

New Contest
see page 2

March 2001

Volume

75

Number 7

ROOSTRUM



Gay Brasher

NFL Coach of the Year, 2000

CDE Debate and Extemp Camps

The Best in the Nation

More rounds, More classes, More success, Guaranteed.

- * In 1990 became the first U.S. debaters to win the World College Debate Championship.
- * In 1991 CDE graduates won two events at Nationals plus second and fourth place trophies.
- * In 1993 CDE graduates won three events at Nationals plus two second places and two third place trophies.
- * In 1994 CDE graduates were the first U.S. team to ever win the World High School Debate Championships. And at N.F.L. Nationals 5 of the 12 Lincoln Douglas finalists were CDE graduates!
- * In 1995 CDE graduates won three National Championships.
- * In 1996 CDE graduates took second in L.D. Nationals, won three National Extemp Championships, and second in debate nationals.
- * In 1997 CDE alumni won two National Championships.
- * In 1999 CDE alumni won the National Debate Championship and another National Extemp Championship.
- * In 2000 won our 12th National Extemp Championship

This year **YOU** are invited to join us.

Team Debate Camp: Lincoln Douglas, Extemp Camp and Student Congress: June 30 - July 15, 2001.
\$1125, Alumni \$985, Commuters \$540, Teachers and Coaches \$440
(Held at Northern Arizona University in Flagstaff).

Costs include tuition, room, meals, free tourist day, 1,500 debate blocks or 400 articles,
15-24 critiqued practice rounds. Acceptance guaranteed or money refunded.



Both camps will be headed by WILLIAM H. BENNETT, the former national debate champion, author of over 50 texts and books, and coach of 9 national champions and championship debate teams.

Teacher-student ratio is guaranteed to be 8-1 or lower. Class actions are monitored.

Each camp is limited to the first 60 applicants. An \$85 application fee must accompany entry. Check or credit card accepted.



Mail to: **CDE**, P. O. Box Z, Taos, N. M. 87571

Phone: (505) 751-0514 Fax: (505) 751-9788
Visit the CDE Web Site - www.cdedebate.com
Email - bennett@laplaza.org



- ☐ Student Congress
- ☐ Team Debate
- ☐ Lincoln Douglas
- ☐ Foreign Extemp
- ☐ Domestic Extemp
- ☐ Generic Extemp
- ☐ I have enclosed my \$85 application check (or CC# and expiration). Send me my full packet today.

Name _____

Mailing Address _____

Phone # _____

WHICH CAMP IS REALLY THE "BEST IN THE NATION"?

by William Bennett

The next few months you will see numerous ads, flyers, and other sources proclaim that their camp is a "great" camp, maybe even the "best in the United States." But, as you well know, only one camp can TRUTHFULLY make the claim. The thing you need to know to be sure to select the best camp for you is which one is telling the truth. And the answer is CDE. And there are six reasons why that is true.

First is the quality of the staff. No other institute offers you Catherine Bennett (coach of three national extemp champions and the ONLY coach whose students "closed out" final round at Nationals in Lincoln Douglas), and a staff of 27 more who between them have produced top debate speaker, two national championship debate teams, three firsts in L.D. at Nationals, and seven National champions in extemp.

Other teachers include Geof Brodak (1999 National Debate Champion, 2nd at L.D. Nationals in 1996), Bob and Anne Jones of Oregon (coach of 37 National qualifiers, and National trophyists in both extemp and Lincoln Douglas debate), Josh Levine (Univ. of Colorado and a recent National Champion), Frank Irizarry (former Director of Forensics at Pace University and author of THE REALLY BIG COMPUTER RESEARCH book), Bill Bennett (author and or editor of over one hundred books, past national policy debate champion, coach of National Champions in team debate, extemp, and Lincoln Douglas debate).

Second is the work commitment of the staff. Our people do NOT come in to give the occasional "guest lecture." We all work ten to fourteen hours a day to be sure that you get your money's worth.

Third is our record of empirical success. It is in your best interest to compare what percentage of CDE graduates qualify for Nationals compared to the other camp(s) you are considering. At CDE as many as 87% of our graduates in any given year make it to Nationals. No other camp has this success rate. Only CDE graduates have won both the high school and

college level international debate championships for the United States (Scotland, 1990 and New Zealand, 1994).

Fourth is the amount of critiqued practice rounds you receive. WE don't just give you a "tournament" at the end. At CDE you get critiqued nondecision rounds through the whole camp. If you are in policy debate that means 16 debates before you graduate. In Lincoln Douglas you average 23, in extemp its 24 rounds. And they are all critiqued in constructive ways by successful professionals.

Fifth is the class structure you will enjoy. It is hard work for you but it assures learning and growth. And it is different from other camps because we do not assign you to "labs" for most of your time; too often "labs" are a name for subjecting you to the erratic vagueries of an individual coach or two. At CDE you follow a class, practice, and research format perfected since 1969. Hour-by-hour you move through a learning plan that exposes you to different teachers who excel at the subject they are helping you with. And this happens to you 6 days a week, from the day you arrive until the day you leave. You are exposed to every teacher on our staff, you are helped and prodded and even eat some of your meals with staff members to assure that your individual needs are met.

Sixth is cost. Unlike many other camps CDE figures the cost of all your meals into the price we quote to you. And unlike many other camps we figure in the cost of ALL debate blocks or L.D. blocks and extemp materials in the price we quote you. CDE's price tells you the truth.

Only one camp is the BEST in the nation. And that camp is CDE. We accept the first 60 students who apply.

CDE students also do well after they get to Nationals. Since 1983 CDE has produced more National Champions than any other camp. I hope you'll join us this upcoming summer.

CONTEST • CONTEST • CONTEST • CONTEST

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

Chances are, you know the three Rs – “readin, ritin and rithmetic.” But have you heard about the fourth one, “retirement planning?”

The **Lincoln Financial Group®** **Scholarship Video Speech Contest** is the first of its kind in the nation. This contest gives you an opportunity to learn about the advantages of retirement planning and compete for a scholarship for your future education at the same time.

What are the prizes?

- The grand-prize winner will receive a \$2,000 scholarship.
- The second-place winner will receive a \$1,000 scholarship.
- Both winners will qualify for expository speaking at the 2001 Lincoln Financial Group National Finals in Oklahoma City.
- Excerpts from the speeches will be published in several Lincoln publications reaching an audience of more than 700,000.
- Video excerpts from the winning speeches will be shown online at LFG.com and at the 2001 NFL Nationals in Oklahoma City.
- Coaches of each winner will be awarded a \$500 honorarium.

What's the topic?

The Fourth R: Retirement Planning – it's never too early to start.

Where do I find information?

You can find more information about retirement planning at your school or public library or on the Internet. Search topics could include: “Retirement Planning,” “Annuities,” “Financial Planning,” “Investing.”

Who's eligible to enter?

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

How does the contest work?

- You must prepare an original expository speech no more than five minutes in length.
- The speech must be videotaped – production quality will not be part of the judging. Lincoln will retape the winning speeches, if necessary, for the excerpts to be shown on LFG.com and at the 2001 NFL Nationals.
- Only one videotaped speech per school may be submitted. If several students in your school wish to participate, a local school elimination should be held.



What's the deadline?

All entries are due to Lincoln Financial Group on or before **May 1, 2001**.

Entries should be mailed to:

Lincoln Financial Group, NFL Video Speech Contest - 2H-09, 1300 S. Clinton, Fort Wayne, IN 46802. Include with the videotape a typed sheet of paper containing the school name, coach name, address and phone number, the student name, address and home phone number.

Who's judging?

A panel of judges from Lincoln Financial Group senior management will select one grand-prize winner and one second-place winner. Judges' decisions are final. Winners will be contacted by May 16, 2001. Winners will be congratulated at the 2001 NFL Nationals and announced in the September issue of *Rostrum*. No entries can be returned. By entering, participants agree to these rules and to the use of their speech, name, photo or likeness without compensation. NFL expository speaking rules (NFL National Manual pages 9-10) will apply.

Who is Lincoln Financial Group?

Lincoln Financial Group is a diverse group of financial services companies, all dedicated to helping make the financial world clear and understandable so you can make informed decisions to help meet your financial objectives. As the NFL's overall corporate sponsor, Lincoln Financial Group funds the national tournament, provides coach training, student prizes and \$74,000 in student scholarships. Watch for more information in the April issue of *Rostrum*.

 **Lincoln**
Financial Group®



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ON THE COVER: Coach of the Year Gay Brasher
Leland HS, California

MARCH: Focus on Individual Speech Events.

NFL Website: debate.uvm.edu/nfl.html

NFL Topic Page: sites.netseape.net/topicpagenfl/homepage

NFL COACH OF THE YEAR, 2000

Gay Brasher, NFL Chapter Sponsor at NFL's largest chapter, Leland High School in San Jose, California, is NFL's Coach of the Year 2000! **Gay is:**

Dedicated: The Leland Chapter was the largest in the Nation in 2000 with 578 members and degrees and second to Houston-Bellaire in the addition of new degrees with 226.

Successful: Gay has coached 33 students to 11 national tournaments including a second place in Drama and three semifinalists. She also coached California State Champions in six different events: Thematic Interp, Oratory, Expository, Impromptu, L/D Debate and Advocacy.

Competent: She has served as President of the Louisiana Speech Association and President of the California Coast League, four terms. Annually she hosts an ESL tournament and a Junior High tournament.

Enthusiastic: Gay loves her work and her students. Her bubbling personality and hard work have built one of NFL's greatest chapters!

Honored: Ms. Brasher was Louisiana Speech Teacher of the Year, San Jose Unified School District Teacher of the Year and is a member of the CHSSA Hall of Fame. Her program won the WSCA K-12 Model Program Award. Gay has earned three NFL diamonds.

Gay Brasher, NFL Coach of the Year, 2000.

Congratulations!



!! New Scholarship Contest !!

Lincoln Financial Group Scholarship Video Speech Contest

Record a 5-minute Expository Speech and Win

Details on Page 2

1st Prize \$2,000

2nd Prize \$1,000

Executive Council Minutes on page 56

Technology Survey Results on pages 78, 80, 83 & 84

STORYTELLING TOPIC AREA AT OKLAHOMA NATIONALS: TALL TALES

MARCH - APRIL LINCOLN FINANCIAL GROUP L/D DEBATE TOPIC



The public's right to know ought to be valued above the right to privacy of candidates for public office.

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.

Introducing:

The Championship

***The Policy Program
June 17 through July 6, 2000***

Presently Committed Full-Time Instructional Staff:

**Alex Pritchard, Chair, Championship Debate Group
Director of Debate, Greenhill School
TOC Championship: 2000 NFL Championships: 1998, 1996**

**Scott Deatherage, Associate Director, Championship Debate Group
Director of Debate, Northwestern University
National Debate Tournament Championships: 1999, 1998, 1995, 1994**

**Kenda Cunningham, University of North Texas
Dan Lingel, Director of Debate, Jesuit College Prep, Texas
Tim Mahoney, St. Mark's School of Texas
Cody Morrow, University of North Texas
Ryan Sparacino, Dartmouth College**

Additional Staff to be Added

Complete Brochure Mailed in January

The Championship Group
**540 North Lake Shore Drive, Suite 316
Chicago, IL 60611**

www.thechampionshipgroup.com

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

Debate Group

The Lincoln-Douglas Program June 24 through July 6, 2000

Presently Committed Full-Time Instructional Staff:

**Michael Bietz, Director of Lincoln-Douglas Debate
Edina High School, Minnesota
Coach of Elimination Round Qualifiers at NFL (Finals), TOC,
St. Mark's, the Glenbrooks, Harvard, and Mid-America Cup**

**Dave Huston, Director of Debate
Highland Park High School, Texas
Coach of the 1999 NFL Champion**

**Mazin Sbaiti, Director of Debate
R.L. Turner High School, Texas
Coach of 5 NFL Elimination Round Qualifiers and 3 TOC Elimination
Round Qualifiers in the Last 4 Seasons**

Additional Staff to be Added — Full Brochure Available in January

The Championship Philosophy:

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

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The University of North Texas, Denton, Texas***

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Washington D.C.



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- Private Think Tanks
- Governmental Agencies
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- Ronald Bratt, Coach of First-Ranked Team in NDT
- Gordon Stables, Coach of 1997 NDT Finalists
- Stephen Heidt, Coach of 2000 NDT Champion
- Jon Paul Lupo, 2000 NDT Champion
- Kate Charles, Quarters at 2000 CEDA Nationals
- Larry Heftman, Top Seed/Seventh Speaker, 2000 NDT
- Michael Lee, Quarters at 2000 CEDA Nationals
- Alison Chase, Nationally-Ranked Debater
- Michael Pomorski, Winner, 1998 GDS Tournament

** 2000 staff listed, most are expected to return in 2001.*

A Quality Education

- Hands-on Instruction
- Low Student-to-Faculty Ratio
- Small Seminar Classes
- Numerous Practice Debates
- Full Tournament with Awards

Apply Now!

To receive an application, contact Summer Sessions at (202) 319-5257 or cua-summers@cua.edu.

For more information about the Capitol Classic Debate Institute, contact Ronald Bratt, director, at (202) 319-5447 or bratt@cua.edu.

Visit Our Web Site: <http://debate.cua.edu> for information and to view photos of last year's institute.

JUNE 24 - JULY 14, 2001

OKLAHOMA IS PROUD TO HOST NATIONALS 2001

"WHERE THE BEST MEET THE WEST"
JUNE 10-15

Oklahoma is proud to host Nationals 2001, "Where the Best Meet the West," June 10-15.

Oklahoma City is a surprise to many visitors & newcomers, with all the friendliness of a small town & the amenities of a large city. Our state name, Oklahoma, means "Land of the Red People" in the Choctaw language. The city itself was born in a single day-April 22, 1889, when the area known as the Unassigned Lands in Oklahoma Territory was opened for settlement. When the cannon fired at noon that day, thousands of men & women raced into two million acres of land, made their claims &, overnight, Oklahoma City grew out of the plains! In just over 100 years, this collection of tents grew to a metropolitan city of nearly one million inhabitants. Oklahoma City is the third largest U. S. city in land area (608 sq. miles), just behind Jacksonville, FL (758.7 sq. miles) and way behind Anchorage, AK (1697.6 sq. miles)!

The University of Oklahoma in Norman, OK will serve as the Official Tournament Site. Indeed, all preliminary competition will be on the campus. The north end of campus will host all Lincoln-Douglas Debate in various classroom building. All other competition is scheduled for the south end of campus. General registration will be conducted Sunday from 9:00 A.M. to 3:00 P.M. at the Oklahoma Memorial Union (located at 900 Asp Avenue) in the Ballroom on the third floor; late registration from 3:00 to 9:00 P.M. will be located on second floor landing of the Union. The Food Court there offers Sbarro, Taco Mayo, Wendy's, Wong Key, Yo-Yo's Yogurt & Chick-fil-A. A key feature of the Union's first floor is The Crossroads, a twenty-four hour snack bar!

Frontier City Theme Park, which is part of the Six Flags chain, will host our Opening Assembly Sunday evening in the Opera House. The park is located just off I-35 North at the 122nd St. Exit. At Frontier City one may stroll through an authentic 1880's western town & enjoy over 75 rides, shows, games & attractions. Experience the

famous Gunfight at the OK Corral, four thrilling coasters, the Renegade Rapids river raft ride, the perilous Tomahawk & MindBender, the Mystery River Log Flume & the new Hangman, a breath-taking free fall! The usual admission fee is \$23, tournament participants will have the opportunity to purchase their tickets IN ADVANCE for the special price of \$10 per person! \$15 at registration. (All attendees will be responsible for purchasing their own food.) Ticket orders, with checks for full payment, should be sent to Glenda Ferguson, 8324 NW 114th St., Oklahoma City, OK 73162.

The Myriad Convention Center in downtown Oklahoma City will be the venue for Finals on Friday. A \$55 million expansion & renovation project has transformed this facility into a state-of-the-art meeting location. (Parking is \$5 per day, but get there early!) From the Myriad it is only a short walk to Bricktown, OKC's renovated warehouse & entertainment district that has become the hot spot for fine restaurants, clubs, galleries & shops. Horse-drawn carriage rides are available or catch an old-fashioned "Oklahoma Spirit Trolley" to travel to & from OKC attractions. A fleet of water taxis takes visitors over the mile-long Bricktown Canal & our Bricktown Ballpark is home of the Oklahoma RedHawks baseball team.

Lodging is an important part of the tournament experience. Oklahoma 2001 has assembled a selection of hotels & motels which ranges from economical to luxurious. (A detailed list of specific lodging locations, rates & amenities may be found elsewhere in this article.)

Schools, which desire both convenience & economy, will want to consider staying on the OU campus. The *Couch Residence Center* offers twin-bedded suites equipped as study bedrooms. Each suite has two twin beds (linens furnished) and shares bathroom facilities with the adjoining suite. Daily rate is \$29 per person & includes \$15 in meals at several campus locations! The *Sooner Hotel* features a choice of king, queen or twin-bedded rooms with mini-refrigerators,

microwaves, TV/VCR (cable/HBO), telephones, computer modem hook ups & digital alarm/CD player. Daily rate is \$39 for a twin-bedded room. Both facilities are in the heart of the competition venue, especially for Student Congress, drama, speech & team debate! Popular eating establishments at the Campus Corner area include La Baguette, Café Plaid, Victoria's Pasta, The Wayward Lentil, The Greek House, New York Pizza, Manhattan Bagel, Joe's Taverna, Toto's, Othello's and Pepe Delgado's.

Norman itself offers several areas in which to stay. One cluster of properties is found at the I-35 South & Main Street Exit. It includes the Fairfield Inn, Guest Inn, Hampton Inn Norman, La Quinta Inn & Suites, Montford Inn (B&B) & Super 8 Motel of Norman. They are between 2.5 and 3 miles to the OU campus. Food choices along Main Street itself might be Arby's, The Diner, Bison Witches, Boomerang, Jimmy's Egg, Border Crossing, Furr's Cafeteria, Prairie Kitchen, City Bites, Coach's, Denny's, Golden Corral, Grandy's, Hunan, Sooner Dairy Lunch, Wendy's, Long John Silver's, Carl's Jr, Subway, La Baguette & in Sooner Mall, El Chico, Sbarro's, Chick-fil-A. Many dining options exist around the I-35 South & Main intersection, also known as "The Strip": Santa Fe Steak House, Black-Eyed Pea, Outback Steak House, Cracker Barrel, Red Lobster, Taste of China, Pearl's Oyster Bar, Misal of India Bistro, Souper Salads, Chili's, Marie Callender's, On the Border, Don Pablo's, International House of Pancakes, Olive Garden, McDonald's, Charleston's & Applebee's.

Another group of Norman properties is located around I-35 South & Lindsay Street. They include the Ramada Inn Norman, Residence Inn by Marriott Norman & Travelodge-Norman and they are approximately 1.5 miles to OU. Meals may be taken along Lindsay Street at Arby's, McDonald's, KFC, Taco Bell, Taco Bueno, Atomic Burrito, Bob's Barbeque (inside Ramada Inn), Brooklyn Pizza, Legend's Fine Dining, Mama Lou's, Del Rancho, Goldie's,

Sonic Drive-In, Classic 50's Drive-In, Subway, Fazoli's, Dunkin' Donuts & Panda Gardens. Of course, Pizza Hut, Pizza Inn, etc. & all manner of chain pizza establishments are everywhere one looks in Norman—a typical college town!

Moore, OK, which is approximately 10 miles north of Norman on I-35, offers four options: Comfort Inn, Days Inn, Microtel Inn & Super 8 Motel of Moore. They have a full complement of fast food places and are close to the Indian Hills Steak House & Barry's Chicken Ranch which are at I-35 & Indian Hills Road.

"Meridian Corridor" at I-40 & Meridian Exit is the locale for many of OKC's lodging establishments. These properties are 5 to 7 minutes from the airport, approximately 25 minutes from OU & are readily accessible to Frontier City Theme Park for the Opening Assembly & to the Myriad Convention Center for Finals. They include Best Western Saddleback Inn, Biltmore Hotel Oklahoma, Courtyard by Marriott Airport, Embassy Suites Hotel, Hampton Inn Airport, Hilton Garden Inn, Holiday Inn Airport, Howard Johnson-West, La Quinta Inn, Lexington Suites Hotel, Ramada Limited Airport, & Sheraton Four Points Hotel. The area is restaurant row! Just north of I-40 may be found Boomerang Grille, Outback Steakhouse, McDonald's, Shorty Small's, Taste of China Buffet, Pappa John's Pizza, Denney's, Texanna Red's, On the Border, Cimarron Steak House, Trapper's, City Bites, Jimmy's Egg, Damon's & Earl's Ribs. Located south of I-40 are International House of Pancakes, Burger King, The Kettle, Wendy's, Santa Fe Cattle Co., Western Sizzlin', Waffle House, Rib Crib, Taco Bueno, Carl's Jr, Bennigan's & Cracker Barrel. At the intersection of Meridian & SW 15th Street one will find Golden Palace Chinese Buffet, Chili's, Varsity Sports Grill, Tony Roma's, Sonic Drive-In, Kona Ranch Steak House, Subway Deli & Grill, Charleston's & Incohoots. Positively no one can possibly go hungry along Meridian!

Downtown OKC, which is 10 miles (17 minutes) from the airport & 21 miles (30 minutes) from OU, offers two locations, The Westin & The Renaissance. Both are next to the site of Finals & are a short walk to the newest & prime entertainment locale, Bricktown. In Bricktown eating places & shops are everywhere! Visit Abuelo's Mexican Embassy, Birdie's Soul Food Restaurant, Bricktown Antiques, Bricktown Brewery, Bricktown Burgers, Gary Dale's BBQ,

Jokers Comedy Club, Great Plains Gallery, Pearl's Crabtown, Rocky's Music Hall, Spaghetti Warehouse Italian Grill, Uncommon Grounds, Varsity Sports Grill, Windy City Pizza & Pasta Kitchen, Monkey Moose Grill & Coach's Grill at the Ballpark.

Northwest OKC has two excellent facilities, Courtyard by Marriott-NW OKC & The Waterford which also is a Marriott property. They are approximately 45 minutes from OU & 20 minutes from either the Opening Assembly or Finals.

Metropolitan Oklahoma City offers a diverse array of additional attractions & activities for visitors: the National Cowboy and Western Heritage Museum, Remington Park Race Track, Omniplex Kirkpatrick Science & Air Space Museum, Oklahoma City Zoo, White Water Bay Water Park, the Red Earth Festival & the Oklahoma City National Memorial and Memorial Center.

The National Cowboy and Western Heritage Museum, located at 1700 NE 63rd Street in OKC, 405/478-2250, (just off I-35 North) gives visitors a chance to "Discover the West." Located high atop Persimmon Hill in the rolling hills of northeast OKC, the museum & beautiful gardens provide an opportunity to step into the past & learn about the history & culture of the American West. Visit "Prosperity Junction"—a life size old west town just before 1900 with livery stable, bank, mercantile store, saddleshop, print shop, land & cattle office, train depot, church, schoolhouse, hotel, Marshall's office, saloon, Doctor's home & office & a photographer's studio. In the American Cowboy Gallery will be found a cowboy bunkhouse with songs, poetry & stories; cowboy gear from lariats to spurs to hats & boots; & the largest display of barbed wire in the West. The American Rodeo Gallery features a replica of a 1950's rodeo arena, complete with a bucking bronc & a brahma bull. The Museum of the Frontier West offers glimpses of the military in the West, hunting on the frontier, mountain men & Native Americans. The Native American Gallery reveals how Native Americans expressed their world view through design elements on clothing, tools & utensils. NFL visitors will have a chance to view the annual Prix de West Invitational Exhibit, featuring the best in contemporary western art, which will be installed the first week of June. Regular admission for the entire complex is \$8.50, but information on special NFL rates will be available at Tournament Registration.

Remington Park, which is located in northeast OKC at the intersection of I-35 N

& I-44, is Oklahoma's premier horse racing facility. It is near the Softball Hall of Fame & Stadium at 2801 NE 50th, 405/424-5266, and the Firefighters Museum at 2716 NE 50th, 405/424-3440. This museum features extraordinary early 20th century fire engines that once were used in Oklahoma communities.

Omniplex at 2100 NE 52nd, 405/602-OMNI, is an amusement park for the mind where science electrifies, aerospace takes flight, technology surrounds, imagination blooms & wonders never cease! It is huge complex with four museums under one roof: Kirkpatrick Science & Air Space Museums, the International Photography Hall of Fame & the Red Earth Indian Center. The hands-on science section features over 300 interactive and educational exhibits. The Red Earth Indian Center also offers things one can touch & manipulate. Save time to soar into unique experiences at the sensational IWERK 70 mm OmniDome Theater, Oklahoma's only large format theater. Standing nearly seven stories tall, it provides immersive movie-going experiences. The 70 foot diameter, dome-shaped screen virtually surrounds the audience. Breathtaking films can take viewers from the depths of the ocean to the top of Mt. Everest!



Omniplex

(Oklahoma Host to page 10)

The Stanford Debate Society presents the Summer 2001
Stanford National Forensic Institute

CX Program: July 28 - August 17
Extended-week CX: August 17 - 24

LD / Events: July 28 - August 10
Extended week LD: August 10 - 17

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 the most comprehensive instruction possible.

SUPERIOR FACULTY: The majority of SNFI faculty will be current or former high school and collegiate coaches of national repute. Last year's faculty included (most returning):

Hajir Ardebili, UC Berkeley Law	Robert Thomas, Emory	Dave Arnett, UC Berkeley
Russ Falconer, Baylor	Anne-Marie Todd, USC (CA)	Randy Lusky, UC Berkeley
Jon Miller, U of Redlands	Alex Burger, Dartmouth	Abe Newman, UC Berkeley
Dan Fitzmier, Northwestern	Sarah Holbrook, West Georgia	Judy Butler, formerly Emory
Jon Dunn, Stanford Debater	Jon Sharp, USC (CA)	Takis Makridis, Arizona State
Michael Major, formerly CPS	Jessica Dean, Boston U	Noah Grabowitz, Stanford
Byron Arthur, Stuart Hall	Hetal Doshi, Emory	Nick Coburn-Palo, College Prep
Jonathan Alston, Newark	Leah Halvorson, Reed College	Michael Edwards, Princeton
Josette Surrat, New Orleans	Aaron Timmons, Greenhill	Matthew Fraser, SNFI Director

*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 February.

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. 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	Policy Debate	LD and Events
COST:	\$1,845 resident plan	\$1,450 resident plan
	\$975 commuter plan	\$850 commuter plan
	\$895 Aug 17 - 24 CX extended week	\$895 Aug 10 - 17 LD extended week

Given the nature and quality of the 2001 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 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 **Stanford Debate Society - SNFI**
&/or INQUIRE: **555 Bryant St., #599**
(650) 723-9086 **Palo Alto, CA 94301**
e-mail: snfi@mail.com

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

(Oklahoma Host from page 8)

The Oklahoma City Zoo at 2101 NE 50th, 405/424-3344, is one of the ten best zoos in the United States & is the oldest zoo in the southwest. The collection offers almost 2,000 exotic animals on 110 landscaped acres. Favorites include Aquaticus with its aquariums, sea lion show & marine mammals; the Cat Forest/Lion Overlook, a naturalistic exhibit of lions, tigers, jaguars, & leopards; and the Great Escape, which showcases gorillas, orangutans & chimpanzees in another naturalistic setting. The Zoo offers picnic grounds, rides, concessions & tours.

White Water Bay at 3908 W. Reno, 405/943-9687, (near I-40 & Meridian) has over 30 water rides, slides, pools & activities. Try Cannonball Falls, the Wave Pool, the Bermuda Triangle, a Big Kahuna raft

ride, the lazy Castaway Creek or the freefall Acapulco Cliff Dive! There is something for everyone at White Water.

The Red Earth Festival, 405/427-5228, is scheduled for June 8, 9 & 10. It is the largest Native American cultural & arts exposition in the world! Oklahoma's capital city will be ablaze with fiery colors as more than 2,000 of the finest Native American artists, dancers & singers from over 100 tribes across North America will gather at the Myriad Convention Center & fill the downtown streets for America's most unique parade, Friday, June 8 at 10:30 A.M. The competition for \$55,000 in awards draws world-class dancers; finals will occur Sunday afternoon, June 10.

Plan on arriving in Oklahoma in time to experience the Red Earth Festival!

The Oklahoma City National Memorial to the victims of the 1995 bombing of the Alfred P. Murrah Federal Building is located in the heart of downtown. The memorial stands on a three acre-site that includes remnants of the original building destroyed in the largest act of terrorism ever committed on U.S. soil. Its east gate is inscribed with the mission of the Memorial: "We come here to remember those who were killed, those who survived and those changed forever. May all who leave here know the impact of violence. May this memorial offer comfort, strength, peace, hope and serenity." A nearby Memorial Museum provides visitors with an experience beyond what they see at the Monument. It is an awesome and compelling site.



Myriad Convention Center

*Hotel Information on
Pages 63, 64, 67, 68 and 70*

The Stanford Debate Society presents the

Stanford National Forensic Institute

Lincoln-Douglas Program: July 28 - August 10, 2001

Outstanding features of the 2001 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:** This year's staff includes:

Program Director: Dr. Michael Major, formerly of College Prep School

Lab Instructors:

<i>Jonathan Alston, Newark Science</i>	<i>Byron Arthur, Stuart Hall School</i>
<i>Michael Arton, New Orleans Jesuit</i>	<i>Rajiv Batra, Leland High School</i>
<i>Nick Coburn-Palo, College Prep</i>	<i>Michelle Coody, St. James</i>
<i>Jessica Dean, Boston University</i>	<i>Hetal Doshi, Emory University</i>
<i>Jon Geggenheimer, Woodson School</i>	<i>Noah Grabowitz, Stanford debater</i>
<i>Leah Halvorson, Reed College</i>	<i>Michael Osofsky, Stanford Debater</i>
<i>Aaron Timmons, Greenhill School</i>	

3) **Extended 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 between the two programs, for a total of three weeks!

For many LD debaters the regular camp combined with the "extended week" option provides the equivalent of a full semester of competitive LD debate experience, or more, in just 3 weeks (up to 35 critiqued rounds)!

Important Information

SNFI LD Institute:

July 28 - August 10

Resident Program: \$1,450

Commuter program: \$850

LD Third week Option: August 10-17

Third Week Resident Program Cost: \$895

For additional information and applications contact us at

SNFI, 555 Bryant St., #599, Palo Alto, CA 94301

(650) 723-9086

EMORY

Barkley Forum • Emory National Debate Institute

June 17 – June 30, 2001 • Emory University, Atlanta, Georgia

Under the Direction of Melissa Maxcy Wade

The Emory National Debate Institute has been contributing to the education of high school debaters for twenty-six years. The curriculum is steeped in the most fundamental aspects of debate: presentation, research, and critical thinking. 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 Policy Division Under the Direction of Bill Newnam

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.

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.

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.

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

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

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

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

Features of the Lincoln-Douglas Division Under the Direction of Jim Wade

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 eight years. Other staff members include an array of the finest college coaches, as well as some of the top college debaters in the nation.

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.

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

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

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

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

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 Scholars Program at the Emory National Debate Institute

June 17 – June 30, 2001 • Emory University, Atlanta, Georgia

The Emory National Debate Institute, which has contributed to the education of high school debaters for a quarter of a century, now offers a specialized workshop-within-a-workshop catering to experienced high school debaters with advanced skills. The Scholars Program, which was conceived and designed by some of the nation's most competitively successful college coaches, gives accomplished debaters the opportunity to receive the kind of instruction, research opportunities, and feedback they will need in order to meet their competitive goals for the coming year.

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

Special Features of the Scholars Program

Advanced curriculum: Every aspect of the Scholars Program has been re-designed by our staff of accomplished coaches, from the lecture schedule to the structure and pace of lab groups. Members of the Program will receive advanced library instruction, including guided research in the Woodruff library system and targeted use of Internet resources. Our curriculum helps students understand and utilize the most advanced modern debate positions, but without sacrificing their ability to win rounds with traditional skills and strategies.

Emphasis on evidence accumulation: Rather than forcing experienced students to endure redundant basic lectures, we let Scholars get on with the business of researching the topic and practicing advanced techniques.

Amazing staff-to-student ratio: We maintain a 1:4 staff-student ratio in lab groups, and each student will interact with nearly every member of our large Scholars Program faculty.

Unique, separate lectures: Outside their lab groups, members of the Program will receive direct instruction from top-rated college coaches. Even in lecture settings, our staff-student ratio is unusual, with no more than 20 students listening to one instructor. Furthermore, we offer a small group theory seminar menu targeted to students' needs and interests.

Numerous debate rounds: Our curriculum includes a minimum of 12 rounds, with extended time for critiques from our staff.

Select faculty: The Program will be directed by Steven Stein and Jon Paul Lupo. Mr. Stein, a former BFHS winner from Glennbrook North High School, holds a graduate degree in Education from Harvard and previously served as a high school coach in Chicago. He returned to Atlanta a number of years ago as a head coach for Chattahoochee High School, where he has built a team that numbers over 100 debaters. Mr. Lupo, formerly a nationally successful debater at Stuyvesant High School, ended his college career at Emory by winning the National Debate Tournament in 2000. He is an experienced veteran of the ENDI and has coached at Chamblee High School in Atlanta. Jon Paul is currently headed into his second year as a coach at the Barkley Forum. The rest of the Scholars faculty has been selected from among the ENDI's staff of accomplished college debaters and coaches.

Great value: Scholars will pay the same price as other students at the Emory National Debate Institute. We are a nationally competitive institute at a discount price!

You must apply for the Scholars Program at the ENDI. Those seeking admission should call or write:

Melissa Maxcy Wade

P.O. Drawer U, Emory University • Atlanta, GA 30322

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

“HIDE AND SEEK”

by
Don Crabtree

Do you remember playing hide and seek as a child? Oh, what fun it *could* be. I say *could* because there were times when I played hide and seek that it was *not* fun; it was unfair; it was discouraging. (especially when my brother got everyone to go home instead of hiding) It was with eagerness and anticipation, as I stood there counting behind a tree with my eyes closed. "OK...Ready or not here I come..." The hunt, the search...I knew I could find them.

I have often revisited this feeling when I am searching for a great Humor, Drama or Duo Interpretation that I've heard at a recent tournament or at the National Tournament. It is with such eagerness and anticipation that I begin that search...and so discouraging and unfair when I find nothing.

I remember a conversation I had with the Late Mr. James Hawker, former NFL President and Interp Maven, on a flight back from the Fort Lauderdale Nationals. Mr. Hawker told me that several coaches/students had purposely changed the title of their selections to something different. Incredulously, I asked why. His answer was simple and poignant..."So no one else can find it." How unfair! How discouraging! I had a very talented student who won the Nationals in 1996. He was first given his selection at a summer camp. The selection was called: *3 Men: HUD*. After he returned home from camp, I searched for such a selection. Finally I found that the correct title was: *A Horseman Pass By*.

Today, the problem seems to have become even greater. With the advent of the Internet, Desktop Publishing, and the use of scanners, one can virtually create a "published" looking document. Heck, they may even written it. Or, why not have your neighbor xerox it and say it is published? The illegal methods are legion. My point is that the NFL has specific rules regarding literature being printed and published. What I advocate is that it be required to be printed, published and *accessible to the public*.



At the Northwest Nationals, I asked District Chairs to comment on whether students should be allowed to utilize material from the internet. While their responses have not been overwhelming, all have agreed that we need to adopt a "Wait and See" approach. Most Chairs have agreed that while internet materials are increasingly being considered there still must be a printed text of the materials used in competition. A very big concern about internet materials for Interpretation is the probability that someone will start writing pieces and using them. (I think it's already been done). Another concern with internet usage is about the verification of sources. Even the MLA has problems with internet sources because there is little ability to verify or hold accountable. For instance, the person who puts the material on the internet can change it at will. How does anyone check it when needed? What if it is put on once and then removed? We have to remember that anyone can get on the net; however, the net can serve as a valuable tool to reach the legal materials.

So where does this leave us? The same place we started unless we require printed, published and publicly accessible interpretation scripts. Obviously, that means no more publishing in school papers

(unless the paper/journal is available to all). No more selections from the internet. No more having your neighbor publish it for you.

At the very least, we should be required to list the actual name of the selection; the ISBN (International Standard Book Number); the publisher; and the publisher's address.

I think it would be fantastic and very educational, if the National Office would make available the scripts, author, publisher, address, etc. used each year at the National Tournament. To be honest, I have not explored the logistics of this. There would have to be a cost involved because of printing, mailing and staff utilization. I personally think it would be money well-spent.

I have included a list of websites that have been very helpful in finding actual printed, published and publicly available selections. I hope you find them useful.

amazon.com
bookshop.co.uk
samuelfrench.com
bakersplays.com
broadwayplaypubl.com
quitespecificmedia.com
act1books.com
stageandscren.com
bb.com (bibliobytes)
findbooks.com
webhome.idirect.com/~taggart5/scripthouse/ie4.htm
(On line script showcase)
screenwriter.com/scriptworld.html (Script World)
scriptcity.net
hollywoodscripts.net (under construction)
tcg.org
bookalley.com
barnesandnoble.com
dramaticpublishing.com
dramabookshop.com

What do we do in the meantime? Keep playing "Hide and Seek" and hope the friends you're playing with have a sense of integrity and play fairly.



(Don Crabtree coaches at Park Hill High School, Kansas City, MO and is also an NFL Executive Council member.)

The Stanford Debate Society presents the

Stanford National Forensic Institute

Individual Events Program: July 28 - August 10, 2001

Dramatic Interpretation...Humorous Interpretation
Oratory...Extemporaneous...Impromptu...Expository
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.

Outstanding staff includes:

Josette Surratt is in her 30th year of teaching, and is currently at Teurlings Catholic High School. She has qualified 90 students to the NCFL and 20 students to the NFL nationals in her last six years of coaching. She has coached state champions in every event.

Morris Block is a champion events coach from Riverdale High School in Louisiana. He has coached champions in most events, and students to late elimination rounds of most of the nation's major events tournaments, including NFL nationals.

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.

"To say that the SNFI improved my competitive skills is an understatement. With the powerful combination of an experienced staff and limitless opportunity for research and study, this program offer the very best chance for success in forensics."

- Andrew Swan, previous SNFI Individual Events camp participant

Resident cost: \$1,450 / Commuter cost \$850

An additional application fee of \$75 is required

For additional information: call (650) 723-9086

SNFI, 555 Bryant St., #599, Palo Alto, CA 94301

BEYOND AN EXPANSION OF PRIVILEGE: NEW URBAN VOICES AND COMMUNITY ADVOCACY

by
Larry E. Moss

True diversity cannot be achieved without discomfort. And so it is that the high school policy debate establishment anxiously observes the emergence of thousands of new young urban voices queuing up for their turns behind the podium. Muted conversations from both sides of the class divide detail the challenges before us. Coaches of established programs from privileged communities often view the new styles and different accents of the new urban debaters as intellectual dilution. New coaches at emerging Urban Debate League schools observe a bewildering array of traditional tournament procedures and competitive mores and see racial and class hostility toward urban kids already weighed down with societal disapprobation. What-
ever shall we do?

Not to worry! As Little League baseball programs all over America have amply demonstrated, even well-meaning adults have an annoying tendency to really get in the way of a kid having fun. And frankly, the reason most kids work so hard at mastering policy debate is because the activity is fun for them.

As facilitators of forensic competition, we adults need simply to promote the competition, explain the rules and get out of the way. The kids will do the rest. We need no special guidelines or allowances. A level playing field would be nice, but it is not mandatory. The genius of youth is that they are able to devise creative and innovative ways of making competition both fun and equitable if they can escape the heavy handed imposition of adult authority.

Diversity in high school policy debate is rapidly becoming a fact of life. Spurred on by actions such as those of the Open Society Institute, students and teachers from traditionally underserved schools have gotten a foot in the policy debate door and that door will not be allowed to close again. This genie is truly out of the bottle. And as Brent Farrand recently noted, policy debate will be truly enriched by the contributions of new generations of urban debaters.

But allow me a cautionary note dur-

ing our celebratory euphoria.

As I have argued elsewhere, the reality of George Washington is not the reality of George Washington's slaves. One's point of perspective is everything. And nowhere is this observation more important than in the effort to anticipate (and to some extent guide) outcomes occasioned by the inclusion of thousands of young students from depressed areas of this country among the ranks of high school policy debaters.



Dr. Larry E. Moss

The overriding questions are these. Toward what end do we labor to facilitate the entry of new urban debaters into the policy debate arena? And how shall we measure the success of our efforts to insure that the benefits of policy debate are extended to new urban debaters?

This brings us back to the matter of perspective. Many have argued that the test of our efforts should be whether participation in policy debate results in improvements in the grades and/or cognitive abilities of individual students. Others would point to the number of urban debate students using the activity as a ticket to college and consequently to a better chance at the good life. For some of us, however, both of these outcomes, while laudable, are necessary but not sufficient conditions upon which to base claims of achievement.

One of the most salient aspects of the social reality of many of our new urban debaters is that they are residents of toxic communities. These communities are not toxic in an ecological or chemical sense. Rather they are toxic in a social and environmental sense. These communities are by-products of the logic of economic development which seeks to configure urban space in a manner best suited to tap the profit potential of existing global economic forces regardless of the impact of such a configuration on community residents.

More than most communities, the toxic community is an artful teacher. It teaches subliminally but profoundly. The toxic community provides context for one's strivings. It defines the parameters of collective expectation. The toxic community is a place where basic social institutions such as the family, schools, churches, and government are not expected to work. It transmits a culture within which behavior deemed aberrant by middle class American standards is nothing less than the logical response to one's desperate conditions. The toxic community inflicts emotional damage and leaves internal scars even upon those residents who maintain an outward appearance of normalcy.

The initial response of those residing in America's toxic communities is to seek to escape. Indeed, urban demographers point out that in recent years, minorities are leaving inner city communities and taking up residence in the suburbs more rapidly than are whites. But the toxic community remains. And for every toxic community resident who finds a "way out", that escaping resident is replaced by newer immigrants and a rapidly expanding impoverished youth population whose residential choices are limited to such toxic communities.

For many new urban debaters, the opportunities created by their mastery of policy debate represent a ticket out of the toxic community. Already, we have witnessed communities of privilege expanding to allow room for the rapidly ascending stars of urban debate and we are justly proud of this accomplishment.

But lest we delude ourselves, we need to be clear that this expansion of privilege (in American society as well as at all levels of policy debate) comes not because of the enlightened altruism of the traditional gatekeepers. Rather, this expansion occurs because the demographics of this country's growth dictate that it be so. Recent Census projections reveal that the minority community will account for nearly 90 percent of the total growth in the U. S. population between 1995 and 2050. During this same time period, the minority youth population will more than double while the white youth population will decline. In fact, by the year 2025, it is projected that the minority populations will outnumber the non-minority populations (white folk) in California, Texas, Hawaii, New Mexico and the District of Columbia. And in thirteen of the other most populous states, the minority population in 2025 will constitute more than a third of the total state population.ⁱⁱⁱ

Much of the dramatic minority population growth cited above will occur within America's toxic communities. In recognition of this fact, 40 million privileged Americans have already moved into walled enclaves that sub-division developers call "gated communities."^{iv} For those of us fortunate enough to reside where true diversity lives, i.e. outside of the walls, we must shift our focus from the effort to facilitate the entry of selected minority individuals into the sterile sanctity found within the walls of privilege. We must rather struggle to transform the social realities that define the toxic environment outside of those walls.

We cannot abandon our toxic communities because those left behind, the ones who cannot get out, are people for whom we care deeply. They are our parents, our grandparents, our aunts, uncles and cousins, our friends and our neighbors. We must stay connected to these communities in order to deconstruct the social mythologies which masqueraded in our communities as articles of faith. We need to expose the myriad ways in which communities of privilege profit from the toxicity of our communities. In short, we need persons from toxic communities to stand and be advocates for persons unable to flee that toxic community.

Fortunately, from the perspective of George Washington's slaves, policy debate competition provides an excellent tool with which to prepare our students to become advocates for those who reside in our toxic communities. Policy debate teaches stu-

dents to move past *prima facie* explanations and to search for explanations that more accurately reflect their social realities. Mastering the disadvantage argument structure requires students to become conscious of unintended and unarticulated consequences of social policy. Policy debate teaches students how to research policy issues and how to evaluate the strength and veracity of evidence.

And just as important, policy debate competition teaches self-confidence. Students learn that work leads to success and that collaborative work leads to consistent success. Finally, policy debate competition teaches students that the rules of the game are often not neutral and, for that reason, the promulgated rules must always be examined and often challenged.

All of these attributes that policy debate can engender in its adherents are essential to the success of any who would advocate on behalf of the residents of our toxic communities. In order to take full advantage of the potential offered by policy debate, however, we need to reassess our thinking about what constitutes a successful policy debate program. We must seek broader participation among students in the activity. We must go beyond that strata of students who are likely to be consistent trophy winners and encourage those students to participate who might never win a trophy but who might have the courage to defend an embattled community. Policy debate competition has proven to be a powerful tool for students seeking to use higher education as an escape from our toxic communities. We must now make it work for students who will not go to college and for the communities in which they are destined to reside.

We must encourage students who have attained the aforementioned attributes from policy debate competition to utilize those skills on behalf of their communities. Our students should be sponsoring public debates in their communities on issues important to those communities. And where the dominant language in a community is not English, those public debates should be held in the dominant language of the community. Students should publish community newsletters and journals to promote community-wide conversations. We must take advantage of public access television and community forums to generate critical dialogue about the factors contributing to the toxicity of our communities. Our students should appear at public hearings to debate the merits of proposed legislation or

of public ordinances that impact on our community. They should form research collectives to examine the factual underpinning of proposed or existing public policies.

Our students should be encouraged to seek out and exploit every opportunity to take a stand in defense of the residents of their communities. If we cannot all move out of America's toxic communities, then we must make every effort to neutralize that toxicity.

ⁱ Brent Farrand "Urban Debate Leagues and the Role of Classroom Teachers in Guiding High School Debating", *The Rostrum*, Volume 75, Number 4, December 2000

ⁱⁱ Nicholas Lemann, "The Myth of Community Development." *The New York Times Magazine*, January 9, 1994.

ⁱⁱⁱ Minority Business Development Agency, "Minority Population Growth: 1995 - 2050" U. S. Department of Commerce, September, 1999

^{iv} Everett McKenzie. *Privatopia: Homeowner Associations and the Rise of Residential private Government*. (New Haven: Yale University Press) 1994

(Larry E. Moss is a member of the Georgia Forensic Coaches Hall of Fame, Co-Founder of the Atlanta Urban Debate League and Technical Advisor to Urban Debate League Programs. In addition, Mr. Moss, former coach of the Therrell High School Debate Team, is an NFL diamond key coach, first recipient of the Paul Slaphey Diversity Award and currently a visiting Associate Professor of Political Science at Spelman College.)



NFL thanks Hall of Fame member David Dansky for his contribution to the Penny Johnston Scholarship Fund.

Donations can be forwarded to:

Penny Johnston Scholarship Fund
Mead High School
W302 Hastings Rd
Spokane WA 99206

THE UNIVERSITY OF TEXAS — AT AUSTIN —

Premiere Summer Workshops in Individual Events, Lincoln-Douglas Debate, and Team Debate

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Naegelin Tutorial	July 8—July 12	\$399
Lincoln-Douglas I	June 23—July 8	\$999
Lincoln-Douglas II	July 14—July 29	\$999
L-D SuperSession	June 23—July 29	\$2,399
Coaches Focus	July 6—July 13	\$599

UTNIF 2001 Dates and Prices: TEAM DEBATE

Plan I	June 23-July 10	\$1,099
Plan I (Top Lab)	June 23-July 10	\$1,099
Novice I	June 23-July 10	\$1,099
Plan I Extension	June 23-July 14	\$1,399
Plan II Extension	July 10-August 2	\$1,799
Plan II	July 14-August 2	\$1,499
Novice II	July 14-July 31st	\$1,099
Supersession	June 23-August 2	\$2,599

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Jonny Rodden, Independent Scholar
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The University of Texas National Institute in Forensics

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MOVE IT, OR LOSE IT!

by
Bill Gibron

The Debate Over Movement in Interp

Let's face it; there are very few issues in forensics which cause as much criticism and complaining as the amount of movement that coaches and judges see/think they need to use in interpretation. When I began my career as a coach (and I was an interp coach, mind you) I remember being schooled in the theory that "the difference between interpretation and acting is visual; if you can CLOSE YOUR EYES and envision the piece, then it is interpretation. If you need to SEE WHAT IS HAPPENING, then it is acting." And for years, I have coached and judged in this fashion.

But this year, something strange seems to be happening. At every tournament I have been to and in every tab room that I have served in, I have had to address the issue of movement in interpretation. My pat response is to say something like "well, if you are bringing this issue to me, it is obvious that the amount or type of moving bothered you, so it should be a voting issue for you." And in retrospect, that seems like an acceptable answer. Still, there must be a reason why the coaches choose to incorporate that much or kind of movement in the piece. And maybe it is not fair to make such a blanket statement when, perhaps, I am simply acting out of a pre-conceived bias or out of date ideals.

So I have decided to address the issue in the form of a modified debate. I will use the L/D format (kind of) and voice both sides of the argument. And then I will leave it up to you. After all, this is an issue that

we all have to deal with. How many of us have had students fail to qualify/place because of a hyperactive ham with a bad case of St. Vitus dance? How many of us have resorted to over-the-top performances and coaching to compete against the other schools in our District? How many of us have watched the Final Round tapes in disbelief, saying over and over to ourselves "this is interp?" Are there valid reasons for restraint? How about for the physicality of interpretation? It is up to you to decide as I offer the following resolution:

RESOLVED: The use of excessive movement in Interpretation is justified.

Affirmative

"Acting is not just from the mind; it is from the soul, and the body. It is in the stance, mannerism and physicality of a character", and it is because I agree with two (2) time Academy Award winner Kevin Spacey that I must stand affirmatively resolved that the use of excessive movement in interpretation is justified. Without movement, any and all movement, interpretation would be limited to the words on the page alone. And while the negative may think this is the true meaning of interpretation, I will show that it is exactly the opposite.

My highest value in today's round will be that of FREEDOM. Without freedom, the liberty to be as physical or non-physical as an interpretation requires, "one cuts the performer off at the knees, literally", ac-

cording to actor/performer John Leguizamo. Certainly, actors need the freedom to inhabit and live a role, dealing with the physical as well as mental issues. But limiting an interpreter to the mental only creates a dynamic, which inhibits, not enhances freedom.

Since we are dealing with students competing interpretation at the high school level, criteria to further define FREEDOM would need to be based in personal as well as the forensic. Therefore, looking at personal expression, as well as the reality of forensics provides a valid foundation for upholding the value. After all, one cannot truly be free to do what is necessary to adequately and fully interpret a piece if one's expression, or the society in which they must function, are over structured.

CONTENTION 1 - Freedom is maximized by the use of movement in Interpretation.

Sub-point A: Expression has more than one component.

Not to cite legal precedent, but the Supreme Court of the United States has held, consistently, that expression is not only verbal, but also physical. Speakers, from orators to debaters, would never cotton to a rule that disallowed movement or gestures. Now, the negative will argue that the use of movement in interpretation is excessive. While this may be true, one cannot argue that it not exist. How one uses their

body, and how they interpret a scene or dialogue physically, are all part of the interpretation process.

The question seems to be the amount, not the ability to use. Still, it seems that both of these issues are tied together. One cannot have access to something, yet not feel free to use it to their maximum benefit. It would be like telling a debater that they could only use certain sources, or that only a specific set of philosophers are valid. If it is a necessary part of the event, then students should be allowed to use it, in any way they need.

Sub-point B - Without free personal expression, there is no freedom.

So, the argument becomes how much freedom is too much. Just how much movement in an event is tantamount to excessive? Well, in debate we practice word economy and directness, so why should it not be the same with interpretation. A good maxim may be to limit the amount of movement as the piece limits it. Only focusing on outside demands, on the limitations that one wishes to place on it for some questionably noble ideal like integrity or fairness undermines two sets of expression; one claimed by the author and the other claimed by the performer.

Certainly, an argument can be made that there is too much movement. And this is true if it is movement for movement's sake. But if the piece demands it, if the interpretation requires it, why not allow it? Why should this area of expression be limited, when we would not do it to others? Reasonable restraints can and should be applied, but only as long as they compliment, not hinder, free expression, because if an interpreter feels hindered, then they are not free to interpret, but only follow set guidelines. And who are to set these guidelines? What organization or group can create a universally accepted standard? It seems impossible, just as it would be if one were to attempt to police the content of interpretation. One man's pornography is another's literary treasure. The same can be said for the use of movement.

CONTENTION 2 - THE ABILITY TO FREELY INTERPRET A PIECE IS NECESSARY TO COMPETE.

Sub-point A - Movement is the norm, not the exception, in competition.

Attend Final Round at NFL Nationals and ask yourself this question: Who is getting the most applause? The biggest reaction? Is the most recalled and imitated later on in the new season? I can guarantee you it is not the controlled performance that follows a strict set of proscribed parameters. No, it is the competitor who is freewheeling and breaking the rules, taking risks and chances in the pursuit of entertainment, free expression and an award.

Again, this does not mean that the rulebook should be thrown out and that every event should be allowed to modify and create new standards on the spot. What it means is that, in the current climate of incredible talent and overwhelming competition, a group of students should not be handicapped by, frankly, outdated notions of what an event is. It used to be that forensics felt females could not compete on the same level as males, and created separate categories for their participation. Should we do the same, simply because some coaches feel that walking across the front of a room during an interp is not "traditional"? Should we create an entire subcategory of competition for those students who merely want to 'pivot on one foot'? An event needs to grow and modify itself as the times dictate. It should not cement itself in the past for the sake of antiquated ideals.

Sub-point B - Forensics will police itself.

One of the best arguments for the use of any and all movement in interpretation is that, unlike other events where the validity or veracity of a strategy may never come into question, interpretation has judges, schooled in various forms of forensics, who will make quantitative decisions. If a student competitor uses what is universally viewed as excessive movement, then his or her ballots will reflect such a determination. If there is a gray area, however, the ballot will reflect that as well, making clear who thought the performance went over the top and who felt it was perfectly acceptable. There is no denying that the students who win tournaments with excessive movement are talented. There has to have been something there other than the movement for the judges to vote for.

But the issue boils down to a matter

of fairness for some coaches. Watching a student use wild gestures is perceived as illegal: as cheating or underhanded. Now, it is truly against the rules to falsify evidence in team debate or extemporaneous, just as it is to claim the speech of another is yours in original oratory. But when rules are as vague as "excessive movement is discouraged in interpretation", there is no true way for a student or coach to gauge what is acceptable and what is not. You could use the minimal amount of movement, and still find judges who would rank your students low because they thought even that was too much. Unless there is an absolute ban on movement, there will never be an adequate set of guidelines to make every coach/competitor/League/tournament happy. Self-policing, while rewarding some and rejecting others seems the only reasonable way to proceed.

And this will do more to maintain the integrity of an event and promote freedom than a thousand rulebooks. If the purpose is PURELY to win events, then excessive movement may seem an inevitable. But winning is not everything, and since only 1 out of a 1000 can ever be the winner, it is not necessary to focus on what is best or worst about that one person alone. Trying to curb the few exceptions with rules that affect everyone is narrow-minded. When you undermine freedom, either of expression or competition, you affect everyone, not only the violators, but also those looking to improve and experiment. How can a student know their limits without having a chance to freely challenge them?

Interpretation is the recreating of the author's intent. If the author intended for the piece to be purely vocal, then strict movement requirements are fine. But the vast majority of pieces are not stiff monologues delivered with no motion. Interpretation means freedom, freedom to move and freedom NOT to move. Anything less undermines the very nature of the event. And when we undermine the nature of the event, we do more damage than any kneeling, jumping or waving of arms could ever do. I see no other position than Affirmative.

Negative

"Acting is about control. It's knowing what to do and what not to do. It's about making the most of the moment, and minimizing the obvious. It is not about excess", and it is because I agree with Michael Caine, two (2) time Academy Award winner, that I must stand negatively resolved that the use

of excessive movement in interpretation is justified. Let me moderate the negative position in this matter. I am not arguing that interspers should NEVER be allowed to move. After all, they are not playing statues.

No, it is the position of the negative in today's debate that the excessive amount of movement that is currently the practice in interpretation is detrimental to, and is destroying the integrity of the event. Therefore, the highest value in today's round should be INTEGRITY. Just because someone can use something, does not make it beneficial or vital to the progress of an event. And it is important to view this from the progress of the event and its student participants as well as of speech and debate in general. Therefore, the criteria that I will use to further define my position are the event welfare, as well as the overall forensics welfare of the excessive use of movement.

CONTENTION 1 - Excessive movement in Interpretation destroys internal integrity.

Sub-point A - There is a difference between acting and interpretation.

I think one of the strongest arguments that one can make against the excessive use of movement in interpretation is the concept that, by its very definition, interpretation asks for something other than acting. In the definition of, the rationale for, and the performance of, this is in the formal makeup of the event. We do not allow props. We do not allow costumes. If this were indeed an acting event, it would be so called. And there are other organizations, such as the Young Theater Group and Thespians, which hold tournament like competitions in acting.

Interpretation is defined as "*a concept of a work of art as expressed by its representation or performance*" (The American Heritage Dictionary, Office Edition). Acting is defined as "to take on the characteristics of another, to pretend or put on a false show." (Same source) Interesting how different these definitions are. Interpretation has a very clear bright line. Acting is more ephemeral. And that is the main difference between the two. By allowing too much movement, we blur the line so much as to destroy the purpose of interpretation. Saying it is interpretation, but really allowing it to be more and more like acting de-

feats the purpose of having a so named event. And this destroys internal integrity.

Sub-point B - Too much movement destroys the work of art expressed.

Another reason too much movement is detrimental to the internal honor of interpretation can be also found in the definition above. Look at what is being said. A work of art, in this case a play or piece of fiction, is supposed to be defined by the expression or performance. When someone interprets a play, it is to reflect the actual work, not some off the wall notion of the work. That means that someone interpreting a drama as a comedy, and vice versa, is violating the mandates of interpretation. It is supposed to represent the material.

And wild, uncontrolled gesturing does not do this. Excessive movement, unless SPECIFICALLY delineated in a piece, undermines the artistic integrity of a piece. Take a comic monologue, for example. IF the author asked for the performer to roll around on the ground to prove a point, or flail their arms wildly to make a statement, then they would be totally appropriate in an interpretation. BUT, when a student or coach adds this type of grandstanding, these grandiose gestures that function is nothing more than the attention grabbers they are designed to be, then they are not following the author's desire. They are selfishly using histrionics to gain a kind of 'outrageousness', a 'look and remember me' advantage over the rest of the field.

And, once again, unless the author mandated it, this is not what interpretation is supposed to be. If we allow massive, over-the-top gesturing, then we should allow other assaults on the author's intent. We should allow for males to be females and the old plays as young. We should not balk at rewriting for content or the times. Excessive movement undermines the internal integrity of interpretation because it undermines the author's intent. And when we undermine the internal integrity of something, it has very little base integrity left. Therefore, excessive movement in interpretation is not justified.

CONTENTION 2 - Excessive movement in Interpretation undermines speech and debate in general

Sub-point A - Without clear limits, there is no fairness.

One way to measure the external integrity of an item is to determine the equity or fairness that can be found. And in this instance, where we are looking at movement in interpretation, equity truly does not exist. There are many causes of this: differing leagues and league rules, the duplicity and contradiction of rules and standards, and the age-old notions of competition and strategy. Sometimes, it is merely a matter of degrees. In other instances, the differences can be as clear as day or night.

Some leagues have decided to attempt parity by developing harsh rules and consequences for this violation. Still others have seen fit to let the event kind of "regulate itself", figuring that it will eventually right its own wrongs. But there is a danger in following either one of these courses of action. Strict rules lead to rebellion, with coaches and students purposefully misusing them to fulfill a greater or more personal agenda. Self-regulation means that abuses will occur, and when they do, they end up becoming the status quo for long periods of time. And in most cases, the regulation part never happens. All that does occur is what is happening now, that is, the excessive amount of movement in interpretation.

And this creates a basic inequity in the event. Those who wish to play by the rules find themselves at the short end of the posting as the violators move on to set the agenda and pick up the trophies. Effective or not, if everyone cannot or does not play by clear rules, then there is no equity in an event. And where there is no equity, there is no external integrity. There is not a need for an outright ban of movement. Just a basic understanding of the definition of interpretation would be enough, and what it is not, can restore integrity to the event.

Sub-point B - Standard can be created.

Affirmative may argue that there can never be a clear set of standards, because no one group of coaches, judges, forensics executives and/or students could ever agree on what those doctrines would be. Is walking two paces too much? Too little? Should we be able to kneel? And if we can kneel, why not lay down? For every positive, there will be a negative, for every proposal an exception. It would seem an impossibility (like finding an understandable team debater or a lucid forensics coach) to create the rules.

But that is not true. And the answer is right under our reading glasses. IF the piece demands movement, then movement can and should be used. It should be consistent with two (2) things: (1) the author's intent and (2) the physical reality of the event. If a writer images a character climbing a ladder, or riding a horse, then the performer can incorporate those actions into his work. But if there were an all out brawl, or a chase scene that is meant to cover many portions of the stage, to attempt to mimic this would be excessive. Why? Because of the physical limits involved. There is no other actor to fight with, no stage left or right to deal with. To try and pretend you are taking on an army of villains when all you have is a ill fitting suit and a blood-stream full of caffeine seems a little outside the boundaries.

And this includes instances where the author mandates NO action. Just because you think the crucial ending dialogue between dying father and son needs some jumping jacks to "liven" it up does not mean it is acceptable. A comic monologue about horrible tasting food does not require you to incorporate Ricky Martin style dance moves. The piece, not the desire to win, should dictate the amount and type of mo-

tion. And judges who wish to question this should be able to view the original cutting to see if the movement is inherent. Either way, they can discover the truth and make their decision.

Under this system, we solve many problems. We keep out of control performers in check by making them stay honest to the work. We provide a standard for judges to go by when confused, or angered by what they see. We do not modify or restrict the student's abilities by making them stiff and rigid, delivering lines like an audio animatronics President at Disney World (or on C-Span). There is a universal applicability. This is the only way to maintain integrity, both within the event itself and in forensics in general. We should strive for inclusiveness and this can only be achieved if everyone, violator and conformer alike, knows the score. In light of the analysis presented, I see no other vote than negative.

So, what do you think? Affirmative or Negative? Swayed by the idea of complete freedom, or liking the idea of following the original intent of a piece. Maybe you like a little from column A and a smattering from column B. Whatever it is, I would like to hear it. I think that, in some cases,

this is the biggest problem in forensics today. Students feel they cannot compete against others who "play fast and loose" with the rules and seem to always end up standing on stage at the final award ceremony. It is not right that some members of our community think that others "cheat" in order to gain their trophy reward, looking with a jaundiced eye at otherwise talented students.

Just as we would not tolerate the "perception or inference of impropriety" in the tabulation of a tournament, or in the proferring of evidence in L/D, TD and Extempore, we should not allow interp to continue on this path of "anything goes". While it may make the event more fun, or gratifying, hardware wise, it will eventually harm the event, just like speed in team or spreading in L/D, and create questions in the minds of coaches as to whether or not they can compete in the current climate of competition. Good riddance, some of you may say. If you can't stand the heat, get out of the break posting. Is this really what we are all about in forensics? If it's just the trophies, then maybe there is something wrong, in general. Whatever it is, write about it. I would like to hear about it.

(Bill Gibron coaches at Academy of the Holy Names (FL)).

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June 25 - July 8, 2001

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DR. DAVID ZAREFSKY

*Professor of Communications
The School of Speech
Northwestern University*



B.S., M.A., Ph.D., Northwestern University; Professor of Communications, The School of Speech, Northwestern University, Evanston, Illinois. More than 30 years involvement in debate and forensics: national high school champion, nationally acclaimed coach, veteran director of the National High School Institute in Speech (the model for all other "good" forensics institutes), lecturer, consultant, author; past president of SCA.

Dr. Zarefsky gave major attention to the importance of competitive debate in his keynote address to the International Communication Association in Amsterdam. Dr. Zarefsky's "Paradigms" lectures and "Logic" seminars have been enjoyed by Iowa participants for more than a decade. Professor Zarefsky may well have given more lectures to high school students on debate than any person living. None would disagree that any lecture by Dr. Zarefsky is expertly delivered. Students particularly enjoy the opportunity to ask questions after the lectures and sessions. Dr. Zarefsky is available to speak personally with teachers and students at Slater Hall on the last night of his visit. It is a singular honor to have him returning in 2001.

Faculty

THOMAS SULLIVAN, Division Director. Former teacher and director of forensics, Highland Park High School, Dallas; B.S., University of Wisconsin; M.A., Baylor University; his teams have won every major speech and debate tournament in the forensics world.

RICHARD EDWARDS, Professor, Baylor University, Waco, TX; B.A., M.A., Ph.D., The University of Iowa; designed and perfected the Tab Room on the Mac program that has revolutionized tournament management; long time member of the wording committee for the national high school topic; editor and author of dozens of articles and publications for high school teachers and students on debate.



Thomas Sullivan



Richard Edwards

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CHUCK BALLINGALL, Division coordinator, Director of Debate, Damien High School; B.A., University of Redlands; veteran lab leader at Iowa. Currently, Mr. Ballingall is the Vice President for the National Debate Coaches Association. Mr. Ballingall is regarded as one of the most outstanding debate lab leaders and coaches in the nation. Mr. Ballingall is the youngest coach to receive two NFL Diamonds. His devotion and dedication have earned him the admiration and respect of students and coaches from across the country. He has taught and lectured to thousands of students at dozens of summer programs over the last 10 years. His teams frequent the late elimination rounds of every major tournament and have attended every national round robin. It is a unique honor to have Mr. Ballingall lead the Iowa Policy Division into the 21st Century.

JANE BOYD, Director of Forensics, Grapevine High School; B.A., University of Arkansas, Fayetteville; Double Diamond coach; Coach TOC Top Speaker; Coach of Five State Champions; Coach of NFL National Semi-Finalist; teams at Greenhill Round Robin, Bronx Science Round Robin, MBA Round Robin, Glenbrook Round Robin, Harvard Round Robin and Stanford Round Robin.

ADRIENNE BROVERO, Debate coach and Ph.D. candidate, Northwestern University; B.A. and M.A., Wakeforest University; former Wakeforest debater; Winner NDT Copeland Award; Two appearances NDT semifinals; coached two NDT champions and two NDT Top Speakers; 9 year veteran lab leader.

TREVOR FOSTER, Graduate, University of Iowa; former debater at Millard North High School, Millard, NE; late elimination rounds of every major college tournament; former state champion.

FATHER RAYMOND HAHN, Headmaster and Director of Forensics, Cathedral Prep; B.A., St. Mary's Seminary College; M.Div., School of Theology, St. Mary's University; NFL Double Diamond; Key Coach of the Barkley Forum; as a veteran coach of Policy Debate, Fr. Hahn's teams have been in the late elimination rounds of every major tournament.

HEIDI HAMILTON, Assistant Professor and Director of Forensics, Augustana College, Rock Island, IL; B.A., Augustana College, Sioux Falls, SD; M.A., UNC Chapel Hill; Ph. D., University of Iowa; former debate coach at the University of Iowa; former debater for Augustana College where she reached the late elimination rounds of every major tournament; as a coach at Iowa and Augustana her teams frequently reach

the late elimination debates and have qualified for the National Debate Tournament.

DAVID HINGSTMAN, Assistant Professor and Director of Debate, University of Iowa; Phi Beta Kappa; A.B., Princeton; J.D., Harvard; Ph.D., Northwestern; coached three NDT Top Speakers, two NDT finalists including champions, and has had two or more teams qualify for the National Debate Tournament over the past fourteen years; voted one of the nation's most outstanding debate critics.

MIKE JENSEN, Ph.D. fellowship at The Center for Democracy, University of California; B.A., University of Iowa; former coach University of Iowa; coached 2000 NDT Copeland award winners; teams in the late elimination rounds at every major college tournament; former debater University of Iowa.



Father Hahn

KRISTIN LANGWELL, Graduate, University of Iowa; 4th Speaker Harvard Invitational; NDT District IV Champion; Finalist at UNI and Wake Forest; Winner of Kentucky, Pepperdine and Illinois State NDT tournaments; winner of NDT 2000 Copeland award; former debater at Niles West High School; former NFL champion; former Novice Nationals champion; former assistant debate coach, Elk Grove High School; former debater, Wake Forest University.

ANDY PETERSON, B.A., University of Iowa; A. Craig Baird Debate Forum member; Phi Beta Kappa; Four time NDT first round bid qualifier; Late elimination rounds of every major college debate tournament; numerous speaking awards; veteran member of Iowa staff.

2001 POLICY FACULTY

ANDY RYAN, Senior, University of Iowa; Baird Debate Forum member; 4th speaker at Kentucky; Top Speaker at Novice Nationals; finalist at UNI and Wake Forest; Winner of Kentucky and Pepperdine; late elimination rounds of every major college tournament; winner of NDT 2000 Copeland award; former champion of Barkley Forum, Glenbrooks, Pace Round Robin and the Tournament of Champions; former debater, Caddo Magnet High School.

NATE SMITH, Debate Coach, Northwestern University; B.A., Northwestern University; coached three NDT National Championship teams; coached two NDT Top Speakers; coached two NDT Copeland Award Winners; considered by the college community as one of the top debate critics in the nation; former debater, Northwestern University.

TYSON SMITH, Director of Debate, Valley High School; B.A., University of Iowa; Mr. Smith hosts the Mid West region's largest debate tournament; his teams have participated in the late elimination rounds of every major national tournament; as a first year coach, Mr. Smith sent team members to the NFL National Tournament; member of the National Debate Coaches Association; former debater.

AARON TIMMONS, Co-Director of Debate, The Greenhill School; B.S., Lamar University, NFL national champion, policy debate, coached many NFL champions; key coach Barkley Forum for high schools, Blue and Green Society Glenbrooks, Coach of two national sweepstakes awards, charter member of the NDCA.

MATTHEW WHIPPLE, Director of Forensics, Glenbrook South High School; B.A., Northwestern; M.A., Roosevelt University; Co-Director of the nation's largest high school invitational; coached 1998 winner of the TOC; teams in the late elimination rounds of every major tournament; more than a dozen NFL and CFL elimination participants; veteran member of the Iowa staff.

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David Hingstman



Nate Smith



Aaron Timmons

TARA VOSS, junior, University of Iowa; A. Craig Baird Debate Forum member; numerous debate and speaker awards, former debater, Ottumwa High School; second year as an Iowa staff member.

DANIELLE WIESE, Debate coach and Ph.D. candidate, University of Iowa; member A. Craig Baird Debate Forum; former director of debate, Illinois State University; coached NDT qualifiers and teams to late elimination rounds; former debater, Wayne State University and Michigan University; two NDT appearances and numerous debate and speaker awards; former high school debate coach, Henry Ford, II High School; coached state champions.



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PATRICIA BAILEY, special consultant for LD Debate, Homewood High School; former Head Debate Coach, Homewood High School; B.A., Huntington College; M.A., Montevallo (AL); NFL Diamond Coach, Key Coach of the Barkley Forum; coached NFL LD champion, numerous NFL national qualifiers, LD state champion for seven years running; Alabama Speech Teacher of the Year Award; National Topic Selection Committee for LD debate; Samford and Iowa Lincoln-Douglas debate institutes; NFL Hall of Fame; NFISDA Outstanding Speech, Drama, Debate Educator Award; co-founder of Iowa's Lincoln-Douglas Summer Debate Institute.

CLAIRE CARMAN-REDDIG, Debate Coach, Episcopal High School; B.A., Rice University; First place, Bronx Round Robin, St. Mark's of Texas; National Forensic League National Champion; former Director of Samford University Lincoln-Douglas Summer Debate Institute.

MICHELLE COODY, Director of Forensics, St. James School; B.S., Spring Hill; M.A., Auburn University; NFL Diamond coach; TOC advisory board; coached numerous national qualifiers; Key Coach of the Barkley Forum.

BEN DAVIDSON, Junior, Duke University; 1st place Wake Forest; 3rd place at Montgomery Academy Round Robin; 2nd place at Greenhill Round Robin.

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MARILEE DUKES, Director of Forensics, Vestavia Hills High School; B.S., University of Southern Mississippi; M.S., North Texas State University (Debate Fellow); former high school and college debater; 20-year teaching and coaching veteran; numerous state and national qualifiers; coached NFL and TOC champions; NFL Double-Diamond; Key Coach of the Barkley Forum; cofounder of Iowa's Lincoln-Douglas Summer Debate Institute; Blue and Gold Society.

MAC HAWKINS, Graduate, Loyola University, New Orleans; NCFL National Champion; TOC qualifier; participant in late elimination rounds of every national tournament; assistant coach, Isidore Newman School; coached students to late elimination rounds of every major tournament and state champions.

NADIR JOSHUA, Junior, Rutgers University; 2nd Stanford Round Robin, participant in late elimination rounds of every national tournament; three time NFL National qualifier.

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THE D G E

HOW TO CUT PREP TIME USE by David M. Cheshier

The amount of preparation time given to debaters varies considerably from region to region. In some areas teams receive as much as ten minutes for preparation, to be used as they wish; in others students are expected to speak without any prep time at all. At some college tournaments prep time is being merged with cross-examination periods, and teams are provided with so-called "alternative use time" which they can use for prep or questioning.

This essay is intended to advise debaters who receive some amount of time to be used at their discretion as the debate continues — is there ever enough? — and to provide some tips for using prep time more effectively.

The basic rules of prep time management are well known, and obvious to anyone who thinks about the topic for even a few minutes. Save prep time for the last speeches, to the extent possible. Devise a system to collaborate efficiently with your partner. Do as much preparing before the round as possible. Work to stay organized during the debate, both with respect to your flowsheet and your evidence. But the obvious advice can be hard to implement — sometimes one partner steals the lion's share of prep time on account of inexperience, and teams simply settle into a routine where they always lack time late in the debate for strategic planning. And it can be difficult to solve these problems — so often I see partners in a perpetual state of war with colleagues who eat up more prep time than their "share."

The dynamics of prep time use vary as the year continues. Every one experiences prep time allocation issues early in the sea-
(Cheshier continued to page 37)

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(Cheshier from page 33)

son, if only because of the near-universal state of under-preparation and disorganization characteristic of the early tournaments. And I think it also easy to say that prep time problems typically tend to subside as the year goes on, as students gain greater familiarity with their major positions, and the possibility for genuine tactical or argumentative surprise is lessened through experience.

What can be done to fix chronic prep time issues? In what follows I offer twenty tips for improving your use of preparation time. Think about using a handful — no one I know effectively does all these things— and you will cut down your own drain on time, much to your competitive benefit.

1. If your own time isn't enough, use theirs. Often I see debaters sitting quietly as their opponents prepare, or I'll see behaviors that clearly show a lack of concentrated attention to prep. The reluctance to do serious preparation work as your opponents work is, I suppose, understandable — "I'm not a mind reader, so how can I prep against a speech I haven't even heard yet?" But consider the possibilities for 2NR prep work while the 1AR readies her or his speech. In fact a lot of work can be done well in advance of the actual 2NR, even without knowing exactly what the 1AR will specifically extend. There are some positions the 1AR must extend, and to a very large extent you can certainly know in advance what major responses are likely to come — after all, rebuttal speeches are not supposed to contain new arguments. You can at least think about how you will script issue overviews — your basic overview to a topicality argument, to the "critical race" critique, or business confidence will not likely be changed regardless of what the 1AR argues. Yes, some major concessions in a good 1AR will nullify large portions of the 2NR, and in those cases your work will be wasted. But for the most part advance scripting of issue overviews and argument explanations to be given on the most tricky responses (such as intricate turn stories or impact assessments) can be written in advance, saving a lot of detailed work in your own prep time block.

2. Pre-brief as much as you can. We all know that to the extent you can script yourself prior to the round you will save prep time as the debate occurs. But too often our briefs are not written for delivery; instead, they tend to consist simply of card

runs. Thus my advice is to consider writing rebuttal or at least specific extension briefs for particular use in your major speeches. As a second negative fond of extending a presidential transition disadvantage, you know you will face some version of the response that the position is not unique since President Bush just this morning had his agenda captured by some event on the other side of the world. So you may as well write carefully scripted response briefs, including your most important asserted answers, eloquently and efficiently drafted. The more you prepare before the debate, the less time you'll need to prep during the round.

3. Convert tournament down time into preparation opportunities. At the end of most rounds I see, students rather leisurely re-file their evidence, post-mortem their just finished performance and the judges' reaction to it, wander around to find their coach or friends, and kill time until the next pairings are released. Time between rounds should be an occasion for some relaxation, and making friends is a benefit of debate participation. But if you and your colleague step up the pace and work a little harder you'll be surprised at how much productive work you can get done, and still have time for fun between debates. Consider this: If you worked hard and fast to re-file your evidence, you could probably free up as many as ten minutes per debate. If you did nothing more than make those new ten minutes productive, you will have added at least an hour's work time to your weekend. Try this: Immediately after the judge concludes his or her comments, look at your flow of the major positions and at that moment script or re-script extensions for use the next time. Briefs made right at the end of the debate are typically of higher than normal value, since the issues are readily in mind. Or script extension briefs (on, say, your major disadvantage) for the three new answers you heard in the round you just debated, even if they were asserted answers. Doing this can make you completely prepped on a disadvantage by tournament's end.

I think this idea is so important and under-utilized, that I invite you to think seriously about your current use of post-round time. Even if you feel your time is productively spent, I suspect you can squeeze ten minutes out of time you presently use to unwind at debate's end. And here is another benefit of this idea: It will help you remember with clarity the actual arguments

your opponent made. When I ask my debaters at rounds end how the team they debated answered our counterplan, they often reply with some version of "oh, they just pressed it." I interpret that as a judgment on their part that the other team made predictable and usually asserted answers (standard permutation answers and so on). You probably say the same thing to your own coach after the normal debate. But if you had taken the ten minutes or so necessary to pull out a piece of paper and precisely script out what you should have or did say against the particular permutation you hadn't heard before, you will save yourself the prep time later of having to rethink your responses.

4. Consider pre-flowing. I offer this tip with some trepidation, since it can be risky to flow yourself in advance, if only because the actual circumstances of debates rarely matches the pre-flow. But there are students who eat up prep time because it takes them so long to back-flow themselves after their speech, or so long to prep their speech in advance in a legible hand. Some students successfully use Post-It tape, which comes in a roughly one-inch width — perfect for pre-flowing a column's worth of talk on your flow. The beauty of Post-It tape is that after use in the round, you can peel it right off and re-attach it to the original brief for later use, although that makes your actual flow harder to understand later.

5. Take no prep for the 1NR. Some would add that the 1AR should take no prep, delivering the speech stand-up, a position I disagree with (I outlined my arguments against the stand-up 1AR in an earlier *Rosstrum* column). But no one believes the 1NR should ever take prep time. The first negative rebuttal can be completely prepped while the 2AC and 2NC speak, and during the cross-ex of the second negative. Think about it: there is no reason at all for the 1NR to listen to or flow the 2NC, since s/he will not be extending the 2NC positions. Never, ever take 1NR prep! Sometimes students who understand this advice and intend to follow it are thrown, robbed of prep time, when the 2AC waives her cross-ex of the 2NC. So, fine, plan to be fully prepped at the closing second of the second negative constructive.

6. Allocate arguments within the negative block with an eye to saving prep time. I often see second negatives take upon themselves the most intellectually demanding arguments for their own constructive, (Cheshier continued to page 40)

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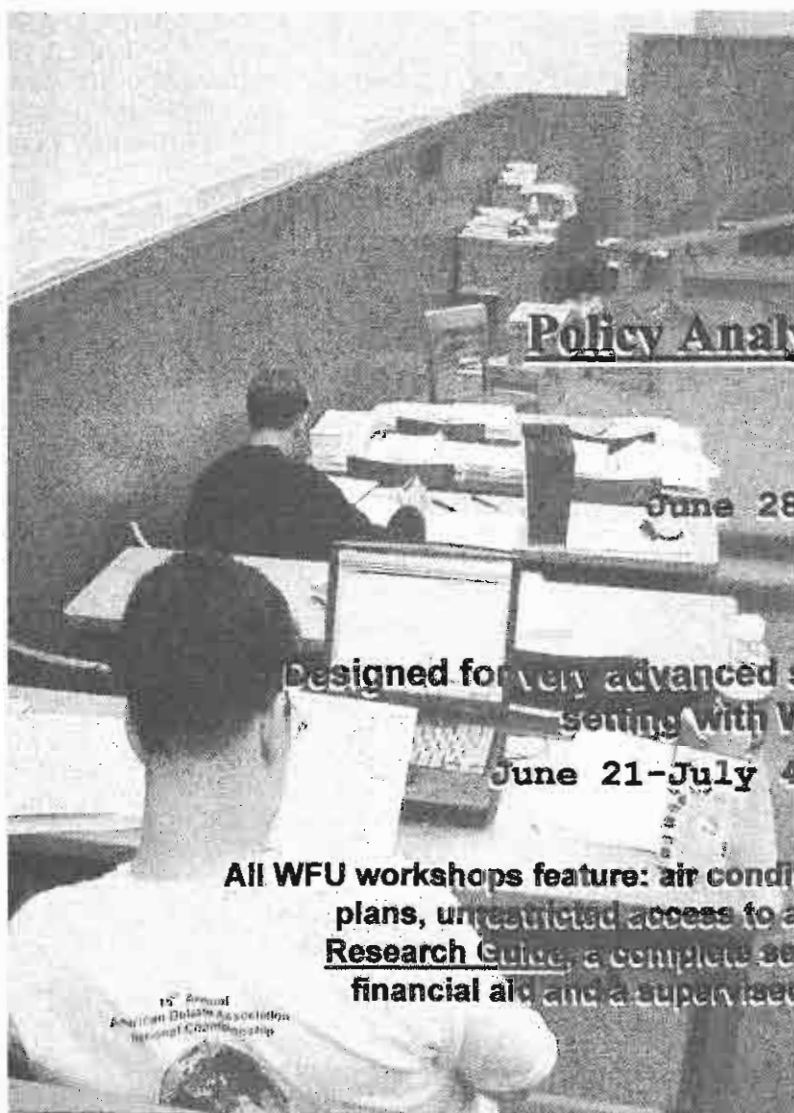
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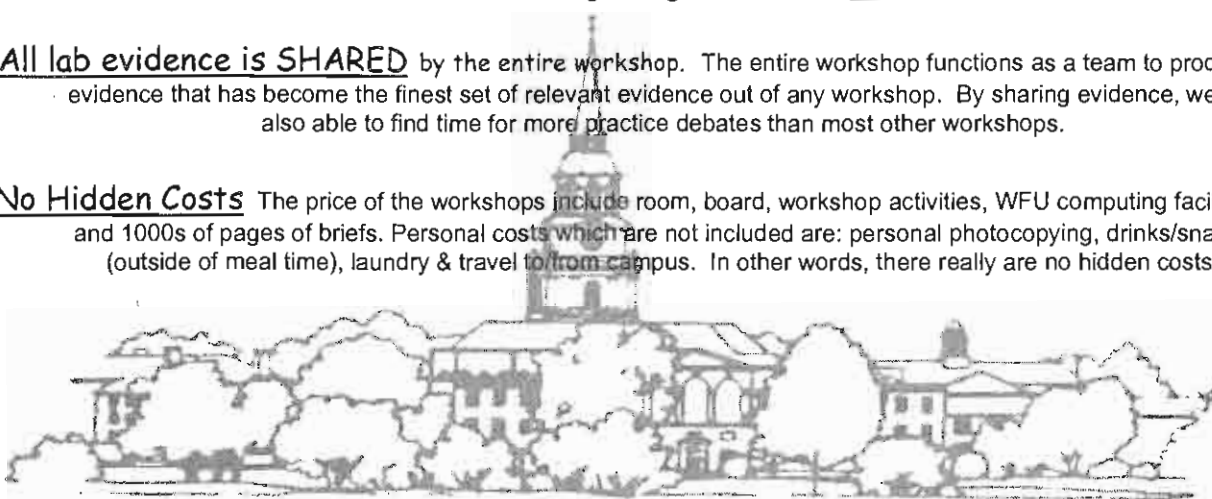
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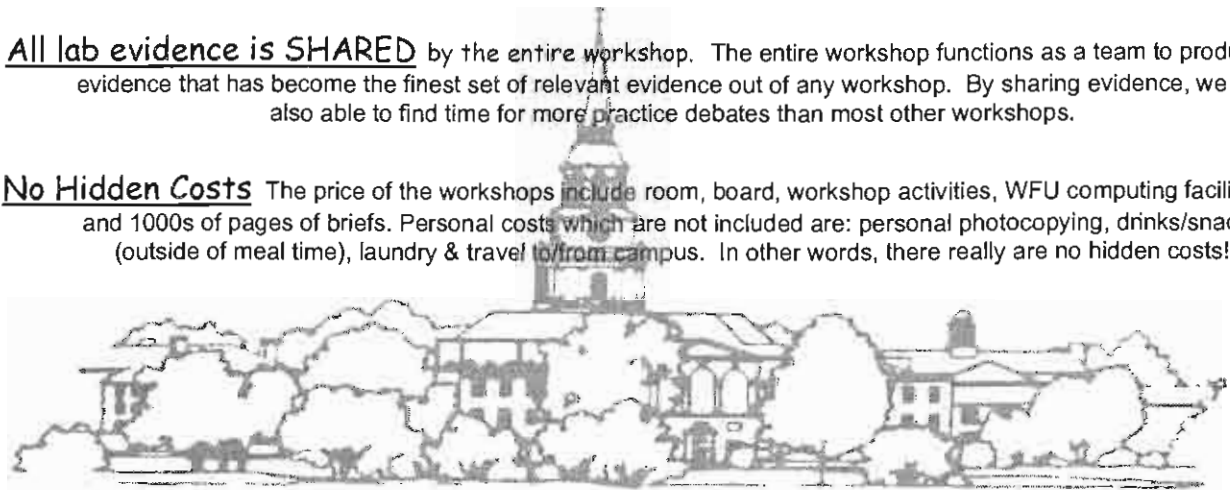
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(Cheshier continued from page 37)

leaving the weaker or easier arguments for their partner. We all get the reasoning — usually the 2NC is the more advanced debater, though of course not always, and many 2NC's simply don't want to trust the particulars of their argument to a colleague. But that position, which borders on or becomes arrogance, can come with a steep prep time price, as 2NC's have to eat up minutes on the clock scripting out answers to new, tricky, or simply sophisticated 2AC answers. In response to this problem, the tip is to have a very quick conversation with your partner at the end of the 2AC, and to allocate positions in the block with consideration of prep time concerns. Let the 1NR take a major position that will require a lot of careful in-round prep. Or, if you don't trust the 1NR enough to extend the entire critique, explicitly skip over some of the demanding responses in the 2NC, leaving them for 1NR coverage.

7. Get well organized. File carefully. Know where your evidence is. Highlight your major positions, so the best evidence is pre-selected. Keep expanding files in a consistent order, so you'll always know where to find them. Double check to make sure you really have everything at round's end, and are not missing critical briefs. Copy everything before the tournament, so you don't have to run back and forth borrowing evidence from your other teams. Keep notes about your strategies, judges, and the other teams' arguments in a well-organized notebook or file folders. Every second you have to spend in a debate hunting for the new uniqueness evidence is a wasted second.

8. Write useable debate briefs. I mentioned a moment ago the problem many even talented debaters have in writing briefs that are nothing more than card runs. But another problem is that even when analytical arguments are scripted on the page, they are not well written with an eye for actual in-round use. The arguments are not sequenced from strongest to weakest, which means a student just picking up the brief in the frenzy of a constructive may stop (under time pressure) after the third answer, when the fourth is really the key. Or briefs may be written in such a way as to make it hard to keep track of what evidence is to be read as a frontline (or first speech) response, and which ought to be saved for use in the rebuttals. Consider writing second versions of important briefs on the arguments you most prefer that can be used in the 2NC or 1NR, so that as soon as you hear the "wrong

forum" critique answer you'll have a perfectly scripted brief requiring no in-round prep use.

9. Script out your major theory arguments. At some point, given the practices in most of the nation's debate circuits, you will need to defend why topicality is a voting issue, why counterplan conditionality or dispositionality is justified, why critiques are reasons to reject flawed advocacy, or the contrary views to all these claims. Script yourself out comprehensively. A danger to avoid is writing theory briefs that are too truncated, where claims are made without reasons. While no one has time to deliver a treatise on why performative contradictions are reasons to reject a particular critique, no one wants to hear an asserted blip offered without any explanation either. Why have to take prep time to rewrite your arguments about why private actor fiat is illegitimate?

10. Concentrate in-round prep time on tricky and round-deciding issues. A tip I often suggest advises the 2NC and 1AR to circle the best 2AC answers as they are delivered. That is, as the 1AC flows her or his partner giving the 2AC answers to a disadvantage, s/he should circle the best ones (and by best I simply mean the truest, most clever, or the ones the 2AC is most likely to want to extend in the last speech). Then, as the 1AR prepares to extend the disadvantage, s/he should concentrate attention on those circled arguments. Start by prepping those first, to make sure the most important arguments receive the fullest attention. Often you'll find that you can effectively extend some of the other answers without pre-scripting anything at all.

11. At home, practice giving constructives without any prep time used at all. I especially recommend this no-prep drill for practicing theory arguments. The drill does not require full practice debates. For example, you can read a critique shell, your partner can read responses (as the 2AC would), and then you should stand up immediately to give a 2NC on the position. Do this drill repeatedly. You'll be surprised at how readily you can speak persuasively in response to most arguments without elaborate prep time use. And the experience of this drill will strengthen your performance in rounds where you simply run out of time. I like the no-prep drill because it most readily reveals what my students truly understand and do not understand about the positions they're extending — there is no cover for ignorance when the prep time to figure it all out is taken away.

12. Get help from your partner during prep, but be smart about it. This is tricky, since the most tempt colleague — as in, urgently whispered, "prep me on the counterplan!" or "write out T answers for me!" That can be dangerous, since partner handwriting is notoriously bad, and since the limited time available converts even clearly written answers into cryptic taglines that cannot be easily deciphered by someone else. Some find it more productive to have their more eloquent colleagues script out the internal overview, which can work if the person speaking remembers they are reading eloquence, and not another two sentence card at light speed. Others have their colleagues script out answers but only for certain difficult responses. Still others use their colleagues to fetch evidence and responses from their opponents, or to find cards in the files. How best to use your partner depends on that person's strengths and weaknesses. Talk with your colleague about how to be most productive in working together.

13. When practicing, avoid simply rehearsing your own specialty arguments. Some of the greatest prep time disasters come when students are called upon, for whatever reason, to extend a position they do not know well. Debaters who only know one argument are obviously disadvantaged under these circumstances. The cure? Broaden your specialization during at-home practice. Don't know much about critiques, while your partner is the reincarnated Michel Foucault? Practice the argument at home anyway — it will give you a better grasp of an important position on many resolutions, and even if you rarely have to take it over or extend it, when you do you won't have to sit there for all eight or ten minutes figuring it out.

14. Make pre-round conversations prep time productive. I'm referring here to the five or ten minutes of time available immediately prior to the start of the round. Consider explicitly rehearsing the basic stories of the arguments you plan to extend in the last rebuttal. Ask yourself, "given this affirmative we're meeting, what is their strongest and likeliest answer to my self-regulation counterplan?" Or, "how are they most likely to say they are turning the link to this argument?" Then and there, right before the 1AC stands up, script out your answers. You may or may not end up using the brief you write, but certainly somewhere down the road it will save you valuable time.

15. Diagnose your own prep time ca-

tastrophes immediately. Even skilled and experienced students get into occasional debates where all the time is inexplicably eaten up for the 2NC. So, what went wrong? How will the problem be fixed the next time? What specific argument ate up all my prep time — and once identified, you and your colleague should immediately take out paper to pre-prep for the next time the same issue arises. Talk with your coach about your prep time use — when in the debate is it tending to disappear? Who is using it up and for what purpose? What remedies are available? These conversations are not productive if they simply result in finger-pointing at a colleague less skilled at prep time use. Failures to allocate prep time well are team, and not individual, failures, and are not correctable by screaming at your colleague (“get up now! get up now!”), casting blame (“I hate you!”), or scripting them word for word (“OK, listen to me monkey boy! — they said this. Say these three things back!”).

16. Think explicitly about ways to minimize 1AR prep time. Apart from the stand-up routine I’ve criticized elsewhere, it is important that the 1AR not eat up every available second. Talk with your partner about ways to solve prep time problems productively. If your partner takes forever to prep the 1AR because you are dictating every word of the speech, the fault lies equally with you. If the problem is flowing, or deciphering a flowsheet, talk about ways to fix that problem. If the problem is just that prepping takes a lot of time because the debater can’t figure out what to say in response to major answers, that evidences a problem of understanding best remedied at home.

17. Think about ways to minimize the use of preparation time for the first negative constructive. The 1NC should never use more than a minute or two of prep, at most. One reason 1NCs take too much time is they sometimes feel they must carefully and completely script asserted presses against every card in the 1AC. But that is inefficient, both as a preparation strategy and as an overall strategic choice, since these so-called “pimps” rarely are round decisive. Instead of eating up prep to write assertions, have a series of well organized pre-selected arguments available. Don’t think it necessary to make answers to every part of the first affirmative — concentrate your firepower on the areas of real weakness in the case (usually these weaknesses are in the solvency or impact area). Many

fine debaters have gotten into the habit of converting their off-case critique arguments into on-case solvency attacks (and so, for example, evidence from the critical legal studies tradition claiming that the law is indeterminate will be read as an argument why the plan cannot solve). This can be a very productive strategy, but make sure you are not wasting prep time figuring out what cards to read — rather, make specific solvency briefs at home including your best critique evidence.

18. In the round, work especially hard to stay focused on preparation. It is sometimes overpoweringly tempting to jump into cross-examination periods, when your partner is perfectly capable of doing their own questioning. Or, it can be easy to let the other team distract you. Concentrate, concentrate, concentrate! And if the noise levels in the room are interrupting your ability to focus clearly on the prep issues at hand, don’t be shy about politely asking others in the room to quiet down.

19. Taking a little planned prep time early can sometimes save lots of unplanned prep time later. Simply planning to have a ten second conversation with your partner right after the 1AC ends where you coordinate your work, what major positions you plan to run, and who intended to go for what in the negative block, can save whole minutes of time later in trying to fix problems arising from a failure to communicate early on.

20. Have some filler ready for use in fleshing out a position late in a speech. It always helps to have some extra impact cards at hand, so that as you conclude your coverage of the disadvantage or advantage, you can quickly add one or two especially powerful cards. There is no reason in the world why the selection of these cards should take one second of your own prep time, or (as is more commonly the case) a single second of your partner’s time (“quick, get me more impact cards!” or “I need more to read against the case — NOW!”). Prep these issues out before the round or even better, at home.

In-round preparation is something that can be improved by practice — after all, this is why prep time use usually gets under control as the year proceeds. So think about practicing at home to minimize your own prep time use. I mentioned and defended the idea of doing no-prep speech drills. But there are other possibilities as well. When you have practice rounds at home, force yourself to use less prep time

than you routinely have available at your tournaments (so if you usually receive eight, limit prep in all your practice rounds to five). Use practice debates at home to see what happens if you make the 1AR stand up at the four minute mark — it may not be all that bad. And work, work, work! — the most important way to reduce prep time use at tournaments is to spend more time preparing before they begin.

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(David M. Cheshier is Assistant Professor of Communications and Director of Debate at Georgia State University. His column appears monthly in the Rostrum.)

(Littlefield continued from page 72)
judges (two per round). One was the blackboard judge who flowed the debate for the students, the other simply listened. Both completed ballots. Parents were invited to come and many watched their students debate. Refreshments were provided and everyone got a participation certificate.

The outcome of this after-school activity was a number of students who didn’t get enough and want to be more involved next year. They have a general understanding of some fundamentals and they had fun. At the sixth and seventh grade, maybe that is enough for most. Trying to get middle school students ready for real tournaments is tough because they often don’t really understand everything as well as they say they do. I have had some outstanding middle school students fare quite well, but for this group, I think I did the right thing by trying a different approach.

(Dr. Robert S. Littlefield, Ph.D., is a coach at both Sullivan Middle School and Fargo-Shanely HS both in Fargo, North Dakota.)

"Paving the Way" encourages NJFL coaches to share what they are doing to provide an NJFL program at their school. We would like to thank coaches/teachers who have provided articles for Paving the Way. We welcome future articles. Please forward articles and pictures to:

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- **EXPERIENCED PROGRAM DIRECTION.** The director is Russ Falconer, former coach and debater at Emory University. He will be coaching at Baylor University next year. This year he has been working with the Urban Debate League in Waco, Texas. His competitive successes include semi's at West Georgia, quarters at Wake Forest and CEDA nationals, and 1st place at the University of South Carolina. He also works at the Stanford National Forensic Institute in the policy debate program.

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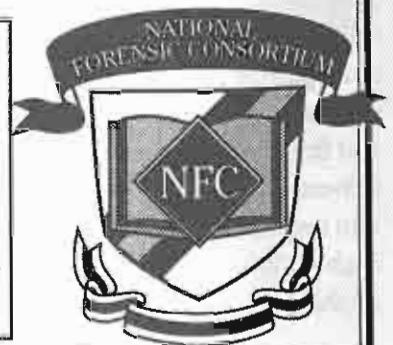
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*by Professor Paul Lorentzen, Chair
PER Youth Program Committee
Series II - Article 7*

CIVICS IN THE CLASSROOM

Those of you who have been rearticles covered the nature of our form of government in the United States (decentralized with checks/balances); the great variety and number of public sector (local, state and national) jobs and occupations; and the reasons for our having a federal (rather than centralized) form of government and for a persisting general anti-government feeling. These Part I articles can be reviewed on the Internet (www.theroundtable.org).

Now in Part II we are exploring reasons why public/government employment is not considered the prestigious and sought-after career as it is in other Western society countries. Our article 6, the first in Part II of the series, concerned perhaps the most significant of the four factors underlying this poor public image of government employment; the geographic spaciousness of our country, which reinforced a culture of individual independence and reliance primarily on oneself rather than on any kind of government. There were few opportunities or reason for the public to develop any kind of image of government employment--and certainly no favorable one.

We are now ready to explore a second important factor accounting for this peculiarly American feeling (generally negative) regarding public sector employment: the absence in our country's history of the centuries-long development of political/governmental institutions featuring a personal sovereign blessed and supported by an established religion. Such a development was the norm in the European countries (e.g. England, Scotland, France, Spain, Germany) from which the immigrants to America came--and from which these settlers generally wanted to escape. Governments in the "Old World" developed over centuries into institutionalized, hierarchical, class-ridden states with each political sovereign serving as the head of this state's established religion.

Not only was the United States not a participant in this historical development, but it was to a large extent actually established as a result of the antipathy of the general population to this type of political/governmental intrusiveness with its demand for rigid conformity to the social/economic/religious conditions into which one was born. Instead of looking up to and respecting those in authority above one--in the political, social and religious institutions, as the general population in European countries did--the settlers in America relished being comparatively free from this "Old World" environment of centralized government with ubiquitous agents in all sectors and sections of economic and religious life.

As mentioned in the last article, each of the four factors we are exploring which account for the historical poor image in America of public sector employment is related to each of the others. Thus it seems quite obvious that the geographic factor (spaciousness) treated in article six was intimately connected to this historical/political situation described in this article. Without the former, it is doubtful if the settlers would have been able to found a society upon principles almost diametrically opposite to those prevailing in Europe. Space was available to grow something new, and with it an image of government (and its employees) developed as (at best) a necessary evil. Prestige and respect was hardly a part of this image.

Our next article will discuss the economic factor as a third important reason for the persistence of the poor public image of government employment.

(Dr. Paul Lorentzen, Public Employees Roundtable Program Committee Chair provides a bi-monthly article series.)

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Brian Smith
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DAN DAVIS: Former debater, Univ. of GA; Debate Coach, West Georgia; runner-up 1997 NDT National Champion; Institute Instructor, Dartmouth & Kentucky, 1997-00.

KAMAL GHALI: Senior Champion debater, Emory Univ.; NDT runner-up, 1999; 1997 TOC winner; 1996 Kentucky Institute Fellow; Institute Instructor, Univ. of Kentucky, 2000.

NERMIN GHALI: Champion debater, Caddo Magnet High School; 2000 Kentucky Fellow.

***MICHAEL GOTTLIEB:** Currently attending Harvard Law School; two time NDT Champion and Top Speaker, Northwestern Univ., 1998-99; Institute Instructor Michigan, Northwestern & Kentucky (Guest Instructor)

JOSH HOE: Debate Coach, Univ. North Texas; CEDA National Champion, CSU, OK; Institute Instructor, UMKC, Arizona State, Emporia State & Kentucky, 1997-00.

MICHAEL HOROWITZ: National Champion NDT debater, Emory Univ. 2000; Emory Institute Instructor, 1998-99, Institute Instructor Kentucky, 2000.

AARON KALL: Senior Champion debater, Univ. of Kentucky; President, UK Student Forum, Sponsor of the TOC; Kentucky Institute Staff 1996-00.

RANDY LUSKY: Champion debater, Univ. of California; former Institute Instructor, Stanford Univ.

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RACHEL SALOOM: Former Champion debater, Univ. of West Georgia; Debate Coach, Univ. of Alabama; Institute Instructor, West Georgia, 1997-00 & Univ. of Kentucky, 2000.

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Kentucky LD

A Faculty of Champions

The LD staff of the Kentucky National Debate Institute is a group of diversely talented teachers and former champions who share a unified set of beliefs about what LD should be: informed, ethical, eloquent, intelligent, and, above all, educational. The excellence of our staff, more than any other factor, accounts for the Institute's extraordinary success in the past several years. Therefore, it is with particular pride that we announce our 2001 instructors:

Jason Baldwin (coordinator) compiled one of the finest records in the history of LD while debating for Vestavia Hills High School (AL). After graduating from Wheaton College in 1997, he coached LD at Vestavia for two years, where his students made it to late elimination rounds of every major national tournament, including the final round of the TOC and first places at Bronx and Emory. Currently a graduate student in Philosophy at Notre Dame, he returns to Kentucky for the sixth straight year. His lab students here have won tournaments such as the Glenbrooks, St. Mark's, and the MBA Round Robin.

Brian Fletcher graduated from West Des Moines Valley High School (IA) in 1997. He won the Bronx, Glenbrooks, and MBA Round Robins. He graduates this spring from Yale with a B.A. in Ethics, Politics, and Economics. In past summers he has taught at the Iowa and Samford workshops; this year marks his first at Kentucky.

Alex Gomez debated for Miami-Palmetto High School (FL), winning first place at St. Mark's and Emory and top speaker at the TOC. He is now a junior at the University of Michigan majoring in Political Science. His summer and school-year students have enjoyed great success, including final-round appearances at the Glenbrooks and Emory. This is his third year to teach at Kentucky.

Noah Grabowitz graduated from Hendrick Hudson High School (NY) and is currently a freshman at Stanford. His numerous debate awards include first places at Harvard, the Glenbrooks, and the MBA and Greenhill Round Robins. A 1999 Kentucky Fellow, he was also a member of our 2000 staff.

Maureen Haver graduated from Houston Memorial High School (TX) in 2000. In only two years of debate, she competed successfully in elimination rounds of many national and regional tournaments, thanks largely to her savvy analyses of value criteria. She was a 1999 Fellow and a member of our 2000 staff.

Peter Myers graduates from Needham High School (MA) this spring. He won the Manchester tournament three times in a row and placed in many other major competitions. A 2000 Kentucky Fellow, he plans to enter Princeton this fall.

Steve Pattyn graduates from Westwood High School (TX) this spring. Among his many debate honors are top speaker awards at Greenhill, St. Mark's, and the Greenhill Round Robin. He attended Kentucky twice and expects to enter Rice this fall.

Scott Robinson, Ph.D., debated at Duncanville High School (TX) and coached at Newman Smith while an undergraduate at the University of Texas at Dallas. He has just completed his doctorate in Political Science at Texas A&M and currently teaches at Ricc. The author of numerous Paradigm Research LD publications, he brings to the Institute expertise in political theory, research strategy, and argumentative logic that is simply unavailable at other workshops. His Kentucky students in the past five years have won such tournaments as the Glenbrooks, Emory, and NFL Nationals.

Joe Ross attended Nova High School (FL) before entering Yale last fall as a student in Ethics, Politics, and Economics. A model of strategic, selective debate, he placed at many Florida and national tournaments and was a semifinalist at the TOC.

Because of our varied curriculum and limited enrollment (72 students), each student has opportunities to learn from every staff member. Our three-week workshop (\$1450) runs from June 15 to July 8; the two-week workshop (\$1140) ends on July 1. The application deadline is May 1. For information and an application, call 859-257-6523, e-mail jwpatt00@pop.uky.edu, or write to Dr. J. W. Patterson, Director, Kentucky National Debate Institute, 205 Frazee Hall, Lexington, Kentucky 40506-0031.

The Institute Choice of Champions

THE URBAN SPEECH TEAM

"WHY ATTEND TOURNAMENTS?"

by

William C. Thomas

Chapter V

I love it when Suong comes to talk to me about her friend, Dung. Dung, who is extremely attractive at 15, is driving Suong nuts because Dung loves to flirt with older boys. Suong, who sees Dung's actions as shallow and unworthy of a thinking individual, is irritated that Dung sees no hypocrisy or flagrancy in her behavior. As a matter of fact, Dung loves the attention.

"I so afraid for her, Mr. Thomas," Suong begins. "Everyone think she is girlfriend of Phan 'cause he drive her to lunch in his new red car."

"And Phan is no good?"

"He okay. His uncle—"

"Phan's uncle?"

"His uncle. Drugs. Cocaine. Crack."

"Does he deal, or is he an addict?"

"No no no. He make money—"

"He deals. Does Phan deal?"

"No. He not deal. But Dung—"

"—Is the girlfriend of a member of a drug dealer's family. Is that what you're worried about?"

She nods. She thinks in a traditional Vietnamese way and she is horrified that Dung would dare to test its limits. "What if she 'come pregnant, or—?" Suong left the question hanging in the air. Tradition, respect for one's family, and respect for one's ancestors run deeply in this one: A refugee who had seen her older sister married quickly to a family of dubious means because of an unwanted pregnancy. The lessons of that quick marriage and subsequent denial of a visa to the United States because of her sister's husband's criminal record created quite an impression on Suong, who believed that she could be deported for her sister's actions and lived in fear of the INS. That her friend Dung was cavorting with the nephew of a criminal further added to her worries.

Suong's problems and concerns aren't unique to an urban high school; nor are they especially noteworthy, *unless it is taken into account that a lot of recent emigres face the same problems that the great-grandparents of today's O'Tooles and Schwartzes faced.*

And it needs to be understood. But

on a more basic level, the various cultures that make up America need to be understood; and soon, before those cultures explode in frustration, resulting in loss of lives.

America is the land of reinventing oneself. The early Schwartzes and O'Tooles probably wouldn't recognize their blonde haired and blue-eyed progeny any more than the early Lings and Woos would recognize their black-haired and almond-eyed progeny, preoccupied as they are with making the VCR work and taking dinner from the freezer and throwing it into the microwave oven. Unfortunately, as Jay Gatsby, of F. Scott Fitzgerald's book, realized, the reinvention could kill.

It was a student congress at Extraordinary High School on a Saturday morning in December at which I was officiating. Normally, student congresses are predictable affairs: The student speaks on a bill or resolution before the congress, pro or con, the official makes a score on the student's speech, and the whole Congress of twenty or thirty students listens passively to the speech.

Then the resolution on gang violence, providing for some liberal measures for rehabilitation of gang members, comes up.

As resolutions go, it was poorly written and had no definite limitations on spending and it had no definition of "rehabilitation." Nevertheless, it had been included among the bills and resolutions of this particular congress because it addressed a subject not often found in student congresses, which more and more deal with funding of NATO and the morality of U. S. Presidents: Topics on which the students can speak; but generally airy and vapid in terms of passionate eloquence.

The resolution was introduced and immediately went to debate, pro and con. Those who argued in its favor presented weak and often unsubstantiated claims that "rehabilitation would reduce crime" without any statistics to back their claims and no definition of "rehabilitation." Those who spoke against the resolution already knew the statistics and knew the resolution was poorly written.

"We already know that our jails are filled with ex-gang members," one Extraordinary student, blonde-haired and blue-eyed, proclaimed. "Why spend any more money on them than we already are? It costs about thirty-five thousand dollars per year to house one inmate for one year at a state prison. Can't we use the extra money of this resolution to do something else, something more useful? Besides," he said, lowering his voice and looking cunningly at his audience, "Most of us will never have to deal with gang members. Their way of life is antithetical to ours. Why even worry about them?"

In the third row, Sabrina Muense, late of Haiti, three years in the United States, jumped up with a question. She was part of the ragged band of James Knox Polk students whose Speech teacher had encouraged to "try Congress. See how you'll like it." As a student from the inner city, she was appalled. "But—" she yelled, waving her hand.

The Presiding Officer rapped his gavel. "Out of order," he intoned. "The speaker hasn't finished yet."

Sabrina remained standing while the speaker finished with an oratorical flourish, lasting exactly one minute. "We have no gangs here at Extraordinary," he began, "And we never will have gangs. Our community is honest and decent. Our standards are high because we have never let the specter of gangs infiltrate our neighborhoods. Why rehabilitate gang members? Why rehabilitate the scum of society?"

Sabrina raised her hand again.

"That was three minutes," the Presiding Officer of the Congress intoned, "and no time for questions. Speeches for the resolution?"

Sabrina raised her hand again, not quite knowing what she was doing.

"The Chair recognizes Representative Muense," the Presiding Officer said in his monotonous voice. "You have the floor for a two minute speech. One minute for questions."

She blew it. She was so angry with
(Thomas continued to page 50)



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(Thomas continued from page 47)
the previous speaker that she addressed him throughout her diatribe. "You don't know. You don't know. My brother is in gangs and every night my mama put a candle in the window. You don't know. You don't know. He is nineteen. When the Police come, my mama hides in the closet. You don't know."

"Are you finished?" the Presiding Officer asked after thirty seconds as Sabrina wrung her hands, unable to say anything else, the sobs catching in her throat.

She nodded.

"Questions?"

Nobody raised his/her hand. Sabrina sniffled and left the room. If she had stayed, the vote to reject the resolution would not have been so tremendous—18 to 3.

Why attend speech tournaments? Because there is no place, for the urban high schooler, outside of limited athletic activities, to express his point of view, or to persuade his peers that he has a perspective that should be considered. He may not be as polished as his peers and he may not have the same skills of persuasion, but he is still someone who needs to be listened to.

Misty was disappointed after an Oratory round because she felt that nobody listened to her. Her oration was about homelessness and the growing tendency of Society to ignore it as a problem. "The homeless aren't just some population of other people who just happen to be homeless," she explained. "Many of them are single mothers who have no family to go to, no forthcoming check from the children's father, and are faced with raising their children in the street." But the reality of what she was describing was far away from her listeners, who thought of downtown as a place for shopping, not shelters, and social responsibility as someone else's problem.

"I'll bet they really enjoyed the oration about lies and I'll bet the winner of the round was the girl who talked about honesty," Misty mused. "They were both good orations, but I was the only one talking about something real." She spoke from personal experience: She and her father had lived on the streets in his truck for a month when the construction company he worked for went bankrupt.

Did anyone hear her or understand her message? I don't know. What was significant was the attempt.

Too often, the urban high schooler doesn't attempt because he's afraid of be-

ing laughed at. He's intimidated by the suits around him; the conversations about golf; the aspiration to go to an Ivy League school—or that's what he believes he sees.

He's also intimidated by talent that is as good as or better than his own.

Charlene was no slouch when it came to Poetry Interpretation; successfully weaving Maya Angelou, Nikki Giovanni and Langston Hughes into a thematic piece about abuse, and she'd won several awards with her presentation, which would be going to the State Tournament in a couple of weeks. She'd polished it; she'd practiced it. It was ready for presentation anytime, anywhere. As a matter of fact, I'd just seen her perform it two days earlier during lunch to a group of bangers-on who watched and listened to her, openmouthed.

But Charlene refused, on the day some student ambassadors came from Boulder, to present at all. She preferred to match the wallpaper. It was because she recognized two of those student ambassadors from previous tournaments. She knew they were good, as we saw when one of them presented his Humor cutting, and she did not want to embarrass herself by making the slightest mistake.

By refusing to present, all she did was give the "ambassadors" the impression that she was stuck up.

Yet the myth prevails among urban students: They know so much more; they have so much more money; they have so many more opportunities in the suburbs that an urban kid won't be listened to; will mess up; will look a fool. Attending speech tournaments becomes an act of courage.

And what about their suburban peers?

There are instances where suburban students learn something besides the dry texts of Calculus and English; where they learn who they are in the universe.

"Oh—" Sheila bubbled when she met Bob—"I've always wanted to meet a black person!"

Bob shook her hand like it was a greasy rag. He had been sitting with me, talking about his mother's standards for all five of her children: "You will attend college; you will get a job in a technical field; you will become a personage in the community..." when this blonde bopped up, sat down next to me, and proceeded to gush:

"I've always wanted to meet black people! They're so cool! They know so much!"

Bob looked at me.

"Thank you," I said icily. "Now go away."

"What's wrong?" she asked innocently. I truly believed that she was innocent.

"Look—" I stared straight into her blue eyes. "Bob is my student. We're talking. He's not some creature from the zoo. Neither am I. Your presence and attitude here are offensive to both of us. If you want to meet Bob, do so when neither of us is occupied. Do you understand?"

She nodded and left the table.

"It was the most deflating experience Lydia has ever had," her Speech coach remarked to me about the incident. "She's been ever so reticent about minority rights ever since you talked to her."

"Maybe she'll understand that minorities aren't objects to be patronized," I returned.

Why attend tournaments? Because someone might learn something about assumptions.

There are also other reasons: A teacher might learn something.

"I can't understand why you teachers in Denver would want to strike," Dorothy said to Phillippa, a teacher from Denver's Chester Arthur High School. Dorothy taught Latin, English, and Speech at Confidence High School in the suburbs. Her students' parents had incomes in six figures and she had spent most of her career writing recommendations for them for Yale and Stanford. "I just can't understand it when you make the best incomes of any speech coaches in the metro area and you have such a good benefit plan!"

"Do you have gangs at Confidence?" Phillippa asked. "Do you have one hundred seventy students to keep track of? When the weather turns warm, do you have air conditioning? Are you summoned to appear in Court because a student of yours was out robbing a 7-11 during third hour? Are you asked to be in a conference with a wild parent and the Principal during your planning period every day? Do you have to spend valuable instruction time disciplining your students over and over again?"

Dorothy shook her head.

"Do you have hall duty with an armed guard in front of a locked gate?"

Dorothy shook her head.

"Do you understand why we're going on strike?" Phillippa asked.

Dorothy shook her head.

"Working conditions. We're ex-
(Thomas continued to page 54)

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(Thomas continued from page 50)

pected to be policeman, counselor, mother, father, boyfriend, girlfriend to these kids. I think a lot of us are fed up with it."

Attending tournaments also broadens the student's perspective:

Dalji was born in Bombay. She had attended British schools in New Delhi until she was fourteen, when her mother found her father in the arms of another woman. Dalji and her mother then journeyed to the United States, where Dalji was enrolled at Millard Fillmore.

"I cannot believe it," she told me after the first round of her Dramatic Interpretation performance was finished. "I met a boy who lived in the same neighborhood as I!"

"Really?"

"His name is Henry and I know his cousin! And he was reciting Shakespeare in my round! He seemed to know me, and sat and spoke to me about New Delhi. Made me quite homesick, really. He now goes to Lacrymose. Then to the University of Denver."

"Is he interested in you?"

"No," she giggled. "Only because I'm exotic. And Indian. He's promised, Mr. Thomas."

"Promised?"

"Oh, yes. The grandparents tell each other, of Punjabi families, that 'my little granddaughter will marry your little grandson.' It happens all the time."

"Oh. So he won't ask for your phone number?"

"Not unless he wants to defy his parents. We're in America. Who knows?"

She smiled brightly and gave me another reason to worry about cultural values that I knew nothing of. Dalji went off to buy pizza from the concession stand. I stared after her, wondering whether I was crazy wondering.

"Like you told me to, I listened to the extemp speeches," Kandare began, "and I listened to two real boring ones about Korea and Vietnam; but the one about Mexico—I knew what he was talking about! And he was a white boy!" (Note here: The term "white boy" refers to anyone who can be remotely classified as "Caucasian." This implies lack of knowledge of the barrio, the ghetto, the lettuce fields, or the seedier parts of urban America). "He said he understood the lettuce workers' problems because his grandfather had been a sharecropper in Louisiana and was called 'white trash' by the people in town. His grandfather made it

to Detroit, where he made cars. His son got a college degree. He became a lawyer. But that white boy—he said real stuff!"

A student's perspective can be changed by attending speech tournaments.

Finally, there is the expectation of certain behaviors by coaches and their competitors that is not expected at sporting events: It is the expectation of obeisance on the part of the competitor and dignity on the part of the coach. Granted, it is broached often enough; but it is still an unwritten law at Speech tournaments that the competitors be completely honest in the face of authority and that the coaches be completely professional in their behaviors. Although it has the quaint vivance of a Victorian drawing room, the expectation is nevertheless present, and keeps the timbre of Speech tournaments "civilized."

Gary was a former gang member who found that he liked poetry. Because he had spent his life on the street, he did not care who knew about that. What he cared about was his "image," a cobbled-together mess of clothes and swagger. The clothes were perfect: Avocado-green suit and dark tie with white shirt. "Thomas—if you ever tell my homies that I looked like this for a Speech meet—"

"Shoot. You look fine," I reassured him. "Who cares? You're your own man, remember?"

He nodded. He was doing it for the grade. He also secretly liked performing poetry—something his friends would not understand.

Georgina, a Speech coach from Valentine High School, joined us. "You look gorgeous!" she announced to Gary. "If I were a girl of seventeen—"

He smiled in his embarrassment.

"No—really. I was a teacher in San Antonio five years ago. You look like they wanted to look. You're cool."

Obviously, Gary was not enjoying the admiration. "Thomas," he pleaded, "Getme outta here."

"Um—Gary, what do you think about checking up on Janna?" I asked.

"Yeah. Yeah."

"Let's go."

He walked away from her with his mouth open. Obviously, he'd never thought an adult would find him attractive.

"I rather liked her," I told him.

"Good luck," he replied. He grinned and playfully punched my shoulder. "Thomas—if I ever thought, in my weirdest dreams, that I'd be here, I woulda' gone

nuts."

"So you liked her, too, huh?"

He groaned his affirmation.

The "civilization" of this particular encounter usually cannot be replicated in the "normal" high school environment. Gary would have either uttered expletives or remained silent if he'd encountered such a reaction from Georgina. She probably wouldn't have said anything, either, in a normal high school environment. Such fraternization is frowned on by administrators and colleagues, who fear loss of control.

This "civilizing" also allows students to shine in other ways. Ian had a fear of speaking that was so profound that he invariably forgot his lines, shook, and mumbled from behind his script, going as quickly as possible to get through with the torture of being seen by his peers. At State Quads, the judge asked him to stay behind all the other competitors in his second round, then asked Ian to present his piece again; which he did, beautifully. That kindness was never forgotten by Ian, who framed the written remarks of that particular critic.

When the teachers and students understand that civilizing role, the speech tournament seems to "click." The students are respectful and tolerant and the adults are kind and forgiving. It's quite a contrast to the distrust that seems to pervade the urban high school: If a student is wearing certain clothes, he is a gang member; if he is seen with a permanent marker, he is a "tagger;" if he is seeing certain people in new cars, he is a drug dealer. The civilizing influence of a Speech Tournament actually makes all the students equal—no matter how weird their lives are at home. This is because the "civilizing" includes high expectations on the parts of students and teachers: That some semblance of "the good" can be found on a Saturday at a high school at the height of the season, in December or January.

For the urban speech teacher, there's also a reason to attend Speech Tournaments: The atmosphere created by colleagues. At any speech tournament, coaches young and old gather. They share information. They share troubles. Sometimes, they listen to each other.

"I'm the Soccer Coach for John Quincy Adams High School," my colleague, Dix, told me, "and I agreed to take on Speech. I didn't know what it would be like when I took it; but, I couldn't refuse it when the

(Thomas continued to page 76)

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NFL EXECUTIVE COUNCIL

SPRING MEETING

JANUARY 28, 29, 2001

Present: President William Woods Tate, Vice President Ted W. Belch, Bro. Rene' Sterner, Donus D. Roberts, Harold Keller, Don Crabtree, Glenda Ferguson, Kandi King, Mike Burton (alternate) for Frank Sferra, absent, ill.

Technology

The Executive Council as a "committee of the whole" conducted a complete examination of the technology issue: analysis of technology survey results; discussion about reports from consultants Bob Horlick, Tim Henkes, Shane Colin and Mike Bietz, and Allen Clarkson; consideration of bids from both IBM and Microsoft purveyors; debate over funding alternatives; and development of a project outline.

Moved by Roberts, seconded by Ferguson to establish an interactive e.business internet site for NFL point recording, membership applications and merchandise sales. And to authorize the Executive Secretary to hire personnel to create the site. **Passed. Unanimous.**

Moved by Roberts, seconded by Crabtree to raise chapter and affiliate dues to \$99 per year beginning with the 2001-2002 school year. **Passed. Unanimous.**

The Council is aware that money is always at a premium and spent several hours considering various options. Guided by the technology survey the Council determined that a majority did not want student fees raised but a majority of coaches favored raising school dues to \$99. Most coaches believe NFL membership delivers good value for the money, particularly compared to other organizations and tournaments. Complete technology survey results are in this March *Rostrum*.

Foreign Debate

Moved by Roberts, seconded by King to cooperate with the international debate education association (IDEA) on joint projects. **Passed. Unanimous.**

Moved by Ferguson, seconded by Burton that the NFL Council encourages members of IDEA to become members on the NFL interactive website. **Passed. Unanimous.**

IDEA, through the Open Society Institute, has pledged a \$50,000 grant to help fund construction of the NFL point collection website, which IDEA will also use.

Council and Administrative

Bro' Rene Sterner, president of LaSalle College High School, Philadelphia, was unanimously re-appointed to a two year term as administrator representative on the NFL Executive Council.

The Council unanimously commended the national office staff for outstanding work on behalf of NFL.

The contract of Executive Secretary James Copeland was extended to July 31, 2004.

Mr. Copeland will serve as Executive Secretary until July 31, 2003 and as Secretary Emeritus and consultant from August 1, 2003 to July 31, 2004. The search for a new secretary will begin in October 2002. The new secretary will assume office August 1, 2003.

Tournament Procedures

Moved by Roberts, seconded by Ferguson to count student NFL points and team trophy points for District tournament debates not held, because a coach designated the winner when two teams from the same school were forced to meet. **Defeated, 3-5-1. Aye:** Roberts, Sterner, Ferguson. **Nay:** Belch, Burton (for Sferra); Crabtree, Keller, Tate **Abstain:** King.

Moved by Burton, seconded by Roberts to count only team trophy points for district tournament debates not held because a coach designated the winner when two teams from the same school were forced

to meet. **Passed 8-1. Aye:** Roberts, Ferguson, Sterner, Burton (for Sferra), King, Crabtree, Keller, Tate. **Nay:** Belch.

Moved by Ferguson, seconded by King to appoint a committee to study the debate evidence challenge proposal of Aaron Timmons. **Passed. Unanimous.**

President Tate appointed Ferguson (c), Roberts and Burton. Two members met with Mr. Timmons at Emory.

Proposals

The proposal of District Chair Derek Yuill to allow more entries for larger schools at the district tournament was discussed but no action was taken at this time.

The proposal of District Chair Derek Yuill to allow NJFL students to carry over up to 25 points from NJFL to NFL (the current limit is 10 points) was discussed but no action was taken at this time.

Councilor Don Crabtree's proposal to make available a list of cuttings used in Drama, Humor, and Duo at the National Tournament will be implemented this year at Oklahoma.

Sponsors

The Council unanimously accepted the contract from Lincoln Financial Group with thanks.

Lincoln will continue as sponsor of the National Forensic League and sponsor of the Lincoln Financial Group NFL finals for the next two years.

The summer Council meeting will be in the Alma Wilson room of the Memorial Union at the University of Oklahoma, Saturday June 9, 2001 at 9:00 a.m.

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- 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 CNDI and will insure a variety of top quality debaters will be in attendance. This program will be co-ordinated by Jon Sharp of USC and Robert Thomas. Last year's policy and LD debate staff, most of whom are returning, and additions for this year include:

JON SHARP, USC (CA)

DAVID ARNETT, UC BERKELEY

SARAH HOLBROOK, WEST GEORGIA COLLEGE

NICK COBURN-PALO, COLLEGE PREP (LD)

RUSS FALCONER, BAYLOR

MATTHEW FRASER, HEAD-ROYCE

JUDY BUTLER, FORMERLY EMORY

JESSICA DEAN, BOSTON UNIV (LD)

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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.

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Speech competition is war.

Oh, we can extol its educational value and the great socialization process. But the real appeal of competition *to the students* has always been a "safe" war where no one dies and only the ego gets seriously injured. The "playing fields of Eton" are now the Auditorium Foyer with a bored judge holding a cold cuppa.

All the events have their combat equivalents, of course. Student Congress is the Navy pounding away at something they can't see and only occasionally notice some debris in the water to prove anything's happening out there. The I.E.'s are the artillery - it's not face (in) to face, but you're still trying to hit a mark (whoever doesn't think a DI is like standing next to a mortar going off has never judged "Daddy" with a contestant three feet from your face, screaming and spitting in your face).

And debate is the infantry. They go over the top and meet the enemy directly. Think about it. It is why your debaters have an unspoken contempt for the other events. The extemper sees the tracks of the elephant. The debater meets the elephant, and he's real, and very scary. The other guys just don't have the courage to sharpen a file box and go over the top.

I've talked in the terms of war and competition with students for twenty years, but being essentially stupid I never really sat down and tried to learn from military history until this summer. Scott Bonnet, the coach at McPherson High School in the West Kansas district, extolled to me a book called *Leadership Secrets of Attila the Hun*. I bought the book that afternoon, and this season have applied it faithfully to my gigantic debate squad, which very much resembled a horde, just not a Golden Horde.

It worked very well. Our season has

been fabulous. For that, I have Scott to thank, and all my mighty warriors who generally slew instead of being slain.

But most of all, I have to give the lion's share of the credit, as all commanders must, to the non-com officers, which are the backbone of any army. Most of all, I have to thank my Master Sergeant.

For two years my Master Sergeant was sweet, quiet Melissa. No one would have thought of Melissa as a sergeant. I only saw her yell three times, but each was deeply scarring for the recipient. But she was the commanding officer on the field, no doubt. If something needed to be done, Mel did it. If there were walking wounded, she patched them up. If the tournament was disintegrating, she put it together. And if the commander (me) went down with heart problems, well, what difference did that make? Most of all, she served as our conscience, a role which no teacher can successfully assume. Then Melissa graduated, and went off to college and no doubt quickly became the Master Sergeant of her college squad. I wondered who would be my next Master Sergeant, and if there would be another, and what would I do without one?

You see, a squad without non-coms has no spirit. The Master Sergeant is the example and the cattle prod and the bearer of guilt. You cannot appoint one. The Master Sergeant must step forward and assume the role. It is not a role that most people want to take; there is no glory, people accuse you of trying to be the boss, everyone gripes to YOU and about YOU; and Master Sergeants have a sense of duty that leads them to take the blame whenever anything goes wrong, even if it was totally an Act of God or the Devil or a freshman.

I needn't have worried - shouldn't that be a teacher's wisdom? Keegan, a vertically

gifted red-head, put on the invisible stripes and stepped forward. She is a completely different leader than Melissa. There isn't a shred of nurse in her Irish bones, and fireworks with Keegan is an hourly experience. The displays range from the nuclear (the nuclearism kritik is really true!) to the pop! pop! PHHTTT! phenomenon when in the middle of working up to an explosion she realizes she's wrong. Every morning when she strides into the room, my check is the red-head's face. Are we happy today or not!

It doesn't take long before the entire 135 debaters knew who The Sarge was. You see, I started off coaching as a cocky second looey, and for most of my greatest years at Washburn Rural I was a captain, taking the troops over the top myself. But now I'm more of a major, desk bound and taking the Long View, and its scary when I find I've become a general- it means I've lost touch with the troops. I guess I'm afraid I'm more of a McClellan than a Lee to them. On occasion I also can be Custer.

But it's OK, because even when I was a captain I had to have a Master Sergeant to be successful, and from this perspective now I know them: Thea Rademacher, Jeff Pasley, Joni Huffman, David Schlosser, Christy Dobbels, Ben Messer... Two things they all have in common; I would not have survived without them, and each one has left and become a leader in their chosen fields. I wish I could say that their lives have all been smooth and happy. A couple have had failing marriages. One is a political advisor who has worked on a couple of unfortunate campaigns. But they rank among my proudest achievements, because I gave them the freedom to become leaders.

So, some advice about Master Sergeants, should be so lucky to have one.

(Davis continued to page 76)

You've got a mouth,



Chew on this

UMKC is a premier institution for debate. This summer, UMKC again provides its great facilities and instruction for student debaters and coaches, during the 2001 Summer Debate Institute.

UMKC
Policy Debate Phase I
July 9-22

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July 9-22

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For more information or to apply contact:

2001 Summer Debate Institute
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NORMAN OKLAHOMA NATIONALS

JUNE 10 - 15, 2001

NORMAN OKLAHOMA LOCATIONS

<u>Rooms Available</u>	<u>Hotel Name</u>	<u>Amenities</u>	<u>Rate*</u>	<u>Phone</u>	<u>Web Site Address</u>	<u>Fax</u>
	Fairfield Inn (2.5 miles to OU)	CB, TV, LC, P, IB, WS, IP, IA	\$65 / \$75 + 11.5% tax	(405) 447-1661		
	Guest Inn	R, CM, TV, LC, P, LF, OP	\$37 to \$55 + 11.5% tax	(405) 360-1234		
	Hampton Inn Norman (2.5 miles to OU)	CB, CM, TV, LC, P, IB, HD, FC, IP, IA	\$78 + 11.5% tax	(405) 366-2100		
	Holiday Inn Norman (3.5 miles to OU)	IA, P, IP, R, LF, R, CM TV, LC, IB, ND, FC, HD, WS	\$76 + 11.5% tax	(405) 364-2882		(405) 321-5264
	LaQuinta Inn & Suites (2.3 miles to OU)	CB, CM, TV, OP, LC, P, IB, HD, LF, FC, IA	\$75 + 11.5% tax	(405) 579-4000		(405) 579-4001
	The Montford Inn (8 blocks to OU)	Bed & Breakfast	Call for Information	(405) 321-2200 (800) 321-8969	montford@telepath.com	(405) 321-8347
	Ramada Inn Norman (1.5 miles to OU)	CB, R, CM, TV, LC, P, LF, FC, OP, IA	\$58 + 11.5% tax	(405) 321-0110		
	Residence Inn by Marriott Norman	CB, CM, MW, MF, TV, P, IB, HD, LF, WS, OP	\$89 + 11.5% tax \$109 + 11.5% tax (Penthouse Suite)	(405) 366-0900		
	Super 8 Motel of Norman (2.5 miles to OU)	CB, TV, LC, P, LF, FC, WS, IP, IA	\$67 + 11.5% tax	(405) 329-1624		(405) 360-7412
	Travelodge-Norman	CB, CM, MW, MF, TV, LC, P, LF, OP	\$50 + 11.5% tax	(405) 329-7194		(405) 360-2618

Legend:

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MW=Microwave	OP=Outdoor Pool	P=Parking
TV=Cable &/or HBO	WS=Whirlpool or Sauna	
		IB=Iron & Board in Room
		MF=Mini-refrigerator
		R=Restaurant

NORMAN OKLAHOMA NATIONALS

JUNE 10 - 15, 2001

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(properties are 9.9 miles or 17 minutes from the airport. Approximately 21 miles or 30 minutes from OU)

<u>Rooms Available</u>	<u>Hotel Name</u>	<u>Amenities</u>	<u>Rate*</u>	<u>Phone</u>	<u>Web Site Address</u>	<u>Fax</u>
	Renaissance Oklahoma City Hotel (next to Finals site & Bricktown)	CB, R, CM, TV, P, IB, HD, LF, FC, WS, IP, IA	Call for Information	(405) 228-8000		(405) 232-2090
	The Westin (next to Finals site & Bricktown entertainment area)	R, CM, TV, P, IB, HD, LF, FC, WS, OP, IA	\$75 + 10.875% tax	(405) 235-2780		(405) 272-0369

MOORE, OKLAHOMA

(locations are approximately 10 miles north of Norman on I-35 or 15 minutes from Norman)

Comfort Inn	TV, LC, P, WS, IP, IA	\$61 - \$78 + 10.5% tax	(405) 912-1400	(405) 912-0800
Days Inn	CB, TV, LC, P, OP	\$42 - \$47 + 10.5% tax	(405) 794-5070	(405) 912-0307
Microtel Inn	CB, CM, MW, TV, LC, P, LF, OP, IA	\$45 - \$65 + 10.5% tax	(405) 799-8181 / (888) 771-7171	
Super 8 Motel of Moore	CB, TV, LC, P, WS	\$78 + 10.5% tax	(405) 794-4030 / (800) 800-8000	

MORE HOTELS ON
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NORMAN OKLAHOMA NATIONALS

JUNE 10 - 15, 2001

ON CAMPUS LOCATIONS - UNIVERSITY OF OKLAHOMA

<u>Rooms Available</u>	<u>Hotel Name</u>	<u>Amenities</u>	<u>Rate*</u>	<u>Phone</u>	<u>Web Site Address</u>	<u>Fax</u>
	Couch Residence Center	LF, FC, OP, P	\$29 daily per person includes breakfast/lunch/dinner at Couch Cafeteria OR \$25 in meals at various campus locales. Guests with an ethernet card will have internet access.	(405) 329-2270		(405) 325-7459
	Sooner Hotel (Univ. of Oklahoma)	CB, MW, MF, TV, LC, P, LF, FC, IP, OP, HD	\$39 - \$46 daily for a twin-bedded room.	(405) 329-2270	www.housing.ou.edu/soonerhotel	(405) 325-7459

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(properties are about 45 minutes from OU)

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The Waterford Marriott	R, CM, TV, P, IB, HD, FC, OP, IA	\$79 + 10.875% tax	(405) 848-4782 (800) 992-2009	(405) 843-9161

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NORMAN OKLAHOMA NATIONALS

JUNE 10 - 15, 2001

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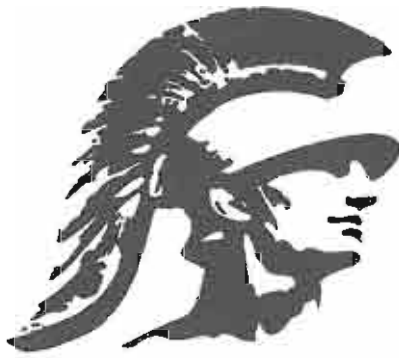
FACILITIES IN OKLAHOMA CITY

("Meridian Corridor" at I-40 & Meridian Ave, several miles straight north of airport. Approximately 25 minutes from OU)

Rooms Available	Hotel Name	Amenities	Rate*	Phone	Web Site Address	Fax
	Best Western Saddleback Inn	AS, R, CM, TV, LC, P, IB, , \$62 + 10.875% tax HD, LF, FC, WS, OP		(405) 947-7000 (800) 228-3903		(405) 948-7636
	Biltmore Hotel, Oklahoma	AS, CB, R, TV, P, FC, WS, \$59 + 10.875% tax IP, OP, IA		(405) 947-7681 (800) 522-6620		(405) 947-4253
	Courtyard by Marriott Airport	AS, R, CM, TV, P, IB, \$79 + 10.875% tax HD, LF, FC, WS, OP, IA		(405) 946-6500 (800) 321-2211		(405) 946-7638
	Embassy Suites Hotel	AS, CB, R, CM, MW, \$89 + 10.875% tax MF, TV, P, IB, HD, LF, FC, WS, IP, IA		(405) 682-6000 (800) EMBASSY		(405) 682-9252
	Hampton Inn Airport	AS, CB, CM, TV, LC, P, \$64 + 10.875% tax IB, OP, IA		(405) 682-2080 (800) HAMPTON		
	Hilton Garden Inn (NEW)	AS, R, CM, WM, MF, \$75 - \$85 + 10.875% tax TV, P, IB, HD, LF, FC, WS, OP, IA		(405) 942-1400		
	Holiday Inn Airport	AS, R, CM, TV, LC, P, IB \$62 + 10.875% tax HD, LF, FC, WB, IP, IA		(405) 685-4000		
	Howard Johnson-West	AS, CB, CM, MF, TV, \$49 + 10.875% tax LC, P, HD, LF, FC, OP, IA		(405) 943-9841		
	La Quinta Inn	AS, CB, R, CM, TV, \$56 + 10.875% tax LC, P, FC, OP, IA		(405) 942-0040		

MORE HOTELS ON
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NORMAN OKLAHOMA NATIONALS

JUNE 10 - 15, 2001

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("Meridian Corridor" locations continued)

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	Lexington Suites Hotel	AS, CB, CM, MW, MF, TV, P, LF, FC, OP, IA	\$59 - \$89 + 10.875% tax Stove, kitchen utensils	(405) 943-7800		
	Ramada Limited Airport	AS, CB, TV, LC, P, HD, LF, OP	\$59 + 10.875% tax (2-4 people)	(405) 681-9000 (800) 652-3781		(405) 681-9000
	Sheraton Four Points Hotel (on airport grounds)	AS, R, CM, TV, P, IB, HD LF, FC, OP, IA	\$59 + 10.875% tax	(405) 681-3496		(405) 682-9090

PLEASE NOTE: All distances & travel times are for average traffic loads. MORNING RUSH HOUR ON I-35 MAY TAKE LONGER.

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Opening Assembly will be at Frontier City Theme Park, 11501 N. I-35 Service Rd., OKC, OK 73131, Exit 122nd St. 405-748-2412. It is 40-45 minutes from OU.

Finals on Friday will be in downtown OKC at the Myriad Convention Center, One Myriad Gardens, OKC, OK 73102 405-297-3300. It is 21 miles from OU or 30 minutes.

The Oklahoma National Memorial is located in downtown Oklahoma City, 21 miles or 30 minutes from OU.

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For More Information Contact:

Glen Frappier, Director, Gonzaga Debate Institute
AD Box 20
Gonzaga University
Spokane, Wash. 99258

Phone: 509-323-6654
Fax: 509-323-5718
Email: frappier@gem.gonzaga.edu

winning the War

NJFL #J0001 TRIES A NEW APPROACH TO INTRODUCING POLICY DEBATE TO MIDDLE SCHOOL STUDENTS

Every fall, as I start teaching students new to the debate activity how to navigate through a round, I try to remember what it was like when I began debating in the fall of 1967. The world was different then, and given what I know now, I guess I am lucky to have survived. I think one of the reasons why I stuck with the activity is that I achieved small successes: How to recognize and tag a piece of evidence; how to read the evidence clearly; and why it was important to explain the importance of the evidence to the judge(s). I might not have won every round-- in fact, I know I didn't--but I learned that if I worked on relatively simple skills long enough, I would be able to put them together effectively.

This past fall, I decided to take a somewhat different approach to the introduction of debate to my middle-school students at Sullivan Middle School in Fargo, North Dakota. What follows is a brief description of my method and some reactions to it. With a group of about 20 sixth and seventh graders, I met once a week for about an hour. Knowing the mindset of these students, I taught them the meaning of the word "incentive" and usually brought along some kind of treat for them if they stayed on task for the whole time period. I explained that our time was valuable and didn't have any trouble with discipline. The students either complied, or they were asked to leave. No one left. They seemed pretty excited to learn about "debate."

For the first few weeks, I focused on the basics. We needed a topic to debate, I selected the national topic and focused on tracking customers on the Internet. The topic asked the students to consider if we did nor did not need more security on the Internet. Learning about the affirmative and negative--pro and con--resulted in dividing the students into sides. Once the students learned the resolution and understood the basic positions, we moved into the process of gathering evidence.

To help prepare the students for this part of the process, I remembered that students like supplies. So, everyone had to get a filebox, highlighter(s), red pen, black pen, a package of notecards, tape, and a scissors.

On the day we began looking for evidence, I provided a copy of a magazine article upon which I had marked five quotations. I had the students highlight the quotations and I also provided each student with a set of labels with the source of the article duplicated five times. The process was quite simple. First, I called on a student to stand up and read the first marked quotation. I asked another

student to explain what the quotation was about. I then asked the students to come up with a tag (4 to 10 words) that explained what the evidence was about. With this preliminary work done, I had the students cut out the highlighted quotation from the article and tape it onto the center of the evidence card. They were asked to label the evidence with an A for Affirmative or an N for Negative. They wrote down the tag on the top line and took one of the source labels and applied it to the card. They all worked together and I took the time to make sure everyone knew what to do. When we were finished, they had five pieces of affirmative evidence (because that was the nature of the first article).

The next week, we repeated the process using a predominantly negative article. The students were encouraged to look for their own information, but most of the students didn't do much homework. They relied on the structure of the after-school activity to get their work done, which was fine.

The next step was to teach them about debate format. I modified the format to have one affirmative constructive, one negative constructive, one negative rebuttal, and one affirmative rebuttal. I put a one-minute "strategic decision-making" period between the constructives and rebuttals. We constructed brief introductions and summary statements so they knew how to start and end their speeches. We also reviewed how to introduce and impact evidence.

As we approached the end of the quarter, we began having "blackboard" debates. After identifying partners and sides, I asked them to select the "best two cards" they had on the affirmative or negative. I called on the affirmative speakers to each present one tag, evidence, and impact statement. Then, I asked the negative speakers to each present their tags, evidence, and impact statements. I stood at the blackboard and "flowed" the tags and ideas in the evidence. During the decision-making period, I asked the debaters to think of reasons why their points were stronger than their opponents' points. Then, they explained their attacks and summarized. The students who watched were asked to put their heads down and vote for the side they thought did a better job. They liked this part and enjoyed giving their reasons for decision.

After everyone had a chance to be affirmative and negative, we scheduled an "intramural tournament" to let them have some practice in front of judges. My senior-level students came to be the

(Littlefield continued to page 41)



SECOND ANNUAL NATIONAL JR. HIGH

SPEECH TOURNAMENT

Friday & Saturday, June 29-30, 2001

**Atwood Lake Resort
Carrollton, Ohio**

(Ph. 330-735-2211, ask for Eric Haines for *blocked* room reservations)

SPONSORED BY:
CARROLLTON FINE ARTS BOOSTER CLUB
CARROLLTON HIGH SCHOOL SPEECH AND DEBATE
JUNIOR NATIONAL FORENSIC LEAGUE

**REGISTRATION, FRIDAY, JUNE 29 4:00 - 6:00 P.M.
Poolside Barbecue at 6 p.m.**

\$10 per contestant

COMPETITION SATURDAY:

\$10 per contestant

ORIGINAL, ORATORICAL, DRAMA, HUMOR, DUO, DUET, PROSE, & POETRY

3 PRE-LIM ROUNDS, BREAK TO SEMIS & THEN FINALS

AWARDS TO BE HELD SATURDAY, JUNE 30 AT 6 P.M.

To register, contact Todd Casper at:
Carrollton School
Phone #330-627-2134, Ext 3040 or Fax #330-627-8427
or
write to : Carrollton High School
250 - 3rd St.,
Carrollton, OH 44615
Invitations sent upon request

Registration
Deadline:
May 15, 2001

Registration
Deadline:
May 15, 2001

***MUST BE A MEMBER OF NJFL**

ANNOUNCING THE 2001

BARTON SCHOLARS

PROGRAM

AN INITIATIVE OF THE NATIONAL DEBATE

COACHES ASSOCIATION

Phyllis Barton, one of the most distinguished and successful high school debate coaches in the history of the activity, was a fervent and constant advocate of high quality argumentation. Her teams at Princeton High School in Ohio won all of the major contest events, often several times. Barton served as NFL Vice President.

The Barton Scholars Program honors her legacy by funding coach scholarships for summer institute instruction.

Teachers who receive awards are permitted to use grants to attend any summer teacher program relevant to debate of their choice.

WHO CAN APPLY? Any Lincoln-Douglas or Policy debate teacher of any level of experience. We will try to match you with a workshop that meets your needs.

WHAT WILL IT COST? It depends. Classes are free at university workshops that participate with the NDCA. The NDCA will consider each application and try to meet each applicant's financial needs as much as possible. NDCA members may apply without cost. There will be a \$35 fee to non-members when the scholarship is awarded.

WHEN DO I HAVE TO APPLY? Applications must be received by May 15th.

WHERE DO I APPLY? For more information, or to apply, send a letter including your financial and education needs and where you would like to go (if you know) to Glenda Ferguson, Heritage Hall High School, 1800 NW 122, Oklahoma City, Oklahoma, 73120. You may e-mail at gferguson@heritagehall.com, school, or gferguson01@earthlink.net, home. You can also use the application in the ROSTRUM.

Colleges and universities who conduct summer programs in debate teacher education and who wish to participate in the Barton Scholar Program should contact Glenda Ferguson at 405-749-3033, school, or 405-721-6661, home.

APPLICATION FOR THE BARTON SCHOLAR PROGRAM

name: _____ phone: _____

school: _____ phone: _____

fax: _____ email: _____

Please give a brief explanation of your educational needs.

Please give a brief explanation of your financial needs.

Please list the teacher workshops you want to attend in order of preference.

1. _____

2. _____

3. _____

Please send a letter of recommendation from your principal.

Please send this form and your letter of recommendation to:

Glenda Ferguson

The Heritage Hall School

1800 NW 122

Oklahoma City, Oklahoma 73120

Questions? Don't hesitate to call Glenda at 405-749-3033 (school) or 405-721-6661 (home)

(Thomas continued from page 54)

Principal offered it to me."

"Do you like it?"

"Frankly, I'd rather coach Soccer. I don't get to know the kids as well or spend as much time with them."

At WallyandBeaver, "I was told airily by their Speech Coach, "We don't have a gang problem. It's limited to the south-west side of the City. I hope it goes away soon."

And depending on their respective interests, the various coaches at speech tournaments are interesting and fun. Listening to them gives one perspective as to how they treat their students and whether they take Speech seriously. It also impacts the urban speech team because the attitudes that the speech coaches have can translate to their understanding of a student's Poetry piece or Humor piece. If they are offended by a particular piece of Humor, they are scathing in their condemnation on the ballots the student receives at the end of the tournament. If they are understanding, the student's reading is sympathetically criticized. Knowing one's colleagues and their expectations can be life or death to an urban speech teacher.

Finally: Why Attend Tournaments?

Because there is the remote chance your team will win the tournament trophy.

The students from James Buchanan High School who attended the Denver Public Schools Invitational Speech Tournament at John Quincy Adams High School that year were not exceptional: Darcy had done well in Poetry, as had Oprah. Winnie was a great orator, and her friend, Keni, had done tolerably well in novice meets. Ankh and Bernie had been good at Extemporaneous Speaking. Englebert and Dawn had done fairly well in Dramatic Interpretation. And I had no idea, as I told them that I believed in them, that they would believe it.

We beat them fair and square: a bunch of little minority kids from north-east Denver beat Extraordinary High School, Lacrymose High School, and Mediocre High School: Three of the biggest "speech" high schools in the state, and won the trophy for the Denver Public Schools back from the grip of Extraordinary High School, which had won it for the past ten years.

There is a reason to attend speech tournaments.

(Each month the Rostrum features a chapter from William C. Thomas' book, "The Urban Speech Team")

(Davis continued from page 59)

1. Master Sergeants need strokes and praise as much or more than anyone else in the squad. This is only fair since they take more guff than anyone else on the squad.

2. When the Master Sergeant really blows his/her/its cool, pay attention. There is a problem. The problem is most often that YOU are leaving too much responsibility to him/her. It's time to take off the pressure.

3. Unfortunately, when your view of yourself and the view of you owned by the Master Sergeant diverge, the Master Sergeant is probably correct. Ben thought I had the worst sense of humor of anyone who ever attempted a pun. Melissa mothered me without ceasing because she was certain I could be hit by a car chasing a ball across the road. Keegan is convinced I'm a half-mad bumbler who needs to be humored that I'm sane. I'd like to think all of them were wrong, but I know the truth.

4. However, the Master Sergeant is NOT you, and every once in a while he/she/it needs to be reminded that the teacher-student relationship is still very much alive and YOU have both control and most importantly, responsibility. The Master Sergeant may not grasp this, but it's up to you to make the Master Sergeant as effective as he/she/it can be, and this cannot be done from the captain's chair.

5. Critically, the Master Sergeant is not really in touch with the mood of the army. If you believe everything your non-com tells you, you're missing out on what Brutus, Cassius and rest of the assassination crew are up to these days.

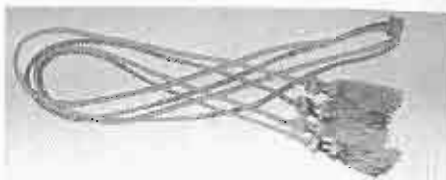
6. Surround the Master Sergeant with good people. If on top of everything else you make him/her/it work with idiots, you will be lonesome soon.

7. Keep an eye out for future Master Sergeants. I've been grooming one for two years, and one of the major parts of my decision to stay or quit is based on his decision to step forward or not. That may sound petty to you, that a decision about my career partially rests on the shoulders of a seventeen year old, but without a good non-com, I really will have no reason to teach. I can still be a sage on the stage teaching philosophy, and not stabbed in the back by the assassination crew.

So here's to combat and here's to the troops, may God and the Queen preserve them. And here's to those who make it possible, in every possible way.

(Bill Davis coaches at Blue Valley-North (KS) HS.)

NFL HONOR AWARDS



Honor Cords (Twined/Untwined)

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



Chenille Letters

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

Order form

Quantity	Item	Price	Amount
Graduation Honor Cords			
_____	Twined	11.00	_____
_____	Not Entwined	11.00	_____
NFL Chenille "Letters"			
_____	Varsity (6")	15.00	_____
_____	J.V. (3")	9.00	_____
Total Order			_____
Shipping/Handling (entire order) +			6.00
Total Cost			_____

Ship to:

Name _____
 School _____
 Address _____
 City, State, Zip+4 _____

send form to:

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



SPARTAN DEBATE INSTITUTES

MSU Debate Team

CEDA National Championships
1995 * 1996

CEDA Nationals Finalists
1994 * 1995 * 1997 * 2000

NDT Finalists
2000

- **Emphasis on Practice Debates** – By providing entering students with a packet of affirmative and negative positions, practice debates and speeches typically begin the second day of the camp. Both sessions conclude with judged tournaments providing relaxed, yet structured, opportunities for students to validate their educational experience.
- **Curriculum Diversity** – Staff Members and lab placement available for all skill levels, ranging from novice groups to those choosing to polish varsity skills.
- **History of Competitive Success** – SDI Alumni have won tournaments or Top Speaker awards at the Tournament of Champions, St. Marks, the Glenbrooks, the Michigan Round Robin, and state championships.
- **Excellent Library Resources** – The MSU Library offers a superb selection of materials relevant to the topic that are housed in one easy to use facility. An in-house library in the residence hall contains a wealth of topic literature and computer based research facilities.
- **Superb Staff** – Staff members include CEDA National Champions, NDT Finalists, and coaches of highly competitive college and high school teams.
- **Coaches' Workshop** – A unique opportunity for coaches to gain familiarity with both the topic and theoretical issues of their choice.
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- **Competitive Prices** – SDI is committed to offering outstanding debate institutes at affordable prices, which include tuition, room and board, and copying of lab evidence.

Two-Week Institute: July 15 – July 27, 2001 - \$800

Three-Week Institute: July 15 – August 3, 2001 - \$1100

Coaches Workshop: July 15 – July 20, 2001 - \$400

SDI Topic Evidence on a CD: Available August 2001 - \$50

For more information and a free application, please contact us at:

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

Email: debate@msu.edu

Phone: (517) 432-9667

Earth Mail: 10 Linton Hall, East Lansing, MI 48824

1. Do you or your school have access (or will soon be getting access) to the Internet?

758 responses out of 2,405

Yes	No	No Answer
753	4	1
99.34	.53%	.13%

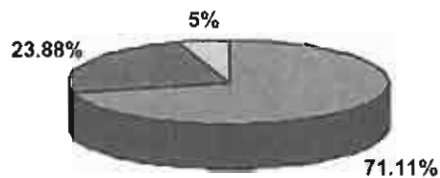


☒ Yes
☐ No

2. How valuable to your program would be an NFL website where you can access chapter strength, student records, L/D Topics, etc. (District chairs can access district information)

758 responses out of 2,405

Very Important	Somewhat Important	Not Important
539	181	38
71.11%	23.88%	5. %

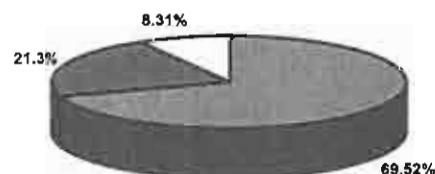


☒ Very important
☒ Somewhat Important
☐ Not Important

3. How valuable to your program would be **on line** NFL point recording?

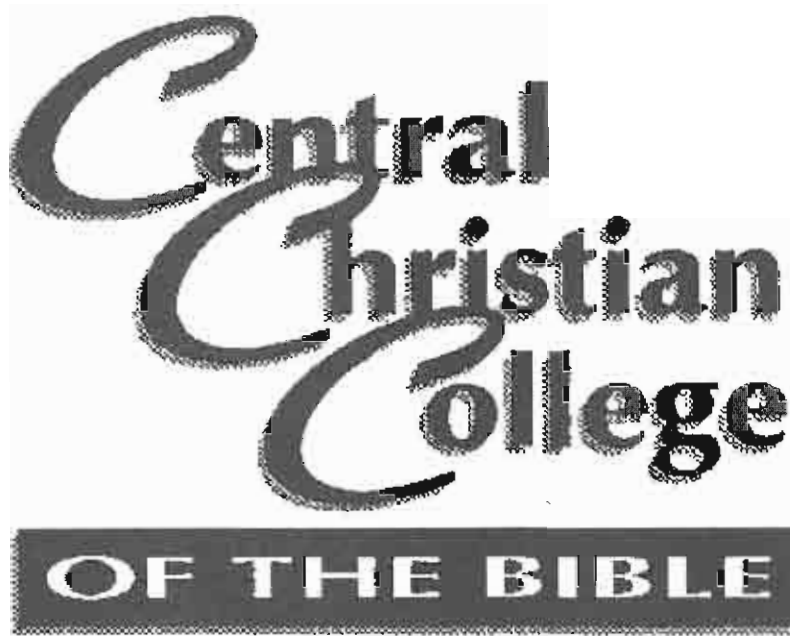
758 responses out of 2,405

Very Important	Somewhat Important	Not Important	No Answer
527	164	63	4
69.52%	21.63%	8.31%	.53%



☒ Very Important
☒ Somewhat Important
☐ Not Important

NFL TECH SURVEY



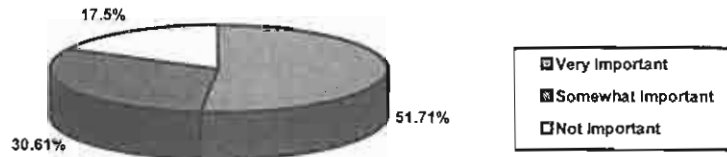
**The Central Christian College
intercollegiate
Speech team is offering
full-tuition scholarships
to students with demonstrated success
in oratory or extemporaneous speaking.**

**If you would like more information
please visit
www.cccb.edu/forensics**

4. How valuable to your program would be **on line** student membership application with payment by purchase order #, invoice, or credit card?

758 responses out of 2,405

Very Important	Somewhat Important	Not Important	No Answer
392	232	133	1
51.71%	30.61%	17.5%	.13%



5. How valuable to your program would be **on line** Key/Pin and merchandise purchasing (as well as school membership dues payment) by purchase order #, invoice or credit card?

758 responses out of 2,405

Very Important	Somewhat Important	Not Important	No Answer
311	260	185	2
41.03%	34.30%	24.40%	.26%



6. Should chapters and affiliates pay \$99 yearly (rather than the present \$59) to enable NFL to provide the above-mentioned Internet services?

758 responses out of 2,405

Yes	No	No Answer
411	321	26
54.22%	42.34%	3.43%



NFL TECH SURVEY

NCPA Debate Central

ONE STOP SHOP

**Valuable
Research Information
at Your Fingertips
from
the National Center for
Policy Analysis
One-Stop Shop**

RESOLVED: That the United States federal government should significantly increase protection of privacy in one or more of the following areas: employment, medical records, consumer information, search & seizure.

The National Center for Policy Analysis has assembled valuable information on the 2000/2001 debate topic and other timely topics critical for high school debaters.

**NEW
INFORMATION
WEEKLY!**

The NCPA now has research for the NCSCA topic on Immigration Reform

NOW!
Lincoln/Douglas
Debate topic
research

NCPA's High School Debate section contains research and analysis of major issues debated in high schools nationwide. This site is well organized, providing easy access and rapid data retrieval. The site is ideal for beginners as well as experts.

NCPA's approach to the Internet is unique. The NCPA site is also linked to the sites of research institutes worldwide so viewers can readily access the best materials available on policy issues. The NCPA's web site represents *one-stop shopping for policy research*, not just an accumulation of NCPA studies.

NCPA information on the 2000/2001 topic covers such areas as:

- Introduction: Government, Privacy
- Paranoia or Perspective?
- Case #1: Repeal data collection laws
- Case #2: Abolish centralized Soc. Sec. accounts
- Case #3: Deregulate strong encryption
- Case #4: Allow Medical Savings Accounts
- Summer reading on the privacy debate topic
- Top Debate-Oriented Research Sites
- Privacy Research topics
- Media updates weekly on the debate topic

**TELL
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FRIENDS
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VISIT NCPA'S
IDEA HOUSE
www.ncpa.org

Select NCPA Debate Central
(also contains past topics)

Other items of interest to debaters
accessible at www.ncpa.org:

BOTH SIDES

NCPA CHANNEL

mysocialsecurity.org

National Center for Policy Analysis

12655 North Central Expressway, Suite 720

Dallas, Texas 75243

Phone: 972-386-6272

Fax: 972-386-0924

E-mail: ncpa@ncpa.org

The NCPA is a 501(c)(3) nonprofit public policy organization. We depend entirely on the financial support of individuals, corporations and foundations that believe in private sector solutions to public policy problems.

Western Kentucky University Forensics & K.H.S.S.L., Inc.

2001

SUMMER FORENSICS CAMP

June 17-22, 2001 Western Kentucky University
Personalized, Intensive Study In Four Major Areas

DEBATE

POLICY
LD

INTERPRETATION

DRAMATIC
HUMOROUS
DUO
IMPROV
DUO

INTERP OF
LITERATURE
POETRY
PROSE
SOLO
ACTING

LIMITED PREP

EXTEMP
IMPROMPTU

PUBLIC SPEAKING

ORATORY
PUBLIC
SPEAKING

Interested students should return the form at right, complete with the \$300 fee, by June 1, 2001. Make checks payable to Judy Woodring and send completed applications and fee to:

*Judy Woodring
Cherry Hall Room 1*

*Western Kentucky University
Bowling Green, KY 42101*

For more information call
(270) 745-6340.

NAME: _____	AGE: _____
SEX: _____	SOC. SEC. NUMBER: _____
HOME PHONE: () _____	
HOME ADDRESS: _____	
CITY/STATE/ZIP: _____	
SCHOOL ATTENDED: _____	
NAME OF PARENT/GUARDIAN: _____	
AREA IN WHICH YOU WISH TO BE ENROLLED: (CHECK ONE)	
<input type="checkbox"/> DEBATE	
<input type="checkbox"/> INTERPRETATION	
<input type="checkbox"/> LIMITED PREP	
<input type="checkbox"/> PREPARED SPEECHES	

7. Should chapters and affiliates pay \$99 yearly (rather than the present \$59) to enable NFL to provide the above-mentioned Internet services?

758 responses out of 2,405

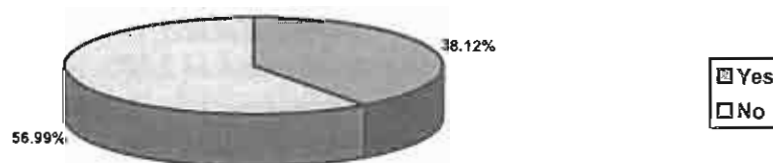
Yes	No	No Answer
411	321	26
54.22%	42.34%	3.43%



8. Should new student members pay \$15 for membership (rather than the present \$10) to enable NFL to provide the above-mentioned Internet services?

758 responses out of 2,405

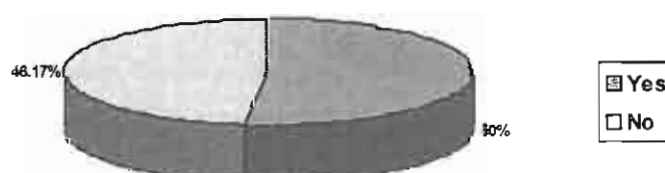
Yes	No	No Answer
289	432	37
38.12%	56.99%	4.88%



9. Should dues be raised moderately on both chapters and students (i.e. \$89, \$13) to enable NFL to provide the above-mentioned Internet services?

758 responses out of 2,405

Yes	No	No Answer
379	350	29
50%	46.17	3.82%



NFL TECH SURVEY

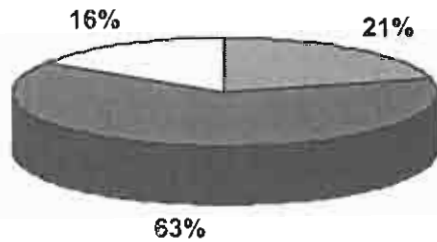
Dues Increase
758 responses out of 2,405 schools

Question 7 School dues raised \$40.00

Question 8 Individual fees raised \$5

Question 9 School and individual dues/fees raised

Affirmed every choice for a dues increase	Voted for one or more choices	Negated every choice for a dues increase
159	480	119
20.97%	63.32%	15.69%



- ☒ Affirmed every choice for a dues increase
- ☒ Voted for one or more choices
- ☐ Negated every choice for a dues increase

Internet Value
758 responses out of 2,405

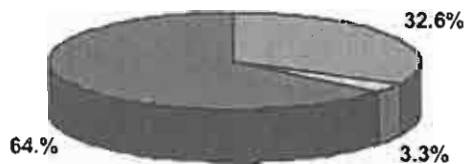
Question 2 NFL website

Question 3 Online recording

Question 4 Online membership

Questions 5 Online merchandise

Marked every question very important	Marked every question not important	Marked one question or more as important
247	25	486
32.6%	3.3%	64.1%



- ☒ Marked every question very important
- ☐ Marked every question not important
- ☒ Marked one question or more as important

NFL TECH SURVEY

DEVOTION TO FORENSICS IS A GREAT START FOR COLLEGE ADMISSION - BUT PERHAPS NOT ENOUGH

As a hardworking forensics student you are already ahead of many others in the competition to get into the nation's most selective colleges. But with as many as ten or twelve other students vying for each spot at top-ranked colleges, you need to do everything possible to learn to present yourself as the candidate that your college of choice is seeking.



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unlimited**

LET US GIVE YOU A COMPETITIVE EDGE IN THE COLLEGE ACCEPTANCE GAME.

Wouldn't it be great if all you had to do to apply to college was to send in a copy of your transcript and test scores? Unfortunately, applying to college is not that simple. Good scores and a high grade point average won't guarantee a ticket into the school of your choice, and lower scores or grades don't necessarily close the gates to quality universities. You need all the guidance we have to offer:

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- Study Skills
- Application Preparation
- Application Essay Instruction
- Personalized College Counseling
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The College Admission Prep Camp

The outstanding CAPC staff is composed of published writing experts, SAT prep specialists, college counselors from the finest private schools, and professional time management and study skills experts. These programs make you a champion player of a very important game — the college admission game.

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UC Davis July 24 - August 2

UCLA August 5 - 14

Stanford University June 23 - July 2, July 8 - July 17 & August 16 - August 25

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UC Berkeley June 23 - 29

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*Dates and locations subject to final confirmation. Enrollment is limited, but guaranteed space is available for early applicants.

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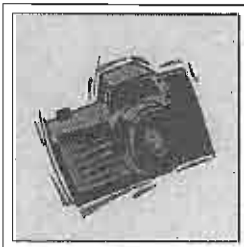
NFL'S TOP 50 DISTRICTS

(as of February 3, 2001)

Rank	Change	District	Ave. No. Degrees	Congress Trophy Contender	Rounds
1.	+3	Rushmore	167.40	Sioux Falls-Lincoln	59
				Sioux Falls-Washington	59
2.	-1	Northern South Dakota	167.11	Watertown	53
3.	+2	Heart of America	163.05	Kansas City-Oak Park	80
4.	+8	Northern Ohio	156.72	Niles-Mckinley	87
5.	-3	New York City	155.08	Bronx HS of Science	67
				Chaminade	67
6.	-3	East Kansas	145.95	Shawnee Mission West	84
7.	-1	Kansas Flint-Hills	137.20	Topeka	84
8.	-1	San Fran Bay	135.84	Miramonte	75
9.	--	Florida Sunshine	133.12	Tampa-Jesuit	64
10.	-2	Florida Manatee	132.77	Nova	93
11.	+4	Sunflower	125.16	Wichita-Heights	77
12.	+6	Show Me	120.12	Raytown	78
13.	-3	California Coast	119.76	Lynbrook	73
14.	-3	East Los Angeles	119.60	Alhambra	76
15.	+2	New England	117.45	Shrewsbury	58
16.	-2	South Kansas	116.58	Field Kindley	82
17.	-4	Central Minnesota	116.13	Apple Valley	79
18.	+3	Eastern Ohio	115.10	Canton-GlenOak HS Career Ctr	75
19.	-3	West Kansas	114.63	McPherson	50
20.	-1	Michigian	110.60	Portage-Northern	76
21.	+6	Northwest Indiana	108.75	La Porte	69
22.	+16	Montana	108.47	Bozeman	86
23.	+6	North Coast	107.00	St. Ignatius	64
24.	-4	Southern Minnesota	103.52	The Blake School	49
25.	-3	Illini	102.40	Downers Grove South	42
26.	-1	Nebraska	102.38	Millard-North	39
27.	-3	Hole in the Wall	100.58	Cheyenne-Central	34
28.	--	South Texas	98.61	Lamar Consolidated	53
29.	-6	Northern Illinois	95.60	New Trier Twp	77
30.	+7	Rocky Mountain-South	94.15	Golden	68
31.	+30	West Iowa	89.95	West Des Moines-Valley	42
32.	--	Carver-Truman	84.07	Monett	53
33.	+17	Eastern Missouri	84.00	Parkway-Central	78
34.	+9	Hoosier Central	83.87	Brebeuf Jesuit	97
35.	+10	North East Indiana	83.85	Fort Wayne-Northrop	56
36.	+23	Colorado	83.65	Mullen	81
37.	-2	Northern Wisconsin	83.62	Appleton-East	89
38.	-4	Southern Wisconsin	82.41	Marquette University	57
39.	-8	Eastern Washington	81.10	Mead	46
40.	-14	Sierra	80.26	Fresno-Bullard	62
41.	-5	Ozark	78.28	Springfield-Parkview	82
42.	-12	West Los Angeles	77.40	Harvard Westlake	90
43.	+1	Deep South	76.25	Homewood	50
44.	+29	Hoosier South	75.91	Evansville-Reitz	95
45.	-12	Valley Forge	75.00	Pennsbury	65
46.	+16	Rocky Mountain-North	74.27	Skyline	59
47.	-5	Great Salt Lake	73.40	Salt Lake City-Skyline	67
48.	--	South Carolina	73.28	Riverside	53
49.	-9	Western Washington	73.00	Puyallup	61
50.	+15	Utah-Wasatch	71.88	Ogden	48

NFL DISTRICT STANDINGS

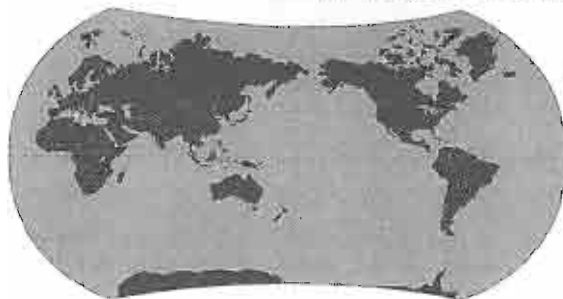
Rank	Change	District	Ave. No. Degrees	Congress Trophy Contender	Rounds
51.	-4	West Oklahoma	71.55	Norman	69
52.	-11	Orange Blossom	71.38	Martin County	21
53.	-14	Georgia Northern Mountain	70.91	Calhoun	65
54.	-8	Big Valley	70.63	Modesto-Downey	69
55.	-6	East Texas	70.51	Klein	57
56.	-2	North Dakota Roughrider	69.88	Fargo-North	80
57.	-5	Tennessee	68.69	Nashville-Overton	65
58.	-7	Pittsburgh	66.05	North Hills	77
59.	-6	Greater Illinois	66.00	Belleville-West	53
60.	-3	Idaho	65.86	Idaho Falls	43
61.	-5	Heart of Texas	65.82	Westlake	26
62.	+1	Colorado Grande	65.57	Doherty	54
63.	+12	Western Ohio	65.28	Centerville	72
64.	+5	South Oregon	64.81	Eagle Point	46
65.	-1	Nebraska South	64.46	Lincoln	42
66.	+1	Gulf Coast	64.14	Corpus Christi-King	77
67.	-7	Southern California	63.06	Yucaipa	34
68.	+20	East Iowa	62.82	Davenport-West	71
69.	-14	Northern Lights	62.15	Grand Rapids	84
70.	-4	Wind River	62.06	Rock Springs	63
71.	+1	North Texas Longhorns	62.00	Plano-East	83
72.	-2	New York State	61.83	Albany	37
73.	+6	New Mexico	61.50	Taos	45
74.	-6	South Florida	61.36	North Miami Beach	90
75.	-4	Sundance	59.62	Hillcrest	62
76.	+4	Pennsylvania	59.08	McKeesport Area	56
77.	+7	Georgia Southern Peach	57.76	Carrollton	25
78.	+5	Lone Star	57.75	Turner	20
79.	-3	Arizona	56.91	McClintock	40
80.	+10	Chesapeake	56.80	Calvert Hall College	12
81.	+4	Carolina West	56.28	High Point-Central	69
82.	-8	Sagebrush	56.14	Reno	29
83.	-2	New Jersey	55.64	Randolph	53
84.	+2	Tall Cotton	55.50	Midland-Lee	43
85.	-7	North Oregon	55.00	Canby	53
86.	-4	Louisiana	54.21	St. Thomas More	86
87.	-29	Golden Desert	51.80	Chaparral	28
88.	+1	East Oklahoma	50.50	Sapulpa	67
89.	-2	Mississippi	50.26	Hattiesburg	72
90.	-5	Central Texas	50.12	San Antonio-Lee	69
91.	--	Kentucky	45.92	Scott County	53
92.	+1	Maine	44.42	Thornton Academy	29
93.	-1	West Texas	43.60	El Paso-Cathedral	47
94.	+2	Patrick Henry	42.62	First Colonial	29
95.	-1	Mid-Atlantic	40.35	Whitman	44
96.	-1	West Virginia	38.20	Wheeling Park	4
97.	+1	Capitol Valley	36.41	Sacramento-Kennedy	32
98.	-1	Big Orange	35.20	Cypress	34
99.	+1	Tarheel East	28.00	Enloe	48
100.	-1	Hawaii	27.61		
101.	--	Iroquois	27.12	Madrid-Waddington Cen. Sch.	13
102.	--	Puget Sound	25.50	Newport	26
				Mercer Island	26
103.	--	Alaska	20.00		
104.	--	Guam	3.00		



U.S.A.-CUBA DEBATES

WASHINGTON D.C. AND HAVANA

DECEMBER 4-16, 2000



SCHOOL DELEGATES MEET

by
John Tredway

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Cuban students (brown uniforms) after the debates at Frucoso Technical High School outside of Havana



Part of the U.S./Cuban delegations preparing for the debates at the Humboldt 7 High School near Havana



Cuban students at Humboldt 7 High School huddle for a strategy meeting during the Congress debates



U. S. and Cuban students pose in front of a giant bust of Karl Marx outside of Karl Marx HS, Mantanzas province.

The first Cuban high school delegation to come to the United States in nearly forty years arrived in Baltimore December 5 to continue a program started by Ashland High School's NFL coach John Tredway.

In a rare moment of goodwill between the two countries, Tredway convinced the Cuban government to allow exit visas while persuading the State Department to grant visas for the Cuban delegation to make the historic trip.

The trip got off to a rocky start when the Air Jamaica flight for the Cubans showed up without any Cubans on the aircraft. "We had two nervous representatives from the Cuban Interests Section with us as the airport while we were told that our Cuban friends had been diverted to Newark" according to Tredway. "We had no idea where they were being housed in Newark and didn't see them until the next day. They were hungry and yes, McDonald's was a welcome place for their first experience with American fast food!"

Highlights of the trip to Washington included a briefing at the State Department on U.S.-Cuban relations, meetings with congressional delegations, a tour of the White House and NFL-style congress debates. A reception was held at the Cuban Interests Section while the 22 Oregon delegates learned salsa and made new friends. The First Secretary of the Cuban Interests Section hosted a Cuban dinner and afterwards his son presented each guest with a humidor of choice cigars.

The debates were held in the House Agriculture committee Hearing room; the site of the July hearings on food and medicine sales to Cuba. The Cubans quickly adapted to the NFL congress rules and the debates lasted for nearly three hours. Disagreements were common over the language contained in the Cuban resolutions but students always believed that friendship would be the winner.

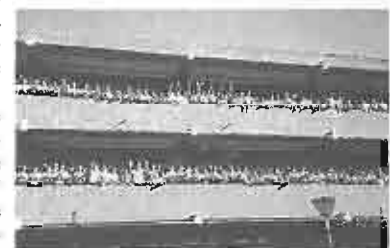
The second part of the trip saw the Oregon students going back to Cuba on December 9 for a continuation of the debates from last January when Tredway took 27 students to Havana. Three new schools were selected for participation in Matanzas province and the outskirts of Havana.

According to Tredway, the December trip was marked by much greater contact with ordinary Cubans in addition to learning some unique perspectives about life in Cuba. "This was my third time to Cuba and I was struck by how open Cubans can be about criticizing their government when it is off the record." During the debates, Cubans always vote in a bloc knowing that just one American vote will win the resolution for their side," according to Tredway.

A U. S. resolution calling for curtailing politically offensive rhetoric by both governments ended in a tie vote. Another resolution calling for the freeing of prisoners of conscience failed by a vote of 19-17. After each debate, music erupted and the students danced in the sunny weather.

Tredway plans some new initiatives for next year, including a broadening of the base of U. S. students outside of Oregon to be part of his delegation. In the near future he would like to bring five to seven Cuban educators to the National Speech Tournament in Oklahoma. Tredway explained: "They have a perfect infrastructure in their national education system for doing our speech and debate events and this would add to the tremendous quality we saw in their schools."

"Our students got to be goodwill ambassadors and this is something that can't be taught in a classroom but must be experienced in another country, according to Tredway. "The fact that we did this with a country where diplomatic relations have been severed for almost forty years is proof of what our speech and debate activity can accomplish."



An amazing greeting by the entire student body of Humboldt 7 HS as the American delegation's bus rolled up to the front of the school

(John Tredway is District Chair for the Southern Oregon District. He also coaches at Ashland (OR) HS.)

Submit pictures of
events
and activities to:
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Debate

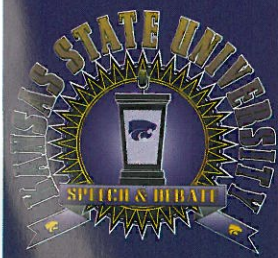
ROOKIECAT WORKSHOP	JULY 8, 2001 TO JULY 14, 2001
WILDCAT WORKSHOP	JULY 8, 2001 TO JULY 14, 2001
WILDCAT INSTITUTE	JULY 8, 2001 TO JULY 21, 2001
POWERCAT INSTITUTE	JULY 8, 2001 TO JULY 28, 2001
COACHES TOPIC CLINIC	JULY 8, 2001 TO JULY 11, 2001
COACHCAT WORKSHOP	JULY 15, 2001 TO JULY 21, 2001

Speech

SPEECHCAT WORKSHOP	JULY 8, 2001 TO JULY 14, 2001
SPEECH COACHCAT WORKSHOP	JULY 8, 2001 TO JULY 14, 2001
WILDCAT LD/CONGRESS WORKSHOP	JULY 22, 2001 TO JULY 28, 2001

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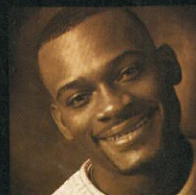
Will the flattery never end?

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