate.org)

Deputy Director:

Nina Watkins - [nwatkins@idebate.org](mailto:nwatkins@idebate.org)





idea

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

## LOCATION:

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

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

### Lincoln-Douglas Debate & Speech

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

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

Institute Director: Eric Di Michele:

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

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

### "Bridge Program" to IDEA's International Youth Forum in Estonia

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

Session Director: Nina Watkins, IDEA

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

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

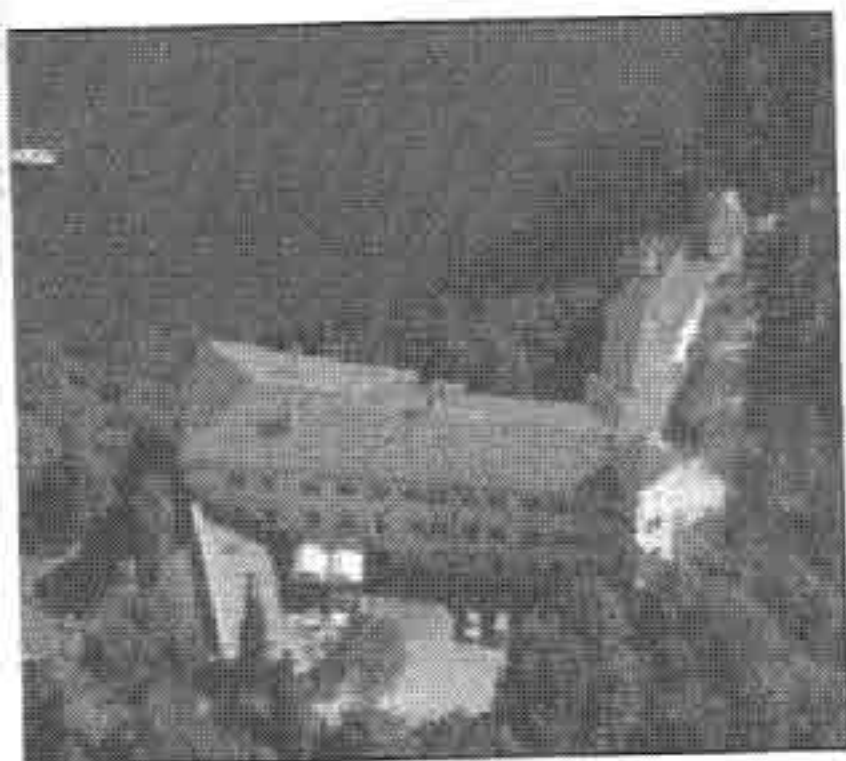
**Session 2 is not available without Session 1.**

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

These prices include:

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

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





## What Makes Our Institute Unique:

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

## STAFF:

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

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

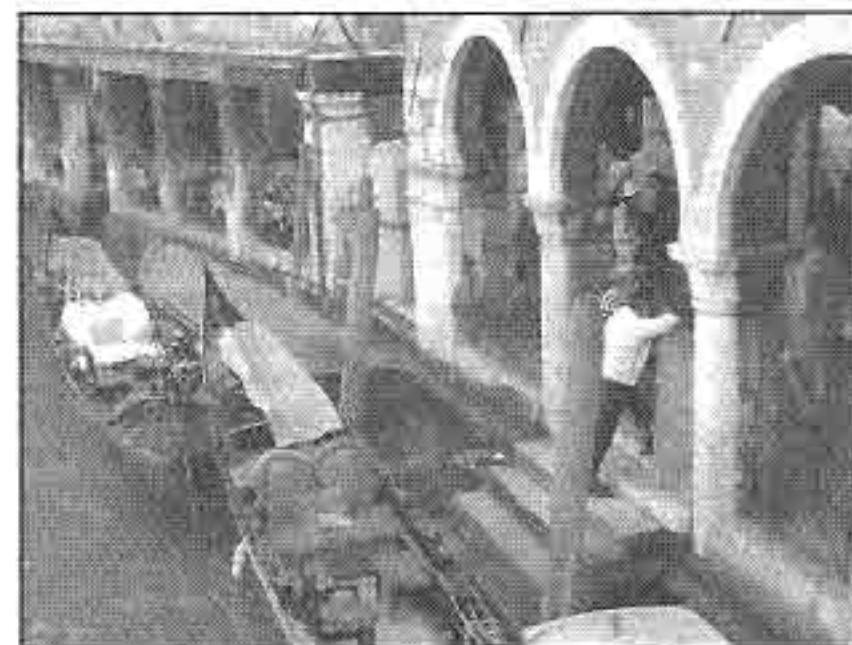
**Noel Selegzi, (Guest Lecturer)** has coached debate at Hunter College High School in New York City for thirteen years. His teams have won numerous tournament championships. In addition, he is the Executive Director of IDEA. A student of social and political philosophy, he specializes in the history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

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

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

## For further information contact:

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





## IDEA Press Books

# IDEA PRESS NEW BOOKS

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

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

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

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

### **The Democracy Reader** Sondra Myers (Editor) - Foreword by Benjamin Barber

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Transforming Debate: The Best of the International Journal of Forensics** Jack E. Rogers (Editor)

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

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

### **Perspectives in Controversy: Selected Essays from Contemporary Argumentation** Kenneth Broda Bahm (Editor)

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

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



# FALL/WINTER 2003 AND BACKLIST

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

## SOURCEBOOKS ON CONTEMPORARY CONTROVERSIES

---

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

Anna Alexandrova (Editor)

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

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

---

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

William Driscoll and Julie Clark (Editors)

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

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

---

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

Claude Cahn (Editor)

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

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

### **The Drug Dilemma: Responding to a Growing Crisis** Jason Stone and Andrea Stone (Editors)

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

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

---

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

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

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

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

---

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

Anca Pusca (Editor)

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

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

---

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

Kasia Malinowska-Sempnuch and Richard Elovich (Editors)

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

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



# **Florida Forensic Institute**

## **National Coaches Institute**

**June 25<sup>th</sup>-July 9<sup>th</sup>**

**Fort Lauderdale, Florida**

***\*Exciting New Extension\****

***July 9<sup>th</sup>-July 12<sup>th</sup>***

### **Over a Decade of Invitational and National Champions!**

***Congress, Extemporaneous Speaking, Interp, Lincoln-Douglas Debate and Oratory***

- ***Small Labs with Top Instructors from Across the Country***
- ***Specialized Curriculum for All Levels of Expertise***
- ***Individual Attention***
- ***Supervised Hotel Accommodations***
- ***Excellent Research and Instructional Facilities at Nova H.S.***
- ***Affordable Tuition for a CHAMPIONSHIP EXPERIENCE***

**Jenny Cook, Institute Co-Director, Director of Residential Life, L-D & Public Address**

15 years of coaching/ teaching experience, 8 years of directing summer institutes,  
and currently the Director of Forensics at Milton, MA.

**Howard Miller, Institute Co-Director and Director of Facilities**

Graduate of Emory University Law School practicing law for over 25 years, and lecture specialist on  
Constitutional Law at FFI.

**Tony Figliola, Director of NCI**

Director of Forensics at Holy Ghost Academy, PA and has directed the coaches' institute at FFI for over 7 years.

**David Kraft, Director of Interp**

Freelance speech consultant, over 13 years of coaching experience and has taught at over 25 summer programs.

**Lisa Miller, Director of Congress**

Director of Forensics at Nova HS, 15 years coaching/teaching experience,  
and 14 years teaching Extemp/LD and Congress at FFI.

***Go to [www.FFI4n6.com](http://www.FFI4n6.com) for program information, additional faculty,  
application materials and exciting details!***

# Whitman National Debate Institute

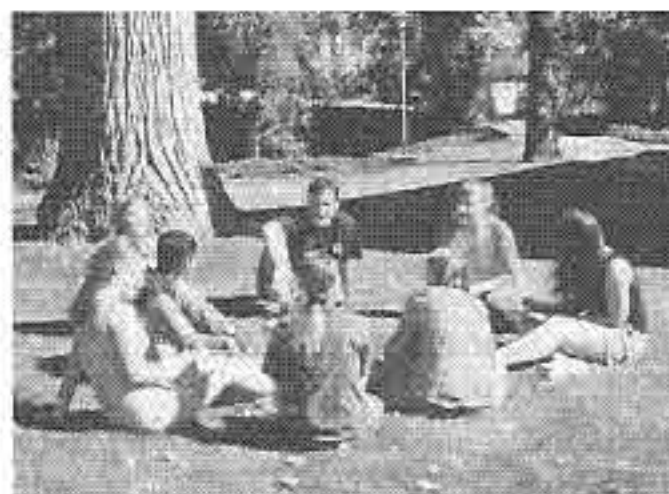
*July 25 - August 5, 2004 (2 week session)*

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

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

## Why Whitman's camp?

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



## Policy Debate

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

- Ideas for cases, disadvantages, counterplans, etc.
- Intense analysis of the wording of the ocean protection topic
- Lectures on kritiks, counterplans, strategies, performativity, and rebuttals

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

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



## LD Debate

You receive an outstanding, well-rounded training in Lincoln-Douglas debate to make you nationally and regionally competitive. You'll be part of intensive discussions on:

- Arguments to use for criteria, values, contentions, and philosophies
- Key aspects of the 2004 and 2005 NFL LD topics
- Lectures on judge adaptation, rebuttals, innovative strategies that win

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

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

## LD and Policy

### Want more information?

E-mail Jim Hanson at [hansonjb@whitman.edu](mailto:hansonjb@whitman.edu)

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

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



# MAKE THIS SEASON . . .

... Reward the special people in your life with NFL Gifts

## NFL GIFTS AND AWARDS

---

### Crystal Paperweight

Stunning. Full lead crystal 3 1/2" in diameter with an etched NFL logo. This shimmering, translucent paperweight makes a stunning gift or award.

### NFL Honor Cords (Twined/Not Entwined)

Where allowed, these silver and ruby cords may be worn with cap and gown at graduation ceremonies to signify the graduate has earned NFL membership. Silver is the color of the student key and Ruby the color of NFL's highest degrees. Silver and ruby colors will not conflict with the cord colors of the National Honor Society.

### Chenille Letters

Letter sweaters and jackets will never be the same! New silver and ruby NFL "letters" available in large (6") and small (3") sizes. Show the jocks in your school that NFL scores!

### NFL Pens

Cross, certainly! With the NFL key as a gold pen clip, this sleek pen combines smooth writing with NFL spirit and style. A very professional gift or award. (Black or Gold)

### Crystal Box

Elegant. A full lead crystal desk or dresser box with ribbon weave sides, (4 1/2" X 3"). The NFL logo is perfectly etched on the removable top. A discriminating gift or award.

### NFL Medallion Key Ring

A solid pewter medallion bearing the NFL seal is chained to a useful key ring. This same item is awarded to NFL All Americans.

### Glass Mug

This mug will allow you to toast your victories great and small. Mugs are heavy duty clear glass with an etched NFL logo. Bottoms up! (20 oz.)

### NFL Letter Opener

An elegant sterling silver letter opener. The letter opener is etched with the NFL logo on the handle. A 10-inch long heavy duty opener for any task. A very elegant gift for that special student, coach or special person who has worked with your program.



## NFL MEMENTOES

---

### NFL Posters

Wild! Multicolored, full size posters celebrating NFL. Decorate your classroom. \$5 each or \$10 set of 3 different posters.

### NFL Football--NOT T-Shirts (Only \$10) **On Sale Now!**

These "50/50 blend" shirts celebrates the original NFL by proclaiming in red letters--NFL on the back, and the NFL key on the front. Colors: Khaki, Beige, Gray (2X, 3X).

### Student Service Plaques

Perfect for chapter officers, tournament helpers and other deserving students.

### Student Congress Plaques

Parliamentarily perfect for awards at student congresses. The NFL seal and a gavel are inscribed in black on a gold tone plate.

### Honor Plaques

For adult honorees, this 5" X 7" plaque features the NFL seal and room to engrave.

### NFL Sweatshirt (Only \$22) **On Sale Now!**

Luxuriant! This heavyweight 100% cotton french terry sweatshirt is 15% oversized so it can "shrink to fit". An NFL logo shows your style. Available in white (L, XL).

### NFL "Coach" Shirt Closeout Sale! Only \$14!

100% cotton "alligator" style knit shirt with ribbed collar and front pocket. "Coach" embroidered on the sleeve or front pocket. Naturally the NFL logo preempts the lizard. Available in white (M, L, XL).

### NFL Bumper Stickers

Colorful vinyl stickers which show your spirit. Suitable for bumpers, books, or bags. One (8" X 3") sticker proudly proclaims "NFL is football-Not!"; the other, "I Love NFL."

# ... A NFL SEASON

Ideal gifts for Principals, Teachers, Students, Parents, Boosters . . .

## NFL Gift and Award Order Form

Order by December 15 for the Holiday Season Delivery



| Quantity |                                    |                    | Amount         |
|----------|------------------------------------|--------------------|----------------|
| _____    | Crystal Paperweight                | 24.00              | _____          |
| _____    | Graduation Honor Cords             |                    | _____          |
| _____    | (Select ONE type) (Entwined)       | 11.00              | _____          |
| _____    | (Not Entwined)                     | 11.00              | _____          |
| _____    | NFL Chenille "Letter" 6"           | 15.00              | _____          |
| _____    | 3"                                 | 9.00               | _____          |
| _____    | Black Cross Pen                    | 45.00              | _____          |
| _____    | Gold Cross Pen                     | 50.00              | _____          |
| _____    | Crystal Box                        | 25.00              | _____          |
| _____    | Medallion Key Ring                 | 11.00              | _____          |
| _____    | Glass Coffee Mugs (20 oz)          | 12.00              | _____          |
| _____    | NFL Posters 1 @                    | 5.00               | _____          |
| _____    | 3 @                                | 10.00              | _____          |
| _____    | Student Service Plaque             | 7.00               | _____          |
| _____    | Student Congress Plaque            | 7.00               | _____          |
| _____    | NFL Honor Plaque                   | 7.00               | _____          |
| _____    | NFL Sweatshirt                     | \$22.00            | _____          |
| _____    | White (L, XL) <b>On Sale Now!</b>  | <del>29.00</del>   | _____          |
| _____    | Coach Golf Shirt (close out sale)  |                    | _____          |
| _____    | White (M, L, XL)                   | 14.00              | _____          |
| _____    | NFL Football-NOT! T-Shirts         | <del>\$10.00</del> | _____          |
| _____    | Gray (2X, 3XX)                     |                    | _____          |
| _____    | Khaki (2X, 3X) <b>On Sale Now!</b> |                    | _____          |
| _____    | Beige (XL, 2X, 4X)                 |                    | _____          |
| _____    | Bumper Stickers                    |                    | _____          |
| _____    | Not Football                       | 1.00               | _____          |
| _____    | Love NFL                           | .50                | _____          |
| _____    | NFL Letter Opener                  | 22.00              | _____          |
| _____    | Total Order                        |                    | _____ <b>T</b> |
| _____    | Shipping & Handling (entire order) | + \$ 6.00          | _____          |
| _____    | Total Cost                         |                    | _____          |

Ship to:

Name \_\_\_\_\_

School Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip+4 \_\_\_\_\_

Phone Number \_\_\_\_\_

E-mail Address \_\_\_\_\_

National Forensic League

125 Watson St

P. O. Box 38

Ripon, WI 54971-0038

Phone: (920) 748-6206

Fax Orders with PO #: (920) 748-9478

Order by Credit Card through the NFL Store

at [www.nflonline.org](http://www.nflonline.org)

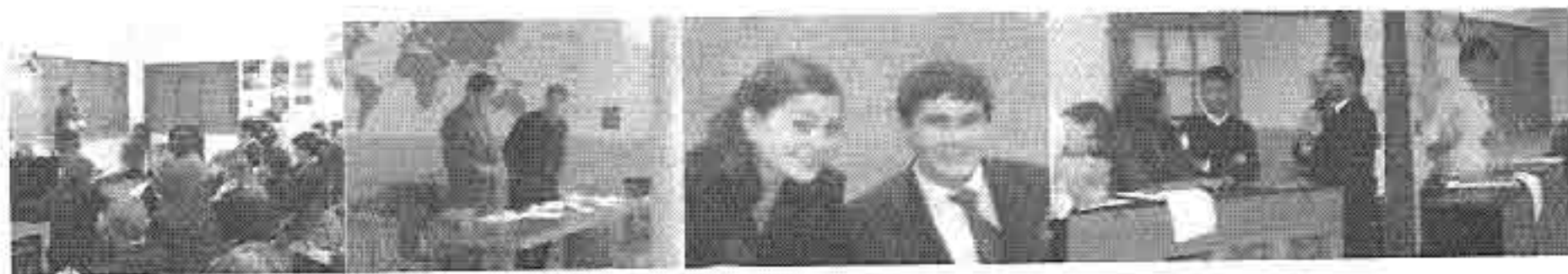
E-mail Orders with PO#: [nflsales@centurytel.net](mailto:nflsales@centurytel.net)



# Sacred Heart National



## Speech & Debate Institute



July 25-August 8, 2004



*Housed at Scenic*

**Pilgrim Sands Resort**

*Plymouth, MA*

"America's Home Town!"

- A private institute experience for over 7 years now open nationally by request!
- Competitively affordable tuition.
- Limited enrollment enables personalized attention in labs
- Minutes from Boston and Cape Cod



Register TODAY at [sacredheartperformingarts.com](http://sacredheartperformingarts.com)



## Varsity Lincoln-Douglas Debate

SHN guarantees all of its students an **8:1 student/faculty lab ratio**—this guarantees every student the individual attention he/she deserves. Too, students will receive a minimum of **twelve** critiqued debate rounds, instruction in traditional and electronic research methods, topic analysis on proposed 2004-05 NFL Lincoln-Douglas resolutions.



## Novice Lincoln-Douglas Debate

SHN's novice program is designed especially for new debaters or debaters with limited experience. It's unique **8:1 student/faculty lab ratio** guarantees every student individual and personal attention. Students will receive lectures in Lincoln-Douglas applications and strategy, philosophy, instruction in traditional and electronic research methodology, and topic analysis on proposed 2004-05 NFL Lincoln-Douglas resolutions. New debaters will receive a minimum of 8 critiqued debate rounds.



## Individual Events



SHN offers instruction in Original Oratory, Humorous Interpretation, Dramatic Interpretation, Duo Interpretation, Prose/Poetry, and Extemporaneous Speaking. Students are guaranteed an **8:1 student/faculty lab ratio**. Too, labs and lectures are led by quality staff. Interpretation Event pieces will receive a minimum of 8 cuttings and performance critiques; Oratory will receive a minimum of 12 drafts and performance critiques plus instruction in traditional and electronic resources; Extemporaneous Speaking will receive current event lectures plus instruction in traditional and electronic resources—**numerous critiqued speeches, GUARANTEED!**

## Student Congress

SHN offers a unique congress experience defining analysis, content, methods of presentation, and research. Students are walked through methods of competitive debate ranging from argumentation to skills necessary to be a successful parliamentarian. Students are guaranteed at least 20 rounds of critiqued debate.



## Adult Education

*Four 3 day Seminars and Coaches Workshop TOTALLY FREE!*

SHN offers coaches a chance to hone their own speech and debate skills by working with some of the most respected minds in the activities. Seminar participants will work "hands-on" in labs; attend coaching specific lectures, and participate in student lectures. The SHN coaches workshop is product based and, therefore, approved for PDP's.

## MISSION STATEMENT

**Sacred Heart National Speech & Debate Institute**, a program of Sacred Heart High School, was founded in 1997 as a private educational program for the purpose of speech & debate excellence. In 2003, the decision was made to open its doors to the national speech and debate community.

Its purpose is as follows:

*to provide any child the opportunities to succeed in forensics;*

*to provide every child qualified instruction in a positive learning environment;*

*to effectively prepare students not only for leadership, but for life;*

*to provide a safe, fun, educational experience; and*

*to develop a community committed to responsibility, respect for the integrity of others, and a sense of honor and ethical conduct... success is a process, not an event.*

## CONFIRMED FACULTY & STAFF

**Mark J. McNeil**, *Managing Director, Director of Residential Life, Director of Individual Events*  
**Beena Koshy**, *Director of Debate*  
**J. Michael Lackman**, *Director of Congressional Debate*  
**Cherian Koshy**, *Curriculum Coordinator*  
**Shane Meecham**, *Seminar Specialist*  
**Joe Schoenig**, *Curriculum Consultant and Seminar Specialist*  
**David Singh**, *Seminar Specialist*  
**Dan Chaparian**, *Congress Lab Leader*  
**Ariel Schneller**, *Extemp Lab Leader*  
**Jessica Vaitkus**, *Administrative Assistant*  
**Jennie Silvia**, *Girls Dorm Counselor*  
**Ashley Amorello**, *Girls Dorm Counselor*  
**Nick Stanton**, *Boys Dorm Counselor*  
**Josh Doty**, *Boys Dorm Counselor*  
**Matthew Cavanaugh**, *Interpretation Lab Leader*  
**Tom Finley**, *Interpretation Lab Leader*  
**Lydia Nelson**, *Interpretation Lab Leader*  
**Steffany Oravetz**, *Debate Lab Leader*  
**Sara Ann Mehlretter**, *Congress Lab Leader*  
**Robert J. Duquette**, *Health Care Coordinator*



# NFL'S TOP 50 DISTRICTS

(as of December 1, 2003)

| Rank | Change | District              | Ave. No. Degrees | Leading Chapter         | No. of Degrees |
|------|--------|-----------------------|------------------|-------------------------|----------------|
| 1.   | +1     | Three Trails          | 245              | Blue Valley North HS    | 521            |
| 2.   | -1     | California Coast      | 223              | Lynbrook HS             | 578            |
| 3.   | --     | East Los Angeles      | 166              | Gabrielino HS           | 599            |
| 4.   | --     | Heart of America      | 159              | Independence Truman HS  | 415            |
| 5.   | +4     | Show Me               | 153              | Belton HS               | 337            |
| 6.   | --     | San Fran Bay          | 151              | James Logan HS          | 680            |
| 7.   | +3     | Sunflower             | 150              | Wichita East HS         | 307            |
| 8.   | --     | East Kansas           | 144              | Shawnee Mission East HS | 447            |
| 9.   | -2     | Kansas Flint-Hills    | 142              | Washburn Rural HS       | 424            |
| 9.   | -4     | New York City         | 142              | Regis HS                | 334            |
| 11.  | +1     | Northern South Dakota | 139              | Watertown HS            | 357            |
| 12.  | -2     | Rushmore              | 126              | Sioux Falls Lincoln HS  | 328            |
| 13.  | +1     | West Kansas           | 124              | McPherson HS            | 229            |
| 14.  | --     | South Kansas          | 123              | El Dorado HS            | 234            |
| 15.  | -2     | New England           | 117              | Lexington HS            | 327            |
| 16.  | +3     | Northern Ohio         | 112              | Howland HS              | 164            |
| 17.  | -1     | Rocky Mountain South  | 111              | Wheat Ridge HS          | 194            |
| 18.  | -1     | Ozark                 | 107              | Springfield Central HS  | 300            |
| 19.  | +3     | Sierra                | 105              | Centennial HS           | 260            |
| 19.  | +4     | Central Minnesota     | 105              | Apple Valley HS         | 302            |
| 21.  | +2     | Florida Manatee       | 103              | Nova HS                 | 413            |
| 22.  | -5     | Northern Illinois     | 102              | Glenbrook North HS      | 295            |
| 23.  | +4     | Illini                | 101              | Downers Grove South HS  | 338            |
| 23.  | -3     | Northwest Indiana     | 101              | Plymouth HS             | 354            |
| 25.  | -2     | South Carolina        | 99               | Riverside HS            | 293            |
| 26.  | +3     | Southern California   | 97               | San Dieguito HS         | 222            |
| 26.  | +7     | Florida Panther       | 97               | Trinity Prep School     | 226            |
| 26.  | -6     | South Texas           | 97               | Houston Bellaire HS     | 573            |
| 29.  | -3     | North East Indiana    | 96               | Chesterton HS           | 502            |
| 29.  | +5     | Eastern Missouri      | 96               | Pattonville HS          | 220            |
| 31.  | +4     | West Oklahoma         | 94               | Norman HS North         | 245            |
| 32.  | +6     | Carver-Truman         | 93               | Neosho HS               | 314            |
| 32.  | --     | Montana               | 93               | Flathead County HS      | 257            |
| 34.  | -4     | Southern Minnesota    | 92               | Edina HS                | 308            |
| 35.  | -7     | Nebraska              | 91               | Millard North HS        | 229            |
| 35.  | -4     | Northern Wisconsin    | 91               | Appleton East HS        | 250            |
| 37.  | -2     | Hole in the Wall      | 90               | Cheyenne Central HS     | 303            |
| 38.  | -1     | Eastern Ohio          | 89               | Perry HS                | 266            |
| 39.  | +1     | Idaho                 | 84               | Hillcrest HS            | 197            |
| 40.  | +1     | North Coast           | 82               | Gilmour Academy         | 183            |
| 40.  | +12    | Great Salt Lake       | 82               | Salt Lake City West HS  | 170            |
| 42.  | +2     | Heart of Texas        | 80               | Carroll HS              | 169            |
| 43.  | +11    | Sundance              | 77               | Jordan HS               | 200            |
| 44.  | +3     | East Texas            | 76               | Klein HS                | 194            |
| 45.  | -7     | Arizona               | 74               | Desert Vista HS         | 162            |
| 45.  | +2     | Big Valley            | 74               | Modesto Beyer HS        | 218            |
| 45.  | -3     | Greater Illinois      | 74               | Belleville East HS      | 141            |
| 45.  | +2     | Northern Lights       | 74               | Moorhead HS             | 213            |
| 45.  | -1     | New Jersey            | 74               | Ridge HS                | 226            |
| 50.  | -6     | North Texas Longhorns | 73               | Plano East Sr. HS       | 217            |

# NFL DISTRICT STANDINGS

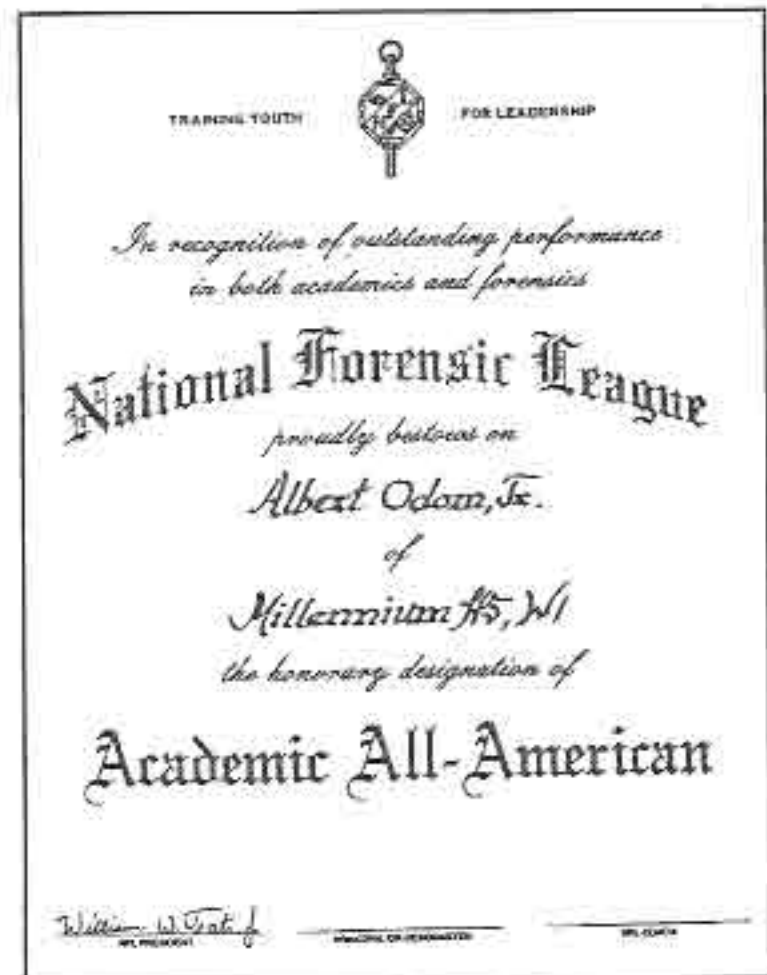
| Rank | Change | District                  | Ave. No. Degrees | Leading Chapter              | No. of Degrees |
|------|--------|---------------------------|------------------|------------------------------|----------------|
| 51.  | +1     | Golden Desert             | 72               | Green Valley HS              | 182            |
| 51.  | -8     | Valley Forge              | 72               | Truman HS                    | 165            |
| 53.  | -2     | Deep South                | 71               | The Montgomery Academy       | 216            |
| 53.  | +12    | West Los Angeles          | 71               | Immaculate Heart HS          | 120            |
| 53.  | +13    | Utah-Wasatch              | 71               | Sky View HS                  | 179            |
| 53.  | +24    | Eastern Washington        | 71               | University HS                | 157            |
| 57.  | -1     | Nebraska South            | 70               | Lincoln East HS              | 166            |
| 57.  | -10    | North Dakota Roughrider   | 70               | Fargo Shanley HS             | 168            |
| 57.  | -3     | Central Texas             | 70               | San Antonio Churchill HS     | 261            |
| 60.  | +4     | Lone Star                 | 69               | Plano Sr. HS                 | 173            |
| 60.  | -1     | Southern Wisconsin        | 69               | Marquette University HS      | 175            |
| 62.  | +10    | Colorado Grande           | 68               | Pueblo Centennial HS         | 305            |
| 63.  | -4     | East Iowa                 | 67               | Iowa City West HS            | 280            |
| 63.  | +7     | Pittsburgh                | 67               | Bethel Park HS               | 161            |
| 65.  | +1     | Hoosier Heartland         | 66               | West Lafayette HS            | 137            |
| 65.  | -6     | New York State            | 66               | Hendrick Hudson HS           | 130            |
| 67.  | +10    | Colorado                  | 65               | Platte Canyon HS             | 168            |
| 67.  | +2     | Georgia Southern Peach    | 65               | Starr's Mill HS              | 180            |
| 67.  | +9     | Hoosier Crossroads        | 65               | Carmel HS                    | 140            |
| 67.  | -11    | North Oregon              | 65               | Gresham Barlow HS            | 123            |
| 71.  | -15    | Western Ohio              | 64               | Dayton Oakwood HS            | 118            |
| 71.  | -5     | West Texas                | 64               | Hanks HS                     | 134            |
| 73.  | +11    | West Iowa                 | 63               | Dowling Catholic HS          | 221            |
| 73.  | -3     | Mississippi               | 63               | Hattiesburg HS               | 152            |
| 75.  | +6     | New Mexico                | 62               | St Pius X HS                 | 141            |
| 75.  | -3     | South Oregon              | 62               | Willamette HS                | 98             |
| 77.  | -14    | Kentucky                  | 61               | Rowan County Sr. HS          | 159            |
| 77.  | +4     | Pennsylvania              | 61               | Greater Latrobe HS           | 143            |
| 77.  | +4     | Tennessee                 | 61               | Montgomery Bell Academy      | 124            |
| 80.  | +6     | Rocky Mountain North      | 59               | Greeley Central HS           | 163            |
| 80.  | -8     | East Oklahoma             | 59               | Jenks HS                     | 183            |
| 80.  | -8     | Gulf Coast                | 59               | Gregory Portland HS          | 174            |
| 83.  | -6     | Sagebrush                 | 58               | Reno HS                      | 170            |
| 83.  | +11    | Western Washington        | 58               | Gig Harbor HS                | 132            |
| 85.  | +3     | Wind River                | 56               | Worland HS                   | 121            |
| 86.  | -1     | Tarheel East              | 55               | Cary Academy                 | 109            |
| 87.  | +2     | Florida Sunshine          | 54               | Academy of the Holy Names    | 154            |
| 87.  | -10    | Carolina West             | 54               | Myers Park HS                | 137            |
| 89.  | -2     | Louisiana                 | 53               | St Thomas More HS            | 132            |
| 90.  | -31    | Chesapeake                | 52               | Baltimore City College HS    | 84             |
| 91.  | +1     | Puget Sound               | 51               | Mercer Island HS             | 104            |
| 92.  | -2     | South Florida             | 50               | Archbishop Curley Notre Dame | 132            |
| 93.  | --     | Tall Cotton               | 48               | Abilene HS                   | 104            |
| 94.  | -4     | UIL                       | 46               | Princeton HS                 | 136            |
| 95.  | +4     | West Virginia             | 42               | Wheeling Park HS             | 84             |
| 96.  | --     | Georgia Northern Mountain | 41               | Centennial HS                | 89             |
| 96.  | --     | Hawaii                    | 41               | Kamehameha Schools           | 137            |
| 98.  | -3     | Capitol Valley            | 37               | Granite Bay HS               | 99             |
| 99.  | -3     | Mid-Atlantic              | 36               | Madison County HS            | 93             |
| 100. | --     | Maine                     | 27               | Lewiston HS                  | 62             |
| 101. | --     | Iroquois                  | 25               | Towanda HS                   | 68             |
| 102. | --     | Pacific Islands           | 15               | Harvest Christian Academy    | 39             |



# NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

## Award Criteria:

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



## APPLICATION NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

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

To the National Forensic League:

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

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

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

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

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

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Student

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

## NFL OFFICE



123 Western Street  
Ripon, Wisconsin



Aerial View

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

## "GOOD MORNING, NATIONAL FORENSIC LEAGUE, THIS IS JOYCE"

"Good Morning, National Forensic League, this is Joyce."

Nine times out of ten that is what you will hear when you call the National Forensic League Office. Joyce Krueger, an employee since 1993, is the NFL's main telephone receptionist. Of course, that is only one of her responsibilities. She is also the Office Manager for Pi Kappa Delta, the sponsoring organization for forensic activities at the college level. Her duties include billing, accounts receiv-

line system. Joyce's responsibilities have shifted from entering points to computer corrections.

"I have seen many positive changes made at the National Forensic League and I hope the changes continue."

When she isn't working at the NFL you can usually find her with her grandchildren (all nine of them) ranging from six months to thirteen years old. Anybody can see that they are her "pride and joy". It is also reflected in the way they react to their grandmother. You can tell they respect and love her deeply. Along



able, membership, distribution of *The Forensic* magazine, and maintenance of the directory of member schools of the Pi Kappa Delta.

Along with the Pi Kappa Delta responsibilities she also maintains the NFL District and National history cards, figures and enters credit point sheets, keeps up-to-date Leading Chapter Awards on the history cards, takes care of several plants both inside and outside of the NFL building, and maintains the outside grounds surrounding the building.

When Joyce began at NFL, accounts receivable for the National Forensic League was her main responsibility. After a few years she switched gears and began figuring and entering credit point sheets. With the addition of the NFL on-

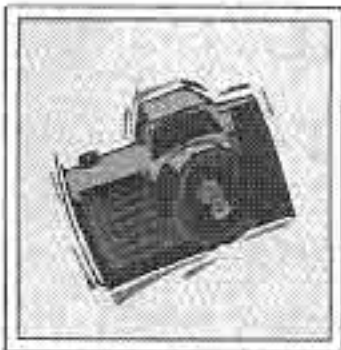
with the grandkids she also enjoys quilting, knitting, crocheting, and gardening which includes both flowers and vegetables, and helping her husband with the cash crops. She is always busy with something or someone.

Joyce is actively involved in the church, including groups like the Quilting Queens and Church Women United. In the past she has served on several church committees deciding it was time to pass on the baton.

I would like to make a final comment about Joyce. As a newcomer to the NFL I have noticed how helpful she is to people on the phone. I often wonder when people hang up if they are thinking what I am thinking. "Wow, was she good to me", because sitting across the room and being able to listen to her help people on the phone makes me proud to have Joyce as a co-worker.

*Interview by Lisa Vossekuil, Point Recorder*





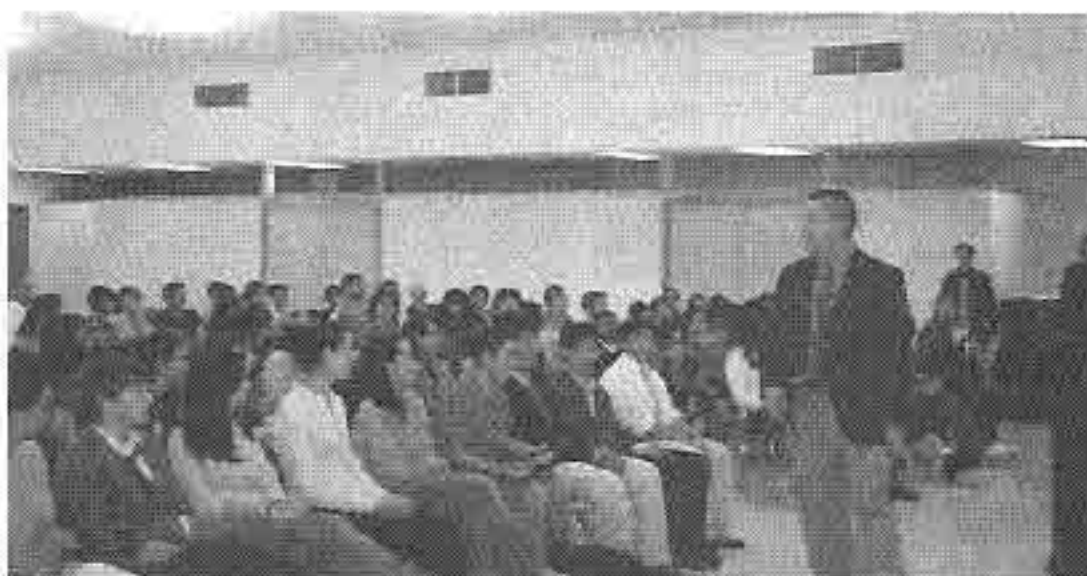
# P i c t o r i a l

## INDUCTION CEREMONY



Houston Bellaire High School, TX hosted an NFL membership induction ceremony November 6, 2004. Over 60 new NFL members attended the ceremonies with their parents.

Executive Secretary J. Scott Wunn and Secretary Emeritus James Copeland represented



the NFL. Mr. Wunn welcomed the new students and their parents to the NFL "family". After briefly telling the students about their new family, Mr. Wunn presented each of the students with their NFL membership certificate. This was the first time that Mr. Wunn had presented membership certificates in his position as Executive Secretary.

A reception followed the certificate presentation. Students and parents enjoyed cake and refreshments served by Mr. Wunn and Mr. Copeland.

The Houston Bellaire NFL students, parents and coaching staff want to thank Mr. Wunn and Mr. Copeland for making the induction ceremony a very special event for all who attended.

Submit pictures of  
events  
and activities to:  
Attn: Sandy  
NFL  
125 Watson St  
Ripon, WI 54971  
[nflrostrum@centurytel.net](mailto:nflrostrum@centurytel.net)

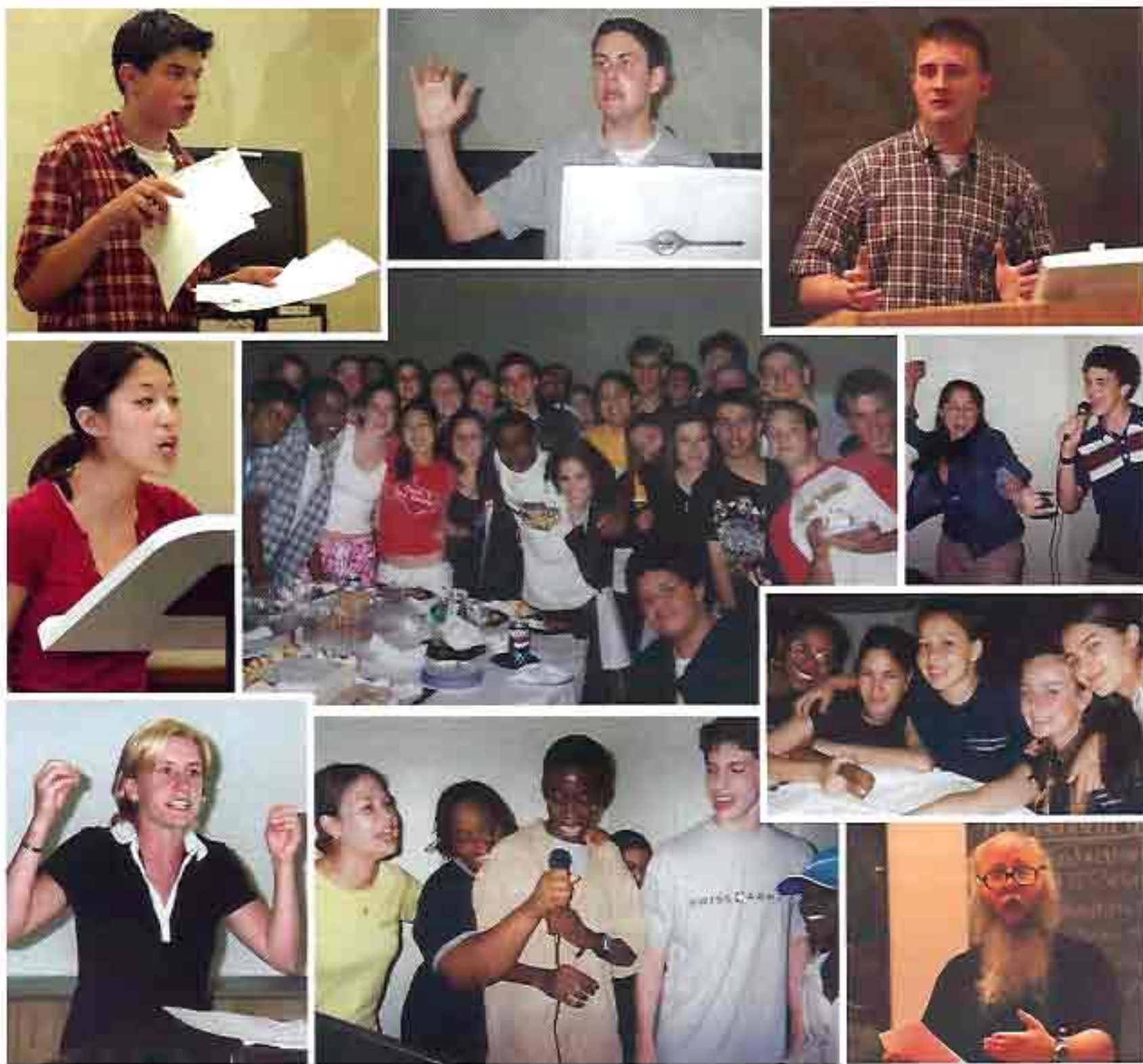


# THE CAPITOL CLASSIC DEBATE INSTITUTE

Washington, D. C.



*“A Summer to Remember”*



**2004 Dates!**

CHAMPIONS SERIES • June 20 – July 9, 2004

WASHINGTON GROUP • July 10 – August 4, 2004

**Introducing** THE CAPITOL HILL—LINCOLN-DOUGLAS DEBATE GROUP • June 26–July 9, 2004

For more information, contact Ron Bratt at 202-319-5447 or [bratt@cua.edu](mailto:bratt@cua.edu)



# Let your voice be heard!



2003 National Tournament Qualifiers



The National Forensic League counts CEOs, Supreme Court justices and U.S. presidents among its alumni. And no wonder. The NFL helps high-school students develop a vital leadership skill: communication. That's why Lincoln Financial Group is a proud sponsor of the NFL. Prepare to take your place among today's leaders. Call 920-748-6206 to ask about joining the National Forensic League.

Let your  
voice  
be heard!

 **Lincoln**  
Financial Group®

*Clear solutions in a complex world®*