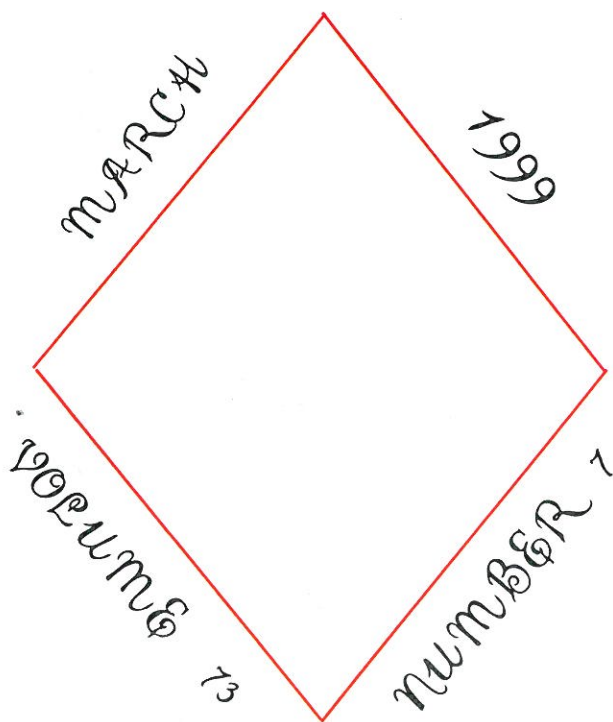
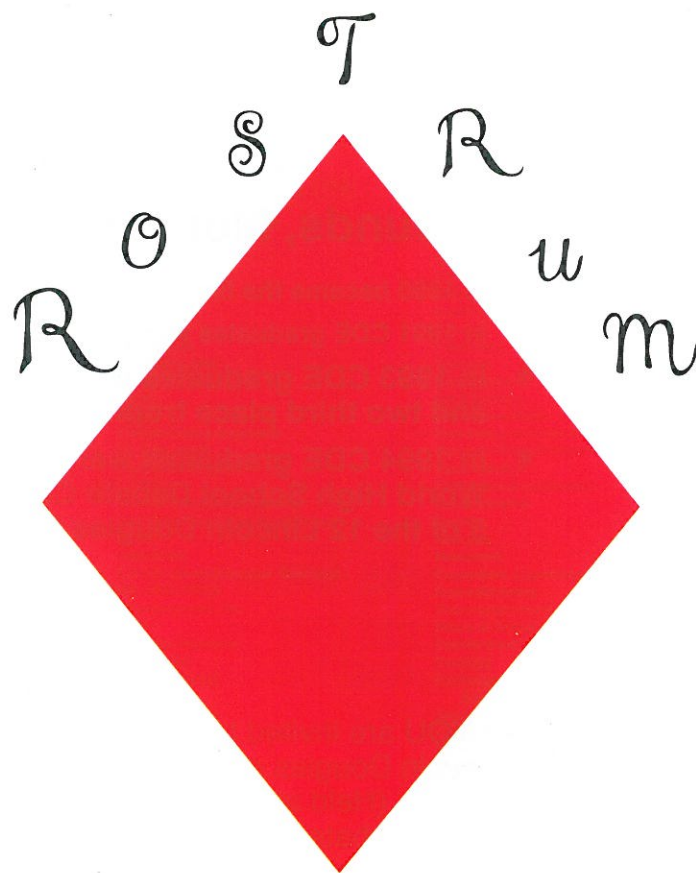


Mr. Ron Underwood



Mr. A. C. Eley

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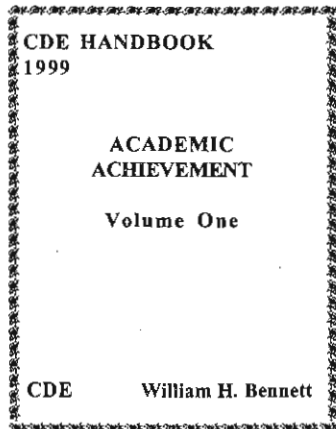
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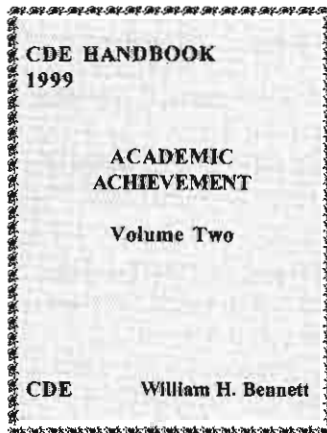
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Establish
A
Pulcy

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Establish
Federal
A
The
In
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Study
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Exclude Amish
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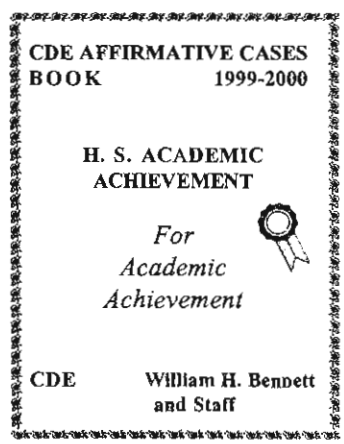
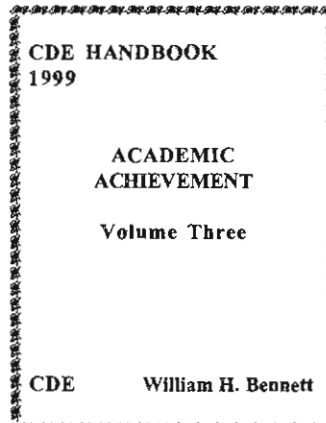
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Bates | College *Maine*

1999 Bates College Forensics Institutes

Individual Speech Events Workshop: June 27 - July 4

National Policy Institute: June 27 - July 17

Lincoln Douglas Debate Workshop: June 27 - July 10

Excellence in debate has been a tradition at Bates since 1896, when the college christened its program by besting Boston University in the finals of the first New England Debating League Championship. Competitive excellence remains the hallmark of the Bates debate program. In addition to its active participation in debate tournaments throughout the U.S. and Canada, Bates conducts an annual debating exchange with Japanese universities and makes frequent international tours.

The Bates Policy Debate Institute was founded in 1974 by Professor Robert Branham. The Lincoln Douglas workshop was added in the 1980s, and 1997 marked the addition of a one-week program in individual speech events.

The student-faculty ratio is carefully limited to 5:1. The program features daily supervised library and internet research, numerous critiqued practice rounds, and a full program of recreational and social activities.

Bates ensures that all instructional groups are led by professional forensic coaches with years of teaching experience, assisted by outstanding college debaters. All lab groups are led by senior staff, and each student works with each faculty member. The 1999 teaching faculty includes: John Blanchette, R. Eric Barnes (author of *Philosophy In Practice: Understanding Value Debate*), Jen Harris, Bob Hoy, Sheryl Kaczmarek, Jane McClarie Laughlin, Joan Macri, Mike Matos, Dick Merz, Les Phillips, Jon Sharp and Chris Wheatley.

Students live in double rooms in one of the college's modern dormitories, supervised by Richard Bracknell, parent, grandparent, teacher and forensics coach at Carrollton (GA) HS, and full-time director of residence life for the Bates Institute since 1993. The pastoral 109-acre campus located in Lewiston, Maine, is about 140 miles northeast of Boston and within half an hour's drive to the coast.

Comprehensive fees include tuition, handbook & copies of the institute briefs (policy debaters), videotaped critiques (speech participants), room and board. All meals, including a lobster feast on the Fourth of July, are included in the comprehensive fee. Leaders receive a copy of Eric Barnes' book, *Philosophy In Practice: Understanding Value Debate*. No hidden costs. Policy Debate Institute \$1,212; Lincoln Douglas Debate Workshop, \$820; Speech \$470. Need-based financial aid and payment plans available to qualified applicants.

For further information:

Bates Forensics Institutes
Office of Summer Programs
Bates College, Lewiston, ME 04240
email: summer@bates.edu, telephone: (207) 786-6077
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THE ROSTRUM

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ON THE COVER: Ron Underwood and A. C. Eley.

NEXT MONTH: Bill Bennett teaches debaters and speakers how to use the internet.

NEW NFL EDUCATION COMMITTEE ANNOUNCED

Walt Disney once said, "Do what you do so well that those who see you do what you do, are going to come back to see you do it again, and tell others that they should see you do what you do." No one in the National Forensic League exemplified this better than our late President Lanny Naegelin. Lanny was the finest educator that I ever had the pleasure with whom to work. It is in his honor and through his zest for education that the National Forensic League Executive Council has established the Lanny D. Naegelin Education Committee and most appropriately has named B. J. Naegelin, renowned coach in her own right, as chair of this committee.

It is our hope that this committee will involve itself in the myriad of education issues that concern those of us who love this activity. The issues are legion: Effective Instruction; Public Relations with Parents and Boards of Education; Time Management; New Coaching Techniques; Guides and Help for Re-Entry Coaches...The list is endless and extremely important.

We are asking for coaches interested in being considered for this committee to please submit their names and resumes

for consideration. We are looking for diverse geographical representation. We are looking for dedicated coaches who realize the incredible importance of coach education and who are willing to share and work toward the goals that Lanny so firmly believed in and practiced.

Mr. Copeland, in a beautiful tribute to Lanny in the April 1998 *Rostrum*, stated, "This gentle giant of education was an inspirational leader whose fervor for the arts earned him and his students widespread recognition. Although we will miss Lanny, he will continue to live in NFL, as we strive to meet his standard." Today, we offer you the opportunity to help meet this standard!

It was said in 1963, when another great leader left us, that "The torch has been passed." So now it has passed again. The flame of love that Lanny possessed for this activity will always burn brightly. Now it is our chance and responsibility to fire those embers in an affirmation of Lanny's legacy of caring and sharing and teaching, those things that Lanny did best!

Don Crabtree, NFL Council Liaison to the L. D. Naegelin Education Committee

NFL CROWNS A NEW KING

Tedd Woods magnificent lifetime point total of 31,600.7 has been eclipsed! The seventh diamond of Donus Roberts has been equaled! The new king of the NFL hill is Hall of Fame member Ron Underwood of Beyer High School in Modesto, California. Underwood's all time total is 31,956.2 and climbing.

On his road to NFL royalty, Ron's chapter has 3 times won the Leading Chapter award, 22 times been the largest chapter in the district, 16 times led the district in new members and ten times produced the district's leading point student.

At the district tournament Beyer won the Sweepstakes plaque 15 times and the district trophy 4 times. One hundred eleven Beyer students have qualified for nationals -- 82 to the

tournament and 29 to the Congress. At nationals Beyer won the Mundt trophy, produced a Congressional National Champion in 1977 and finalists in Impromptu and U.S. Extemp.

Mr. Underwood has served 13 terms as district chair and won the gold award. He has served at Nationals as co-chair of Supplemental events.

Ron is the only coach at Beyer. Early morning, lunch, after school practices as well as evening meetings and weekend tournaments dominate Ron's busy life. Even wife Sharon is involved by recording NFL points..

NFL Congratulates Ron. Long live the King!



The Rostrum provides an open forum for the forensic community. The opinions expressed by contributors to the Rostrum are their own and not necessarily the opinions of the National Forensic League, its officers or members. The National Forensic League does not recommend or endorse advertised products and services unless offered directly from the NFL office.

Michigan Debate Institutes

Summer 1999

The Michigan National Debate Institute

June 20 – July 10

The Michigan Lincoln Douglas Institute

July 11 – July 24

The Michigan Classic

July 11 – August 7

The Seven Week Program

June 20 – August 7

Seminars for High School Coaches

June 20 – June 26

July 11 – July 17

Michigan Debate Institute Faculty

Students at the Michigan Debate Institutes are instructed by the nation's most accomplished and experienced workshop faculty. The faculty is comprised of national championship high school and college debate coaches and outstanding intercollegiate debaters. Here is a partial list of our instructors:

Tim Alderete, *East Grand Rapids HS*
Marilee Dukes, *Vestavia Hills HS (LD)*
Marie Dzuris, *Centerville HS*
Alex Gomez, *University of Michigan (LD)*
Sherry Hall, *Harvard University*
Scott Harris, *University of Kansas*
David Heidt, *Emory University*
Mike Hester, *State University of West Georgia*
Colin Kahl, *University of Michigan*
Kandi King, *Churchill HS (LD)*
Steve Mancuso, *University of Michigan*
Paul Newman, *The Kinkaid School*

Brett O'Donnell, *Liberty University*
Bryce Pashler, *University of Michigan (LD)*
Dallas Perkins, *Harvard University*
Rod Phares, *Wayne State University*
Elizabeth Repko, *University of Michigan*
Will Repko, *Michigan State University*
Liz Rogers, *Harvard University (LD)*
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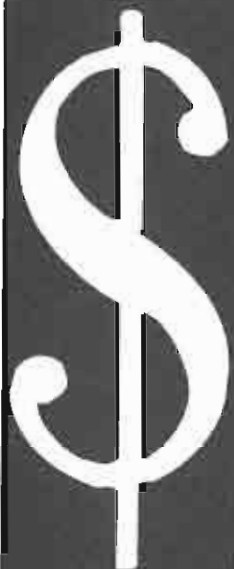
Since 1985 the Michigan Debate Institutes have offered a strong faculty, innovative curriculum design and the tremendous resources of the University of Michigan to thousands of students from all 50 states representing over 1000 high schools. Graduates of our workshops have won eight recent NFL National Championships and five recent college NDT national championships.

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The Desert Sun Nationals will feature a wide variety of excellent hotels and motels - many offering suites - for the lowest rates seen at Nationals in many years.

Advanced Booking

Please remember that when you book it is NFL policy that you provide a *two night non refundable deposit* for each room or suite booked. This means *non refundable*. You will be asked to send cash, check, or money order *immediately* to hold your rooms. If the money does not arrive in a timely fashion your rooms will be canceled and sold to others. Should you choose to use a credit card, the hotel will enforce NFL policy and *bill your card immediately* for the two night non refundable deposit. If you book rooms, you will see charges on your credit card statement prior to nationals.

NFL wishes to eliminate "Speculative" booking ("I will reserve rooms now in case we qualify"); and double booking ("I always book two places and when I arrive I choose the one I like and cancel the other"). If a coach chooses to book excess rooms on several properties, s/he will pay a two night non refundable deposit for each room they book, even if canceled later.

Distance

No motel is more than about a 20 minute drive to the school site (30 minutes at rush hour) but planning is vital. If you are staying near the school you will not have time to take a Congress person out to Congress near the airport and get back to the high school in time for the tournament. We recommend that schools with a Congress qualifier stay at the Congress hotel where they can leave their congressperson and drive tournament students to the school, 25 minutes away.

Congress Hotel: The Fiesta Inn

Both the Senate and House, all 16 chambers of the Stennis National Student Congress, will be held at the **Fiesta Inn**.

The **Fiesta** is a beautifully landscaped full service hotel with restaurant, huge pool and Jacuzzi, built in the Southwestern style. The guestrooms feature small refrigerators, hair dryers, irons and boards, and in room coffee at a rate of \$67.

Sports amenities include a golf practice facility, putting green, exercise room and three tennis courts.

Room types include kings, quads,

(two double beds for 4 students) and mini-suites (double bed and pull out sofa) for 3 students).

The **Fiesta Inn** is also the closest hotel to where final rounds will be held, Gammage auditorium on the ASU Campus, and to Phoenix Sky Harbor Airport.

Registration Hotel:

The San Marcos Resort

If you have no Congress contestants you may want to stay where President Billy Tate and Glenda Ferguson are staying: the elegant **San Marcos Hotel and Golf Resort**. On Chandler Road, a direct 20 minute drive to the school, the San Marcos is within walking distance to the Chandler Performing Arts Center where the Opening Assembly will be held. All Sunday registration, receptions and meetings will take place at the San Marcos. For \$65 a night you can enjoy a spacious room that would rent for over \$200 a night during the winter season.

Originally built in 1912 as a spa for the rich, the hotel has recently completed a multi million dollar renovation

The hotel, host to stars like Cher, Clark Gable, Fred Astaire and Bing Crosby, features a 113 acre, 18 hole PGA championship golf course, 2 heated swimming pools, Jacuzzi, spa, fitness center, lighted tennis courts, two restaurants, and superbly landscaped grounds. The rooms are kings, Quads (two double beds) or triples (king and sofa) at only \$65!

Chandler Road Hotels

Three hotels are on Chandler Road between the San Marcos and I-10 on the way to the school.

Microtel

For schools on a budget the \$43 rate is tops! The hotel, open less than a year, features small rooms, but new and clean. Pool, too. Did somebody say McDonalds? It's right next door! Four to a room is possible, but a tight squeeze for a week. At this price each contestant can have his/her own bed. Fifteen minutes from the school.

Windmill Inn

A gorgeous all suite property for those who wish to lead the suite life--and at \$66 a night! Across from Intel, this is an executive property constructed Southwestern style. Amenities include complimentary continental breakfast, swimming pool, whirlpool, exercise room, and free local calls. Bi-

cycles are on the property for exercise or touring. Each 500 square foot, 2 room suite has a separate living room and bedroom with choice of king or double beds. The sofa in the living room is a sleeper. Each suite has refrigerator and microwave. Guest laundry facilities and a best seller lending library round out the list of perks at this beautiful hotel, about 10 minutes from the school.

Super 8

Completely remodeled and featuring queen sized! (not double) beds, this \$52 per night budget property features pool, free local calls, movie rentals, and restaurants close by. Pool and Fitness room, of course. A great value for the money, less than 10 minutes from the school and 10 minutes from the registration hotel.

Chandler Road at I-10

There is a cluster of fine hotels and motels at Chandler Road and I-10, about 8 minutes from the school.

Homewood Suites

The Homewood Suites hotel offers free continental breakfast and afternoon cookies and snacks. A new, all suite, property, the suites are elegant and include refrigerator and microwave. The hotel features a pool, whirlpool, fitness room and a sports court. The suite life for \$70 and restaurants are nearby. And Councilor Donus Roberts will be herein ensconced!

Hampton Inn

Across the parking lot and under the same management as the Homewood Suites is the Hampton Inn. New, clean and known nationwide for quality, Hampton Inn rooms feature 25" TV's with free movie channel, free local calls, coffee maker and iron and board. Recreational facilities include an outdoor pool, whirlpool and sundeck. Eight minutes from the school, the rooms are a bargain at \$67!

Red Roof

On a tight budget? Hit the roof! Red Roof that is. A quality Red Roof Inn is at I-10 and Chandler Road 8 minutes from the school.

Near restaurants, the Roof features quad rooms with two double beds. A good buy at \$40, especially with both swimming pool and complimentary breakfast!

HOTELS



San Marcos Resort



The Fiesta Inn



Grace Inn



Windmill Inn



Towne Place Suites



San Marcos Resort



Grace Inn



Homegate Suites

Fairfield Inn

Next to the Red Roof is the Fairfield Inn, Marriott quality at a budget price: \$48. Free cable TV, free local calls, swimming pool, whirlpool and continental breakfast. Quads with two double beds and triples with double bed and pull out sofa are available at \$48. [Also see Fairfield Suites (now Towne Place Suites) at I-10 and the Arizona Mills Mall listing.]

Wyndam Garden Hotel

An elegant full service hotel, in the same complex as the Red Roof and Fairfield Inn, is the elegant Wyndam Garden. Quad rooms are \$70.

Features include heated outdoor swimming pool, whirlpool and fully equipped exercise room. The Garden Cafe' serves casual American fare for breakfast, lunch and dinner. The Lobby Terrace features a library and inviting fireplace for relaxation in a comfortable atmosphere. Eight minutes from the school, this hotel offers luxury and a bargain price. Councilor Don Crabtree will be instructing here each evening.

Home Gate Suites

An extended stay hotel, the Homegate Suites will welcome NFL Tournament participants who will stay a minimum of 5 days. The nearest property to the high school, Home Gate Suites offers a living room area with a sleeper sofa and a bedroom with either a king bed or two double beds--ideal for 3 or 4 students or two coaches. Each suite contains kitchen, full size refrigerator, cooktop range, microwave oven, toaster, coffee maker and complete kitchen utensils. An outdoor pool will keep you cool, a fitness center, strong and guest laundry and iron and board will keep you crisp.

Please note that this is an extended stay property. There are towels available daily, but housekeeping *weekly*. (NFL President Billy Tate will personally inspect to see if your students make their beds!)

Completely new, this property is a suite value at \$47!

La Quinta

Open less than one year, the La Quinta is the second closest motel to the school. Councilor Roger Brannan will be staying there and he knows quality and comfort! Nice grounds, nice pool, 25" TV with Nintendo for your video teens, fitness center, whirlpool. Complimentary breakfast. One of the nations most popular and fastest growing chains, this new La Quinta will provide a quad with two double beds for \$53.

Holiday Inn Express

Brand New!! Holiday Inn quality and only 8 minutes from the school. Outdoor pool and complimentary breakfast make this a great facility. \$53 for a quad with two queen sized(!) beds makes this a great value. Guest laundry, free local calls, free newspaper, ironing boards, and 25" TV's. Walking distance to LaQuinta and Home Gate Suites. Some NFL office personnel will be here with you.

I-10 and Elliot Road

Grace Inn Ahwatukee

One of the nicest tournament hotels is the Grace Inn Ahwatukee. Immaculately clean and with walking distance to a shopping center and fast food, this Best Western offers Quad rooms with free continental breakfast for a reasonable \$66. Swimming pool and tennis courts are on property as is a restaurant open 6:00 am. to 10:00 pm. Only 15 minutes from the school, the Grace Inn offers hotel quality at a motel price.

Quality Inn

Across from the Grace Inn, this new budget motel offers exceptional value at \$49 for a quad. An outdoor pool and whirlpool are among the amenities as is a guest laundry. A shopping center is across the street and fast food nearby.

Carlson Country Suites

One of the most popular suite hotels at the Fargo and Minneapolis nationals was the Carlson Country Suites. The Phoenix version offers all the country charm as well as pool, whirlpool and fitness room, guest laundry and complimentary breakfast. Studio suites for 3 people or larger suites for 4 people, 15 minutes from the school, are \$67.

I-10 at the Arizona Mills Mall

Holiday Inn Express

Teenagers love malls and the Arizona Mills Outlet Mall with an Imax Theater, a multi screen movie theatre and over 100 stores and food establishments within walking distance, makes the Holiday Inn Express, 25 minutes from the school, a great property for schools on a budget! The inn offers Holiday Inn quality, outdoor pool, whirlpool and complimentary breakfast, for only \$53! At this price you can stay all summer!

AmeriSuites

Next to the mall, this new high rise, all suites property offers luxury for \$69. The suite life includes outdoor pool, fitness center, complimentary breakfast, and guest laundry. Triples and Quads are available. Teen mall rats will be in a quandary: cruise the mall or hang in the suite or swim.

Inn Suites

Across from the mall this spectacular property offers the widest array of fun activities: Pool, whirlpool, volleyball, putting green, basketball, fitness center. And a full service restaurant (Healthy Buffet complimentary breakfast). On Wednesday the manager offers guests free BBQ. One and two bedroom large suites are available at \$63 and \$73. Vice President Frank Sferra will be in residence.

Towne Place Suites

Formerly Fairfield Inn Suites, these new suites, a Marriott property, offers an outdoor pool, fitness center and guest laundry. Across from Arizona Mills, teens can shop, eat or attend movies. Only 25 minutes from the school and 20 minutes from Gammage Auditorium the Friday site of Final rounds and awards.

Springhill Suites

This extended stay property offers cooking facilities and refrigerators in handsome studio and one bedroom suites. Maid service is Wednesday only, so competitors must be neat. Complimentary breakfast is provided. Pool, whirlpool, and fitness room will ease tournament tension. Springhill is next to Towne Place Suites and across from Holiday Inn Express. The mall is within walking distance.

Taxes

Tax will vary by location but will commonly be 10.35%. Tax exempt certificates will probably not be accepted, but you should check with the hotel.

Final Advice

Please make sure, by calling hotels direct, exactly what you have booked. Don't just book a suite and assume it has two double beds. Some suites have a king bed and pull out sofa or a queen bed and a sofa bed. Double beds are smaller than queen beds. A two double (or queen) bedded suite will probably hold four students. Studio suites or king and sofa suites will only hold 3 students. A little extra care in booking will avoid big problems later.

**List of
Tournament hotels,
including
amenities and prices
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QUESTIONS AND CONCERNS ABOUT EXTEMPORANEOUS SPEAKING

by
Robert C. Carroll



✎ Evolution of Extemp Speaking

✎ Suggestions for Improvement

✎ Standardization of Rules

✎ Preparation Period

✎ Directed Instructions

✎ Modeling

✎ Transference

✎ Judges

Students Observe
Time Signals
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Current Events
Judge Questioning

✎ Entering More Than (1) Event

✎ Application of Unified Analysis

✎ Myths/Substructuring

✎ Argumentation Requirements

✎ "Change" Benefits

Over the past eighteen years, as a high school and college forensics contestant, judge and coach, I have observed the evolution of the individual event Extemporaneous Speaking. It has been my pleasure over that period of time to enter into discussions with other judges and coaches, and more than a few contestants, over the changing nature of the event. While most of these discussions have focused on the theory and application of Unified Analysis, others have centered on the evolution of the event and still others have coalesced around how to improve the event. In this article, I hope to address some of the questions and concerns raised in those discussions by first, examining the evolution of the event, second, offering some suggestions for the improvement of the event, and third, commenting briefly on the application of Unified Analysis to the event.

Evolution of Extemporaneous Speaking

Let us begin with a short examination of the evolution of the event. Back in the dark ages, when I was a secondary school student, extemp speaking was the land of delivery, especially on the national level. Speakers, who spoke well, regardless of how poor the analysis they offered, were rewarded with trophies. Several national final rounds from this era were comprised almost entirely of speakers who never stated the question, never answered the question, never supported the answer to the question, never utilized preview and review statements, cited three or fewer sources for evidence, stated obvious factual errors, used generic introductions exceeding two minutes in length, but who spoke in a very eloquent manner with excellent word choice, occasional humor and fluent delivery. In short, the event was judged exclusively as a contest in declamation, with style triumphing over substance. Content was irrelevant. It became limited preparation oratory. Review the audio and videotapes yourself if you doubt my claims.

I attribute this historical circumstance to the demise of communication in policy debate. Face the facts: prior to 1977, only three contestants in the history of the NFL NSDT ever won double national championships and each of these individuals won in policy debate and extemporaneous speaking. This is understandable, because both events stressed knowledge of current events, careful analysis of a topic (resolution or question), solid organization, skilled

argumentation, and consistent use of evidence, while requiring a professional delivery. Over the years, as policy debate left normal forensic space to travel in debate hyperspace, focusing exclusively on analysis (some would argue bad analysis), the backlash against this trend was felt most noticeably in extemp speaking, with the coaches and judges narrowing their focus exclusively to delivery.

This trend was not so noticeable on the collegiate level, where analysis outweighed, but did not eliminate, delivery. Whether it was because of more graduate students coaching and judging, or because of the greater analytic abilities of young adults versus adolescents, or even because of the culture of educational intensity that inevitably surrounds the college scene, I cannot say. What I can say is that compared to high school extemp, in college extemp, content was relevant. Contestants who could not break in high school were national finalists in college and contestants who could not advance past round ten were national champions. Granted, the exception to this rule existed on both levels, but by and large, this was the pattern.

I am pleased to report that this is no longer true. Now, on the secondary school level, content is relevant once more. National final rounds of the past several years are comprised of speakers who state and answer the question, support the answer with logical argumentation, cite nine or more sources for evidence, avoid factual errors, utilize specific introductions averaging one minute in length, and still speak in a very professional manner. In short, the event is now judged as a contest in public essay writing and speaking, with substance being as critical an element as style. It has become a public speaking event once again.

I attribute this current trend to the growth and development of Lincoln-Douglas debate. Besides knowledge of history and philosophy, value debate stresses those requirements that policy debate once did. Individuals who coach and judge one event often coach and judge the other, myself included, and contestants who succeed in one event often succeed in the other as well. Of all the events at the NFL NSDT tournament over the past several years, the most frequent double qualification has been in LD and FX or USX. More than any other two events in which students are allowed to double enter, these are complimentary. The transference of skills is too intuitive for further elaboration. The crossover in coach-

ing and judging brings content into extemp and delivery into debate, improving both events.

Reinforcement for these observations comes from my continued involvement with college forensics. At the AFA NIET, the NIET operated by the same organization that operates the NDT, delivery has always been a more important criterion than at the NFA NIET. It appears that the backlash against excessive speed and non-communicatory delivery persists within an organization that offers national contests for both extemporaneous speaking and policy debate (AFA), but not within an organization that offers national contests for both extemp and Lincoln-Douglas debate (NFA).

Suggestions For Improvement

This idea of improving the event serves as a clean transition into my second point. My suggestions for improvements are aimed at everyone involved in forensics: national and state organizations; tournament hosts; coaches; judges; and contestants. Each has a role to play in the continued evolution of extemp speaking.

Let me utilize a top down approach and start with national and state organizations. The National Forensic League needs to consolidate the three categories of extemporaneous speaking offered - national/domestic/United States Extemp (USX), international/foreign extemp (FX), and extemp commentary (XC) - into one event, extemporaneous speaking (EX). I am as big an advocate for the event as anyone you are likely to find on the planet, and even I cannot understand why three varieties of it must be practiced. This only serves to dilute competition and reduce the educational value of the event; the true extemporaneous speaker should be well versed in all current events, regardless of place of origin of the news story. A standard thirty-minute preparation period, seven-minute speaking period and public address style serve the event well. Here, the NFL could learn from the National Catholic Forensic League and offer just one version of the event.

Standardization of Rules

A consistent set of rules for the event from both the NFL and NCFL would benefit state organizations, which would do well to adopt national rules for their state contests. When I coached in Illinois, I was at a huge competitive disadvantage in teaching my

students; the state uses a forty-five minute preparation period and a six-minute speaking period. Regardless of the talent of the student and the dedication of the coach, that type of structural disadvantage is impossible to circumvent in preparation for the national tournament. Thus, the one step every national and state organization could take to improve the event is standardize rules to include only one category, thirty minutes of preparation and seven minutes of speaking time.

Preparation Period

This structural disadvantage is further extended by a majority of tournament hosts who refuse to run the event the way it is designed, with a preparation period for each round. Instead most offer one preparation period and force contestants to use the same speech for three preliminary rounds with a new draw for the final round or offer two preparation periods and force contestants to use the first speech for rounds one and two and the second speech for round three and the final round. Some tournaments do not even offer preparation periods at the tournament; they ask contestants to bring prepared speeches to the contest and use them for every round. Once again, students cannot be expected to compete and learn if a semi-extemporaneous contest is offered. And as far as I am concerned, any tournament that requests students to prepare in advance is only offering oratory on a question of current events.

It is little wonder I learned more about the event my first year at college than I ever did in high school, and in high school I actually worked with an experienced coach and traveled to numerous tournaments on a competitive team. As a high school contestant, only at the District and State Series tournaments and the Bradley University Invitational did I prepare every round. As a college contestant, I prepared every round at every tournament I attended, period. While I probably prepared some sixty to seventy speeches in competition in high school, I prepared over sixty my first year of college alone. As a coach, I still can find only four regional tournaments to attend each year with a preparation period for each round, excluding the tournament I once hosted. Thus, the one step every tournament host could take to improve the quality and educational value of the event is offer a preparation period for each round. If you need assistance in scheduling or writing questions, call me and I will be happy to

volunteer my services to the cause.

Directed Instruction

Of all the persons involved with forensics, coaches could do the most to improve the event, yet probably do the least. Most coaches have the mentality that if it benefits students other than their own, they immediately dislike it. As a coach, I finally recognized the fact, albeit belatedly, that as a coach I am everyone's coach; a coach for my students, other contestants, judges, and even other coaches. My obligation to the activity does not end with preparing my students alone for competition; it involves using the competitive atmosphere as an environment to learn and improve. Despite this, that mentality persists. The first step most coaches could take is an attitude change concerning the nature of competition. The second would be to allow the students to prepare a speech from scratch, deliver it and critique the speech in both writing and orally. Far too many coaches I have had the pleasure of working with will either assist the student in the preparation process, whereas I will only answer questions, or have the student deliver a speech he or she wrote in competition over the weekend or the night before. In other words, the student will never learn the crucial time allocation skills the event requires in both preparation and delivery unless the student actually practices these skills under supervision with immediate, critical feedback. Education refers to this as directed instruction.

Modeling

The third step would be to teach the students to remain in the room after speaking and observe the contestants who follow and observe elimination/final rounds even when they are not competing. Far too many extemp speakers never get the opportunity to watch other speakers and learn, as their coaches never teach this or misinform them about the procedure of the event. I still, to this day, meet coaches and judges who argue that the rules for extemp mandate, on both the national and state levels, that speakers must leave the room immediately after finishing. This is simply not the case. The result is that with the exception of a handful of rounds, such as the national, state or district final rounds, the audience is comprised entirely of the judge(s). Education refers to this as modeling.

Transference

The fourth step would be to teach the

students not only extemporaneous speaking, but also other events that utilize the same crucial skills. Most extemp coaches do not solely coach extemp, but usually also coach some form of debate, from policy to value to congressional, or other forms of public address, such as oratory, expository or impromptu. Unfortunately, many coaches tend to leave a student in just one event once the student has mastered the basic skills and allow him or her to polish his or her skills by him or herself. Too few coaches cross train students in several events simultaneously, even though I have found this to be an excellent method for rapid improvement and the cross application of skills. Coaches should note that, as mentioned before, most every student in the national finals and semifinals qualified in another event, or, at the very least, participated in at least one other event during the course of the academic year. This not only provides a talented and dedicated student three chances to qualify (Lincoln-Douglas, Student Congress or Extemporaneous Speaking) instead of one (extemp), but also gives him or her a better shot at breaking and reaching those ever elusive elimination rounds. It also provides an opportunity for a hard working student to earn a quadruple ruby. Education refers to his as transference.

Judges

Judges, too, need to better learn the rules of the event, and differentiate these rules from standards that have evolved over time.

Students Observe

Judges should know that some coaches, such as myself, teach their students to observe, behave as a good audience members, take notes for further reference and that these skills are not illegal and that students should not be ranked down for displaying these skills.

Time Signals

Judges should offer to provide time signals for all contestants and at least provide time signals for contestants when asked. This is simply not that difficult.

Flow Speeches

Judges should also learn to flow speeches so they can follow argumentation and have notes to refer to at the conclusion of the round. I will grant that flowing and providing time signals does tend to take your attention away from the speaker, but the other people in the audience can be good members and maintain eye contact. The judge has more important things to do

as the critic of the contestant. And it is not as if a judge stops listening when he or she stops watching. Besides, good coaches teach their students to make immediate eye contact with a judge when he or she raises his or her head and looks towards them.

Current Events

Finally, judges should have at least a cursory knowledge of current events, so that they may comment on the content of the speech.

The importance of observation cannot be overestimated. As a college contestant, I was allowed to observe rounds, as opposed to high school, where the practice was frowned upon. Consequently, I learned more in the first year of college about what to do and what not to do than in four years of high school. If learning is an important element of the event, then students must be permitted to watch and listen to their peers speak. Removing the element of acting as an audience transforms the event from an educational one into purely a competitive one.

Judge Questioning

Last, but not least, are the contestants. If a student has no desire to improve, a rare quality for someone who enters this event, then that student will not. Maturation will occur, but not necessarily improvement. Contestants need to learn to not be afraid to wait until the conclusion of the rounds as the return of the ballots to approach their judges and ask questions about the speech they delivered or request suggestions for improvement or inquiry about the philosophy of the judge towards the event. Contestants need also to learn that their judges are not idiots; most, if not all, have bachelor degrees (many have masters and a few have doctorates) and practical work experience which allows them to understand and appreciate the impacts of current events, provided that those events are well developed and explained. Too many contestants still focus their time and effort in the preparation room on writing funny jokes and practicing smooth transitions to the detriment of developing logical arguments and explaining supporting evidence.

Entering More Than (1) Event

Finally, contestants need to realize the importance of working on several other events to augment their extemp skills; the benefits of Lincoln-Douglas debate has already been touched upon, other events which benefit a extemp speaker are Parlia-

mentary debate (Student Congress) and impromptu speaking.

The Application of Unified Analysis to the Event

Most of my suggestions for improving the content of an extemporaneous speech have been offered before in previous articles on the use of Unified Analysis to organize limited preparation speeches. I will not reiterate those arguments here, but will instead, briefly clarify some of the issues surrounding UA. *MYTH...* The first issue is the myth about the mandatory number of main points and subpoints; the second is the myth about the mandatory number of source citations.

MYTH... Somehow, a myth has evolved that UA requires organizing a speech with two main points and two subpoints for each main point. While this is the style I teach and my preferred style as a judge, this is only one form of UA. What UA advocates is that all main points, regardless of number, support the answer to the question posed and are independent of each other in consideration. In other words, I, as a judge, could reject the first main point of a speech as ill advised or misconceived, but my consideration of the second point is not contingent upon the first. What UA also advocates is that all subpoints, regardless of number, support the thesis of the main point and are also independent of each other. I teach my students to utilize two main points with two subpoints because I believe that this offers the optimal balance between quantity of arguments and quality of arguments in a single speech, as I prefer speakers develop a limited number of arguments and ideas well, rather than underdevelop a spread.

Substructuring

The main idea is that substructure is necessary because speakers should present arguments within the main points in the most coherent manner possible; substructure allows them to do this. Too many speakers still practice "dump and run" analysis, where they present all the evidence within the first thirty seconds of the main point, and then spend the remaining time explaining the significance of the evidence or applying the evidence to the thesis. Practicing UA with substructure allows a speaker to explain the argument first, then support the argument with the relevant evidence, not vice versa. Simply presenting two main (Carroll to page 44)



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David Hingston



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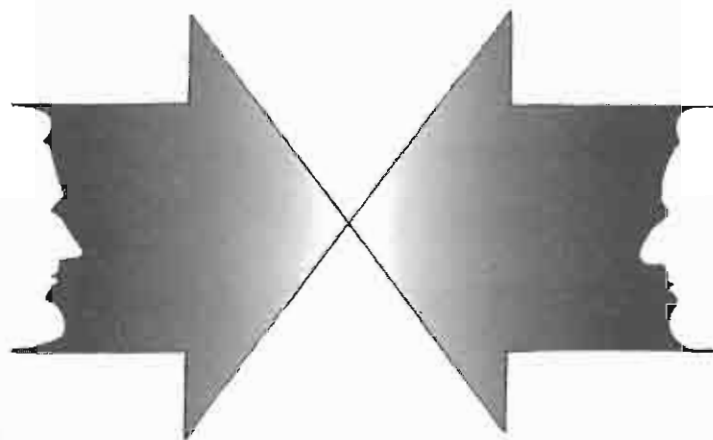
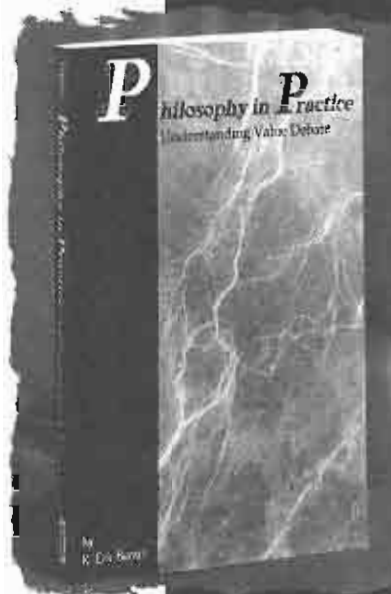
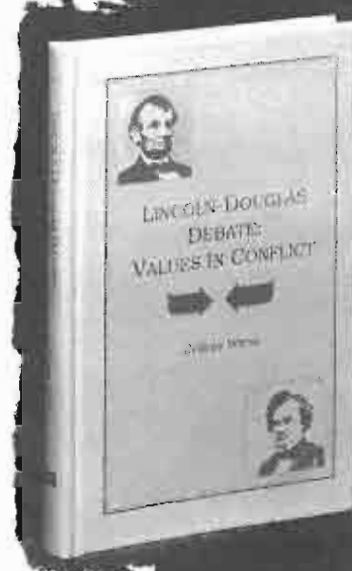
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PREPARATION FOR CONTEST EXTEMP

by James M. Copeland

Concerns

Before a specific approach to extempore speaking can be formulated some basic concepts must be examined. The first difficulty in extempore speech competition is the absence of specific preparation. Certainly the ambitious high school participant will read widely, compile an index of materials, and concentrate on organization and delivery during practice speeches. The fact remains, however, that specific preparation is limited to the time between the drawing and the contest itself. This condition affects both composition and delivery.

The second general concern is the time limit. In most contests a speaker is penalized or disqualified if he either exceeds or falls short of the allotted time. Thus the choice of materials, as well as their organization (i.e. a specific type of introduction, body, and conclusion) is affected by the time limit.

Redundancy of topics among speakers is the third consideration. Unlike the contestant in oratory, who may choose his subject, the high school extempore speaker is usually proscribed by topics all of which either relate to a general topic area or are chosen from current events. Thus judges may hear different speakers speak about the same topic in different rounds. Originality in both material and organization is therefore highly desirable. These factors are hurdles to good extempore contest performance. In order to overcome them the contestant should stress sound analysis, a variety of materials, balanced organization and vivid preparation in both composition and delivery.

Materials

To maximize the best choice of materials (quotations, statistics, examples) as well as to promote coherent order among them, the speaker should be thoroughly familiar with speech parts and their various forms. The student should select a definite organizational structure from among the various types of introductions, bodies, conclusions, and transitions. Specific materials may then be fitted into the outline.



Composition

The initial element in speech composition is an introduction to the speech. Functions of the introduction are (1) to gain attention, (2) to gain goodwill, (3) to present the speech purpose, and (4) to present the speech theme. For the contest speaker the most important of these are to gain attention, which aids the judges in retention of individual performance and introduction of the theme, which presents an organizational pattern.

Introduction

Professor G. E. Densmore, former chairman of the University of Michigan Department of Speech, lists six types of introductions: (1) the striking statement, (2) the story, (3) the quotation, (4) the reference to attendant circumstances, (5) the rhetorical question, (6) the allusion to an important incident.

In extemp, where time is at a premium, the introduction should take **between thirty seconds and one minute**; thus the story is sometimes an unacceptable device. However, if a brief, vivid story can be found, it may be adapted to the topic. A reference to other speakers, the occasion, or other attendant circumstances is occasionally successful in contest speaking of this type. Too often allusions to the room, weather, or audience sound trite. The startling statement, if topical and believable, is an excellent opening. The **rhetorical question** is also a good device to gain attention as well as present the theme. The **quotation** of a fa-

mous person, whether a question or a statement, lends the weight of authority. The **allusion to an important event** often provides a good historically based, or personally interesting, introduction to current problems. The speaker should choose one of these types that conforms to his speech purpose and topic analysis.

When choosing his device, the speaker should keep in mind that the introduction must gain attention and must present an implicit or explicit theme. Certain topics lend themselves better to certain types of introductions as well as to certain speakers with differing methods of delivery. *The constant factor, however, is that the introduction will furnish the hook on which the rest of the speech will hang.*

Smooth Transition

After formulating the introduction, the next step should be the formulating of a smooth transition from the introduction to the body of the speech. One good technique is to use the topic statement, or purpose statement, as a transition. Another effective transition is a rhetorical question. Still another method is to present an allusion or metaphor in the introduction and continue it throughout the speech. It is obvious that smooth organization is dependent on transitions.

The speech body must be prepared in two different ways. (1) pre-contest preparation should include wide reading of current sources. A filing system which organizes the materials will be necessary. I suggest file folders, labeled by subject and containing key articles. The file system eliminates much waste motion when finding sources, quotations, or other evidence. This leaves additional time for outlining and delivery practice immediately prior to the contest. (2) In actual contest preparation, after the topic has been drawn, the student must remember that the organization of the body is dependent on the kind of speech purpose. An informative speech will use narration and explanation. A persuasive topic will include argument and evidence.

Organizational Patterns

Professor Densmore has listed six types of body organizations: (1) the "String of Beads," (2) the series, (3) the explanation, interpretation, and application, (4) the extended analogy, (5) the repetition of a pattern, and (6) the problem-solution.

The "String of Beads" approach is generally ill-suited to the extempore contest. This method is a series of illustrations or stories each of which is a complete unit. These anecdotes are hung together around a general theme. Such an organizational structure, more appropriate to the after-dinner speech, sounds too rambling for the extempore speech.

The series of reasons, component parts, or implications is often a good method for extempore speaking. Breaking down a topic or policy to examine its philosophical bases, its different parts, or its implied relationships to other policies generally gains much favor. It is incisive and vivid rather than general or vague. Using this method the speaker may relate abstract topics to audience interests.

When a speaker defines a statement, presents different interpretations, and suggests applications he is using the third type of organization. This is most effective for legal, religious, or philosophical topics where different value judgments or opinions exist, but is usually not useful for clearly stated questions of fact.

The extended analogy is the most animated organizational pattern. Tracing an idea by developing a parallel theme is interesting and clear. Fables, Biblical allusions, historical events or personal experiences all make good analogies, but the analogy must remain subservient to the topic under analysis and must not become so involved that it obliterates the topic. Above all, it must be relevant to the topic.

The fifth method, repetition of a pattern, develops a theme by means of examining in repetitive order its aspects on different levels. Examples of such patterns include: past, present, future; economic, political, social; Federal, state, local. This device is rather mundane, yet it is clear.

The problem-solution technique is best suited only to controversial topics. Here the speaker states a problem, then offers a proposal or proposals which may solve it. The debate technique of defining the problem, examining a solution, and showing the advantages of the solution is over-used in most extempore contests.

Selecting Materials

After the organizational pattern of the body is decided, the main headings and supporting materials may be selected. The main points should be clearly and vividly stated. The speaker should use the active voice rather than the passive and should avoid complex or compound-complex sentences.

When selecting materials for the speech body the student should try to **provide variety** by using differing kinds of proof. S/he should not use just statistics or only examples but should choose different types of materials and integrate them into the selected organizational framework.

A final warning: In extempore contests most judges encourage incisive development of a few points rather than a broad survey or general sketch of the topic.

Conclusions

The transition between the body and the conclusion is dependent on the type of conclusion used. If the conclusion is a summary, very little transition is needed other than a brief introductory clause or phrase. If a conclusion of application is chosen the rhetorical question is a smooth, yet elementary way of transition. Unlike the summary which collects and synthesizes the important ideas for restatement, the conclusion of application must promote as its function the explanation of the role the audience should play in its relation to the problem or topic. As Densmore puts it, "a way of translating belief into action."

If the speaker wishes to do more than present the facts (summary) or present the facts and suggest audience action (application) s/he will probably choose the motivational conclusion. Here facts are presented, applications are noted, and finally the speaker appeals to the bases of human behavior to induce the action proposed. As a transition into the motivational conclusion the statement seems most suitable. The transition must be a brief, attention-holding introduction for the motive appeal. The question can also be used to bridge the gap between the body and the appeal.

Whatever type of conclusion is selected one important suggestion is relevant: Attempt to tie in the attention factor presented in the introduction with the conclusion. Whatever joke, startling fact, historical reference or other factor was used at the beginning, echo that image at the end.

Delivery

After the speech is outlined and all materials have been selected, the contestant should then concern himself with speech delivery. In the contest situation the better speakers will not use such artificial barriers to communication as notes, a lectern, a stage, or microphone. The only time such aids are needed is for large crowds in a large auditorium. In the typical contest scene the judge, a few spectators and coaches, and the contestants meet in a small room. In this setting conversational communication, rather than declamatory delivery, will be most successful. An outline is prepared initially and most superior speakers prefer to memorize their outline and use no notes. During practice, the introduction, each transition, and the conclusion should be written out in full text. The wording of these elements is crucial to the speech and must not be muffed. Naturally the more practiced the speaker is the more direct s/he can be in delivery.

Directness is the key factor of delivery. To promote directness the material must be clear and vivid. The *vocal delivery* should stress vocal variety, eye contact, and fluency. By using a variety of pitches, rates, and volumes, as one does in conversation, the speaker emphasizes the important points, gives vocal clues which aid the judges in following organization, and further wins approval by interesting oral style.

Eye contact is also essential to directness. The contestant should pick out several people in different parts of the audience and look directly at each of them in random order. Such a technique should not be artificial. Rather, the explanation of each point of argument, piece of supporting material, or expository statement should be directed at different individuals. Shifts in content should be accompanied by shifts in eye contact.

The major factor in directness is *fluency*. Fluency gives the impression of poise in the speech situation. Fluency is a direct result of mastery of material. Poor preparation or poor organization leads to halting oral style. Nothing impedes conversation more than halting delivery. Smooth, varied presentation of material makes the difference between average and good extempore speakers. A clear mental picture of the outline, normal rate, and simple sentence structure aid fluent delivery.

These few techniques of direct communication (Copeland to page 44)

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(MARTHA B. EBELING IS COACH AT DAYTON OAKWOOD (OH). IN ADDITION TO SEVERAL STATE CHAMPIONS SHE HAS COACHED 23 NATIONAL QUALIFIERS IN EXTEMP INCLUDING AMY EBELING AND FOUR TIME QUALIFIER AND THRICE FINALIST DAVID GRAY)

My debate coach was asleep in the front seat next to me, while three students, incredibly cramped amid the luggage and debate and extemp files, were sharing their memorization of Shakespeare's "Speak the speech..." for their Monday morning English class. Challenging weather was lengthening the drive home from the exhilarating experience of the first ever Round Robin in Extemporaneous Speaking at Montgomery Bell Academy in Nashville. But, I was blessed with many hours to reflect on the adventure in which I had been privileged to participate during the past two days. After 15 years as an extemp coach, I have a comfortable level of expertise in the activity, but I had found that veteran extemp coaches can learn much from judging and observing some of the finest extempers from across the nation. Additionally, it was interesting to note those tiny differences that set apart the "best" of these talented and successful competitors.

Every coach/judge has experienced that Extemp Round from H---! Let me assure you, these 8 preliminary rounds and the exhibition round were purely from Heaven. Needless to say, these young people were

all well versed on their topics which they presented with superb analysis, depth and organization. Critiquing their efforts was truly difficult. The subtle differences came with their delivery styles--how they presented their ideas through the effective use of verbals and non-verbals. And, the finest extemper knows how to find that consummate union of impeccable analysis and superb delivery.

My experience led me to put together this list of "Ten Commandments" for superior extemp delivery that might help produce these "Heavenly Rounds" that we all appreciate. Those who won the day at the MBA Round Robin were those who had most clearly adhered to these basic rules. We all know that when rounds are as close as these, decisions will rest often on very minute or "nit-picking" issues. Let me share my observations with you:

1. Exude Confidence: From the moment you sail through the door, *the aura must be one of complete confidence and command of the situation.* Maybe you are not totally comfortable with the topic you selected (you managed to pick three lousy

ones!) but the judge should never have a hint of this from your body language. Smile, but don't ingratiate. Be businesslike and professional. Being an exceptional extemper is an art, but according to Henry Clay, "the greatest art is to conceal the art."

2. Relax: This commandment ties into the first one and together they are an unbeatable combination. *A graceful walk, relaxed fingers, with the middle finger lightly touching the side seam* so that you don't stand like an "ape," chin up (but not too far) and shoulders back all present a confident and relaxed you. I have a student who really got the message that he looked up tight when the judge wrote on the ballot, "When did rigor mortis set in?"

3. Simplicity is Key: Words that you do not use normally in your conversation tend to come off as affected when thrown into an extemp round. I have yet to hear a young person in the rear of the van refer to requirements as "exigencies." If you *would*, then, fine, but otherwise it sounds staged and practiced, as do elaborate intros. I tell my extempers to pretend as if the two of us were having a discussion about the issue being presented. There is, of course, a very

thin line which must not be crossed One dare not be too casual and lose the professionalism the event demands. *Slang, triteness, and flippency have no place in an extemp speech.* Use of the first person singular should be avoided. Simplicity in outline, simplicity in word choice, and simplicity in sentence structure will win the day!

4. Slow Down! Slow Down! Slow Down! One of the lessons from MBA that reinforced for me that I need to continue to recite these words fifty times at every practice with my team was listening to Lucas Kline from Blacksburg, VA., who was last year's national champion in United States Extemp. I had heard Lucas at Nationals and was certainly impressed, but listening to him in a small room was fantastic. He speaks slowly! He has a clear, simple but complete analysis, chooses simple words and explanations, and yet, he manages to get in all the information necessary to support his answer in seven minutes. He does not try to tell me everything he knows on the subject which, so often causes extempers to race through their speeches, swallowing words and dropping word endings all over the floor.

5. Remember Shakespeare's "Speak the Speech"... which continues: "Nor do not saw the air too much with your hand..." Gestures, appropriately flowing from the content of the speech are perhaps the most valuable of all non-verbals, but gestures overly used, or ineffectively used are a terrible distraction from the message being delivered. There are several ways to decrease the perpetual motion. *Deliver an entire speech without one gesture and then limit gestures to one or two per speech for a period of time.* This may help. Also, really THINK about what you are saying. You will soon realize how unrelated the gestures may be to the point being made. Practice in front of a mirror; or have the coach do a video tape and torture yourself by watching it!

6. Convey Passion: Quoting Bishop Gregg (whoever he was!): "There are three things to aim at in public speaking. First: to get into your subject, then to get your subject into yourself, and lastly, to get your subject into your hearers." That is worth thinking about. Deliver with warmth and excitement so that your judge will feel that you really care about the hunger in Africa or the future of the euro. If you care, chances are that s/he will, also. If you don't grab them with your enthusiasm for the subject, you are very likely to find them reading the wall posters or shaking their stop watch

to see if it is still running. Remember Commandment #3? Simplicity with the aid of passion persuades!

7. "Nothing is pleasant that is not spiced with variety:" This is certainly a saying that holds special meaning in extemporaneous speaking. *Variety of rate, tone, pace, pitch is so important to keeping the attention of the audience.* I recently heard a speech by the Episcopal Bishop of Milwaukee, Roger White, and how I wished that everyone of my extempers could have been in the audience because he is a master of the effective use of the "pause." He allows a thought to sink in. He looks at you so that you absorb it. What a difference it makes to the delivery of a speech. Another great way to add variety is to ask the rhetorical question. Making the judge be part of the answer transfers some ownership in the message. Getting variety takes lots of work and, again, there is nothing like a tape to convince the student that it is needed.

8. Let it Flow! Listening to oneself on a tape often will allow the extemper to hear that s/he is delivering their speech in choppy phrases. Fluency is so important and does come with much, much practice and experience and a growing self confidence. However, extempers must use every opportunity to develop fluency. I had a student who would listen to a walkman on his way to school. I made him pitch it and practice an extemp speech to himself instead. Doing a speech in every shower is smart, too.

9. Look the judge in the eye - always! This is one of the first and most basic lessons learned by the novice extemper, so it was a surprise to find that some of the fine extempers at MBA would let their eyes flick away from me, look over my shoulder or at the floor when moving. My advice is to "hook on with one judge" through a sentence or a complete idea when there is more than one judge present, then do the same with the others. Don't flit back and forth between them and always maintain that contact with one of them. Basic!

And finally, the last commandment:

10. Love what you do! Success in any arena is an act of creation that combines some basic talent, lots of hard work, and a fire in the belly to be the best you can be. This really was evident with all the participants at the first national extemp round robin!

Special People

STRICKLAND NAMED KANSAS TEACHER OF YEAR

Carol Strickland, NFL coach at Emporia High School, was named the 1999 Kansas Teacher of the Year.

"Kansas education is certainly honored to have Carol as its Teacher of the Year," Kansas Commissioner of Education Andy Tompkins said. "Her dedication to education is matched by her love for our youth. Carol was selected from a pool of more than 100 nominations.

A surprise at the ceremony was the unveiling of a major financial contribution by the Security Benefit Group of Companies, Topeka. Making an unprecedented awards announcement, President and Chief Operating Officer Kris Robbins presented Strickland with a check for \$4000--no strings attached.



Carol Strickland

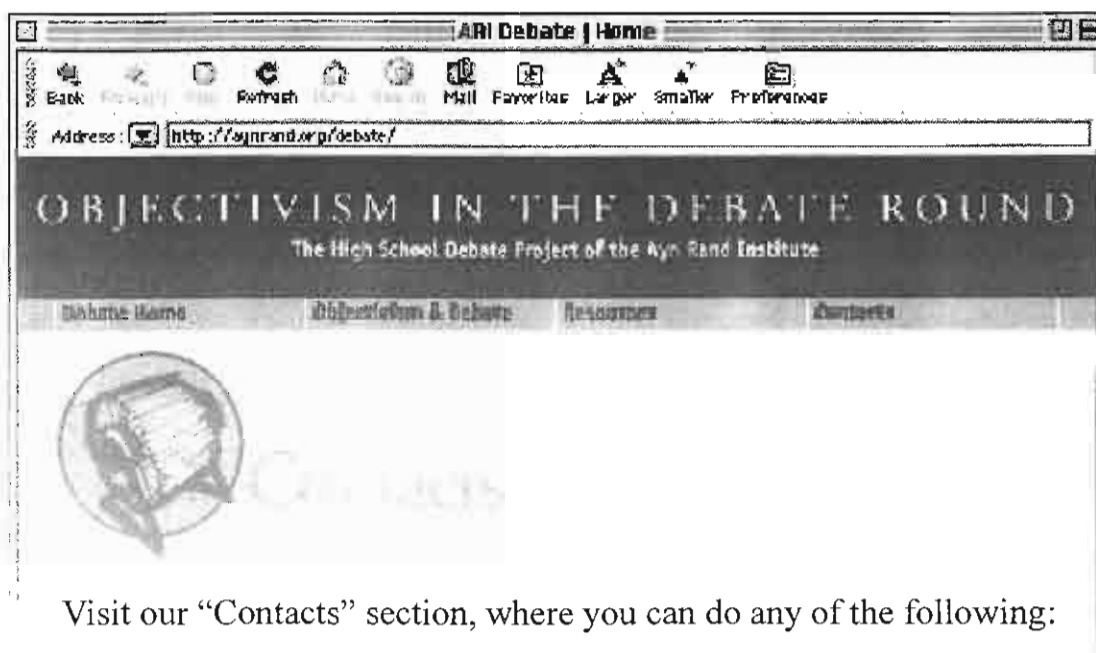
Strickland has coached debate and forensics and has taught English, Media, and Communication classes at Emporia High School since 1986. Throughout her three decades in the classroom, Strickland has always held the philosophy that humor and practical knowledge make learning enjoyable. She says that there are no "bad students" -- only discouraged ones, and she sees her goal as motivating and challenging all students assigned to her classes.

Strickland gives credit to her husband of 31 years, Glen, as being "the most understanding and supportive husband in the world. He understands that my students are my extended family, and he willingly supports my efforts and time spent on their behalf. He is definitely a large part of this teaching award!"

Announcing a new online resource for debaters: **<http://www.aynrand.org/debate>**

In order to defend controversial ethical or political positions, many debaters resort to strange tactics. By stringing together out-of-context quotations, by dressing their arguments in fancy jargon, or by invoking fantastic examples like nuclear war, they hope that they can, at least, stand out from the crowd. Most of these tactics, however, have little if any educational value.

There is an alternative. Ayn Rand's philosophy of Objectivism offers a debater a consistent, fact-based, philosophical framework that can be used to analyze virtually any debate topic. Objectivism stands for reason, individualism, and laissez-faire capitalism.



Visit our "Contacts" section, where you can do any of the following:

- Fire off queries on Objectivist philosophy (to query@aynrand.org)
- Ask for coaching advice on writing and running Objectivist positions (from debate@aynrand.org)
- Join an e-mail discussion list on Objectivism in debate, with other debaters around the country.

The site also includes:

- Introductory essays on Objectivism by Ayn Rand and Leonard Peikoff.
- A new, comprehensive essay focusing on practical applications of Objectivism to both Policy and Lincoln-Douglas debate.
- Objectivist analysis of debate resolutions.
- Links to prominent Objectivist sites.
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EXTEMP SPEAKING ROUND ROBIN

JANUARY 9, 10, 1999



Exhibition Round winner Lucas Kline from Blacksburg, VA accepts award from Jim Miller



MBA's Jim Miller presents trophy to Jay Cox, Milton Academy, winner of the Round Robin



MBA Headmaster Brad Gioia with the Winners



Headmaster Gioia with Finalists



Extemp Round Robin Coaches

Presenting the

National Forensic Consortium

1999 Summer Debate and Events Institutes

• **CALIFORNIA NATIONAL DEBATE INSTITUTE**

Located at Univ. of CA, Berkeley

Dates: June 16 - June 30

Policy & LD Debate: \$1,225

One-week, June 21 - 28; LD: 14-21 \$650

• **AUSTIN NATIONAL DEBATE INSTITUTE**

Located adjacent to UT Austin

Policy Debate, July 2 - July 18: \$950

LD Debate, July 2 - 15: \$775

One-week, July 11 - 18; LD: 2-9: \$525

• **NATIONAL DEBATE INSTITUTE, D.C.**

Washington, D.C. Metro Area

Policy Debate, July 2 - July 20: \$1,225

Policy 30-round technique session: \$1,485

LD Debate, July 2 - July 16: \$950

Prices and dates are tentative.

All of the above listed prices include tuition, housing, and meals. Commuter plans and one-week topic preparation and/or technique sessions, as well as other options, are offered at some camps and are described in detail in the program brochures. An additional \$75 non-refundable fee is required upon application.

Reasons to Choose an NFC Summer Camp

- 1) Tried and True Programs. Last year hundreds of students from throughout the nation chose NFC summer camps over other options. Over the last two years NFC students have participated in late elimination rounds of such tournaments as: Wake Forest, the Glenbrooks, Greenhill, St. Mark's, Loyola, Redlands, Emory, the Tournament of Champions, NFL Nationals and virtually every other major national circuit tournament. We encourage you to seek out former NFC participants and discover for yourself why NFC camps are superior. You can get the same quality experience!
- 2) Staff/Student Ratio. Attend a program where you will get access to personalized debate and events instruction. Last year's NFC camps averaged staff to student ratios of 1:7. *This is based on primary instructors only, and does not even include access to supplemental staff.*
- 3) Experienced, National Caliber Instructors. Our staff is composed of instructors who have achieved the pinnacle of success in every important aspect of the forensic community, including collegiate and high school coaches who have led their students to final rounds at most major national tournaments and former competitors who have attained similar success, including NFL and TOC final round participants. Our staff is hand-picked for their ability to teach their successful techniques to students of every level of experience.
- 4) Unique Combination of Value & Quality. NFC camps provide an optimal combination of quality instruction, individualized attention, and value because we recognize that a great camp is useless if you've got no money left over for tournaments!

Brochures and applications available in early March
CALL NOW be added to our mailing list.

National Forensic Consortium

Call: (510) 548-4800

Email: debate@educationunlimited.com

www.educationunlimited.com

NFC - 1678 Shattuck Ave., Suite 305 Berkeley, CA 94709



Austin National Debate Institute

CX Main Session: July 2 - July 18

LD Main Session: July 2 - July 15

The Austin National Debate Institute seeks to provide students access to a national-caliber faculty at an incomparably low cost. The ANDI is an independent program which offers **both Policy and Lincoln-Douglas debate**, taught by some of the finest and most respected forensics educators in the country. The ANDI provides a true national level program, with options for policy debate or LD debate programs or for one-week primer sessions in either type of debate.

Fabulous Learning Environment

- **Great location.** The ANDI is located in fabulous Austin, unique in Texas for its moderate summer climate, quality libraries and document depositories. Students are housed in a secure facility which is one of the finest residence halls in Austin. Housing is of the highest quality, with comfortable, climate controlled double rooms, many of which have a separate living area and kitchen facilities. Rooms are modern and tastefully furnished.
- **Educational emphasis.** The ANDI programs focus on the teaching of debate skills and techniques in combination with a proper emphasis on preparation and original research. The program is designed to accomodate students at the beginning and advanced levels, with separate labs and primary instructors for beginners. All essential camp evidence and materials, including over a thousand pages of briefs produced at the camp by policy debate students, are included absolutely free of additional charges. Policy students will graduate prepared to tackle the 1999 policy topic, while the LD students will be prepared to debate a myriad of possible and likely national topics.
- **Numerous special program features.** These include enrollment caps to ensure student access to ALL the top faculty; an incredible faculty-student ratio of around 1:7; special theory seminars, lectures and guest lecturers; multiple critiqued debates; rebuttal reworks and strategy training; and much more! The program as a whole emphasizes learning through doing, with all students working with a variety of faculty on basic and advanced aspects of skills such as argument preparation, strategizing, extension of positions, and foundational theories of debating and delivery. Policy debate students will also receive access to the best evidence produced at the other NFC camps!
- **Top quality national-circuit faculty.** The ANDI faculty is composed of many of the finest coaches and debaters in the nation. Students will have the opportunity to learn from a supportive and experienced staff which collectively has dozens of sessions of institute teaching experience. A glance at the qualifications of the ANDI staff will reveal the depth and quality of what is every summer debate program's most important asset, its teaching staff. ANDI compares favorably with any other program in this and every regard!

Carefully Structured Schedules

SAMPLE CX SCHEDULE

8-9:00 AM	Breakfast
9-10:30 AM	Topic Lecture
10:30-Noon	Aff Case Construction
Noon-1:00 PM	Lunch
1:00-2:30 PM	Library work
2:30-3:30 PM	Theory seminar
3:30-5:00 PM	Library work
5:00-6:30 PM	Dinner
6:30-8:30 PM	Lab session
8:30 PM	Commuter checkout
8:30-11:00 PM	Topic preparation
11:00-12:00 AM	Recreation & relaxation
Midnight	Lights out

SAMPLE LDSCHEDULE

Breakfast
Value Analysis Practicum
Seminars on Strategizing
Lunch
Class on using evidence
Practice debate w/critique
Neg case preparation
Dinner
Delivery drills
Commuter checkout
Aff case work session
Recreation & relaxation
Lights out



Fees : \$950 for CX,
\$775 for LD,
\$525 one-week
plus \$75 application fee.
For info contact: NFC
1678 Shattuck Ave, #305
Berkeley, CA 94709
or call: 510-548-4800

The National Forensic Consortium presents the

NATIONAL LD DEBATE INSTITUTE, D.C.

July 2 - July 16 in the Washington, D.C. Metro Area

The National LD Debate Institute, D.C. offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps.

The program features include:

- **NATIONALLY RENOWNED FACULTY**
- **TARGETED LEARNING**
- **RIGOROUS CURRICULUM**
- **ACCELERATED LEARNING ENVIRONMENT**
- **SUPERIOR FACILITIES, LOCATION AND RESOURCES**

Students have access to the vast educational resources of the nation's capital, its abundance of libraries and think-tanks, and get to experience the city's cultural and entertainment attractions while on fully-supervised excursions. Program pricing includes lunch and dinner throughout the program, and all topic preparation materials produced at the camp for LD debaters! Remember to compare complete costs when pricing other camps.

Initially confirmed staff members are:

Michael Major of the TOC national LD committee, and formerly of the College Preparatory School of California, LD and program director from 1992 until 1998

Ace Padian of Yale College, formerly a nationally successful high school Lincoln-Douglas competitor, round-robin participant, and national qualifier

Here are how NFC students who worked with our staff last year felt about their experience:

"[my instructor] was dedicated, listens to students, is very patient, and makes lab fun. She was very supportive and I learned a lot from her in terms of real world experience. I learned more in 2 weeks than I thought possible."

Natalie Huddleston, previous NFC participant

"[the staff] has an excellent knowledge of philosophy, and of debate. They were very friendly, and I was very satisfied with my experience. The learning experience was incredible."

Jack Fitzgerald, previous NFC participant

"My satisfaction with [my instructor] was great. He gave great critiques, was friendly, and he was always willing to help me with debate."

Danny Schoenfel, previous NFC participant

Costs (which includes housing, lunch and dinner throughout the program, and all program materials/briefs and evidence):

Two Week LD Program

\$950 (rm, board, tuition)

An additional \$75 enrollment fee is required upon application.

For more
information
contact:

National Forensic Consortium
1678 Shattuck Avenue, Suite 305
Berkeley, CA 94709 ph: 510-548-4800

on the web at: www.educationunlimited.com



The National Forensic Consortium presents the

NATIONAL DEBATE INSTITUTE, D.C.

HELD IN THE WASHINGTON, D.C. METRO AREA

CX (all programs): July 2 - July 20

LD: July 2 - July 16

The National Debate Institute, D.C. offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps. Students receive instruction from some of the nation's finest debate teachers, including respected high school and college coaches, as well as some of the nation's most successful current and former collegiate debaters.

- **NATIONALLY RENOWNED FACULTY.** Outstanding coaches with proven track-records of success at both the high school/collegiate level, and top-flight current and former collegiate competitors.

- **RIGOROUS CURRICULUM.** A carefully crafted schedule developed and refined over the years at NFC camps. Classes are intensive, designed for the dedicated student of debate who wishes to maximize personal improvement.

- **SUPERIOR FACILITIES, LOCATION AND RESOURCES.** Students have access to the vast educational resources of the nation's capital, its abundance of libraries and think-tanks, and get to experience the city's cultural and entertainment attractions while on fully-supervised excursions. Program pricing includes lunch and dinner throughout the program, and all evidence produced at the camp for policy debaters! Remember to compare complete costs when pricing other camps.

- **TARGETED LEARNING** for both national circuit debaters and regional competitors. Classes utilize a variety of mutually reinforcing techniques, including fast-paced lectures, affirmative and negative labs, theory and practicum seminars, and individualized consultations. LD emphasizes philosophy, technique, and theory.

- **ACCELERATED LEARNING ENVIRONMENT.** Includes over a dozen critiqued debates in the standard program as well as repeated argument drills and rebuttal rework exercises, all designed to teach mastery of superior technique at all levels, for both policy and LD debate.

- **INTENSIVE 30-ROUND POLICY DEBATE OPTION.** For students who feel they need a camp experience heavily weighted toward practice and technique instruction. Students in this special focus lab will spend a portion of each day learning theory, cutting originals, and putting together positions, and then will debate an average of two rounds a day (fully critiqued with reworks) for the duration of the camp. Look for an update on the outstanding staff for this special program in upcoming issues of the Rostrum!

- **EXPERIENCED PROGRAM DIRECTION.** The director is David Arnett, director of debate for the University of California, Berkeley. Formerly a coach at University of Louisville and the University of Kentucky, Mr. Arnett made it to finals as a debater at tournaments such as Wake Forest, USC, the Redlands Round-robin, and the University of Northern Iowa. He was also a quarter-finalist at the NDT.

Costs (which includes housing, lunch and dinner throughout the program, and all program materials/briefs and evidence):

Regular CX Program	30-round plus CX program	Two Week LD Program
\$1,225 (rm, board, tuition)	\$1,485 (rm, board, tuition)	\$950 (rm, board, tuition)

An additional \$75 enrollment fee is required upon application.

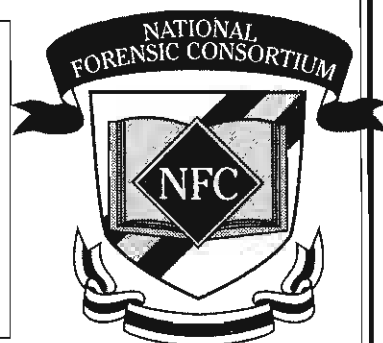
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NFC

1678 Shattuck Ave., #305
Berkeley, CA 94709



The National Forensic Consortium presents the

California National Forensic Institute

Policy and LD programs: June 16 - June 30, 1999

The California National Forensic Institute is a national caliber two-week summer forensics program located in Berkeley, California. The CNFI is an independent program held in the residence hall facilities of the University of California at Berkeley. The CNFI provides serious debate students the opportunity to interact with some of the finest and most renowned forensics instructors in the nation at an incomparable cost for a program of this nature, quality and location. The program is directed by Jon Sharp of West Georgia College and Ryan Mills of College Prep and the California Invitational, the nation's largest speech and debate tournament.

POLICY and LD DEBATE

- The policy and LD programs offer intensive instruction for students of all levels of experience and skill. The instructors will include accomplished collegiate and high school debate coaches, as well as current collegiate debaters who are former NFL Nationals and TOC participants.

- In addition to topic and theory lectures, students will receive numerous critiqued debates with rebuttal reworks, free materials from the central evidence files, and personalized seminar instruction. All policy and LD materials are included in the program cost, with no additional fees charged for evidence distributed by the camp. Students also receive access to the best evidence researched at each of the other three NFC summer camps.

- LD students will participate in a unique curriculum designed to maximize individual improvement through philosophy lectures, technique practicums, and theory seminars.

- The mentors program returns to the CNFI and will insure a variety of top quality debaters will be in attendance. This program will be co-ordinated by Jon Sharp and Ryan Mills.

Last year's policy and LD debate staff, most of whom are returning, and additions for this year include:

JON SHARP, WEST GEORGIA

RANDY LUSKY, EL CERRITO AND BERKELEY

JOANNA BURDETTE, EMORY

CHERYL BURDETTE, VESTAVIA

RACHEL CHANIN, STANFORD

DAVE ARNETT, BERKELEY

A.C. PADIAN, YALE (L.D.)

WITH OTHER OUTSTANDING STAFF TO BE ADDED!!

PROSPECTUS and COSTS

A detailed program prospectus can be obtained by writing to the address below, or calling and leaving a complete address on the program's message service. Materials will be sent in late February.

Costs for the full resident program for both team debate and LD, including tuition, housing, lunch and dinner on most days of the program, and most materials is approximately \$1,225. Commuters, for whom there are only a limited number of spots in the program, pay approximately \$650. One-week programs are also available, for an approximate cost of \$650. There is an additional \$75 non-refundable application fee. Students not accepted will have their application fee returned.

CNFI, 1678 Shattuck Ave, Suite 305, Berkeley, CA 94709 or call: (510)548-4800

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THE D G E



Critiques: Permutations and Performative Contradictions

by David M. Cheshier

Critique arguments, where the negative outlines an objection to the fundamental assumptions of an affirmative case or plan and argues the flawed assumptions justify voting negative, have had a mixed reception at both the high school and university level. Despite regional pockets of high school popularity, many judges remain resistant to the whole argument category, and despite concentrated instruction on the topic at some summer programs, debates coming down to critiques are usually rare by the middle of the season. On many circuits the judge pool is sharply divided (some love critiques, some hate them), and when tournaments provide teams with the opportunity to strike or prefer certain judges, schizophrenic preferences are often expressed where some teams self-select judges sympathetic or hostile to critiques, depending on their own preferred strategies.

Regardless of the judge's bias, two categories of affirmative response to critique arguments have become popular. One is to "permute" the critique. This answer extends the metaphor of permuting a counterplan to the theoretical world of critiques. In the counterplan context, a permutation makes a "germaneness" argument; by showing how the counterplan and plan can be combined in such a way as to achieve a maximum net benefit, a permutation illustrates why the counterplan is not a reason to reject the plan. Likewise, some defend critique "permutations" to reveal why the critique fails to justify rejection of the affirmative, to illustrate why the critique is not germane. For example, let's say the negative argues the plan should be rejected because the solvency

evidence speaks of Russia by using the flawed language of colonialism (where the United States paternalistically "fixes" Russia's problems). The affirmative might reply with a permutation which says the plan should be accepted despite the critique; that is, even if one discards the imperialistic assumptions of their solvency evidence, the plan might still be justified, even if on entirely different grounds.

Another popular critique response is for the affirmative to accuse the negative of involvement in a "performative contradiction." In its simplest form, one gets trapped in a performative contradiction when one's words are simultaneously contradicted by one's other actions. For example, the father with a cigarette hanging from his lips who is overheard instructing his teenager to "Stop smoking!" is caught in a performative contradiction. His injunction carries less force than it might because his integrity is undermined in the act of ordering his child to stop doing something he continues to do.

Not all critiques are vulnerable to the "performative contradiction" objection, but many are. When the negative runs the "critique of normativity," which boils down to saying a judge can never have any confidence in claims that we "ought" to do something, it may be involved in a contradiction. This is so because, even while arguing against the validity of normative claims, the negative is asking the judge to normatively decide to reject the affirmative. Some versions of the feminist critique arguably perform a contradiction: sometimes the negative argues for the rejection of patriarchal language even while using it themselves. This circumstance might seem rare until one understands that many versions of feminism claim *all* language use is corrupted by patriarchy.

Some teams even try to impact the performative contradiction as a voting issue: since the negative knew what they were doing, their contradiction is the worst imaginable (in the exaggerated rhetoric of some debaters, it's like "premeditated murder"), and should be "punished."

Neither the "performative contradiction" nor "permutation" arguments are slam-dunk objections to critiques, and others have argued forcefully against both. In this essay, I want to consider how debate over these two concepts intersect. In my view, affirmatives can often concede negative responses to one to strengthen their position on the other. To illustrate what I

mean, I'd like to spend some more time describing the idea of the "performative contradiction" by placing it in the context of language philosophy, describe some of the negative responses to the contradiction charge, and then connect the issue to permutations.

The idea of "performative contradiction" is often traced back to the great English philosopher George Edward Moore, who for many years in the first half of this century taught philosophy at Trinity College and in the United States, and who edited the prestigious philosophical journal *Mind* for more than a quarter century. Moore's main contribution to philosophy was to argue that the major issues philosophers face are not centered on the truth or apparent truth of propositions, but rather have to do with the procedures one uses to analyze truth claims. One of his inventions was the idea of the "Moore sentence," which involves a kind of performative contradiction. In describing Moore's philosophy a commonly offered example of such a contradiction is the apparent illogicality of the following sentence: "There is a goldfinch in the yard, but I don't believe that there is a goldfinch in the yard." The sentence is troublesome because it seems to self-destruct.

Others sometimes point to the paradox which arises when the skeptic argues "no principle can have a proven universal validity." But what about that very statement: is the skeptic not asserting that it has universal validity? And there is yet another problem, identified by the German philosopher of communication Jurgen Habermas: The statement self-destructs because, in the very act of saying it, the skeptic assumes the universal validity of at least those norms of rationality necessary for the audience to understand her objection.

For all this, the performative contradiction (PC) is simply a special case of the objection from contradiction long characteristic of philosophical argument. To take just one example, dissertation defenses in the great European Jesuit universities used to involve a procedure where the student was required to lay out his theory in a series of logical propositions (in Aristotle's system these arguments are called "syllogisms"). The examiners would cross-examine the student to see if he could be caught in a contradiction. If yes, the student failed.

In a philosophical period increasingly dominated by postmodernism's rejection of all Truth claims, the performative contradic-

tion argument is apparently powerful. By trapping an arguer in a contradiction, her claims self-destruct, regardless of whether Universal Truths exist in the abstract or not. For Habermas' theory of communicative action the idea of performative contradiction is especially important. His system is based on the premise that, by participating in conversation, all of us assume or presuppose the validity of some assumptions about communication. The fact of our participation in talk implies our acceptance of several assumptions: that others can understand us, are capable of conversing like us, and (more controversially) that a shared consensus or eventual understanding is possible. Habermas believes his theory of communication is superior to alternatives since it is internally consistent and doesn't commit the crime of performative contradiction (in fact it is based on the very assumptions we accept by entering into dialogue).

Much more could be said about performative contradictions, but in the philosophical context Seyla Benhabib and Albrecht Wellmer (among others) have raised important objections to Habermas' view, and in general postmodernist philosophers have become adept at handling the charge of contradiction. One of the common responses to the PC charge is to note that critique need not be internally consistent; in an argument somewhat reminiscent of the old defenses of counterplan conditionality, critique defenders sometimes argue that their burden is only to make negative objections stick against the plan, whether or not they are consistent with each other. Critique defenders might point out that their own contradiction does not vindicate the affirmative case, since not all contradictions "cancel each other out." And some positively revel in contradiction: given a philosophy starting with a theory of language as always slippery, where meanings are always up for grabs ("contingent") and conversation a kind of permanent game, there may be nothing wrong with engaging in playful contradiction.

In the feminist literature the idea of performative contradiction is answered somewhat differently. As I mentioned before, feminists are sometimes accused of being trapped in contradiction because they attempt to critique Patriarchy using a language which was itself created to serve masculine interests. To such a charge some feminists reply, "this objection has no force, (Chesler to page 44)

NATIONAL CHAMPIONSHIPS IN 1995 & 1996



SPARTAN DEBATE INSTITUTES

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FOR DETAILED INFORMATION ABOUT SDI, PLEASE VISIT
OUR WEB SITE: <http://www.acm.cps.msu.edu/~wyattgeo/sdi/>
OR E-MAIL US AT: repkowil@pilot.msu.edu

WHY SDI? After all, there are many summer institutes from which to choose. The SDI offers the following distinct advantages:

A COMMITMENT TO PRACTICE ROUNDS - By providing entering students with an affirmative case and several negative positions, SDI can begin practice rounds almost instantly, with some students debating as early as the second day of the camp. Although SDI produces large amounts of high quality evidence, we believe the only way to improve your debating skills is by providing many opportunities to debate in front of knowledgeable critics. *In addition, both '99 sessions will conclude with judged tournaments, relaxed, yet structured, opportunities for students to validate the education received during their stay.*

CURRICULUM DIVERSITY - Staff members and lab placements exist for all skill levels, ranging from novice groups to those choosing to polish varsity skills. In addition, the SDI administration is committed to a curriculum emphasizing the diversity of ideologies in the debate community, enabling graduates to succeed before a variety of judging audiences.

COACHES' WORKSHOP - SDI offers a unique opportunity for coaches to gain familiarity with both the topic and theoretical issues of their choice. *College credit may be available*, as are flexible attendance options. Contact Prof. Roper for further information.

SDI SCHOLARSHIP PROGRAM - SDI can provide limited need-based financial assistance.

COMPETITIVE PRICES/ FLEXIBLE OPTIONS - SDI is committed to offering outstanding debate institutes at affordable prices, which include tuition, room and board, and copying of lab evidence.

3 WEEK INSTITUTE: July 18 - August 6, 1999 - \$1069.00

2 WEEK INSTITUTE: July 18 - July 30, 1999 - \$765.00

FOR FURTHER DETAILS AND FREE APPLICATIONS, PLEASE CONTACT US ELECTRONICALLY
(SEE ABOVE), OR WRITE THE INSTITUTE DIRECTOR:

Prof. James Roper, Philosophy Dept., 503 South Kedzie Hall, Michigan State University, East Lansing, MI 48824

OR CALL ANY OF OUR DIRECTORIAL STAFF, AT ANY TIME:

Prof. James Roper
517-699-5141

Will Repko
517-337-2361

Mr. John Lawson
248-203-3618

Introducing:

The Championship

The Policy Program

June 13 through July 2, 1999

Instructional Staff

**Alex Pritchard, Director of Debate, Greenhill School
Coach of 1998 and 1996 N.F.L. National Championship Teams**

**Andrew Bradt, Harvard University
1998 N.F.L. National Champion, Greenhill School**

**Scott Deatherage, Director of Debate, Northwestern University
National Debate Tournament Championships: 1998, 1995, and 1994**

**Frank Seaver, Director of Debate
Woodward Academy**

**Ryan Sparacino, Northwestern University
1998 N.D.T. Champion**

**Caitlin Talmadge, Greenhill School
1998 N.F.L. National Champion**

For Brochure and Application, Contact:

The Championship Group
**1340 North Dearborn, Suite 7F
Chicago, IL 60610**

**E-Mail: champgroup@earthlink.net
<http://home.earthlink.net/~champgroup>**

Debate Group

The Lincoln-Douglas Program June 20 through July 2, 1999

Instructional Staff

**Dave Richardson, Chair
Westside High School, Omaha, Nebraska**

**Andrew Vaden, University of Chicago
Champion, 1997 Woodlands and Greenhill Round Robins**

**Marc Wallenstein, Harvard University
1997 N.F.L. National Champion, Greenhill School**

**Mary Welch, Director of Forensics
Westside High School, Omaha, Nebraska**

The Championship Philosophy:

- ***Interactive Curriculum***
- ***Individual Attention***
- ***Practice, Practice, Practice!!!***
- ***Championship Caliber Instruction***
- ***Effective Strategy Design***
- ***Clash, Clash, Clash!!!***
- ***Fundamental Skills that Work from Topic to Topic And Audience to Audience***
- ***Fun and Friendship in a College Living and Learning Environment***

***On The Campus Of
The University of North Texas
Denton, Texas***

(Cheshier from page 40)

since there is nothing wrong with using the Master's tools to tear down the Master's house." One way to understand this claim is to hear it as saying contradiction may be justified when no other tools for criticism exist. If you have to contradict yourself performatively to point out flaws in the system, or prod people to do the right thing, then so be it.

These are decent enough defenses of contradiction, and good debates often occur in tournament rounds on these very issues. What I want to point out is how such defenses of contradiction can help out the affirmative when they're defending their own permutation arguments.

Think about some of the negative arguments made against critique permutations. Some will argue, "You can't permute: it's incoherent both to accept our attack on your assumptions and still conclude your plan is justified. You can't have it both ways." But why not? If negatives can "have it both ways" on the performative contradiction front, why can't the affirmative do the same when it comes to permutations? How is it any different or less justified for the affirmative to engage in "playful contradiction" by permutation than when the negative undermines its own claim by defending a right to contradict elsewhere?

Or consider this common critique permutation response: "This permutation is illegitimate, since it implicates you in an advocacy shift. You started the debate defending evil assumption X; now you're trying to defend your plan on other grounds." Yet this very practice is often defended later, in the performative contradiction answers. There the negative might well be caught arguing their contradiction is justified, since the practice of critique warrants jumping around from claim to (sometimes inconsistent) claim.

Not all debaters will answer the charge of performative contradiction in ways that help you on the permutation, and I'm not alleging that these potential cross-applications doom all critiques. But often they do, especially if the affirmative is clever enough to explain the inconsistency. As with every other debate position, it's a good idea when answering critiques to look for responses in one place that can help you out elsewhere. They're more common than you might imagine.

(David M. Cheshier is Assistant Professor of Communications and Director of Debate at Georgia State University.)

(Carroll from page 15)

points and two subpoints may give a speech structure and organization, but does nothing to increase the argumentation and analysis and is certainly not UA. The points must be reasons, be labeled as reasons and support the answer; the subpoints must support the main point. Anything less is just a pale imitation of UA. Accept no substitutes!

Myths... Likewise, a myth has also evolved that UA demands a certain, inflexible number of source citations within the speech, usually nine. Once again, while this is the style I teach and my preferred number as a judge, the minimum number of sources required in a speech is truly the function of the number of arguments a speaker wishes to make. I teach my students to cite nine sources, one in the justification step of the introduction, to give significance to the asking of the question, and two to support each subpoint. Really, a speaker needs only to cite evidence to support each subpoint, which itself is basically a detailed argument. A speech of two main points with two subpoints each absolutely requires four sources, whereas speeches of three main points with two subpoints each or two main points with three subpoints each require a minimum of six sources. I have seen both of the latter variety and have given them high marks, when done well.

Argumentation Requirements

The main idea is that argumentation requires careful analysis and relevant evidence, speakers should present the argument first, explain it, then support it before moving on to the next argument; I seem to recall this as the famous four S's of forensics: signpost; state, support and summarize. "Dump and run" analysis, also violates this 4-S rule, as well as the substructure rule; so it is doubly bad. In general, I tend to believe that it is impossible to be too organized and cite too much evidence, unless the speaker either speaks too fast or offers no original analysis, merely a synopsis of varying viewpoints.

"Change" Benefits

Clearly, extemporaneous speaking is in a state of flux as it makes the transition between an event which once was dominated by concerns exclusively over delivery to an event which is concerned about analysis, argumentation, evidence, organization and delivery in equal parts. The development and growth of other events, par-

ticularly value debate, has spurred improvements in the event. The result is an event that is not limited-preparation oratory, but a mixture of the best of both worlds, debate and public speaking. All participants in forensics - coaches, contestants and judges alike - benefit from this change.

(Robert C. Carroll is a former coach with Homewood-Flossmoor (IL) HS and Merrillville (IN) HS. He now works with Saint Xavier University. This is Mr. Carroll's fourth article submitted for publication in the Rostrum.)

DESERT SUN NATIONALS

JUNE 13 - 18, 1999

PHOENIX, AZ

SEE YOU THERE!



(Copeland from page 24)

munication are listed here mainly because excellence in these areas tends to cover the weakness of the extempore speech-- lack of exact word choice. The orator or reader may pre-select language which is rich in associational value or prepare words and phrases to create an exact mood or build imperceptibly to a climax. The extempore speaker, denied the use of polished, exact word choice by the immediacy of his presentation, compensates for this lack by direct communication. Excellent vocal variety, superior fluency, and good eye contact will more than suffice for rehearsed word choice or intricate phraseology.

(James Copeland, NFL Executive Secretary, won the 1957 Michigan State Extempore Championship. Later he coached NFL National Extemp Champions in 1966, 1972 and 1977. This article, from the November 1964 Rostrum, has been updated.)

Samford University's 25th Summer Forensics Institute 17-31 July 1999

Samford University is pleased to announce the dates and staff for our twenty-fifth summer forensics institute. This year we plan to continue to improve the quality of our Lincoln-Douglas, Policy, and Individual Events offerings.

At Samford University we are firmly committed to offering students the greatest value for their money. We carefully maintain a **7:1 student-faculty ratio**. All of our staff are seasoned **professional coaches** with national reputations. Our curriculum is carefully **planned** and **supervised** so that no moment is wasted. Every student gets the individual attention and direction they need to meet their goals and fulfill their potential in a **secure and supportive** environment. Our program for novice debaters is widely considered one of the best in the nation. Our IE staff is unparalleled. Where other institutes have come and gone over the years, the Samford University Institute continues to prosper. The directors of the 1999 Institute:

**Co-Director
Institute
William Tate
MA** Director of Debate, Montgomery Bell Academy of Nashville, TN; Director, Samford Summer Institute, '87-99; U. Iowa Inst. '86-99; President, National Forensics League

**Co-Director
Institute; Director
Policy
Michael Janas
Ph.D.** Director of Forensics, Samford U.; Fmr. Coach, U. Georgia and Iowa; U. of Iowa Inst. '89-97; Longwood College Inst. '89-93; Samford Summer Inst. '94-99

**Co-Director L-D
Pat Bailey
MA** Fmr. Director, Homewood High, AL; '89 LD National Championship; Director, U Iowa LD Institute '87-99; Samford Forensics Institute '83-99

**Co-Director L-D
Claire Carman
BA** Coach, Episcopal High, TX; 1993 NFL L-D Champion; U. Iowa Inst. '94-99; Samford Forensics Inst. '94-99; Rice University

**Co-Director L-D
Marilee Dukes
MA** Director, Vestavia Hills High, AL; '93, '98 LD National Championships; Policy National Champion '92; Director, U Iowa LD Institute '87-99; Samford Summer Forensics Institute '83-99

**Co-Director I.E.
Dan Mangis
MA** Coach, Texas Military Institute; NFL Finalist, Extemp, 1993; National Champion, Student Congress; University of Alabama I.E. Team; DSR-TKA Finalist; U. Iowa Inst. '92-94; Samford Forensics Inst. '95-99

**Co-Director I.E.
Frank Thompson
Ph.D.** Director of Forensics, U. Alabama; 1998 DSR-TKA National Championship; Dozens of I.E. National Championships; President, DSR-TKA; Host of the 1999 AFA I.E. Championships

**Director
Teachers
Division
Skip Coulter
MA** Coach, Mountainbrook Jr. High, AL; former Director of Debate, Samford U., '77-87; Samford Forensics Inst., '77-99

The Samford Summer Debate Institute is not designed to make a profit. We do not fund any part of Samford Debate through the institute. Fees for the institute cover all essential expenses for students during the two week period. We firmly intend to offer high quality instruction at the lowest possible cost to the student.

Tuition, room and board for all divisions	\$875.00
---	----------

For more information, contact:

Dr. Michael Janas or
Dir. of Forensics
Samford University
Birmingham, AL 35229
(205) 870-2509
mjanas@samford.edu

Mr. William Tate
Montgomery Bell
Academy
4001 Harding Rd.
Nashville, TN 37205
(615) 269-3959

Stanford National Forensic Institute

CX Program: July 25 - August 13, 1999

LD / Events: July 31 - August 13, 1999

SUPERIOR PROGRAM:

The **Stanford National Forensic Institute** offers a unique national caliber program which features policy debate, LD debate, and NFL events. The policy program is 3 weeks, the IE and LD programs are 2 weeks. The SNFI is conducted by the Stanford Debate Society of Stanford University, a registered student organization of the Associated Students of Stanford University. An excellent faculty teaches students both fundamentals and advanced techniques in a rigorous, carefully structured environment that caters to the needs of forensics students at all levels. Policy debate students who have attended an institute of sufficient rigor earlier in the summer may apply for acceptance into the "policy debate swing lab," designed for students desiring 5 weeks of comprehensive instruction.

SUPERIOR FACULTY:

The majority of primary faculty will be current and former high school and collegiate coaches of national repute. Last year's faculty included (and most will return for 1999):

Judy Butler, Georgia State
Robert Thomas, Emory
Jon Miller, U of Redlands
Dan Fitzmier, Emory
Jon Dunn, Stanford Debater
Anne-Marie Todd, USC
Michael Major, formerly CPS
Matt Spence, Stanford Debater
Hedel Doshi, Vestavia HS

Randy Lusky, El Cerrito HS
Dave Arnett, UC Berkeley
Ryan Mills, College Prep School
Byrdie Renik, Columbia U
Jessica Dean, Boston U
Jennie Brier, Bronx HS
Adam Lauridson, Harvard U
A. Turkeltaub, Stanford Debater
Matthew Fraser, SNFI Director

Hajir Ardibili, U of Kansas
Joanna Burdette, Emory
Abe Newman, Stanford ('95)
George Kouros, Emory
Nicole Runyan, Wake Forest
Jon Sharp, W. Georgia College
Byron Arthur, Jesuit HS
A.C. Padian, Yale

*listed affiliations are for identification purposes only. The institutions noted are where the relevant SNFI staff member works, debates or debated, and/or studies during the academic year. More detailed staff qualifications are enumerated in the program brochure, available in March.

SUPERIOR SETTING:

The SNFI is held on the Stanford University campus, located in Palo Alto, CA. There is no better location anywhere to study forensics. Being set apart from the city of Palo Alto Stanford provides a beautiful setting for the students to study, practice and learn. Supervision is provided by an experienced staff which collectively has hundreds of previous institute teaching sessions of experience. The SNFI specializes in advanced competitors, but comprehensive programs at all levels are available.

REASONABLE COST:

Policy Debate

\$1,595 resident plan
\$825 commuter plan

LD and Events

\$1,275 resident plan
\$675 commuter plan
\$795 Aug 13 - 20 LD swing lab

Given the nature and quality of the 1999 program the cost is quite low. This program, both in faculty composition and in structure compares favorably with programs costing nearly twice as much. The SNFI maximizes program quality by spending funds on obtaining superior facilities and faculty. The resident plan includes housing for the duration of the program, 3 meals a day on most days of the program, tuition and all required materials. The commuter plan includes tuition and some materials. An additional \$75 application fee is required upon application to the SNFI.

**TO APPLY
&/or INQUIRE:
(650) 723-9086**

**Stanford Debate Society - SNFI
555 Bryant St., #599
Palo Alto, CA 94301**

**Scholarships in the
form of need-based
aid are available.**

The Stanford Debate Society presents the

Stanford National Forensic Institute

CX Program: July 25 - August 13, 1999

Events / LD: July 31 - August 13, 1999

"The SNFI Swing Lab Program"

The SNFI Swing Lab Program is a preparatory program available for policy debate students. To be eligible, students must be varsity level and must have previously attended at least one rigorous debate institute during the Summer of 1999. The Swing Lab Program is held at Stanford University, one of the world's premier research institutions. Faculty include some of the most respected debate educators, the curriculum is rigorous and carefully executed, and students receive more debates that are expertly critiqued than any other program of similar quality. The Swing Lab Program has a phenomenal track record: the 1997 and 1998 graduates "cleared" at most national circuit tournaments, including Greenhill, the Glenbrooks, Redlands, Loyola, Lexington, Berkeley, Stanford, and Emory. Recent participants of the swing lab have won 1st place recently at such tournaments as the Glenbrooks, USC, Berkeley, MBA, Stanford, and Lexington.

THE PROGRAM

Expertly Critiqued Debates. Swing Lab scholars will participate in a rigorous series of at least a dozen practice debates beginning on the second day of the camp, with an emphasis on stop-and-go and rebuttal rework debates.

Research, Evidence and Topic Inquiry. The Swing Lab program provides intensive instruction in research, argument construction, and advanced level technique. The kernels of arguments which are produced by other institutes will be used as a starting point. These argumentative seeds will be used by program participants to construct entire detailed positions which will include second and third level extension blocks, modular topic arguments, and major theoretical positions with micro and macro analytical support blocks.

Advanced Theory. Swing Lab Scholars are assumed to have mastered the basics of debate theory. This foundation will be used to construct sophisticated and comprehensive positions. Scholars will be immersed in advanced theory through special seminars that offer unique and rival views on a variety of issues including fiat, competition, intrinsicness, permutations, justification, presumption, extra-topicality, the nature of policy topics, and many other issues from the cutting edge of current theoretical discourse.

THE PRIMARY FACULTY

Dan Fitzmier is a debate coach at Pace Academy in Atlanta, Georgia, and a coach at the renowned Emory University debate program. He was also a nationally ranked NDT debater at Emory University. Among his successes were first speaker and first place at the Heart of America Tournament, and he was one of the debaters who closed out CEDA nationals for Emory University in 1998. During his coaching career his teams have cleared to late elimination rounds at every major national tournament, and this year alone at Emory his teams have won outright seven college tournaments. Dan is returning to the SNFI and the Swing Lab for the second year,

Jon Sharp is a debate coach at West Georgia College, and was an NDT debater at Emory University. In his senior year of debating he won the Harvard and West Georgia tournaments, and the Dartmouth round-robin. He and his partner were ranked #3 in the nation going into the 1994 National Debate Tournament. He was top speaker at the Pittsburgh, Louisville, and Heart of America tournaments, and in his senior year cleared to late elimination rounds at both the NDT policy debate national championships and CEDA debate nationals. This will mark his tenth year of teaching summer debate institutes.

APPLICATION AND ENROLLMENT

Students desiring to attend the Swing Lab Scholars Program will be admitted on an application-only basis, and are required to attend at least one rigorous debate institute prior to attendance at the SNFI. Call (650) 723-9086 if you have specific questions about the program, or wish to obtain copies of the program application.

Stanford National Forensic Institute

call us at (650) 723-9086

555 Bryant St. #599 Palo Alto, CA 94301

The Stanford Debate Society presents the

Stanford National Forensic Institute

Lincoln-Douglas Program: July 31 - August 13, 1999

Outstanding features of the 1999 Lincoln-Douglas portion of the SNFI:

1) **14 fully critiqued practice rounds:** most camps offer a practice tournament at the end of the camp which may offer only four rounds of total experience. At SNFI, your students will **not** be sent home with a pile of notes on philosophy and a stack of student researched evidence with minimal visible improvement in their debate skills. Your students will receive practice rounds built into the daily schedule. Their progress is monitored so that their development is assured!

2) **Incomparable staff:** The 1998 staff included the following, and most have been confirmed to return for 1999:

Program Director: Michael Major, formerly of the College Prep School

Lab Instructors:

Hedel Doshi, Emory University Derek Smith, Harvard University

Michael Bietz, Minnesota Byron Arthur, New Orleans

Kenneth LeFrance, New Orleans Jessica Dean, Boston University

A.C. Padian, Yale University Matt Spence, Stanford Debater

Additional national caliber staff being confirmed now - check out future issues of the Rostrum, or see our brochure, for more details!

3) **Swing Lab Week Option:** The outstanding highlight of this option will be an extra 20 fully critiqued practice rounds. Students attending other camps during the summer can avail themselves of this one week experience or students in the regular camp can extend their stay for a total of 34 practice rounds!

For many LD debaters this is the equivalent of a full year of competitive LD debate experience in just 3 weeks!

Important Information

SNFI LD Institute:

July 31 - August 13, 1999

Resident Program: \$1,275

Commuter program: \$675

LD Third week Option: August 13-20, 1999

Third Week Resident Program Cost: \$795

For additional information and applications contact us at

555 Bryant St. #599 Palo Alto, CA 94301

(650) 723-9086

The Stanford Debate Society presents the

Stanford National Forensic Institute

Individual Events Program: July 31 - August 13, 1999

**Dramatic Interpretation...Humorous Interpretation
Oratory...Extemporaneous Speaking...Impromptu
Thematic Interpretation...Prose...Poetry...Duo Interpretation**

The SNFI Individual Events program offers a comprehensive program which accounts for regional differences in style, content, and judging. Students will have the opportunity to work with coaches and national champions from around the nation. The Institute is designed to provide a strong technical foundation in an enjoyable atmosphere, students at all levels of experience will be accommodated.

The Two Track System of Placement allows advanced students to focus on specific events at an accelerated pace, while also ensuring that the beginning to intermediate level students advance at a more relaxed pace while participating in and learning about a variety of different events. This ensures that upper level competitors leave camp prepared to immediately step into high level tournament competition. Seminars are designed to cater directly to areas of student interest. Workshops are provided to instruct new competitors in basic speaking techniques, and novice workshops meet the needs of both new competitors and those solely interested in improving general speaking skills without the intention of later competition.

Team Instruction provides students who are involved in a recently formed Forensics team basic techniques on student coaching. We teach students of all levels how to coach themselves during the course of the year to maximize their competitive experience and success. The research facilities unique to the Stanford campus provide an excellent resource for the creation of a comprehensive script library. Institute staff has on hand hundreds of scripts both to assist student, and to serve as example material. Resource packets are provided specifically for this group.

Custom Coaching Seminars are a unique feature of the SNFI Events curriculum. The Institute's large Lincoln - Douglas and Policy debate as well as Individual Events staff allow us access to an enormous resource pool of coaches and former competitors all at the same location.

- * Tournament Competition * Individualized Coaching * Frequent Performance Review
- * Day Trips * Access to Instructors before and after camp * Advanced Training
- * Outstanding Staff * Two Weeks of Instruction and Performance

"I had never competed before the Institute and now I am taking home First Place awards! I learned a lot while making friends for life. I'll be back!!"

- Loan Pham, 1996 SNFI Individual Events camp participant

Resident cost: \$1,275 / Commuter cost \$675
An additional application fee of \$75 is required
For additional information: call (650) 723-9086
555 Bryant St. #599 Palo Alto, CA 94301

QUAD RUBY STUDENTS

(AS OF JANUARY 24, 1999)

ARIZONA

River Valley
Richard Clayton
Payson
Aspen Gorry
Ryan Davis

CALIFORNIA

Bellarmine College Prep
Bill Heil
Colton
Kristopher Augsburg
Stephanie Patrick
Sonora
Christopher Streeter
Modesto-Beyer
Amisha Patel
Nicholas Cameron
Stacey Nugent

COLORADO

Fruita Monument
Todd Hildebrandt

FLORIDA

Academy of the Holy Names
Kalinda Campbell
Leslie Dalaza
Lizbeth Dalaza

GEORGIA

Gainesville
Eric Taubel

IOWA

Burlington Community
Adam Hahn
Kishore Kilaru
Wahlert
Gina L. Kramer
West Des Moines-Dowling
Jason R. Lawrence

ILLINOIS

Jacobs
Krissy Kinstler

INDIANA

Ben Davis
Jason Palin
Oak Hill
Clay Slaughter
Maconaquah
Natali Sanders
Lafayette-Central Catholic
Kyle S. Delaney
Northfield
Abby Smith
Rebekah Weaver

KANSAS

Topeka
Bryce J. Dietrich
Kathryn E. Bandy
Pittsburg
Chad Titterington
Haven
Ruth A. French
Moundridge
Rodney Wren (Leigan)
Manhattan
Kevin Zhao
Hays
Kelly Dreiling
El Dorado
Amik Ahmad
Travis Bradshaw
Wichita-Campus
Kenneth A. Davis
Melisa M. Waldschmidt
Royce A. Radcliffe
Field Kindley
Katie D. Burrows
Missy D. Malone
Bishop Miege
Jason Kander

MICHIGAN

Plymouth Canton Educ. Park
Ahmed Baset

MINNESOTA

Mankato-West
Heidi Ihrig
Coon Rapids
Andrew MacNally
Dilworth-Glyndon-Felton
James Schumann

MISSOURI

Carrollton
Joshua Hedrick
Liberty Sr.
Kali Williams
Nathaniel Dempsey
Pattonville
Mili Joseph
Neosho
Justin Covey
Silas Allard
Springfield-Hillcrest
Andy Thomas
Nathan Correll
Springfield-Glendale
Mindy McConnaughey
Park Hill
Andy Light
Tyler Unsell
Ozark
Amber Baker
Parkway-South
Samantha Zolman
Nevada
Casey Williams
Licking
Nicolette Mirabile

MISSISSIPPI

Hattiesburg
Scott Wheeler

NORTH DAKOTA

Fargo-Shanley
Robert Kirsch
Rose Beauclair
Richardton-Taylor
Nathan Marcusen

NEBRASKA

Scottsbluff
Ellen Heitman

NEW MEXICO

La Cueva
Ryan C. Glinski

NEW YORK

Chaminade
Paul Wenzel

OHIO

Warren-Kennedy
Andrew Rossi
Kristen Puccetti
Nicole Eberle

OREGON

Ashland
Heather Rice
Una Kimokeo-Goes
Silverton
Mark Craven
Eagle Point
Jason Alansky

PENNSYLVANIA

Derry Area
James Salandro
Julia Kindl
Truman
Julie Aites

SOUTH CAROLINA

Mauldin
Andrew Barron
Nicholas Turza

SOUTH DAKOTA

Huron
Amit Kapur
Mitchell
Jeff Nath
Megan Clarke
Raina Vyas

Milbank
Kelly J. Halverson
Megan Tyler
Groton
Jessica Grams
Watertown
Jenni Reisch
Tami Holmes
Sioux Falls-Roosevelt
Travis Ausland

TENNESSEE

Goodpasture
Bruce Pittman
Hamblen High School West
Hayley Townsend

TEXAS

Pasadena
Kenneth Le Maire
San Antonio-Lee
Justin Freeman
Newman Smith
Justin Hemdon
Westlake
Shannon Sneed
San Antonio-Madison
Christopher Castillo
Alief-Elsik
Rushi Patel

UTAH

Jordan
Marnie A. Cannon
Carbon
Benjamin R. Warner

WASHINGTON

Mount Vernon
Nicole Deterding
Gig Harbor
Christophe Bisciglia

WISCONSIN

Appleton East
Brett Bevers
West Bend
Steven Depies

FULL TIME SPEECH & DEBATE TEACHER/COACH POSITION **Sacramento, California**

John F. Kennedy High School is seeking a full time teacher/coach for its 18 year-old Speech & Debate program beginning September 1999. This established program is one of the largest in Northern California (200+), competitive on the regional, state and national levels. This is a full time teaching position with 5 speech & debate classes (Speech, Beginning Debate & Advanced Debate classes).

- An established and respected competitive Speech & Debate program
- All 5 Classes - Speech & Debate
- Meets A-F Requirements.
- A competitive salary structure with coaching stipend
- A host of the State Qualifying Tournament for our Chapter of CHSSA
- Two part time volunteer assistant coaches (consistently for more than 3 years)
- A fully equipped classroom including: a copier, 4 computers/internet access, modest script/video library, TV and VCR
- A very supportive administration and staff
- One of the top academic schools in Sacramento County
- Excellent/affordable quality life style. Less than 100 miles to S. F., Lake Tahoe skiing, Yosemite, and Reno.
- Active NFL and CHSSA member (Sacramento Valley Forensics League)



Please contact: Janet L. Egidi
3016 Tango Street
Sacramento, CA. 95826
(916) 433-5250 or (916) 364-1176
hanser@jps.net

July 18 - 30, 1999

Rockhurst College
Kansas City, Missouri

MIDWEST DEBATE INSTITUTE 1999

COLLEGE CREDIT AVAILABLE TO STUDENT PARTICIPANTS!
GRADUATE CREDIT AVAILABLE THROUGH COACHES CLINIC!

New!

21st Annual Policy Debate Workshop



Debaters learn to do original, topic-specific research, logical analysis and original case development. College debate is a separate and distinct activity from high school debate. High school students learn most from regionally and nationally successful high school coaches working in their areas of expertise. The Midwest student-faculty ratios never exceeds 10:1. Midwest instructors are not only lecturers but also interact with students as lab group leaders. Ethics and the art of communication are the foundation of competitive debate at Midwest. Midwest students have consistently been successful at regional and NFL national competitions.

- * Group lectures, small lab groups, practice rounds
- * Traditional paradigm instruction
- * Inquire about admission to the Research Intensive Lab
- * **New!** College Credit available to student participants (Additional Rockhurst fees required)
- * Outstanding research at three major university libraries
- * Graduate Credit available to high school coaches (Additional Rockhurst fees required)
- * **New!** Coaches Clinic – Gain Topic knowledge and debate theory and curriculum
- * Registration Deposit Required – \$100
- * Tuition -\$345 / Room/Board-\$325
- * Scholarships available by application

For More Information Contact:

Carla L. Brown - PO Box 51 - Greenwood, MO 64034
Phone: 816-537-6702 / Fax: 816-623-9122

EMORY

BARKLEY FORUM

EMORY NATIONAL DEBATE INSTITUTE, Lincoln-Douglas Division

Under the Direction of Melissa Maxcy Wade

June 20 - July 3, 1999

Emory University, Atlanta, Georgia

The Emory National Debate Institute has been contributing to the education of high school debaters for twenty-four years. The curriculum is steeped in the most fundamental aspects of debate: presentation, research, and critical thinking. The curriculum has also developed over the years to adapt to the needs of current practice. An excellent combination of traditional argument and debate theory and an emphasis on current debate practice makes the Emory National Debate Institute one of the most successful year after year. Novice, mid-level, and varsity competitors have found the Institute a worthwhile learning experience because the staff has the expertise to teach all levels of students and the experience to adjust to a variety of student needs.

Features of the Emory National Debate Institute

Experienced staff: The Director of the Lincoln-Douglas division has been in the activity for over twenty years, and has served in his current position for seven years. Other staff members include an array of the finest college coaches, as well as some of the top college debaters in the nation. Students have access to the full faculty of the ENDI.

Excellent staff student ratio: The Institute offers debaters the opportunity to work with one senior level instructor accompanied by at least one active college debater in small lab groups of 10 to 14 students.

Materials access: A collection of over 600 article and book reprints forms the nucleus of the workshop library. The Institute also offers debaters access to topic-specific materials from the Woodruff library system, including the Gambrell law library, the Woodruff medical library, and a large government document collection. While the main Woodruff library undergoes renovation, we provide students with a hand-picked collection of materials on the grounds of the Institute itself. We find this in-house library especially helpful for the beginning student.

Flexible curriculum: The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Each laboratory group has explicit objectives and a field tested curriculum for the two week period, dependent upon their level of experience. Each student is tracked into theory and practicum classes appropriate to their needs. Our classes deal both with general philosophical issues and practical technique. There is a strong emphasis in lab groups on building speaking experience and providing constructive critique. A typical day involves three classes dealing with philosophy or technique and theory, followed by five hours of practical lab sessions.

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

Dormitory supervision: An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory. Returning for her fifth year, the head dormitory counselor's sole duty will be supervision of the dormitory.

Inexpensive: The Institute charges a standard fee of \$1200. This one fee includes tuition, housing, food, lab photocopying fees, entertainment, a t-shirt, and a debate manual—the works. Commuters pay \$875.

For an application, write or call:

Melissa Maxcy Wade
P.O. Drawer U, Emory University
Atlanta, GA 30322

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

EMORY

BARKLEY FORUM

EMORY NATIONAL DEBATE INSTITUTE, Policy Division

Under the Direction of Melissa Maxcy Wade

June 20 - July 3, 1999

Emory University, Atlanta, Georgia

The Emory National Debate Institute has been contributing to the education of high school debaters for twenty-four years. The curriculum is steeped in the most fundamental aspects of debate: presentation, research, and critical thinking. The curriculum has also developed over the years to adapt to the needs of current practice. An excellent combination of traditional argument and debate theory and an emphasis on current debate practice makes the Emory National Debate Institute one of the most successful year after year. Novice, mid-level, and varsity competitors have found the Institute a worthwhile learning experience because the staff has the expertise to teach all levels of students and the experience to adjust to a variety of student needs. A small, select division for rising eighth grade students was added last year for commuters.

Features of the Emory National Debate Institute

Experienced staff: Our senior level staff has worked at this Institute and many others, including: American University, Bates College, Baylor University, Berkeley, Dartmouth College, Georgetown University, University of Iowa, University of Kentucky, Northwestern University, University of Michigan, Wake Forest University, Samford University, and Stanford University. Students will have access to all faculty.

Excellent staff student ratio: The Institute offers debaters the opportunity to work with one senior level instructor accompanied by at least one active college debater in small lab groups of 10 to 20 students.

Material access: The Institute offers debaters access to materials from the Woodruff library system, including the Gambrell law library, the Woodruff medical library, and a large government document collection. While the main Woodruff library undergoes renovation an expanded in-house dormitory library will provide access to journals, books, and government documents. We find the dormitory library especially helpful for the beginning student.

Flexible curriculum: The Institute has always provided students a wide variety of instruction suitable to their levels of experience. Each laboratory group has explicit objectives and a field tested curriculum for the two week period, dependent upon their level of experience. Each student is tracked into theory and practicum classes appropriate to their needs.

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Dormitory supervision: An experienced staff including high school teachers, graduate students, and college upperclass students will supervise the dormitory. Returning for her fifth year, the head dormitory counselor's sole duty will be supervision of the dormitory.

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

Inexpensive: The Institute charges a standard fee of \$1200. This one fee includes tuition, housing, food, lab photocopying fees, entertainment, a t-shirt, and a handbook—the works. Commuters pay \$875, while participants in the Junior High program are charged \$275.

For an application, write or call:

Melissa Maxcy Wade
P.O. Drawer U, Emory University
Atlanta, GA 30322

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

The National Forensic Library



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

VOLUME I

• CX 101 Developing the Negative Position in Policy Debate Cross Examination

Instructor: Diana Prentice Carlin, University of Kansas

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

• CX 102 Constructing Affirmative Positions

Instructor: Greg Varley, Lakeland High School, NY

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

• CX 103 A. Speaker Duties: The Conventions of Debate

Instructor: Bill Davis, Blue Valley, High School, KS

For novice debaters—outlines the responsibilities of each speaker from IAC to 2NR and the only three rules of debate.

B. Stock Issues in Policy Debate

Instructor: Glenda Ferguson, Heritage Hall School, OK

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

• CX 104 Cross Examination—Theory and Techniques

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

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

• CX 105 Advocacy—How to Improve Your Communication in the Context of Debate

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

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

• CX 106 "Unger and Company," Chapter 1

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

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

• LD 101 Debating Affirmative Lincoln / Douglas Debate

Instructor: Pat Bailey, Homewood High School, AL

Marilee Dukes, Vestavia Hills High School, AL

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

• LD 102 Debating Negative in Lincoln / Douglas Debate

Instructor: Pat Bailey, Homewood High School, AL

Marilee Dukes, Vestavia Hills High School, AL

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

• LD 103 Cross Examination in Lincoln / Douglas Debate

Instructor: Aaron Timmons, Newman-Smith High School, TX

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

• LD 104 What are Values? and Applying Value Standards to Lincoln/ Douglas Debate

Instructor: Dale McCall, Wellington High School, FL

Detailed examination of value standards as they apply to L / D Debate. *Length: 52:00*

• INT 101 An Overview of Interpretation and The Qualities of an Effective Selection

Instructor: Ron Krikac, Bradley University, IL

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

• INT 102 Script Analysis

Instructor: Ron Krikac, Bradley University, IL

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

• OO 101 Coaching Original Oratory: A Roundtable Discussion 1

Moderator: Donovan Cummings, Edison High School, CA

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

• OO 102 Coaching Original Oratory: A Roundtable Discussion 2

Moderator: Donovan Cummings, Edison High School, CA

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

• OO 103 Oratory Overview

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

Examines elements in winning orations that listeners and judges want to hear and see. Based on empirical data, an excellent look at judge analysis. *Length: 1:25:00*

• OO 104 Oratory Introductions and Conclusions

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

A continuation of OO103. By understanding judge and listener analysis, speakers can use information to create winning intros and conclusions. *Length: 59:25*

• OO 105 Oratory Content

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

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

• EXT 101 Issues in Extemp: A Roundtable Discussion 1

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

• EXT 102 Issues in Extemp: A Roundtable Discussion 2

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Continuation of EXT 102. Topics covered include organizing the speech body, use of sources, humor, use of canned or generic introductions. *Length: 48:00*

• EXT 103 Championship Extemp: Part 1—U.S. Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

• EXT 104 Championship Extemp: Part 2—Foreign Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

NEW! Volume II

VOLUME II

• CX 107 "Unger and Company," Chapter 2

Moderator: James J. Unger, The American University

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

• CX 108 "Unger and Company," Chapter 3

Moderator: James J. Unger, The American University

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

• CX 109 Introduction to Debate Analysis: Affirmative

Instructor: James Copeland, Executive Secretary, NFL

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

MORE TAPES, NEXT PAGE

Tapes sold only to NFL member schools!

VOLUME II (Continued from previous page)

• CX 110 Paradigms

Instructor: Dr. David Zarefsky, Northwestern University

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

• CX 111 Demonstration Debate and Analysis

Instructor: Greg Varley, Lakeland High School, NY

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

• CX 112 Flowing a Debate

Instructor: Greg Varley, Lakeland High School, NY

Students will find a number of strategies in the proper flowing of a debate in this excellent presentation by nationally prominent coach Greg Varley. A sample flow sheet is included with each tape. *Length: 35:25*

• CX 113 Recruiting Roundtable

Moderator: Greg Varley, Lakeland High School, NY

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

• LD 105 How to Prepare for your L / D Rounds

Instructor: Dale McCall, Wellington High School, FL

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

• LD 106 Value Analysis in L / D Debate

Instructor: Diana Prentice Carlin, University of Kansas

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

• LD 107 L / D Debate: The Moderate Style

Instructor: Pam Cady, Apple Valley High School, MN

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

• LD 108 Rebuttal Preparation

Instructor: Carol Biel, Chesterton High School, IN

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

• INT 103 Interpretation of Poetry and Prose

Instructor: Ruby Krider, Professor Emeritus, Murray State University, KY

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

• INT 104 Critique of Interpretation

Moderator: Ron Krikac, Bradley University, IL

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

• INT 105 Introduction to Poetry Interpretation

Instructor: Barbara Funke, Chesterton High School, IN

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

• INT 106 Characterization in Interpretation

Instructors: Pam Cady, Apple Valley High School, MN

Joe Wycoff, Chesterton High School, IN

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

• INT 107 Breaking the Ice

Instructor: Rosella Blunk, Sioux Falls, IA

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

• GEN 101 Ethics in Competition

Instructor: Joe Wycoff, Chesterton High School, IN

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

• EXT 105 First Experiences

Moderator: L.D. Naegelin, San Antonio, TX

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

• EXT 106 Expert Extemp: Advanced Techniques

Moderator: L.D. Naegelin, San Antonio, TX

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

• EXT 107 Expert Extemp: Speech and Critique

Moderator: L.D. Naegelin, San Antonio, TX

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

• EXT 108 Advanced Extempore Speaking

Instructor: James M. Copeland, Executive Secretary, NFL

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

Free Free Free Free Free

Allow your students to be taught by the nation's top speech and debate coaches. NFL member schools may borrow NFL Forensic Library videos free and dub a copy free for their own forensic library.

Once a school has enrolled in NFL it may write or call NFL requesting a specific tape. The tape will be sent and the school will have one week to view and/or copy it. When the first tape is returned a school can request another tape. Unreturned tapes are billed at \$17.99.

Blue Ribbon Forensics Camp

August 1 - 9, 1999...Indiana University

Solo Events

Dramatic
Humorous
Duo

Public Address

Extemporaneous
Original Oratory

Debate

Policy
Lincoln-Douglas

Coaching and/or Directing Programs: Individual sessions or grad credit

Staff:

Interp

Daniel Tyree, Plymouth
Charlotte Tyree, Plymouth
Jane Nelson, Plymouth
Catherine Keane, Chesterton
Scott McDermott, Glenbrook South

Public Address

Bob Kelly, Chesterton
David McKenzie, Northfield

Debate

Jim Cavallo, Chesterton
Carol Biel, Chesterton
Chris Stepp, Ben Davis
Indiana Coaches

This championship staff is committed to the belief that education comes first. Their students have qualified for and made final rounds at both the NFL and CFL national tournaments. Individual state championships, team state championships, and NFL and CFL national championships make up this staff's "Blue Ribbon" resume. For registration information: Charlotte Tyree, Plymouth High School, #1 Big Red Drive, Plymouth, IN 46563; 219-936-2178; fax: 219-936-4276; ctyree@plymouth.in.us. or visit our web site at.....www.speechanddebate.org.

FORUM debate and i.e.

August 16-22, 1999

San Dieguito High School Academy
San Diego, California

www.debateandieforum.com

kourt@qualcomm.com or 619-658-4574

1999 DESERT SUN NATIONALS PHOENIX, ARIZONA

ROOMS	HOTEL	AMENITIES	RATE*	PHONE	TOLL-FREE
210	1. Fiesta Inn - Congress Hotel	OP, F, R, W, T	67	1-602-967-1441	1-800-528-6481
55	2. AmeriSuites - Mall area	OP, F, CB, L	69	1-602-831-9800	1-800-833-1516
100	3. Holiday Inn - Express Mall area	OP, CB, W	53	1-602-820-7500	1-800-465-4329
53	4. Inn Suites - Mall area	OP, F, R, CB, W, BB, VB	63-73	1-602-897-7900	1-888-283-6737
40	5. Springhill Suites - Mall area	OP, F, CB, W	41	1-602-752-7979	1-800-835-6205
35	6. TownePlace Suites - Mall area	OP, F, L	67	1-602-345-7889	1-800-257-3000
98	7. Quality Inn - Elliott Ave.	OP, W, L	41-49	1-602-893-3900	1-800-562-3332
100	8. Grace Inn - Elliott Ave.	OP, R, T, CB	66	1-602-893-3000	1-800-843-6010
60	9. Country Suites - Elliott Ave.	OP, F, CB, W, L	67	1-602-345-8585	1-800-456-4000
70	10. Holiday Inn Express - Chandler Ave.	OP, CB, L	53	1-602-785-8500	1-800-465-4329
65	11. LaQuinta Inn - Chandler Ave.	OP, F, CB, W	53	1-602-961-7700	1-800-687-6667
25	12. HomeGate Suites - Chandler A.	OP, F, L	47	1-602-753-6700	1-888-456-4283
54	13. Wyndham Garden Hotel - Chandler A.	OP, F, R, W	70	1-602-961-4444	1-800-996-3426
48	14. Fairfield Inn - Chandler Ave.	OP, CB, W, L	48	1-602-940-0099	1-800-228-2800
65	15. Red Roof Inn - Chandler Ave.	OP, CB	40	1-602-857-4969	1-800-843-7663
50	16. SUPER 8 - Chandler Ave.	OP, CB	52	1-602-961-3888	1-800-800-8000
23	17. Homewood Suites - Chandler Ave.	OP, F, CB, W	70	1-602-753-6200	1-800-225-5463
38	18. Hampton Inn - Chandler Ave.	OP, CB, W	67	1-602-753-5200	1-800-426-7866
50	19. Microtel - Chandler Ave.	OP	41	1-602-705-8882	1-888-771-7171
100	20. Windmill Inn - Chandler Ave.	OP, CB, F, W, L	67	1-602-812-9600	1-800-547-4747
200	21. San Marcos Resort - Registration	OP, F, R, W, T, GOLF	65	1-602-963-6655	1-800-325-3535

*Rates do not include tax of about 10.5%

AMENITIES LEGEND

OP - Outdoor Pool
BB Basketball

F - Fitness Facility
W - Whirlpool/Sauna

R - Restaurant
L - Laundry Facilities

T - Tennis Courts

CB - Complimentary Breakfast
VB - Volleyball

**Four-Time
National Champions**

1999 UMKC

**As Featured
in People Magazine . . .**

Institute Directors:

Linda M. Collier

Director of Instruction

Under Collier's direction, UMKC's debate squad became the first in history to win both the Cross Examination Debate Association (CEDA) and National Debate Tournament (NDT) National Points Championships in the same year, 1997. The UMKC debate squad has ranked in the top 20 of the CEDA rankings for the past 10 consecutive years and has won four national championships in the past four years. UMKC debaters have won tournaments at the University of Southern California, University of South Carolina, University of Utah and Cornell University, among others.

David Genco Kingston

Director of Policy Debate

David is the assistant director of debate at UMKC and formerly coached at the University of North Texas and University of Kansas. Winner of the 1994 CEDA National Tournament, David has been on staff at Kentucky, Stanford and SDI.

Other Confirmed Faculty:

Martin Glendinning, director of debate for Broken Arrow Public Schools in Oklahoma, has been a three-time qualifier and octa-finalist at the NDT. He coached and assisted nine Oklahoma State Champions, 12 NFL national qualifying teams, and a TOC quarter-finalist and third speaker. Martin also coached the 1998 NFL top speaker.

Jenny Baker, assistant coach at UMKC and former top national circuit debater, was invited to the South Carolina, Jesuit and Redlands round robin her senior year, and earned 8th speaker at CEDA nationals. She was also a member of the All-American squad her senior year.

Brent Siemers, assistant coach at UMKC and former debater at Kansas State, was 2nd speaker at CEDA nationals and a CEDA All-American as a debater. He was also a member of the 1993 CEDA national championship team.

Scott Betz, Josh Coffman, Matt Baisley, all current varsity debaters at UMKC, have experience teaching at institutes. Scott has been a member of the All-American squad, and all three debaters have set records for achievement on the UMKC debate team.

See our web site for staff updates.

Policy Debate Phase I

Evidence production is shared between labs, and debaters are taught research skills along with debating skills. **Policy evidence photocopy costs are included in the price of the institute.** There is an eight-round, concluding policy debate tournament and a minimum of four additional practice rounds included in the two-week general session schedule. Phase I is open to students of all levels, but is limited to the first 120 who apply. Save up to \$50 for "early bird" registration by June 1.

Residential and Commuter options available:

\$715 – Residential **by June 1**

\$415 – Commuter **by June 1**

\$765 – Residential **after June 1**

\$450 – Commuter **after June 1**

Policy Debate Phase II

Exceptional team debaters are invited to apply for an additional week of study. During that third week, the student-faculty ratio will be 2-1. Special emphasis will be given to refining speaking skills and developing competitive strategies. Participants in Phase II will complete two video-taped practice rounds each day along with speaking drills. Phase II is for advanced students and is limited to 16 qualified applicants.

All Phase II applications are due June 1.

Resident option only (no Commuter) available:

\$1,135 for Phase I and II

Up to 3 hours of college credit is available to all students for \$45 per credit hour.

Coaches Workshop

Coaches will be offered residential or commuter training on the 1998-99 policy topic. Graduate credit is available, but enrollees do not have to purchase graduate credit to participate in the workshop. Continuing education credit is available for a portion of the workshop (See Coaches Weekends below).

Resident and Commuter options available:

\$770 – Residential/Private Room \$425 – Commuter

\$725 – Residential/Shared Room

Continuing education credit is not included in the above costs (see below).

Coaches Weekends

In conjunction with the institute, a two-weekend course is available for 2 credit hours through continuing education. It meets from 8:30 a.m. to 4:30 p.m. the first weekend for lectures and from 8 a.m. to 5 p.m. during the institute debate tournament on the second weekend. Coaches can participate in both the non-credit workshop and in the class simultaneously. Continuing education fees are paid directly to UMKC, not through the institute.

The tuition includes air-conditioned dormitory housing (double occupancy), a flexible meal plan, instruction and a complete set of camp evidence for debaters. All of the UMKC classroom and library facilities are air conditioned. A non-residential option allows local residents to forgo paying dormitory and/or meal costs.

Summer Debate Institute

- | | |
|------------------------|----------------------|
| Policy Debate Phase I | • July 5-18 |
| Policy Debate Phase II | • July 19-25 |
| Coaches Workshop | • July 5-18 |
| Coaches Weekends | • July 10-11 & 17-18 |

**Phase I
Early Bird Special
Save up to \$50**

Same great low price as 1998...

Send your \$50 deposit today to receive application forms and information; enrollment is limited to 120. Before June 1, instruction, evidence, room and board are only \$715. After June 1, the rate increases to \$765.

Visit our web site at: <http://iml.umkc.edu/comm/debate/institute.htm>



1998 UMKC SUMMER POLICY DEBATE AND COACHES EVENTS INSTITUTE APPLICATION

**Mail
Today**

- | | | | | |
|----------------------------------|--|--------------------------------------|---|--|
| <input type="radio"/> Circle One | Policy Debate Phase I
July 5-18 | Policy Debate Phase II
July 19-25 | Coaches Workshop
July 5-18 | Coaches Weekends
July 10-11 & 17-18 |
| <input type="radio"/> Circle One | Residential Option
(Policy Debate Phase I & II, Coaches Workshop) | | Commuter Option
(Policy Debate Phase I only, Coaches Workshop, Coaches Weekends) | |

REGISTRATION DEADLINE: JUNE 25, 1999 • COMPLETE PAYMENT DUE: JULY 5, 1999

Name _____ Age _____

Address _____

City _____ State _____ Zip _____

High School _____ High School Address _____

Social Security Number _____ E-mail Address _____

Phone Number D - (_____) _____ E - (_____) _____

Parent's Name (N/A for Coaches) _____

Parent's Signature (N/A for Coaches) _____

You will receive detailed registration forms and information upon receipt of your application and fee.

RETURN FORM AND \$50 DEPOSIT (NON-REFUNDABLE) TO:

Summer Debate Institute
University of Missouri-Kansas City
Communications Studies
202 Haag Hall
5100 Rockhill Road
Kansas City, MO 64110-2499

Fax: (816) 235-5539
E-mail: dgenco@earthlink.net



NFL'S TOP 50 DISTRICTS

(As of February 2, 1999)

Rank	Change	District	Ave. No. Degrees	Congress Trophy Contender	Rounds
1.	-	Northern South Dakota	176.77	Watertown	41
2.	-	Kansas Flint-Hills	139.76	Topeka	78
3.	+1	Heart of America	133.47	Kansas City-Oak Park	78
4.	-1	Northern Ohio	132.45	Niles-McKinley	79
5.	+3	Rushmore	129.80	Sioux Falls-Washington	59
6.	-	East Kansas	116.18	Shawnee Mission-West	84
7.	-2	West Kansas	115.29	McPherson	46
8.	+29	Montana	114.68	Bozeman	79
9.	+6	Northwest Indiana	114.61	La Porte	63
10.	-3	San Fran Bay	112.55	Miramonte	62
11.	-1	South Kansas	111.85	Wichita Heights	71
12.	-3	Florida Sunshine	111.70	Tampa Prep	66
13.	-2	New York City	110.17	Bronx HS of Science	67
14.	+4	Show Me	109.11	Raytown	71
15.	-2	East Los Angeles	108.80	Alhambra	76
16.	-4	Central Minnesota	104.12	Apple Valley	77
17.	-3	California Coast	96.92	Lynbrook	73
18.	+2	Carver-Truman	92.86	Monett	51
19.	-3	Hoosier South	92.69	Evansville-Reitz	84
20.	-3	Sierra	92.55	Fresno-Bullard	62
21.	+5	Northern Illinois	92.28	Highland Park	76
22.	-3	Hole in the Wall	91.06	Cheyenne-Central	34
23.	-1	Florida Manatee	88.84	Nova	62
24.	-1	Eastern Ohio	88.43	Canton-GlenOak HS Career Ctr	67
25.	-4	General	85.00		
26.	+2	Rocky Mountain-South	84.92	Golden	68
27.	+31	North Coast	82.42	St. Ignatius	47
28.	-4	South Oregon	80.53	Ashland & Eagle Point	40
29.	-4	Ozark	78.42	Springfield-Parkview	76
30.	-	Western Washington	76.27	Puyallup	59
31.	-4	Southern Nevada	75.85	Chaparral	26
32.	-1	Northern Wisconsin	75.73	Appleton-East	75
33.	-	Eastern Missouri	75.64	Parkway-Central	78
34.	-5	Southern Wisconsin	75.46	Marquette University	48
35.	+10	Michigan	75.14	Portage-Northern	76
36.	+4	Southern Minnesota	74.69	The Blake School	47
37.	+1	Hoosier Central	73.73	Brebeuf Jesuit	86
38.	+8	West Los Angeles	73.53	Los Angeles-Marshall	37
39.	-1	New England	73.40	Shrewsbury	53
40.	-8	Nebraska	72.30	Millard-North	33
41.	-5	Northern Lights	71.72	Grand Rapids	84
42.	-7	Tennessee	71.50	Nashville-Overton	63
43.	-9	East Texas	71.33	Klein	53
44.	-3	Deep South	71.14	Vestavia Hills	42
45.	+16	Colorado	70.82	Mullen	74
46.	-3	Valley Forge	70.66	Truman	51
47.	+2	Tall Cotton	69.86	Midland-Lee	39
48.	-4	North East Indiana	68.17	Fort Wayne-Northside	49
49.	-7	Illini	67.93	Downers Grove-South	42
50.	+23	Rocky Mountain-North	67.36	Skyline	52

NFL DISTRICT STANDINGS

Rank	Change	District	Ave. No. Degrees	Congress Trophy Contender	Rounds
51.	-1	Pittsburgh	62.94	North Hills	75
52.	-1	North Dakota Roughrider	62.15	Fargo-North	80
53.	+10	West Iowa	62.09	West Des Moines-Valley	42
54.	-1	Western Ohio	62.06	Centerville	72
55.	-3	Heart of Texas	61.76	Westlake	20
56.	+15	East Iowa	61.11	Davenport-West	69
57.	-9	New York State	61.07	Iona Prep School	84
58.	+4	Big Valley	60.75	Modesto-Downey	67
59.	-5	Pennsylvania	60.69	McKeesport Area	56
60.		Chesapeake	59.50	Calvert Hall College & Loyola	6
61.	-4	South Carolina	59.35	Mauldin	48
62.	-7	South Texas	58.60	Lamar Consolidated	46
63.	-7	West Oklahoma	57.31	Norman	61
64.	-5	East Oklahoma	57.25	Sapulpa	62
65.	+3	Wind River	57.21	Rock Springs	61
66.	+1	Colorado Grande	56.50	Doherty	54
67.	-1	Lone Star	56.45	Plano Sr	94
68.	+8	Utah-Wasatch	56.26	Ogden	46
69.	-22	New Mexico	55.14	Taos	41
70.	+4	Sundance	55.00	Hillcrest	55
71.	-11	Central Texas	54.60	San Antonio-Lee	67
72.	+10	Maine	53.77	Lewiston	21
73.	+2	Eastern Washington	53.44	Mead	42
74.	-10	North Oregon	53.35	Glencoe	41
75.	-10	West Virginia	53.20	Wheeling Park	4
76.	-6	North Texas Longhorns	52.33	Plano-East	83
77.	-8	Nebraska South	51.31	Lincoln	40
78.	+5	Idaho	50.35	Idaho Falls	41
79.	+9	Southern California	49.68	Yucaipa	34
80.	-3	Kentucky	49.62	Scott County	49
81.	-3	New Jersey	49.44	Randolph	47
82.	-10	South Florida	49.38	North Miami Beach	74
83.	+6	Great Salt Lake	48.91	Salt Lake City-East & Skyline	57
84.	-3	Louisiana	48.80	St. Thomas More	82
85.	-1	Arizona	47.38	McClintock	40
86.	-	Georgia Northern Mountain	47.28	Calhoun	65
87.	-9	Greater Illinois	46.61	Belleville-West	51
88.	-8	Mississippi	46.38	Hattiesburg	72
89.	-4	Carolina West	43.42	High Point-Central	69
90.	+2	Iroquois	43.40	New Hartford-Central & Madrid-Waddington Central	11
91.	-4	Sagebrush	41.90	Reno	23
92.	-2	Mid-Atlantic	40.37	Winston Churchill	40
93.	-	Capitol Valley	39.66	Sacramento-Kennedy	30
94.	-3	Gulf Coast	39.45	Corpus Christi-King	72
95.	-1	Georgia Southern Peach	32.16	Carrollton	25
96.	-1	Puget Sound	31.31	Mercer Island & Newport	26
97.	-1	Patrick Henry	29.05	First Colonial	29
98.	+1	West Texas	27.11	El Paso-Cathedral	41
99.	-2	Big Orange	26.15	Cypress	26
100.	-2	Tarheel East	22.91	Enloe	42
101.	-1	Hawaii	18.09		
102.	-1	Alaska	10.50		
103.	-1	Guam	6.14		



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Outstanding Resources: The University of Kansas holds over 5 million volumes in its library system. The campus is also home to a large federal document depository and a nationally-renowned archive. Students will find a wealth of resources related to the education topic at KU.

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THE JAYHAWK EXTENDED DEBATE INSTITUTE

The most advanced workshop offered by the Jayhawk Debate Institute. The three-week session is for advanced high school debaters. Students will receive extensive assistance in research, argument construction, and debate skills, participate in tournaments, and receive special instruction in advanced debate theory. The Extended Debate Institute is directed by Dr. Scott Harris, Director of Forensics at KU, and is coordinated by the most senior members of the institute staff. Jayhawk Extended Debate Institute students should expect to participate in at least 10 tournament-style practice rounds during the institute as well as numerous, individualized practice sessions. Students participating in this session should expect to do a great deal of original research during their stay at the Institute. Last year, individual and lab assignments yielded more than 1,500 pages of original research spanning all aspects of the topic.

THE LINCOLN-DOUGLAS DEBATE DIVISION

The Lincoln-Douglas division will teach theory, practice, and strategies of one-person debate. This division will be headed by Kevin McCulloch, of Colorado State University. In addition to his own outstanding high school career, McCulloch has had a highly successful collegiate career in both Lincoln-Douglas Debate and Parliamentary Debate. His expertise in the field of philosophy also makes him a uniquely qualified and dynamic teacher. This is not just a policy division transformed into L-D! The focus is on strategies and theory adapted to the unique demands of value debate. In addition to McCulloch, students will be exposed to a series of guest lectures on theories of argument and methods of presentation by Kevin Minch, a former collegiate L-D national champion, that will help students with all aspects of debate preparation. Philosophy lectures will survey a number of philosophers whose ideas currently influence Lincoln-Douglas debate.

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For More Information Write, Call, or Surf the Web!

Jayhawk Debate Institute

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The University of Kansas

Lawrence, KS 66045-2177

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- Our staff includes National Championship coaches and competitors in *every area* of instruction
- We remain committed to *affordable, high-quality* education

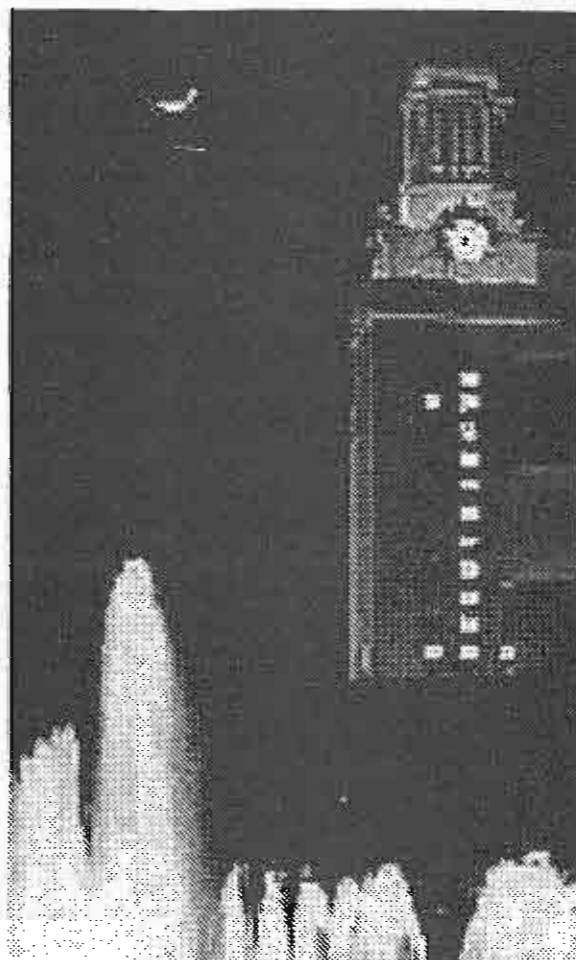
CX Debate Plan I Workshop	June 25 - July 12
CX Debate Plan II Workshop	July 16 - August 4
CX Debate Supersession	June 25 - August 4
Individual Events Workshop	June 26 - July 11
Naegelin IE Tutorial Extension	July 11 - July 15
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LD Debate Workshop session 2	July 16 - July 31
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For more information and a brochure when available, contact Dr. Peter Pober, Dept. of Speech Communication, Jesse H. Jones Center, CMA 7.114, Austin, TX 78712 (office) 512 471 1957 (fax) 512 471 3504 or e-mail ppober@mail.utexas.edu or Dr. Joel Rollins at jd.rollins@mail.utexas.edu

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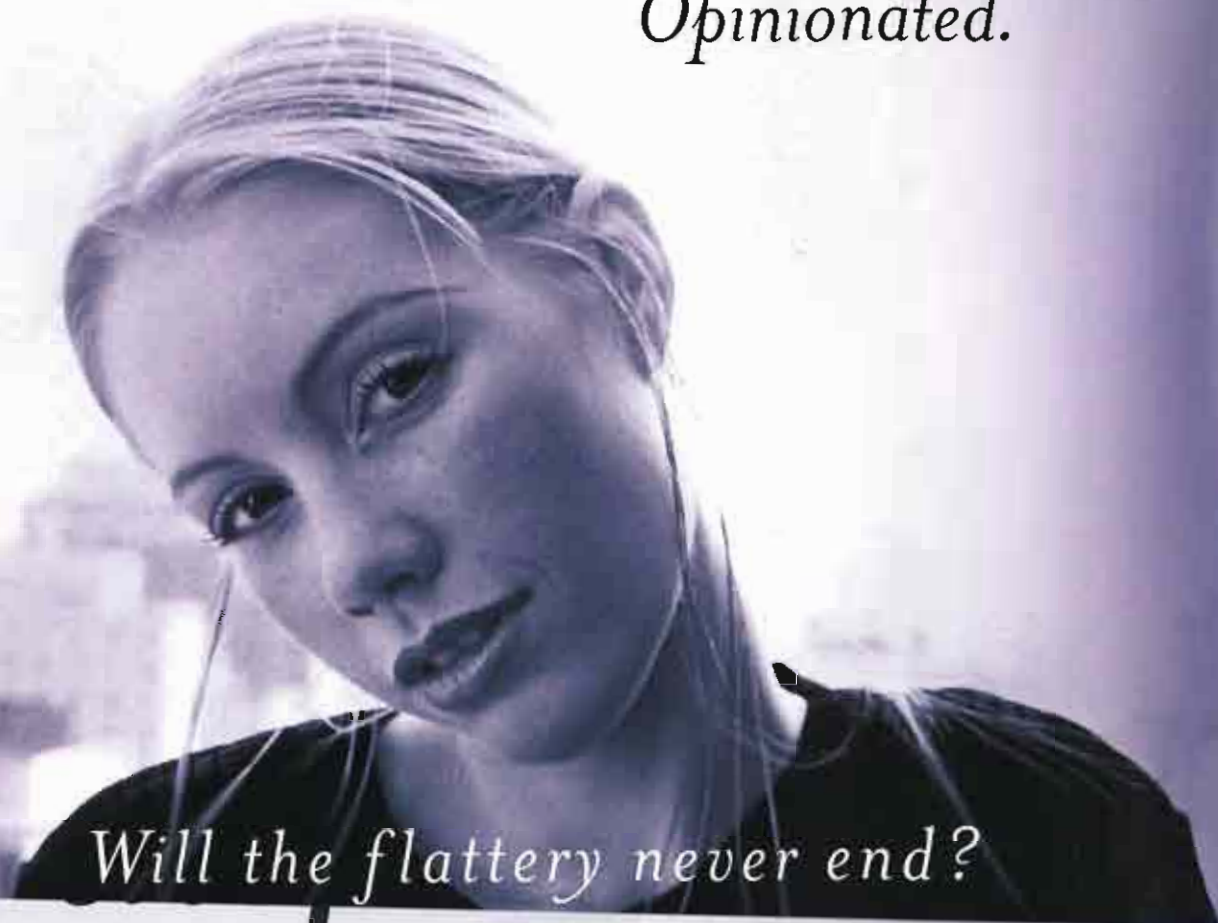
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