Rostrum
Volume 79 Issue 5
January 2005

Coaches of 2004 National Champions

Coaches of 2004 National Champions
2005 CDE National Debate Institute
July 15-31, 2005  Northern Arizona University  Flagstaff, AZ

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

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

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

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Author

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

What's the topic?
100 Years Young: The importance of retirement planning to meet the challenge of increased longevity

Who's eligible?
You are – if you are a high school speech student and a member of the National Forensic League.

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

When's the deadline?
All entries are due to Lincoln Financial Group on or before March 28, 2005.

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

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

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

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

J. Scott Wunn

Dear NFL,

This issue of Rostrum is dedicated to the hundreds of coaches and teachers that work hard everyday to provide tremendous forensic opportunities for our student members.

Featured on this month’s cover are the coaches of the 2004 National Champions. It is our privilege to congratulate these outstanding individuals and their assistants on achieving coaching excellence. Furthermore, we are happy to recognize those coaches that received Schwan Diamond Coach Awards at the 2004 Beehive Nationals in Salt Lake City, UT. A Schwan diamond is a prestigious honor that requires both longevity and success as a NFL coach.

Our coaches are the heart and soul of this organization. They spend countless hours developing arguments, cutting scripts, organizing and arranging practice schedules, and building trip itineraries to make sure that all students receive great opportunities. They are developing the best and brightest citizens. Their commitment to educate and train forensic students is a commitment to our future.

Please join the NFL national office in thanking our coaches.

J. Scott Wunn

Rostrum
Official Publication of the National Forensic League
P.O. Box 38
Ripon, Wisconsin 54971-0038
(920) 748-6206

J. Scott Wunn, Editor and Publisher
Sandy Krueger, Publications Director

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

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.
Announcements

Topics

January Public Forum Debate Topic:

Resolved: The United States Constitution should be amended to establish a mandatory retirement age for Supreme Court Justices.

January/February Lincoln Financial Group/NFL L/D Debate Topic

Resolved: Democracy is best served by strict separation of church and state.

2005 Policy Debate Topic

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

NFL Hall of Fame Nominations Due

Who is eligible? A coach with 25 years NFL membership or retired. Must be received by February 2, 2005 Forward Nomination AND Coach Bio to:
Sandy Krueger
National Forensic League
125 Watson Street, P.O. Box 38
Ripon, WI 54971
or email nflrostrum@centurytel.net

COACHING RESOURCES NEEDED!
The Coaching Resources pages of the new NFL website were designed as a speech and debate file sharing network. Before the website can bring lesson plans, fundraising ideas, and general debate and speech information to NFL members, the National Office needs to receive submissions! Submissions can be made online, e-mailed to nfl@centurytel.net or directly mailed to the National Office. Let's raise the level of national competition and better train youth for leadership!

The 2004 National Champion Coaches

February 2005 Rostrum
First glance at the Halls of Independence Nationals

Topic Release Information

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

L/D Topic Release Dates:

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

Public Forum Topic Released 1st of every month online.

Policy Debate Topic for New Year

- Topic Ballot & Synopsis Printed in October Rostrum
- Final Ballot for Policy Debate Topic in December Rostrum
- Topic for following year released in February Rostrum
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Whitman National Debate Institute
Policy and LD

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

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

Why Whitman’s camp?

1. **Individual attention:** 4 to 1 staff to student ratio and the vast majority of your time will be spent in small labs with four to six people and a staff member, not in a lecture room with 100 people; not in a lab with 12 to 16 people with two staff members.

2. **Practice and drills.** You won’t just do debates at the end of camp. You do drills and practice debates with clear feedback and re-dos throughout the camp.

3. **Research.** We put out hundreds and hundreds of pages of staff reviewed cases and evidence with strategies that win debates. Policy researched over 5000 pages at the 2004 camp. LD researched over 900 pages on all 10 of the 2005 LD topics.

4. **Instruction diversity.** You won’t get stuck in one lab with one or two lab leaders you might not work with best. We rotate labs so you work with all of our staff members. And you’ll work with them one-on-one not just listening to them lecture.

5. **Beautiful location.** Whitman College is located in the Walla Walla valley at the foothills of the Blue Mountains in southeast Washington. The campus is the home of our nationally recognized liberal arts school with beautiful brick buildings, grass fields, trees, and rolling streams. Modern, comfortable classrooms feature fast Internet access with multiple computers and an excellent library.

6. **Family feel.** People at our camp feel connected, not isolated. Whether you are shy, into sports, critical, outgoing, whatever, you’ll find your niche. We make an effort to reach out to students, to build up community, and to give people space to be who they are.

7. **Transportation to and from the airport.** Our safety certified driver will pick you up at and take you back to the Walla Walla airport free of charge or to the Pasco airport or bus station for a $20 fee ea. way (on set dates, see web page).

Want a 4-page brochure and registration forms?
E-mail Jim Hanson at hansonjb@whitman.edu

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www.whitman.edu/rhetoric/camp/
$5 off Sweatshirts, Hoodies, and Jr. Zip Hoodies

Team shirts are an excellent way to build camaraderie and increase the visibility of your program. Through January 2005, add your school name to a selection of designs for FREE and with no minimums to buy! School items will be available for purchase on forensicsgear.com, which means you can provide this as an option to your team without the hassle of paperwork or collecting money. Requests will be completed in the order they are received, so place yours today! See forensicsgear.com for more details.

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There's No Debating About It!

By Dr. Michael L. Fain

"My name is Chris Hunter. I attend Scarborough High School in Houston, Texas.

I'm proud to say that NJFL was a great experience for me; this boosted my confidence. I have since continued in this activity (speech & debate). I give all the success I've gained to that [experience] and I'll never forget it.

This testimonial was sent to the NFL a while back when Chris was in Middle School. Now, a Junior at G. C. Scarborough High School, Chris has a story we at the NFL felt was worth sharing with our readers. Dr. Mike Fain, Director of Forensics, University of Houston and G. C. Scarborough High School was gracious in providing us with many of the local newspaper articles featuring Chris.

A natural athlete, Chris discovered that he was gifted when it came to debate.

"It excites me," he said, "For 10-minutes, I get the opportunity to change someone's view about something. I can convey all my emotions about important issues that affect the world we live in."

When Chris Hunter came to Scarborough High School, he traded a spot on the football field for a place on the podium. Rather than scoring touchdowns, Chris Hunter has been scoring high praise since he joined the Scarborough High School Speech and Debate Team.

Through all of Chris' health problems, there has been so much support. "Scarborough is like a big 750-member family."

Hunter plans to use his speech and debate skills as a politician. He has mapped out a future that includes the University of Houston and then attending law school at Howard University. And, after a run for local and congressional office, he hopes to become governor.

Although Hunter thrives to compete, speech and debate awards aren't what drives him, Fain said. "What's important to him is the forensic and volunteer program and that's why he is here. This program exists because of what we do in the community and the volunteering in the schools, giving kids opportunities that they don't have."

"It's all about helping those rise to the top that have been knocked down so many times before," said Chris Hunter.

Hunter's advice to those who are knocked down by life circumstances is prayer. A member of the Bellaire Church of Latter Day Saints, he said his faith guides him daily. If you're not a religious person, you just have to come to a point where you have to be strong within yourself," he said. "Find that something within yourself that makes you believe that no matter how many times you're kicked down, you will get back up." "I get emotional about it," he said. "For a long time, speech, debate and athletics were all I had. No matter what was going on at home, those three things helped keep me sane."

Being a successful debater is more than simply arguing your case, Hunter said. "When I get into my 'mojo', I have to have a real feeling for whatever the subject is. I have to be real. It's never acting, it's interpreting," he said. "I transform myself," added Hunter. "When I debate, Chris goes out the window. After it's over, I feel like Chris again."

Chris has assumed a huge combination of leadership roles on the Scarborough Campus. After serving as the Student Director of the June 2004 NJFL National Tournament hosted in Houston, his responsibilities now include the following:

- Captain of Scarborough's Speech, Debate & Theatre Team
- President of the Junior Class
- Captain of the Football Team
- President of the Scarborough Band

When life threw him off course, the Scarborough orator had a great comeback!
The 2005 Spartan Debate Institutes
East Lansing, Michigan

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2004 National Debate Tournament Champions

Join our tradition of excellence!

Please visit our new website for updated information:
http://debate.msu.edu

MICHIGAN STATE UNIVERSITY DEBATE – A TRADITION OF EXCELLENCE
Do You Have a Nickname for Your Coach? If So, What Is It, and Why?

Visit the 'Student Resources' section of the NFL website and join the "student challenge!"

A lucky group has come to notice that there is a section of the NFL website devoted to the students within the league. One area under Student Resources is the Student Challenge. Each month, this challenge will pose a question(s) to NFL students and the most interesting of the answers will appear in the Rostrum. This month, the NFL asked students to tell us "If their coach has a nickname." Here are responses received:

**Anita from Pennsylvania**

We refer to our coach as "Mom". She is always there for us in time of need. She has dedicated her life to helping us succeed in forensic and excel to the best of our ability just like a mother. She gives us the opportunity with her words of encouragement and advice to showcase our talents to the world.

**Dustin from Oklahoma**

We call our coach Moo! She has an unhealthy love for cattle. Whenever we are driving to tournament early in the morning, she is always waking us up because she is honking at cows. She is awesome and wouldn't trade her for anything!!

**Cornelius from Ohio**

My speech coaches' name is YODA, because she knows all.

**Jeff from Washington**

We call our coach Beggs, because we found out that it is his middle name from looking in his confirmation Bible. Beggs is a great coach! Also the names Chaz, PDiddy and Chuck have been used to describe this bearded bafoon.

**Adam from Kansas**

His nickname is "shadow ninja" because we will be at a debate or forensic tournament and when we need him we won't be able to find him and then he will just appear out of the "shadows" as we like to joke about.
NFL Internship: A Success!

By Sarah Gildea

High school and college are filled with memorable experiences and relationships. Many, however, pale in comparison to the connections that are made within forensics squads and debate and speech coaches and their team members. I competed in Lincoln-Douglas debate and U.S. Extemporaneous Speaking all four years of high school, attended two debate institutes, competed twice at the NFL National Tournament, and went on to assist in coaching LD and Exttemp for three and half years in college. Forensic activities have shaped the adult that I have become, and as the first intern to work at the National Office, I have taken the opportunity to give something back to the NFL. I know what you're thinking: why move to Ripon, Wisconsin, to work in an office you've never visited for ten months of your life that you could spend backpacking in Europe or starting graduate study? The answer is simple: experiences shape one's future. I have gained invaluable knowledge about the nature of not for profit organizations, worked on an innovative discussion initiative, developed forensic teacher education curriculum, aided in website development, and made some incredible friends.

I graduated from the University of Iowa, with a degree in Political Science and a Certificate in the Philosophy and Ethics of Politics, Law, and Economics program. Like many former forensicsators, I was drawn to study a major that encompasses the same social issues that I became familiar with as a competitor. However, as is the case with most liberal arts degrees, knowing what kind of classes I found interesting did not translate into knowing what kind of job I wanted. Even the best college student needs practical experience before using their undergraduate knowledge to make an argument in the real world. This is what the NFL internship has done for me.

The initial element of my internship dealt with the United Nations Foundation initiative, The People Speak. This nationwide event series encourages grassroots citizen dialogue on issues of U.S. foreign policy; a cause in which I truly believe. As the contact and coordinator for all NFL member schools that completed events, my organizational and creative skills were challenged and improved. Designing packets and advertisements, conducting interviews, writing reports, and creating a magazine layout featuring this project in the Rostrum lent me insight into the multi-faceted nature of non-profit organizations. The professional contacts I have made and the publication and interpersonal experience I've gained have guided me towards new career avenues.

Additionally, this year the NFL introduced an improved website. Offering input on web company contracts, and then authoring and editing the content of the website were thrilling experiences. The design of our new site has the ability to offer NFL members exceptional resources and services, many of which I have gotten to create. I have written widely circulated press releases on NFL events and debate summaries for nationally syndicated newspapers. I have proofread articles and aided in the monthly pagination process of the Rostrum. A large portion of my internship has been the study of writing grants. The NFL, like other non-profits is constantly expanding the services that it offers its members. These services require funding, and learning to ask the right people, at the right time, in the right way is the definition of successful grant writing. It is a skill that is in constant demand, and that once mastered and perfected, opens infinite doors. Working as an intern for the NFL has given me practical grant writing experience, while also offering me the flexibility of a unique learning environment.

I've traveled to Salt Lake City, Washington, D.C., Nashville, and Des Moines. I've met former Vice President Al Gore, ABC News Correspondent Sam Donaldson, media visionary Ted Turner, and the energetic staff of the United Nations Foundation. My skills and networking have been expanded beyond my expectations. This internship took my undergraduate educational strengths and turned them into accomplishments.

It's now time for the NFL to find its next intern. Do you know what elements are essential in a contract? Have you ever had administrative privileges on a national website? Do you have exemplary references in our nation's capital? Have you ever designed a regional forensic workshop? Before last June, I couldn't have answered "yes" to any of these questions. This internship has changed my answers. I encourage you to let it change yours as well. Think about it, Philadelphia would be a great city to jumpstart your professional development!

For more information, or to apply for the 2005-2006 NFL Internship Program, please e-mail nfl@centurytel.net.
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☑️ Coming soon: An “Ask the Expert” page where you can pose questions to experts in international policy and foreign affairs.

The NCPA’s Debate Central is sponsored by the National Center for Policy Analysis, a non-profit public policy research institute based in Dallas, Texas. The NCPA seeks free-market solutions to public policy problems.

National Center for Policy Analysis Corporate Office: 12770 Coit Road, Suite 800, Dallas, Texas 75251, Phone: 972 386-6272, Fax 972 386-9024

Logic in LD

By Jason Baldwin

In earlier articles we have explored some basic elements of formal logic and the application of those elements to LD case development. Now we can consider the application of logic to cross-examination and rebuttals. These are the parts of a debate round where a working knowledge of logic can do most to transform a student’s performance from the ordinary to the outstanding. Students who have followed me this far may have the feeling that my advice here about rebuttals is less detailed than my earlier advice about (say) mapping case arguments. As the discussion moves deeper into the debate round, it becomes more difficult to offer helpful examples, because each example would require a description of an entire round, something space precludes. But I am confident that students who take the trouble to learn and implement the more detailed advice on formal logic and casing in the earlier articles will find it fairly easy to apply the general advice I give here about cross-examination and rebuttals.

In my first Rostrum article (April 1994), I lamented the rise of what I called “refutary debate”—debate guided by nothing more than a reflexive attempt to refute (usually several times over) anything and everything one’s opponent says. I believe reflexive refutation is still the norm in LD. The problem with such an approach, then and now, is that there is no real need to refute most of what one’s opponent says, and the attempt to do so ruins the force and clarity of each individual response.

It is all well and good to counsel students in the abstract to use a more selective strategy, hitting only the most important points. But the average student, confronted with such vague advice, may be unwilling to gamble on her own interpretations of what the most important points and most effective responses are. Instead, she will likely retreat to the mediocre comfort of peppering each of her opponent’s statements with as many objections as she can think up. Logic gives us the resources to be more helpfully articulate about strategies for selective, high-impact rebuttals.

I. Basic Principles

The key to making logic work for you in cross-examination and rebuttals is to interpret your opponents’ arguments (and, of course, your own) as formally valid premise-conclusion chains. This may sound obvious enough, but it can be surprisingly hard to do when you confront opponents who do not themselves have much understanding of the logical structure of their ideas and who therefore present them either in an undifferentiated stream of consciousness or in a logically confused series of “subpoints.”

The jargon of “points” and “subpoints” is among the most deceptive at work in LD today. Many students and judges imagine they are clearing things up by labeling sentences as distinct points or subpoints, but these terms usually obscure the logical structure of a case. What is needed, of course, is an analysis of a case into distinct arguments, and of each distinct argument into its conclusion and supporting premises. Only in light of such analysis can a debater make confident, informed decisions about what to attack and what to ignore.

Debaters and judges who do not understand the logical structure of arguments tend to treat each distinct assertion (or subpoint) of a case or contention as a separate bit of reason to accept or reject a resolution. This is why debaters feel compelled to attack everything their opponents say and why certain “progressive” judges make decisions on the basis of “dropped subpoints,” whatever the points may be. Logically astute debaters know that individual claims by themselves may not lend any support to a conclusion. Just as a healthy kidney will not by itself keep you alive, so a single “dropped subpoint” will not typically lend any free-standing support to a resolution. A kidney contributes to the life of an animal only in concert with other organs, and a distinct premise supports a conclusion only in combination with an appropriate set of other premises. Arguments function as organic wholes; take away any necessary part (i.e., premise) and the whole argument dies. Your goal in cross-examination and rebuttals is to make your judges and opponents see that this is so.

Analyzing an opponent’s argument into premise-conclusion form may reveal three types of problem. First, an opponent may present a valid argument with true premises for an irrelevant (i.e., non-resolutional) conclusion. Second, an opponent may present true premises in support of a relevant conclusion, but in a logically invalid form. Third, an opponent may present a valid argument for a relevant conclusion (the resolution or its negation), but with one or more objectionable premises. I will give an example of each sort of error and the corresponding response strategy below. Of course, it is possible that an opponent’s argument will display more than one of these three errors. The basic strategy of the logical debater is: (1) find the weakness, and (2) attack the weakness.
Lincoln Douglas Debate

The logically savvy debater's task is further complicated by the fact that not only his opponents, but also most of his judges, will be unaccustomed to interpreting arguments and responses according to their logical structure. The truth is that many experienced LD judges think that "argument" means simply "claim-warrant"; they are not acquainted with the formal inferential patterns that distinguish logically adequate warrants from imitations. So debaters who intend to use logic to their advantage must be prepared not only to make the correct strategic decisions but also to explain those decisions and their strategic force to judges who otherwise may not understand what's happening.

We might, then, say that there are three stages to the use of logic in cross-examination and rebuttals. In the first stage, the debater must understand for himself the logical structure of an opponent's position and decide how best to attack it. In the second stage, the debater must actually make the attack. And in the third stage, the debater must explain the impact of the attack to ensure that its power is not lost on judge or opponent.

II. Cross-Examination

There is a traditional story about cross-examination that goes something like this: Cross-examination has two main purposes. The first is to clarify an opponent's case where it is unclear; this is the priority, but it is useful mostly for novices who haven't learned to flow well. The second purpose, which is the main purpose for skilled debaters, is to discredit an opponent's case by asking embarrassing questions about it.

This story is misleading. It is true that clarification should be the priority in cross-examination; there is no point in trying to discredit an argument before it is clear just what the argument is. But it is not true that clarification is primarily a task for novices. Most cross-examination time for most debaters (including skilled and experienced debaters) is spent in clarification of one form or another. Debaters would do better to leave the discrediting for rebuttals and use cross-examination exclusively to clarify for themselves and for their judges the logical structure and commitments of an opponent's position. This is crucial since, as noted above, most opponents and judges will not have a ready grasp of logical structure and implication. And mapping the logical structure of an unfamiliar case can be a challenge even for logically competent debaters. Cross-examination is the time in the debate when logical structure can be laid bare.

As you flow your opponent's case, you should be trying to follow whatever logical structure there is and to impose whatever structure is missing. You are trying to identify each separate constructive argument, the conclusion of which is the resolution or its negation. Ideally, each contention will correspond to a separate constructive argument. But sometimes one contention will contain more than one argument, or one argument may be spread out over two or more contentions. Likewise, value premises and criteria will usually function as essential premises in constructive arguments, and definitions, observations, and other extra-contention elements may also contain premises on which constructive arguments depend. Even when you have identified a distinct constructive argument, its premises may be in an unnatural order which is hard to follow. Your primary goal in cross-examination is to review the logical structure of each constructive argument to prepare for your rebuttals.

There need be nothing sneaky about this cross-examination strategy. You can be entirely upfront with your opponent: "I'd like to make sure I understand each of your arguments. You do not want to offer your opponent an open-ended invitation to restate each of her arguments. If you do, she is likely to (a) turn your cross-examination time into an extended constructive speech, and (b) restate her arguments in just as logically confusing a way as she presented them in the case. Instead, you should attempt to reconstruct each argument in a clear order, frequently asking your opponent if you have stated each step correctly. The goal is to translate each of your opponent's lengthy, prose constructive arguments into a short, clear set of premises which logically yield their conclusion.

If an argument relies on untested assumptions for its validity, you should probably make those assumptions explicit. If an argument validly draws an irrelevant (i.e., non-resolutional) conclusion, you can call attention to this fact by asking, "So your second contention proves that [contention conclusion], right?" It is best to wait until your rebuttal to point out that this conclusion is different from the resolution and therefore that your opponent's argument is irrelevant.

When you have laid out the logic of an argument, you can narrow your rebuttal burden considerably by getting your opponent to agree with you about what you must do to kill the argument. You should call attention to the premise or inferential step you plan to challenge in rebuttals and get your opponent to agree that that premise or step is crucial for the success of the argument as a whole. You should not come right out and say, "I plan to attack your value premise that capital punishment deters crime, then capital punishment is moral." Instead, say something like, "So it looks like this entire argument relies on the claim that if capital punishment deters crime, then it is moral. Is that right?" Suppose your opponent has provided statistical evidence that capital punishment does, in fact, deter crime, and suppose that you do not want to get into a statistical battle. You can neutralize any future accusation of "dropping" your opponent's statistical "subpoint" by now asking, "So if I could prove that deterring crime does not automatically make capital punishment moral, then your evidence showing that it does deter crime would not matter, right?"

If there are sections of the case or contention which do not seem to be related logically to the main arguments, you can ask your opponent to explain briefly how each of those sections supports the main argument(s) at issue. If her answer makes clear that a particular section really doesn't play an essential role in supporting (or de-
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feating) the resolution, you can bracket this section as irrelevant for your rebuttals by asking, “So by itself, this overview does not prove the resolution, right?”

Initially, you will probably find that clarifying the logical structure of each constructive argument and reaching agreement about what would be sufficient to kill it will take most or all of your cross-examination time. As you become more proficient, you may finish this task early enough to leave time for other lines of questioning. That is, you may have time to begin to discredit arguments during cross-examination. If you understand the logical structure of each argument and have made that structure clear to the judge, you can begin to chip away at just the weak spots you plan to emphasize in your rebuttals.

The relevant weaknesses are the three mentioned in the last section: an irrelevant (i.e., non-resolutional) conclusion, an invalid form, or a false premise. Because this is not an article on cross-examination technique, I will not detail how to proceed on each of these three fronts. However, I will say that the best way to expose either the invalidity of an argument or the falsehood of a normative premise is to construct a counter-example.

A validity counter-example is an argument with the same logical form as the argument under consideration but which has obviously true premises and an obviously false conclusion. For example, suppose a debater argues that:

1. If pornography is proven to cause rapes, then censorship of pornography is justified.
2. But pornography is not proven to cause rapes.
3. So censorship of pornography is not justified.

Readers familiar with the first article in this series should immediately recognize this as the fallacy of denying the antecedent. To avoid the appearance of begging the question, a good counter-example should be on a completely different subject. Here is one:

1. If speeding is proven to cause mass starvation, then speed limits are justified.
2. But speeding is not proven to cause mass starvation.

Everyone recognizes that the premises of this counter-example are true but its conclusion is false. This is because there are many harms that, if caused by speeding, would justify speed limits (many true statements of the form “If speeding is proven to cause X, then speed limits are justified”). The fact that one such harm (mass starvation) is not in fact caused by speeding does not mean that there are not other significant harms that are caused by speeding and that justify speed limits. A validity counter-example makes clear for an audience just what is wrong with invalid reasoning.

To present a validity counter-example in cross-examination, you should simply ask your opponent if each of the counter-example’s premises is true (“Is it true that . . . ?”). Then ask if the counter-example’s conclusion follows (“Does it then follow that . . . ?”). If your opponent agrees that the premises are true but the conclusion is false, move to the next point on your agenda; wait until your rebuttal to explain the logical parallel between your counter-example and your opponent’s original argument.

A counter-example to a normative premise is really an application of modus tollens. It begins with a normative principle which you intend to attack. You show that if the principle is true, then certain consequences follow logically from it, but that these consequences are false or morally unacceptable. Therefore, the normative principle which implies them must also be false. For example, if your opponent’s normative principle is that whatever promotes America’s national interest is moral, your counter-example might consider slaughtering Yemen’s population and seizing their oil fields. This action might be in America’s national interest but would clearly not be moral. As an argument, the counter-example looks like this:

1. If whatever promotes America’s national interest is moral, then it could be moral for America to slaughter Yemen’s population and seize their oil fields.
2. But it could never be moral for America to slaughter Yemen’s population and seize their oil fields.
3. So it’s false that whatever promotes America’s national interest is moral.

To present a normative counter-example in cross-examination, begin by asking your opponent to endorse the normative premise of his argument that you intend to challenge (“Your argument depends on the premise that if an action is good for America’s national interest, the action is moral, right?”). It is best to state the premise as a conditional, as in my example. Next, present the counter-example in such a way that it clearly satisfies the antecedent of the conditional (“Would it be in America’s national interest to gain massive new petroleum reserves?” [“Yes”] “Suppose America could gain these reserves by slaughtering the people of Yemen and taking over their land.”). Now ask whether the counter-example satisfies the consequence of the conditional (“Would slaughtering the people of Yemen to seize their oil fields be moral?”). If you get the admission you want, move to your next point; wait until your rebuttal to explain how the admission undermines the normative premise on which your opponent’s argument depends.

Finally, if you ask discrediting questions, it is unwise to draw out the full logical implication of your strategy in cross-examination. If your opponent agrees that the conclusion of a contention is somewhat different from the resolution, do not go on to ask, “So this contention is really irrelevant to the debate, right?” If you ask your opponent to admit outright that her argument is irrelevant, illogical, or unsound, she is going to deny the charge, and you may inspire her to do some quick thinking which will get her out of the bind you’ve helped to put her in. Lead your opponent right up to the edge of the precipice in cross-examination, but wait until your rebuttals to push her over the edge.

III. Rebuttals

Based on your cross-examination clarifications and concessions, you should
try to find the weakest two places in each constructive argument to focus your rebuttal attacks. If you attack more than two places in the argument, it is unlikely that any one of the attacks will be very persuasive or carry much weight, and you will likely fall back into a pattern of reflexive refutation. The whole point of thinking explicitly about logic in rebuttals is to help you overcome the need to attack everything your opponent says, or even everything with which you disagree. Because arguments function as organisms, with each premise or inferential step playing an essential role, you can afford to ignore most of your opponent’s claims and focus your attention on only one or two vital organs. At the same time, it is true that different responses appeal to different judges. Therefore, it is wise to find two ways to attack each argument, so that if you and your judge happen to disagree about which response is strongest, you have not put all your eggs in one basket.

Of course, stipulating two attacks per argument is somewhat arbitrary, and wise debaters (a vanishingly small minority) may recognize occasional exceptions. For example, if an affirmative case presents only one long contention which makes a single constructive argument, it might be worthwhile to kill the argument three times over instead of just twice.

And there is one standing exception to my two-response rule: when your point about an argument is that it’s irrelevant, i.e., that it doesn’t prove or disprove the resolution, you should make that your single response to the argument. If you claim that an argument is irrelevant and then go on to attack its premises in detail, you show that you really do consider it an important argument to refute after all. At the very least, you show that you are not confident in your claim that the argument is irrelevant.

Here is a classic example of the irrelevancy response: In an elimination round of Emory’s prestigious Barkley Forum several years ago, a talented affirmative debater who was favored to win presented two well-supported contentions which concluded that a journalist’s right to shield confidential sources was a very good thing. The negative debater granted the truth of the affirmative’s conclusion and the soundness of both her arguments. He did not attack a single statement made in the affirmative case. He simply pointed out that the resolution was that “A journalist’s right to shield confidential sources ought to be protected by the First Amendment,” and that being a good thing was not equivalent to being properly protected by the First Amendment. His negative constructive had argued for a strict original-meaning interpretation of the First Amendment which excluded the right to shield sources. The negative advanced on a 3-0 decision. However, the negative spent (say) 20 seconds arguing that the affirmative’s contentions were irrelevant and then went on to refute individual affirmative claims in detail, he might well have lost the round. The power of his single response depended on his willingness to stake the round on it. And since the affirmative was prepared to defend the soundness of her arguments (but not, unfortunately, their relevance), she would have come out looking much stronger had the negative engaged her on her own turf.

There are three basic ways to attack an argument: its relevance, its validity, or the truth of its premises. We have just discussed a relevance attack; now let’s consider the other two options.

Suppose you want to attack an argument’s logical validity. If you have already set up a validity counter-example in cross-examination, you can refer back to it; if not, you will need to present a counter-example from scratch. When challenging validity, you must make it very clear from the beginning that your challenge, if successful, undercuts the entire argument. Before you present your counter-example, you should clearly identify the argument you’re attacking and state explicitly that you are attacking the entire argument. You do not need to encumber your rebuttals with logical jargon, but you should preview your strategy in a more colloquial way. You can say simply that the argument you’ve identified purports to prove the resolution (or its negation), but that in fact, even if all your opponent’s claims (i.e., premises) are true, the conclusion does not follow. Then say you can use identical reasoning to prove a false conclusion, and present your counter-example. After presenting the counter-example, state again that your opponent’s argument has exactly the same flawed logical form. If possible, point out in detail just where the inference goes wrong and explain further how your opponent’s premises are, in fact, compatible with your conclusion.

The third basic refutation option, challenging the truth of a premise (i.e., challenging the soundness of the argument), will be more familiar to most debaters. Attacking individual claims is the bread and butter of the logically oblivious refutatory debate which dominates many circuits. An understanding of logic—i.e., of arguments as complex inferential wholes—enables one to refute premises much more selectively. If you have correctly mapped the logical structure of your opponent’s argument, you need only kill one of its premises to kill the entire argument. You do not have to refute each premise separately, and you do not have to provide multiple responses to a single premise. Indeed, if you plan to attack a premise, you are almost always better off explaining your best single response in detail rather than tossing off six different half-sentence hints. Compare the martial arts master who downs his opponent with a single well-placed punch to the clumsy school girl who flails out of control slapping, scratching, and pulling whatever she can get her hands on.

Choosing the weakest premise to attack and choosing the best single response to that premise are important skills, but they do not fall directly within the purview of this article. This is because logic, as you may recall from the first article, cannot tell you what premises are true. It can only tell you whether conclusions follow validly from whatever premises you accept.

When challenging a normative premise, you should use the counter-example strategy outlined above in the di-
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cussion of cross-examination. Point out your opponent’s normative premise and state that you can prove it’s false because it yields the wrong results in other situations. Then explain your counter-example using the modus tollens pattern illustrated in the last section.

If your opponent’s original premise sounded promising before you attacked it, try to provide an alternative true normative premise which accounts for the truthful ring of your opponent’s premise but avoids the counter-example and also does not support your opponent’s conclusion. For example, if the original premise was that if a punishment deters crime, then it is justified, you might provide an example of an effective deterrent which is unjustly applied to an innocent person. Now it looks like deterrence alone is not a sufficient justification for punishment; but surely there is something right about the notion that punishments should make society safer. Perhaps you could propose an alternative normative principle that if several punishments fit the crime equally well, then the criminal ought to suffer the one which is most likely to deter others from committing the same crime. This principle allows you to acknowledge that public safety matters while insisting on the priority of retributive justice.

Although logically minded debaters will be especially skilled at spotting common fallacies of statistical reasoning, there is no general recipe for refuting empirical premises. The key, again, is to choose the premise and the response carefully and explain the response in detail for maximum impact.

The primary contribution of logic to the refutation of individual claims is the understanding of how much damage an argument suffers from the death of a single premise. If the premise is necessary to the validity of the argument, the damage is fatal: death to the premise means death to the argument. As noted earlier, logical debaters must point this out to their judges at every opportunity. For judges accustomed to counting up “dropped sub-points,” the notion that refuting a single claim can kill a contention will be very surprising. You have already primed the judge to think of each argument as an interdependent whole in cross-examination. In rebuttals, you must preface and conclude each premise attack by pointing to the complete argument of which the premise is a part and explaining how the premise is crucial to the argument as a whole. You should say explicitly that even if every other claim in the argument is true, the argument fails to sustain its conclusion if this single crucial premise is undermined. If the premise you are attacking is a value premise (or some other premise shared by all your opponent’s constructive arguments), you may be able to wipe out a whole case with a single response. But you cannot trust your judge to notice that the case or contention is dead. You must point this out and explain why it is so.

Debaters are often admonished to “impact” their responses. I believe that pointing out the logical ramifications of a single response for an argument or case as a whole is one sensible interpretation of what it might mean to impact that response. As much as possible, such impacting should be saturated with the language of the resolution so as to remind your judge that it is ultimately the resolution which is to be proved or disproved, and it is the resolution which your opponent has, in light of your strategic attack, failed to prove or disprove.

IV. Final Issue Selection

Many debaters and judges believe it is especially important to spend the final minute or two of the negative rebuttal summarizing a few main issues in each round. Such a period of “crystallization” (as it is sometimes awkwardly called) may not be a bad idea, but it is probably less necessary for debaters who implement the model of selective, logical debate endorsed in the present series of articles. This is because the entire rebuttal speeches of such debaters will do exactly what the final summary of less logical debaters is intended to accomplish: make clear why the resolution is true or false given the success of one’s own constructive arguments and the given the failure of one’s opponent’s constructive arguments. Logical debaters select their issues before they begin to speak, and they speak only about those issues. There is no shapeless mountain of reflexively generated points and subpoints which must be knocked into some kind of order at the very end; the order has been obvious all along.

Nevertheless, learning to “seal the deal” is a valuable rhetorical skill, and some judges may expect a distinct treatment of final issues regardless of the clarity of your speeches as a whole. Conceiving of arguments as logical units will greatly simplify the construction of a final summation.

The advice given about final issue selection has often been quite vague: pick the most important issues (but how do you know what’s most important?), pick the issues you’re winning (but what counts as an issue?), tell a persuasive story about the round (what does that mean?). If you have developed your own case arguments as logical wholes, you know what you must do to sustain them: sustain a set of premises which together entail the truth (or falsehood) of the resolution. Likewise, you know what you must do to defeat your opponent: show that for every distinct constructive argument she makes, her argument is either irrelevant, invalid, or dependent on a false premise. Each distinct constructive argument still in play at the end of the round deserves attention in your closing statement—either to show why it succeeds (your argument) or to show why it fails (your opponent’s argument).

In order to prove the resolution true (or false), you need sustain only one constructive argument. Therefore, if one of your original constructive arguments is badly mangled by the end of the round, you may wish simply to ignore it in favor of a more defensible argument. If you adopt this strategy, you should not call attention to the argument you are ignoring. Specifically, you should not recite some awkward bit of debate jargon about “kicking out” of your original argument. Instead, call atten-
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tion to the argument you will defend by telling the judge that you believe it is your strongest and that it, by itself, is sufficient to prove the resolution true (or false). Of course, ideally you will not feel forced to choose between constructive arguments, since all your arguments will be ones you are well prepared to defend in the first place.

However many of your own arguments you are defending, your final summation should remind the judge in a few sentences of the main premises of each argument in such a way that the resolution (or its negation) obviously follows. Then pick out the most damaging or prominent objections your opponent has made to the argument and state briefly why the objections fail—i.e., why the argument survives.

You will not normally have the option to choose which of your opponent's constructive arguments to review at the end. Since any one constructive argument is enough to carry the day, you must show why all of your opponent's constructive arguments fail. The only exceptions to this rule are if either (a) your opponent has narrowed her position for you by abandoning one or another of her constructive arguments or (b) you are attacking a premise (such as a value premise) which is shared by several arguments, such that separate treatment of each argument is unnecessary. If one of these exceptions occurs, you should remind your audience at the end that it has occurred. You do not want an abandoned argument to be rescued after it is too late for you to object, and you do not want a judge to mistake your very efficient attack on several arguments at once for a failure to attack any of the arguments.

Whereas you may feel some pressure to respond to each major attack against your constructive arguments, your final review of your opponent's arguments can be briefer. This is because, again, you do not have to refute everything your opponent says in order to kill her argument. If you have attacked an argument on several fronts, you should choose the one or two deadliest objections to reiterate at the end. Rhetorically, it is usually unwise to spend a lot of time talking about your opponent's arguments. You have already killed the arguments during the main body of your rebuttals, and you are now simply reminding your listeners of the results you have achieved. It is especially important to emphasize that your one or two objections, whatever they are, kill the entire constructive argument.

A quick final accounting of the fate of each constructive argument can be very helpful to a judge, suggesting in advance the process of deliberation you want him to use to reach a decision. As with every argument during the round, the focus at the end should remain squarely on the resolution—on why the resolution is true or false. Your devastating objection to a crucial premise may be fruitless if your audience does not understand what bearing that premise has (via the argument of which it is a part) on the truth or falsehood of the resolution. Once again, the best way to ensure that you are explaining the full relevance of each distinct point is to force yourself to use the language of the resolution in making the point.

There are other closing strategies besides the review of constructive arguments that may be effective and appropriate in particular rounds. Knowing which to use when requires a more sensitive judgment than can be prescribed in an article like this one. But the review of constructive arguments is a safe and useful default strategy. And any good closing strategy must talk explicitly about the truth or falsehood of the resolution, which is usually going to involve discussing constructive arguments in one form or another.

These articles have obviously not provided complete instruction on how to debate. Indeed, it has been a recurring theme that logic alone will not suffice to establish the truth of any proposition (one must begin with true premises), and it should also be clear that logic in the strict sense of formal validity is not the decisive issue in most debate rounds. But logic is an indispensable tool of competent debaters. Similarly, no amount of anatomical and physiological knowledge would suffice to make a person a great surgeon; successful surgery also requires excellent judgment and physical technique. But an aspiring surgeon had better learn the anatomy and physiology of the human body. Random cutting and patching are at best pointless and at worst dangerous, even if they are technically graceful. Logic reveals the anatomy and physiology of arguments. Excellent debate requires trained judgment and rhetorical excellence beyond the scope of logic. But debate without a solid grasp of logic is just so much random cutting and patching.

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  - rebuttals
  - defense
  - flowing, briefing, traditional and electronic research

A Teacher Guide includes chapter activities for individuals,
teams, or the entire class; chapter quizzes and answer keys;
preparation for tournaments; grading strategies; sample builders;
and much more.

*If you are not satisfied with the text, return it in the convenient
postage-paid return box within 60 days and you will not be charged.

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Skills & Concepts
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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 flat

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**Ron Underwood**  
**Fred C. Beyer HS, CA**

December 18, 2003  
39,468 points

Ron Underwood has been a speech and debate coach for the past 42 years. He has consistently shown dedication to the youth of California and leadership in the National Forensic League. Beginning at Modesto Downey High School, and continuing at Modesto's Fred C. Beyer High School, Underwood has coached students to success at both the state and national level. Ron has taken 146 students to various NFL National Tournaments, with many succeeding as Semifinalists and Finalists, as well as one winning the National Championship in Student Congress debate. In the state of California, Ron Underwood has taken 569 students to the State Championship, coached many State Finalists, and 7 State Champions.

Underwood’s NFL Chapter at Fred C. Beyer High School has been a continuous leader in league enrollment, demonstrating Ron’s commitment benefiting the lives of students through their participation in the NFL. His service as a District Committee Chairman for approximately 25 years, as well as his decades of service in various offices of the California High School Speech Association, show his commitment to his colleagues and the organizations that sustain speech and debate in this country.

Although Ron Underwood is only the second coach in NFL history to reach this elusive and remarkable 8th Diamond Award, he considers his top forensic accomplishment to be, “the large number of students that [he] was able to introduce to speech and thus to the improvement of their communication skills—so vital in all walks of life.” As Ron approaches complete retirement at the end of this school year, the NFL would like to take this opportunity to thank him for his contribution to both the league and the improvement of high school students’ lives.

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**DIAMOND COACH ADVANCEMENT**  
**5 YEARS BETWEEN EACH DIAMOND**

- **One Diamond**  
  1,500 - 2,999 pts

- **Two Diamonds**  
  3,000 - 5,999 pts

- **Three Diamonds**  
  6,000 - 9,999 pts

- **Four Diamonds**  
  10,000 - 12,999 pts

  After fourth diamond is earned, points are in 3,000 increments

- **Fifth Diamond**  
  13,000 - 15,999 pts

- **Sixth Diamond**  
  16,000 - 18,999 pts

- **Seventh Diamond**  
  19,000 - 21,999 pts

- **Eighth Diamond**  
  22,000 - 24,999 pts

- **Ninth Diamond**  
  25,000 - 28,999 pts
SEVENTH DIAMOND COACH

*****David Johnson
Houston Bellaire HS, TX
April 22, 2004
20,534 points

David Johnson was inducted into the National Forensic League Hall of Fame in 1992. Johnson is a true NFL leader and has dedicated many years to working with students, training youth for leadership.


His commitment to forensic activities can be underscored by his recruitment efforts. His chapter has been a leader in the number of New Members enrolled in the league 15 of the last 30 years, winning the Leading Chapter Award in 1978, 1993, 1995, 1999, and 2004.

Whether serving as a District Chair, as Johnson has 10 times, receiving a Bronze Award in 1973, a Silver Award in 1996, and a Gold in 1998, or serving on the Executive Council of the NFL; as he did in 1993, David Johnson has proven himself an inspiration to students and colleagues alike with his membership in the National Forensic League.

SIXTH DIAMOND COACH

*****Bro. George R. Zehnle, S.M.
Chaminade HS, NY
November 29, 2003
17,703 points

Brother George Zehnle graduated from University of Dayton in 1966 with a BA in English and Philosophy. In 1966, Brother George began teaching at Chaminade HS in Mineola. He has been teaching English since his career began. In 1967 he earned his BA in Education at the University of Dayton and then in 1969 his MA from John Hopkins University.

He has attended thirty national tournaments, qualifying 71 students to nationals. In 1992, the Karl E. Mundt Trophy was awarded to his school.

Under Brother George Zehnle's leadership, his school earned five District Trophies. Brother Zehnle has served as District Chair for the New York City District since 1991 and was awarded the Silver Award in 1996, and Gold Awards in both 1998 and 2003.

Brother George served as President of the National Catholic Forensic League from 1987-1989.

Brother George Zehnle became a member of the NFL Hall of Fame in 2001.
FIFTH DIAMOND COACHES

*****Jan Heitzen
Downers Grove South HS, IL

September 27, 2003
13,000 Points

Jan began coaching in 1975 at Champaign Central High School while still an undergraduate at the University of Illinois. In 1978, she qualified her first student to the National Tournament in Evanston, worked on the hospitality committee, made connections with coaches from around the country and knew that the NFL would surely be one of her professional "homes".

After graduation and short stops along the way at Waukegan East and Main East HS, she found a permanent home at Downers Grove South High School where she has taught, directed and coached for the past twenty-five years. Working with John Hires for the first twenty years at DGS, Jan shared the joy of creating a program that trains not only champions, but more importantly, outstanding communicators and leaders. This was always a source of the greatest pride for the duo.

Students from Downers Grove South have won more than 70 individual state championships and twelve IHSA team titles in Individual Events, Performance in the Round and Group Interpretation making them the "winningest team" in the state's history. The program has also qualified over 100 students to National Tournaments and has two individual National Championships, two School of Excellence Awards and in 2003 were the proud recipients of the Bruno E. Jacob Award.

Jan has been the chair of the Illini District for the past five years. She was honored this year as the first recipient of the Albert Odum Award. She has also served as President of the Illinois Speech and Theatre Association and was the organization's 2002 recipient of the W.P. Sanford Award for meritorious service to the field of speech and theater. In 2003 she was selected as one of the winners of the National Federation Outstanding Speech-Theatre-Debate Educators. But, the most important honor is the reward of working with the kids in the field she loves!

*****Pamela K. McComas
Topeka HS, KS

October 25, 2003
20,192 Points

Pamela McComas has been in the teaching profession for the past 32 years with 26 of those coaching both debate and forensics. She has coached 164 students to nationals for 25 consecutive years, with 5 national champions, finalists in every main event but LD, Original Oratory, and Duo; and ten NFL All Americans.

Pam has worked the national tab rooms for both supplemental and main events for many years, and has been active in serving the High School Activities Association as speech liaison, as well as the National Federation of High Schools.

For eleven years, Ms. McComas has served as District Chair of the Flint Hills District, and has served on the committee in other capacities. As District Chair, the Gold Award was bestowed to the Flint Hills District four times and the Bronze Award once. Topeka High School received the Leading Chapter Award twice during Ms. McComas' tenure. Other awards include three-time bestowal of the District Service Key and Plaque and the 1999 Pi Kappa Delta/Bruto E. Jacob Award.

Pamela McComas is one of the newest members of the NFL Hall of Fame, inducted this past year. She was recently elected to the NFL National Executive Council and will serve as an alternate for a two year term.

*****Bill Jordan
Springfield Glendale HS, MO

December 6, 2003
13,130 Points

Bill Jordan has coached speech and debate for 27 years. He coached seven years at Webb City High School in Missouri, where he earned his first diamond. For the past twenty years, Bill has been at Glendale High School in Springfield.

He has coached students to 16 National Tournaments. Over the years, his students have qualified in every event except Duo Interp and Public Forum. His students have placed in the semifinals and finals of International Extemp, and have performed eight times in the Super Session of Student Congress. Bill's Congress finalists have earned a 5th, a 3rd, and two National Championships; Most Outstanding Senator in 1986 and 1995. Bill has served in the National Tournament tab room, and from 1994 to 1999, worked on the National Tournament Judges' Committee.

Under his direction, Glendale earned the Leading Chapter Award in 1989 and 1996, and the District Tournament Traveling Trophy three times. Bill has coached four National Forensic League All-American students.

Bill have served on the District Committee and as District Chair. He has received the NFL Distinguished Service Key and Distinguished Service Plaque. Bill has coached Missouri State Champions in Policy Debate, Lincoln-Douglas Debate and Extemporaneous Speaking.

Bill has served on the Board of Governors of the Speech and Theatre Association of Missouri. He currently serves on the Missouri State High School Activities Association Speech Advisory Committee, and has been the recipient of the Missouri State High School Activities Association Distinguished Service Award.
The National High School Institute

At Northwestern University

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Zarefsky Scholars Round Robin for High School Juniors

April 14-15, 2005

Information is Available at
www.debate.northwestern.edu

E-Mail: nudebate@northwestern.edu

Northwestern University
National Debate Tournament Champions

National Debate Tournament Top Speakers
FIFTH DIAMOND COACHES

*****William Woods Tate, Jr.
Montgomery Bell Academy, TN

February 4, 2004  13,023 Points

William Woods Tate, Jr. began his NFL coaching career at Selma High School (AL) and has spent the past 21 years at Montgomery Bell Academy (TN) where he hosts the annual Southern Bell Forum. Mr. Tate has been both an outstanding coach and an inspirational leader in the National Forensic League.

During Mr. Tate’s career, he has attended 29 National Tournaments and over 200 of his students have qualified for Nationals. His schools have had multiple finalists in extemporaneous speaking and policy debate. In 1999, his policy team reached the National Finals. His chapters received the Leading Chapter Award in 1982, 1988, 1992, and 2002, have been recognized as a leader in new member enrollment eight times, and have been named the largest chapter eleven times. Additional award recognitions include the District Trophy in 1981, 1984, 1992, and 2000 and the District Plaque in 1979-80, 1982, 1984-87, 1993, 1995 and 1996.

Mr. Tate’s accomplishments as a coach have been brilliant, but his leadership in the NFL has been even more spectacular. He has served as District Chair of both the Deep South and Tennessee Districts and has been a member of the National Executive Council since 1990. Mr. Tate has served as both Vice President and President of the National Forensic League and was just recently re-elected to serve another term as President.

Mr. Tate’s outstanding leadership can be seen by the multitude of honors that have been bestowed upon him. In 2000, he was inducted into the NFL Hall of Fame. He is also the recipient of the Pelham Commendation, the first lifetime member of the National Debate Coaches Association, a key coach of the Emory University Barkley Forum, and a Founding Faulkner Fellow at the University of Mississippi.

*****Randy McCutcheon
James Logan HS, CA

March 17, 2004  13,600 Points

Randall McCutcheon, nationally recognized by the U.S. Department of Education for innovation in curriculum, has authored eight books including Can You Find It?, a guide to teaching research skills to high school students (it received the Ben Franklin Award for best self-help book of the year in 1990); Get Off My Brain, a survival guide for students who hate to study (it was selected by the New York Public Library as one of 1998’s Best Books for Teenagers); three textbooks for speech and journalism courses. His most recent books are Increase Your Score in 3 Minutes a Day: SAT Essay and Increase Your Score in 3 Minutes a Day: SAT Critical Reading. He now helps students with SAT preparation and the college application process at www.WriteMatters.com.

After nearly a decade working in radio and television, he taught for twenty-seven years in both public and private schools in Iowa, Massachusetts, Nebraska, and New Mexico. McCutcheon was selected State Teacher of the Year (Nebraska, 1985) and was the National Forensic League National Coach of the Year in 1987. Elected to the NFL Hall of Fame in 2001, he concluded a successful career as a high school speech coach. In twenty-seven years, over 200 of his students qualified for the national tournament. Twenty-five of his students reached the final rounds and seven won national championships.

*****Diane Mastro Nard
Youngstown Mooney HS, OH

April 15, 2004  15,971 Points

Diane Mastro Nard, an English, Speech and Drama teacher at Cardinal Mooney High School in Youngstown, received her Bachelor of Arts and Master’s of Science in Education degree from Youngstown State University. A 31-year veteran of diocesan schools, Diane is the Forensics Director and Speech and Debate Coach at Cardinal Mooney High School. In May of 2004, Diane was awarded the Golden Apple Teacher Award by the Diocese of Youngstown. Under her leadership, Cardinal Mooney High School has produced two national champions, eight national finalists, 90 national qualifiers, and 40 state champions. Diane is actively involved in selecting and training students for various community and national speech contests. She has conducted retreat sessions at the high school. Diane prepares and organizes students to speak to groups at various Catholic parishes in the Youngstown area.

Within the community, she is involved with the Catholic Service League, the Christmas Toy Drive, the Thanksgiving Food Drive, Fish Samaritan House and “Mission of Love.” She is a volunteer at St. Elizabeth Hospital. Diane has been honored as the Speech Teacher of the Year by the Speech Communication Association of Ohio, has been inducted into the Ohio High School Speech League Coaches Hall of Fame, received the Outstanding Educator Award on behalf of the Youngstown-Warren Regional Chamber of Commerce, and received the Fifth Diamond Coach Award by the National Forensic League in recognition of extraordinary service to interscholastic speech programs.
The 2005 University of Texas National Institute in Forensics

Why learn to debate at the 2005 UTNIF?

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

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

We are proud to announce our way out of this mess. We call it, the "Plan I Debate Marathon." Imagine a debate workshop where the first ten days of the camp are spent actually debating. Full on debates, with complete affirmative and negative strategies. Imagine five different affirmative 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 affirmative as you check in on day one. Couple this debate-intensive experience with electives each afternoon where students get to choose seminars which best fit their needs and interests. After ten days, we'll have a tournament, then we'll break into research groups and you students will test out new skills in the library producing their own arguments and filling holes, and then we'll end with a rematch. That's right, a second tournament! If you want to learn debate by debating the topic, this institute is for you. 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, there are many other workshops for you.

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), Jarius Grove (Texas) and Brian McBride (Redlands / Northwestern).

This summer we are offering a three-week program (June 20th – July 11th) and an extended six-week session (June 20th – August 3rd) 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/occ/cms/utnif/.

Because you want a debate camp to tailor to your specific needs and Interests.

UTNIF Plan II and Extended Plan II Program

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

If you want to get a head start on the rigors of Plan II, try the Extended Plan II Program. Just like Plan II, except the extended version starts three days earlier. Students who arrive early for the Extended Plan II Program will look forward to an incredibly low student-staff ratio and a perfect mix of theoretical dialogue and speaking technique.

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

Just a few of our continuing faculty: Teddy Albinjak, Redlands University / David Breshears, University of Texas / Paul Flagg, Northwestern University / Ricky Garner, Emory University / Nate Gorelick, Harvard - New York University / Jarius Grove, University of Texas / Mariesa Herrmann, University of Texas / Claire McKinney, University of Texas / Brian McBride, Redlands - Northwestern University / Laura Nathan, University of Chicago – University of Texas
We invite you to come and see why UTNIF continues to be one of the largest and most accomplished summer forensics programs in the country. Just a few reasons why our students keep coming back year after year: Incomparable education, superior resources, unmatched faculty, reasonable rates, and best of all—your summer in Austin, Texas!

Some projected core faculty members for Individual Events 2005: Randy Cox (UT), Deborah Simon (Milton Academy, MA), Peter Pober (George Mason University, VA), Meg Howell (Albuquerque Academy, NM), Casey Garcia (George Mason), Mark Banks (UT), Brandon Cosby (formerly Evansville Reitz HS, IN), Nance Riffe (Univ. of Alabama), Jason Warren (University of Texas), Mana Hamid, Kristyn Meyer & Kris Barnett (UT/Star Charter), David Tannenwald (Brown University), Josh Bone (Yale), Scott Chaloff (Yale), Courtney Wright, Natalie Sintek, and Melissa Messer (Western Kentucky), Paul Davis and Ryan Hubbell (Arizona State University), Erik Dominguez (Desert Vista HS, AZ) just to name a few—plus the entire University of Texas Individual Events Team, and more acclaimed coaches and former state and national championship competitors from across the country!

www.utspeech.net

Individual Events Main Session: June 25-July 10
Individual Events Naegelin Extension: July 11-14

NOTE: Faculty listings contingent upon agreements and subject to change without notice.
Big News for Lincoln Douglas at UTNIF!

We are thrilled to announce that Stacy Thomas of the Hockaday School will be directing the LD program at the UTNIF in the Summer of 2005. Stacy directed the Austin High program prior to her tenure at Hockaday, where she coached numerous TOC qualifiers.

Congratulations Nick and Dave!

The CX faculty of the University of Texas National Institute of Forensics extends congratulations to UTNIF CX Supersession students Nick Miller and David Roosth of the Kinkaid School for winning the 2004 St. Marks Debate tournament. Kudos also go to the Kinkaid coaching staff, Eric Emerson, Claire McKinney, and Sara Apel.

UTNIF is the place to be in the Summer of 2005. Great coaching, great students, great town, great fun! www.utdebate.com
FIFTH DIAMOND COACHES

****Darrel Harbaugh
Field Kindley HS, KS

13,101 Points

May 3, 2004

Darrel Harbaugh has been coaching forensic activities for more than 25 years. His dedication, spanning more than a quarter of a century, has helped lead the youth of Field Kindley Memorial High School in Coffeyville, Kansas towards brighter, more prolific futures.

Harbaugh has attended 19 NFL National Tournaments, entering 68 students in Individual Events and 23 in the National Student Congress competition. He has served as District Chair 13 times, from 1987-1991 and 1997-2004. During this service, Harbaugh has received three Gold Awards (1988, 1990, and 2001) as well as one Distinguished Service Key (1989), and three Distinguished Service Plaques (1991, 1997, and 2004).

Darrel Harbaugh’s NFL chapter at Field Kindley Memorial High School has consistently led the South Kansas District in membership enrollment, receiving a Leading Chapter Award in 1993 and again ten years later in 2003. Through recruitment and service, Darrel Harbaugh has proven himself an invaluable asset to the National Forensic League. His talent and commitment will be most evident as he co-hosts the 2007 Nationals in Derby/Wichita, Kansas.

UNIVERSITY OF KENTUCKY

STUDENT CONGRESS TOC

PUBLIC FORUM ROUND ROBIN TOC

Both events will be held in Lexington, Kentucky, on April 30, May 1 & 2, 2005

For a list of the qualifying tournaments in Student Congress, as well as the procedure to apply for a position in the Public Forum Round Robin, contact:

Dr. J. W. Patterson, Director
Tournament of Champions
University of Kentucky
205 Frazee Hall
Lexington, Kentucky 40506-0031
859-257-6523
jwpatt00@uky.edu
FOURTH DIAMOND COACHES

**** Jan Heitzen
Downers Grove South HS, IL
June 18, 1998  10,000 Points

**** Marilee Dukes
Vestavia Hills HS, AL
March 5, 2001  10,837 Points

**** Harry B. Davis
Hunter HS, UT
November 8, 2003  10,004 Points

**** W. E. Schuetz
Gregory Portland HS, TX
November 16, 2003  10,003 Points

**** Douglas R. Springer
New Trier Twp HS, IL
February 18, 2004  10,061 Points
"Good leaders make people feel that they're at the very heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organization. When that happens people feel centered and that gives their work meaning."

--Warren Bennis
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SMFI at Truman State University

WITH NEW & MORE CONVENIENT DATES!!

Individual Events Workshops
July 9 - July 16 (Oral Interp)
July 16 - July 23 (Extemporaneous Speaking and Oratory)

Lincoln Douglas Workshop
July 9 - July 23

Public Forum Debate Workshop
July 9 - July 23

Dr. Kevin Minch, Director
Director of Forensics, Truman State University; Ph.D., University of Kansas; former high school debate and individual events coach; National Federation Speech, Debate and Theater Association Consultant.

Don Crabtree, Associate Director
Vice-President of the National Forensic League, Director of Forensics, Park Hill High School, Kansas City, Missouri.

Shane Puckett, Associate Director
Assistant Forensics Coach, Truman State University. MA, Arkansas State University. Former Assistant to the Head of Centre, English Speaking Union, London, England.

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For More Information, Staff Details or Registration Contact:
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Division of Language and Literature
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Kirksville, MO 63501

Phone: (660) 793-5677

Web: http://forensics.truman.edu/SMFI/index.htm

E-Mail: kminch@truman.edu

AN INSTITUTE EXPERIENCE UNLIKE ANY OTHER!

In the early 90s, Oldsmobile ran an ad campaign featuring the slogan, "This is Not Your Father's Oldsmobile!" We at Truman State University want to do for the forensics institute what Oldsmobile wanted to do for its cars. We want students and coaches to find a refreshing learning experience unlike any other.

- A staff built around high school students and their needs, staffed significantly by experienced high school coaches. From the top down our staff will be composed of current and former high school coaches, directors of forensics and high-school savvy university faculty. College student preceptors are only used to assist.

- Combinable One-Week Individual Events Workshops. Choose one week of narrow focus on interp or public address events, or attend both weeks for training in more than one event area! Our IE students receive hours of individualized attention in research, topic and literature selection, piece cutting and performance. We don't turn your speeches out on an assembly line, instead we teach you how to consistently make yourself a better performer and competitor.

- A Two-Week Lincoln-Douglas Debate Workshop providing students with intensive philosophy lectures, skill development exercises, and individualized research attention. Frequent practice rounds, rebuttal redos and articulation drills are standard fare in this session. All students receive an annual subscription to the DebateAddict research system for continued research collaboration throughout the year!

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

Our Goal?

Our objective is to provide students with an experience that is focused on the needs of high school students in high school competition. **We focus on what coaches and their students need to be successful now.**
TRIPLE DIAMOND COACHES

***Robert H. Steffen
Blue Valley Northwest HS, KS
May 29, 2003 6,024 Points

***Kristine Hayes
Sioux Falls Lincoln HS, SC
November 9, 2003 6,023 Points

***Nick Nelsen
West Des Moines Valley HS, CA
October 20, 2003 6,021 Points

***Patrick Reis
Mark Keppel HS, CA
November 24, 2003 6,046 Points

***Kelli Morrill
Raytown South HS, MO
November 29, 2003 7,938 Points

***N. Andre' Cossette
Gonzaga Prep HS, WA
November 30, 2003 8,126 Points
**Triple Diamond Coaches**

**Barbara Watson**  
Great Bend HS, KS  
December 9, 2003  
6,752 Points

**Christine M. Adams**  
Independence Truman HS, MO  
December 20, 2003  
8,110 Points

**Tommie Lindsey, Jr.**  
James Logan HS, CA  
December 30, 2003  
20,133 Points

**Mitch Gaffer**  
Huron HS, SC  
January 7, 2004  
6,133 Points

**Gail L. Nicholas**  
Bob Jones Academy, SC  
February 1, 2004  
6,007 Points
**TRIPLE DIAMOND COACHES**

***Lynda Luce***  
Waupaca HS, WI  
February 19, 2004  
6,026 Points

***Robert Tindel***  
Pittsburg HS, KS  
February 23, 2004  
6,042 Points

***James Wakefield***  
Fort Lauderdale HS, FL  
March 7, 2004  
8,869 Points

***Deborah E. Simon***  
Milton Academy, MA  
March 8, 2004  
6,012 Points

***Charlotte Tyree***  
Plymouth HS, IN  
March 31, 2004  
6,042 Points
DOUBLE DIAMOND COACHES

**Diane M. Ritzdorf**  
Arapahoe HS, CO  
June 11, 2003  
3,019 Points

**Derek L. Yuill**  
Gabrielson HS, CA  
June 12, 2003  
11,714 Points

**Niki Alderson**  
Muldrow HS, OK  
October 8, 2003  
3,876 Points

**Gregg Reed**  
Logansport HS, IN  
November 4, 2003  
3,003 Points

**Tom Mosberger**  
Canton GlenOak HS Career Ctr, OH  
November 16, 2003  
3,969 Points

**Barbara Funke**  
Chesterton HS, IN  
November 17, 2003  
3,006 Points

**Sandy Peterson**  
Millard North HS, NE  
November 22, 2003  
3,007 Points

**Ken Troyer**  
Lyons HS, KS  
November 22, 2003  
4,864 Points

**Kelly Parker**  
Centennial HS, GA  
December 6, 2003  
3,829 Points
**Jeff Kopelow**  
Ladue Horton Watkins HS, MO  
January 3, 2004  
3,012 Points

**Judith A. Speer**  
Fenwick HS, IL  
January 5, 2004  
3,116 Points

**Marsha Williams**  
Greensburg Salem HS, PA  
January 8, 2004  
3,044 Points

**Michael Pittman**  
Savannah HS, MO  
January 20, 2004  
4,666 Points

**Sharon Volpe**  
North Allegheny Sr. HS, PA  
February 3, 2004  
3,034 Points

**Chris Riiffer**  
Blue Valley HS, KS  
February 4, 2004  
11,105 Points

**Kimberly Cuevas**  
Reno HS, NV  
February 11, 2004  
4,369 Points

**Matt Davis**  
Lincoln East HS, NE  
February 15, 2004  
4,062 Points

**Sally Pies**  
Brookings HS, SD  
February 16, 2004  
3,080 Points
DOUBLE DIAMOND COACHES

**Steven J. Fetzik**  
St. Francis & Austin HS, MN  
February 27, 2004  
3,000 Points

**Mariann Fedrizzi**  
Cypress Creek HS, TX  
March 26, 2004  
3,041 Points

**Carol Harms**  
Belleville East HS, IL  
March 26, 2004  
4,048 Points

**James Lester**  
Tallihina HS, HI  
March 28, 2004  
3,038 Points

**Patrick Pins**  
Mandan HS, ND  
April 12, 2004  
3,270 Points

**Tony Rosenberger**  
River Valley HS, AZ  
April 12, 2004  
5,215 Points

**Rebecca Meyer-Larson**  
Moorhead HS, MN  
April 15, 2004  
3,483 Points

**Janice Caldwell**  
Lindale HS, TX  
April 19, 2004  
3,734 Points

**Manuel Halkias**  
Canton McKinley HS, OH  
April 20, 2004  
3,006 Points
DOUBLE DIAMOND COACHES

**Greg Malis**
Glenbrook North HS, IL
April 21, 2004
3,122 Points

**V. Robert Garcia**
Mountain View & St. Frances HS, CA
April 29, 2004
3,330 Points

"Setting a goal is not the main thing. It is deciding how you will go about achieving it and staying with that plan."

--Tom Landry

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1905-2005

Join us in Philadelphia for the Lincoln Financial Group/NFL Speech Tournament
June 12-17, 2005
SINGLE DIAMONDS

*Jennifer McCarty
Eastview HS, MN
June 9, 2003  2,019 Points

*Vicki J. Browne
St. Petersburg HS, FL
July 21, 2003  1,507 Points

*Bro. John McGrory
Chaminade HS, NY
September 23, 2003  1,506 Points

*John Propster
San Francisco Washington HS, CA
September 28, 2003  1,517 Points

*Charles Cravens
Walker HS, MN
October 20, 2003  1,500 Points

*Marita Duesler
Monsignor Kelly Catholic HS, TX
October 23, 2003  1,500 Points

*Julia Y. Brown-Millush
East Carteret HS, NC
October 27, 2003  1,518 Points

*Beverly Bowman
Cheyenne Central HS, WY
November 2, 2003  1,509 Points

*Mellessa Denny
Lubbock HS, TX
November 4, 2003  1,606 Points

*Barbara Spencer
Trenton HS, MO
November 4, 2003  1,512 Points

*Delvin Strecker
Salina Central HS, KS
November 5, 2003  2,529 Points

*Marilee Y. Eyre
Beaver HS, UT
November 19, 2003  1,506 Points
SINGLE DIAMONDS

*Patricia Zenczak  
Royal Palm Beach HS, FL  
November 26, 2003  
1,503 Points

*Jelayne Patridge  
Frenship HS, TX  
December 4, 2003  
1,500 Points

*Doug Pishkur  
Chesterton HS, IN  
December 4, 2003  
1,509 Points

*Laurie L. Johnson  
Phillipsburg HS/Ridge HS, NJ  
December 16, 2003  
1,533 Points

*Linda L. Panopoulos  
Cheyenne Central HS, WY  
December 21, 2003  
1,515 Points

*Shelly B. Evans  
Park Hill South HS, MO  
December 23, 2003  
1,791 Points

*Lydia Miller-Wyatt  
Wimberley HS, TX  
January 14, 2004  
1,514 Points

*LouAnne Foley  
Skyview HS, MT  
January 21, 2004  
1,563 Points

*Jennifer Telford  
Grand City HS, NV  
January 22, 2004  
1,874 Points

*Michael Harlan  
Westlake HS, TX  
January 24, 2004  
1,544 Points

*Karen L. Minick  
Bear Creek HS, CA  
January 25, 2004  
1,577 Points

*Abraham K. Mokunui  
Kamehameha Schools, HI  
January 26, 2004  
1,505 Points
National Debate Forum
July 23rd-August 6th

Held at the Milton Academy Campus, south of Boston.

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

Application and Program Materials online at www.nationaldebateforum.com

2005 “Interpretive Productions”
Directed by David Kraft and Ryan Knowles
July 16th-July 30th

InterProd participants have won top honors at Wake Forest, UPenn, St. Marks and Blue Key. InterProd 05’ will offer more one-on-one coaching time than any other interp camp.

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

InterProd 05’ will offer Individualized Material Search

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

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

*Stewart Wilson
Walker HS, MN
January 26, 2004 1,513 Points

*Jennifer Holden
Park Hill South HS, MO
January 27, 2004 3,594 Points

*Tyson Smith
West High School-Iowa City, IA
January 28, 2004 1,594 Points

*Paul Moffitt
Sylvania Southview HS, OH
February 1, 2004 1,508 Points

*Daniel C. Jensen
Gothenburg HS, NE
February 3, 2004 1,588 Points

*Duane Lintz
Paola HS, KS
February 3, 2004 1,503 Points

*David A. Yastremski
Ridge HS, NJ
February 4, 2004 2,564 Points

*Kenneth C. Montgomery
Rancho Bernardo HS, CA
February 4, 2004 2,003 Points

*Edwin A. Klemm
Wheaton North HS, IL
February 5, 2004 1,524 Points

*Fontaine Alison
The Baylor School, TN
February 9, 2004 1,506 Points

*Julie Bechtel
Gov. Rogers HS, WA
February 9, 2004 1,944 Points

*Joel Schell
Douglas HS, WY
February 14, 2004 1,542 Points
SINGLE DIAMONDS

*Trevor Mischke  
Aberdeen Central HS, SD  
February 17, 2004  
1,502 Points

*Steve Agan  
Lead HS, SD  
February 21, 2004  
1,518 Points

*David Smith  
University HS, WA  
February 21, 2004  
2,320 Points

*Martha T. Rough  
Mt. Spokane HS, WA  
February 23, 2004  
1,691 Points

*Christy Trussell  
Drippings Springs HS, TX  
February 23, 2004  
1,510 Points

*Trudi L. Gessford Harte  
Westview HS, OR  
March 1, 2004  
3,472 Points

*Anne Payne  
Roysel City HS, TX  
March 3, 2004  
1,511 Points

*Donna Rotschafer  
White Bear Lake Area HS, MN  
March 4, 2004  
1,500 Points

*Scott C. Johnstone  
St. Thomas More HS, LA  
March 5, 2004  
1,528 Points

*Katherine E. Hodgdon  
Miami Southridge HS, FL  
March 7, 2004  
1,508 Points

*Matthew Brandstetter  
The Harker School, CA  
March 8, 2004  
4,800 Points

*Sandra Bullock  
Bettendorf HS, IA  
March 8, 2004  
1,501 Points
SINGLE DIAMONDS

*Ryan Hoglund
Rowland Hall St. Mark's HS, UT
March 17, 2004 1,630 Points

*Maryrose Kohan
Widefield HS, CO
March 17, 2004 1,645 Points

*Adam L. Jacobi
Milwaukee Rufus King HS, WI
March 19, 2004 2,433 Points

*Matthew D. Dennis
Harlingen HS South, TX
March 24, 2004 1,501 Points

*Eric Emerson
The Kinkaid School, TX
March 29, 2004 1,557 Points

*Erik John Dominguez
Desert Vista HS, AZ
March 31, 2004 1,756 Points

*James Fedje
Eagan HS, MN
April 1, 2004 2,865 Points

*Bryan Eanes
San Antonio Churchill HS, TX
April 2, 2004 1,553 Points

*Victor Jih
Brentwood & Archer Schools, CA
April 5, 2004 1,558 Points

*Clifton D. Davis
Teton HS, ID
April 14, 2004 1,613 Points

*LeeAnn Hyer
Davis HS, UT
April 20, 2004 2,596 Points

*Jeanie Wilson
Springtown HS, TX
April 20, 2004 1,517 Points
SINGLE DIAMONDS

*Carmen Vandeveer
Buffalo HS, MO
April 22, 2004 1,500 Points

*Janet Willford
San Ramon Valley HS, CA
May 4, 2004 1,533 Points

*Beatrice M. Lockwood
Sacred Hearts Academy, HI
April 23, 2004 1,537 Points

*Richard Jeffery
Canutillo HS, TX
May 11, 2004 1,500 Points

*Robert Odle
Mounds HS, OK
May 12, 2004 1,509 Points

*Hayley K. Crane
Field Kindley HS, KS
May 12, 2004 1,502 Points

*Carrie Lee Scott
Duncan HS, OK
May 15, 2004 1,500 Points
The International Debate Education Association and Willamette University are pleased to announce the first annual

International Tournament of Champions for High School Parliamentary Debate

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

72 teams will be invited to participate in this tournament. The tournament will feature 6 preliminary rounds. All teams with records of 4-2 are guaranteed to clear into elimination rounds.

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

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

Costs:

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

Housing:

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

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

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

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

For more information please contact:
Robert Trapp (trapp@willamette.edu) or Noel Selegzi (nselegzi@idebate.org).
2005 International Summer Speech and Debate Institute

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

Date: June 30 – July 14, 2005

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

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

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

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

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 Exttemp. (Seven of his students have been national finalists in extemp). He was the co-chair of the NFL Lincoln-Douglas Debate Wording Committee for five years. As a consultant with the Open Society Institute, he has taught speech & debate seminars in over fifteen countries – from Haiti to Uzbekistan.

Lydia Esslinger, long-time forensics coach and an NFL 5-diamond coach, at Syosset High School on Long Island (NY), has extensive experience in all areas of speech and debate. She has coached over twenty-five New York State champions, and her students have advanced to semi-finals and finals in every event at CFC 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 fifteen years. His teams have won numerous tournament championships. In addition, he is the Executive Director of IDEA. A student of social and political philosophy, he specializes in the history of political thought ranging from the Ancient Greek philosophers to contemporary political theory.

Marcin Zaleski obtained his 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

For further information contact:
Eric Di Michele (212) 288-1100, ext. 101, edimiche@regis-nyc.org
Nina Watkins, IDEA (212) 548-0185, nwatkins@idebate.org
Speaking Across the Curriculum
Practical Ideas for Incorporating Listening and Speaking into the Classroom
The California High School Speech Association’s Curriculum Committee

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


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

Speak Out! is a primer for beginning and intermediate students participating in class and contest debates. Designed to support the Middle School Public Debate Program (MSPDP), the largest and fastest growing middle school debate program in the world, it offers students clear, concise information on public speaking and debating. Combining the practical and theoretical, the text teaches students about oral and nonverbal communication, how to research and present arguments, how to answer arguments, how to develop debate strategies and how to conduct a formal debate. Exercises following each section give students hands-on experience with each topic.


Argument and Audience:
Presenting Debates in Public Settings
Ken Brooks-Bahn and Danielle Kemp

(revised and enlarged edition)
William Driscoll and Joseph Zompetti

Many Sides: Debate Across the Curriculum
Alfred C. Snyder and Maxwell Schnurrer

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

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

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

SOURCEBOOKS ON CONTEMPORARY CONTROVERSYES

Aide, Drugs and Society
Anna Alexandrova (Editor)

Globalization and the Poor: Exploitation or Equalizer? - William Driscoll and Julie Clark (Editors)

Roma Rights: Race, Justice and Strategies for Equality - Claude Kahn (Editor)

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

The International Criminal Court: Global Politics and the Quest for Justice
Joseph P. Zompetti and Suzette W. Zompetti (Editors)

European Union: Challenges and Promises of a New Enlargement - Anca Pusca (Editor)

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Kasia Malinowska-Sempruch and Richard Elsvich (Editors)
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**Zip Codes:** The zip codes listed for each name and address are not visible in the image.
Scott Thoreson
El Paso Cathedral HS, TX
1,616
William C. Thomas
Denver Lincoln HS, CO
1,613
Robert C. Burgoyne
Eagle Point HS, OR
1,611
Joel Schell
Douglas HS, WY
1,610
Becky Sharp
Golden HS, CO
1,608
Joanne Cunningham
Clinton HS, MS
1,608
Tyson Smith
Iowa City West HS, IA
1,605
Bro. Kevin Dainesse
La Salle College HS, PA
1,605
Steve Agan
Lead HS, SD
1,604
Virginia M. Cawley
Baldwin HS, PA
1,602
Brian Eanes
San Antonio Churchill HS, TX
1,598
Laurel Cooper
Jefferson City HS, MO
1,597
Michael N. Giardina
Baltimore City College HS, MD
1,596
Glen M. Anderson Jr
Centennial HS, CA
1,595
Elayne Patridge
Frenship HS, TX
1,594
Mary R. Bond
Turner HS, KS
1,592
Vincetta Russo-Haber
Youngstown Boardman HS, OH
1,590
Denise Raeder
Central Cass HS, ND
1,587
Victor Jih
Archer School, CA
1,574
Brentwood School, CA
1,574
Kipp Sayre
Judge Memorial Catholic HS, UT
1,574
Beverly Bowman
Cheyenne Central HS, WY
1,572
Mary McDermott-Jackson
Atlantic HS, IA
1,572
Bruce W. Jordan
Bentley School, CA
1,563
Patricia Sanders
Notre Dame Academy, OH
1,562
Abraham K. Mokunui
Kamehameha Schools, HI
1,562
Loree L. Gentry
Independence Fort Osage HS, MO
1,559
Greg Brown
Greeley Central HS, CO
1,559
Niece A. Johnson
Douglas County HS, CO
1,557
Sheidy B. Tatum
Pflugerville HS, TX
1,554
Elizabeth A. Mcmahon
Milton HS, GA
1,553
Matthew Sharpnack
Casper Natrona County HS, WY
1,552
Anne Payne
Roys City HS, TX
1,550
Laurie L. Johnson
Phillipsburg HS, NJ
1,550
Ridge HS, NJ
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Sharon A. Townsend
Pano West Sr HS, TX
1,547
Robert White
Shaker Heights HS, OH
1,545
Beatrice M. Lockwood
Sacred Hearts Academy, HI
1,544
Katherine E. Hodgdon
Miami Southridge HS, FL
1,544
Jim Connor
Sioux Falls Washington HS, SD
1,544
Sandra J. Berkowitz
Orono HS, ME
1,544
Susan Crabtree
Barlettville HS, OK
1,544
Lydia Miller-Wyatt
Wimberley HS, TX
1,543
Michael Delaney
Calloway County HS, KY
1,543
Paul Moffitt
Sylvania Southview HS, OH
1,543
Michael Whelburn
Creighton Preparatory Sch, NE
1,543
Ammick Helbig
Danville HS, PA
1,542
Charles Cravens
Walker HS, MN
1,542
Janet Willford
San Ramon Valley HS, CA
1,542
Terry Hunt
Skyline HS & Career Dev Center, TX
1,539
Joyce L. Brisco
James Bowie HS, TX
1,539
Bill Tucker
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1,539
Edwin A. Klemm
Wheaton North HS, IL
1,539
Jeanie Wilson
Springtown HS, TX
1,539
Brian Bown
Thunderridge HS, CO
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Lisa Jones
Comeaux HS, LA
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Scott Allen
Kingwood HS, TX
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Christy Spruill-Trussell
Dripping Springs HS, TX
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Erin B. Greene
Hays HS, TX
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Benjamin W. Watson
Alta HS, UT
1,522
Stewart Wilson
Walker HS, MN
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Holly Wimmers
Colton HS, CA
1,522
Dr. Michael L. Fain
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1,522
Hoon Ko
Hoosier HS, IA
1,521
Les Gatos HS, CA
1,521
Barbara Spencer
Trenton R-9 HS, MO
1,520
Sandra Bullock
Bettendorf HS, IA
1,520
Duane Lintz
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1,517
Fontaine Allison
The Baylor School, TN
1,516
Linda L. Panopoulos
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Craig Johnson
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Carmen Van de Veer
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Duluth East HS, MN
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Robert Sylak
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Tim Sweeney
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1,502
Tanya Evers
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Hayley K. Crane
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1,502
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Forensics at the Cross-Roads

Postmodern Uncertainty as Good News

By Rick Herder

Come mothers and fathers
Throughout the land
And don’t criticize
What you can’t understand
Your sons and your daughters
Are beyond your command
Your old road is
Rapidly a-gin’.

Please get out of the new one
If you can’t lend your hand
For the times they are a-changin’
Bob Dylan

In recent years, the nature and practice of certain forensics events have become subjects of controversy. Just as the furor over speed talk, solvency dumps, and critical theory seemed to be fading in policy debate, these practices are gaining traction in Lincoln Douglas debate. In extemporaneous speaking, there is an ongoing concern over canned formats, shallow analysis, and excessive reliance on citations. Some complain that style has triumphed over substance in other individual events and place the blame on college judges and summer forensics institutes. Depending on which judge lounges one frequently, these developments may be portrayed as a crisis, or as progress. It seems to me that we must avoid jumping to either conclusion. Not so long ago, when many of us were young, Bob Dylan told us, “the times they are a-changin’.” Four decades later, Dylan’s words remain startling and inspiring, because he turns the notion of progress on its head. Here we find an optimistic and open-ended notion of progress that creates space for dialogue, and which elevates human agency. Dylan is being intentionally provocative when he tells parents that their children are beyond their command. By doing this, though, he spurs intergenerational dialogue. By rejecting arbitrary “command” he creates space for adults to reflect on the potent and lasting power of influence.

This past year I finally took time to reflect. I realized it was time for me to take some time off. After more than twenty years of teaching and coaching, I was simply worn out. My family allowed me the tremendous privilege of returning to graduate school. I highly recommend the experience. It has been hard work, but it has been worth it. I tell other students that I am the token geezer, brought in to fill the grandfather quota. The professors, though, have treated me like anyone else, requiring that I read more articles and write more words than I thought was humanly possible. I know now that I was simply out of shape. I have developed a new appreciation for the academic pressures our students experience every week as they balance tournament and exam schedules.

Some of my attitudes began to shift and evolve as professors challenged some of my most basic assumptions and forced me to justify my arguments. I chose to write several papers on high school debate. It quickly became apparent to me that the most serious problems we face in high school forensics are not fast-talking debaters or solvency dumps in LD. These are symptoms of much greater problems such as declining participation, budget cuts, and the diminishing number of coaches. It seems to me that before we train our guns on the young radicals of LD or the college students who predominate at summer forensics camps that we must take a look at the larger social context. We must strive to understand our students and the forces in society that help to shape their thinking. We must also scrutinize our own motivations and performances. Adults, not high school students are the ultimate gatekeepers of the activity.

There is little doubt that high school forensics has reached a transition point. The NFL has new leadership. Public Forum debate has sparked new interest in debate. And, a variety of people have garnered the attention of the national media, including Tommy Lindsey and his students at James Logan High School in California as well as the coaches and students of the Urban Debate League. At the same time, certain concerns persist. Some NFL districts thrive while others barely hold on. Participation in policy debate remains stagnant. There is a wide variety of issues at play here, and each deserves to be considered in its own right.

However, before we can make progress on the individual issues, we must step back and reflect on the greater social context within which we do forensics. To that end, I suggest that it is crucial we understand: 1) We are living in what has been described as postmodern times, and our students, and the attitudes and habits of our students reflect this. 2) Forensics is a
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“habitus” of our own construction, and 3) If we understand the previous two points we are dealing not with a crisis, but with a tremendous opportunity. These issues will strike some as overly theoretical. I plead guilty to the charge, but beg their indulgence, hoping they might conclude that these ideas have very practical implications.

The Postmodern Condition

In 1979, Jean-Francois Lyotard published The Postmodern Condition, a thin book that is now considered one of the seminal documents of postmodern scholarship. "The central assertion of postmodern thought is found in the first sentence of the book, "Our working hypothesis," Lyotard writes, "is that the status of knowledge is altered as societies enter what is known as the postindustrial age and cultures enter what is known as the postmodern age." Put another way, the advent of omnipresent and intrusive technologies have radically changed mankind's relationship to knowledge. In the information laden atmosphere of the late Twentieth and early Twenty-First centuries, all truths, everything that we may consider to be self-evident has been challenged. Lyotard, famously, defines postmodernism as, "Incredulity toward metanarratives." Of course challenging ideas and dislodging them are two very different things, and there have certainly been a number of cogent responses to the deep skepticism of postmodern writers such as Lyotard.

"So," some are asking, "what does this have to do with high school forensics?" Plenty. First of all, if we understand the skepticism that permeates postmodern thought, we are also more likely to understand the forces that influence our students. LD debaters and judges are asking us to explain what is meant by the word "value", why critical theory should be verboten, or why there should be a speed limit in LD. In a similar fashion, competitors in individual events push the limits of movement and challenge taboos regarding introductions and the performer's relationship with the audience. All too often, we have simply dismissed these new ideas or practices out of hand. It does not matter, though, whether these ideas are clearly wrong (and some are), we dismiss them at our peril. For example, given this postmodern zeitgeist, it is not surprising that debaters might question the priority of abstract values.

Neil Postman writes that a deluge of information has made the world, "very nearly incomprehensible to most of us." In such a world, moral and intellectual order seems to evaporate and, "nothing is believable; nothing is predictable, and therefore, nothing comes as a particular surprise." Rhetorician Chaim Perlmutter claims that in uncertain times the most productive and important debates will focus on values. We must help our students to understand this, but first we must begin the conversation. We must remember that this postmodern generation is a lot like we were. They have an ear for hypocrisy and tend to be curious about the reasons behind the reasons. They also have a critical advantage over previous generations - a glut of readily available, computer-generated information.

Some of the arguments put forth by these young debaters and judges strike me as glaringly wrong, but some are not. We dismiss their questions at our peril. If they ask tough questions, so be it. It is our responsibility to think carefully, to listen well, and to make an effort to keep up with the activity. By "keeping up", I do not mean unquestioning adaptation to current trends. This should be apparent as we consider the next topic.

High School Forensics as a Habitus

"Habitus," writes the French sociologist Pierre Bourdieu, "is a socialized subjectivity." This definition may seem obscure, but he is referring, in part, to a concept that nearly all LD coaches and debaters will recognize immediately: the social marketplace. Bourdieu's conception of habitus, however, goes significantly beyond the economic, market based model posed by writers such as Adam Smith and John Stuart Mill. His model claims a middle ground between inflexible social structures that limit human agency and minimalist social models that prioritize individual human agency. Social systems, claims Bourdieu, constitute a "habitus" in that they are the sum of our habitual behaviors, beliefs, decisions, etc. This habitus is fluid in the sense that it is characterized by agency and contingency. It is a complex social game in which we are all active participants. Educational systems, Bourdieu claims, provide, perhaps, the clearest example of the great dangers and opportunities inherent in all social systems.

Northwestern University sociologist Gary Alan Fine provides a persuasive example of how this game plays out in high school forensics. Fine spent a year chronicling the activities of two high school debate teams. Although he confesses an acquired admiration for the activity, Fine also admits that debate as practiced in high schools in the United States, "is linked to the American system of politics and law with their emphasis on game-like conflict and winning at all costs, even if the greater community is harmed." For Fine, whose son was a TOC champion policy debater, the competitive aspects of debate must be weighed against the clear value of the activity as an educational tool. There is clear evidence, he believes, that debate is beneficial for students in the traditional academic sense, and also provides a uniquely valuable atmosphere for the development of a wide variety of communicative competencies. He argues that if debate were to be made part of the curriculum of all schools, it could be a powerful tool for teaching democratic values.

Despite these demonstrated and potential benefits to students, he argues, high school debate programs of all types tend to be concentrated in affluent suburbs in what he terms, "a doughnut pattern." Urban and rural schools, which lie within or without the boundaries of this geographical doughnut, rarely participate in LD or policy debate. The net result, notes Fine, is that debate tends to exemplify what sociologist Robert Merton terms, "the Matthew effect," in which those who are able to accumulate initial advantage tend to enjoy continuing advantage over those born to a
position of disadvantage.

It is at this point that we discover the source for many of the current controversies in high school forensics. “Existence,” claims Sartre, “precedes essence.” When applied to the present context, this suggests that the contingencies of forensics can be manipulated to serve the ends of a privileged societal discourse. A student whose family can afford the cost of traveling on the national circuit is not necessarily smarter or more talented than many students in rural Montana or Spanish Harlem. Yet, it is well documented that the privileged few who are given the opportunity to participate at the highest levels of this extraordinary activity have a significantly greater chance of being accepted into prestigious universities, thus allowing them ready access to the privileged upper echelons of the new global economy. Bourdieu argues cogently that a similar process is at work within the secondary schools of France.

Several years ago, a veteran coach with deep experience on the national circuit told me that we coaches have only ourselves to blame for the current state of forensics. “We have stopped coaching our students,” he said. All too often he claimed, we have allowed the staff at debate camps to be the real teachers. It seems to me that this over-simplifies the situation. Summer camps are not perfect educational venues, but they, and their energetic young staffs also provide an invaluable service. The extensive research of professor Fine, however, suggests that there is some merit to this veteran coach’s assertion. Students from highly competitive programs located in high-income communities are more than twice as likely to attend debate institutes. These institutes, Fine claims, can provide extraordinary resources, but they also play an important role in the development of what some see as a “world of cliques,” with well-defined boundaries. “Outsiders,” Fine writes, “see this wall more clearly than do insiders” (p. 179). Given this atmosphere, it is not surprising that students might be dismissive of coaches. “From the perspective of debaters,” he writes, “ignoring coaches makes perfect sense.” Ultimately, they must make the arguments.

Everyone in the forensics community should read Fine’s chapter about debate coaches. He describes them as hardworking, talented people who serve as teachers, fund raisers, chauffeurs, and surrogates to parents. Most are paid less than athletic coaches and work without assistants. There are, of course, exceptions in every case. There are certain schools and certain events that fare better than others. In general, though, debate coaches work grueling schedules, and are rewarded haphazardly. Increasingly, coaches of individual events find themselves working under similar conditions. To anyone who doubts this, I ask ~ how many of the finalists at NFL nationals in the last decade did not attend a summer camp or compete at national circuit tournaments?

So, how have we arrived at this present state of affairs? Whether we realize it or not, we are all responsible. The current state of forensics is the result of our collective decisions. There is no one to blame, yet we are all to blame. By “we” I mean all of the various participants in this game we know as forensics – the coaches and principals and school board members and judges and tournament directors and students. A habitus, claims Bourdieu, is constructed intersubjectively. Put another way, it is the cumulative result of countless personal and social decisions. There are numerous overt and implied examples of this in Dr. Fine’s research. Coaches, administrators, and universities, for instance, decide to host tournaments and/or summer institutes. School boards, taxpayers, and administrators decide to fund travel or to slash budgets. Parents, students, and various counselors plan strategies to gain entrance into Ivy League schools. Debate leagues, tournament directors, and judges decide which rules to follow and which to ignore.

The complexity of the situation becomes even more clear when we look to the event that is the greatest source of recent controversy: LD debate. Why are students talking fast, ignoring rules, and putting us through yet another debate crisis? Because we, the adults in this activity have allowed it. Students are spreading and using arcane topicality strategies because they win rounds that way. College students have come to dominate many summer institutes because they comprise a convenient and extraordinarily resource and because there are no official standards for summer institutes. There are not enough coaches because few colleges offer classes in how to coach, because coaches are overworked and underpaid, because budgets have been slashed, and because some see no place for themselves in what they perceive to be an elitist and exclusive activity.

These situations overlap and intertwine and are often difficult to sort out. In the end, though, we can see that we, the various participants, have built this activity, this habitus we call forensics through our conscious decisions. When we come to understand that, we can also understand that it is possible to make different decisions in the future. There is no doubt that certain decision makers have greater leverage and greater responsibility, but every decision maker can make a significant impact. The times may be “a-changin”, but that is good news. It means that change is possible and our decisions matter.

Optimism

It seems to me that even a cursory review of the last two decades would provide several reasons to be optimistic. The NFL rose from the ashes and continues to grow. Public Forum has attracted scores of enthusiastic new debaters. Initiatives such as the UDL, IDEA, and the Public Forum International debates at the Salt Lake City Nationals, are all positive indicators of the incredible potential of this activity to stimulate critical thinking and to encourage civil discourse, in the US and internationally.

These new initiatives provide a fresh opportunity to reflect on difficult questions. What do we want from this activity? How can it improve? What adjustments need to be made in the process so that more stu-
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Coach Reflection

dents can participate? There are many examples of individuals who have chosen to make a difference—coaches who seek scholarships for underprivileged students; institute directors who insist on rigorous standards for research; innovators such as Tuna Snider at the University of Vermont who has sponsored international debates via teleconference.

I have attempted to demonstrate that high school is not simply adrift and beyond our control. We must choose to shape it, along with our students, or they will surely shape it to their own liking. To that end, I offer a few suggestions that may help to resolve some of the most pressing issues and could lead to increased and more equitable participation.

1) The NFL, and other leagues, need to revisit the rules in LD and policy debate. In Policy Debate, for example, why continue to simply ignore the rules concerning citation of evidence? That only encourages students to ignore other explicit rules and guidelines such as the one that calls for delivery in LD to, “approximate superior speaking to community groups.”

2) The NFL, in conjunction with other leagues needs to do more to reach out to new schools and to provide hands on training for new coaches and judges. The NFL is to be commended for taking a solid first step in this direction by hosting its first summer coaching institute.

3) The NFL and other leagues need to continue to encourage imaginative new initiatives such as live webcast debates and the international Public Forum debates.

4) Colleges and universities need to offer rigorous undergraduate methods courses for future forensic coaches just as they do for future athletic coaches.

5) Coaches need to support one another by finding ways to share information on working conditions, salaries, schedules, etc.

6) The NFL, or the NFHS, or both should establish rigorous certification standards for summer institutes and for interstate tournaments.

7) The NFL and other leagues should recruit successful alumni to mentor students and to provide much needed financial support for the leagues, for new schools, and for underprivileged students.

This list is certainly not exhaustive, but it is a start. If any of this seems too daunting, we should remember that every decision, including something as simple as spending an hour helping a new student to write an affirmative case, is significant.

In conclusion, we must not underestimate the ability of coaches and other adults to influence students. We must tell the truth about the current state of forensics, but we must also be optimistic. Forensics in general and debate in particular are in a state of transition. What it will ultimately become is up to us. The time has come to take responsibility for our decisions and to work to construct a new and more equitable habitus.

(Rick Herder, a first diamond coach who coached forensics for more than twenty years, first ten years at Staples HS, MN and the remaining ten at Lely HS, FL. Mr. Herder qualified 30 students to NFL nationals. All three of Mr. Herder’s children also competed in the NFL. He is currently enrolled in the Graduate School of Communication at the University of Miami.)

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Initially confirmed Policy Debate staff for 2005 include Robert Thomas, the Policy Debate Director at Stanford University and Director of CNDI; Dave Arnett, Director of Policy debate at UC Berkeley and one of the most successful college coaches in recent years; Sarah Holbrook, back-to-back CEDA National Champion at the State University of West Georgia; and Beth Schueler, Whitman College. Initially confirmed Lincoln-Douglas Debate faculty include John Lynch, assistant coach at the Head-Royce School; and Josh Fulwiler, assistant coach at New Orleans Jesuit and former champion of the MBA Round Robin. More exceptional staff to be added soon!

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- Hannah Rothman, 2004 NFC Participant
Scrutinizing Traditional Conventions

By David Glass, NDCA President

One interesting aspect of policy debate is that the most basic of "rules" for the activity may be subject to challenge and discussion in the debate round. One of the most basic conventions which over the last decade has been the focus of intense scrutiny is the concept of "flat power".

Flat is the assumption by the affirmative that the plan can be passed into law, despite the inherent barriers which exist in the status quo which have kept the plan from passing. The necessity to demonstrate such inherent barriers was the main impetus for fiat - otherwise the affirmative would be in a "catch-22" situation - the very fact of inherent barriers would be a reason to reject the affirmative as unfeasible.

Flat provides both the affirmative and the negative with something else besides the ability to overcome inerhaps. Flat allows both teams to model a world in which the plan is in existence, so that they can ask what would happen next. Obviously, the affirmative argues that the advantages of plan adoption would be great, whereas the negative team will try to find reasons why the plan will cause disadvantages which mitigate any potential advantage. Is it possible that in the course of such a modelling exercise either team is deluded into thinking that fiat power is real, and that as a result of voting affirmative the plan will actually be passed? Of course not - all that fiat is supposed to do is grant rhetorical space so that both teams can discuss the policy merits of plan passage.

The reason fiat power has been challenged recently is so that a relatively new type of argument can gain traction in a policy debate round - the "critique". Whereas a disadvantage is linked off of some consequence of plan passage, a criticism of the affirmative may be linked off of any particular piece of rhetoric that the affirmative utters. For example, one thing that a negative team can count on is that the affirmative will call on the federal government to act (since the affirmative must do so in order to be topical); therefore, the negative may seek to offer a critique of such an advocacy, on the grounds that advocating federal government action is bad (for any of a number of reasons). In a world of fiat, such an argument would fail because it is not unique - with or without the affirmative, the federal government acts all the time, so using the government to implement the affirmative is not a unique action (i.e., in the world without the affirmative plan, the government would still exist, and many others would still be calling for various types of federal action, so the additional instance of the affirmative relying on the federal government would not be a reason to reject the plan). However, in the world of a pure criticism, the affirmative advocacy provides a unique link - so if it can be proven that governmental action is bad, and if it can be proven that there's an alternative to governmental action, then a new realm of argument-space has been achieved, and a new rationale to reject the affirmative.

Obviously the problem with such a tactic is that the discursive space achieved in favor of the critique, which is granted by removing fiat power, comes at the cost of sacrificing the ability to discuss what may actually happen by passing the plan. Such a loss forces one to consider the very purpose of policy debate. If we ask students to discuss matters of policy so that they can become responsible citizens - and even more importantly, actual lawmakers, capable of advocating good plans over bad ones, then removing fiat from a debate round sacrifices the very purpose of policy debate. It is ironic to hear teams defend critiques and argue against fiat by saying that fiat silences them from offering their arguments, when in reality what is really being silenced is the forum for discussing what our government should be called on to do. For example, without fiat students can't reasonably argue that increases in United States support of United Nations peacekeeping may help to render the United States more multilateral in posture (since such a change won't in fact happen as a result of a debate judge in a high school debate round voting affirmative); this loss in argument space could deprive students of the ability to learn about multilateralism, or hegemony, or deterrence theory, and thus render them unable to make educated choices in elections to follow. Instead, they will be steepled in the much more hypothetical realm of arguing against rhetorical choices, or core philosophical positions - important issues certainly, but not in comparison to policy choices which can affect millions of lives, and the course of nations.

Now more than ever, there is a dire need for pure policy debate. Anyone who doubts this should obtain a tape of the Bush/Kerry debates which were held before the 2004 election. If fiat power is the only way to preserve such debate, it should be defended. Nobody thinks that if you vote affirmative, the plan actually happens - but all should understand that without the ability to wonder what would happen in the world of the plan, there is no mechanism for modelling what might be, in a better world.
Coach Profile

Meet Randy Pierce

By Matt Huber

On July 24, 2005, alumni members of the Pattonville Speech and Debate Team held a surprise luncheon to honor Randy Pierce for 30 years of coaching at Pattonville Senior High, in Maryland Heights. Upon entering the restaurant Mr. Pierce was welcomed and surprised with a chorus of “For He’s a Golly Good Fellow”. Caitlin Pierce sang “Hero” and then her sister Abigail joined in to lead the alumni in personalized versions of “On the Road Again” and “He Ain’t Done Yet” that reflected upon Mr. Pierce’s many tournament road trips with the team. Former team members Mrs. Linda Stрук Millsaps (class of 1984) and Mrs. Dana Wilson Esley (class of 1983) presented a humorous Lincoln-Douglas debate concerning whether or not Mr. Pierce should be eligible for sainthood for his devotion to education and his outstanding contributions to the growth and development of students over the past thirty years. A key issue in the debate was whether or not the number of former debate team members that later became attorneys and politicians should be counted as a positive or negative reflection upon Mr. Pierce’s teaching career. The conflict between Mr. Pierce being an avid runner and the debate team continually stopping a McDonald’s for meals on road trips was also pointed out. In reflecting upon his level of dedication, it was calculated that over his 30 year of teaching Mr. Pierce had spent the equivalent of three year on debate road trips and at tournaments.

Mr. Pierce was presented with a trophy of appreciation from the Missouri Bar Association presented by Mrs. Susan Henley Ward (class of 1984), a proclamation from the City of Maryland Heights making July 24, 2004, Randy Pierce Day presented by Mrs. Benicia Baker Livorsi (class of 1990), as well as resolutions from the Missouri House of Representatives and the Missouri Senate, presented by Mr. Dan Tienes (class of 1988) and a resolution from the Governor of Missouri, presented by Mr. Aaron Lanterman (class of 1989, recognizing Mr. Pierce’s dedication and service as a teacher and coach.

The establishment of the Randy Pierce Scholarship Fund was announced by Mr. Alan Ratliff (class of 1980). The fund in the amount of $10,000 was established with the intent of offering annual scholarships of $500. The fund was established through the Greater St. Louis Community Foundation, St. Louis, MO.

The formal program was completed by presenting Mr. Pierce with a rare, first addition copy, of the six book set, World War II by Winston Churchill. Mr. Pierce is a history buff and a Winston Churchill fan. After the formal program, alumni shared stories of Mr. Pierce’s wit, caring, and concern for his students and his ability to persuade students to join the debate team.

Debate team alumni from 25 of the 30 years Mr. Pierce had coached the team were in attendance. Alumni from Patty Woods, (class of 1976) the first team member to compete at the State level under Mr. Pierce, to Ms. Mariam Savobi, of the class of 2004 were in attendance. Out of state alumni came from Illinois, Texas, Georgia, Minnesota, North Carolina, Michigan, Indiana, Arkansas, Washington DC and even Mexico.

Over the course of the past three decades, Pattonville has earned the Leading Chapter Award four times, the District Plaque seven times, the District Trophy twice, and the Senator Mundt Student Congress Trophy once. More than 90 students have competed in 24 national tournaments. Six students have participated in Super Congress where five were elected presiding officer. Mr. Pierce has earned the five-diamond level of distinction, the Distinguished Service Key, and the Distinguished Service Plaque fourth honors. And, in 2003, he was inducted to the National Forensic League Hall of Fame.

Since 1974 when Mr. Pierce started coaching the debate team, 1,698 students have qualified for membership into the National Forensic League.
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Supervise assistant coaches

Qualifications:
Certification in secondary speech, English and/or Social Studies
Previous experience with judging, coaching Debate program
Send Letter of Application, Resume, credentials & 3 three letter of reference to:
Robert Shaps, Superintendent
MERSD
P.O. Box 1407
Manchester, MA 01944
Why Lead a Middle School Program?

By Coach Anson Shuman

I started my career in coaching on the high school level. I actually got into this by mistake. One of my students asked me to enter her and another girl in a contest. The next year I had to stay on as a coach. After two years, I was hired at Ardmore Middle School.

The difference between the high school level and the middle school level is like the difference between day and night. One of the things that has kept me coaching on the middle school level is that the kids are not afraid to try anything. They will try new things and will listen to you better than the high school student. It is much easier to convince the middle school students to do something a certain way.

In debate, middle school students start with the basics. It is so much fun to take them through very basic to more advanced skills. The first two or three contests, they usually do not do very well, but they will not give up. After that, they will even try extemp and acting. The only problem is that they want to do every event at a contest and you must taper their desire without killing it.

They are so excited to take trips. They don't enter to win, but to have fun. I had an experience in June that actually kept me coaching one more year. We just came from a very disappointing day at nationals in Houston, Texas. We were in a state of shock and very down. Our team meeting that night turned out to be something very special as each student and adult took their turn and expressed what they had learned and how they felt. One young lady got up and started to shake. She broke into tears and her teammates raced to her to hold her. She said that before she joined the team she had no real friends and now she had a whole bunch of folks who loved and believed in her. Boy, that was a neat experience I had as a coach!

The younger student will open up. I had parents calling me to ask what had happened on the trip. I told them to ask their children, but told them that it was very special for all of us. It has changed lives and believe it or not, they have stayed changed for the better.

If I had been asked to write this last year, I would have said that the drawback at least in the state of Oklahoma was that we could not go to a state competition. Now after that experience, I have no problem. The program on the middle school level in my state is worth the time, effort, blood, sweat, and tears. I see it changing not only the kids' lives but mine as well. It is a great experience to be a middle school coach. Try it. It will give you much more than you ever give it. I am proud of being on this level and for my membership in NJFL.
## NFL DISTRICT STANDINGS

*as of December 1, 2004*

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Meet the Staff

Elly Kantorowicz
NFL

Interviewed & Written by
Carol Zanto

Elly Kantorowicz is a name that most NFL members and coaches would not recognize as a member of the NFL staff even though she has touched many NFL students and coaches by the beautiful calligraphy on their NFL membership certificates. Chances are the membership certificate most coaches and students cherish has been done by Elly since she has printed over 800,000 pieces.

Elly began her career with NFL in the Fall of 1958. At that time she was the second of two calligraphers. Elly was discovered by Ruthmary Hilke, who was Mr. Bruno Jacob's secretary. Mrs. Hilke saw a poster at a church function that Elly had printed and arranged an interview for Elly with Mr. Jacob. And as the saying goes "the rest is history".

During the years 1983 through 2001 Elly was the sole calligrapher for NFL. She had no formal training in calligraphy. She was self taught and developed her own special style. In the early years calligraphy was done with India ink and a stick pen, which was very tedious. At the start of her career Elly was paid only 7 cents per certificate. There was also a penalty of 25 cents for each error that a calligrapher made. This penalty was short lived. Elly believes that most of the calligraphers did not stay with the position because you must have a lot of self discipline to do the tedious exacting hours needed to complete the tremendous amounts of certificates. During the 1960's there were about 10,000 new members each year, which has increased to 29,000 in the current years.

Not only does Elly print student and coaches certificates she also prints affiliate certificates, charts, National Tournament participation certificates, club certificates, diamond certificates, honorary certificates, National Tournament Bid Packets, Academic All American certificates and Rostrum certificates. She has also printed some scholarship certificates along with calligraphy for the Pi Kappa Delta organization. Elly said she felt very privileged when she printed the Communicator of the Year certificate for Jane Pauley.

Elly has been married to her husband Carl for 54 years. Carl is retired from the Ripon Public Schools but is also employed by NFL because he adheres the merit seals to the certificates for Elly to print on. He is also the delivery and pick up person for the calligraphy printing schedule.

Elly and Carl have two daughters. Their daughter Neva teaches music at Oak Creek Carrollton School in Wisconsin and their other daughter Karey is a volunteer worker for the school and an organist for several churches. They have 2 granddaughters, twin grandsons and one other grandson.

Mr. Bruno E. Jacob, the founder of NFL, selected the diamond as an award for coaches because it's beauty symbolized brilliance and its hardness symbolized devotion to duty. Elly has demonstrated both of these qualities through her self taught style and her longevity of printing for NFL. She certainly is a "diamond" calligrapher.

Meet Elly
Top Ten favorite...
10. Cleaning
9. Reading medical journals
8. Watching good videos
7. Entertaining at their cottage
6. Calligraphy
5. Sewing
4. Gardening
3. Maintaining their home & cottage
2. Spending time with grandchildren
1. Spending time with family
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