


# ROSTRUM

VOLUME 76

NUMBER 7

MARCH 2002



Lincoln Financial Group®  
— corporate sponsor  
of the National  
Forensic League

*Pages* 6 & 7

Lincoln Financial  
Group® Scholarship  
Video Speech  
Contest

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NATIONAL  
FORENSIC  
LEAGUE

# CDE L.D., Extemp, Team Debate, Congress And Parliamentary Debate Camps

## The Best in the Nation

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- \* In 1994 CDE graduates were the first U.S. team to ever win the World High School Debate Championships. And at N.E.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

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Team Debate Camp: Lincoln Douglas, Extemp Camp and Student Congress: July 15 - July 30, 2002.

\$1125, Alumni \$985, Commuters \$540, Teachers and Coaches \$440

(Held at Northern Arizona University in Flagstaff).

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☐ Parliamentary Debate

Visit the CDE Web Site - [www.cdedebate.com](http://www.cdedebate.com)

☐ Lincoln Douglas

Email - [bennett@laplaza.org](mailto:bennett@laplaza.org)

☐ Foreign Extemp

Name \_\_\_\_\_

☐ Domestic Extemp

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

☐ Generic Extemp

Phone # \_\_\_\_\_

☐ I have enclosed my \$85 application check (or CC# and expiration). Send me my full packet today.





# CDE

## CDE DEBATE HANDBOOKS FOR 2002-2003: MENTAL HEALTH CARE

EXCLUSIVE NEGATIVE BLOCKS ON:

### CASE SPECIFICIS

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Outreach  
Homelessness  
P.M.S.  
Pedophile  
drugs  
Bipolar disorder  
Imprisonment  
Civil rights  
Custody  
relinquishment  
Fair housing  
End criminal-  
ization  
Pharmacy  
Benefits  
Drug costs  
Neuroscience  
Schizophrenia  
Alzheimer's  
Outpatient  
Commitment  
Privacy  
Federal coord.  
education

### DISADVANTAGES

Federalism  
Movements  
Cost  
Bigotry  
Invading  
Privacy  
Stereotyping  
Fiscal tradeoff  
Suicide  
Educational rot  
Sexual attacks

CDE HANDBOOK  
2002-03

### MENTAL HEALTH CARE



CDE

William H. Bennett & Staff

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2002-03

### MENTAL HEALTH CARE

Volume 2



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### MENTAL HEALTH CARE

Volume 3



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CDE AFFIRMATIVE  
CASES BOOK  
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### PUBLIC MENTAL HEALTH CARE



William H. Bennett

### TOPICALITY

Federal government  
Substantially  
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Mental  
Health care

### INHERENCY

A.D.A.  
Medicaid  
States  
Court precedents  
PHS  
Dept. of Health  
A.M.A.  
Insurance

### HARM

Suicide  
Crime  
Death penalty  
Economic loss  
Trauma  
Pain  
Pedophilia  
Learning disorders  
Alzheimer's  
Civil rights  
Homelessness  
Education

### JUSTIFICATION

Public  
Federal  
Increase  
Mental

### COUNTERPLANS

Interstate compacts  
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States

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- ☐ Topic Debate Video \$49

Mail to: CDE, P.O. Box Z, Taos, NM 87571  
505-751-0514 e-mail: [bennett@laplaza.org](mailto:bennett@laplaza.org)

Name \_\_\_\_\_

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





# CONTEST DEADLINE: MARCH 29, 2002!

## 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® Video Speech 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 2002 NFL National tournament in Charlotte, NC.
- 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 2002 NFL National tournament in Charlotte.
- 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 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 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 2002 NFL National tournament.
- 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 **March 29, 2002**.

Entries should be mailed to:

Lincoln Financial Group, NFL Video Speech

Contest – 2H-09, 1300 S. Clinton St., Fort Wayne, IN 46802.

Include with the videotape a typed sheet of paper containing the name, address and phone number of the student, coach and school.

### Who's judging?

A panel of judges from Lincoln Financial Group will select one grand-prize winner and one second-place winner. Judges' decisions are final. Winners will be contacted by April 30, 2002. Winners will be congratulated at the 2002 NFL National tournament 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 and provides \$78,000 in college scholarships and awards.

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 **Lincoln**  
Financial Group®





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crabtree@parkhill.k12.mo.us

NFL Interactive Point Recording: [www.nflonline.org](http://www.nflonline.org)  
NFL Website: [debate.uvm.edu/nfl.html](http://debate.uvm.edu/nfl.html)

## THE ROSTRUM

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### SUBSCRIPTION PRICES

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

**ON THE COVER: Abraham Lincoln. Cover designed by Lincoln Financial Group.**

**APRIL: Bill Bennett on Parliamentary Debate. Michael Marks on Mock Trial.**

## FINDING THEIR "VOICE"

Many people will never really find their "voice." Individual speaking events create opportunities and possibilities for those who compete that will become clear to them as they participate in business and community life before and after their education is completed.

Public speaking is an incredible skill. You learn how to use oral and physical techniques to present a message smoothly, evocatively and effectively. Beyond that you learn that the presentation is only the wrapping of the message, and that it is the content that ultimately matters the most. These two aspects allow individuals to develop what has been called their own "voice."



Many people today feel that they have no "voice," that no one is listening to them, that their "voice" is not heard. This is usually blamed on others and society in general. I disagree. History shows that oppression can never silence fully those who have developed their "voice," while self-imposed apathy is easily silenced and manipulated. A strong voice speaking the word can overcome almost any attempt to silence it.

Students who participate in individual speaking events through the National Forensic League will shine like beacons for America and the world in years to come because they can frame a message and present it effectively, because they found their "voice."

**GUEST EDITOR, ALFRED C. SNIDER, Edwin Lawrence Professor of Forensics, University of Vermont**

## CHARLOTTE NATIONALS HOTEL INFORMATION ON PAGES 57 - 58

**R:**

### 2002-2003 Policy Debate Topic

That the United States federal government should substantially increase public health services for mental health care in the United States.

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

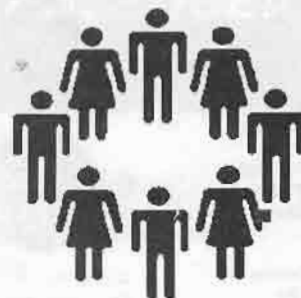
**R:** Limiting the freedom of expression of adults is justified by society's interest in protecting children.

## Council Candidate Statements on Pages 77 - 81

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.

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- MUST BE PLANNING A CAREER IN GOVERNMENT
- SUBMIT AN ESSAY ON A TOPIC SELECTED BY THE SPONSOR
- DEADLINE FOR APPLICATIONS: *MAY 24, 2002*

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FOR MORE INFORMATION AND AN APPLICATION VISIT: [WWW.THEROUNDTABLE.ORG](http://WWW.THEROUNDTABLE.ORG)  
OR CONTACT:

SCHOLARSHIP COORDINATOR  
PUBLIC EMPLOYEES ROUNDTABLE  
PO Box 75248  
WASHINGTON, DC 20013-5248  
(202) 927-4926

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# Whitman National Debate Institute

July 21 - August 1, 2002 (2 week session)

July 21 - August 7, 2002 (3 week session)

hosted by Whitman College, home of nine 2001 CEDA and NPDA elimination teams



Practice with drills, rebuttal redos, and practice debates with extensive feedback

Leave camp with cases and briefs on the 2003 NFL LD topics and Policy topic

Work with an NDT First Round debater, LD Champion, CEDA Quarterfinalist, Public Debate Champion

A friendly, cooperative atmosphere while maintaining a focus on improving

## LD and Policy

Want more information?

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

[www.whitman.edu/offices\\_departments/rhetoric/camp/](http://www.whitman.edu/offices_departments/rhetoric/camp/)

# NFL, Lincoln Financial Group united in helping young people prepare for the big questions of life



**Lincoln**  
Financial Group®

*"I love to dig up the question by the roots and hold it up and dry it before the fires of the mind."* – Abraham Lincoln

Never underestimate the power of a great mind. Take Abraham Lincoln. His bold thinking, quick wit and oratorical eloquence had a decisive impact on the course of history.

So can you. As a member of the National Forensic League, your opportunities are even greater than Lincoln's. He had little formal schooling – today, education is a national priority. And, your participation in NFL speech and debate activities opens many unique opportunities for you to dry out and rethink some of the great questions of life.

Abraham Lincoln can be as much of a role model for you as he has been for Lincoln Financial Group. His bold thinking and personal integrity modeled the strong values on which we built a financial services company. Those same Lincoln values can work for you, too, as you research and debate great ideas through the National Forensic League.

## **Lincoln's partnership with the NFL began in 1995**

Lincoln Financial Group's relationship with the National Forensic League is more than scholarships and a national sponsorship. More importantly, it's an investment in the lives of young people across the nation.

Lincoln Financial Group is proud to be a partner with the National Forensic League in providing young people everywhere with continuing opportunities to challenge life's great questions.

Lincoln's association with the NFL began in 1995 when our flagship affiliate, Lincoln Life, began sponsoring the Lincoln-Douglas Debate competition. Lincoln Financial Group expanded the partnership in 1998, becoming the

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Lincoln's association with the NFL began in 1995 when our flagship affiliate, Lincoln Life, began sponsoring the Lincoln-Douglas Debate competition. Lincoln Financial Group expanded the partnership in 1998, becoming the national corporate sponsor of the NFL.

Each year, Lincoln sponsors the NFL's national high school speech and debate tournament and awards college

includes underwriting the national speech tournament, as well as providing a prize to every student who qualifies to compete nationally. In addition, Lincoln provides scholarships to the first- through fourth-place winners in the Lincoln-Douglas Debate competition.

Lincoln's support for the National Forensic League and other education programs like the A&E BIOGRAPHY® Project for Schools extend naturally from our desire to provide clear solutions to the financial needs of our customers. Many of them are teachers and school administrators in some 3,000 schools and universities across the country.

## **New ads, speech contest mark eight-year partnership**

As Lincoln celebrates its eighth year with the NFL, we're introducing a series of new print advertisements encouraging continuing student involvement in the NFL. These ads appear on the back cover of *Rostrum* and feature NFL members from last year's national tournament in Oklahoma City. Look closely – you may recognize someone.

For the second year in a row, Lincoln's employer-sponsored retirement planning area is sponsoring a video speech contest for NFL members. The top two winning students will receive college scholarships and their coaches will receive honoraria. See the details in this issue. **Hurry – contest deadline is March 29!**

Before the national competition in the 2001-2002 school year, Lincoln also will host "LFG Refreshers" at 25 NFL district tournaments across the nation.

The National Forensic League/Lincoln Financial Group video speech contest for NFL members. The top two winning students will receive college scholarships and their coaches will receive honoraria. See the details in this issue. **Hurry – contest deadline is March 29!**

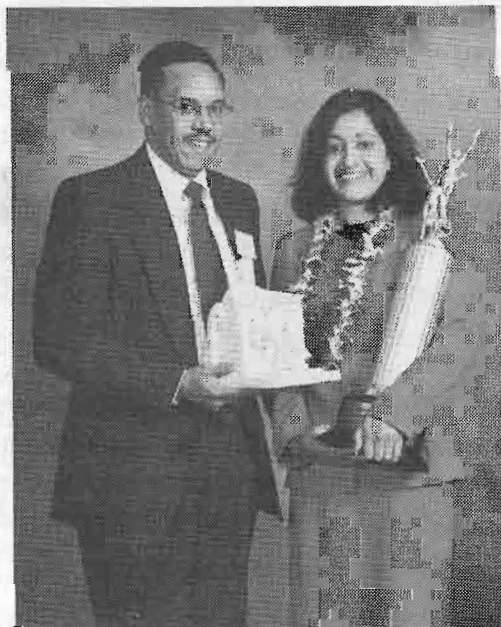
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The National Forensic League/Lincoln Financial Group partnership is a great example of what happens when education and business work together to help young people prepare for the bold questions of life. If you're not already active in your local NFL chapter, find out



# LINCOLN FINANCIAL GROUP NATIONAL TOURNAMENT SPONSOR

## NATIONAL TOURNAMENT SCHOLARSHIPS PROVIDED BY LINCOLN FINANCIAL GROUP



Gloster Current, Lincoln Financial Group Vice President of Marketing and Public Relations presented the Lincoln Financial Group L/D Debate award to **Maya Babu**.

**\$5,000**

To the National Champion in each National Tournament Main Event

**\$4,000**

To the Lincoln Douglas Runner-up debater

**\$3,000**

To the Lincoln Douglas third place debater

**\$2,000**

To the Champion of the Lincoln Financial Group Scholarship Video Speech Contest

**\$2,000**

To the Lincoln Douglas Fourth place debater

**\$1,000**

To each of the five NFL "Participants of the Year"

**\$1,000**

To the Runner-up in the Lincoln Financial Group Scholarship Video Speech Contest

This year, five \$1,000 scholarships were presented by Kelly Clevenger, Vice President of Lincoln Financial Group, to celebrate participation in NFL activities. Five students were selected at random from all national tournament participants - except the winners - to represent the over 90,000 students nationwide who participated in NFL.



LFG VP Kelly Clevenger reaches into the "Treasure Chest" for the winning cards.

*The Stanford Debate Society presents the Summer 2002*

# **Stanford National Forensic Institute**

## **Policy Debate Programs**

**3 Week Program July 28 - August 17 4 Week Program: July 28 - August 24**

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

**The 3 Week Program:** The 3 Week curriculum balances improving students debate technique, through expertly critiqued practice rounds, with in-depth discussion of debate theory and the topic for the year. Students will work with each other and the faculty on research and argument construction to create a full set of evidence available to all SNFI students. Students may also apply to the **Swing Lab**, a special program within the larger 3 Week session. The Swing Lab program is designed to provide a continuation of participants prior camp experience with an advanced peer group and the finest instructors. To be eligible to apply students must have previously attended at least one previous debate institute during the summer of 2002.

**The 4 Week Program:** The 4 Week Program is fully integrated with the 3 Week Program, but adds an additional week, which focuses primarily on technique and practice rounds. Students are guaranteed to get 17 fully critiqued practice rounds in the final week, which effectively means that participants will have the equivalent of a semester or more of experience by the start of the school year! 4 Week students are welcome to apply to special programs, such as the Swing Lab for the first three weeks of the camp.

**SUPERIOR FACULTY:** The majority of SNFI faculty will be current or former high school and collegiate coaches of national repute. Initially confirmed staff for this summer include:

Matthew Fraser, SNFI Director  
Russ Falconer, UC Berkeley  
Dan Shalmon, UC Berkeley  
Chris MacFarlane, USC (CA)  
Casey Kelly, Wake Forest  
Stacey Nathan, UC Berkeley  
Jen Johnson, Bay Area UDL

Robert Thomas, 4th Week Director  
Anne Marie Todd, USC (CA)  
Gerard Grigsby, Harker School  
Sarah Holbrook, West Georgia  
Jon Sharp, USC (CA)  
John Hines, U. of North Texas  
Erin White, Georgetown

Dave Arnett, UC Berkeley  
Randy Luskey, UC Berkeley  
Abe Newman, UC Berkeley  
Judy Butler, formerly Emory  
Takis Makridis, Arizona State  
Erik Holland, USC (CA)  
Carrie Reilly, U. of Pennsylvania

\*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.

**3 Week Program**  
July 28 - August 17  
\$2,055

### **Dates & Prices**

**4 Week Program**  
July 28 - August 24  
\$3,000

Prices include housing for the duration of the program, 3 meals a day on most days of the program, tuition and all required materials. A commuter option is available. An additional \$85 enrollment fee is required upon application.

For more information write to

**Stanford Debate Society • 555 Bryant Street #599 • Palo Alto, CA 94301**  
phone: 650-723-9086 • fax: 510-548-0212 • email: snfi@mail.com



*The Stanford Debate Society presents the*

# Stanford National Forensic Institute

**CX Program: July 28 - August 17, 2002**

**"The SNFI Swing Lab Program"**

The SNFI Swing Lab Program is a preparatory program available for policy debate students. To be eligible, students must be varsity level and must have previously attended at least one rigorous debate institute during the Summer of 2002. The Swing Lab Program is held at Stanford University, one of the world's premier research institutions. Faculty include some of the most respected debate educators, the curriculum is rigorous and carefully executed, and students receive more debates that are expertly critiqued than any other program of similar quality. The Swing Lab Program has a phenomenal track record: the 1994 through 2001 graduates "cleared" at most national circuit tournaments, including Greenhill, St. Mark's, the Glenbrooks, Redlands, MBA, Lexington, Berkeley, Stanford, Emory and NFL nationals. Swing lab participants have won 1st place recently at USC, Berkeley, MBA, Stanford, Lexington, and have twice won the Glenbrooks and the TOC.

## THE PROGRAM

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

**Research, Evidence and Topic Inquiry.** The Swing Lab program provides intensive instruction in research, argument construction, and advanced level technique. The kernels of arguments which are produced by other institutes will be used as a starting point. These arguments will be used by program participants to construct entire detailed positions which will include second and third level extension blocks, new cases, novel disadvantages, kritiks, counterplans, and in-depth case negative attacks.

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

## THE PRIMARY FACULTY

**Randy Luskey** last year finished at UC Berkeley as the #1 ranked team in the United States in College NDT. His many successes have included: 1st at Wake Forest and Northwestern tournaments, finals of Kentucky, semis of Harvard and West Georgia, and 2nd at the Dartmouth Round Robin. He has won numerous speaker awards, including top speaker at Northwestern. He has also been a successful high school coach for El Cerrito High School, where his teams placed among the top in the country at several of the nation's toughest tournaments, including 1st at the Glenbrooks, and he now coaches debate for the Stanford Debate Society, and the Head-Royce School of Oakland.

**Jon Sharp** is a debate coach at the University of Southern California, formerly of West Georgia College, and was an NDT debater at Emory University. Teams coached by Jon have received first round bids to the NDT for the last 7 years in a row. In his senior year of debating he won the Harvard and West Georgia tournaments, and the Dartmouth Round-Robin. He and his partner were ranked #3 in the nation going into the 1994 NDT. He was top speaker at the Pittsburgh, Louisville, and Heart of America tournaments, and in his senior year cleared to late elimination rounds at both the NDT policy debate national championships and CEDA debate nationals. This will mark his 13th year of teaching summer debate institutes.

## APPLICATION AND ENROLLMENT

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

**Stanford National Forensic Institute**  
**555 Bryant St., #599, Palo Alto, CA 94301**  
**call us at (650) 723-9086**



# A NEW FORENSIC RESOURCE

by  
Alfred C. Snider

## Rostrum Individual Events Library Now Online

*The Rostrum* is one of America's great forensic resources. Year in and year out *The Rostrum* provides advice for students and teachers that adds considerably to forensic curriculum nationally. If you miss an issue, you might miss some good advice.

Now all that good advice can be available to everyone all the time.

In cooperation with the National Forensic

**The Rostrum Library can be found at  
<http://debate.uvm.edu/NFL/rostrumlib.html>.**

**The National Forensic League website at Debate Central can be found at <http://debate.uvm.edu/NFL.html>**

**The Debate Central main page can be found at <http://debate.uvm.edu/>**

League the University of Vermont, through the Debate Central website [<http://debate.uvm.edu/>], has been able to begin archiving articles from previous issues of *The Rostrum* going back to 1994. Each article is available as an easy-to-use .pdf document that downloads directly to the hard drive of your computer and can be printed, copied and distributed for instructional purposes.

The Rostrum Library can be found at  
<http://debate.uvm.edu/NFL/rostrumlib.html>

You will need Adobe Acrobat (free) to read articles in the library. You can get this software at  
<http://www.adobe.com/products/acrobat/readstep.html>

The National Forensic League website at Debate Central can be found at <http://debate.uvm.edu/NFL.html>

The Debate Central main page can be found at  
<http://debate.uvm.edu/>  
Current Debate Central attracts about 25,000 hits a day.

What follows is a listing of some of the articles available in the library at the end of 2001. New articles will be added continuously. My thanks to the Lawrence Debate Union, the College of Arts and Sciences and the Speech and Debate program at the University of Vermont for support and assistance.

### GENERAL FORENSICS AND SPEECH

#### Putting Speech in Middle School - Without an Argument

Paul K. Schwarz  
Rostrum, June, 1998

#### What Patrick Henry Accomplished and What He Stood For

James M. Elson  
Rostrum, April, 1999

#### Civics in the Classroom - Part One

Prof. Paul Lorentzen  
Rostrum, January, 2000

#### Civics in the Classroom - Part Two

Prof. Paul Lorentzen  
Rostrum, February, 2000

#### Meeting Middle School Philosophy with a Competitive Speech Program

Gayle Ista Hyde  
Rostrum, June, 1998

#### For the Reunification of Forensics

David M. Cheshier  
Rostrum, April, 1999

#### Internet Sites for Speech, Team Debate, Extemp and Lincoln Douglas Locations on the Web

William H. Bennett  
Rostrum, April, 1999

#### A Conversation with Melvin Laird

James Unger,  
Rostrum, May, 1997

#### Competitive High School Speech and Debate: An Efficient Delivery System for Education

Curtis Hier,  
Rostrum, December, 1997



Zen and the Art of Forensics

Bob Jones,  
Rostrum, April, 1997

A Review of the National Forensic Library of Instructional Video Tapes

Larry Smith,  
Rostrum, February, 1994

A Review of the National Forensic Library of Instructional Video Tapes, Part II

Larry Smith,  
Rostrum, March, 1997

Developing Courage: Speech to NJFL Students

Pamela Joraanstad,  
Rostrum, June, 1996

Patrick Henry: Nice Guy, Considerate Adversary, Good Loser

James Elson,  
Rostrum, April, 1997

Patrick Henry's Last Years

Patrick Daily,  
Rostrum, May, 1996

David Boren: Roots and Wings

James Unger,  
Rostrum, May, 1996

Some Career Options and Rewards for Students Choosing Public Service Careers

Linda McNish,  
Rostrum, June, 1996

Richard Nixon in Forensics

Roger Morris,  
Rostrum, January, 1996

Just for Fun

Kesten Blake,  
Rostrum, May, 1995

The Integration of Academic Competition Skills into the Communication Arts Curriculum

Barbara Miller,  
Rostrum, May, 1995

A Conversation with Brian Lamb, Head of CSPAN

James Unger,  
Rostrum, June, 1995

The Other NFL

Craig Klugman,  
Rostrum, May, 1995

The National Forensic League: in Need of a Junior Forensics in Middle Schools,

Carolyn Baker,  
Rostrum, May, 1995

A Rhetoric of Criticism

David Baker,  
Rostrum, December, 1995

A Conversation with John Sexton, Dean, New York University Law School

James Unger,  
Rostrum, March, 1994

Host NFL Nationals? Yes You Can!

Ted Belch,  
Rostrum, March, 1994

Out of the Mouths of Babes

Loretta English,  
Rostrum, March, 1994

A Word to the Losers, Who Are Almost All of Us, After All

Bill Davis,  
Rostrum, December, 1994

**PUBLIC SPEAKING**Putting the Public Back Into Speaking

Jill Gerken,  
Rostrum, April, 1997

Words: The Building Blocks of Oratory and All Other Competitive Speech Events

Charles Ickowicz,  
Rostrum, April, 1997

Speaking for Middle Schools

Paul Schwarz,  
Rostrum, December, 1996

When a Podium Isn't a Podium

David Mazzer,  
Rostrum, March, 1996

The Orator's Chair

William Bennett,  
Rostrum, December, 1994

There Is No There There

Bill Davis,  
Rostrum, September, 1994

**EXTEMP & IMPROMPTU**What is Commentary?

Brother Rene Sterner, FSC  
Rostrum, May, 1998

Debate, Extemp, and Effective Use of the Internet

William H. Bennett  
Rostrum, April, 1999

Cross Examination in Extemp

James Copeland,  
Rostrum, February, 1998

Extemp Commentary & Comments on Commentary

Bob Jones & Michael Fuller, also Bill Hicks,  
Rostrum, May, 1998

An Extempers Nightmare Comes True:A Very Non-Fictional Story

Ellen Trapp,  
Rostrum, May, 1998

Extemp Prep at Nationals

E. Edwin Brower,  
Rostrum, May, 1998

Impromptu Speaking

Martin Cox,  
Rostrum, May, 1998

Organizing an Impromptu Speech Using Unified Analysis

Robert Carroll,  
Rostrum, May, 1998

This Same Passion

Jennifer Bradley,  
Rostrum, March, 1997

What Makes a "Hot" Extemp Topic (and What To DoWhen the Topics Aren't So Hot)

Martin Cox,  
Rostrum, April, 1997

The Enlightened Storyteller

Elijah Yip,  
Rostrum, April, 1996

Extemp Materials at Nationals

Bob Jones & Judith McMasters,  
Rostrum, May, 1995

Organizing an Extemporaneous Speech UsingUnified Analysis

Robert Carroll,  
Rostrum, April, 1995

Do Sources in Extemp Make Extempers Break?A Quantitative Study of Sources Used at the Indianapolis Nationals

N. Andre Cossette,  
Rostrum, January, 1994

His Story Needs History: What's Missing in Extemp

Cat Horner Bennett,  
Rostrum, January, 1994

INTERPRETATIONHow Debater's Should Judge Interp!

Michael Streeter  
Rostrum, March, 2000

Interpretation of Poetry

Ruby C. Krider  
Rostrum, May, 1998

The Cutting in Interpretation (The 3-Step Method)

Bill Gibron  
Rostrum, January, 2000

Suggest in Prose Reading

Debbie Bendix,  
Rostrum, May, 1998

Prose Interpretation: An Analysis

Don Crabtree,  
Rostrum, May, 1998

Oral Interpretation of Literature: A Discipline or An Event

Collette Mikesell Winfield,  
Rostrum, June, 1997

Monologue or Dialogue

Cathy McNamara,  
Rostrum, April, 1997

Advice to Players

Tony Figliola,  
Rostrum, April, 1997

Sybil Does Duo: Guidelines for Creating a MultipleCharacter Duo

David Kraft,  
Rostrum, April, 1997

The Unlucky Thirteen

adapted by L. D. Naegelin,  
Rostrum, February, 1996

Duo Techniques

Tony Figliola,  
Rostrum, February, 1996

Oral Interpretation of Literature: Prose and Poetry Reading

Tony Figliola,  
Rostrum, February, 1995

Narrowing the Gender Gap in Interpretation

Ron Krikac,  
Rostrum, April, 1995



Why Not Try Duo?  
Tony Figliola,  
Rostrum, January, 1995

It's in the Bag  
Bill Davis,  
Rostrum, March, 1994

## ORATORY

Oratorical Disclosure  
Teri Robinson and Jonathon Lever  
Rostrum, April, 1999

The Death of Oratory  
Dale DeLetis,  
Rostrum, May, 1998

Ben Ptak, National Finalist - His Oration Is from the Heart  
Vincent Borelli,  
Rostrum, December, 1994

Words: The Building Blocks of Oratory and All Other  
Competitive Speech Events  
Charles Ickowicz,  
Rostrum, April, 1997

## STORYTELLING

How You Can Unleash the Power of Storytelling  
Ann Wylie  
Rostrum, February, 2000

The Art of Storytelling  
James Menchinger  
Rostrum, February, 2000

Consolation Storytelling at Nationals  
Rostrum, February, 2000

Storytelling: Looking for the Most Important Thing  
Trudy L. Hanson  
Rostrum, February, 2000

Storytelling  
Mrs. Terry Peters  
Rostrum, February, 2000

## EXPOSITORY

The Keys to Unlock a Winning Expository  
David A. Wendt  
Rostrum, May, 1998

## COACHING

Put Me In Coach. I'm Ready to Play!  
Cathy McNamara  
Rostrum, February, 2000

A Tribute to Lanny  
Greg Malis  
Rostrum, June, 1998

Can Do!  
Ann Tornberg  
Rostrum, December, 1999

Confessions of a First-Year Coach  
Kenneth M. Bisbee  
Rostrum, December, 1998

How to Write the Perfect Ballot: A Handbook for  
Judging High School Speech and Debate Tournaments  
Genelle Austin-Lett  
Rostrum, December, 1998

I Would Do It Again: Thirty Years of Coaching  
Kathryne Pugh,  
Rostrum, December, 1999

Chain Reaction: the "Academy of Debate"  
Jim Fleissner,  
Rostrum, December, 1999

The Satisfaction of Teaching  
Ray Ensher,  
Rostrum, December, 1999

The Coach As Counselor: Where To Draw the Line  
Audra Colvert,  
Rostrum, December, 1999

Forensics Coaching as Self-Reward  
Sheila Rosenthal,  
Rostrum, December, 1997

Some Advice to New Coaches ... and Maybe to Some  
Experienced Coaches As Well  
Larry Smith  
Rostrum, December, 1996

Judges and Coaches: The Invisible Fence  
Rusty McCrady,  
Rostrum, December, 1996

Secrets of Successful Coaching  
Susan Stolen,  
Rostrum, December, 1995

On Growing Old  
Leslie Phillips,  
Rostrum, December, 1995

Sitting On the Step  
J. M. Hirsch,  
Rostrum, May, 1995

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Farewell, Thane Hascall

Jane Nelson,

*Rostrum*, June, 1995

My On-Going Letter of Resignation

Terry Hansen,

*Rostrum*, February, 1995

Miracles Come in All Shapes and Sizes

Terri Branson,

*Rostrum*, Dec, 1995

My "Coach of the Year"

William Bennett,

*Rostrum*, December, 1995

Pride in the Profession - Wayne Brown

Bill Davis,

*Rostrum*, October, 1995

The Armstrong Experience: Making a Difference

Doug Springer on an American

Coaching Institution,

*Rostrum*, January, 1994

[**Alfred C. Snider**, AKA Tuna, is the Edwin W. Lawrence Professor of Forensics at the University of Vermont, and is Director of the Lawrence Debate Union and the World Debate Institute.]

(Goins from page 20)

finding, cutting, and blocking is going to take time. Rehearsing the piece needs to become a daily activity for the student. The student needs to perform the piece every day.

The tournament needs to feel like yet another practice with one key difference: performing a Humorous Interpretation is a chance to share something very personal. You as a pedagogue need to emphasize to the student that the win or the loss is not important, your student is getting a chance to share his or her art with peers.

(**Darren C. Goins**, is Director of Forensics at Louisiana State University).

(Billings from page 38)

more comfortable they will feel; the more comfortable they feel, the more poise they will have in the round.

### Summary

Thus, we have outlined five key elements to the making of a successful impromptu speaker. While some of these ideas may seem a bit complex, they are less complex in their execution. Once a student understands these concepts and puts the practice time in, success should follow. Scholars (Sellnow, 1991; Williams, Carver, and Hart, 1993) argue that the educational benefits of impromptu should not be understated. By implementing such techniques, we hope you and your students will receive the pedagogical benefits that only an event such as impromptu can offer.

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(**Dr. Andrew C. Billings** is the Director of Forensics at Clemson University in Clemson, South Carolina.

**Angela C. Billings** is the Director of Speech & Debate at T.L. Hanna High School in Anderson, South Carolina.

The authors have coached national finalists in limited preparation events at the high school and college level.)



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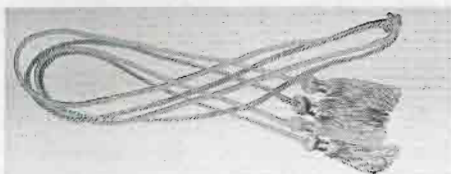
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The Scholars Program will take place alongside the established Emory National Debate Institute, under the Direction of Melissa Maxcy Wade. Those who enter the Program will have access to the entire faculty of the ENDI. However, the Scholars Program 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.

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**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 Joe Zompetti, David Heidt, and Casey Wolmer. Dr. Zompetti, the award-winning Director of Forensics at Mercer University, is a veteran of the ENDI and a past Director of the Scholars Program. Mr. Heidt, a past winner of the National Debate Tournament and a past Director of the Scholars Program, is an Assistant Coach at both Emory University and The Westminster Schools of Atlanta. He is widely recognized as one of the most talented debate coaches in the country, and has coached many college teams into the late elimination rounds of the National Debate Tournament. Casey Wolmer, a graduate of Stuyvesant in New York, is currently a debater at Emory. In her young career, she has already competed in the final round of the CEDA National Tournament, and is a regular participant in the late elim of national tournaments. Ms. Wolmer is also a veteran of the Scholars Program.

**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

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# EMORY

## **Barkley Forum • Emory National Debate Institute**

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### **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, Sanford 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.

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**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

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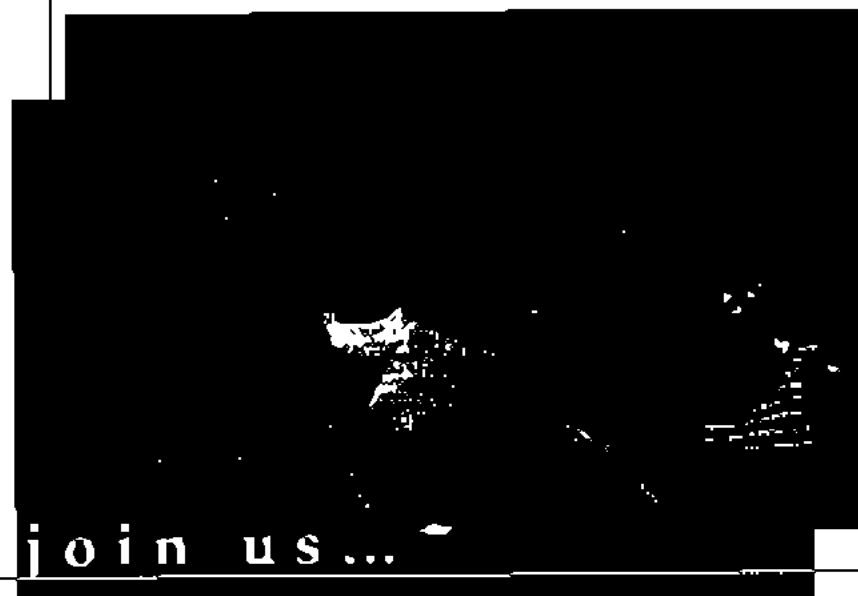
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## 28<sup>th</sup> ANNUAL SAMFORD UNIVERSITY SUMMER FORENSICS INSTITUTE

- ➔ **LINCOLN-DOUGLAS DEBATE DIVISION:** Samford hosts the nation's longest-running Lincoln-Douglas workshop. The program is designed for students who are entering into debate or transitioning to the varsity level. In addition to providing a primer on the fundamentals of moral philosophy, the L-D Institute also seeks to develop fundamental skills such as flowing, briefing and casing. The Lincoln-Douglas workshop is directed by Pat Bailey (Homewood H.S., AL).
- ➔ **POLICY DEBATE DIVISION:** The SSFI Policy debate program is designed for students entering their first or second year of debate. Experienced coaches stress the fundamentals of debate. At the end of the institute, each student will have participated in writing an affirmative case, in writing a disadvantage and a critique, and taken part in at least eight practice debates. First year students learn how to flow and cover the fundamentals of debate. Policy debate labs will be directed by Michael Janas, Ph.D. (Samford University), Ben Coulter, MA (Samford University), Ben Osborne (Vestavia Hills H.S., AL and MTSU) and Heidi Hamilton, Ph.D. (Augustana College). This year we are happy to add Ryan Galloway, Ph.D. (University of Georgia) to the staff.
- ➔ **TEACHER'S INSTITUTE:** This year we are pleased to continue with our teacher's institute. Designed for new teachers or those that find themselves in charge of a program for the first time, Skip Coulter (Mountain Brook Jr. H.S. and Samford University) will conduct a workshop on the fundamentals of debate coaching. While we can not make you a champion coach in your first year, we can help orient you to the bewildering world of high school forensics. At a starting price of \$200, we will help strengthen your confidence as you enter the forensics classroom for the first time.
- ➔ **COST: \$985.00.** Includes all room, board, tuition and group copying fees. Housing is in air conditioned, double-occupancy Samford dormitories. Classes are held on the Samford campus and dining is in the Samford cafeteria. There are no additional lab fees. Dormitories will be directed by William Tate (Montgomery Bell Academy, TN). Financial aid is available for students with demonstrated need.

### ➔ FOR MORE INFORMATION:

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# MAKE THEM LAUGH

by  
Darren C. Goins

## Suggestions for Coaching Winning Humorous Interpretations

Humorous Interpretation is perhaps the most difficult event to coach. Unlike policy, Lincoln-Douglas, oratory, and extemp, there are fewer set expectations. Judges just want to be entertained. In this article I want to suggest techniques that you and your students can use to create a winning humorous interpretation from the selection of the literature, to the blocking and polishing that creates a tournament winner.

### Finding a Winning Piece

A winning humorous interpretation needs to be novel. The newness starts with the literature. The play for NCFL

tivals. Some playwrighting contests and festivals often publish their winners. The addresses and contacts for these contests can be found in the Dramatist's Sourcebook. One festival that publishes and markets their nominees each year is the Actor's Theater of Louisville's contest. The plays from that year are published in their entirety. My fourth suggestion is local playwrights. Consulting a professor at the nearest university Drama Department may lead you to scripts that have recently been published. My fifth suggestion is not so new, but the approach is novel, your students

need to get list of authors and titles that their competitors are using. Repeating someone else's piece is not novel. The novelty with this suggestion comes in with cross referencing the author's name in a library's database to see if there are new pieces by that author or pieces you and your students do not recall seeing in competition. Using these suggestions is the start to increasing the body of literature performed in interpretation and helping your students earn that first place rank.

**.....Preparation for a Humorous Interpretation varies for different students. Getting started as early as possible gives you both a chance to work on the piece. Realize that the finding, cutting, and blocking is going to take time. Rehearsing the piece needs to become a daily activity.....**

### Cutting a Playwright's Baby to Make it Your Own

contest and NFL contest (which also allows prose) needs to be something that the judges have not seen before. Fresh doesn't preclude older literature. Fresh does suggest something that has not been done by every interpreter from the NFL district in South Florida to the NFL district in Hawaii.

There are multiple sources of literature that are relatively untapped in the interscholastic community. My first suggestion is to go to New York. Before you start looking for a plane ticket, consider ways you can bring New York to your students through the television and the library. The Tony Awards need to be assigned viewing for your interpretation students. You can also go to the nearest university library and look up a Yearbook of the Tony nominated plays for each year. This will provide you with a list of scripts to obtain. Scripts for the current season are usually difficult to obtain, but if you have the patience you can write some of the theaters for this material. Make sure that you try to obtain the winners and the nominees.

My second suggestion is to get a list of Oscar nominees and winners. There are rules against using film scripts in competition; however, you will find that there are older films that started as plays.

My third suggestion is playwrighting contests and fes-

Once your student has found a piece that he or she is comfortable with the student has to cut the literature. This process starts with the student reading the entire play. The cutting has to reflect an understanding of the literature and the only way for the student to do this is to read the selection. You might want to have the student discuss the play with you to reflect their understanding. The next step is to have the student highlight sections of the text which he or she finds funny. You need to empower the student at this part of the process by letting him or her do the highlighting. Though he or she may miss parts that you will find hysterical, your student has to present the material in front of judges and their peers. You can discuss the omission of some of this material the student has overlooked, but I caution you from forcing the student to perform material they just don't find funny. The student then needs to cut these parts from a photocopy and glue them onto blank pages. Don't worry about order, just get the material down on paper. The raw material now needs to be molded into a cutting. A cutting needs to go through the steps in the basic story diagram: exposition, inciting incident, rising action, climax, and resolution. The cutting, just like the full piece, needs to be driven by conflict. The

conflict needs to have many levels along the way. A piece that runs too smoothly toward the climax may seem flat to judges. The diagram of the cutting needs to have multiple levels of conflict happening.

The final step in the cutting is selecting the material for your teaser. The teaser is essentially the movie trailer for the attraction yet to come. It needs to introduce the principle characters and foreshadow the driving conflict of the piece. The material is usually literature that is not included in the body of the piece. However, if the student feels that there is an image or argument that needs reinforcement, you both may elect to use some of the material to repeat the information.

### **Introducing This Monster to the World**

A step that most students neglect to do at this point is to write the introduction down. Don't let your students put this off until you are driving to your season opener. Write it early on so you don't have to worry about that thirty seconds to a minute of the performance. You want to achieve four goals in the introduction. The theme or message of the piece needs to be considered first. Though some might think that theme is not important in Humorous Interpretation, the student must show an understanding of the literature. A clear articulation of the theme helps the student accomplish this goal. The principle characters need to be addressed. The judge will hear the teaser first and may not remember the names of the characters that are unfamiliar to the ear. Redundancy can be your student's friend at this moment because the judge will want to be able to refer to the characters' names. The judge also needs to be familiar with the plot of the play. The judge doesn't need to get a Cliff Notes summary of the literature, just enough to show where the cutting fits into the play or prose. The author and title of the selection need to come last. The student needs to start memorizing this introduction once it is written down. The delivery needs to sound natural. This is the student's chance for the judge to see who he or she is aside from the characters.

### **Blocking from the Body Up**

Your student has in hand everything that will be performed, now it is time to get them up on their feet and building the piece. Interpretation is different from Thespian contest because you have one actor who has to perform the multiple characters. I have my students start with their feet. The student needs to come up with a distinct way of holding the feet and ankles for each character. The student then needs to isolate the knees, hips, spine, shoulders, neck, head, shoulders, elbows, and wrists. This master stance is complimented by the master facial expression. The student needs to consider the face as an instrument. The positioning of the forehead, brows, eyelids, nose, cheeks, mouth, and chin will allow for the creation of a distinct face. You and the student need to decide on a locus for the character as well. The locus in the piece is where the character looks. In order to help your student keep all of these characters straight, you might want to have them pop from character to character as you call out the names. The order of characters needs to be random. You are checking to make sure that the student has the physicality for the characters down.

There are two schools of thought on the placement of loci. Some feel that the loci need to be placed on a grid which resembles a stage diagram (lower left, lower center, lower right, left, center,

right, upper left, upper center, and upper right. The gaze of the character indicates how the character's inter-relate. A shorter character is logically going to look up at a taller character and visa versa. Once you have mapped out using this grid, you can tape up sheets of paper and have the students practice delivering lines to these sheets. There are others who feel that a grid is too binding. The distinctions of characters needs to be hyper clear so that the judge will know which character is in front of the audience.

### **Voices from the High School Student**

Now that the characters have distinct looks, now, and they will also need distinct sounds. Building a voice comes from the manipulation of the vocal tone and pitch. In order to get students to know pitch, have the student deliver one of the character lines from the cutting in their own voice. Then get the student to repeat the sound using lower and higher pitches. The student needs to think about the combination of the nose and mouth to deliver the right tones. This depends on the amount of air released through each. Some mouth sounds can be produced with the adjustment of the tongue and the positioning of the lips. Nasal sounds need to come from the higher or lower points. Rate can be fast or slow. Some characters have distinctly loud volumes or soft volumes. Beware, most rounds occur in high school classrooms or college lecture halls, so the adjustment of volume needs to take into consideration how these sounds will play to the judges ear. Students should be able to feel where the master voice for a character comes from within their own instrument.

Be careful of overly throaty sounds. Though a student might be able to produce the sound or voice for one round, if the voice gets through prelims into out rounds, the student's voice may be eliminated before the student is out of the running for the championship.

### **Ya Gotta Have Gimmicks**

The steps above will help the student find, cut, and block a piece. However, one essential thing is missing that will help the performance be funny for the audience, a gimmick. Student and teacher need to work on incorporating gimmicks into the performance. A gimmick is essentially a visual bit that is funny. The student might roll his or her neck and eyes, for example. You might also want to have the student "mug" for the audience. You and the student need to think about as many opportunities that a gimmick might help the selection. These gimmicks should come from the literature and the student's understanding of the literature.

When adding in gimmicks you have to consider two aesthetic schools of thought.

During my time on the circuit as competitor, judge, and coach, I have seen some judges who prefer HI's to be fantastic and extraordinary. There are other coaches who want the humor to come from normal characters that are saying things that just happen to be funny. You and your student will need to consult on what the climate is in your district.

### **Conclusion**

Preparation for a Humorous Interpretation varies for different students. In my experience, getting started as early as possible gives you both a chance to work on the piece. Realize that the (Goins to page 67)



(Snider from page 15)

Farewell, Thane Hascall

Jane Nelson,

*Rostrum*, June, 1995

My On-Going Letter of Resignation

Terry Hansen,

*Rostrum*, February, 1995

Miracles Come in All Shapes and Sizes

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[**Alfred C. Snider**, AKA Tuna, is the Edwin W. Lawrence Professor of Forensics at the University of Vermont, and is Director of the Lawrence Debate Union and the World Debate Institute.]

(Goins from page 20)

finding, cutting, and blocking is going to take time. Rehearsing the piece needs to become a daily activity for the student. The student needs to perform the piece every day.

The tournament needs to feel like yet another practice with one key difference: performing a Humorous Interpretation is a chance to share something very personal. You as a pedagogue need to emphasize to the student that the win or the loss is not important, your student is getting a chance to share his or her art with peers.

(**Darren C. Goins**, is Director of Forensics at Louisiana State University).

(Billings from page 38)

more comfortable they will feel; the more comfortable they feel, the more poise they will have in the round.

### Summary

Thus, we have outlined five key elements to the making of a successful impromptu speaker. While some of these ideas may seem a bit complex, they are less complex in their execution. Once a student understands these concepts and puts the practice time in, success should follow. Scholars (Sellnow, 1991; Williams, Carver, and Hart, 1993) argue that the educational benefits of impromptu should not be understated. By implementing such techniques, we hope you and your students will receive the pedagogical benefits that only an event such as impromptu can offer.

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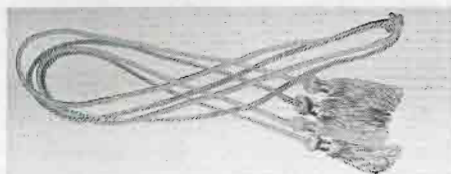
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- DAN DAVIS:** Former debater, University of Georgia; Debate Coach, West Georgia; runner-up 1997 NDT National Champion. Institute Instructor, Dartmouth and Kentucky, 1997-01.
- NERMINGHAL:** Champion debater, Emory University. 2000 Kentucky Fellow; 2001 Kentucky Institute Staff.
- AARON KALL:** Assistant Debate Coach, University of Kentucky; Kentucky Institute Staff, 1996-01.
- JASON PATIL:** Justice Department, Washington, D.C., Assistant Coach, Glenbrook North; former Champion debater, University of Kentucky; Institute Instructor, University of Kentucky, 1995, 2000-01 (part-time).
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# "CUTTING THROUGH IT"

by

Gina and Scott Jensen

## The Analysis, Editing, and Introducing of Oral Interpretation Performances

Oral interpretation events are unique in the world of forensics. While all other events are largely the original work of students, performers of literature have little flexibility in the content of their performance. Events like debate, extemp, and oratory have as their focus the use of evidence as support for original analysis and claims made by students. Interpretation events are, with the exception of the introduction and transitions, entirely the work of a third party who is then represented by the student performer. While this reality may seem stifling to students' creativity, preparing oral interpretation events actually affords students a great deal of opportunity for

tiquing intercollegiate trends, argues that "intercollegiate forensics tends to emphasize style and practice with little thought regarding the philosophical and theoretical assumptions that justify or refute performance choices" (p. 2).

The person who has worked and worked to eliminate that last 15 seconds from a humorous interpretation can understand the care it takes to prepare successful oral interpretation performances. What follows is a three-tiered process for preparing literature for performance—analysis of the literature, editing to event constraints, and introducing the literature for audience appeal.

### Analysis of the Literature

Analysis as the initial step in the preparation of literature for performance is essential. Too often a student might be motivated to find a piece that simply appears to be "within time" or one that has a particular type of character or tone. Taking the time to analyze the literature will actually contribute to a better interpretation, including aesthetic choices that are sincere. Yordon (1989) writes in her book, *Roles in Interpretation*, that analysis of literature should be both external and internal. Within these two levels are suggestions for specific steps.

### External Analysis

This level of analysis integrates the text and outside influences. This analysis might, for example, include an examination of the historical period in which the literature is written or in which it is set. External analysis might also include the student performer integrating their own field of experience with the literature. Students make efforts to draw from their own experiences and visualize the dynamics of the text. For example, a student interpreting prose or dramatic literature that focuses on concentration camps in World War II Germany would not have first-hand experience with the theme. The students make efforts to draw from their own experiences and visualize the dynamics of the text. For example, a student interpreting prose or dramatic literature that focuses on concentration camps in World War II Germany would not have first-hand experience with the theme. The student could, however, read about the Holocaust, watch films dealing with the Holocaust, and/or reflect on personal experiences of profound tragedy or persecution.

### Internal Analysis

This level of analysis incorporates the text and its content absent any outside influence. Internal analysis might include a line by line dissection of the literature, allowing for a more mechanistic understanding of the selection. Internal analysis will also often entail the answering of several questions concerning the dramatic elements of the text. These questions include...

-Who is speaking?

**.....Students who analyze their literature, make careful editing decisions, and establish solid audience/text relationships within their introductions are likely to enjoy success that is both competitively and pedagogically rewarding.**

displaying their creative, advocacy, and performance skills.

Students should not be fooled into thinking that preparing literature for competition is a quick and easy process. The performer who thoroughly prepares oral interpretation events engages in a great deal of analysis, in addition to some frustration. In fact, we argue that a linear relationship exists between thoroughly preparing literature oral interpretation events and the quality of the performance itself. Even further, the very integrity of the interpretation events engages in a great deal of analysis, in addition to some frustration. In fact, we argue that a linear relationship exists between thoroughly preparing literature oral interpretation events and the quality of the performance itself. Even further, the very integrity of the literature itself—something that is supposed to be central to oral interpretation, is preserved only when students and coaches devote the time necessary to truly understand and appreciate the literature being performed. Students who focus on only the performance choices of their oral interpretation event shortchange what is most special about oral interpretation itself. Commenting on collegiate interpretation trends, Koeppl and Morman (1991) wrote a decade ago that "Often we see an increased emphasis on the aesthetic components associated with the performance of literature and little attention paid to the argumentative and communicative elements of the event" (p. 141). More recently, Perlich (1999), again cri-



- To whom is s/he speaking?
- About what is s/he speaking?
- Where is s/he speaking?
- When is s/he speaking?
- How is s/he speaking?
- Why is s/he speaking? Yordan, 1989).

A complete internal analysis will allow for the student to have a full objective understanding of the text, thereby allowing for the author's intent to be maintained and performance choices to be grounded in text-driven motivations.

#### **Editing to Event Constraints**

Perhaps the most difficult step in the preparation of literature for oral interpretation forensics events is the editing, or "cutting" of the text. While some texts are brief and fit nicely within time constraints of events, most literature requires students to pick and choose from the entirety of the literature in order to create their final edited cut. It is helpful to remember that students have a great deal of freedom in their editing process. Texts can be altered as long as the original author's intent is maintained, characters' genders remain as originally presented, and words not appearing in the original text are not added by the performer. What follows are ten steps we advocate for engaging in this editing process—steps that should be followed in this particular order.

#### **1. Read the Literature**

While this should seem obvious, there may be temptations to find particular selections of the text that appear to fit within the event constraints. Similarly, students may have a cutting from a larger text, or a scene from a book of scenes for auditions. While these options will generally fit within time constraints of events, they don't allow the performer to get a complete sense of the literature—something that is essential in order to make informed editing and performance choices.

#### **2. Select a Plot and Character(s)**

Many texts will have a number of plots and characters. Even monologues may have several scenes or plots within the single text. Students should determine, after a complete reading of the text, which plot and character(s) they want to present. The selected plot and character(s) should be appealing to both the performer and audience as indicative of a meaningful message that can be taken from the text being communicated.

#### **3. Cut Sub-Plots and Peripheral Characters**

Once the primary plot and character(s) are selected, the first major edit is any plot or scene, and characters that are not a part of what the student wants to communicate. These peripheral dimensions of the text should be cut.

#### **4. Eliminate Unnecessary Details**

Even after eliminating peripheral plots and characters, details not essential to the message being communicated may remain. Overly descriptive prose or verbose dialogue can often be minimized or eliminated entirely.

#### **5. Time It**

Once these cuts have been made the student should time what remains uncut. It can be a mistake to cut excessively from an original text. Over-cutting can leave a final edited text lacking in descriptiveness and character development. Consequently, students want to remain abreast of how well their editing fits within the event's time constraints. When the editing fits comfortably within these time constraints, there may not be any reason to continue the editing process.

#### **6. Tighten the Text**

If editing is still necessary, the student should cut sentences and elements of the plot not essential to understanding the message being communicated. Lengthy stories told by a character might be shortened. "S/He said" statements can be eliminated. If it was originally decided to keep more than one scene for the final cut, it may be necessary to further narrow the number of scenes for the final edited text.

#### **7. Re-Time the Text**

It is likely that the editing process has reached a point of frustration. Because of this, having a clear sense of how well the edited text fits within the event's time constraints is essential. By the time the student reaches this step, relatively important parts of the text are being considered for editing. As has already been mentioned, students can avoid these difficult decisions if they know at what point their text meets the event's constraints.

#### **8. Remove Repetition**

It is at this point that the student is looking for anything that can be eliminated. Students should remember that they are able to edit out portions of sentences as long as the intent of the text is maintained. Likewise, other "s/he said" statements can be eliminated. Additionally, sentences with a great deal of repetition can be shortened. The character who says, "Okay, okay, okay..." can be changed to say only one "Okay."

#### **9. Find a Fresh Set of Eyes**

By now the student has devoted a great deal of time and energy to narrowing the text to a cutting that will work for competition. A dynamic that often occurs is a limiting of perspective. The student may attach him/herself so tightly to the text that possibilities for cutting are missed. A person who has not become so integrated with the text may see opportunities for editing that would otherwise be missed by the student preparing the text for performance.

#### **10. The Final Timing**

With any luck, this is indeed the last step. If the worst-case scenario exists and the selection still exceeds the event's time constraints, the student should go back to removing repetition or finding a fresh set of eyes. Realistically, even a text that remains too long should be within seconds of being within the prescribed time constraints. Additional small cuts can bring the text to the point desired by the student. If this is not the case, the student should go back to the first step and make new decisions about what plot(s) and character(s) to include in the final text they perform in competition.

#### **Introducing the Literature for Audience Appeal**

The final step in preparing the non-delivery dimensions of literature for oral interpretation forensics events is the introduction. Students should note that this is the only dimension of the performance in which their own words are shared with the audience. It is the introduction that establishes for the audience the message of the text, and the motivation that should be felt by the audience to listen to and appreciate the text being interpreted. Ultimately, as Rice (1992) writes, "An introduction may present sufficient information to the audience so they may be acquainted with the material and be able to critique the student on his or her interpretative choices without revealing so much as to destroy or call attention away from the interpretative experience" (p. 23).

Effective introductions should include a number of elements as explained below.



(Snider from page 15)

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*Rostrum*, June, 1995

My On-Going Letter of Resignation

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more comfortable they will feel; the more comfortable they feel, the more poise they will have in the round.

### Summary

Thus, we have outlined five key elements to the making of a successful impromptu speaker. While some of these ideas may seem a bit complex, they are less complex in their execution. Once a student understands these concepts and puts the practice time in, success should follow. Scholars (Sellnow, 1991; Williams, Carver, and Hart, 1993) argue that the educational benefits of impromptu should not be understated. By implementing such techniques, we hope you and your students will receive the pedagogical benefits that only an event such as impromptu can offer.

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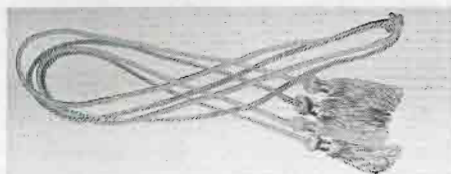
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# PEDAGOGICAL AND PRACTICAL APPLICATIONS OF COACHING A LIMITED PREPARATION EVENT

by

Dr. Andrew C. Billings  
Clemson University

Angela C. Billings  
T. I. Hanna High School

As coaches of both high school and college forensics teams, it is evident that the biggest lie pervaded upon the impromptu competitor is that impromptu is a "limited preparation" event. On the contrary, it has been our experience that while we often instruct an interpretation performer to drop their piece for a few weeks so it does not get stale, this is rarely true with the impromptu competitor, as they must consistently practice on a regular basis.

The practicality of the impromptu event is obvious, as

**.....The key to impromptu is  
"tell them what you're going to  
tell them, tell them, and then tell  
them what you've told them."**

students give informal impromptus daily. And yet, despite this fact, the act of coaching and instructing impromptu competitors often becomes a struggle. One of the main reasons for such difficulties lies in the fact that many first-time competitors are told to do impromptu "to get their feet wet," when, in actuality, impromptu provides the most likely venue for speech anxiety. In essence, novice speakers are often asked to compete in one of the most demanding events without the tools necessary to succeed, or even survive.

Reynolds and Fay (1987) argue that any good speaker needs to have certain qualities to their performance, such as a good voice, effective gestures, clear enunciation, proof, and arguments. However, these scholars go on to argue that the impromptu speaker must have several more qualities as well, among them being poise, humor, mechanics of speech structure, and the ability to synthesize thoughts. In this piece, we will propose some methods to enable an impromptu speaker to improve in these four areas—ultimately creating a speaker who is not only prepared for competition on Saturday, but also preparing students to become highly articulate for "real-world" impromptu speeches.

## **Step #1: Students must thoroughly understand speech structures**

In other events, such as original oratory, a teacher can help guide a student in writing their speech using one structure that will then be implemented in a speech throughout the year. However, in impromptu speaking, the structures and formats

are constantly changing hour by hour, round by round. Traditional speech structures, such as problem-cause-solution or spatial patterns rarely seem to fit impromptu topics. Given the short amount of preparation time, endorse *unified analysis*. Many misconstrue what constitutes "UA" and what does not. In truth, unified analysis is a fairly simple plan to create more sophisticated arguments. Within unified analysis, a student must (a) derive a thesis from the topic, (b) decide if they wish to agree or disagree with that thesis, and (c) articulate reasons why their stance is correct. Formatting an impromptu speech would appear something like this:

Attention-Getting Device

Thesis

Agree/Disagree

I. Reason #1 why thesis is true

A. Example #1

B. Example #2

II. Reason #2 why thesis is true

A. Example #1

B. Example #2

Conclusion

While this structure may appear to be too complex for high school students, its application is easier than one would think. Say the topic given to the competitor is the simple quotation "To be is to do". The student could then use unified analysis to create a simple thesis and arguments:

Thesis: Actions speak louder than words

Agree or Disagree: Agree

Reason #1: Words only imply intent

Reason #2: Actions have greater societal impact

The way to ensure that main points are arguments rather than simple categories is to add the word "because" between the thesis and the main points. Thus, we could argue "Actions speak louder than words *because* first, words only imply intent and *because* second, actions have a greater societal impact." Once a thesis and two short arguments are articulated, the student is left with just one remaining task to structuring a speech: the implementation of examples.

## **Step #2: Students must use concrete, real-world examples**

It is at this point that the question usually arises



the student can attempt to adapt to a New York audience with recognition that the topic will address a very sensitive subject for them. The coach can follow the speech with a discussion of how the vocal tone, issues addressed, and confidence and credibility derived through the presentation would have affected a real New York audience.

This activity also offers the opportunity for coaches, or tournament directors, to help students explore issues of ethics or morality. While some caution is called for, coaches can write prep slips which requires the student to make decisions which challenge the notions of what would be the right or moral action to take. For example, the following prep slip could be used:

**Location:**

Employer's office

**Speaker's Role:**

Your employer suspects that a co-worker's stole company supplies.

**Situation:**

You are in your first job after graduation from H.S. or college and your employer has asked you about a co-worker's theft of two staplers and a small bundle of pencils.

You know for a fact that those items were stolen by the co-worker who happens to be your friend.

This prep slip requires the student to make a determination as to whether he or she is going to reveal the friend's theft, reveal the friend's theft but try to defend those actions or ask for leniency, or whether they will cover up the theft, possibly because it was a small loss to the company. Some coaches may not be comfortable with this approach to forensic education. However, a concern with ethical behavior and communication ethics is certainly a valid pedagogical issue for the study of communication and forensic competition.

### Use of Reasoned Response in Competition

Reasoned response has been introduced as an instructional tool to help ease the new forensics student into limited preparation speaking events. The activity can also be used as a competitive event and has been used as such with great success. Texas Tech University uses reasoned response in one or two high school tournaments each year. The event works best if not put in the same pattern with impromptu speaking, thus allowing students to compete in both events and realize the difference that an (albeit hypothetical) audience makes in the presentation.

The reasoned response is a very useful event for tournaments scheduled early in the season. Frequently, entries will include a number of students who are new to forensics competition and are "trying out" the activity. They may not have events like oratory, prose, or dramatic interpretation prepared yet. Reasoned response provides them with an event that they can learn and practice quickly and enter in these early tournaments. This can help with retention of new forensics students.

Introducing the event would certainly require some basic information for the competitors and judges. The event is designed to operate with the same time limits as impromptu speaking and the use of hand time signals. The suggested primary issues for evaluation would include: speaking ability, adaptation to the situation, adaptation to the perceived audience members, and the strength of

the position advocated or information provided in the response. It should also be emphasized that the event is not meant to be an acting exercise. Students should refrain from the use of accents, posture, or movement which would coincide with the speaker's role. The coach or tournament director can assist students by writing prep slips that describes the speaker's role in more general than specific terms. For example, a prep slip could identify the speaker's role as "President of the United States" instead of "President George W. Bush".

Reasoned response has been offered here as an activity that can help the beginning student practice the skills required for competition in limited preparation speaking. Years of experience have also demonstrated that advanced students can also benefit from the audience component of the activity. The activity is also generally considered a very enjoyable speaking event allowing for creativity by both the coach who writes the prep slip and the student who responds to it. We encourage coaches to use this activity in practice and for tournament directors to consider its' worth as an experimental event.

### References

Williams, D.E., Carver, C.T., & R.D. Hart (1993). Is it time for a change in impromptu speaking. *National Forensic Journal*, 11, 29-40.

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# THE USE OF REASONED RESPONSE AS TRAINING FOR LIMITED PREPARATION SPEAKING

by

David E. Williams and Ric L. Shafer

Practice and competitive performance in limited preparation speaking events is a wonderful training ground for beginning speakers. Students are able to practice analysis of evidence, reasoning, organization, and speaking from limited notes. However, for beginning students these basic events can seem quite daunting. Attempts to compile evidence in a coherent manner for an extemp speech or struggles to present an eloquent impromptu speech with an aura of confidence can frustrate the young speaker and dampen the desire for continued practice. Too frequently the result is that the student is too embarrassed to practice or compete in front of more

nally, the situation will explain to the student why they are speaking and what the specific subject matter will be.

A couple examples of prep slips would be:

**Location:**

Your principal's office

**Speaker's Role:**

Senior Class President

**Situation:**

You are attempting to persuade your principal to introduce and fund a new sport (of your choice) as an extracurricular activity.

**Location:**

New York City

**Speaker's Role:**

Mayor

**Situation:**

You are attempting to convince a group of concerned citizens that the city is now safe, after the Sept. 11 attacks.

The reasoned response activity can be beneficial for new forensics students practicing limited preparation events because it provides them with more context and information in which to generate a logical response. The student is still speaking with little preparation time (using the standard impromptu speaking, of seven minutes in which to prepare and deliver the speech, is

ideal) and minimal notes, but she or he can more easily develop a mental frame for the speech purpose and structure. This should facilitate the development of limited preparation speaking skill and, more importantly, confidence from the presentation of a clear and fairly clean presentation.

## Additional Benefits of the Reasoned Response

As an additional educational benefit, the reasoned response allows the coach to introduce the importance of audience analysis. The concept of audience and audience analysis is largely absent from traditional impromptu and extemporaneous speaking. The notion of audience adaptation is relegated to the judge(s) in the room with acknowledgments of the other competitors or observers who might also be observing the performance.

Reasoned response is unique in that it creates an audience for the speaker to envision for the invention of the speech. From the above prep slip with New York City, the student could have a few cues to rely on for the adaptation of the speech. Aside from assuming the communicator style that would be appropriate for a mayor,

**.....This activity is an impromptu public speaking exercise which gives the student more information in which to frame their speech than is found in traditional impromptu speaking, yet they will not be overwhelmed with the amount of material that can accompany the development of an extemp speech.**

experienced team members or competitors and some even challenge their thoughts of forensic competition and education altogether.

In 1993, an activity was created which could prove useful in offering a graceful introduction to limited preparation events for new competitors. The activity is called "reasoned response" (Williams, Carver, & Hart, 1993). This activity is an impromptu public speaking exercise which gives the student more information in which to frame their speech than is found in traditional impromptu speaking, yet they will not be overwhelmed with the amount of material that can accompany the development of an extemp speech.

In reasoned response, students are given information on a prep slip which details a location, speaker's role, and situation. The location can be anything as general as "in the Southern part of the United States" or as specific as "an elementary classroom in Chicago". The speaker is to consider that he or she is about to deliver the speech in that location. The speaker's role will offer a description of what the speaker's persona should be or even whom they should be. The speaker's role might, for instance, be a "firefighter" or "an angry principal". Fi-

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regarding the use of personal or hypothetical examples. Can they work? Possibly, but they are not nearly as universally accepted as specific, verifiable examples. We often encourage what we call the "USA Today" approach to example use. Think about how that newspaper is divided into four unique, color-coordinated sections: current news, money/economics, sports, and life/entertainment. These categories can easily be areas for the four examples a student would need for unified analysis. Thus, a student could plug in these categories into any speech, such as:

- Reason #1: Words only imply intent
- Example #1: Current news example
- Example #2: Money/economic example
- Reason #2: Actions have greater societal impact
- Example #1: Sports example
- Example #2: Life/entertainment example

Of course, students may not be knowledgeable on these four areas, so substitutions certainly are plausible. If a student does not know economics, plug in history; if a student is not familiar with sports, plug in literature. The point of this method is not to say the four categories of the USA Today are the categories everyone should use. Instead, the point is that students will think of examples much more readily if they have their mind focused on a given topic area. Other benefits of such an approach include the fact that (a) the student will appear worldly by having myriad examples, and (b) the examples are specific and verifiable [the student likely didn't just "make it up"].

A second important area to work on is in example labeling. Our advice here is to be as specific as possible. Often times, students appear to be using tired, over-used examples when, in fact, a new label would help to show that the example being used is unique. For instance, "George W. Bush" is an example that is perceived to be tired and, even worse, easy. However, "George W. Bush's performance in the first presidential debate" is more specific and, subsequently has more clout. Similarly, "Michael Jordan" would be a bad example, but "Michael Jordan's attempt to play professional baseball" would be more concrete and provide for more concise arguments. Simple relabeling can boost the credibility of a competitor immensely.

A final note on example use in impromptu is to use an impromptu notebook. Have students keep a list of interesting examples they could potentially use in their speeches. Keep the list up to date. And no, making such a list does not constitute "canning" an impromptu speech. In actuality, it keeps students minds open to more and more possible things to speak about, rather than drawing a blank and relying on an old stand-by. Keeping the list current also ensures that judges will not be able to claim the speech was canned. After all, if your student is speaking on a film that opened last weekend, the judge can't possibly claim the student has been using that same example all year.

### **Step #3: Students must learn how to synthesize examples and points**

You have likely heard the saying that the key to impromptu is "tell them what you're going to tell them, tell them, and then tell them what you've told them." This could not be more true. Still, a common pitfall is that this saying only applies to having a preview and review of main points. On the contrary, synthesis of main points should occur at the end of each point tying each argument

together. Each example should be explained in three parts: (a) introduce the example, (b) analyze the example, and (c) synthesize the example back to the main point (argument). Then, at the end of each point, a student should synthesize both examples to show how they fit within the larger structure. This sounds like a lot to do in a short amount of time, but, truthfully, each of these parts can be done in one to two lines. For instance:

One way in which low expectations resulted in the perception of success was in the case of George W. Bush's first presidential debate in the fall of 2000 (INTRODUCE).

Most experts, Republican and Democrat alike, felt that Al Gore would dominate the debate because he was a seasoned debater whereas Bush was not. However, the consensus in the public was that the debate was ultimately a draw, with neither side winning (ANALYZE).

As a result, Bush was viewed as gaining more ground from the debate because people expected him to fail, yet he didn't. In fact, in this case a draw ultimately became a victory (SYNTHESIS).

Even if a student feels that they are spending too much time on emphasizing structure, judges are often impressed by the clarity of thought and organization, making it worth the time invested.

### **Step #4: Students must understand appropriate time allotment**

By now, you're probably thinking there's so much to do in such a short amount of time. However, the structure honestly forces a timed pattern on each speech, which is actually a benefit. Given that student have five minutes to speak, we would suggest the following guideposts for time allotment in impromptu:

- 0:00 Begin attention-getting device
- 0:30 Introduce thesis
- 0:45 Give preview of main points
- 1:00 Begin Pt. 1A
- 1:45 Begin Pt. 1B
- 2:30 Synthesize Point 1
- 2:45 Begin Pt. 2A
- 3:30 Begin Pt. 2B
- 4:15 Synthesis Point 2
- 4:30 Review and conclusion

Of course, there is no way to adhere to the rubric to the second—nor should you attempt to do so. Still, by following a pattern that has some basic rules, such as 45 seconds per example, a student can begin to judge where they are time-wise in their speech by following a specific structure.

### **Step #5: Students must practice, practice, practice**

It sounds so simple; yet, this is where most impromptu competitors fail. The mere ability to structure and format a sound impromptu speech will not make a student highly successful. This is where the "poise" that Reynolds and Fay (1987) refer to comes in. If a student wishes to do impromptu well, they need to actually run at least three per day. If a student balks at such a request, remind them that this constitutes less than a half hour of their time. Even better, encourage students to do six speeches in one hour every once and a while. For advanced speakers, make them run these six speeches without duplicating any examples. Keep a box full of topics in your classroom, so students always know they can draw a topic and practice at any time. The more they practice, the *(Billings to page 67)*



(Snider from page 15)

Farewell, Thane Hascall

Jane Nelson,

*Rostrum*, June, 1995

My On-Going Letter of Resignation

Terry Hansen,

*Rostrum*, February, 1995

Miracles Come in All Shapes and Sizes

Terri Branson,

*Rostrum*, Dec, 1995

My "Coach of the Year"

William Bennett,

*Rostrum*, December, 1995

Pride in the Profession - Wayne Brown

Bill Davis,

*Rostrum*, October, 1995

The Armstrong Experience: Making a Difference

Doug Springer on an American

Coaching Institution,

*Rostrum*, January, 1994

[**Alfred C. Snider**, AKA Tuna, is the Edwin W. Lawrence Professor of Forensics at the University of Vermont, and is Director of the Lawrence Debate Union and the World Debate Institute.]

(Goins from page 20)

finding, cutting, and blocking is going to take time. Rehearsing the piece needs to become a daily activity for the student. The student needs to perform the piece every day.

The tournament needs to feel like yet another practice with one key difference: performing a Humorous Interpretation is a chance to share something very personal. You as a pedagogue need to emphasize to the student that the win or the loss is not important, your student is getting a chance to share his or her art with peers.

(**Darren C. Goins**, is Director of Forensics at Louisiana State University).

(Billings from page 38)

more comfortable they will feel; the more comfortable they feel, the more poise they will have in the round.

### Summary

Thus, we have outlined five key elements to the making of a successful impromptu speaker. While some of these ideas may seem a bit complex, they are less complex in their execution. Once a student understands these concepts and puts the practice time in, success should follow. Scholars (Sellnow, 1991; Williams, Carver, and Hart, 1993) argue that the educational benefits of impromptu should not be understated. By implementing such techniques, we hope you and your students will receive the pedagogical benefits that only an event such as impromptu can offer.

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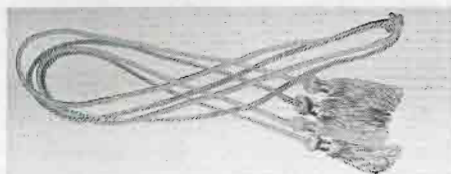
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# SOME DO NOT'S FOR ORATORICAL CLARITY

by  
Wayne Mannebach

## Part One: Verbosity, Over-Conciseness, and Profundity

### DON'T BLAME THE JUDGE!

"Coach, the judge wasn't even listening to me; what a rude person!" "Coach, the judge didn't like the way I dressed." "Coach the judge missed my whole appeal; obviously I was too elevated for his mentality!" "Coach, I felt this was the best speech I ever delivered; apparently the judge can't recognize sound reasoning." Et cetera, Et cetera, Et cetera! What coach of oratory has never heard a disgruntled student returning from competition? The student, however, may have deserved a poor rating, for many reasons account for unsuccessful oratory.

**.....Numerous reasons account for oratorical ineffectiveness: verbosity, over-conciseness, and profundity are among the most notorious.**

### SOME STUDENTS AVOID REVISION

Some students are perhaps too lazy to revise their message even though revision is mandatory for successful persuasion. The latter is evident by the practice of one of America's great orators, Franklin Delano Roosevelt. For instance, in *The Public Papers and Addresses of Franklin D. Roosevelt* he reports that "on some of my speeches I have prepared as many as five or six successive drafts and suggestions submitted by other people; and I have changed drafts from time to time after consulting with other people either personally or by telephone." And in *Working with Roosevelt*, Samuel Rosenman, one of Roosevelt's major advisers in helping Roosevelt prepare his speeches, states that

The speeches as finally delivered were his [Roosevelt's]—and his alone—no matter who the collaborators were. He had gone over every point, every word, time and again. He had studied, reviewed, and read aloud each draft, and had changed it again and again, either in his own handwriting, by dictating inserts, or making deletions. Because of the many hours he spent in its preparation, by the time he delivered the speech he knew it almost by heart.

In short, if a master of oratory was willing to revise

his message until he thought his message was ready for delivery, then surely all students of oratory should be willing to revise their messages. Students unwilling to improve their orations should adhere to Alexander Pope's wise observation in *An Essay on Criticism*, namely that "Whoever thinks a faultless piece to see Thinks what ne'er was, nor is, nor e'er shall be." Orations will never be perfect, but they can be made better than previous weak drafts.

### SOME STUDENTS IGNORE COACHING

Some students are reluctant to seek advice from their coaches or experienced peers. This is not uncommon. For instance, in the *Rhetoric* Aristotle observes that "the young think they know everything and are confident in their assertions." Lord Chesterfield in a letter to his son, dated January 15, 1753, contends that "young men are apt to think themselves wise enough, as drunken men are apt to think themselves sober enough." F. Scott Fitzgerald in *The Diamond as Big as the Ritz* asserts that "everybody's youth is a dream, a form of chemical madness." In *Youth and Age* Francis Bacon says that "generally youth is like the first cogitations, not so wise as the second." And in *The Way of All Flesh* Samuel Butler remarks that "to me it seems that youth is like spring, an over-praised season—delightful if it happens to be a favored one, but in practice very rarely favored and more remarkable as a general rule, for biting east winds than gentle breezes."

The purpose of the above remarks is not to chastise young orators in general, but to urge those who allege to know more than their coaches and experienced peers do to follow the practice of Franklin Delano Roosevelt who was not too proud to seek advice. For instance, in his *Public Papers and Addresses*, the President reveals that "I have called on many different people for advice and assistance," and in *Ladies Home Journal* Eleanor Roosevelt reports that "first of all he [F.D.R.] decided on the subject with which he was going to deal, then he called in the Government officials charged with the responsibility for the work on this particular subject: for instance, if it was to be a fiscal speech, the Treasury Department and the Federal Reserve Board were consulted; if agriculture, the Department of Agriculture and allied agencies, and so on."

Students of oratory who listen to their coaches or



experienced peers need not forsake their own ideas. For example, in *The History and Criticism of American Public Address* Earnest Brandenburg and Waldo W. Braden conclude that "the opinions of experts were sought and followed, but the final decision as to ideas and the language in which they were to be couched were inevitably made by Roosevelt himself." And Grace Tully in *F.D.R. My Boss* reports that "it should be known that the President was always the Commander-in-Chief. ...By the time a speech was delivered it was his creation, not merely an assembly line production of a corps of ghost writers." Students of oratory should at least listen to advice before dismissing it.

### SOME STUDENTS MISAPPLY LOGIC

Some orations are ineffective because flaws of argument arise from the orator's ignorance of logical connections or misapplication of logical principles. For illustration, some orators violate principles of the Square of Opposition, namely contraries, subcontraries, superimplications, subimplications, contradictories, equivalencies, and independencies. Other orators violate principles of Induction and Deduction, making errors in the employment of evidence; in the use of examples, analogies, and causal relations; or in the application of categorical, hypothetical, alternative, disjunctive, and conjunctive enthymemes or syllogisms.

Students of oratory are not exempt from being logical, and they might improve their effectiveness by studying some of the logical processes of President Franklin D. Roosevelt. For instance, Brandenburg and Braden report in *The History and Criticism of American Public Address* that "Roosevelt was essentially inductive in logical procedure. He demonstrated both an aptness in and a fondness for the use of the example, the comparison, the analogy. He disdained vague formulas and generalities." The authors also reported:

Many of the numerous epigrams which Roosevelt included in almost every speech are enthymematic in form. In his Fireside Chat of June 28, 1934 [for example], he summarized a portion of his argument with this terse epigrammatic statement: Our new structure is a part of and a fulfillment of the old." Within this statement there is the following implied categorical syllogism:

A part of and a fulfillment of the old is desirable.

Our new structure is a part of and fulfillment of the old.

Therefore, our new structure is desirable.

Roosevelt was fond of these statements which epitomized his thought. He believed that given a suggestive statement his auditors would supply the missing premises.

Whomever or whatever they study, students of oratory should strive to improve their logical processes, for their oratorical effectiveness should then improve.

### SOME STUDENTS EMPLOY AWKWARD STYLE

Some orations are ineffective because students are verbose, profound, or truncated; fail to realize the difference in meaning between one word and another; equate concepts that ought to be kept distinct; or think they understand a piece of discourse but in fact misread it. Only by careful attention to certain features of language can orators hope to avoid these errors.

Of course, the orator's audience is not necessarily innocent of the reason for communication breakdown. It is very possible that the orator is appropriate in presentation and the audience

inappropriate in its part, including, for instance, willfully not listening to the speech because of boredom; unpleasant surroundings, including a lack of proper heating or air-conditioning, poor acoustics, and uncomfortable seating; or biased toward the speaker or subject. However, the orator is the one who transmits the message. Therefore, the orator carries the **burden of proof**; the audience has **presumption**.

### LEARNING WHAT NOT TO DO

Perhaps the most practical way to improve oratorical language is to emphasize what not to do. In other words, the orator should focus on those features which compete with clarity. This article does not treat every obstacle to clear thought, for such endeavor would be futile for any person. Instead, this article covers three of the most notorious obstacles and sufficiently warns the orator to examine carefully language usage. The author assumes from his teaching and coaching experience that, if the orator knows **what not to do**, he or she will employ **what should be done**.

### DON'T BE VERBOSE!

In *A Series of Essays* Arthur Schopenhauer argues that would-be persuaders should make sparing use of the audience's time, patience, and attention, because "to use many words to communicate few thoughts is everywhere the unmistakable sign of mediocrity. To gather much thought into few words stamps the man of genius." In his *Essay on Criticism* Alexander Pope states that "words are like leaves; and where they most abound, much fruit of sense beneath is rarely found." And in *The Tables Turned* William Wordsworth insists that "one impulse from a vernal wood may teach you more of man, of moral evil and of good than all the sages can."

Although Schopenhauer, Pope, and Wordsworth observed that an economy of words tends to embrace effective communication, some orators tend to employ unnecessary words to transmit their messages. Consider the following examples taken from Japanese and American high school, college, university, and adult education orations. Then consider the recommended versions.

#### VERBOSE VERSION

So let us sincerely devote ourselves to some skill and continue to do so with a strong determination.

The results happened the way they were bound to happen.

In this day and age every one of us must take care of ourselves before we send money and clothing and medicine and things like that to countries outside our borders.

We have two courses of action, and both of them will bring harm to our institution.

No matter how much they tried, they were unable to refute even one major point of the other side's case.

There is humor of the ironic sense when Eve is being tempted by the snake which is a disguise for Satan.

#### RECOMMENDED VERSION

So let us continuously devote ourselves to some skill.

The results were inevitable.

We must help ourselves before giving foreign aid.

Our institution faces a dilemma.

Their opposition presented an invulnerable case.

Ironic humor occurs when the Satanic snake tempts Eve.

The students employed 116 words, and the recommended versions total only 41, yet the recommended versions do not alter the students' intentions. In short, the students were unnecessarily

wordy and, thus, taxed their hearer's time and thought.

Other examples of doubletalk and their recommended versions follow.

#### DOUBLETALK

ostentatiously showed off  
suggest some advice  
cooperate together  
naked without clothes  
redo over again  
each and every person  
true facts  
dishonest thief  
fatty adipose  
frank and honest  
unselfish altruism  
disappeared from sight  
basic fundamentals  
null and void  
good advantages  
dead corpse  
zealous devotion  
crazy psychopath  
round in shape  
large in size  
thoroughly and wholly complete  
present status quo  
autobiography of her life  
offensive to and not tolerant of  
like a circle, always going around  
bunched together  
an affirmative understanding  
skilled with much practice  
markedly inconsistent  
overly concerned being proper  
plundered and forcefully robbed

#### RECOMMENDATION

ostentatious  
suggest (or advise)  
cooperate  
naked (or nude)  
redo  
each (or every) person  
facts  
thief  
adipose  
frank (or honest)  
altruism  
disappeared  
basics (or fundamentals)  
null (or void)  
advantages  
corpse  
zealous (or devoted)  
psychopath  
round  
large  
whole (or complete)  
status quo  
her autobiography  
bigoted  
circular  
concentrated  
agreement  
experienced  
incongruous  
prudish  
sacked

Some of the above examples may seem humorous, but they injure communication by unnecessarily taxing the hearers' time, diverting attention to some collateral detail, and hampering the rapid movement of thought. It should be easy to understand why an audience might become confused when trying to interpret how **true facts** differ from **facts**, how a **crazy psychopath** differs from a **psychopath**, and how a **dead corpse** differs from a **corpse**. Orators should acknowledge that verbiage does not preserve time nor transmit clear thought. They should employ only words necessary for clearly transmitting intended messages, and during speech preparation should include the employment of a good dictionary and thesaurus.

#### DON'T BE OVERLY CONCISE!

Horace in *Ars Poetica* says, "I labor to be brief—and manage to be obscure." Although verbosity can waste the hearer's time and cloud meaning, over-conciseness can be equally destructive.

It is true that some of history's most effective communications were brief, but clear. For instance, what discourse on the vanity of human existence is more descriptive and concise than the following words of Job?

Man that is born of a woman  
is of a few days and full of trouble.  
He comes forth like a flower, and withers;  
he flees like a shadow, and continues not (14:1-2).

In Maureen Gallery Kovacks' translation of *The Epic of Gilgamesh*. Siduri is concise and clear, when advising Gilgamesh to quit his search for immortality. Siduri says:

Gilgamesh, where are you wandering?  
The life that you are seeking all around you will not find.

When the gods created mankind  
they fixed Death for mankind,  
and held back Life in their own hands.  
Now you, Gilgamesh, let your belly be full!  
Be happy day and night,  
of each day make a party,  
dance in circles day and night!  
Let your clothes be sparkling clean,  
let your head be clean, wash yourself with water!  
Attend to the little one who holds onto your hand,  
let a wife delight in your embrace.  
This is the (true) task of *mankind*.

And in F. L. Griffith's translation of *The Instruction of Ptah-hotep*, the pharaoh's vizier of the Old Kingdom of Egypt, around 2450 B.C., is concise and clear, when teaching his son not to be intellectually snobbish. Ptah-hotep says:

Be not arrogant because of your knowledge,  
and be not puffed up because you are a learned man. Take counsel with the ignorant as with the learned, for the limits of art cannot be reached, and no artist is perfect in his skills. Good speech is more hidden than the precious greenstone, and yet it is found among slave girls at the millstones.

The above passages are concise, yet they lack no words necessary for an immediate clear message. However, communication often is ineffective when orators fail to employ enough words to reveal their intended thoughts. For instance, a student reported that a certain politician's "majority was thirteen hundred and ninety-two, just one hundred less than Christopher Columbus discovered America." What does the quotation mean? Perhaps the student meant to say: "Mr. Harlowe's majority was thirteen hundred and ninety-two—a number just one hundred years less than the year in which Christopher Columbus discovered America." The latter is longer, but at least the message is clearer than the original remark.

Another student stated that "the idea appealed but was not approved by the chairperson." This, too, fails to make sense. The student should have said, for example, "Although the idea was appealing, the Chairperson failed to endorse it."

Try to decipher the following statute which administrators of an old western town put on a sign: "No vehicle drawn by more than one horse is allowed to cross this bridge in opposite directions at the same time." The statute's meaning is indeed fuzzy. The administrators should have said, for example, "Whenever two or more vehicles respectively are drawn by more than one horse, and the vehicles are going in opposite directions, and they simultaneously approach this bridge, only one vehicle at a time is permitted to cross."

Another old statute states: "All marriages of White persons and Negroes and Mulattoes are illegal and void." Being overly concise, the statute seems to say that the only legally married persons in town were Indians and Orientals. This is not what the administrators intended, so they should have said, for example, "All marriages between White persons and Negroes, and all marriages between White persons and Mulattoes, are illegal and void."

Consider the married student who said, "I like golf and chess more than my wife." Rather than risk the possibility of divorce because the speaker's words do not make the wife his top priority,

the student should have said, for illustration, "I like golf and chess more than my wife does. Her favorite leisure activities are swimming and listening to classical music."

Indeed! Verbosity can hamper communication, but saying fewer words is not necessarily virtuous. Orators must discriminate between the necessary and the superfluous.

### DON'T BE PROFOUND!

**Profundity** is language that penetrates beyond what is superficial or obvious. Much profundity is esoteric, namely abstruse or difficult to understand. Sometimes it can be fun for students learning the importance of using language concisely and clearly. For instance, in *Mother Goose Dabbles in Rhetorical Babble* Kay E. Neal describes how profundity can be playfully challenging, when students struggle trying to identify the following versions of (1) "Mary Had A Little Lamb," (2) "Little Jack Homer," and (3) "Mary, Mary Quite Contrary."

(1) A female of the Homo Sapiens species was the possessor of a small, immature ruminant of the genus Ovis, the outermost covering of which reflected all wavelengths of visible light with luminosity equal to that of mass of naturally occurring microscopically crystalline form of hydrogen oxide. Regardless of the translational pathway chosen by Homo Sapiens female, there was a 100% correlation to the pathway selected by the aforementioned ruminant.

(2) A young male human was situated near the intersection of two supporting structural elements at right angles to each other; said subject was involved in ingesting a saccharine composition prepared in conjunction with the ritual observance of an annual fixed-day religious festival. Insertion into the saccharine composition of the opposite digit of his forelimb was followed by removal of a drupe of genus Prunus. Subsequently the subject made a declarative statement regarding the high quality of his character as a young male human.

(3) A human female, extremely captious and given to opposed behavior, was questioned as to the dynamic state of her cultivated tract of land devoted to production of various flora. The tract components were enumerated as argentous tone-producing agents, a rare species of oceanic growth, and pulchritudinous young females in a linear orientation.

Indeed, the above profundity is playful as a learning device, but profundity should never be employed in formal oratory. Much sarcasm has been launched at profundity in general. For example, in his Preface to *The Tale of a Tub*, Jonathan Swift says, "Where I am not understood, it shall be concluded that something very useful and profound is couched underneath." In *Patience* W. S. Gilbert states that, "if this young man expresses himself in terms too deep for me, Why, what a very singularly deep young man this deep young man must be!" In *Out Of My Life and Thought* Albert Schweitzer remarks that "any profound view of the world is mysticism." And in *Reflexious* Vauvenargues contends that, "when a thought is too weak to be expressed simply, it is a proof that it should be rejected."

In the New York *Evening Mail* of January 23, 1918, H. L. Mencken says that "the best teacher, until one comes to adult pupils, is not the one who knows most, but the one who is most

capable of reducing knowledge to that simple compound of the obvious and the wonderful which slips into the infantile comprehension." In *Les Caractères* La Bruyère argues that "the greatest things gain by being expressed simply: they are spoiled by emphasis." And in *Epicoene or The Silent Woman*, Ben Jonson states, "Give me a look, give me a face, That makes simplicity a grace: Robes loosely flowing, hair as free: Such sweet neglect more taketh me Than all the adulteries of art: They strike mine eyes, but not my heart."

All of the above sarcasm supports Samuel Taylor Coleridge when he says in *The Complete Works* of Samuel Taylor Coleridge that, "if men would say only what they have to say in plain terms, how much more eloquent they would be." The following examples justify the aforementioned criticism.

In *Fallacy - The Counterfeit of Argument* W. Ward Fearnside and William B. Holther refer to a famous philosopher who argued that

since the meaning of "Peter" is the identical man we knew before, see now, and will recognize tomorrow, the meaning of anything at all is its identity. Moreover, since the meaning of anything to an organism is precisely the value that something has for the organism, this identical recurrence means the value that something has. Thus all value depends on identity. For this reason, pluralistic accounts of the world, as they stress directness and change instead of the unity, the identity of experience, destroy value and are meaningless.

The authors wisely conclude that, "if you do not understand this bit of philosophizing, do not worry: it is unintelligible."

Also consider the student who tried to impress her college Speech instructor and peers during the first day of classes by *informing* them that "felines of all species are cinereous when the earth becomes enveloped in tenebrosity." Instead of confusing her hearers, she could have said, for instance, that "all cats are gray in the dark." That is what she intended.

Students of oratory would be wise to prevent themselves from becoming part of the group Arthur Schopenhauer indicts in *A Series of Essays*, namely those who attempt "to wrap up trivial ideas in grand words, and to clothe their very ordinary thoughts in the most extraordinary phrases, the most far-fetched, unnatural, and out-of-the-way expressions."

### CONCLUSION

Numerous reasons account for oratorical ineffectiveness, and verbosity, over-conciseness, and profundity are among the most notorious. Perhaps other examples will appear in future articles in *Rostrum*.

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





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# western kentucky

# university

held june 16-21, 2002 on the campus of western kentucky university located in bowling green, kentucky, the wku summer forensic institute is an excellent educational choice, both for students wishing to cement their understanding of the fundamentals of competitive public speaking and also for those seeking to advance their performances to a higher level.

costs for the institute are kept at a minimum: \$300 for in-state students and \$600 for out-of-state students. this fee includes room, board and all instruction for the week.

the approach of the wku camp combines structure with a relaxed, comfortable atmosphere that strikes a balance between educational and competitive interests while allowing students to learn at their own pace. attendance is intentionally restricted in order to insure a focus on individual instruction.





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## about:

the wku institute offers personalized, intensive study in four major areas:

- **debate:** policy and lincoln-douglas
- **interpretation:** dramatic, humorous and improv duo; poetry, prose and solo acting
- **limited preparation:** extemp and impromptu speaking
- **public speaking:** original oratory

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## staff:

our staff is comprised of a broad range of experienced instructors, including former coaches and competitors from bradley university, illinois state university, the university of texas at austin, reitz high school and brentwood academy; national collegiate champions and finalists in l-d, extemp and impromptu; former nfl champions and finalists in addition to current members of the WKU squad.

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## contact:

the deadline for application is june 1, 2002. visit our website at:  
[www.wku.edu/forensics](http://www.wku.edu/forensics)  
for more information and an application.

or, you may contact Judy Woodring directly:  
[Judy.Woodring@wku.edu](mailto:Judy.Woodring@wku.edu)  
1.270.745.6340



# summer

# forensics institute



# JDI



## THE JAYHAWK DEBATE INSTITUTE AT THE UNIVERSITY OF KANSAS

*A Tradition of Excellence for Over 35 Years*

### TWO WEEK SESSION

June 30-July 12, 2002

### JAYHAWK EXTENDED DEBATE INSTITUTE

June 23-July 12, 2002

### COACHES WORKSHOP

June 30-July 12, 2002

**Outstanding Faculty:** The squad leaders include college debate coaches and exceptional senior debaters from around the nation. This year JDI will be headed by Dr. Scott Harris, KU's Director of Debate. Many of the topic and theory lectures will be delivered by Dr. Robert Rowland, former Director of Forensics KU and Baylor University. Other members of the faculty include quality coaches and debaters from across the country. Combined, our faculty have over a century of competitive debate and coaching experience.

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

**Outstanding Facilities:** Students stay in air conditioned, residence hall rooms and eat in KU's award-winning dining facility. Everything a student might need during their stay, including a bank, restaurants, recreation facilities, basketball and tennis courts, are all available on the beautiful Mt. Oread Campus at KU.

**Outstanding Value:** Over the last four years the Jayhawk Debate Institute has maintained an average 8 to 1 student to staff ratio. Students who attend have a chance to work with a variety of college coaches from among the nation's top college and university programs. Our students leave Lawrence prepared to debate a variety of positions that can be used locally and on the national circuit.

**Outstanding Track Record:** Over the past several years, students attending the Jayhawk Debate Institute have returned strong competitive records in national and regional competitions.

# *Outstanding Options*

## **THE TWO-WEEK POLICY DEBATE SESSION**

The two-week camp will offer labs in advanced, intermediate, and novice divisions. The advanced division is for experienced high school debaters. Students are exposed to advanced theory and work intensively on developing in-depth approaches to the topic. The intermediate division is for students with some experience who seek to improve their basic skills and to begin investigating more advanced theoretical concepts. All students are given ample opportunity to research both affirmative and negative aspects of the topic. A tournament concludes the two-week camp.

## **THE JAYHAWK EXTENDED DEBATE INSTITUTE**

The most advanced workshop offered by the Jayhawk Debate Institute. The three-week session is for advanced high school debaters. Students will receive extensive assistance in research, argument construction, and debate skills, participate in tournaments, and receive special instruction in advanced debate theory. The Extended Debate Institute is directed by Dr. Scott Harris, Director of Forensics at KU. Jayhawk Extended Debate Institute students should expect to participate in ten tournament-style practice rounds during the institute as well as numerous, individualized practice sessions. Students participating in this session should expect to be doing a great deal of original research during their stay at the institute.

## **COACHES WORKSHOP**

KU will be adding a two week coaches workshop this under the direction of Dr. Scott Harris and Dr. Robert Rowland. The work will offer extensive analysis of the 2002-2003 high school resolution as well as theory and practice relevant to coaching high school debate. Please contact Dr. Harris by phone at (785) 864-9878 or by mail [sharris@ku.edu](mailto:sharris@ku.edu) for more information about this program.

## **LOW COST!**

With Room and Board: \$1100.00 (3 Weeks) or \$800.00 (2 Weeks)

Without Room and Board: \$725.00 (3 Weeks) or \$470.00 (2 Weeks)

*A \$50 non-refundable deposit is required at the time of application.*

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

Jayhawk Debate Institute  
University of Kansas  
Communication Studies-SB 103  
1440 Jayhawk Boulevard  
Lawrence, KS 66045-2177

(785) 864-9893, [coms3@raven.cc.ukans.edu](mailto:coms3@raven.cc.ukans.edu), <http://raven.cc.ukans.edu/~coms3/home.html>



The National Forensic Consortium Presents the

# California National Debate Institute

**Policy Debate Programs: June 14 - June 29, 2002**

*The California National Debate Institute is a national caliber two-week summer forensics program located in Berkeley, California. The CNDI is an independent program held in the residence hall facilities of the University of California at Berkeley. The CNDI provides serious debate students with the opportunity to interact with some of the finest and most renowned forensics instructors in the nation at an incomparable cost for a program of this nature, quality, and location. The program is directed by Robert Thomas, formerly of Bainbridge HS and Emory University, who has directed camps for 9 years.*

•**Policy Debate:** The policy debate program offers intensive instruction for students of all levels of experience and skill. Students will receive topic and theory lectures, numerous critiqued debates with rebuttal reworks, small-group seminars, and access to the best evidence researched at other NFC camps. Strictly limited lab size ensures personal attention from an elite staff who have been carefully selected for both their knowledge of debate and their multiple years of experience as lab-leaders. This year's staff includes: Dave Arnett, head coach of the Berkeley debate team; Judy Butler, a 17-year veteran instructor; Russ Falconer, Berkeley assistant coach; Gerard Grigsby, coach at the Harker School; and Jen Johnson, director of the Bay Area Urban Debate League. Costs: \$1,450 for residents, \$785 for commuters.

•**The Mentors Program:** This two week program, now entering its fifth year, is open only to advanced debaters who are recommended by their coaches. Students in this program are mentored by Randy Luskey, 2001 Copeland award winner, and Sarah Holbrook, two-time CEDA national champion. The students also have the opportunity to be mentors themselves to younger students at the camp. In lab students will receive advanced instruction on the intricacies of complicated arguments, the tools of exhaustive research, and the fundamentals of debate theory and as mentors the students will solidify their own mastery of debate by teaching it to others. Costs: \$1,325 for residents, \$700 for commuters

•**One Week Program:** This special CNDI program, which runs from June 22-29, features in-depth topic analysis and extensive explorations of debate theory. Rather than focusing on argument construction, this lab will give participants a strategic perspective on researching the topic as well as the theoretical clout to put it all into action: it's the perfect start to summer of preparation. Costs: \$735 for residents, \$460 for commuters

## SPECIAL OFFER FOR EARLY APPLICATIONS!

Submit your application and enrollment fee by

April 1st

and receive a \$50 rebate on camp tuition.

For more information, please call 510.548.4800, or visit  
[www.educationunlimited.com](http://www.educationunlimited.com)





by  
Tony Figliola

# Hotel Etiquette

## CHECK IN

Wait together in one place until your director/coach registers. Remove luggage from vehicles only if the hotel has one building with many floors; if it is composed of several buildings that sprawl across an area, you may have to van it over to the correct building before removing anything from the vehicles. In any event, *stay together* until you are given room assignments and numbers. And while together, keep the volume low.

## ROOM NUMBERS

Room assignments should be made prior to arrival, and the hotel should have a copy on file. Be sure that each room has a copy of the overall rooming list. If room assignments change, because of student illness or personality conflict, then inform the hotel of such changes at registration.

## GOING TO ROOMS

King Lear's thunder is less noisy than the sound of twenty students moving to their rooms. So, please walk the halls quietly--and refrain from singing show tunes.

## TEAM MEETING

Either after or just before a quick unpacking, go to the head coach's room for an organizational meeting. S/he will apprise you of practice time, fun time, meal times, and curfew.

## TIME POSTINGS

Check the coaches' doors for practice schedules, down time, meal times, and curfew.

## ROOM KEYS

Most keys are electronic-magnetic these days. If you lose a key, go to the desk, show ID and get a new one. But sometimes, when a key is replaced, a new code is used, which invalidates all previous keys--which creates problems for those who have the old keys. So, keep your key in your wallet/purse. If you never received a key, know who has the ones for your room, so that if you lock yourself out, you can locate that key holder and get into your room. Sometimes, however, due to last minute rooming shifts, you may not be listed in a room for which you need a key. In which case, you need to find a forensic director, find a key holder, or play solitaire until someone arrives with a key.

## NOISE REDUCTION

Respect the rights of other hotel guests. They may retire early and/or prefer peaceful moments in their rooms. So:

- (1) walk calmly and speak softly in the halls; running and yelling will cause annoyance;
- (2) do not let doors slam closed behind you; guide them slowly until they shut silently;
- (3) do not play lacrosse against the walls, whether you are in your room or walking the halls--for obvious reasons, this is a very wrong thing to do; leave all star wrestling to the well paid athletes on TNT.
- (4) keep room talk and TV volume at a low level--you may like VH1 but your neighbor may not;
- (5) if checking in late at the hotel, realize that the *en masse* move--in will cause a ruckus, so be especially civil and quiet;

(6) adjust overall volume levels to the time; the later it gets the more tones should be muffled.

## COMMON SENSE BEHAVIOR

Don't do anything in the hotel room that you would not do in the homes of your mother and grandmother.

Don't play with fire, for example. Years ago, at Nationals in San Antonio, I detected smoke coming from my student's room. I knocked frantically on the door, and waited until one boy, Brian, opened it. The smoke was thick inside. "Where is that smoke coming from?" I yelled. "From the trash can," he said. "I was depressed so...I started to burn things." The smoke was enough to knock the boy out; and the fire could have set his suite ablaze. At Nashville Nationals, students were asked to leave a tournament hotel for stringing up matches from wall to wall and setting the strip on fire.

Don't drop things out of the window. For example, at a CFL Nationals, students from a Philadelphia school were nearly arrested for tossing water balloons out of a high rise. The fancy talking of their college-aged debate coach saved them from a nasty, but deserved, fate. At a college nationals, students were arrested for tossing furniture from their balconies. Exercise common sense and reserve.

## WAKE UP CALLS

Please set both a wake-up call and your alarm clock. Aim to get up, if in a room of four, at least 1.5 hours before departure time. Do not have sleeping nearest the phone and clock someone sleeping who is

likely to ignore each or to answer/respond then go back to bed, making everyone late. The most responsible person should be sleeping nearest the phone/clock.

## SLEEP

Sleep is important. Without it, your energy is lessened, making your next-day performances less than what they could be. And un-energetic performance could be your downfall in tough rounds. Students from the nation's most successful NFL schools get their rest.

## CURFEW

Curfew will be set to insure your success and safety and your coaches' and parents' sanity. Room check will occur each tournament shortly after curfew time, and perhaps sometime during the night--unexpectedly. Violations will result in immediate calls to parents and disciplinary action--a school detention, removal from the tournament and/or team, all decided as parents come get you.

## BEHAVIOR

At tournaments you are held to the school's behavior code. Civil decorum is expected; none other is acceptable. No trashy language, no ripped anything, no midnight rendezvous with paramours, no disrespectful behavior to judges, coaches, chaperones; no altercations with teammates, no smoking. Violations will result in calls to parents and any of the penalties mentioned

under *curfew*. The best behavior is the one that will make you a leader, someone who garners respect because s/he gives it.

## USE OF PHONES AND PAY FOR VIEWS

Never make calls from the room. At nice hotels, for example, even if you use a calling card you will be charged a dollar for simply dialing out. I kid you not. Always use lobby phones. If renting films, be sure to pay the front desk immediately, before check out. Also realize that sometimes the casual flipping from film to film could cost you a lot, and falling asleep with a film on, could cost you even more, as multiple showings add up. Note: if these money issues are not responsibly handled, the privilege of having the services left on will be taken away. So, be accountable.

## CLEANING UP

Try each night to tidy up your room; to toss trash in cans, to fold clothing, to put used towels neatly in one place in the bathroom, to place pizza boxes outside the door, and so on. Maids have several obligations; but fishing through refuse and dirty socks in order to clean is not one of them. In the past maids have refused to enter rooms whose floors were littered with debris and soiled clothing, and smelled as if people died there.

## ROOM SERVICE

If you order room service, pay with cash. Do not bill the room. When finishing eating, place the tray outside of the room.

## THE LAST NIGHT

Please pack before you go to sleep, especially when the vans must be loaded before leaving for the last day of the competition.

## THE FINAL CHECK

Before departure, check all drawers and search under beds, behind doors and shower curtains, and inside closets for items. Just "bag 'em and bring 'em" along.

## PROBLEMS

If you break something in the room, apprise a chaperone immediately. Of course, you should not be doing anything that would lead to the shattering of bed boards, doors, TVs, and windows.

## TIP

Consider leaving a tip for the maid. A cash gift (not the hot new humorous t-shirt now available at Drama Books)—especially if your messiness may have given her necessary and extra work, adding time to her already busy schedule.

*(Tony Figliola coaches at Holy Ghost Prep outside Philadelphia. He has coached several NCFL and NFL finalists.)*

no smoking. Violations will result in calls to parents and any of the penalties mentioned

*outside Philadelphia. He has coached several NCFL and NFL finalists.)*

# QUEEN CITY NATIONALS HOTEL INFORMATION

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The National Forensic Consortium presents the

# NATIONAL DEBATE INSTITUTE, D.C.

HELD AT THE UNIVERSITY OF MARYLAND, COLLEGE PARK

Policy Debate: July 1 - July 19, 2002

*The National Debate Institute, D.C., offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps. The NDI-DC has a hand-picked staff of the best instructors in the nation, and the program curricula have been carefully developed and successfully implemented over the last 10 years.*

**•30-ROUND POLICY DEBATE PROGRAM:** No other program in the country offers students the opportunity to improve as quickly and extensively; each student is guaranteed the opportunity for 30 full-length debates with extensive post-round critiques. Such concentrated and directed practice allows students to make improvements in argumentative sophistication and technical proficiency that normally take a semester or longer. The staff is carefully selected to provide a balance between high school coaches, assistant coaches and current college debaters, and the 4:1 student:staff ratio ensures that each student will receive individualized feedback from every instructor. Initially confirmed instructors include: **Jake Foster**, Northwestern University debater and winner of this year's Harvard, Wake Forest, and USC tournaments; **Gerard Grigsby**, currently coaching at the Harker School and formerly at Head Royce; **Nathan Haratani**, Berkeley debater and winner of this year's UNI and Pepperdine tournaments; **Mikaela Rogozen-Soltar**, assistant coach at the Blake School; **Beth Schueler**, debater at Whitman College; and **Steve Stein**, coach of Chattahoochee High School (GA).

**•POLICY DEBATE IMMERSION PROGRAM:** **Randy Luskey**, winner of the 2001 Copeland award for the top college debate team in the nation, and **Sarah Holbrook**, two-time CEDA national champion, will lead an accelerated lab with a focus on teaching the skills and concepts needed to make the transition to higher-level debate. The curriculum features in-depth topic analysis, advanced theory seminars, rigorous technique drills, intensive evidence production, and a special focus on in-round decision-making. The lab will provide a comprehensive blueprint of advanced debate strategy, preparation, and execution, allowing students to model their approach to debate on that of two extraordinary debaters.

**•EXPERIENCED PROGRAM DIRECTION:** The director is **Russ Falconer**, currently the assistant debate coach at the University of California at Berkeley, formerly a debater and coach at Emory University and Highland Park (TX) HS. Russ was a successful debater at both the high school and collegiate levels and was an assistant coach for Emory's NDT-winning team in 2000. This is his second year as director.

## SPECIAL OFFER FOR EARLY APPLICATION!

**\$50 rebate for all applications received, with enrollment fee, by April 1st.**

Costs (which include tuition, housing, a breakfast allotment, lunch and dinner throughout the program, and all program materials and evidence):

### Immersion CX Program

\$1,875 resident, \$995 commuter

### 30-round CX program

\$1,975 resident, 1,095 commuter

An additional \$85 enrollment fee is required upon application.

For more information

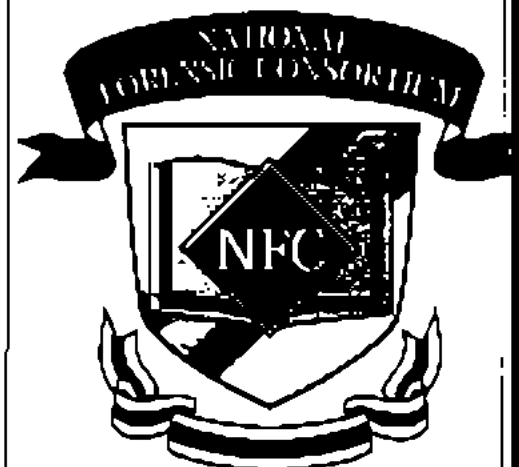
[www.educationunlimited.com](http://www.educationunlimited.com)

[NFCinDC2002@aol.com](mailto:NFCinDC2002@aol.com)

NDI-DC

1678 Shattuck Ave., #305

Berkeley, CA, 94709



# 2002 National Forensic Consortium Application

CALIFORNIA NATIONAL DEBATE INSTITUTE

JUNE 14 - JUNE 29

NATIONAL DEBATE INSTITUTE - DC

JULY 1 - JULY 19

## APPLICATION FOR ADMISSION

### Student Information:

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Gender: M ☐ F ☐ Age: \_\_\_\_\_ Grade in School: \_\_\_\_\_

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

Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

Mother's Name: \_\_\_\_\_ Daytime Phone: \_\_\_\_\_

Father's Name: \_\_\_\_\_ Daytime Phone: \_\_\_\_\_

Coach's Name: \_\_\_\_\_ Phone: \_\_\_\_\_

High School: \_\_\_\_\_

High School Address: \_\_\_\_\_

### Application Information:

I am applying for: (choose one on each line)

1. Location: ☐ CNDI - UC Berkeley ☐ NDI-D.C. - University of Maryland

2. Division: ☐ Policy Debate ☐ Lincoln Douglas

3. Housing Status: ☐ Resident ☐ Commuter

4. Experience Level: ☐ No experience ☐ 10-60 rounds ☐ 60-100 rounds ☐ 100+ rounds

5. Years Experience: 0 1 2 3 4

On an additional sheet experienced students should list their complete record, including: tournaments attended, win/loss record, division and placement, and any awards won at each. Policy debate students who would like to debate with a specific partner at camp should list that person.

## Program Information:

55

Please complete only the section corresponding to the division of the program you wish to be enrolled in. Please see information in the advertisements on the preceding pages regarding special programs before selecting those options. Students applying to the Berkeley Mentors program should complete and return the separate Mentors application form. **Additional \$85 application fee is required with each application.**

### CNDI Policy:

**Session :** ☐ Regular Session ☐ One Week Session  
June 14 - June 29 June 22 - June 29  
\$1,450 Resident, \$785 Commuter \$735 Resident, \$460 Commuter

### CNDI LD:

**Session:** ☐ Regular Session ☐ One Week Session  
June 14 - June 29 June 14 - June 21  
\$1,450 Resident, \$785 Commuter \$735 Resident, \$460 Commuter

### NDI-D.C. Policy:

**Session:** ☐ Immersion Program ☐ 30 Round Program  
July 1 - July 19 July 1 - July 19  
\$1,875 Resident, \$995 Commuter \$1,975 Resident, \$1,095 Commuter

### NDI-D.C. LD:

**Session:** ☐ Regular Session  
July 1 - July 15  
\$1,450 Resident, \$735 Commuter

**Important Information:** (Please read "How to Apply" and "Program Information" sections of the NCC brochure)

**Program Information:** Resident fees include room, board, and tuition. Commuter fees include tuition. Upon application all accepted students will receive a comprehensive enrollment packet which details enrollment procedures, including final payment deadlines. Limited need-based financial aid is available.

**Enrollment Fees and Deadlines:** To assure enrollment, submit the completed application and an \$85 non-refundable enrollment fee (which is additional and refundable only in the event that the applicant is not accepted to the program). Applicants who pay in full by April 15 are guaranteed admission. Priority enrollment deadline is May 1, but late applicants will be accepted as space permits. There is a late fee of \$50 for applications received after the May 1st deadline. Late fees are also incurred for enrollment forms and final payments received after the deadline. Express mail is recommended after June 1.

**Early Registration Bonus!** - All applications submitted, with enrollment fee, before April 1st receive a \$50 rebate on camp tuition.

**Refund Policy:** The NCC is unable to offer refunds without the purchase of cancellation insurance. This insurance provides a refund, except for the insurance premium and initial application fee of \$85, if you cancel in writing prior to the start of the program. Refunds are given according to the following schedule:

<u>Days before Camp</u>	<u>Refund</u>
22 or more	100%
21-7	70%
3 or fewer	0%

The cost of insurance is \$80 for CNDI two week programs, \$45 for CNDI one week programs, \$95 for the NDI regular policy session, \$105 for the NDI 30 Round program, and \$80 for the NDI LD program. Cancellation insurance is not available for applications submitted after June 1. **Cancellation insurance may only be purchased upon application. No refund of any kind is offered without cancellation insurance. If you do not select a cancellation insurance option, we will assume you do not wish to purchase the insurance.**

**I would like to purchase cancellation insurance:** ☐ Yes, insurance payment is enclosed ☐ No

I have read and understood the information above. I certify that the information I have provided with this application is true to the best of my knowledge.

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Mail completed application to: NCC, 1678 Shattuck Ave. #305, Berkeley, CA 94709  
510-548-4800 • debate@educationunlimited.com



1st: July 7-July 19  
\$1000.00

2nd session: July 21-July 26  
\$1300.00

Teachers' workshop: July 7-July 19  
Credit/non-credit options available

# BAYLOR DEBATERS' WORKSHOP FOR POLICY AND LD DEBATERS



**BAYLOR UNIVERSITY**  
**A tradition of excellence**  
**for over 60 years**

◆ Outstanding Faculty at every level

Our policy debate staff includes Dr. Karla Leeper, Dr. Lee Polk, Dr. William English, Dr. Phil Voight, Ms. Susan Stanfield, Mr. Ryan Galloway and other experienced instructors.

Our LD staff includes Mr. Joseph Johnson, Mr. Ryan Cunningham, Mr. Steve Wilbur, Mr. Stephen Babb and other experienced instructors.

◆ Outstanding library resources for all of our students

Students have access to the holdings of the Baylor University libraries. In addition, a reserve collection created just for our workshop, will assist students in preparing for their upcoming season.

◆ Outstanding curriculum

For policy debaters we emphasize the skills of refutation, extensive analysis of the topic and contemporary debate theory, briefs specific to the topic and practice debates and speeches.

For LD debaters we emphasize instruction in analyzing values and value propositions, preparation for the upcoming possible topics, practice speeches and debates, as well as instruction in LD practice and strategy.

We offer instruction at the novice, intermediate and varsity level in both forms of debate.

## **A SPECIAL THIRD WEEK OF INSTRUCTION**

Students may choose either, intensive advanced instruction in policy debate or intensive advanced instruction in extemporaneous speaking. The third week is a chance for participants to spend extra time working to develop new skills or to refine their current skills in preparation for the highest levels of competition.

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P.O. Box 97368  
Waco, TX 76798-7368

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Phone: 254-710-1621  
Fax: 254-710-1563  
Email: [Karla\\_Leeper@baylor.edu](mailto:Karla_Leeper@baylor.edu)

# HOTEL RATES

(All rates subject to 12.5% tax)

## AmeriSuites - Airport

2950 Oak Lake Boulevard  
Charlotte, NC 29273  
(704) 423-9931

\$69 D/D

## AmeriSuites - Arrowood

7900 Forest Point Boulevard  
Charlotte, NC 28273  
(704) 522-8400

\$69 D/D

## AmeriSuites - Coliseum

4119 S. Stream Boulevard  
Charlotte, NC 28217  
(704) 357-8555

\$65 Double Suites

## Charlotte Marriott Executive Park

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

5700 Westpark Drive  
I-77 and Tyvola Road  
Charlotte, NC 28217  
(704) 527-9650  
1-800-228-9290

\$98 D/D

## Clarion Hotel

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

321 W. Woodlawn Road  
Charlotte, NC 28217  
(704) 523-1400

\$69.95 D/D

## Comfort Inn Executive Park

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

5822 Westpark Drive  
Charlotte, NC 28217  
(704) 525-2626

\$59.95 D/D

## Comfort Suites Pineville

10415 Centrum Parkway  
Pineville, NC 28134  
(704) 540-0069 (704) 540-0559 (fax)

\$69 Q/Q

## Courtyard by Marriott-Arrowood

800 Arrowood Road  
Charlotte, NC 28217  
(704) 527-5055  
1-800-321-2211

\$61 D/D  
\$99 Suites

## Embassy Suites Hotel

E-mail: [EmbassyCLT@aol.com](mailto:EmbassyCLT@aol.com)  
[www.embassy-charlotte.com](http://www.embassy-charlotte.com)

4800 S. Tryon Street  
Charlotte, NC 28217  
(704) 527-8400 (704) 527-4383 (fax)  
1-800-362-2779

\$99 DD

# HOTEL RATES

(All rates subject to 12.5% tax)

**Hampton Inn - I-77 Tyvola**  
www.hampton-inn.com

440 Griffith Road  
Charlotte, NC 28217  
(704) 525-0747  
1-800-426-7866

\$67 D/D

**Hilton Charlotte & Towers (Downtown)**  
www.charlotte.hilton.com

222 E. Third Street  
Charlotte, NC 28202  
(704) 377-1500  
1-800-HILTON

\$98 D/D

**Holiday Inn Express**

982 Leitner Drive  
Pineville, NC 28134  
(704) 341-1190 (704) 341-1189 (fax)

\$65 D/D

**Holiday Inn Woodlawn**  
www.holiday-inn/clt-south

212 Woodlawn Road  
Charlotte, NC 28217  
(704) 525-8350  
1-800-847-7829 (704) 522-7732 (fax)

\$75 D/D

**Hyatt Charlotte @ Southpark**  
www.hyatt.com

5501 Carnegie Boulevard  
Charlotte, NC 28209  
(704) 554-1234 (704) 556-7405 (fax)  
1-800-233-1234 (Reservations only)

\$95 D/D

**Renaissance Charlotte Suites Hotel**  
www.renaissancehotels.com

2800 Coliseum Centre Drive  
Charlotte, NC 28217  
(704) 357-1414  
1-800-468-3571

\$99 D/D

**Sheraton Charlotte Airport Hotel**  
www.sheraton.com

3315 S. I-85 @ Billy Graham Parkway  
Charlotte, NC 28208  
(704) 392-1200

\$79 D/D

**South Park Suite Hotel**  
www.southparksuite.com

\$99 Deluxe one-bedroom suite  
\$89 (2) Queen beds, Deluxe one-bedroom King Suite  
\$169 Deluxe two-bedroom suite



# SummerDebate.com

## America's Online Debate Institute

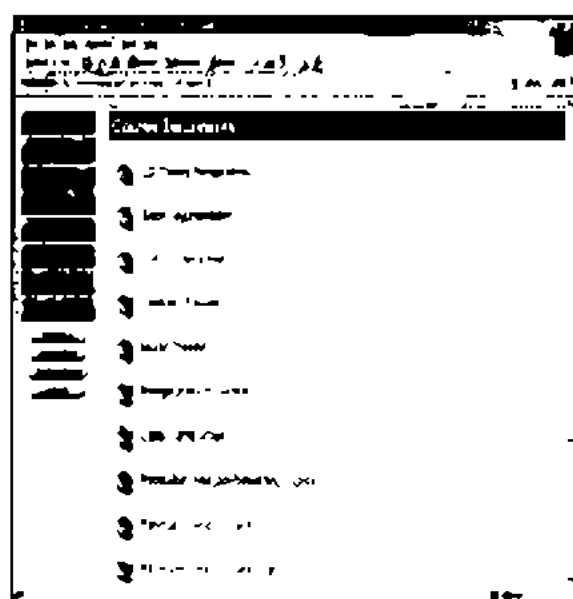
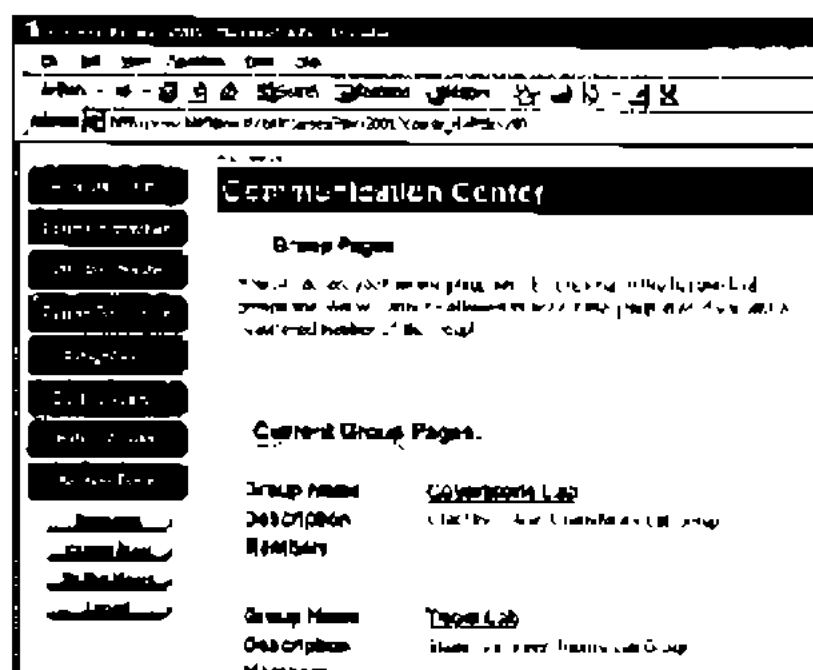
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**Director:** Greg Achten, Pepperdine

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Additional Faculty Members To Be Added

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The Nuclear Threat Initiative is a charitable organization co-chaired by Ted Turner and Sam Nunn. It is a co-sponsor of the 2001-2002 National Forensic League Policy Debate and is offering **WMD411** – which is available on [nti.org](http://nti.org) at no cost – to support student learning about the global threats from nuclear, biological and chemical weapons. **WMD411** was created for NTI by the Center for Nonproliferation Studies at the Monterey Institute of International Studies.

## "MOBILIZING A GLOBAL EFFORT AGAINST CATASTROPHIC TERRORISM"

by

**Sam Nunn**

On September 11, a few hours after airplanes had exploded into the World Trade Towers and the Pentagon, President Putin called the White House. He was the first world leader to call, and he conveyed more than sympathy. U.S. Armed Forces had been placed on high alert, so — to reduce any chance of a mistake or miscalculation — President Putin suspended Russian military exercises.

Since then, President Putin has ordered Russian military experts and officials to assist U.S. forces in the battle against al Qaeda, to share intelligence on terrorist organizations, to freeze financial and other assets of terrorist groups, and to accelerate work with the U.S. together to counter

partner. Russia has enormous technical and scientific expertise for the task. Russia can do more to secure weapons materials and know-how than any other nation. Russia has influence in some important capitals where most other nations do not. And the people of Russia have first-hand experience with terrorists. President Putin has shown he understands Russia's leadership role and the global imperative, telling the world a few weeks after September 11: "We must unite forces of all civilized society" to win the war against terrorism.

I spent a great deal of my Senate career working to promote a U.S.-Russian partnership to reduce threats from weapons of mass destruction. Because of the leadership and hard work of many Russians and Americans in implementing the U.S.-Russia threat reduction program (also known as Nunn-Lugar), much progress has been made in the last ten years in securing and reducing weapons and materials. Today, I am pursuing the same goals in a new capacity. I now co-chair with CNN founder Ted Turner the Nuclear Threat Initiative (NTI) — a private international foundation, funded by Mr. Turner and dedicated to reducing the global threat from nuclear, biological and chemical weapons.

Ted Turner and I are pleased to be opening an NTI office in Moscow, honored by the support conveyed to us by President

Putin, and proud to have Deputy of the State Duma and former Secretary of the Security Council Andrei Kokoshin on our international Board of Directors.

NTI understands that the heavy, large-scale work of threat reduction must be done by governments. Governments are the only entities with the authority and resources to close the gap between the threats we face and the response we need. But we believe a private organization can make a significant contribution to the global effort. NTI's goals are straightforward. We want to reduce toward zero the chance that weapons of mass destruction will ever be used against anyone, anywhere, whether by intent or accident. We support efforts to reduce supplies of weapons materials and bring them under secure control; limit the spread of weapons know-how; guard against the emerging threat from biological weapons; and seek changes in the composition of nuclear forces that will enhance safety, security and stability.

In Russia, NTI is beginning work on a number of projects to reduce threats from nuclear, biological, and chemical weapons, including efforts to accelerate the safeguarding and destruction of weapons and materials, pre-

**We believe a private organization can make a significant contribution to the global effort. NTI's goals are straightforward. We want to reduce toward zero the chance that weapons of mass destruction will ever be used against anyone, anywhere, whether by intent or accident.**

threats from bioterrorism, nuclear terrorism and chemical weapons.

These steps represent a level of U.S.-Russia security cooperation with no recent precedent. In fact — from the perspective of history — September 11 may prove to have as profound an impact on U.S.-Russia relations as the end of the Cold War. The end of the Cold War signaled that we are no longer enemies. September 11 made it abundantly clear that we must become friends.

Why? Because for the first time in more than fifty years, the likeliest nuclear, biological or chemical threats the United States and Russia face do not come from each other. The most likely dangers are not nuclear missiles launched from nation-states, but biological weapons in aerosol cans, chemical weapons in subways, or nuclear weapons in the belly of a ship or the back of a truck, delivered by a group with no return address. This puts the United States and Russia in a totally new arms race: terrorists and certain states are racing to acquire weapons of mass destruction, and we ought to be racing together to stop them. Together, we must lead the world in a united effort to combat catastrophic terrorism.

In such a global campaign, Russia is an indispensable

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vent the spread of weapons know-how, and bring our scientists together to collaborate on counter-terrorism.

At the same time, we are also working to promote greater public awareness of the gap between the threat and the global response. Our website at [www.nti.org](http://www.nti.org) has an array of information – in English and Russian – on threats from weapons of mass destruction, with a daily news bulletin on the latest developments around the world.

We believe that as more people in both of our countries understand the threat, they will demand action to address it. Indeed, our greatest hope for change lies in our ability to encourage action at the highest level. That is why we were heartened last November when President Bush said on behalf of himself and President Putin at their joint White House press conference: “Our highest priority is to keep terrorists from acquiring weapons of mass destruction.” We believe the two Presidents can address that priority and meet that high standard by coming together as lead partners in a global coalition against catastrophic terrorism.

Currently, Russian and U.S. collaboration on threat reduction is focused on our two nations alone. Yet forty-three nations have research reactors fueled by weapons-grade uranium. This is the potential raw material of nuclear terrorism, and some of it is secured by nothing more than an underpaid guard sitting inside a chain-link fence. As leaders of a global effort, the U.S. and Russia can develop and pledge to meet world-class standards of nuclear security and encourage every nation to do the same. As U.S. Senator Richard Lugar has said: “We have to make sure that every nation with nuclear, biological, or chemical weapons capacity, accounts for what it has, secures what it has, and pledges that no other nation or group will be allowed access.”

President Putin and President Bush can also accelerate U.S.-Russian cooperation on biological weapons defense. Thousands of scientists accumulated great expertise in the Soviet biological weapons program. Today, this expertise gives Russia an unmatched ability to advance global protection against bioterrorism. Now is the time for our two nations to share our knowledge on the nature of biological threats – from prevention, to early detection and warning, to treatment and consequence management. This agenda can do more than protect against bioterrorism – increased investment in disease surveillance, antibiotics, and early treatment can also make significant improvements in the health of the Russian people. When the same investment can improve both nations’ security, advance public health, and promote global partnership, it’s an investment that ought to be made.

As the United States and Russia mobilize a global effort against catastrophic terrorism and work with other nations to develop a global agenda, the two nations must also accelerate our bilateral efforts in threat reduction by reshaping and reducing the numbers of nuclear weapons, improving early warning systems, and expanding decision time for both nations’ leaders to limit the chance of a launch based on false warning. These efforts, like the others, will enhance the security of every nation, but they must be led by our two nations.

The threat of terrorism and weapons of mass destruction is spread all over the earth. The United States and Russia cannot meet it alone. But the actions of many nations often follow from the actions of a few — particularly when the actions of a few are in the interest of the many. That is the essence of leadership. Our

nations were the key competitors in the arms race. The deadly residue of that race endangers global security. We have an obligation to lead the world in undoing the danger.

Today, more than 300 kilometers above the earth, a Russian Commander and two American Flight Engineers are conducting scientific research in the International Space Station as it circles the globe at a speed of 22,300 kilometers an hour. This is an example of the extraordinary international accomplishments that can follow from U.S.-Russian leadership. It’s an example we must match in the fight against catastrophic terrorism.

Our two nations have been long divided by culture, language, geography and ideology. We will face inevitable obstacles in forming and implementing a new partnership against catastrophic terrorism, but considering the stakes for our citizens, I am confident that with strong leadership and vision, these obstacles can be overcome. The reason for my confidence: this common threat defines a common interest that is shared by all peoples, and cooperation in this area can help establish a habit of pursuing common aims in other areas. We must begin by uniting to meet this threat. The world has an urgent need for Russia and the United States to serve as lead partners in a global campaign against catastrophic terrorism to protect all citizens and safeguard the world.

**Originally printed in *Kommersant* on February 2, 2002**

*(Former United States Senator Sam Nunn is co-chairman of the Nuclear Threat Initiative, an international charitable organization working to reduce the global threat from nuclear, biological and chemical weapons.)*

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# The NFC Presents The Berkeley Mentors Lab 2002

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The Berkeley Mentors lab offers students the unique chance to be mentored by some of the finest college coaches and debaters in the nation. This two week program, now entering its fifth year, focuses on topic analysis, theory, strategic decision making in the debate round, kritiks, and in-depth research at one of the finest libraries in the nation. This exciting lab will be led by one of the most successful NDT debater of recent years, Randy Luskey of UC Berkeley. Randy and his partner were the winners of last year's Wake Forest and Northwestern tournaments and, by virtue of being ranked #1 in the nation by the 2001 NDT ranking report, garnered the prestigious Copeland Award. Co-directing the lab with Randy will be Sarah Holbrook of the State University of West Georgia, where she was the CEDA National College Champion for the past two years. Sarah has won numerous speaker awards, including first at the South Carolina Round Robin and the Fullerton Tournament. Sarah has made out-rounds at every tournament she has attended. She is also one of only a small number of debaters ever to qualify for three consecutive first round at large bids to the NDT.

We have tentatively arranged for the lab to feature guest seminars by Jon Sharp, the veteran Mentor and Swing Lab leader, and extremely successful college coach for West Georgia and the University of Southern California. Mr. Sharp has qualified teams for a first round to the NDT for the last six years in a row.

Mentors will also have access to the other staff at the CNDI camp, including: Dave Arnett, the coach at UC Berkeley; Judy Butler, a veteran of over 40 camps; Russ Falconer, Berkeley assistant coach and assistant coach of the 2000 NDT champions at Emory University; Jen Johnson, one of the highest rated instructors at the Stanford debate camp and director of the Bay Area Urban Debate League, and Robert Thomas, the California National Debate Institute director and one of the most experienced instructors in the nation. The Mentors lab is open only to very advanced debaters. This highly selective program will accept very few individuals to participate in the lab. If you would like to apply, please fill out and return the application below by April 10th. Successful applicants will be announced no later than May 1.

## Mentors Application

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

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

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

School: \_\_\_\_\_ Coach's Name: \_\_\_\_\_

Year of Graduation \_\_\_\_\_ Number of Years Debating: \_\_\_\_\_

2001-2002 Win-Loss Record: \_\_\_\_\_ Past Camp Experience: \_\_\_\_\_

On the back of this form indicate tournaments attended and record for the past two years. At least one recommendation from a coach, former lab leader, or former Mentor is required. Send form to CNDI - Mentors; 1678 Shattuck Ave. #305; Berkeley, CA 94709. For more information: call 510-548-4800; email [debate@educationunlimited.com](mailto:debate@educationunlimited.com); on the web [www.educationunlimited.com](http://www.educationunlimited.com).

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**The NDF offers a unique learning-friendly environment and a commitment to excellence. Program highlights:**

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- Outstanding 6:1 student-to-faculty ratio guarantees every student "top lab" attention
- A minimum of **fifteen** critiqued debate rounds conducted throughout the program
- Expert instruction in traditional and electronic research methods, including the Internet
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- Adult-supervised dormitory living situation in **Milton Academy Residence Halls**
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***Directors and Initially confirmed faculty members include:***



**Jenny (Cook) McNeil, NDF Director and Instructor,** is Director of Forensics as well as a History and Performing Arts Instructor at Milton Academy in Milton, Massachusetts. Previously, she served as a Social Studies instructor and Director of Forensics at Hopkins High School (MN) where she built a nationally successful program both L-D and Individual Events in five years, during which time her students have won Minnesota State Lincoln-Douglas Championship titles in novice, junior varsity, and varsity divisions. Mrs. McNeil coached last years CFL National LD Champion and NFL third place LD contestant.



**Minh A. Luong, Academic Director and Instructor,** teaches in the Ethics, Politics, and Economics Program at Yale University and International Affairs Council Fellow at the Yale Center for International and Area Studies. Professor Luong also serves as the Assistant Director of International Security Studies at Yale and is the Director of Ivy Scholars at Yale. He previously served as Chair of the Department of Speech and Communication Studies at Pinewood College Prep (CA), Director of Debate at San Francisco State, and Director of Forensics at UC Berkeley. Professor Luong serves as director of L-D at the TOC, and director of the National Debate Education Project which conducts seminars and helps start new forensic programs throughout the country.

**Mark J. McNeil, Residential Life and Individual Events Director,** is the Director of Forensics at Sacred Heart High School. Mr. McNeil serves as Chairperson of the Performing Arts Department and has teaches in the Performing Arts and English Departments. Mr. McNeil's students have been in late elimination rounds at regional and national tournaments. At the 2001 National Forensic League National Tournament, Mr. McNeil had five students reach final rounds and two students reach semi-finals.

**Nick Coburn-Palo, Instructor,** is a debate coach and instructor at College Prep in Oakland, California. Mr. Coburn-Palo's teams have been in late elimination rounds at major national tournaments, round robin participants and Tournament of Champions participants.

**Beena Koshy, Instructor,** attends the University of Minnesota double-majoring in Broadcast Journalism and Speech Communication. Miss Koshy is an assistant L-D debate and speech coach at Apple Valley HS (MN).

**Betty Luther, Instructor,** attends Harvard where she is a junior majoring in History and Women's Studies. Ms. Luther was an MBA round robin fifth place finisher, Minnesota State LD Debate Champion and participant at the Tournament of Champions and the NFL National Tournament.

**Ben Rothstein, Instructor** attends the University of Chicago. He was the NCFJ National Champion in LD Debate and the third place finisher in LD at the NFL National Tournament. Mr. Rothstein won several top speaker awards and was in elimination rounds at the Tournament of Champions.

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***Initial Guest Lecturers to include: Elizabeth Rogers and David Singh***

For complete program information and downloadable enrollment application forms, please visit the NDF website at [www.NationalDebateForum.com](http://www.NationalDebateForum.com) or email [NDFdirector@hotmail.com](mailto:NDFdirector@hotmail.com)

## To the aspiring debate extraordinaire



We all know that debate isn't solely concerned with success; but most of us also know the frustration of not meeting those goals we set for ourselves. These goals may vary a great deal, from breaking at local tournaments to winning NFL Nationals, but in some form or another we have all had them. It is, after all, the nature of competition to often compete against one's self... growing and maturing in whatever activity one finds meaningful. As someone who not so long ago stood in the shoes of a debater with a number of far-reaching goals, I have great respect for all debaters who continue to *push* themselves to new heights and improve with consistency and a passion for the activity. But I also know with great familiarity the struggle that such improvement entails. Becoming a better debater, meeting your own goals, and getting more educationally out of this pursuit requires time, effort, determination, and of course a helping hand from those who have something to offer.

While the majority of that formula is something that you the debater must provide, the last part has inspired Victory Briefs to do more with regard to its educational role in the debate community. This summer's institute at UCLA ( [www.victorybriefs.net/vbi](http://www.victorybriefs.net/vbi) ) marks the invigorated return of a winning formula. But, more exciting than Victory Briefs' track record as a reliable name in debate education is what we're doing right now to advance the opportunities debaters have to hone their skills and embrace a more educationally valuable debate experience. VBI@UCLA not only has something to offer you in your pursuit of goals; it has something unique that we think debaters are calling for. First of all, VBI will provide an extensive focus on strategy, adaptation, and a number of other essential components for being able to do in-round what you hope for before the tournament even begins. Technique isn't just something that happens upon you--the best learn it from somewhere, and we think the staff we've put together at VBI is a group with proven mastery of the very skills that will bring you closer to reaching your goals. The reason the names on our staff were the names that consistently won the nation's most challenging and reputable tournaments is that each one understood the debate climate clearly, knowing what works and what doesn't. Those very same names continue to judge extensively throughout the nation, meaning they know better than anyone why the people who wins rounds keep winning them. And those very same names also coach, teach at debate institutes across the country, and do lots of reading, researching, and writing for Victory Briefs. In other words, VBI's experienced and talented staff combines with an emphasis on the 'how-to' of winning rounds so that your two weeks of camp are worth the money spent.

Another advantage to spending two weeks at UCLA this summer is the unprecedented return to what debate is really all about: communicating in an educational format. Instead of letting our students linger in lecture after lecture, we want to use the lecture format to a minimum. In its place will be more time spent in small lab groups (led by at least two instructors). To be sure, though, these groups will *not* just be smaller lectures—they will be an opportunity for you to contribute ideas, get feedback, work on what you feel needs to be improved, and take a proactive role in your steps forward as an effective debater. And of course, there will be lots and lots of practice rounds. After carefully keeping our ears open to what you the debaters want, we've heard a very simple demand for a chance to get your feet wet and have someone watching that really cares about making you better. The practice round will accordingly be an integral role to VBI's curriculum. After all, talking about debate isn't half as meaningful as *doing* debate... and doing it a bit better with every try. Likewise, our approach to philosophy, future topics, and becoming a critical thinker who can develop arguments independently will center around the belief that while all these facets of a camp experience are valuable, they are *especially* valuable when taught in the context of how they may be applied to actual rounds. Your high school history class can give you the synopsis on what John Locke was all about: VBI will give you the tools to integrate such great minds into your debating with precision and analytical eloquence. Even more importantly, we want to cater to *your* needs. That means if it's time for you to understand Hobbes, so be it. If you have already been there, then we will challenge you with newer ideas that keep debate moving. And as you get closer and closer to your very own goals, you will be the one keeping debate moving.

*Stephen Babb*

P.S. I also hear the camp will be a lot of fun and that UCLA is beautiful. Fun at debate camp?

Yes, it can happen. Hope to see you there.



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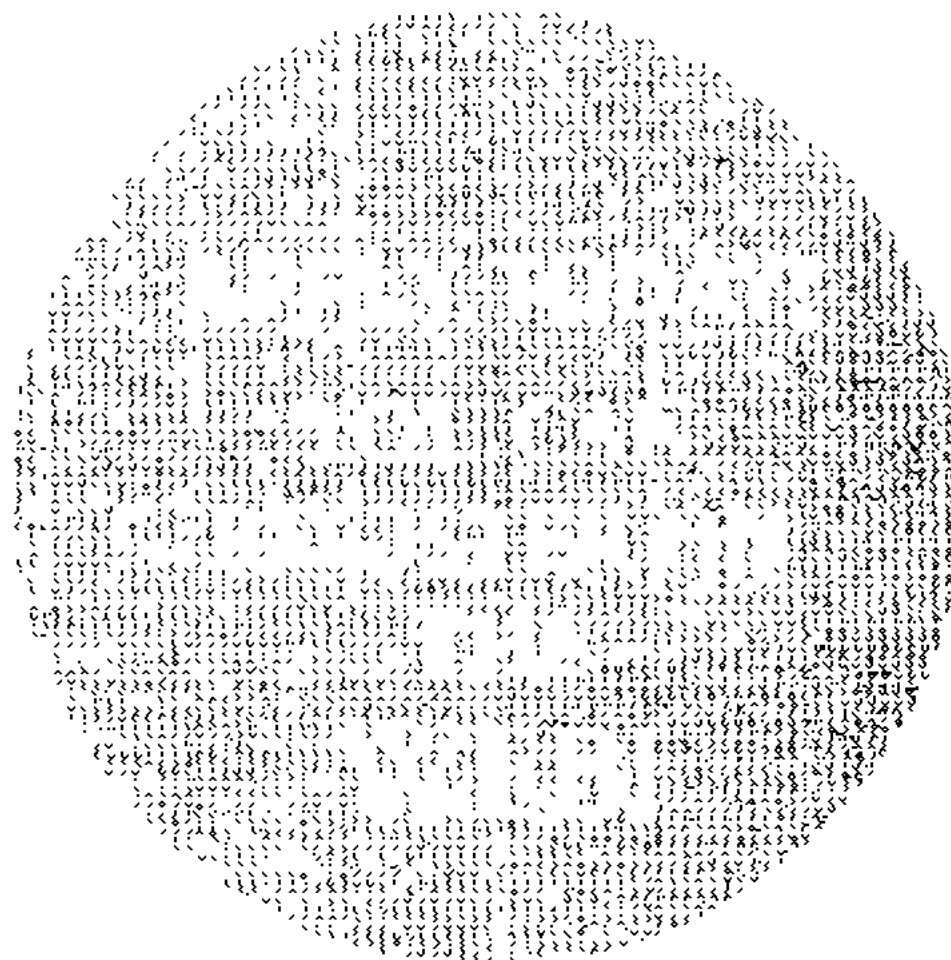
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# THE D G E

## DEFENDING PRAGMATISM AS AN ALTERNATIVE TO CERTAIN CRITIQUES

by **David M. Cheshier**

Debaters forced to answer critical arguments ("critiques," "kritiks," etc. — here I'll use the former spelling) have moved through several phases of response, none of them entirely satisfactory. In the earliest days students often relied on what now seem like mundane, even absurd theoretical assertions. While the claim that critical arguments were being run in the "wrong forum" gained some traction with judges skeptical or hostile to the whole idea, it didn't take long for such very basic claims to fade out of the national circuit. As more time passed, other categories of response gained in popularity, but now those are harder to win as well; I have in mind such answers as that the criticism enacts a "performative contradiction," and the idea that affirmatives can "permutate" the critique.

These are not necessarily inappropriate responses, and given certain philosophical literatures such arguments as "performative contradiction" can still carry considerable weight. On some circuits a persuasively made permutation claim can win the debate. But if only because critique debaters have acquired greater skill at responding, these positions, too, are harder to win on the affirmative.

The national circuit briefly toyed with the idea of affirmative "counter-kritiking," where the 2AC effort was made to critique the critique. So if the negative defended a Foucauldian criticism of the disci-



plinary mechanisms imbedded in the plan text or IAC advocacy, the 2AC might reply by reading evidence from feminists who find Foucault's philosophizing politically disabling. But this has not produced much success for the affirmative, either, since in practice it proves very difficult to find a philosophical alternative that holds up against the criticism, to which the affirmative plan would not also be vulnerable. In other words, while feminists might object to the Foucauldian criticism, they'd probably hate the plan even more.

Some critique defenders glibly insist the best way to answer them is simply to engage the main philosophical literature. Thus, if the criticism indicts the "Enlightenment rationality" assumed in the solvency's "problem/solution" evidence, well then, read evidence defending the Enlightenment. If Immanuel Kant could do it, so can you. But the advice is a little disingenuous, since defenders of the caricatures of Enlightenment thought often presented in INC shells are hard to come by. And to defend a more nuanced version of the Enlightenment is not exactly the typical or feasible stuff of which eight-minute constructives are made.

These difficulties have led some debaters to defend other philosophical frameworks, and the point of this essay is to explain how "pragmatism" can sometimes be useful for the affirmative in critique debates as one such alternative. As you'll see, a defense of pragmatism makes the most sense as a response to certain versions of postmodern critique. On the WMD topic, that category would include most versions of what is usually called the "Spanos" critique (which references two books by William Spanos — *America's Shadow: An Anatomy of Empire* [Minnesota, 1999] and *Heidegger and Criticism: Retrieving the Cultural Politics of Destruction* [Minnesota, 1993]). But I've also seen pragmatism productively defended as a response to feminism, normativity, Foucault, and other versions of "problem/solution" and "truth/power" critiques.

All this is helped along by virtue of a recent pragmatist revival. Last year's volume on the topic by Louis Menand (*The Metaphysical Club* [Farrar, Straus, and Giroux, 2001]) was widely reviewed and often praised as an impressive effort to historically contextualize American pragmatic philosophy. Menand also edited one of the most widely used edited collections on the topic — *Pragmatism: A Reader* (Vintage Books, 1997). But beyond Menand are doz-

ens of recent books revisiting the pragmatist tradition and specifically exploring its relevance to contemporary intellectual trends. I cite some at the very end of this essay.

In what follows I briefly introduce the main components of pragmatism, after which I survey some of its relevance for policy debate. Along the way I hope to account for why this style of thinking, which so dominated early 20<sup>th</sup> century American thought but was then wholly eclipsed by the behavioral revolution of the mid-century, is making something of a comeback.

### The Origins of American Philosophical Pragmatism

In a nutshell, pragmatism is organized around the idea that truth is subjective and socially constructed by conversationalists in dialogue, rather than something objective, which transcends our experience. Thus truth is local, not universal. The test for good ideas is not their truth, but their usefulness. Because what is useful for you might not be useful for me, the pragmatist tradition insists on the need for open-mindedness to different ways of seeing and acting in the world. According to Menand, pragmatists

...believed that ideas are not "out there" waiting to be discovered, but are tools — like forks and knives and microchips — that people devise to cope with the world in which they find themselves. They believed that ideas are produced not by individuals, but by groups of individuals — that ideas are social. They believed that ideas do not develop according to some inner logic of their own, but are entirely dependent, like germs, on their human carriers and the environment. And they believed that since ideas are provisional responses to particular and unreproducible circumstances, their survival depends not on their immutability but on their adaptability.

Some (including Menand) see pragmatism arising out of the disillusionment in this country with the Civil War and its aftermath. The devastating wreckage of so total a war made even the most convincing moral dogmas seem like empty platitudes, at least for some like Oliver Wendell Holmes, who saw the action close up and in all its horror. Holmes, three times wounded in battle and very nearly killed as a soldier for the north-

ern army, became the leading advocate of pragmatist sensibilities on the Supreme Court, where decades later he served with distinction. There Holmes famously argued the "life of the law has not been logic; it has been experience." As Menand writes of Holmes, the lesson he "took from the [Civil] war can be put into a sentence. It is that certitude leads to violence."

The idea that experience matters more than conviction, that skepticism is a more reliable a guide for action than belief, thus reflects both a historically produced sentiment and a philosophical principle. Importantly, such skepticism does not (for pragmatist thinkers) recommend inaction. Just because one stops insisting on being right does not mean one should stop trying to do good. This idea was elaborated by all four of the major first American pragmatists: William James, Oliver Wendell Holmes, Charles Sanders Peirce, and John Dewey (the first three of whom met in a discussion group they called The Metaphysical Club, and thus the title of Menand's book). In what follows I offer just some passing examples of the thought characteristic of the pragmatists, and am obviously not able to present a more systematic rendition of their overall positions in this space. Beyond the Menand reader I'd recommend the essay on pragmatism in the *Encyclopedia of Philosophy* — it is now getting dated (it appeared in 1967), but remains a great introduction to the founding conceptualizations. An even shorter but still useful introduction is in the *Encyclopedia Britannica* (the 1995 edition, vol. 25, contains a section on pragmatism in the entry entitled "Philosophical Schools").

Though the intellectual ideas of James, Peirce and Dewey (the three self-identified philosophers in the group) intersect in complicated ways, one scheme mentioned by Columbia philosopher Sidney Morgenbesser (from an interview he did with Brian Magee) is often cited:

Peirce presented us with a pragmatic theory of meaning, a pragmatic theory of clarification of some concepts. James presented us with a pragmatic theory of truth. Peirce developed a theory of inquiry. Dewey took some aspects of Peirce's theory and generalized it to apply to social and political philosophy as well. Peirce's theory of, or approach to, meaning is related to his theory of belief. For many, the important point is to link belief, meaning, action, and inquiry.



Peirce was born in 1839, the son of a Harvard professor of mathematics, and only late in life did he devote himself to philosophy after a fairly full career in the sciences (especially physics and astronomy). Although he never wrote a book, his collected papers run to eight full volumes, and have been influential in many areas of intellectual work. You may have noticed in the preceding quote how it seems like all of pragmatism started with Peirce, and there is some truth in this; in fact it was Peirce who coined the term as a philosophical principle. For Peirce, ideas are "truthful" when they survive sustained challenge. Just as scientific communities talk and argue, over time producing knowledge claims they accept as true, societies proceed dialogically to create their own functional truths. These truths are not universal or transcendent; to say something is true means only that it would survive the scrutiny of continued debate and argument.

Such a theory of inquiry does not deny the existence of reality: sometimes our theories of the world ("I can walk through this wall") are proved nonfunctional when reality pushes back. But while our debates sometimes enable us to rule out some hypotheses, they do not enable us to ever definitively claim we have identified truth, or fixed in our words reality's essential nature.

William James was, like Peirce, Harvard educated, and after taking a degree in medicine taught there for most of his famous career (one of his brothers was Henry James the novelist). William's most influential books were all written during his last twenty years: *Principles of Psychology* in 1890, *Varieties of Religious Experience* in 1902, and *Pragmatism* in 1907. The latter book was the one that introduced philosophical pragmatism to the broader educated public (Peirce, by the way, mainly liked the book, but later referred to himself as a "pragmaticist" so that the distinctions between himself and James would remain clear). *Pragmatism* starts with an argument against philosophy as conventionally practiced — James claims the traditional frameworks have lost their relevance when it comes to actual problem solving. In choosing which philosophy should guide us, pragmatism provides a set of principles able to help us navigate among apparently contradictory worldviews (though a part of the book is dedicated to a defense of why these

view of human agency, of the possibilities for action in a contrary and confusing world. In doing so, he explores in some detail the "will to believe," and the possibilities for rational choice (this partly explains his interest in the theme of religious faith). One prevalent argument is derived from a version of simple cognitivism, and says our willingness to believe should only extend as far as the evidence will take us. If the evidence is poor, our level of belief should be low; if it is strong, then we are justified in a higher level of commitment. James' position is a little different from this, and using a pragmatist perspective (which takes into account how our rationality is the product of logic, yes, but also of our desires, preferences, and goals) he explores how belief is sometimes justified even in the face of very poor evidence. One of his examples is of a person who has to decide between "B" and "not-B," and let's make the example difficult by stipulating that the evidence for both is exactly as compelling. The simple cognitivist would say the only rationale outcome would be agnosticism. But James says the person facing this choice has every right to choose either one, and can even do so by appealing to some non-cognitive variables (so one might, e.g., affirm "not-B" on the grounds it better satisfies one of my goals). Notice how James, like Peirce, is still committed to the outcome of thoughtful discussions where evidence is marshaled — if the evidence emerges clearly in favor of one view, then it would be irrational not to endorse it. But when the situation is murky, James is acknowledging how our choices invariably (and rightly) involve other considerations.

John Dewey was born the last of these four (1859) and lived the longest (until 1952). Dewey's career was that of a university professor, first at Michigan, then Chicago and Columbia. When Bertrand Russell wrote his *History of Western Philosophy*, Dewey was the only philosopher then-living to merit a chapter. But Dewey's work had an enormous public impact too, especially on the practice of education — his 1916 book *Democracy and Education* is still read in university education seminars today. Like Peirce and James, Dewey had an interest in science, though less because of his academic training than on account of his sheer admiration for scientific accomplishment. Centuries of technological breakthroughs led Dewey to wonder about the scientific

be broadened to other domains of human decision making?

Like Peirce, Dewey saw science as an activity, the process of organized inquiry, where advocates propose one hypothesis after another, rejecting many, provisionally accepting others (until the evidence emerges which proves their inadequacy). And this organized social activity is not a mere abstraction, where brilliant thinkers sit on Mount Olympus and observe from afar. No, if only as a matter of sheer survival, we humans cogitate and plan and struggle to expand our understanding as players on the field. With James, Dewey saw humans as agents and not simply spectators.

Although the slaughter of World War I, its ambiguous victory for the United States and restless defeat for Germany, vindicated pragmatism's refusal of moral principle as the motor of organized action, World War II and our nation's subsequent declaration of Cold War thereafter made pragmatism seem less relevant. After all, the Cold War quickly became a crusade galvanized by certainly held ideas, such as the innate superiority of capitalism over communism, and democracy over totalitarianism. And the great worldwide social movements organized in the aftermath of World War II, resting on the ideas of men like Gandhi, Niebuhr the theologian, and activists who came a little later, like Martin Luther King, Jr., preached that progress came from moral imperatives and not out of skepticism. Despite the efforts of writers like Sidney Hook (who used pragmatism as a way to attempt a revitalization of Marxism), pragmatism faded until fairly recently, thanks to the work of scholars like Richard Rorty and, to a lesser extent, Cornel West.

Of particular relevance for critique debate, Rorty's work has attempted to reconcile pragmatism with poststructuralism. Both rest on a conception of language as a kind of tool that separates us from nature but also enables action. Pragmatism has tended to take this insight as the starting

Of particular relevance for critique debate, Rorty's work has attempted to reconcile pragmatism with poststructuralism. Both rest on a conception of language as a kind of tool that separates us from nature but also enables action. Pragmatism has tended to take this insight as the starting point for an understanding of how dialogue can produce local and sustainable truths; poststructuralists have tended to follow this logic to an argument about the finally unjustified nature of truth claims made in language. Rorty is controversial for many reasons — his defenses of nationalism have alienated many of his natural political allies on the left. And he takes the unusual view, at least as it relates to the activity of debate,



sible through argument. Why? Because to argue requires one to engage in a conversation where the basic premises are shared. This means argument is a device of conservatism. Real progress, says Rorty, comes not from step-by-step claim and counterclaim, but from the offering of "sparkling new ideas or utopian visions.") Still, I suppose one might insist that it is possible to defend some of Rorty (such as his claims about language and his defense of the pragmatic tradition) without defending everything he ever wrote.

### Using Pragmatism in Policy Debates

To see how pragmatism can help debaters on the affirmative, seeking to fend off critiques, it is important to start by noticing how much pragmatism agrees with the alternative frameworks defended by some influential and common critique arguments. Some of the first critiques (and some run still on this topic, relating to technology) come from Heidegger's defense of alternative modes of thinking. Heidegger contrasts his style of rationality to Cartesian logics that distance the subject from the object, the knower from the known. This is a move the American pragmatists would have been fully comfortable with — Dewey's entire philosophy can be read as an equally powerful indictment of Cartesian constructions of the human agent.

The point can be extended with respect to other major insights from postmodern and poststructuralist thought. Postmodernism expresses a deep skepticism regarding the potential of language to ever convey Truth. So does pragmatism. Poststructuralism emphasizes the local nature of all knowledge claims, and so does pragmatism.

And so an affirmative defense of pragmatism is powerful because it begins by conceding many of a critique's most formidable challenges to the framework of dialectically driven debate. Yet despite these concessions, some of which nullify the heart of certain critical claims, a powerful defense of debate, and of action, remains. The pragmatist might say something like this: "Of course our actions are never universally justified for all time. When we advocate this resolution (or plan) we are simply saying that, for here and now, and given the available evidence, it seems reasonable to move in this direction. In advocating such a movement, we make no claims about certain knowledge, fully justified belief, crystalline logic, or mastery/domination of the

subject matter. In fact, we speak with the humility that comes from knowing how our interaction may well prove us wrong down the road."

Such rhetoric, as appealing as it may be, is certainly vulnerable to attack. One line of argument which almost immediately occurs to negative critique debaters sometimes begins with an exchange in cross-examination, but can be articulated by way of a simple thought experiment. Let's imagine someone is speeding down a highway at 90 miles an hour, intending to reach Las Vegas by midnight. A passenger with a philosophical bent suddenly calls a fundamental assumption of this behavior into question. Maybe he points out that the regular thumping noise the driver assumes to be coming from the lines on the highway reflects a defect in the tires. Or perhaps she mentions that the assumption this highway actually leads to Vegas is radically unknowable, or at least unproved.

Once one of the underlying assumptions of action has been questioned, what is the prudent response? The pragmatist would likely reply that "we should simply continue to act, doing the best we can with the information at our disposal." But there is another reasonable response, even within the domain of pragmatism's assumptions. Maybe we in the car should radically rethink. Maybe the most prudent response would be to stop the car immediately and figure things out some more. Or, in the face of advice to speed up the car to 100 miles per hour (maybe this is the affirmative plan), perhaps we should do nothing more than choose not to affirm the new proposal, given our uncertainty.

But while pragmatism will not likely make convincing the case for this action, what it does is refute those who argue against the justification for any action. And by doing so, it provides a powerful framework for the affirmative, since after all they are typically standing there in defense of some policy change.

Pragmatism does have shortcomings. Some see it as enacting a circular logic whose main function is to validate the status quo — if an idea lives here it must be because the thought has adaptive value. But such a claim may simply valorize what is here. Others see pragmatism as simply a thin cover for older and more crass forms of act utilitarianism. And what is the ethics of pragmatism? The sleazy used car salesman who lies and finagles his way to the deal has pragmatically succeeded, but what re-

sources in the pragmatic tradition enable a discussion of whether his techniques were morally sound and not exploitative? Or, more abstractly, how could a philosophy like pragmatism, rooted in a celebration of and openness to infinite possibilities, produce standards of judgment by which to systemically discard some of those possibilities as ethically wrong, or aesthetically ugly?

Against the charge that pragmatism lacks an ethics, its defenders make many arguments. Probably the most powerful is the idea that pragmatism innately supports an ethics premised on toleration for other points of view. Within this paradigm, one might be dismissed as having acted unethically when one shows intolerance or close-mindedness. But more relevant to the debate context in which pragmatism is defended, these asserted shortcomings, while profoundly important in the broader scheme of things, are not likely to carry much force where the "alternative" is postmodern or poststructuralist thinking. For both of those traditions face the same difficult questions. Postmodernism is regularly assailed as lacking an ethics and a politics — e.g., around what rallying cry or galvanizing narrative might a postmodern crusader organize a political movement, when the starting point of postmodern critique is to allege the essentially bankrupt and coopting nature of all "metanarratives"?

In defending pragmatism on the affirmative, consider these tips. It is probably wise to start with a general defense of pragmatic philosophy which is then refined as the debate proceeds. Make the general case for action despite uncertainty that pragmatism enables, and when you hear indictments of the philosophy (many are still reading Rorty indictments), specify that you are not defending Rorty. Read something from Peirce or Dewey instead. This will gain you the benefits of the approach while preserving your flexibility. Second, look for ways to apply their indictments of pragmatism to their critical framework. In the same way a defense of pragmatism can capture or coopt many of the most radical claims of poststructuralism, for instance, one can also say they share similar shortcomings. And so when the 2NC argues that pragmatism is nothing more than a "covering rhetoric for late capitalism," point out how poststructuralism might be performing the very same maneuver. Third, make the language of the 1AC consistent with your defense of pragmatism. Strip away totalizing



claims and appeals to dogma and universal rights and objective knowledge, at least if you want to preserve your ability to read sources like John Dewey or Richard Rorty in the 2AC. Finally, *if you intend to defend pragmatism, you should understand it*. Read the basic works (William James and John Dewey are especially accessible sources). Look at the available readers. Along the way you'll find not only a defense of action, but also defenses for the activity of debate which may serve you well in other critique contexts.

#### For Further Reading

The fall 2001 issue of the *Hedgehog Review* is totally dedicated to essays on pragmatism — the special issue is named "Pragmatism: What's the Use?" Several of

the issues are worth reading and quoting in debates. Beyond the basic starting points identified in the text of this essay, many other books are available which explore pragmatism in a very detailed way, and which (particularly) engage the interactions of pragmatism and postmodernism. Consider looking at these books: Richard Shusterman, *Practicing Philosophy: Pragmatism and the Philosophical Life* (Routledge, 1997); Charles Anderson, *Pragmatic Liberalism* (Chicago, 1990); Gary Gutting, *Pragmatic Liberalism and the Critique of Modernity* (Cambridge, 1999); John Patrick Diggins, *The Promise of Pragmatism* (Chicago, 1994); Chantal Mouffe, editor, *Deconstruction and Pragmatism*, with contributions by Simon Critchley, Jacques Derrida, Ernesto Laclau, and Richard Rorty (Routledge, 1996);

Herman Saatkamp, editor, *Rorty and Pragmatism: The Philosopher Responds to His Critics* (Vanderbilt, 1995). Pragmatism is debated in Kenneth Baynes, James Bohman, and Thomas McCarthy, editors, *After Philosophy: End or Transformation?* (MIT, 1987). For essays which connect the themes of pragmatism to the issues of communication, I recommend Lenore Langsdorf and Andrew Smith, editors, *Recovering Pragmatism's Voice: The Classical Tradition, Rorty, and the Philosophy of Communication* (SUNY, 1995).

©David M. Cheshier

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

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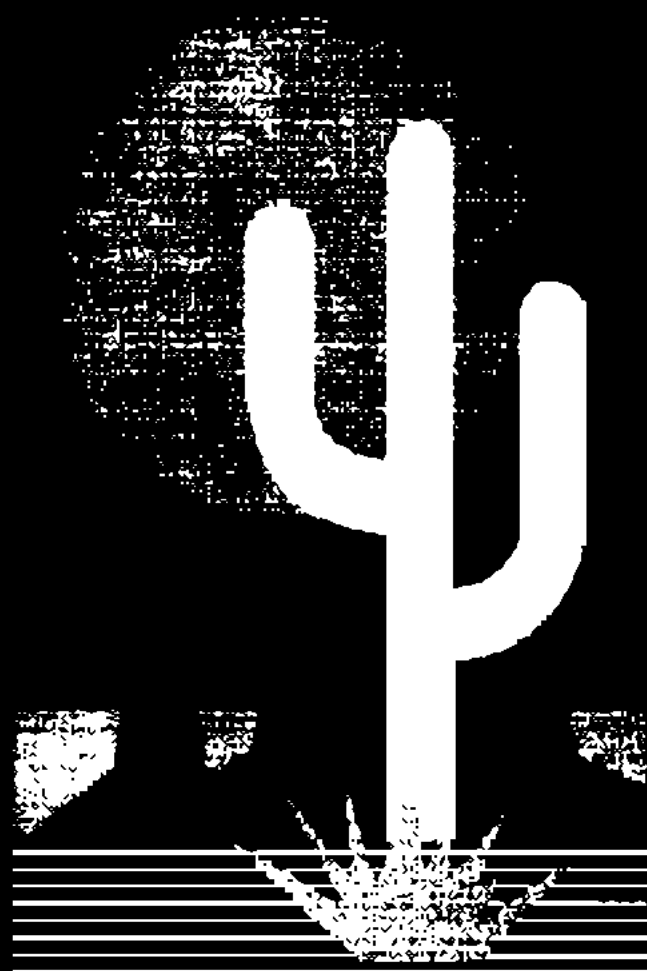
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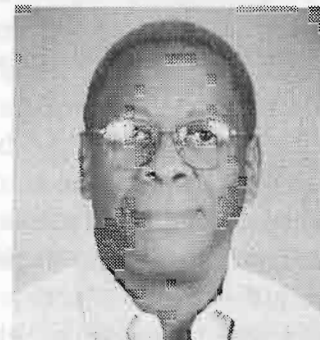
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# COUNCIL CANDIDATES

## Aaron Timmons

After thirty years of involvement in forensic competition and education, it's time for me to serve the larger forensic community. Those who know me have seen me willingly give my time to my students and colleagues. Whether at a small rural school, an economically deprived school, a large public suburban school, or a prestigious private school, I have made my focus my students, my community and my state. I now wish to bring this same intensity and passion to the national NFL Executive Council. The schools I have served represent very different educational settings and those diverse experiences allow me to bring something unique to the table. I don't think all types of forensic programs are currently represented. Additionally, despite my current focus on debate, I have coached and participated in individual events and would be a strong advocate for all events offered by the NFL. A few of my current areas of concern include:



- Delegating more authority to the elected officials of the NFL.
- Term limits for council members. We have a host of talented coaches who should be given opportunity to serve.
- More aggressive attempts to increase coach education, recruitment and retention in all areas of the country.
- Improving the quality and diversity of judges in national final rounds.

The focus of the NFL should be the students. All policies/decisions should be measured by this goal. My goal is to help return that focus to the NFL Executive Council.

## Gregory J. Cullen

I am running for a position on the National Forensic league Executive Council. I feel that I should be elected because I have the patience, the motivation, the perseverance, the dedication and the experience to be the very best council member. My enthusiasm and focus for this position will not be compromised by petty politics or personal gain.

The highlights of my 32 years as a speech teacher and forensic coach are the following:

1. Six Diamond National Forensic League coach
2. Member of the California High School Speech Association Hall of Fame
3. NFL Chairman of East Los Angeles District for 20 years
4. Area 3 Chairman for CHSSA for 22 years
5. Southern California Debate League treasurer for 22 years
6. Member of the CHSSA Executive Council for 22 years
7. Sectioning and setup at the National Tournament for all individual events and debate
8. NFL Congress Parliamentarian
9. Past alternate member of the NFL Executive Council
10. Major contributor to the CHSSA Teachers handbook
11. National Champion Student Congress - 1993 and Semi-Finalist in Lincoln Douglas - 1994
12. My students have competed at 20 National Tournaments and 29 State Tournaments
13. I attend all National Tournaments whether my students qualify or not

I believe that these credentials and experiences have well prepared me for a seat on the National Forensic League Executive Council. Thank you for your consideration.





## Don Crabtree

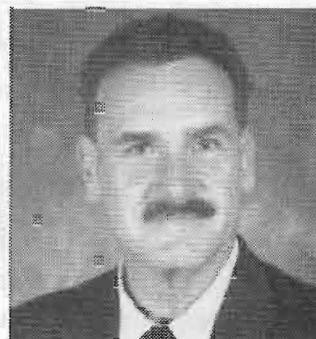
I am asking you and your students to support my bid for reelection to the National Forensic League Executive Council.

I am an active coach with 31 years of experience. I have hosted two National Debate Tournaments and I am a past member of The National Federation Debate Topic Selection Committee. I have been awarded NFL's 6th Diamond and am actively involved in coaching all aspects of NFL competition. I tell you these things not to try and impress you, for many of you have many more accomplishments than do I. I simply want you to know that I am an "active" coach and deeply committed to the National Forensic League. I have been and still remain in the "trenches" with you and your students.

I worked very hard to help establish duo interp as a national event. I was very committed in bringing coaches a listing of all interps used at NFL Nationals as well as publisher, publisher's address and ISBN numbers if available for those selections. I hope this has been a valuable tool for you and your students.

The current council is well represented with congress and debate advocates; however, the council seems less represented in the area of individual events. I feel that I have been a positive influence in this area. The National Forensic League Executive Council needs representation from the individual event arena. I will work tirelessly to do that for you and your students.

I will work hard for you!



## Jim Wakefield

Let me introduce myself. My name is Jim Wakefield and I would like to be on the NFL Executive Council. I carry with me no preconceived notions of loyalty other than to all NFL members. I want to be sure that every program receives equal consideration when it comes to voting and representation.

I began the program at Ft. Lauderdale HS in 1994. In a few years a school that had no idea of forensics has blossomed into one of the finest programs in the country. Lauderdale has qualified consistently to all three nationals. We were 2001 State Champions in Policy, OI, DI, and HI. I had a semi-finalist at TOC in LD. The Ft. Lauderdale Chapter of the NFL has been in the top 1% three years in a row.

I am most proud of the fact that I coach all events. The Council needs members who understand the unique problems interp coaches face. I understand the difference between LD and Policy. I will bring with me the experience and understanding of working with a diverse population of students. I am the only coach. I know the problems that lie within that framework. We receive no school-sponsored budget. I understand money issues and travel concerns.

If hard work and dedication are necessary for an effective council, then you need look no further. If you want someone who has a fresh outlook for the NFL yet shares an understanding of its demands, allow me to be your new Council Member.



## Leslie Phillips

Speech and debate coaches are the most underrated teachers in America. Successful forensic programs do so much for students, and do it extremely well. Yet we coaches, who do much to empower our students, often feel powerless. We never have enough time or money. Our administrators don't understand what we do. And our successors are not in sight, because there are few resources for beginning coaches.

NFL is the only forensic organization with the scope and power to provide meaningful assistance to coaches. The impressive work of recent years -- urban and rural grants, the Bradley tapes, and other initiatives -- must continue and broaden. The NFL's commitment to coach attraction, retention, and education has stalled; we need to revive it.

NFL faces other important issues. The national tournament gets more and more difficult to run. Technology is changing our activity, not always for the better. I can bring an informed perspective to these and other problems.

I have coached all kinds of forensics -- college IE for four years, high school public address and debate for twenty-two. I served as district chair for almost a decade, have worked a number of Nationals tab rooms, and am currently Second Alternate to the Council. My family roots are Oklahoma and Texas; I learned to debate in Missouri; I teach in the Northeast. I know how big the "big tent" of forensics is. I promise to be accessible; to focus on issues rather than personalities; and, above all, to listen to you.



## Michael E. Starks

It is so important that we continue to expand the National Forensic League for this new century. We must support coaches as they begin their careers, if indeed they are to have careers with this most educational of institutions. It is with many of those new coaches in mind that I now ask for your vote for a position on the new council.

I have been an NFL coach since 1977. During that time I have served eight years as state president, eleven years as a District Chair, worked in both tab rooms at Nationals, but most importantly I have been able to work with so many great students and travel to Nationals with over eighty of them. In the past NFL has offered money for coaches to attend workshops and the opportunity for N.F.L. to be promoted in new and exciting ways. I would like to see those efforts continued and expanded.

I believe that all of us began our coaching careers to offer students the same opportunities we had enjoyed in our learning careers. Students cannot be offered these great choices unless there continues to be coaches who are willing to coach. We must continue to reach out to the National Federation and the National Debate Coaches Association who share our ideals of training new coaches to shape tomorrow's leaders. We must work now to provide coaches if we truly care about the children of this new century. I would appreciate your vote to support these ideals.





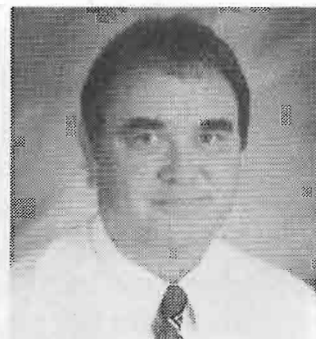
## Mike Burton



**Active, diversified, leader, positive, works well with people** are all words or statements that I have heard said about myself. As an active forensic director with thirty-three years of coaching and teaching behind me, I feel that being your voice on the council is something that I will continue to bring to the council meetings. Having been one of the people that has pushed for the computer programs that we are now adding let me continue to support moving NFL into the 21<sup>st</sup> century. I am active in this activity, coaching at Eastside Catholic in the state of Washington after thirty years at Auburn High School. I am diversified in that the council will not be my only job or viewpoint, that I work with numerous other groups such as having officiated high school and college football for thirty-six years with many friends in administration and the National Federation of High Schools to support our activity. I am a **leader** that has been successful and will continue to be so on the council with your help.

With my thirty-three years of coaching, Director Emeritus at Auburn High School, and my starting of a program at Eastside Catholic High School, I feel that I am a strong candidate for the NFL council. Please visit my web site at <http://www.michael.burton.net/> for more information on my campaign. Feel free to contact me here or at [xxcoach@sprintmail.com](mailto:xxcoach@sprintmail.com). **Keep an active coach on the NFL Council, vote for Mike Burton.**

## Ted W. Belch



I have been honored to serve the forensics community as a member of the NFL Executive Council for over ten years. I hope you think me a conscientious representative and return me to the Board for the next term.

Over the years I have championed or supported duo and storytelling, changes in debate and interp rules, modification in Student Congress, and clarification of online research. I continue to be committed to financial security for the NFL and recognize the necessity for varied monetary resources.

In the future we must address our internet presence from a national and global perspective. We must examine our Districts structure and the costs and length of the National Tournament. We must find ways to involve more schools and students and offer more opportunities for coach education and retention.

Those who know me know that I'm always willing to listen; I may not always agree with you or what you want me to do, but I think long and hard before every decision. Some might misrepresent my motives for action or present me in a false light, but I assure you, my first priority is to this League and how it can flourish in the 21st century. My phone number and email address are on the first page of this magazine; if you want my honest opinions and beliefs, contact me at any time. I appreciate your consideration and would be grateful for your support.



## G<sup>lenda</sup> Ferguson

I consider serving on the Council both an honor and a responsibility. It is an honor because if you vote for me it indicates that you can trust me to make honest and careful decisions; and certainly it is my responsibility to prove that I deserve that trust.

You can trust me to bring to the Council any requests or ideas that you have, whether I agree with them or not. The NFL is an organization promoting the marketplace of ideas and creativity. Consequently, it functions more effectively when the Council "hears" the members. Some Council members like to tease me as being "the Survey Queen", but I'm really proud of that title because I do believe in membership input.

Hosting Nationals gave me the opportunity to visit with several people from different parts of the country. I found that we all pretty much have the same problems with support, money, (or the lack thereof) maintaining some balance in our lives, etc. I would like to help in some small way through my presence on the Council to improve your professional life as well as my own. (Money to be sent at a later date)

I would appreciate one of your four votes for my re-election to the NFL Council.



## H<sup>arold</sup> C. Keller

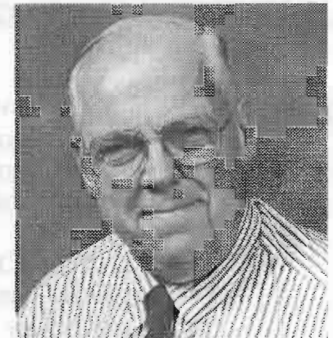
I, Harold C. Keller, would appreciate one of your votes in this National Council election. If re-elected I will continue to commit myself to students first and to the total forensic community. I will attempt to continue to be the voice for all members and I will strive to promote that which is best for the total league.

My voice will be one of integrity, experience, compassion and empathy. My educational and coaching experience will be used to promote the educational, competitive and professionalism of our activity. My past service as a member of your Executive Council will be used for wisdom in all matters affecting the League and its members.

I take pride in my record. We have come a long way during my tenure but there is important work yet to be accomplished. I would sincerely appreciate your offering me that opportunity to serve you for another term.

### Vitae

Harold C. Keller has 35 years of high school coaching experience and has coached 49 students to the National Tournament. He has served as the Director of the National Congress for 25 years. He received his 5th Diamond Coaching Award in 1999 and was elected to the NFL Hall of Fame in 1990. Harold has served on the NFL Executive Council for 17 years. He served as District Chairperson or a Committee Member for 22 years. He is the recipient of the 6th Service Award for service to the Forensic Community.



### ELECTION PROCEDURE

[Each chapter shall be mailed a ballot on which the candidates' names appear in an order drawn by lot and on which the chapter shall vote for four directors. Each ballot shall be worth as many votes as the chapter has active members and degrees on record in the National Office on May 1. Those candidates not elected to the Executive Council shall be designated as alternates in order of finish.] Chapter Manual, Page 18, Section X1: NFL Elections.

Ballots will be mailed about April 1, 2002. Ballots will be counted by Dr. James Hecht at Credentialing Services.  
Results will be posted at [www.nflonline.org](http://www.nflonline.org) on May 13, 2002.

# **FORUM** **debate and i.e.**

**July 30<sup>th</sup> - August 12<sup>th</sup>, 2002**

**University of San Diego**

**"Excellence is the result of caring more than others think is wise; risking more than others think is safe. Dreaming more than others think is practical and expecting more than others think is possible." – anonymous**

**Director of Policy - Paul Bellus**

Coach, University of Iowa- Director of the Iowa National Summer Institute in Forensics- Coached the winner of the 2001 NDT National Debate Tournament, the winner of the 2001 Tournament of Champions, and the 2001 NFL National Policy Debate champions with Ted Belch- second year with the Forum

**Director of LD - Kate Hamm**

Iowa City West Coach- Coached a NFL LD Finalist- Nationally recognized coach- third year with the Forum

**Director of Individual Events – Bob Marks**

Albuquerque Academy Coach- Coached the 2001 NFL National Oratory Champion Yasmin Mashhoon- Coached the 2000 NFL DUO Champions and numerous CFL and NFL champions- third year with the Forum

**Director of Extemporaneous Speaking - Randy McCutcheon**

Albuquerque Academy Director of Forensics- NFL Hall of Fame Coach- - Coached the 2001 NFL National Oratory Champion Yasmin Mashhoon- Coached the 2000 NFL DUO Champions and numerous CFL and NFL champions- third year with the Forum

**Director of Teacher's Institute – NEW PROGRAM!! – Scott Wunn**

Iowa City West Director of Forensics and the Director of the Iowa Teacher's Institute- second year with the Forum- You will have full access to veteran coaches!! Please contact us regarding the program!!

**The Debate and IE Forum invites you to San Diego for our 5<sup>th</sup> annual Speech and Debate Institute!**

**Unparalleled 3 to 1 Student to Coach Ratio - Expert staff - EXTENDED to 14 full days!!!**

\$1250 for Lodging, Linen, Meals, Instruction, Materials, Personal Coaching, Fun, and Copying

Full and Percentage Scholarships are available- everyone is strongly encouraged to apply!!!

Every student that attends the Forum is honored with a scholarship- actual cost of institute is

\$2800 per student. The Debate and IE Forum is a non-profit organization.

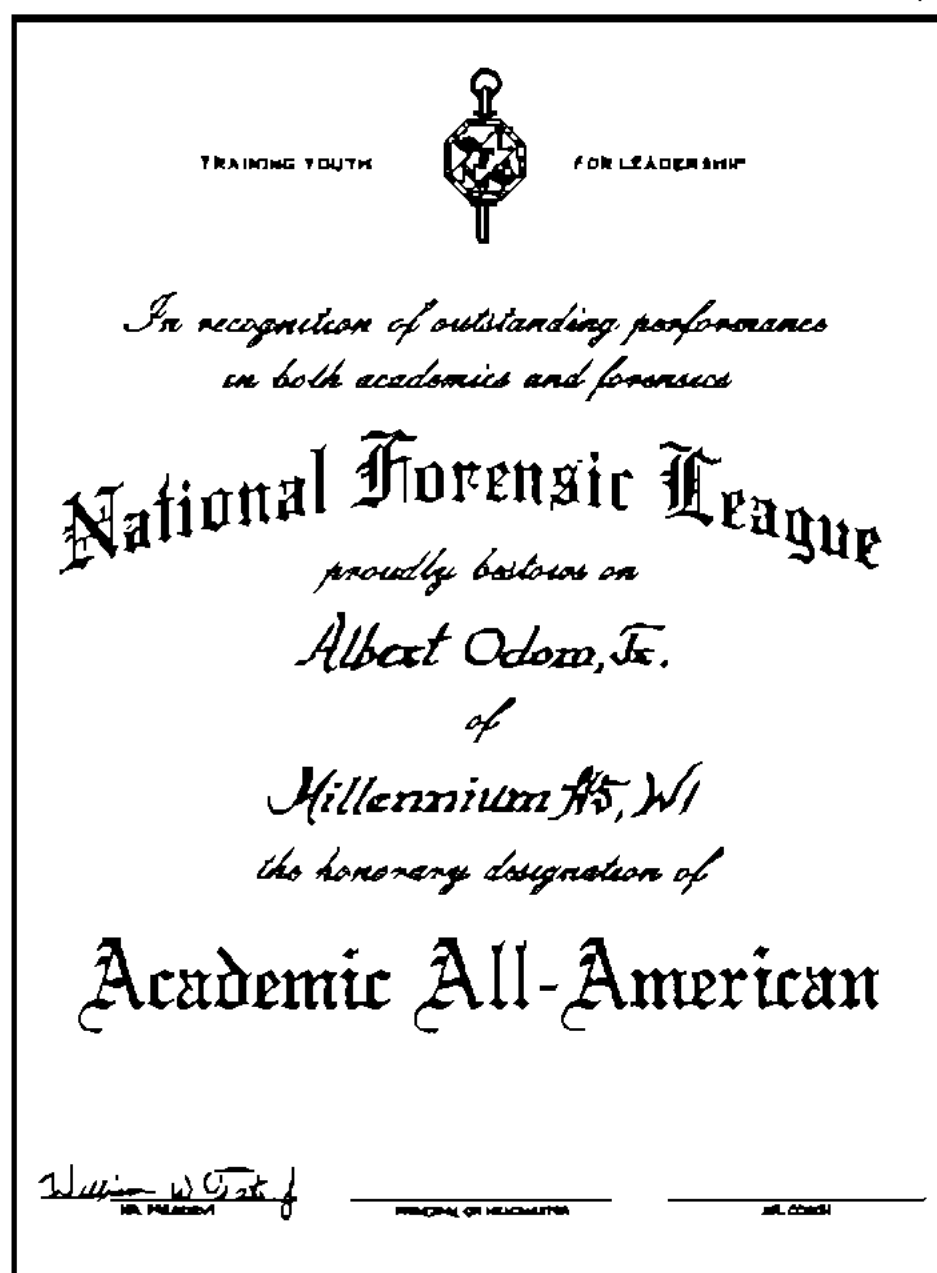
For more information 800-499-7703 or 858-689-8665 fax 858-689-8687

Write to-P.O. Box 26100 San Diego, CA 92195 <http://www.speechforum.org>

## NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

### Award Criteria:

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



## APPLICATION NATIONAL FORENSIC LEAGUE ACADEMIC ALL-AMERICAN AWARD

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

To the National Forensic League:

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

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

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

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

NFL Sponsor (coach)

Principal

Student

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



## **ANNOUNCING THE 2002 BARTON SCHOLARSHIP PROGRAM FOR DEBATE TEACHERS AND COACHES**

The founder of the National Debate Coaches Association, David Baker, wanted to honor the late Phyllis Barton by creating an educational program for debate coaches. Phyllis coached at Princeton High School in Cincinnati, Ohio and believed in helping students achieve excellence through honorable competition. Because knowledgeable coaches are important to student success, coach education is vital.

Thanks to the generosity of the institutes listed below, the NECA is able to offer debate scholarships for the summer of 2002. These scholarships provide free or reduced cost for room, board, and fees. Some programs also permit coaches to take classes for college credit, but those credits must be paid for by the participants.

Additionally, the NDCA has limited funds available to assist coaches with travel expenses. This season most of the cash contributed to the Barton Scholars program has come from the directors of invitational tournaments and we are grateful for their support.

**WHO CAN APPLY?** Lincoln Douglas and Policy Debate Coaches. Applicants will be considered in the following order: 1<sup>st</sup> year coaches; full-time staff members who coach debate; experienced first time applicants; and people who have received assistance in the past.

**WHEN CAN YOU APPLY?** The deadline is May 10. Recipients will be notified by May 20.

**WHERE CAN I APPLY?** Send applications to Glenda Ferguson, Heritage Hall School, 1800 NW 122, OKC, Ok, 73120, or e-mail at [gferguson@heritagehall.com](mailto:gferguson@heritagehall.com), or [gferguson01@earthlink.net](mailto:gferguson01@earthlink.net).

### **PARTICIPATING INSTITUTES IN ALPHABETICAL ORDER**

Bates University - Lewiston, Maine  
Catholic - Washington DC  
Dartmouth - Hanover, New Hampshire  
Iowa University - Iowa City, Iowa  
North Texas University - Denton, Texas  
Northwestern University - Evanston, Illinois  
University of Texas - Austin, Texas  
Wake Forest University - North Carolina

The NDCA would like to take this opportunity to thank the directors of these debate institutes for their help and support.

## APPLICATION FOR THE BARTON SCHOLARSHIP

NAME: \_\_\_\_\_ HOME ADDRESS: \_\_\_\_\_

HOME PHONE: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ SCHOOL ADDRESS: \_\_\_\_\_

SCHOOL PHONE: \_\_\_\_\_ SCHOOL E-MAIL: \_\_\_\_\_

I teach \_\_\_\_\_ (number) debate classes. I teach LD, Policy, Both.

I hope to attend a summer institute in order to:

Please list 3 institutes that you wish to attend in order of preference:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Other information you would like for us to consider.

Please return this application with a letter of recommendation from you by May 10. You may send by e-mail to [gferguson@heritagehall.com](mailto:gferguson@heritagehall.com), or [gferguson01@earthlink.net](mailto:gferguson01@earthlink.net). You may mail to Glenda Ferguson at Herit School, 1800 NW 122, Oklahoma City, Oklahoma 73120

Applications will not be considered without a letter from your principal stating that you will be employed at your school in the fall of 2002. If you are changing schools, please send a letter from your new principal.

# NFL'S TOP 50 DISTRICTS

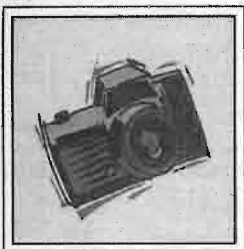
(as of February 4, 2002 )

Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
1.	+1	Rushmore	178	Sioux Falls-Lincoln	416
2.	+1	Northern South Dakota	168	Watertown	455
3.	+1	Heart of America	157	Park Hill	424
4.	-3	Three Trails	155	Blue Valley North	427
5.	+10	Northern Ohio	152	Howland	257
6.	-2	East Kansas	150	Shawnee Mission East	354
7.	-1	California Coast	148	Leland	453
8.	+3	Northwest Indiana	144	Plymouth	504
9.	+6	Illini	135	Downers Grove South	444
10.	-2	West Kansas	132	Hutchinson	254
10.	+15	Montana	132	Flathead Co.	327
12.	-5	Sunflower	131	Wichita East	284
13.	-3	Show Me	130	Blue Springs South	305
14.	+7	Florida Manatee	129	Taravella	312
15.	-6	New York City	128	Bronx HS of Science	424
16.	-5	Kansas Flint-Hills	126	Washburn Rural	399
17.	+10	Eastern Ohio	122	Perry	282
18.	-5	Central Minnesota	117	Apple Valley	340
18.	-1	San Fran Bay	117	James Logan	420
20.	-6	South Kansas	112	El Dorado	214
21.	--	Nebraska	111	Millard North	377
22.	+1	Hole in the Wall	110	Cheyenne-Central	341
23.	+1	Carver-Truman	108	Neosho	401
24.	-6	South Texas	104	Houston-Bellaire	575
25.	+12	North Coast	102	Gilmour Academy	239
26.	-8	Florida Sunshine	98	Sarasota Riverview	211
26.	-8	Southern Minnesota	98	Eagan	280
28.	-3	Rocky Mountain-South	97	Wheat Ridge	262
29.	-1	New England	96	Manchester	247
30.	+9	Eastern Missouri	94	Pattonville	402
31.	-1	North East Indiana	93	Chesterton	470
32.	-4	East Los Angeles	90	Gabrielino	417
32.	+18	West Los Angeles	90	Loyola	160
34.	+2	Ozark	89	Kickapoo	205
35.	-4	Northern Illinois	88	Glenbrook North	346
36.	+20	West Iowa	87	Ankeny Sr.	213
36.	-2	Southern California	87	Redlands	201
38.	+1	Northern Lights	86	Moorhead	308
39.	-8	Eastern Washington	85	Gonzaga Prep	181
39.	+7	Colorado	85	Cherry Creek	354
41.	-2	Great Salt Lake	84	Salt Lake City-West	137
41.	-2	Northern Wisconsin	84	Appleton East	324
43.	--	West Oklahoma	83	Norman	279
44.	-1	Carolina West	82	Myers Park	203
44.	+8	South Florida	82	Michael Krop	173
46.	-13	Sierra	81	Centennial	218
47.	-1	Hoosier Crossroads	80	Ind'pls North Central	252
48.	-2	Florida Panther	78	Trinity Prep School	162
49.	+2	South Oregon	77	Ashland	206
50.	+4	Hoosier Heartland	76	Ben Davis	272
50.	+6	Idaho	76	Hillcrest	187



# NFL DISTRICT STANDINGS

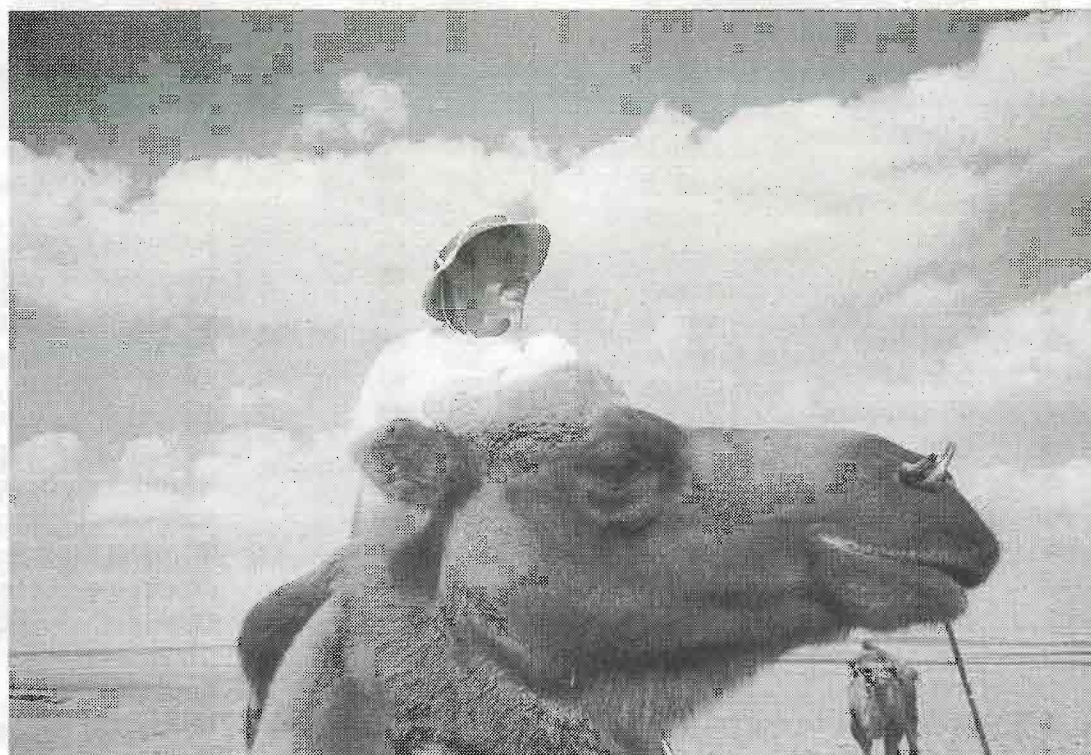
Rank	Change	District	Ave. No. Degrees	Leading Chapter	No. of Degrees
52.	+14	Nebraska South	75	Lincoln East	170
52.	-6	Deep South	75	The Montgomery Academy	244
52.	+2	East Texas	75	Jersey Village	179
55.	+1	Sagebrush	74	Reno	149
56.	-19	Big Valley	73	Modesto Beyer	282
56.	-13	Pennsylvania	73	Greater Latrobe	174
56.	+23	Western Washington	73	Gig Harbor	164
59.	-3	North Dakota Roughrider	72	Fargo Shanley	186
59.	+7	Colorado Grande	72	Pueblo Centennial	353
59.	+30	Michigan	72	Portage Northern	151
59.	+4	Utah-Wasatch	72	Layton	133
59.	-3	Lone Star	72	Plano Sr.	239
59.	-26	South Carolina	72	Riverside	212
59.	+20	Western Ohio	72	Dayton Oakwood	150
66.	-5	Valley Forge	71	Truman	220
66.	+2	Rocky Mountain-North	71	Greeley Central	186
68.	+21	Georgia Northern Mountain	68	Chattahoochee	193
68.	-5	Pittsburgh	68	Cathedral Prep School	131
68.	+19	Sundance	68	Alta	197
71.	-3	Golden Desert	67	Green Valley	156
72.	+17	East Iowa	66	Iowa City West	310
73.	--	Heart of Texas	65	Bryan	155
73.	-2	Greater Illinois	65	Belleville East	188
73.	-21	Gulf Coast	65	Gregory-Portland	226
73.	+6	Wind River	65	Casper-Natrona County	136
77.	-9	New Jersey	64	Ridge	149
78.	-17	Central Texas	63	Ronald Reagan	327
78.	-7	Chesapeake	63	Calvert Hall College	107
78.	+6	Kentucky	63	Rowan County Sr.	144
78.	-5	New York State	63	Hendrick Hudson	121
82.	-17	Southern Wisconsin	61	Marquette University	131
82.	-5	Tennessee	61	Mars Hill Bible School	164
82.	-9	New Mexico	61	Albuquerque Academy	153
85.	-6	Georgia Southern Peach	60	Thomas County Central	124
85.	+1	North Oregon	60	Gresham Barlow	119
85.	+2	Tall Cotton	60	Amarillo	147
85.	-6	North Texas Longhorns	60	Colleyville Heritage	156
89.	-4	East Oklahoma	57	Tulsa Washington	158
90.	-17	Arizona	55	Phoenix Central	114
90.	-13	Louisiana	55	Caddo Magnet	148
92.	+5	Maine	51	Brunswick	92
93.	--	Mississippi	48	Hattiesburg	125
94.	-2	UIL	47	Princeton	84
95.	-1	Tarheel East	42	East Carteret	87
95.	+4	West Virginia	42	Wheeling Park	91
97.	-2	Mid-Atlantic	40	Blacksburg	123
98.	-2	West Texas	39	Riverside	109
99.	+3	Iroquois	36	Christian Brothers Academy	66
100.	-2	Puget Sound	35	Kamiak	116
101.	-1	Patrick Henry	34	Madison County	130
102.	-2	Capitol Valley	32	Granite Bay	69
103.	-1	Hawaii	23	Kamehameha Schools	62



# FORENSICS ABROAD

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**\*\*Noel S. Selegzi**  
**Hunter College HS, NY**  
**October 19, 2000      4,325 points**



**Double diamond coach Noel S. Selegzi of Hunter College High School (NY) was recently in Mongolia where he ran the First Annual International Karl Popper Debate Tournament for the International Debate Education Association (IDEA).**

Submit pictures of  
 events  
 and activities to:  
 Attn: Sandy  
 NFL  
 125 Watson St  
 Ripon, WI 54971



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**STEVE MANCUSO**, Catholic University. Coached 14 first-round teams to the National Debate Tournament, 24 teams to the elimination rounds at the N.D.T., and the top speaker at the N.D.T. in 1993. Taught at 45 workshops.\*\*\*

**ROGER SOIT**, University of Kentucky. Coach of five top speakers at the N.D.T. and the 1986 N.D.T. Champions. Taught at 45 workshops, including the top-senior lab at Michigan for seven years.\*\*\*

**DALLAS PERKINS**, Harvard. Coached 40 teams to the N.D.T., including the 1985 and 1990 N.D.T. Champions. Taught at debate workshops for more than 20 years.\*\*

**ANDY PETERSON**, Catholic University. 2001 N.D.T. Champion. Winner of the 2001 West Georgia Tournament. Four-time N.D.T. first round bid debater. Taught at Michigan and Iowa workshops.\*\*\*

**RANDY LUSKEY**, Stanford. 2001 Copeland Award winner. Winner of the 2001 Northwestern Tournament and the 2000 Wake Forest Tournament. Taught at Stanford, Capitol Classic and Berkeley debate workshops.\*\*\*

**CHRIS LUNDBERG**, Liberty University. Received three first round bids to the N.D.T. Coach of the 2000 N.D.T. Champions. Has taught at Emory, Dartmouth, Michigan and Kentucky institutes.\*\*

**JOHN RAINS**, Emory University. Top Speaker at the 2001 Wake Forest Tournament. Finished second at CEDA Nationals and was a first round bid to the N.D.T. in 2001. Taught at the Emory Workshop.\*\*\*

**JACKIE SWIATEK**, Northwestern. Has advanced to the elimination rounds of almost every national level tournament. She has taught at The Championship Group, the University of Southern California and Northwestern University.\*

**KENDA CUNNINGHAM**, University of North Texas. Top Speaker at the 2001 Dartmouth Round Robin. Elimination rounds at the N.D.T. and C.E.D.A. nationals for three straight years. Taught at Dartmouth Debate Institute.\*

**STEEAN BAUSCHARD**, Boston College. Prolific debate author of handbooks such as The Hitchhiker Companion, Paradigm Affirmatives and the Disadvantage of the Month Club. Taught at Wake Forest Debate Institute.\*

**GRETA STAHL**, Michigan State U. Winner of the 2001 Cap Cities Tournament and Semifinalist at the 2001 Kentucky Tournament and the 2001 Wake Forest Tournament. Top Speaker at the 2001 Novice Nationals.\*

**STACEY NATHAN**, Berkeley. Winner of the 2001 Tournament of Champions and the N.E.L. Championships. Finalist at the 2001 Kentucky Tournament. Taught at North Texas and Stanford Debate Institutes.\*

\*Champions Series only; \*\*Washington Group only; \*\*\*Both sessions. Additional faculty to be named at a later date.

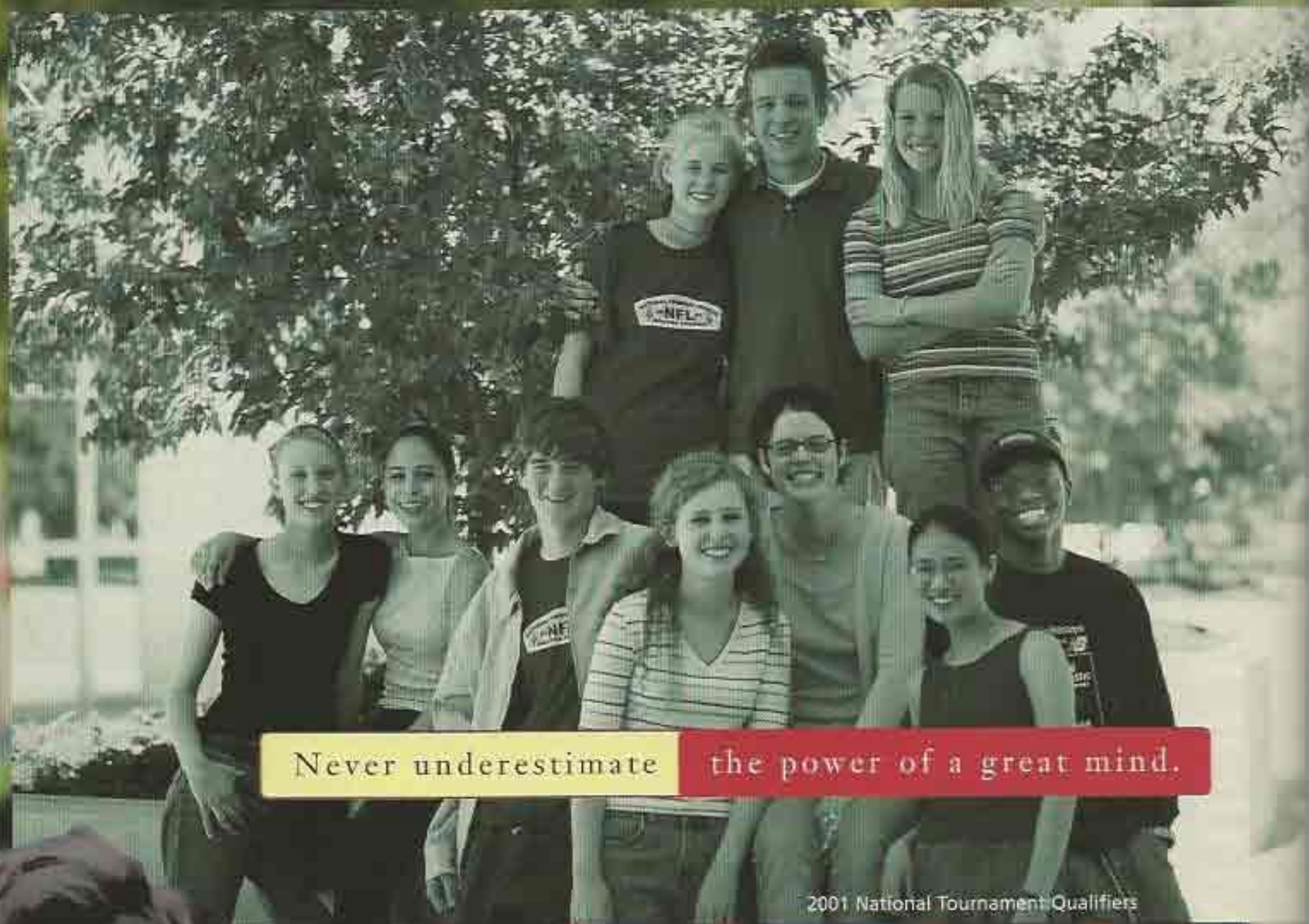


For information, contact Ronald Bratt, director, at 202-319-5447 or [bratt@cua.edu](mailto:bratt@cua.edu).

Apply online at <http://debate.cua.edu>



**There's no debate about it.** Nurturing a young mind is one of the most important things you'll ever do. Teaching a child to think. To ask questions. To delight in learning. That's why Lincoln Financial Group is a proud sponsor of the National Forensic League, A&E's *BIOGRAPHY® Project for Schools*, and other educational programs for kids. After all, if there's one thing we've learned as a leading financial services company, there are no smarter investments than the ones you make in young people. For more information, call the National Forensic League at 920-748-6206.



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2001 National Tournament Qualifiers

*Clear solutions in a complex world.*

*"I love to dig up the question by the roots and hold it up  
and dry it before the fires of the mind."*

— Abraham Lincoln

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