

Volume 79 Issue 7

March 2005

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NFL Celebrates 80 Years



Inside this issue:

- A Milestone Year for the NFL
- Philadelphia Hotel Information
- NFL District Standings

2005 CDE National Debate Institute

July 15-31, 2005

Northern Arizona University

Flagstaff, AZ



Extemporaneous Speaking National Institute

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

Lincoln Douglas Debate National Institute

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



Policy Debate National Institute

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

Public Forum Debate Institute

The Public Forum Debate curriculum is one of the most exciting new programs to come to the CDE National Debate Institute. Some of the best Public Forum coaches and debate minds from around the United States will be leading discussion based modules and focus groups directed at developing strategies that work in the NFL's newest form of debate. Students will receive numerous lay-critiqued rounds and instruction in current events, rhetorical strategies, oratorical organization, cross-fire techniques, topic approaches, and persuasive performance. The main goal of the Public Forum Debate Institute will be to allow students to take an active role in creating the organizational and argumentative structure of Public Forum Debate while emphasizing the persuasive and oratorical nature of this new form of debate.

 **Applications for the 2005 CDE National Debate Institute are now being accepted.**

Mail this form along with a \$95 application fee to: CDE, PO Box Z, Taos, New Mexico 87571
Application fee is completely refundable if not accepted to the camp. Visa and MasterCard are accepted.

Name: _____ Phone Number: _____

Mailing Address: _____

School: _____ Number of Years in Event: _____

Coach's Name: _____ Coach's Phone Number: _____

Please enroll me in: Foreign Extemp Domestic Extemp Generic Extemp Varsity LD
 Champs LD Scholars LD Public Forum Varsity CX Champs CX

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Contest

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We're living longer, healthier lives. Reaching age 100 is no longer unusual, and outliving assets is now the biggest financial worry of most working Americans. Sound retirement planning is more important than ever.

The Lincoln Financial Group® Video Speech Contest gives you an opportunity to learn about the advantages of retirement planning, compete for a college scholarship and qualify for Nationals all at the same time.

What are the prizes?

- The first-place winner will receive a \$2,000 scholarship
- The second-place winner will receive a \$1,000 scholarship
- Both winners will qualify for expository speaking at the 2005 NFL National Tournament in Philadelphia, PA.
- Video excerpts from the winning speeches will be on LFG.com.
- Coaches of each winner will be awarded a \$500 honorarium.

What's the topic?

100 Years Young: The importance of retirement planning to meet the challenge of increased longevity

Who's eligible?

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

How does the contest work?

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

When's the deadline?

All entries are due to Lincoln Financial Group on or before **March 28, 2005**.

Entries should be mailed to:

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

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

Who's judging?

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

Who is Lincoln Financial Group?

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



 **Lincoln**
Financial Group®



National Forensic League

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From the Editor

J. Scott Wunn

The 2005 LFG/NFL National Speech Tournament will be held in Philadelphia, PA on June 12-17. The NFL is proud to bring its marquee event to such a historic city. 2005 is certainly a year for celebration. Our Grand National sponsor, The Lincoln Financial Group, is celebrating its 100th Anniversary. We will hold the 60th National Student Congress, and the NFL celebrates its 80th year as an educational honor society (see pages 37 - 44 for the historic timeline).

Many have asked, "What can we expect in Philadelphia?" Attendees will enjoy an opening ceremony at Lincoln Financial Field. That's right! "The NFL comes to the NFL". We will have to see who makes it onto the JumboTron. Once again, competitors can expect a week filled with competition against the nation's best in speech and debate. In addition, The Schwan Food Company will host the 5th Annual Schwan Student Party at the National Constitution Center which is adjacent to both the Liberty Bell and Independence Hall. On Thursday and Friday, The Kimmel Center for the Performing Arts in downtown Philadelphia will serve as an incredible venue for all main event national finals, the Schwan Diamond Coach Awards, and the Lincoln Financial Group/National Forensic League National Awards Ceremony. (see pages 76 - 78 for more details and important hotel and travel information).

Wow! The 2005 LFG/NFL National Speech Tournament is certainly gearing up to be an outstanding celebration and competition. Good luck to all students and coaches competing in the District Tournament Series. We hope to see you in Philly!

Rostrum

Official Publication of the National Forensic League

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(920) 748-6206

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Sandy Krueger, Publications Director

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The Rostrum provides a forum for the forensic community. The opinions expressed by contributors are their own and not necessarily the opinions of the National Forensic League, its officers or members. The NFL does not guarantee advertised products and services unless sold directly by the NFL.

◆ *Announcements*

Topics

March Public Forum Debate Topic:

Resolved: Student aptitude should be assessed through standardized testing.

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

Resolved: To better protect civil liberties, community standards ought to take precedence over conflicting national standards.

2004-2005 Policy Debate Topic

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

2005-2006 Policy Debate Topic

Resolved: The United States federal government should substantially decrease its authority either to detain without charge or to search without probable cause.

NATIONAL TOURNAMENT INFORMATION

Hotel & Tentative Schedule
Go to Page 76 - 77

Visit NFL Website for complete
Tournament Info

Submit Articles for Publication!

The NFL Office is always looking for well-written articles by both NFL coaches and students. Please consider contributing feature articles, editorials, pictorials, and special interest stories to the NFL. All articles should be sent to: Sandy Krueger, nflrostrum@centurytel.net.

Cover Photo

Celebrating 80 Years of Excellence

April 2005 *Rostrum*

National Tournament Hosts

Topic Release Information

L/D Debate Topics available by calling NFL Topic Hotline (920) 748-LD4U
or

Check the NFL Website Home Page at www.nflonline.org

L/D Topic Release Dates:

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

Public Forum Topic Release Dates: 1st of every month online

Policy Debate Topic for New Year

- Topic Ballot & Synopsis Printed in October *Rostrum*
- Final Ballot for Policy Debate Topic in December *Rostrum*
- Topic for following year released in February *Rostrum*

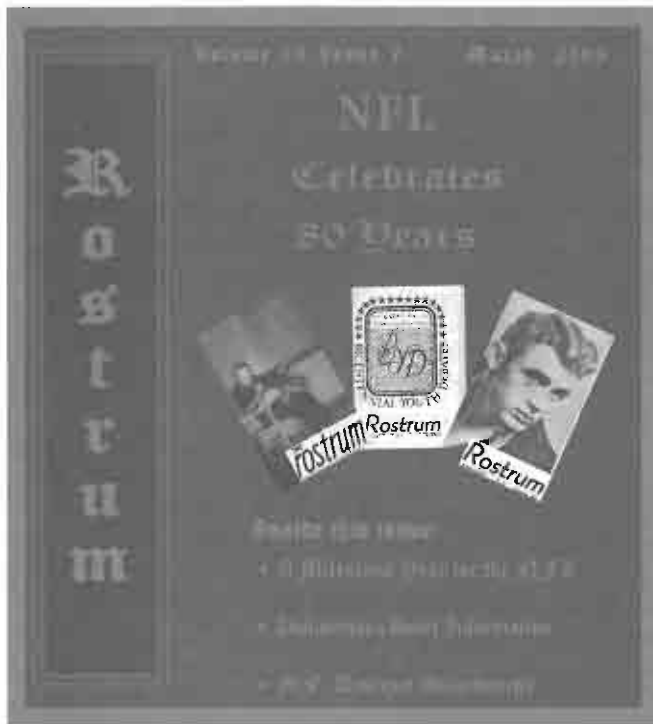
ROSTRUM



Volume 79 Issue 7

March 2005

Cover



Page 27

Coach Profile: Brit McCabe

Page 37

Cover Story: 80 Years of Excellence

Page 76

Philadelphia Hotel Information

◆ Featured Topics

Page 13

LD Theory Applied: Part II

Page 31

Counter-Topicality:

An Instrument of Fairness

Page 66

Hey, Public Speakers!

◆ Honors & Awards

Page 102

District Standings

◆ In Every Issue

Page 3

Letter from the Editor

Page 99

NDCA Coaches' Corner

Page 104

Meet the Staff

West Coast Publishing

Policy Evidence Package

- **Affirmative Handbook** (Over 170 pages; civil liberties affirmatives, answers to DAs, CPs)
- **Negative Handbook** (Over 170 pages, civil liberties disadvantages, CPs, answers to cases, more)
- **Kritik Handbook** (Over 150 pages, civil liberties specific kritiks and answers to those kritiks)
- **Fall Supplement** (Over 240 pages, updates, answers and new civil liberties cases, DAs, CPs)
- **E-mail Supplements** (Five 21 page updates and one 100 page update on the key, new civil liberties arguments)
- **PolicyFiles** (searchable web page with above evidence plus critical backfile evidence and all our theory blocks!)

LD Evidence Package

- **Vol. 12 Philosopher Value Handbook** (Over 150 pages focused on NEW values and philosophers)
- **NFL LD Supplements** (Five 50+ page books with topic analysis, aff. and neg. evidence)
- **Texas UIL LD Supplements** (Two 50+ page books with topic analysis, aff. and neg. evidence)
- **PhilosopherFiles** (All 12 of the West Coast Philosopher-Value Handbooks on a searchable web page)
- **ValueFiles** (The current and previous West Coast LD Supplements on a searchable web page)

Current Events Package (featuring NewsViews, ParliFiles and TurnerFiles)

- **NewsViews** featuring a 150 plus page almanac with information on the key issues, events, places, and people and then 20 page updates every two weeks covering the pros and cons on issues. Learn the key arguments on current events to do well in Extemp, Parli, Student Congress. Emailed to you plus on a searchable web page.
- **ParliFiles** including each month 20 pages with 5 cases and opposition strategies on the latest and recurring arguments. Great for learning issues, responding to arguments, and topics to argue. Emailed to you plus on a web page.
- **TurnerFiles** offers for each topic 20 pages including a topic analysis, affirmative ease and supporting evidence, negative arguments and evidence. Emailed to you plus on a web page.

Online Training Package

- Great for beginners, intermediate, and advanced Policy, LD, Speech, Interp, students and coaches!
- Learn quickly with our interactive pages, streaming video, and forum with expert who answers your questions!
- In-depth, detailed theory lessons, analysis, evidence and research tips on this year's Policy and LD topics.

Debate Textbook Package (Breaking Down Barriers)

- **Teacher Edition BDB Textbook** with Teacher Materials and a Prepbook.
- **20 Student Edition BDB Textbooks** with 20 Prepbooks.
- **Breaking Down Barriers: How to Debate** teaches students step by step, covers LD and Policy, includes examples, stories, advanced tips, and much more. Over 260 pages long.

Debate Prepbook Package (Breaking Down Barriers)

- **BDB Teacher Materials** with lesson plans, activities, syllabus, lecture notes, answers to the BDB Prepbook.
- **20 BDB Prepbooks** that involve students in preparing eases, refuting, flowing, disadvantages, counterplans, even kritiks using real evidence on the civil liberties topic. Great for handouts and to get kids debating right away!

Textbook/Prepbook Packages can be customized for as many additional students as you have.

IE Textbook Package (Breaking Down Barriers)

- **Teacher Edition BDB IE Textbook** with Teacher Materials
- **20 Student Edition BDB IE Textbooks**
- The BDB IE Textbook features 142 pages chock-full of step by step instructions, advanced tips, examples and more on extemp, impromptu, oratory, expository, interpretation and more IEs! Teacher hardbound; Student softbound.

Additional Texts to Consider

- **Advanced Policy Debate (called "Assistant Coach")** (132 pages of advanced c-plan, disad, kritik tips & more!)
- **Advanced LD Debate (called "Assistant Coach")** (118 pages of tips on values, criterion, philosophers & more!)
- **Dictionary of Forensics** (Over 1500 policy, LD, IE, parli, and rhetoric terms defined, given examples, shown in use.)
- **Focus, Control, Communicate** features advanced tips from a college perspective on all of the key individual events.
- **Policy Theory Handbooks Volume 1 - 4** (each features at least 150 pages of front-lines arguing all the key theory!)

Visit www.wcdebate.com

From West Coast to you!

On-line and printable Order Form available at the web site



Whitman National Debate Institute

Policy and LD

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

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

Why Whitman's camp?

- 1. Individual attention:** 4 to 1 staff to student ratio and the vast majority of your time will be spent in small labs with four to six people and a staff member, not in a lecture room with 100 people; not in a lab with 12 to 16 people with two staff members.
- 2. Practice and drills.** You engage in 8 drills and 10 policy or 20 LD practice debates with clear feedback and re-dos in just the first two weeks. These begin on the second day of camp, so you constantly improve.
- 3. Research.** You won't go home with a few paltry pieces of evidence and you won't spend endless hours as a research slave. Our unique staff jump-started research program gives you the tools to produce high quality evidence in large volumes. In 2004, we produced over 5000 policy and 900 LD pages (on all ten NFL LD topics). Each debater receives prints of files they choose plus electronic versions of all of the files.
- 4. Instruction diversity.** You won't get stuck in one lab with one or two lab leaders you might not work with best. We rotate labs so you work with many if not all of our staff. And you'll work with them one-on-one, not just listening to them lecture.
- 5. Beautiful location.** Whitman College is located in the Walla Walla valley at the foothills of the Blue Mountains in southeast Washington. Easily accessed via two airports as well as Greyhound, the campus is the home of our nationally recognized liberal arts school with beautiful brick buildings, grass fields, trees, and rolling streams. Modern, comfortable classrooms feature fast wireless Internet access with multiple computers and an excellent library.
- 6. Family feel.** People at our camp feel connected, not isolated. Whether you are shy, into sports, critical, outgoing, whatever, you'll find your niche. We have a delicious picnic, movie night, ultimate Frisbee, a live concert, and more fun activities. We make an effort to reach out to students, to build up community, and to give people space to be who they are.
- 7. Transportation to and from the airport.** Our safety certified driver will pick you up at and take you back to the Walla Walla airport free of charge or to the Pasco airport or bus station for a \$20 fee each way.



Want a 4-page brochure and registration forms?

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Want more detailed information about WNDI?

www.whitman.edu/rhetoric/camp/

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July 16-July 23 (Extemporaneous Speaking and Oratory)

Lincoln Douglas Workshop

July 9-July 23

Public Forum Debate Workshop

July 9-July 23

Dr. Kevin Minch, Director

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

Don Crabtree, Associate Director

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

Shane Puckett, Associate Director

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

One-Week Tuition: \$400

Two-Week Tuition: \$800

Reduced Commuter Rates and Scholarships Available

For More Information, Staff Details or Registration Contact:

Show Me Forensics Institute
Truman State University
Division of Language and Literature
310 McClain Hall
Kirksville, MO 63501

Phone:
(660) 785-5677

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

E-Mail:
kminch@truman.edu

AN INSTITUTE EXPERIENCE UNLIKE ANY OTHER!

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

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

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

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

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

Our Goal?

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

The most comprehensive Lincoln-Douglas resources available!



Lincoln-Douglas Debate: Values in Conflict

2nd Edition ©2000

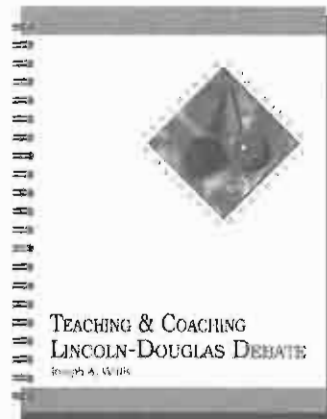
The basics of Lincoln-Douglas debate for novice and intermediate debaters

The most complete introduction available on preparing for and participating in the Lincoln-Douglas (L-D) debate format.

Short, well-designed chapters move students through L-D analysis, case construction, and case defense procedures. Students learn about

- L-D theory
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- preparing cases
- developing rebuttal strategies
- improving delivery skills

A Teacher Guide features activities, additional L-D topics, ballots, quizzes and answer keys, and more!



Teaching & Coaching Lincoln-Douglas Debate

©1998

Resources for teaching value debate

Practical, everyday materials help teachers build and sharpen their instructional practices. This book contains something for every instructor, regardless of experience, including

- the basics of L-D debate
- a grounding in theory
- development and construction of value debate cases
- activities and lectures on three levels
- options for unit length
- improvement of delivery



Philosophy in Practice: Understanding Value Debate

©1996

Philosophical theories and concepts in understandable terms

This book is an invaluable resource for value debate preparation! Students can use authoritative insight from philosophers, such as Hobbs, Locke, Rousseau, Kant, Nietzsche, Aristotle, and others. The material is presented in an easy-to-use format and is identified for novice, intermediate, or advanced debaters. Chapters on L-D debate theory are also included.

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◆ "Join Student Challenges!"

What Celebrity Or Famous Historical Figure Does Your Coach Remind You Of and Why?

Visit the 'Student Resources' section of the NFL website.

for future question(s) posed.

KAYLEE FROM WASHINGTON

My coach reminds me of Rosie O'Donnell because she is both funny and as sweet and kind hearted as Rosie is.

ANGELA FROM MINNESOTA

Einstein, because she is a know it all.

PUTT FROM COLORADO

He reminds me of superman because when our other coach can't go, he takes control and gets us to where we are going. He is always excited for us if we do good. He's the best coach in the world, so is Ms. Coleman. They truly know what they are doing and are always there when we need them. Ms. Coleman reminds me of Superwoman too. Love you guys and thanks for everything.

HANAN FROM OHIO

My coach reminds me a little bit of Jim Belushi, the star of "According to Jim". He reminds me of him because he can seem strict at one point but is really nice and funny at another and has a sense of humor and is easy to get along with.

Lydia FROM MISSOURI

My coach reminds me of Joan of Arc, because she's willing to take the heat for her teaching methods. She also does what she thinks is right, and she makes fair decisions. Her ultimate goal is a team, but she supports the individual as well.

CHRIS FROM MISSOURI

My coach reminds me of Jim Carey. This is because he enjoys joking around with all the students in our program. He knows he's funny and he really gets into helping students act out their scripts.

SEAN FROM ILLINOIS

My coach, Missy Carlson reminds me of Bill Cosby. She is hilarious yet at the same time extremely intelligent. She is an excellent teacher and a great role model.

AMY FROM TEXAS

My coach reminds me somewhat of Gandhi. She is the absolute most diplomatic and peaceful person on the planet. Even if it may make the rest of the team angry, uncomfortable, or how upset, frustrated, or annoyed we get about something, Lady Hodge ALWAYS keeps her composure with other coaches, competitors, and even us at times. (It's us more often than not!) So Gandhi is definitely the correct allusion to our wonderful debate and speech coach because regardless of what the British threw at Gandhi, and believe me, we can most definitely rival anything those soldiers could do, she peacefully maintains her professionalism and composure to achieve a peaceful and amiable solution to just about anything.

17-30 JULY 2005

31ST ANNUAL SAMFORD UNIVERSITY SUMMER FORENSICS INSTITUTE

LINCOLN-DOUGLAS DEBATE DIVISION: Samford is hosted the nation's first Lincoln-Douglas workshop. Today we continue this tradition of innovation and excellence. In addition to providing a primer on moral philosophy, the L-D Institute also seeks to develop pragmatic skills such as flowing, briefing and casing. The Lincoln-Douglas workshop is directed by R.J. Pellicciotta.

POLICY DEBATE DIVISION: We have designed the Policy debate program for students in their first few years of debate. Experienced coaches stress fundamentals. This is why many of the nation's largest programs start their students at Samford. At the end of the institute, each student will have participated in and practiced every dimension of policy debate. Advanced students spend much time discussing negative strategy while first year students focus on learning how to flow and cover the fundamentals of debate. Policy debate labs are directed by professional coaches, including: Ryan Galloway, Ph.D., Ben Coulter, MA and Ben Osborne, MA.

TEACHER'S INSTITUTE: Designed for new teachers or those that find themselves in charge of a program or coaching a new event, Jay Rye and William Tate will conduct a workshop on the fundamentals of debate coaching. The goal of this course is to help orient coaches to the bewildering world of high school forensics. We will help strengthen your confidence in the forensics classroom. The cost of the Teacher's Institute is \$200.00.

COST: \$1000.00 plus \$50 deposit for both students divisions. This includes all room, board, tuition and group copying fees. Housing is in air conditioned, double-occupancy Samford dormitories. Classes are held on the beautiful 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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Director of Debate
Samford University
Birmingham, AL 35229
(205) 726-2509
mjjanas@samford.edu



come join us...

WWW.SAMFORD.EDU/GROUPS/DEBATE

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Lincoln-Douglas Debate Theory Applied

Part Two: Evaluating Propositions of Value

By Jeff Doss

In contemporary debate language, we collectively refer to the value premise/criterion model as the “standard” for “weighing the truth” of the resolution. During the debate rounds that I have judged, I have not seen much evidence that demonstrates “how” this works. Traditionally, debaters have been taught to use the value premise/criterion model with little if any theoretical justification. The focus of this section is to merge theory and practice – an approach to the value premise/criterion model that will hopefully “clean up” debates.

Over the years we have developed three preferences for what constitutes a “good” standard for evaluating a resolution: (1) objectivity to ensure a level playing field for clash, (2) a reasonable calculus with which the debaters and judge may weigh competing arguments, and (3) a relevant measure of the resolution’s truth. I believe that the following reformulation of the value premise/criterion model will satisfy our first two tastes. The third element, however, is one that we proclaim to favor yet have done little to ensure. I will attempt to provide a solution that integrates theory with practice (value premise/criterion model) and in turn offer a direct method of evaluating a proposition of value.

A brief statement, though, about this portion of the series: if, at times, it seems that I am moving back and forth between theory and practice in determining what we should or should not do, I am. As mentioned, L-D theory has never been outlined. I find it most helpful to take what we have in terms of practice and attempt to align it with a workable theory. After all, there is

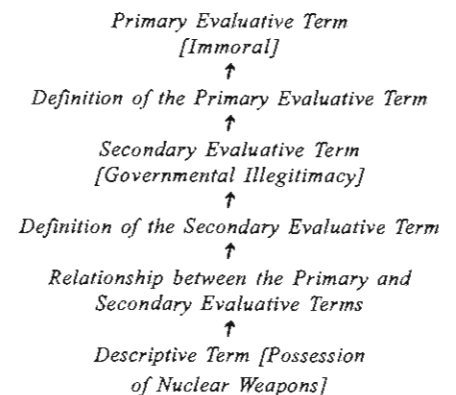
not much sense in throwing the baby out with the bath water.

Value Premise: A “Standard?”

The value premise is perhaps the most enigmatic feature of the L-D round. If you assembled twenty debaters, judges, and coaches together and asked them each, “What is the purpose of the value premise?,” I guarantee that you would be given twenty different answers. Many people may answer that the value premise acts as an anchor between argumentation and the resolution. This is moving in the right direction. On the other hand, many people may answer that the value premise is a standard for weighing argumentation.

The value premise, though, should be less of a “standard” than one may think. Assume, though, that we use the “standard” approach to the value premise. The debater chooses a “value” that he believes is an important vantage from which to evaluate the resolution. Take the nuclear weapons topic. A debater decides to argue that nuclear deterrence is the action of an unjust or “illegitimate” government. Accordingly he chooses the value premise of “governmental legitimacy” and goes on to prove the previous statement is true. This resolution that he has addressed, though, is: The possession of nuclear weapons is governmentally illegitimate. The problem he has encountered is not necessarily terminal. To remedy this problem, the debater must prove that that which is immoral is consequently that which is governmentally illegitimate. While there is nothing logically “wrong” about approaching the topic

like this, doing so will only add an unnecessary and murky layer to the round. Arguing about what constitutes an immoral action is difficult enough. To add two separate layers to the mix (definition of “governmental illegitimacy” and relating “immorality” and “governmental illegitimacy”) is just calling for tangential discussions. The following diagram illustrates the debater’s construction and requirements:



The above exemplifies a growing, yet subtle, problem in debate. Few debaters really see the relevance of the value premise and, as such, simply insert an “oldie but goodie” in order to pay lip service to judges that expect to hear the words “value premise.” As a result, at the end of the debate rounds, judges wonder whether or not either side has actually done much to prove the resolution is true or false. Very few debaters actually attempt to bridge the gap between the secondary and primary evaluative terms. Even fewer debaters pick up on this logical leap by their opponents.

To avoid this altogether, the debater



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No other camp can offer the breadth of debate experience that VBI offers -- in terms of coaching success, competitive success, geographic diversity, and sheer number of faculty (over 40). The Victory Briefs camp allows each student -- whether a beginner or a successful elite competitor -- to work closely with all of the staff in one-on-one tutorials, small lab groups, workshops, book groups, critiqued practice rounds, informal discussions, drills, and social activities. It is no wonder why VBI is at the top of the list for both beginners and advanced debaters. For example, at this year's Glenbrooks national tournament, 12 out of 16 octofinalists, 6 out of 8 quarterfinalists, all four semifinalists, and the champion were VBI alumni. Similarly, one of the students in last summer's novice program took second place at Apple Valley in the JV division in one of her first national tournaments. We take particular pride in the fact that many VBI attendees return for multiple years, and that every debater is given an opportunity to excel and work with the best. Ultimately, VBI attendees become an important part of the Victory Briefs family and the larger debate community.

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Ready for an alternative to the run-of-the-mill policy debate camp? Ready for a return to the qualities that make policy debate a truly valuable and worthwhile activity? Consider attending VBI this summer. The policy program of the Victory Briefs Institute is designed specifically for beginning and intermediate debaters. VBI-Policy is dedicated to skill improvement through hands-on instruction. Being a smaller camp, we will be able to provide critical one-on-one instruction to guarantee that each and every debater leaves with the fundamental tools necessary to pursue a successful debate career. Smaller group seminars will focus on the essentials of debate; flowing, cross-examination, research, filing evidence, and clarity.

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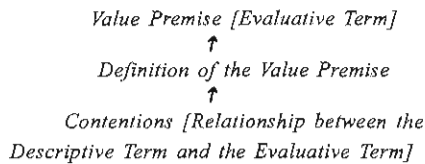
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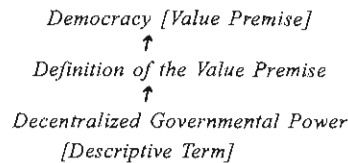
Lincoln Douglas

ought to cut the intermediary step and use the resolution's evaluative term as the value premise. If a clear evaluative term is not present (e.g., open-ended value analyses – see Part One of this article), the chosen subordinate evaluative term should be the value premise. By choosing the evaluative term as the value premise, the internal case structure functions like this:

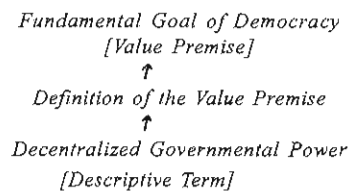


On paper this seems reasonable. If we agree that the goal is to relate the evaluative term to the descriptive term, then this model certainly provides for that. However, people have a practical issue with this, for the evaluative term is not always a "value," per se. Many judges, coaches, and debaters believe that the value premise should be something that we "value," or hold in esteem. This springs from a misinterpretation of the value premise. The value premise should not underscore something "to value" but rather something "to evaluate." The purpose of L-D debate should not be a discussion of competing evaluative terms/values (e.g., morality vs. justice) unless the resolution specifically or implicitly calls for such discussion. L-D analysis is value-laden, though, and this often causes people to believe that L-D debate is about "values" in conflict. I can find one resolution from the past 20 years that explicitly requires such analysis (1984: Nothing that is politically right is morally wrong). Resolutions, however, requiring an open-ended value analysis are the closest that we have to this (perhaps this should give us cause to gradually distance ourselves from these). Regardless, "evaluative term vs. evaluative term" debates lead us to overly complex discussions that require more than the 45 minutes allotted. Bottom line: if the resolution has a clear evaluative term, avoid adding unnecessary hurdles and go straight for the evaluative term.

The following resolution will better illustrate this concern: Decentralized governmental power ought to be a fundamental goal of democratic society (2001 September/October). For this topic, many debaters furnished a value premise of "democracy." This is how that value premise actually functioned:



Thus, a debater with a value of "democracy" is proving the following resolution is true: Decentralized governmental power is democracy (a different resolution in both letter and spirit). To make the argumentation sync up with the resolution requires the debater to jump through unnecessary and often meaningless rhetorical hoops. Using the "prescription" test, the evaluative term in this resolution is "fundamental goal of democracy." Though the normative "ought" is present, this term only serves to give "fundamental goal of democracy" its prescriptive command. The value, then, should be "fundamental goal of democracy." Using this as the value premise, the case works like this:



However, many people probably do not consider a "fundamental goal of democracy" to be "valuable." Remember, we want to evaluate the validity of the resolution – not assign it value. As the above structure stands, the debater has related the descriptive term to the evaluative term, and, as a result, met his/her burden of proof.

Criterion: A Definition?

Recall from prior diagrams that I included "definition of the evaluative term/

value premise" as an intermediary step between the evaluative term and the descriptive term(s). The word "definition" is perhaps a misnomer. As we have seen, the evaluative term for any given resolution is open to interpretation. What one may conceive of being "moral" is typically only one way to approach the term. As a result, a precise definition for the evaluative term is essential to provide clarity. However, even with a "precise" definition, much room for discussion and interpretation still exists. Suppose a debater offers a value premise of "morality" and defines that term as "the fulfillment of one's duties." This opens the door to a number of questions: Why is this the "best" definition for "morality?" What is a duty? What duties?

To answer these questions, we use the criterion. If the affirmative must relate the evaluative term to the descriptive term(s), then the criterion can be thought of as a "bridge" between the terms. The criterion has been categorized into a number of different approaches. Such approaches have been discussed elsewhere, and so I will not touch upon them here. For a particularly good classification, see Minh Luong's article, "New Perspectives on Values and Criteria in Lincoln-Douglas Debate."

A criterion can be anything from philosophically general (e.g., "protection of rights") to pragmatically concrete (e.g., "increased funding of social security programs"). Regardless of one's phrasing, I offer an "updated" version of the criterion that is consistent with the aforesaid theory discussions. If we use the evaluative term as the value premise, then the criterion should serve as a test for the evaluative term. For instance, using "fundamental goal of democracy" as the value premise, the criterion should determine "what" constitutes a fundamental goal of democracy. By arguing "that which empowers the individual" is a test for a fundamental goal of democracy, then the debater has provided a clear measure for argumentation. The debater has constructed the following model:

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Jenn Larson, 2002 TOC Champion, successful assistant LD coach in the Midwest, currently assists Fremont High School (NE), Junior Math and Political Science student at Creighton University, three-time



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Chase Martyn, 2005 LD Coordinator, TOC debater from Florida, webmaster of LDdebate.com, second-year Philosophy student at Grinnell College, three-time Kentucky staff member;

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*Fundamental Goal of Democracy [Value
Premise & Evaluative Term]*



*That which Empowers the Individual
[Criterion & "Test" for the Evaluative Term]*



*Decentralized Governmental Power
[Descriptive Term]*

The structure can be written as follows:

A fundamental goal of democracy is that which empowers the individual. [A=B]

Decentralized governmental power empowers the individual. [C=B]

Decentralized governmental power is a fundamental goal of democracy. [C=A]

Sound familiar? The methodology that is offered here attempts to join together logical structure and theory. The debater, by using this approach to the value premise/criterion model, can approach the case from the major premise/minor premise vantage.

In general, I believe that the criterion should be the framework for succeeding argumentation. Most debaters try to fit a criterion with the most compelling argumentation that they can imagine. This will only lead to awkward analysis that fits somewhat with the provided criterion. I urge debaters to pack as much in as possible with the criterion.

With the November/December 2004 topic (The US has a moral obligation to promote democratic ideals in other nations), you could use a value premise of "moral obligation" and then define a "test" for determining when an action is or is not a moral obligation. You may argue that a moral obligation exists on the part of the entity if (1) a human rights violation presents itself, (2) the agent is capable of remedying that violation, and (3) no harm would result in the agent's solution. In the case you could argue that promoting democratic ideals in other nations meets the aforementioned test and, thus, is a moral obligation. As

you can see, the criteria have set the parameters for the evaluative term (moral obligation) and the case has bridged the gap between it and the descriptive term (promoting democratic ideals in other nations). Simply put, the offered criteria "define" the specifics of the evaluative term in order to provide a richer understanding of the resolution.

Negative Evaluation

With the negative, especially with propositions of absolute value, the value premise/criterion model is trickier. I have never really understood our practice of expecting a negative to prove the consistency of his/her "side" with a value premise. If the affirmative's burden is to relate the descriptive term to the evaluative term, then the negative's burden is to "prove" that relationship is not "true." Observe the following diagram:

<p>Traditional Affirmative</p> <p><i>Value Premise: Moral Obligation</i></p> <p>↑</p> <p>Criterion: Pass</p> <p>↑</p> <p><i>Promoting Democratic Ideals [Descriptive Term]</i></p> <p>Implication: The US has a moral obligation to promote democratic ideals in other nations.</p>	<p>Traditional Negative</p> <p><i>Value Premise: Moral Obligation</i></p> <p>↑</p> <p>Criterion: Pass</p> <p>↑</p> <p><i>NOT Promoting Democratic Ideals [Negative Descriptive Term]</i></p> <p>Implication: The US has a moral obligation not to promote democratic ideals in other nations.</p>
	<p>Anti-Value Premise Negative</p> <p><i>Value Premise: Moral Obligation</i></p> <p>↑</p> <p>Criterion: Fail</p> <p>↑</p> <p><i>Promoting Democratic Ideals [Descriptive Term]</i></p> <p>Implication: The US does not have a moral obligation to promote democratic ideals in other nations.</p>

Resolved: The US has a moral obligation to promote democratic ideals in other nations (2004 September/October)



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◆ Lincoln Douglas

Both negative approaches produce the exact same result: disproving the resolution. The traditional negative disproves the affirmative though proof of the opposite. The anti-value premise negative disproves the affirmative statement of the resolution. The difference, really, is the amount of work that we expect from negatives. I do not think that it is necessary to require negatives to take the proverbial "long road to China" any more so than to require affirmatives to preemptively disprove a negative approach to the resolution (I see these both as being substantially the same). I discuss this only as providing a logical alternative to the traditional approach.

Conclusion to the Series

When I originally sat down to write this article in October, I firmly believed that the value premise/criterion model needed to go. I saw this setup resulting in illogical and/or isolated discussions of the resolution. As many people know, my biggest pet peeve is when debaters stop talking about the resolution and focus solely on "arguments." I believe that if we pay closer attention to the rhetorical structure of L-D propositions, then we can start talking about resolutions. While thinking about the value premise/criterion model and attempting to offer a revised method of evaluation, I realized that the value premise/criterion methodology could meet our needs

if we just fine-tune their execution. I hope that these articles have helped both debaters and coaches in rethinking (or perhaps just thinking about) L-D debate theory.

(Jeff Doss is a junior at Tulane University where he is studying accounting and philosophy. As a former debater at Saint James School in Montgomery, AL, he competed under the direction of Mrs. Michele Coody during his four years of high school. He coaches L-D debate at Isidore Newman School in New Orleans and teaches at the University of Iowa and Samford University L-D institutes during the summer.)

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Curriculum: The CNDI Lincoln Douglas curriculum emphasizes argument theory, logic, and analysis skills that will instill students with the capability to self-coach and generate quality arguments; the one-week program is perfect for students looking to get a head-start before attending a major LD summer program. The curriculum is also structured to include both concepts from moral and political philosophy that are relevant to the year's topics as well as introductions to more general material that ground the students' preparation in the history of ideas. The curriculum features:

- Philosophy Discussions
- Expertly Critiqued Practice Debates
 - Theory Seminars
 - Advanced Casing Strategies
 - Analytical Techique Workshops
- Rebuttal and Cross-Examination Drills

Faculty: CNDI is taught by an experienced faculty of former championship debaters and veteran coaches with significant institute experience. Initially confirmed for 2005 is **Josh Fulwiler**, former MBA Round Robin Champ and now at Tulane University. Others to be announced soon!

Mail: 1700 Shattuck Ave. #305, Berkeley, CA 94709 • Phone: 510-548-4800
Web: www.educationunlimited.com • Email: debate@educationunlimited.com

California National Debate Institute 2005 Policy Debate Camps at the University of California, Berkeley

Dates & Prices

(Includes room, board and materials. Please contact our office for commuter student pricing)

3 Week Session: June 14 - July 2, \$2425
Novice Program: June 14 - July 2, \$2425
Berkeley Mentors: June 14 - July 2, \$2425
1 Week Session: June 25 - July 2, \$905

"The lab was great and pushed me to think. The breadth of arguments we did and how in-depth we went was really great."

- David Chiang, California
2004 CNDI Participant

The **California National Debate Institute** is a national caliber three-week summer forensics program located in Berkeley, California conducted in partnership with the UC Berkeley Policy debate team. 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.

Three Week Session: In response to student and coach requests, we have expanded the program! CNDI is now a three week policy debate program which 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.

One Week Programs: This special CNDI program is designed to focus on specific aspects of topic preparation. The session, which focuses on technique, features hands-on exploration of the topic through lectures, seminars, multiple expertly critiqued practice debates, rebuttal reworks, and participation in the institute tournament.

Berkeley Mentors: The Berkeley Mentors lab offers select advanced varsity students the unique chance to be mentored by some of the finest college coaches and debaters in the nation. This three week program, now entering its sixth 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 Dave Arnett and Sarah Holbrook.

Faculty: The CNDI is directed by **Robert Thomas**. Robert has coached successful teams at both the high school and college level, and has taught at or directed over 40 summer institutes. He is currently the NDT coach at Stanford University. Other initially confirmed staff include **Dave Arnett** of UC Berkeley, **Nick Coburn-Palo**, of the College Prep School, **Beth Schueler**, of Whitman College, **Michael Burshteyn**, of UC Berkeley, and **Judy Butler**, of Augusta Prep.



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Participating coaches should email at least three coach/teacher resource files as attachments to nfl@centurytel.net. Please include your name and mailing address to receive your FREE Schwan gift basket.



◆ Coach Profile

Meet Brit McCabe

By Sarah Gildea
NFL Staff



Brit McCabe coaches at Bishop McGuinness High School in Oklahoma. Brit is a two diamond coach.

What was your first NFL experience?

Well, I didn't do this activity in high school, so my first NFL experience was not knowing how to do the points and going to a different town to get with another teacher to have her help me figure it out.

When did you decide to be a teacher and/or coach?

In college, like 50% of debate coaches out there I'm sure, I had some ambition to go to law school. I was just going to teach for a little while, and then all of a sudden, you look up and you've been doing this for a really long time.

What is your team philosophy?

I look at this as an educational activity, and not necessarily a competition. I've been asked before to limit the number of kids in debate to make it cheaper to travel, and I just can't do that. It's the kids that are never going to win a national tournament that this activity has the most impact on. Those are the kids that you teach. I've been as excited to have a kid win one single round at a local tournament, as have one win a round nationally, because they worked so hard to get there.

How many hours do you spend with this activity a week?

It's hard to say. Early on, especially when you're teaching new kids, you spend a lot of time on the activity each week. As the year goes on, I'm spending less time on theory, and more time watching rounds.

What is your vision for the future of the NFL?

One of the first things that I teach my beginning speech kids is that the most important thing to learn is how to communicate with people. I'd like to see the NFL

become more involved in working with us to make speech education a requirement in schools. We need help showing school boards that speech is as important as virtually any other subject, and in my estimation, more important.

What is exciting about being an NFL coach in the state of Oklahoma?

From a personal standpoint, the friends that you make. It's about getting to know coaches and kids from other schools, and having some sort of relationship with a large number of individuals out there...people that have the possibility and capability of making a huge difference on this planet. It's about working the District Tournament with Charlene Burton and having the opportunity to spend time with H. B. Mitchell. As a young coach, you look up to those people. It's also about coaching with dinosaurs like Glenda Ferguson, who should be dead by the next ice age!

What's unique about Bishop McGuinness High as an NFL chapter?

It's a private catholic school and with that there are some issues and concepts that we have to be a little concerned about as far as where we go topic-wise, but mostly not too much because they understand what we're doing here. They've been very supportive. I've been here since '89 and I've never been at a school that's supported the program as much as they do here and that's been a very good thing.

What qualities do you look for when recruiting students for your program?

To a certain degree, that's changed. When I was younger, I focused on innate ability and tried to get those kids honed well. But today, it's "do you want to do it?" I tell kids that I'll work with them at the level that they choose to participate.

Many kids do a lot of different activities, and they like debate because of debate itself, they don't necessarily want to become nationally competitive. I don't seek anybody out and primarily, it's because I've been very surprised with kids that you initially think may not be very good.

What is your favorite memory from a National Tournament?

In Minneapolis, when Glenda Ferguson lost not only her car, but the parking garage. Not just the rental car, but the PARKING GARAGE itself.

What is the greatest challenge as a coach today?

The greatest challenge is overcoming all of the other options the children have with their free time. There are 500 channels on TV, the internet, cell phones, and everything else clambering for their attention and overcoming that in itself is a challenge. I'm glad to see the junior high program in the NFL because often by the time a kid becomes a freshman, they're already invested in another activity and to get them to change courses is sometimes difficult.

What's your favorite weekend tournament food item?

Anything that's available. One school does turkey, which is always really nice.

The National High School Debate Institutes At Northwestern University

Are Pleased to Announce Our 2005 Summer Programs:

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2000 * 1999 * 1998 * 1996 * 1989 * 1973 * 1968 * 1966 * 1962

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Counter-Topicality

An Instrument of Fairness

By David Glass

Recent developments in Policy Debate create the need to develop new types of arguments, to set parameters for what is "fair game" for argumentation in a Policy Debate round. In order to establish the basis for these new arguments, a little background is in order.

"Topicality" was established many years ago as an instrument of fairness. In Policy Debate, the Affirmative has the advantage of knowing what case they're going to run - it is therefore up to the Negative to anticipate what the Affirmative may say. To make sure that the Negative's job can be accomplished, the ground occupied by the Affirmative must be predictable. Thus we have a Resolution - which sets the basis for the Topicality argument - and we have Topicality, which is the tool used by the Negative to make sure that the Affirmative's interpretation of the Resolution is predictable; other standards of Topicality, such as "limits", "grammar" and "fairness" are all geared to make sure the negative team can predict what they may encounter in a debate round, so that they can prepare.

Fair enough.

But what if the Negative tries a new tack? Consider this scenario: rather than respond to the Affirmative, the Negative takes an approach which is entirely divorced from what the Affirmative says, or even from what the Resolution says, and is therefore not predictable by the Affirmative.

Would not, in such an instance, the Affirmative now require a tool to limit the Negative ground? Would not the same pre-

dictability and limitation arguments set an appropriate standard to be applied to the Negative, to limit what the Negative can say in order to guarantee the Affirmative the ability to prepare?

Consider a more specific scenario: after the First Affirmative Constructive, the First Negative gets up, takes out a CD player, and plays a beat-box rhythm - the speaker "performs" a rap song, and then she sits down.

When queried during cross-examination as to what she was doing, the First Negative says that her song was an act of "performance" which functions as a protest to the limiting constraints of policy debate, and that the judge should vote negative to endorse her performance.

Why does she do this rather odd thing? Well - you may believe she's sincere in her cross-examination answer. Or, you may believe that what she's doing is trying to catch the affirmative off-guard by doing something very unusual and impossible to predict, in order to gain a strategic advantage in front of a potentially sympathetic judge.

This sort of tactic is still very unusual on the high school level, but it is increasingly less unusual on the college policy debate circuit, and it calls for the need to consider what is theoretically available to deal with such a tactic.

I would like to suggest a new argument, which I call "Counter Topicality", to provide the Affirmative a tool which they can use to answer a Negative "performance". Here's the premise: the Resolution does more than limit what the Affirma-

tive may say in a debate round. The Resolution also limits what the Negative may say. Whereas the Affirmative is limited by the set of cases defined by the words in the Resolution, the Negative is limited by the set of arguments which "compete" with the Resolution.

So rather than the Negative getting all of the ground which is not the Affirmative, the Negative is limited to all of the ground which is "competitive" with the Resolution. Let's stop for a moment and recall what "competitiveness" means in a debate sense. A Negative Counterplan is said to be "competitive" with an Affirmative Plan, and thus a basis to reject the plan, when it is demonstrated that the counterplan solves an Affirmative advantage while avoiding a disadvantage accrued by the Affirmative. The test of "competitiveness" is a "permutation". The Affirmative tries to "permute" the counterplan by asking if adopting the plan plus all or part of the counterplan would avoid the disadvantage. If you can permute a counterplan, the counterplan does not have a "net benefit" over the affirmative (since you can do both at the same time without incurring a disadvantage that the counterplan alone avoids). Thus if the counterplan is permutable, it does not "compete" with the plan, and therefore fails to disprove the desirability of voting for the Affirmative.

One can extend the debate conception of "competition" to the resolution. Just as a counterplan must compete with the plan, the negative framework must compete with the resolution. For example, does an indictment of debate in general compete

◆ Policy Debate

with the resolution? No - in the same way that, if you're playing basketball, a criticism of the game of basketball does not function to outscore a team which is actually playing the game; you can't beat a team who scores a hundred points in a basketball game by arguing that the game is bad. In order to win in basketball you literally have to be competitive on the same game-playing basis as the other team. It's worth stating again: you literally have to compete with the other team.

In policy debate, the playing basis is the Resolution, and the mode of scoring for the negative, in this framework, is operating in a framework which competes with the resolution, such that the judge cannot simultaneously accept the negative framework and accept that the resolution is true.

This "counter-topicality" paradigm should not be confused with Hypothesis Testing. Hypothesis Testing is a paradigm in which the Negative must disprove the Resolution. Counter-Topicality does not merely force the Negative to prove the Resolution false (which would still allow for any argument which is not the Resolution); rather, Counter-Topicality limits the set of Negative frameworks to those which compete with the Resolution, as a matter of fairness and education.

Returning to the example above, even if one decides that playing a rap song as a protest against the process of debate is interesting, such an act fails to compete with the Resolution - the rap performance operates on a different level, as a posture against debate itself. That level is one of an infinite number of frameworks which might be taken by the Negative, which do not compete with the ground delimited by the Resolution. The simple permutation test demonstrates that you can simultaneously say the Resolution is true even if you agree that the performance shows that policy debate is limited or even undesirable.

Another way to define the ground available to the Negative in a Counter-Topicality framework is to say that the negative team is limited to frameworks which prove that one "should not" adopt the Resolu-

tion. Since it is obviously impossible to simultaneously say the Resolution should be adopted and that it should not be adopted, a "should not" posture competes with a "should" posture. Again, this may sound like Hypothesis Testing - the key difference to keep in mind is that Counter-Topicality is a framework of limitation. The Negative is not simply tasked to disproving the Resolution; rather, the Negative is also now limited in their argument or framework choices to those positions which compete with the resolution. This is fair in the same way that the requirement that the Affirmative must be topical is fair.

Now, let's take a step back and approach the issue from a different posture - let's say it is bad to limit what the negative can say. Let's say that the negative should be able to do whatever they want. Can you maintain that position and still reasonably expect the Affirmative to be able to prepare? If "performance" is fair game for the negative as a tactic, stop and think about how many different things a negative could do so as to switch the ground being covered in the debate. The number is truly infinite. It was this concern as applied to Counterplans which resulted in theory arguments which forced Counterplans to be competitive. Without competitiveness, you could have "plan-plan" debates, where the Negative simply proposes a plan which is different than the Affirmative. Such a tactic would again allow for an infinite number of possible alternatives by the Negative. Just as the possibility of an infinite number of possible negative counterplans brought the concept of "competition" to be used as a tool to limit counterplan ground, a theory argument must now be constructed to allow the Affirmative to limit down the myriad of possible alternative negative frameworks which could be constructed.

This new conception of debate - that the negative is limited to arguments which compete with the resolution - has other consequences. First, it also limits the type of Critiques which can be run. Critiques would also have to be competitive with the Resolution, as opposed to being simply linked off of any word which the Affirma-

tive says that the Negative deems objectionable. For example, given this year's topic, criticisms of the United States' endorsement of United Nations Peacekeeping Operations would be fair game, since you could not simultaneously endorse those criticisms and endorse the resolution. However were the affirmative team to use a "bad word"... for example, if an affirmative speaker made a sexist remark, criticisms of that remark would not be a basis for a negative ballot, because while it may be bad or objectionable that the Affirmative used sexist language, that bad act does not compete with the Resolution (you can simultaneously reject the sexist language and endorse that the resolution is correct).

Is the very fact that the Affirmative can "get away" with bad language in a Counter-Topicality framework an argument against the framework? There are other tools available to the judge to punish bad language other than to vote negative - such as docking speaker points. Second, one may argue that the issues of fairness and preparation are higher standards, because debate is impossible without them. Once you allow language criticisms, you simply fall back into the framework where arguments which do not compete with the resolution are acceptable - and you need to find an alternate line which allows those arguments but limits out the infinite number of performances which the negative may resort to as an alternate approach to the affirmative. Further there is no limit to the number of things about the affirmative team or about the language that the affirmative uses, or about the debate process itself, that the negative could argue is objectionable - and an increasingly large number of these may be much harder to predict than the use of sexist language; this is why the Counter-Topicality framework is preferable, and that the Negative must be limited to arguments which compete with the resolution. Such a framework still gives the Negative a lot to say, and it allows the Affirmative to reasonably prepare. (One "real world" example - if a Senator was arguing against sending troops to Iraq, but used bad language in making her point, would you re-

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2005 INSTITUTE STAFF

EXCELLENT STAFF

(others to be added; see *April Rostrum*)

JOSH BRANSON: Champion debater, Northwestern University and St. Mark's High School; Kentucky Fellow 2001; TOC runner-up 2002; Institute Staff, Northwestern University, 2005.

SPENCER DIAMOND: (pending) Champion debater, Homewood, Alabama and University of Georgia; Kentucky Institute Staff 2004.

MICHAEL KLINGER: Champion debater, Harvard University; winner of college Novice Nationals 2002; NDT first round bid winner, debating with another freshman; Kentucky Fellow 2000; TOC Champion 2001; NFL Champion both 2000 & 2001; Iowa Staff 2002; Stanford Staff 2001; Kentucky Staff 2004.

REUBEN SCHY: Champion debater, Glenbrook North; TOC first speaker, 2001; Kentucky Institute Staff, 2003 & 2004.

DAN SHALMON: Assistant Debate Coach, Northwestern University; Champion debater, University of California-Berkeley, including winner of the Copeland Award & NDT runner-up; Champion debater, Glenbrook North High School, including TOC Championship; 1999 Kentucky Fellow; Kentucky Staff, 2001 & 2002; Northwestern Staff 2004.

JON SHARP: Champion debater, Emory University; Assistant Coach, University of Southern California; seven years Debate Institute Instructor at Emory, USC, Bates, Stanford & Kentucky.

ELLIOT TARLOFF: Champion debater, Harvard University; winner of college Novice Nationals 2002; NDT first round bid winner, debating with another freshman; Kentucky Fellow 2000.

MIKE WASCHER: Debate Coach, Celebration High School, Florida; Kentucky Debate Institute Staff, 2003 & 2004.

2005 INSTITUTE FELLOWS



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*For Institute Information and scholarship application, write to:

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205 Frazee Hall
University of Kentucky
Lexington, Kentucky 40506-0031

Web Site: <http://www.uky.edu/studentaffairs/deanofstudents/debate>

Email: jwpatt00@uky.edu

◆ Policy Debate

ject her arguments and send troops to Iraq as a rejection of her discourse? Or would you simply think worse of her, but in the absence of arguments which compete with the idea that sending troops to Iraq is bad,

endorse the policy position that we should not send troops to Iraq?)

In summary, the use of new tactics by Negative teams in policy debate rounds demand the evolution of debate theory, to

guarantee a fair process. Without fairness to both sides, preparation for a debate would be impossible, and the activity itself would therefore wither away.

(David Glass is President of the NDCA)



REUNION CELEBRATION

University of Central Oklahoma

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Summer Debate Program
at the
University of Notre Dame
June 26 - July 9, 2005



Notre Dame has a Policy Debate Program!

Along with a new college policy debate program, Notre Dame is also hosting a Summer Debate Program for high school students. The Policy Debate Summer Experience at the University of Notre Dame offers a unique program in which to develop debate and research skills. Participants will be guided through topic and skill lectures, as well as research projects that will take advantage of state-of-the-art university resources. The program will be useful for all skill levels, and is intended to develop skills that will be useful for any debate program.

While debate will be the focus of your time here, the Summer Experience at Notre Dame goes beyond debate. Here you will be part of a broader summer series offering ambitious and thoughtful high school students a taste of college life at Notre Dame. Lectures and workshops will be led by current Notre Dame faculty and Graduate Students.

Come check us out - This program may be just the right one for you!

*For more information
or to register:*



*Registration Deadline is
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http://www.nd.edu/~se/program/policy_debate.shtml

or via email: sohmer@nd.edu or tdale@nd.edu

OREGON

Summer Forensics Institute



UNIVERSITY OF OREGON DEBATE INSTITUTE

July 31 - August 14, 2005

Lincoln-Douglas

The LD institute focuses on value debate theory (value-criterion relationship, case structure, basic and advanced argumentation), research training and access to the tremendous facilities of the University of Oregon Library System. A broad overview of philosophy will focus on its role in LD debate. Students will leave prepared for next year's topic with a confident, honed, persuasive style.

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The Cross-Examination institute offers exhaustive topic analysis for the 2005-2006 NFL topic. Students receive beginning and advanced policy debate training (theory and practice), intensive research training, and access to the University of Oregon Library System. Students leave with a complete copy of all the policy debate research compiled during the institute.

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The University of Oregon Debate Institute offers high school competitors the chance to gain basic, intermediate and advanced debate skills in the beautiful backdrop of Eugene, Oregon. Students will have the opportunity to practice and learn in all areas of debate competition in their events, including access to cutting-edge research facilities and superior instructors drawn from the top high school and college coaches and competitors. After attending the Institute, students will leave absolutely prepared to debate the LD or CX topic, but also with improved presentation skills. Regular lectures from professor/author Dr. David Frank on Debate theory will help focus students on quality argumentation. Optional Individual Events Labs and other activities will allow students to sharpen their speaking and learn about other events from accomplished instructors. The Institute provides a unique chance to polish debate skills, enter the 2005-2006 season prepared to win and to enjoy the scenic, laid-back Willamette Valley during the summer. Students who attend can earn college credit, too.

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Applications Due:

June 1st, 2005

National Forensic League

80 Years

(1925 - 2005)



"Training Youth for Leadership"

80 Years

1925

In response to a letter from Cecil R. Carter, inquiring about a high school debate association, Bruno E. Jacob founded the National Forensic League. March 28 marks the submission of the constitution for ratification and the signing of the original Charter. Officers are elected, and twenty-four schools ratify the constitution.

1935

First Forensic Camp at the University of Denver
Advertisement Appears in *Rostrum*
See Figure 1.1

1926

One hundred schools are chartered to the NFL

1928

First Chapter Manual is published

1935

First Standardized Debate Ballot Appears in *Rostrum*
See Figure 1.2

1934-35

First meeting of the NFL Executive Council takes place

1938

First Student Congress at Nationals

1935

"Bigger and Better"
Rostrum gets its name

1927

A monthly *Bulletin* is published

1932-33

Karl E. Mundt is elected President of the National Forensic League

1935

Three NBC Networks—the Red, the Southwest, and the Pacific Coast—carried the program of NFL national tournament winners this year

1938

NFL President Karl E. Mundt elected as United States Congressman

Fig. 1.2

Criticism Blank

Name of Speaker	Point	1	2	3	4	5
Date of School Representing Opposite Side						
ANALYSIS OF THE SPEECH (general statement, list one of the major points)						
ADJUDICATING AND DISCUSSING (points)						
General Analysis of the Position						
A. How the speaker handles the various points						
B. How the speaker handles the various points						
C. How the speaker handles the various points						
D. How the speaker handles the various points						
E. How the speaker handles the various points						
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T. How the speaker handles the various points						
U. How the speaker handles the various points						
V. How the speaker handles the various points						
W. How the speaker handles the various points						
X. How the speaker handles the various points						
Y. How the speaker handles the various points						
Z. How the speaker handles the various points						

Instructions to Judges

Please fill out one of these blanks for each debate in the debate before assisting to judge.

NAME OF JUDGE

DATE

38

Fig. 1.1 Camp Advertisement

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Marion Parsons Robinson	Edwood Murray
Frederic W. Hile	Bruno E. Jacob

National Forensic League

Fig. 1.4 League of Nations Assembly



1941-42
Letter from President Franklin D. Roosevelt Urges the National Student Congress Tournament to continue enhancing democratic values through competition
See Figure 1.3

1944
NFL is actively affected by the war years in *Rostrum* articles "Speech and the Soldier" and "A League of Nations Assembly"
See Figures 1.4 and 1.5

1939
"Speech As A Peace Maker" by Karl E. Mundt
Published in *Rostrum*
See Page 61

1942-43
Diamond key authorized for coaches attaining 1,000 credit points

1939-40
Cross examination questioning in debate is used for the first time at the NFL National Tournament

1943-44
Leading Chapter Award was instituted

1944-45
Schedule of points for community service speeches is written into the Constitution

1941-46
NFL National Speech Tournament is cancelled due to World War II, the National Student Congress continues to be held in some form throughout the war years

1943-44
NFL Constitution is amended to add a principal and superintendent to the Executive Council and the District chairperson post is expanded to a committee of three with the power to grant charters

Fig. 1.5
Former forensicater and WWII soldier



THE WHITE HOUSE
WASHINGTON

April 24, 1942

To the National Forensic League:

Democracy's strength lies in the widespread understanding by the people of the meaning of human freedom. That understanding must not be taken for granted. It must be emphasized over and over. Therefore in the present crisis through which mankind is passing, there is unusual need for the work of the National Forensic League.

I wish for your Congress every success and trust that the young men and women participating in the National Forensic League will find it a medium through which they may not only attain personal growth but may at the same time broaden the understanding of current social, economic and political issues on the part of large numbers of people.

Franklin D. Roosevelt

Fig. 1.3

Training Youth



Fig. 1.6 School of Speech Arts

Fig. 1.8 Helen G. Malseed



1956-57
The 100,000th NFL membership is recorded in December

1950
U.S. President Harry S. Truman is made an honorary member of the NFL from the Independence, MO Chapter
See Figure 1.7

1953-54
Four members of the NFL National Student Congress appear on a CBS television network program, "Youth Takes a Stand"

1946
"School of Oratory Leads Texas" First independent, private school of Speech Arts is featured in *Rostrum* as a leader in the NFL
See Figure 1.6

1952
First woman is elected onto the NFL Executive Council
See Figure 1.8

1948-49
Karl E. Mundt elected to the United States Senate

1951-52
Diploma seals for advanced degree graduates of the NFL are authorized

1953
A letter from U.S. President Dwight D. Eisenhower appears in *Rostrum*
See Figure 1.9

1955-56
Award of diamond keys is restricted to one for each 1,000 members and the concept of degrees is created. The new Chapter limit is 700.

1948-49
Council makes all members of the district committee elective by the chapters

1954-55
An annual trophy for cumulative achievement in the National Student Congress is established, and Dramatic Interpretation returns as a National Tournament Main Event

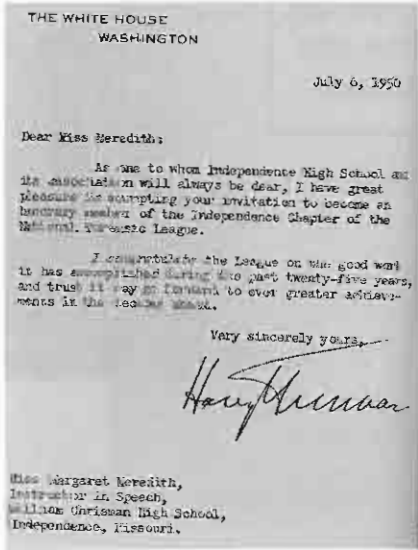


Fig. 1.7

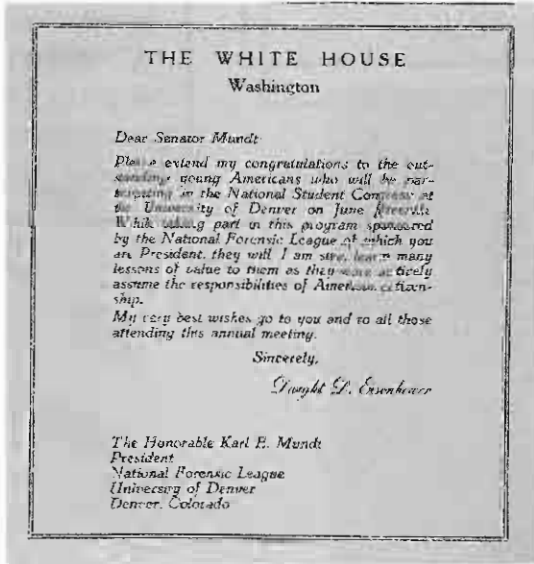


Fig. 1.9

For Leadership

Fig. 2.3 President Johnson, Bruno Jacob, and Karl Mundt



1959-1960
A Double Ruby Award is authorized for both students and coaches, and the Leading Chapter Award is restricted to one for each 1,000 new members and degrees

1960-61
District tournament rules are changed to apportion entries according to Chapter size. Affiliate membership for schools awaiting a Charter vacancy is established.

1963-64
Impromptu replaces Poetry as a National Tournament consolation event

1961-63
Hawaii enters the National Tournament for the first time

1964
An honorary National Forensic League membership is given to U.S. President Lyndon B. Johnson
See Figure 2.3

1960
Vice President Richard Nixon writes a letter of encouragement to the National Forensic League
See Figure 2.1

1961-63
National tournament entry fees are abolished and a minimum of five years of NFL coaching is required for each diamond awarded to an instructor

1961
Rostrum covers highlight famous forensicators, Hubert Humphrey, Lydia Clark-Heston, and James Dean
See Figure 2.2

OFFICE OF THE VICE PRESIDENT
WASHINGTON
December 7, 1959
Dear Mr. Jacob:
I will be most honored to have you use the statement I made at the Sigma Delta Chi convention over my signature in your literature. Having done a considerable amount of debating and public speaking in both high school and college, I follow the work of your organization with great interest. Participation in such activities, in my opinion, provides excellent training for those who might be considering politics as a career.
I want to take this opportunity to wish you and your colleagues well as you continue to stimulate more interest in forensic activities.
Sincerely,
RICHARD NIXON



Fig 2.1

Fig 2.2 Hubert Humphrey

Timeline of

1964-65

Charter limit is raised to 1,200 and the number of Charters granted to private schools is restricted to maintain a balance between private and public school membership

1975-76

NFL acquires its own building, after 50 years on the campus of Ripon College

1970-71

NFL Executive Council is increased by two members

1967-68

Bruno E. Jacob retires as National Secretary and is presented with a gift of a new car and funds for world travel from NFL Chapters and Affiliates.

1970

Carol Zanto begins working at the NFL. She is still a staff member today.

1972-73

A Chapter Award was presented to the leading school in each of the 44 districts. An award was authorized for the leading affiliate school in the nation

1966-67

The requirement for Diamond Key Award is set at 1,500 points and five years of coaching. Rules for entry into the NFL National Tournament are revised to hold down its size.



1967

Shelly Long wins Original Oratory NFL National Championship with a speech on sex education
See Figure 2.4

1971-72

Karl E. Mundt retires as President of the NFL

1974-75

The Golden Anniversary of the NFL is celebrated

"A Philosophy of Debate"

By David Kanellis

A philosophy of high school debate should be consistent with the goals of the larger community within which the speech activity takes place. In other words, unless a debate coach can accept our national creed and live with it, he should perhaps not be handling this highly important extra-curricular activity.

The American creed stresses democracy rather than authoritarianism. A debater will find it difficult to learn the rudiments of democracy in an autocratic setting. Democracy implies tentative knowledge in a world of change. Authoritarianism implies absolute unchanging dogmas, methods, and answers to questions.

Translated into a philosophy of debate coaching which I can accept and attempt to practice, it means the following:



Fig. 2.4 Shelly Long

1974

"A Philosophy of Debate" by David Kanellis outlines successful and fulfilling coaching guidelines.
See Figure 2.5

Excellence

1982

Tournaments begin using computers to determine competition rounds.
See Figure 2.5

1982-83

Video taping of National Final Rounds is initiated. U.S. and Foreign Extemporaneous Speaking are established, discontinuing the divisions of Boy's and Girl's Extemp

1977-78

Hall of Fame is established and Bruno E. Jacob names first 11 inductees

1976-77

Humorous Interpretation is added as a main event for the district and national tournaments.

1979-80

Lincoln-Douglas debate is established as an NFL event

1983-84

Qualifiers to the National Tournament to come from NFL districts

1986

James M. Copeland begins his 17 year historic career as National Secretary

1987

Forensics as "Friendsics" article highlights how the NFL creates lasting bonds.
See Page ?

1988-89

Point limits raised to 500 per category and 1,000 overall



Fig. 2.6
Albert Odom

1992-93

Albert Odom retires from the NFL Office after 25 years of service
See Figure 2.6

1995-96

A National Junior Forensic League is founded for junior and middle school competition. Duo Interpretation is added as a main event.

1990-91

Phyllis Barton trophy and scholarship established for debate top speaker at Nationals. Six rounds of competition are guaranteed at the National Tournament. The Bradley Foundation of Milwaukee grants NFL money for a video education project.
See Figure 2.7



Fig. 2.7
Phyllis Barton

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Fig. 2.5
Advertisement for tournament software

History in the Making



Fig. 2.8

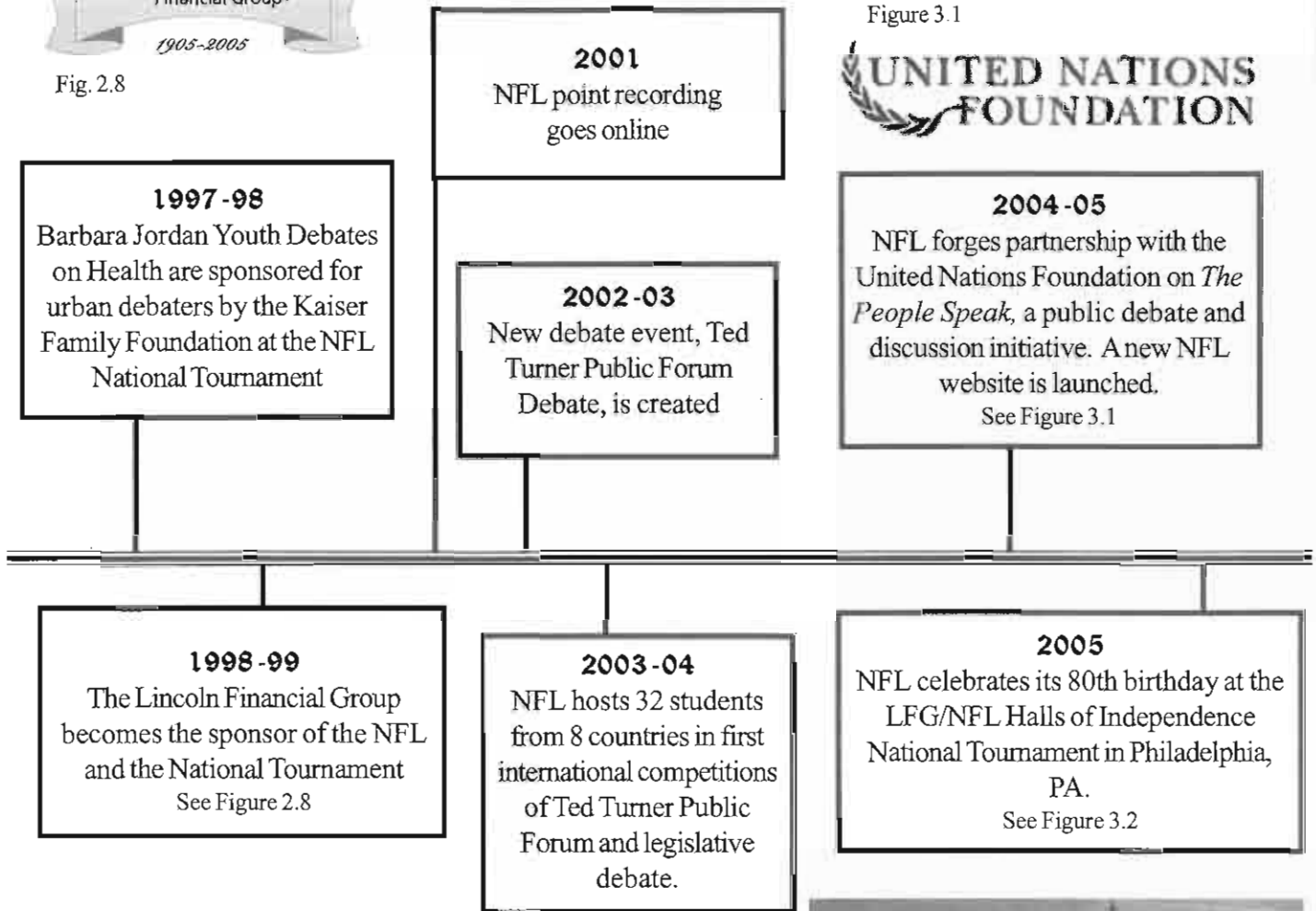


Figure 3.1



80 Years



Fig 3.2 Independence Hall

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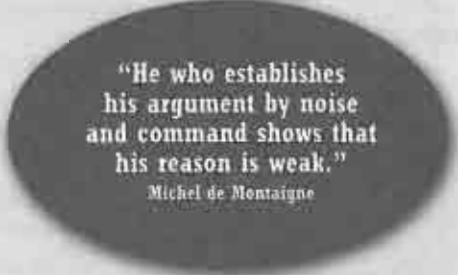


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Doss, Jeff: Senior, Tulane. Winner Wake Forest

Garvin, Andrew: Junior, UC Berkley. Winner of the TOC

Halvorson, Seth, Ph.D. candidate in Philosophy, Columbia. Director of the Senior Philosophers Program

Hogan, Tim, Sophomore, University of Minnesota. Winner University of Iowa Round Robin, Minnesota State Champion

Inouye, Mie: Lexington, MA. State Champion and considered by many to be one of the best LD speakers of the decade.

King, Kandi: Director, Winston Churchill. NFL Executive Council, Key Coach, TOC Advisory Board.

Koshy, Cherian: Former Director, Apple Valley. NFL Diamond Coach

Olson, Kelsey: B.A. Loyola Marymount. Winner St. Mark's, Bronx, Valley, Hopkins, and MBA.

Patton, Spencer: Sophomore, Vanderbilt. Winner Iowa Caucus and Homewood

Pellicciotta, RJ: Director, Cary Academy. Former Editor of the Rostrum LD Edition

Rodriguez, JJ: Director, San Marino HS. 2nd place at Worlds Championship

Warren, Willie: Former Director, Hoover HS. Winner Samford.

Woodhouse, Cynthia: Director, Iowa City West. Coached winner of Iowa Hawkeye Invitational and Westside.

Woolen, John (Doc): Director, Enloe HS. Double Diamond, Key Coach. Over 125 students to NFL Nationals

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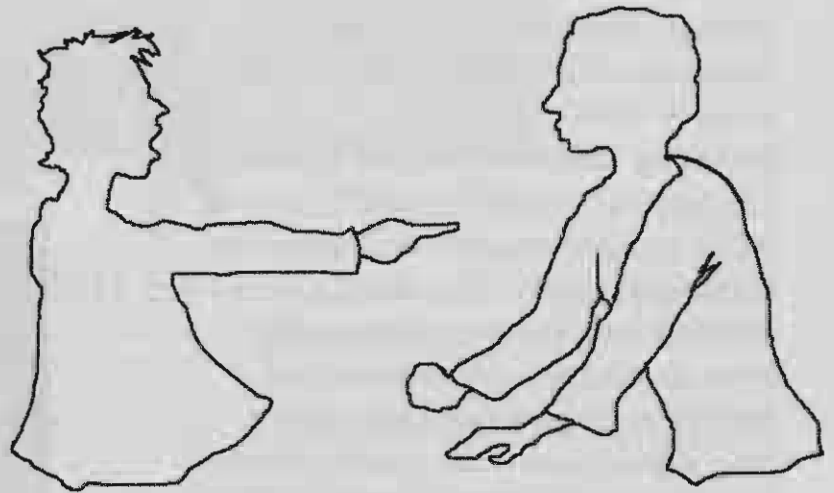
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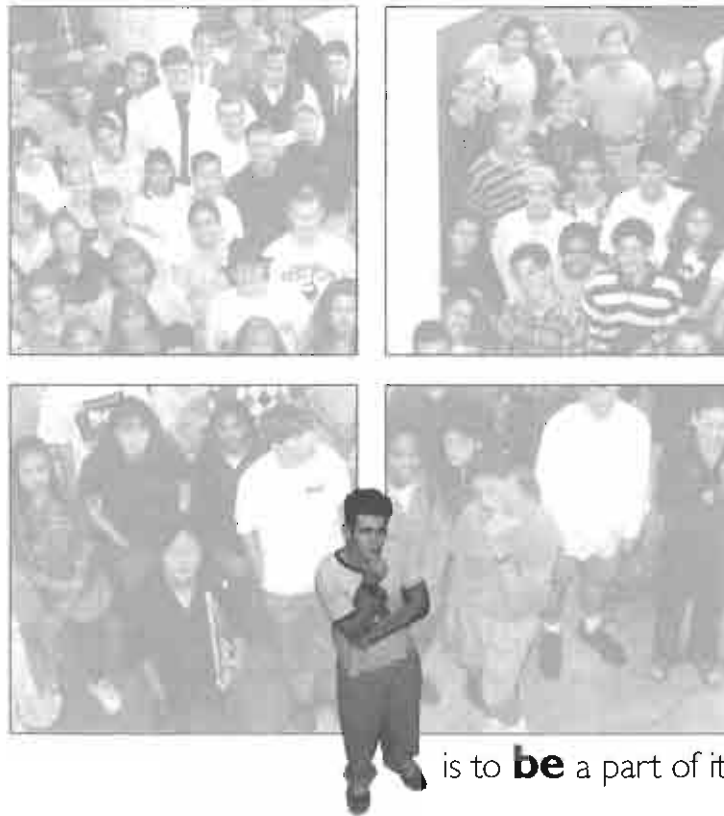
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Unlike other institutes that use any warm body to instruct students, we carefully select the best-of-the-best from only the high school speech circuit. Our staff is comprised of high school coaches who are successful at major national caliber tournaments such as the National Forensic League and National Catholic Forensic League tournaments. Our strategy is to bring together the most successful coaches to assist the most promising students to become champions. In addition, the Center employs several former high school competitors who consistently serve as judges at the nation's largest and most prestigious tournaments to provide our students with real-life experience with competition scenarios. These former competitors know what it takes to make the difference between a semifinal and a final round performance. Center students have already been crowned champions of tournaments across the nation.



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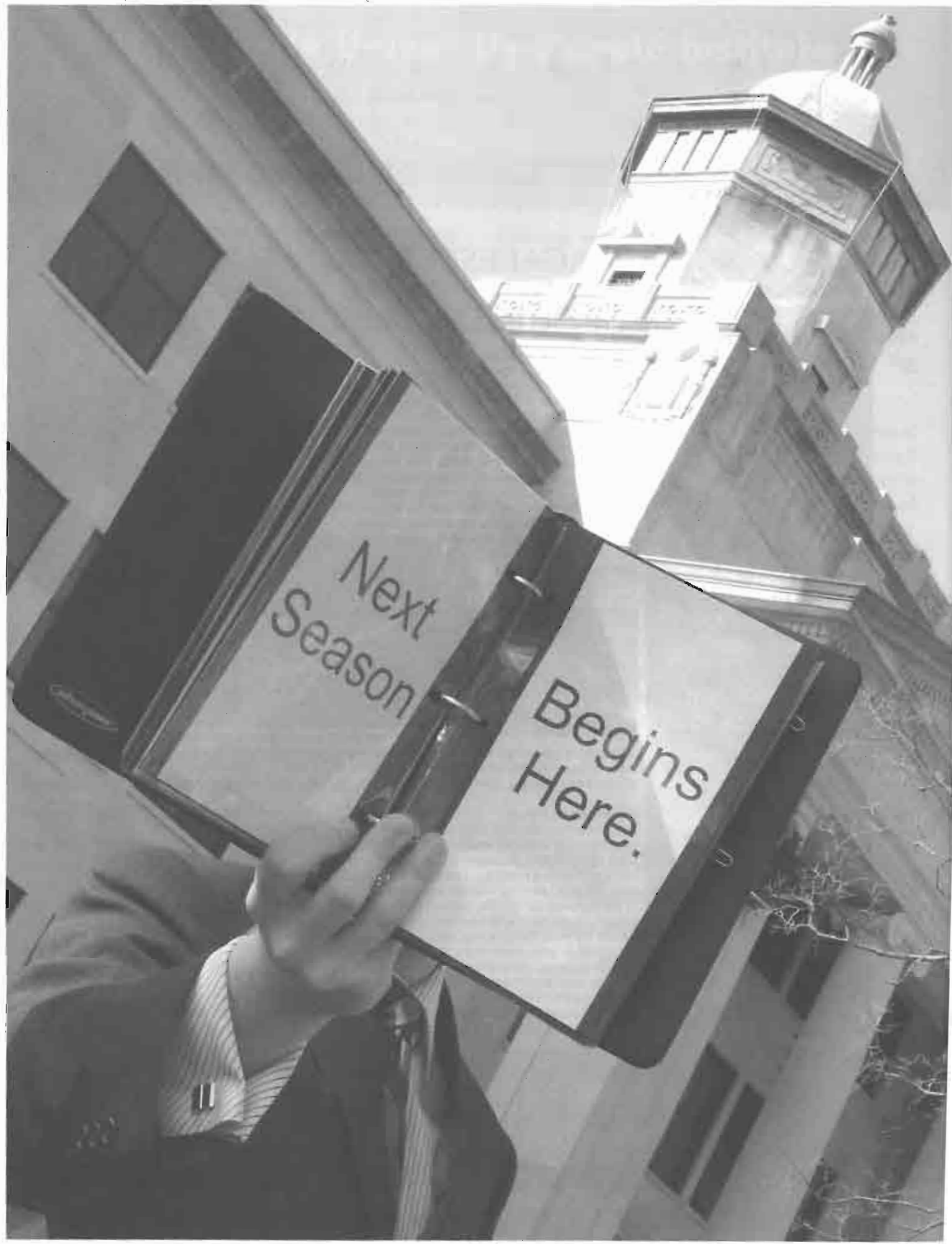
The Center ensures that every single student receives full value for their tuition. All instructors are available to all students especially within each of the divisional structures. Each student returns home with lecture notes, handouts, textbooks, cuttings, files, and critiques from our staff and guest judges. As one of the highest priorities, the Center's curriculum, lectures, and lab schedules are all reviewed several times to ensure the most value for students. Students will find that our schedule gives them little free time. We attempt to provide students with a semester's worth of work into fourteen days and fifteen nights. We have scheduled several supervised free-time events throughout the institute to give students a chance to relax and get to know one another. Everyone comes away having a great time while learning more than they thought possible!



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National Forensic League

2005



"Speech as a Peace Maker!"

By Karl E. Mundt
Published September 1939



The night before this is written, I heard one Mr. Hitler of Germany deliver his address before the Reichstag which definitely cast the lot of Germany in favor of the use of arms to "defend the honor and reputation" of the home-land in that age-old deceptive phrase used by all nations going to war since the days when the cave-dwellers were fighting the tree-dwellers.

In the midst of his histrionics, Adolph the Awful, made a series of wide-spread allegations to support his point of view and then said substantially, "If I am wrong or if I have failed to state the case completely, I urge any of my hearers to arise and point out the fallacy." Silence, eloquent, fearsome, and totalitarian, followed his oratorical challenge. No man disputed his assertions; no opposition spokesman offered a rejoinder.

Future historians may well conjecture what might have happened to Germany, Poland, England, France, Italy, Russia and other countries bordering the eternal power pot of Europe, if some well-trained, persuasive, logical, and convincing ORATOR or DEBATER has arisen from his seat in the Reichstag and challenged the contentions of Herr Hitler. He could not have been denied the floor; the rostrum, the radio, and the listeners of the world were his at that momentous minute for he had been invited to speak.

Speech is a dangerous art in the equipment of bad men, but it is a peace-making, soul saving, many building art in the equipment of public spirited citizens in sanely governed countries. And it can even change the insanity of Communism, Nazi-ism, or Fascism into the orderly processes of self-government once its advantages are widely enough and ably enough practiced by sufficient people.

The confusions of today are a challenge to the men and women of speech in this country to set up back-fires against blasts of propaganda which always threaten us in time of war. Speech IS a peace-maker when properly exercised. You as a student or teacher of speech can become a peace-maker through the exercise of your special art and thus help preserve the peace and democracy of America at this critical state in the world's history.

"Philosophy of Debate" by David Kanellis continued

A debater should have a voice in selecting his partner, writing his case, determining his debate position, and deciding where and when he will practice and compete. He should also be allowed to decide whether he wants to debate both sides of a question or just one. Too many debaters have gone through high school at a definite disadvantage because of an idiosyncrasy of a coach who inflicts his values on the debaters.

Too much emphasis is placed on winning and too many coaches take it to heart when their teams lose. The decision is only a small part of the debate process. Developing communications skills, learning to get along with people, and clarifying values are far more important than collecting trophies.

It should be the debate coach's job to question answers rather than to answer questions. The debater's job is to learn the skills necessary to come up with new answers to old questions, and, in turn, to question these answers.

More learning takes place on the school bus, in cars, in the halls, and at the coach's bouse than in any formal debate between two schools. The debate coach should be a person for the debaters to enjoy, not one to fear.

A good debate coach should listen to debaters and learn how they feel. There is a big difference between how many debaters act during a debate and how they behave in a one-to-one conversation in the halls. Coaches should encourage debaters to extend the one-to-one relationship to the debates themselves.

Debate coaches have perhaps the Most challenging job in education. It seems to be the one activity where the students are often far more gifted and intelligent than their teachers. We should be aware of this unique situation and meet the challenge.

"Friendsics"

By Anthony Kling '88

Forensics generates a competitive nature. Individuals often become obsessed with winning. While winning is a noble goal, and a competitive attitude stimulates individual improvement, both can become so over self-emphasized that people care more about the event they are in than the friends they meet along the way. Competition can often eliminate the best value of a tournament, the value one might call "Friendsics".

Once the person ends his speech or debate round and takes his seat, his aggressive, and often arrogant, nature should end. He should try to take pleasure in others' speeches -- laugh at the jokes, be shocked by the facts, be impressed by the analogies -- like others had courteously done for him. People want to win just as much as you do, and your egotistical attitude could turn against you.

It might be called Forensics behind the podium, but anywhere else it should be known as "Friendsics".

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Kris Wright, Marcus HS, UT philosophy major

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

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

This summer we are offering a three-week program (June 20th – July 11th) and an extended six-week session (June 20th – August 3rd) as an alternative to other long-term institutes for those wishing to submerge themselves in the camp experience. Acceptance to the Experienced Seminar will be determined on a rolling admission. Students will be notified within two weeks of their applications completion. Applications will soon be available at <http://www.utexas.edu/coc/cms/utnif/>.

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

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

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Plan I Extension	June 20 th – July 11 th	Plan II Extension	July 8 th – August 3 rd
Plan I Experienced Seminar	June 20 th – July 11 th	Supersession (I & II)	June 20 th – August 3 rd
Novice Plan I	June 23 rd – July 8 th	Novice Plan II	July 12 th – July 27 th

NB: * UTNIF is not affiliated in any with the University of Texas Plan II honors program.

Hey, Public Speakers! Try to *Know* Your Hearers, Rather Than *Think* What They Are or Should Be!

By Wayne C. Mannebach

General Purpose

Many students of public speaking, including orators, get frustrated because they fear that their topic will not adapt to their judges' and other hearers' interests. However, students of public speaking perhaps can improve their persuasive power by studying the strengths and weaknesses of other speech personalities who must make certain kinds and qualities of adjustment because of a very diversified audience. Perhaps the best personalities to study are clergymen, for many of them face the problem of audience heterogeneity yet must assume the mandate to preach in a world of reality.

Heterogeneity and Inconsistent Attendance

Clergymen of different denominations recently were asked to identify significant problems they encounter while speaking to their respective congregations. Most revealed that the people who attend their services represent innumerable facets of society and are inconsistent in their attendance, so that the clergymen rarely can predict with accuracy the composition of an audience for a given service. Perhaps the only deduction a preacher can make about any given congregation is that the people have some interest in religion, but this factor also prompts a response that says everyone has different interests in religion. This problem has been as widespread historically as it is today. For example, Joseph Glanvill, a seventeenth-century Anglican preacher, remarked that some people came

to church to be entertained while others came with a distorted zeal for religion. In his *Seasonable Defence of Preaching*, Glanvill set up a typology of religious audience, using anonymous characters in dialogue fashion to represent the different types in an audience. Each type Glanvill identified has a counterpart in today's church congregation.

Glanvill presented five characters labeled A, B, C, D, and E. Character A represented the Anglican layman who ideally defended the conformist ministry. However, Character A was not always a model churchgoer, nor was he successful in persuading other laymen to concur in his religious convictions about the Anglican Church. Character B represented people who believed that too much preaching occurred. Character B was not totally opposed to preaching, but he contended that reliance upon frequent preaching as a tool by which people were won to the faith led to contempt and disbelief. Character C represented people who preferred the homilies, prayers, and catechetical instruction prescribed in *The Book of Common Prayer* rather than sermons composed by the minister. Character C contended that preaching had little value, for the preacher was unable to change the nature of the hearers. Character D represented people who broke away from the established church, turned to nonconformist sects for spiritual gratification, and indicted the clergy for preaching erroneous doctrine. Character E represented Anglican laymen who belonged to a parish in which the minister's reading of the prescribed homilies of the Anglican

Church was a substitute for plain preaching. Character E criticized other members of the laity for being insincere in their devotion and lacking the intelligence to understand divine matters. (1)

Other clergymen have written about this problem, but have said little about how to confront it today. Evidence reveals that too many resign themselves to the condition of excessive diversity within their audiences and confess their inability to cope with it. They should begin to confront this problem by gaining specific knowledge of their entire congregations.

Gathering Statistics and Identifying Patterns

Many clergymen may have access to information about their congregations, but apparently few utilize this information so as to know at least the statistics about their congregations and identify patterns that are based on the information. For example, some of the data that can be gathered and collated are:

1. **Age.** How many members of the congregation fall into the following age brackets: 1-7, 8-14, 15-18, 19-21, 22-25, 26-30, 31-40, 41-50, 51-60, 61-65, 66 and over? Where are the concentrated populations?

2. **Sex.** How many men and women are in each age bracket? What patterns appear in the statistics? For example, are more men than women under the age of thirty?

3. **Marital Status.** How many single men and women are in the group? How

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many fall in each age bracket? How many married couples are in the group, and what age brackets do they represent? How many people are divorced and how many remarried? How many widows and widowers are in the group? How many children are in the group? How many are adopted or foster children?

4. Employment. How do the people earn a living? How many blue-collar and white-collar positions do they hold?

Does a certain type of employment predominate? How many teachers, doctors, lawyers, dentists, and factory workers belong? How many women are working, and are they single or married? If married, do they have children?

5. Economic Status. What are the various incomes of the people, and how many are in each category? How many people own their homes?

6. Race and Ethnicity. What races are represented in the congregation? What ethnic groups are represented, and how many are in each group? Do interracial marriages exist? How many?

7. Organizational Affiliation. What religious organizations or clubs do the people represent? What sex or age groups predominate in such organizations? How many espouse the various political parties or ideologies? Does a certain political ideology predominate?

8. Educational Background. How many have been graduated from grade school, high school, college, and professional and graduate schools? How many had public, parochial, or private-school formal education, and for how many years?

Utilization Is Better Than Insufficiency

After collecting and arranging into patterns the above data, the clergyman should refer to it when preparing his sermons, for the latter should be designed for a specific congregation, not a universal one.

By relying on a congregational profile, the clergyman is less likely to address an age bracket that is not in the audience, or to talk as though the majority of the hearers are wealthy when the contrary is true. Moreover, the clergyman is more likely to be cognizant of any exception to the general patterns, especially of the religious implications involved.

Insufficiency occurs when the man in the pulpit looks at his hearers once a week, rationalizes that they are all the same in the eyes of God, and then proceeds to communicate as though all of the people are of one age, sex, marital status, economic status, educational level, and political or religious ideology. While most clergymen are mildly aware that similarities and differences exist in their congregations, many seem to lack a precise knowledge of these factors and fewer adapt to these realities in the preparation of their sermons and other discourses about religion. They certainly assume the responsibility to preach as mediators between God and man, but the influence of communication among human beings is not fully realized when God's words are preached downwardly from the clergy to the laity. In this sense the clergyman follows a pattern of one-way communication: from God, to the preacher, and then to the laity. When preparing to preach, the clergyman should conceive of himself as being the mediator between God and his *real* congregation for a meaningful three-way communication. The clergyman serves this role best when he accounts for his congregation as he *finds* and *knows* them, not as he *thinks* they are or should be.

When the clergyman has knowledge regarding any one category, he is more likely to observe the potential for many sermons about age and religion, education and religion, or all other categories and their religious implications. Also, given any concept in religious discourse, the clergyman will see that it may have a relationship to all or most categories. For example, the general topic of crime and what religion has to do or say about it generates a variety of specific concepts about crime. Other perspectives are crime and age brackets, crime

and sex, crime and education, crime and employment, crime and race, and crime and group affiliations. The clergyman can better focus on these perspectives, if he has a profile of data about his congregation.

Knowing Similarities and Dissimilarities

In practice, clergymen generally note and adapt to some of the most obvious similarities that exist, but all too often they fail to observe and account for the *differences* that exist. For example, when a clergyman recently addressed a group of fathers and sons, he spent most of his time discussing the problems of parents in rearing their children. He apparently failed to account for the younger half of his audience, as is shown by the reaction of one teenage son who said after the experience: "After the speech there was a question and answer session that proved to be a slight success. The audience participated in the discussion, but the opinions were one-sided. The fathers were the ones who spoke, and the sons were afraid to voice their reactions. The speech would have had greater success, if the fathers and sons were separated."

Some clergymen attempt to control the diversity of congregations by employing practices that may or may not be useful. For example, some schedule services for different age groups. Some advertise on religious billboards and in bulletins and newspapers their sermon topics and the intended audiences. Some look for patterns of attendance by certain people at certain times, and adapt their sermons to the anticipated groups. Thus, it is common to hear a preacher direct certain portions of his sermon to the young, the old, and the married people present. Little evidence is available to believe that one approach is necessarily better than another. The clergyman who aims at influencing the religious beliefs and actions of his congregation should try several approaches. However, before he attempts to preach, he should begin with a profile of congregational data as a reference point.

Some clergymen have commented that they conduct religious instructional

◆ *Original Oratory*

services for each of the various age groups, and, therefore, these people are receiving intense religious instruction. Such reasoning has prompted some clergymen to ignore these people in their sermons. Other clergymen have commented that the family is the basic unit, and, therefore, they have directed their sermons to the family unit. These attitudes result in preaching practices that ignore conscious and rational audience analysis. The presumption that religious instructions are the same as preaching loses sight of the fact that instruction often is limited to exposure to, or drill in, the tenets and historical data of a specific denomination. Also existing is the presumption that, if religious instruction is offered early in life, the recipient will apply it for the rest of his or her life. However, many clergymen fail to give religious instruction outside of the regular services and because of this the only contact with him for many people is the regular service to which the sermon occurs. With respect to the family unit comment, to direct a sermon constantly to the family unit is to overlook potentially significant factors that may exist and be important at the time of the sermon. This, too, reflects a lack of knowledge about the significant differences and similarities that may exist in the composition of the entire congregation, or of one specific group within the congregation.

The Unseen Audience

A knowledge of the external characteristics of a given congregation is relatively easy to gather and examine, but some factors operating in the speaking situation are not clearly observable. The counterpart of speaking is listening, and clergymen can better prepare their sermons, if they are aware of the probable thoughts of the audience during a given sermon.

Many people have reflected extensively on the subject of listening. For example, Ralph Nichols makes the speaker acutely aware of some of the behavior of listeners and generally advocates education for the masses on how to listen in society. Most likely it is impractical for busy clergymen to instruct their congregations

on how to listen, but perhaps some innovative clergymen care enough to do something about it when and where they are able.

Some people who attend church services are uninterested in the substance of the sermon. After they learn what the service is about, they suddenly lose all interest in the rest of it. This is a factor that clergymen must consider when preparing their sermons. Other people lack motivation to listen, and this should prompt clergymen to consider the motivational bases for their sermons. The immediate point is that listening is a silent process, and lack of interest in the clergyman's concepts leads to low levels of attention.

Other listeners tend to correlate ineffective oral and visual habits of delivery with the substance of the sermon. If they do not like the clergyman's vocal or physical behavior, they often rationalize that they dislike the substance of the sermon. Thus, clergymen must consider what they can do to improve their delivery. A thought-provoking clergyman, observing that some preachers say very little but are visually or vocally dynamic, may conclude that his delivery is of no consequence. Clergymen often tend to believe that religious ideas will prevail in spite of ineffective delivery. Nonetheless, investigation reveals that the human behavior of a listener often is influenced more by delivery than by any other component of oral communication.

Clergymen address some people who are easy and other people who are difficult to excite intellectually and emotionally. Members of a congregation who are easy to excite may concentrate on something which the preacher has described, and their resulting excitement over it causes them to fail to listen affectively to subsequent communication. Such people can put themselves through a process of mental introspection and shut out the world immediately adjacent to them. Likewise, people who are so predisposed to preaching that they have a low level of expectation of help or inspiration from sermons can develop a patterned behavior in which they have acclimated themselves to being comfortable

in the listening situation. They are so familiar with the preaching of a particular clergyman that they seem to build up an immunity against his preaching over a period of time.

Professor Nichols revealed that good listeners tend to focus on central ideas, but only about 25 percent of persons listening to a formal talk are able to grasp the speaker's central idea. Nichols recommends the employment of conventional organizational thought-patterns, transitional language, and recapitulation to increase the listeners' ability to locate the important ideas of a given discourse. In short, clergymen should use tools of discourse to create conceptual focus for the members of the congregation.

Human behavior is such that attention can be faked in the listening situation. Many people tend to exert themselves to concentrate on the sermon, if for no other reason than out of respect for the preacher. Then, at any given point in the oral-aural situation the listeners' minds can go in one direction while their physical symptoms lead one to believe that they are attending to what is being said. The religious arena is not exempt from this listening habit. Other people choose not to feign attention. For example, one person commented after a Christmas sermon:

His language was clear in conveying his meaning, but it sounded as if his only motivation was that he had to give a sermon. The members of the congregation were looking around, staring at the floor, and in general not paying attention. Consequently the application of his Christmas message was lost to many in attendance.

The zealous clergyman may over-react to this phenomenon of latent attention by employing all kinds of devices for grasping and sustaining the attention of his audience. Perhaps nothing could be more disastrous, for he may succeed in keeping his listeners awake, but fail to influence their religious thought and behavior. The danger is that the clergyman may concentrate his energy on one aspect of speaking

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◆ *Original Oratory*

while he excludes a comprehensive approach to homiletic preparation. Serious preparation of inventive, stylistic, structural, and oral-visual aspects of the sermon tends to increase the amount of real attention by the listeners.

Distraction is another phenomenon that occurs in the listening situation. People are notorious for mentally creating their own distractions. For example, when a sermon becomes dull, the listener can think about some problem or some pleasant experience he or she is having. People who need relief from sleep-inducing sermons also find distractions in the physical surrounding, such as the clothing of certain people, the beautiful church windows, or the numerous items of the church's aids to worship. Many churches have eliminated the distractions of crying babies and noisy children by building soundproof rooms or by providing baby-sitting service. These devices may eliminate certain obvious distractions, but the silent potential for distraction is much more difficult to combat. Clergymen have a constant need to make

certain that their sermons relate directly to the reality of the audience. In this way they minimize the boundaries of silent fantasy and other processes of distraction.

The last phenomenon concerns the ability of the listening mind to receive discourse at a rate relatively faster than is commonly expected. Many clergymen think that in order to be understood they must speak very slowly. Clergymen must understand that the mind is faster than the tongue. Sometimes a faster rate of speaking may help to sustain attention, and it certainly allows the clergyman to cover more substance in a given amount of time. Clergymen could lessen the time normally given to a sermon and be just as effective. The era is over when the hourglass determines the length of the sermon.

Conclusion

Clergymen, orators, and other public speakers should always remember that effective communication demands that religious and other concepts should be supported with credible evidence, valid logi-

cal processes, well-grounded emotional appeals, and speaking behavior that displays the speaker's intelligence, good will, and sound character; that structure should be precise for the intended message; that language should be clear and impressive; and that vocal and physical delivery should enhance the speaker's message. None of these criteria can be accomplished successfully, if the speaker fails to at least try to adapt to the specific occasion and especially to the homogeneity of the audience. In short, public should always try to discover as much data as possible for any given audience.

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

◆ *Around the NFB Circuit*

A "Family" Reunion

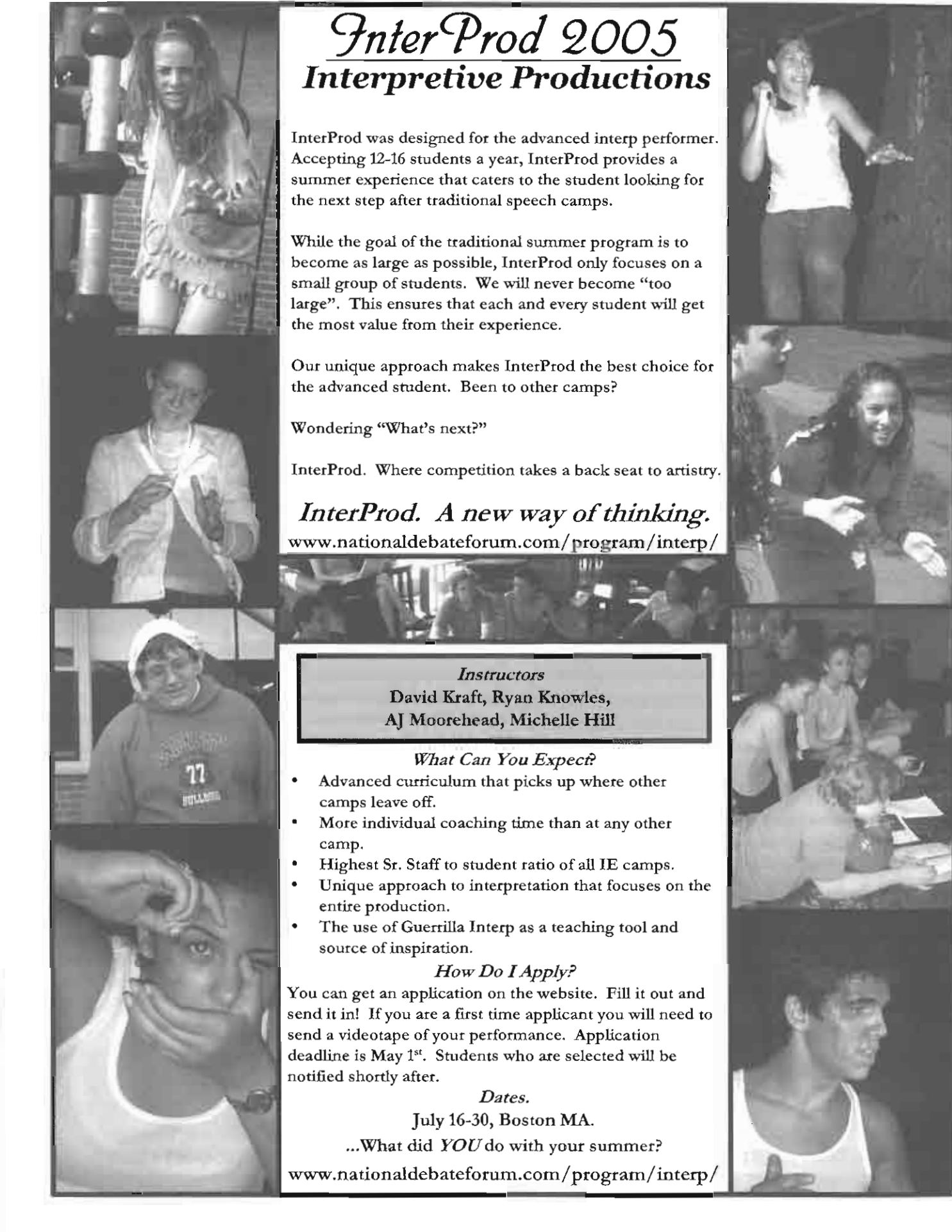
E. L. Myers High School, PA

A "family" reunion occurred recently at the speech and debate tournament held at E. L. Myers High School in Wilkes-Barre, PA.

William Murray, a coach for Mechanicsburg High School was Michael Nailor's coach. Nailor, coached Keith Brosious at Shikellamy High School. Brosious moved to Elk Lake High School where he coached both Jon and Eric Allen. Jon is now an assistant coach at Elk Lake. To complete the cycle, Eric, a student at Messiah College, is a judge for Mechanicsburg High School.



(starting from the left)
William Murray, Eric Allen, Keith Brosious, Michael Nailor and Jon Allen.



InterProd 2005

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InterProd was designed for the advanced interp performer. Accepting 12-16 students a year, InterProd provides a summer experience that caters to the student looking for the next step after traditional speech camps.

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InterProd. A new way of thinking.

www.nationaldebateforum.com/program/interp/

Instructors

David Kraft, Ryan Knowles,
AJ Moorehead, Michelle Hill

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- Unique approach to interpretation that focuses on the entire production.
- The use of Guerrilla Interp as a teaching tool and source of inspiration.

How Do I Apply?

You can get an application on the website. Fill it out and send it in! If you are a first time applicant you will need to send a videotape of your performance. Application deadline is May 1st. Students who are selected will be notified shortly after.

Dates.

July 16-30, Boston MA.

...What did *YOU* do with your summer?

www.nationaldebateforum.com/program/interp/

EMORY

Barkley Forum • Emory National Debate Institute

June 12 – June 25, 2005 • Emory University, Atlanta, Georgia

Under the Direction of Melissa Maxcy Wade

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

Features of the Policy Division

Under the Direction of Bill Newnam

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

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

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

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

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

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

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

Features of the Lincoln-Douglas Division

Under the Direction of Jim Wade & Stephanie Jenkins

Experienced staff: Mr. Wade has been in the activity for over twenty years, and has served in his current position for eleven years. Ms. Jenkins is a former LD champion and is currently an ivy league graduate student in philosophy. Other staff members include an array of the finest college coaches, as well as some of the top college debaters in the nation.

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

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

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

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

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

For an application, write or call:

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

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

The Scholars Program at the Emory National Debate Institute

June 12 – June 25, 2005 • Emory University, Atlanta, Georgia

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

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

Special Features of the Scholars Program

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

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

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

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

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

Select faculty: The Program will be directed by a select group of the nation's best debate minds. Past Directors of the Scholars Program have included award-winning college coaches, multiple NDT winners, and some of the country's most prominent high school coaches. In the last few years alone, Joe Zompetti (Director of Forensics at Mercer University), David Heidt (winner of the 1996 NDT), Jon Paul Lupo (winner of the 2000 NDT), and Kacey Wolmer (NDT first-round debater and multiple participant in the finals of CEDA Nationals) have all been a part of the Program's administrative team. The rest of the Scholars faculty will be selected from among the ENDI's staff of accomplished college debaters and coaches.

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

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

Melissa Maxcy Wade

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

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

Philadelphia Information

Hotels



Hotel Name	Price	Special Notes	Phone	Address	Amenities	Website
Philadelphia Downtown Marriott*	\$99	CONGRESS HOTEL	1-215-625-2900	1201 Market Street	S, F, IP, W, R	http://marriott.com/default.mi
Courtyard Downtown by Marriott	\$99	Downtown	1-215-496-3200	21 Juniper Street	S, F, IP, W	http://marriott.com/default.mi
Hilton Garden Inn-Downtown	\$99	Downtown	1-877-782-9444	1100 Arch Street	F, IP, P, W	http://www.hiltongardenphilly.com
Airport Marriott	\$99	Airport Property	1-215-492-9000	One Arrivals Road	S, F, IP, W	http://marriott.com
Four Point Sheraton Airport	\$91	Airport Property	1-215-492-0400	4101A Island Avenue	S, OP, IP, F	http://www.starwoodhotels.com/fourpoints
Renaissance	\$89	Airport Property	1-610-521-5900	500 Stevens Drive	S, F, IP, W	http://marriott.com/renaissancehotels
Hilton Airport	\$89	Airport Property	1-215-365-4150	4509 Island Avenue	S, IP, F, W	http://www.hilton.com
Holiday Inn Stadium	\$86	Airport/Stadium Property	1-215-755-9500	900 Packer Avenue	OP, F, W	http://www.holiday-inn.com
Holiday Inn Airport	\$78	Airport Property	1-610-521-2400	45 Industrial Highway	OP, S, F, W	http://www.holiday-inn.com
Comfort Inn	\$78	Airport Property	1-610-521-9800	53 Industrial Highway	CB, S, F, W	http://www.comfortinn.com
Ramada Airport	\$75	Airport Property	1-610-521-9600	76 Industrial Highway	S, OP, F, L	http://www.ramadainn.com
Embassy Suites Airport	\$119	Airport Property	1-215-365-4500	9000 Bartram Avenue	CB, S, IP, F, W	http://embassysuites.hilton.com
Sheraton Suites Airport	\$100	Airport Property	1-215-365-6600	4101B Island Avenue	F	http://www.starwoodhotels.com/sheraton

*Denotes Congress Headquarters Hotel



OP = Outdoor Pool
 CB = Complimentary Breakfast
 F = Fitness Facility
 W = Whirlpool
 S = Shuttle
 L = Laundry Facilities
 R = Restaurant
 IP = Indoor Pool



◆ Rostrum ◆

IMPORTANT!! Considerations When Selecting and Reserving Hotels In Philadelphia

By J. Scott Wunn

1. All schools should stay at one of the NFL recommended hotels. The NFL has negotiated the lowest rates available at these properties for our members and has chosen them for their convenience in tournament participation.

2. When calling hotels, all coaches must mention the NFL National Tournament Block to receive the posted rate. All room reservations are subject to an automatic two-night non-refundable deposit per room to avoid double-booking.

3. All Hotel Properties and Competition Venues are accessible from one main interstate-I-95 North and South. I-95 goes from downtown Philadelphia, by the stadium (registration location), by the airport hotels, and then down to Wilmington.

4. Key Travel Times to Note:
Airport to Downtown--(10 to 15 min)
Downtown to Wilmington Area--(40 min)
Airport to Wilmington--(30 min)

5. At first glance, driving times to Wilmington from Downtown may be concerning to teams (40 to 45 minutes), however, accessibility from I-95 will make travel easier than some previous National Tournament locations.

6. The Congress Headquarters Hotel is the Downtown Philadelphia Marriott.

7. Restaurants and food markets are in abundance near the downtown hotels. The Airport properties are limited.

8. All schools with a public forum team and/or congress competitors should stay at one of the downtown hotels (Marriott, Courtyard, Hilton Garden) as all competition for these events will take place downtown and morning traffic into Philadelphia will be difficult. Schools with Public Forum or Congress students who also have speech competitors will find it nearly impossible to drive into Philadelphia from the Airport, drop off public forum and/or congress competitors and then drive to Wilmington for the speech prelims in time for the morning rounds.

Please Read Before Selecting Lodging

9. All schools with competitors in both debate events and speech events should consider staying at downtown properties as ALL debate competition will move to downtown Philadelphia beginning on Wednesday AM.

10. NO SCHOOLS SHOULD STAY IN WILMINGTON. Beginning with the Schwan Student Party on Wednesday, ALL competition will move to downtown Philadelphia for the remainder of the week.

11. The Airport properties are excellent for all schools with speech competitors only as they are 15 minutes closer to Wilmington and only 15 minutes from downtown.

12. Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Philadelphia/Wilmington area to get a better perspective on the logistics of travel. The key to a less stressful week is to seriously consider following the above lodging suggestions provided by the National Office.

Additional Tournament Information (Logistics, Maps, Individual Event Schedules, etc) are available on the NFL website.

~~Register Your Qualifiers for Nationals~~

Reminder: All national tournament registration forms are found at www.nflonline.org, under 'National Tournament', 'Forms'.

◆ 2005 HALLS OF INDEPENDENCE NATIONALS

Philadelphia, PA

TENTATIVE SCHEDULE AND VENUES

Subject to Change

Contest Venues in Wilmington, DE:

St. Mark's High School and The Salesianum School

Contest Venues in Philadelphia, PA

St. Joseph's Preparatory School, Roman Catholic High School, University of the Arts, Philadelphia Marriott Downtown and the Kimmel Center for the Performing Arts

<u>Date/Event</u>	<u>Time</u>	<u>Location</u>
<u>Sunday, June 12th</u>		
Tournament Staff Registration	8:30am-9am	Lincoln Financial Field-Philadelphia
Tournament Registration	9am-4pm	Lincoln Financial Field-Philadelphia
Tab Room Meetings	9am-2pm	Lincoln Financial Field-Philadelphia
New Coaches and Schools Reception	10am-11am	Lincoln Financial Field-Philadelphia
Opening Ceremony	Noon	Lincoln Financial Field-Philadelphia
District Chair Reception and Meeting	1pm-3:30pm	Lincoln Financial Field-Philadelphia
Late Registration (not recommended)	5pm-7pm	TBA
<u>Monday, June 13th</u>		
All Main Event Speech	9am-3pm	St. Mark's and Salesianum-Wilmington
Policy and LD Debate	3pm-10pm	St. Mark's and Salesianum- Wilmington
Student Congress	8am-6pm	Downtown Marriott/Roman-Philadelphia
Public Forum Debate	9am-4pm	St. Joseph's Prep-Philadelphia
<u>Tuesday, June 14th</u>		
All Main Event Speech	9am-3pm	St. Mark's and Salesianum-Wilmington
Policy and LD Debate	3pm-10pm	St. Mark's and Salesianum-Wilmington
Student Congress	8am-6pm	Downtown Marriott/Roman-Philadelphia
Public Forum Debate	9am-4pm	St. Joseph's Prep-Philadelphia
Supplemental Re-Registration	4pm-10pm	Locations TBA
<u>Wednesday, June 15th</u>		
All Main Events Speech	9am-5pm	The Salesianum School-Wilmington
Policy, LD, Public Forum	9am-6pm	St. Joseph's Prep-Philadelphia
Supplemental Events	9am-5pm	St. Mark's High School-Wilmington
Student Congress SemiFinals	8am-6pm	Downtown Marriott-Philadelphia
Schwan Party	7pm-10pm	National Constitution Center-Philadelphia
Re-registration-Consolation Events	8pm-10pm	National Constitution Center-Philadelphia
<u>Thursday, June 16th</u>		
All Main Events Speech	9am-Noon	U of Arts or Roman (TBA)-Philadelphia
Policy, Public Forum, LD	9am-8pm	St. Joseph's Prep-Philadelphia
Supplemental and Consolation Events	9am-7pm	University of the Arts-Philadelphia
Student Congress Finals	8am-6pm	Downtown Marriott-Philadelphia
Duo, D1, HI Finals and Schwan Coach Diamond Ceremony	4pm-9:30pm	Kimmel Center for the Performing Arts
<u>Friday, June 17th</u>		
Finals and Awards	8am-9pm	Kimmel Center for the Performing Arts

Application Deadline May 1st



National Symposium for Debate

June 20 – July 3, 2005

Drake University
Des Moines, IA

www.nsdebate.com

Visit our website for complete details and current topic analysis!

Email: nationalsymposium@gmail.com

Tuition information

Residential Tuition: \$1,750
Commuter Tuition: \$1,150

Join us for an amazing two weeks in LD debate instruction from some of the finest debate minds in the nation.



Learn from the best, become a champion

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Steve Schappaugh

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Tim Sheaff

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Kendra Oyer
Paul Schiano
Dave McGinnis
Anthony Berryhill
Stephanie St. Amour
Casey Trombley-Shapiro
Fabien Thayamballi
Josh Marshall
Ernie Rose
Adwait Parker
Ryan O'Hara
Hirsh Jain
Chetan Hertzig

UCODI 2005

University of Central Oklahoma Debate Institute

June 18 - July 1

Edmond, Oklahoma

UCODI offers quality instruction at an affordable price to all levels of high school debaters in a safe, suburban setting



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**Make your
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Philadelphia
June 12, 2005 to June 17, 2005

Rates available from June 04, 2005 to June 24, 2005

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Interested in globalization?

Want to add new analysis to your debate or extemp speeches?

Get Ahead of the Curve...
www.globalscholar.org

Whether you're interested in national security strategy, health care, or corporate responsibility, globalization is changing the parameters of nearly every issue up for debate. Given globalization's importance, the non-profit **Americans for Informed Democracy** has created an intensive two-week leadership seminar called *Ahead of the Curve*, which is designed for high-achieving high school students, especially debaters and extempers who have a passion for international affairs.



The Curriculum

The curriculum of *Ahead of the Curve* is based on the "Introduction to Globalization" courses offered at America's top universities. The curriculum is fast-paced and is designed for rising juniors and seniors who have experience with honors or advanced placement-level courses in the social sciences. The first week of the *Ahead of the Curve* seminar features an overview of globalization's many dimensions: political, economic, cultural, social, and legal. The second week focuses on America's role in this profound process.

The Faculty

The seminar is taught by Seth Green, a leading scholar and practitioner in the globalization field. Green has worked at the Brookings Institution, Taxpayers for Common Sense, The American Prospect, and Lazard Freres. and has contributed to major newspapers and television programs, including the *Christian Science Monitor*, *Miami Herald*, C-SPAN, CNN, and MSNBC. Green graduated summa cum laude from Princeton University and earned master's from the London School of Economics and Oxford University on a Marshall Scholarship. (Many years ago, Green was a two-time NFL National Finalist and CFL National Champion.)

The Date and Location

The seminar will take place from July 10 through July 23, 2005, at state-of-the-art International Center of Michigan State University. In addition to in-depth classes on globalization, students will enjoy nightly workshops on public speaking, writing college admission essays, and mastering the SATs. The program costs \$1,500, but scholarships are available.

Your Ticket to a Great Summer!

While the *Ahead of the Curve* curriculum is intense, the student life is fun and dynamic, including movies, hikes, sports, and visits to internationally renowned museums. *Ahead of the Curve* is a great place to meet talented and motivated individuals and to form lasting friendships!



To apply, fill out an application online at www.globalscholar.org

Questions? Call (202) 270 6268 or email us at: info@globalscholar.org

National Debate Forum

July 23rd-August 6th

At the Milton Academy campus, minutes from Boston.

WHAT MAKES NDF YOUR TOP CHOICE IN SUMMER LD INSTITUTES?

- **Top Instructors from Across the Nation**
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- **A Decade Long Championship Curriculum**
 - **Novice and Varsity Labs**
 - **Office Hours with ALL FACULTY**
- **A Decade of Champions, Late Elimination Rounds and State Championships**
 - **2004 Alumni Have Over 55 TOC Bids**
 - **2004 Alumni Have Been in 1/2 of the Final Rounds at TOC Tournaments this Year**
 - **A Debate Family Atmosphere**

2005 Faculty, Application and Program Information
www.nationaldebateforum.com

The University of Southern California gives talented young men and women the opportunity to participate in a four-week, residential program studying in one of 18 Seminars taught by USC instructors. Successful completion of the Seminar grants the students three university elective credits. An active, on-campus social life, recreational fieldtrips, and access to the USC campus facilities complete this memorable summer experience.

Students select one of the following Seminars:

- Acting Workshop
- Art: Studio Experience
- Basic Animation Techniques
- BodyWorks: Human Physiology in Health and Disease
- Discovering the Art in Architecture
- Electric guitar: Jazz, Rock, and Beyond
- Exploring Entrepreneurship
- Introduction to Debate
- Introduction to Robotic Design
- The Critics Choice: Film Study
- Landscape Architecture
- Introduction to Video Game Design
- Playwriting
- Screenwriting
- Shaping the Self: The Psychology of Personal Development
- SummerDance
- Technical Theatre: Construction and Lighting for the Stage
- Writing Techniques for the College Bound Student

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CALIFORNIA

Spend Your Summer at USC

- Study with USC instructors
- Participate in small classes with lots of individualized instruction
- Earn three university elective credits
- Get a taste of college life
- Participate in academic fieldtrips
- Meet and work with students from across the country and around the world

For information about the curriculum of the individual Seminars and to find out more about the USC Summer Seminars, contact our website at www.usc.edu/summer. To request a brochure, e-mail us at www.summer@usc.edu. If you have any questions, call our office at 213-740-5679



The Stanford National Forensic Institute offers unique national caliber programs conducted by the Stanford Debate Society of Stanford University, a registered student organization of the Associated Students of Stanford University.

The Three Week Program: The Three 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 Three 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 2005.

The Four Week Program: The Four Week Program is fully integrated with the Three Week Program, but adds an additional week, which focuses primarily on technique and practice rounds. Students are guaranteed to get 16 fully critiqued practice rounds in the final week! In addition to the average of 12 rounds during the three week program, which effectively means that participants will have nearly 30 rounds by the end of the summer, the equivalent of a semester or more of experience by the start of the school year! Four Week students are welcome to apply to the Swing Lab for the first three weeks of the camp.

Faculty: The SNFI faculty is composed of current and former competitors and coaches from successful programs across the country. Initially confirmed staff for summer 2005 include:

Matt Fraser, SNFI Program Director, Director of Debate, Stanford
Robert Thomas, SNFI Academic Director, Policy Debate Coach, Stanford

Dr. Anne Marie Todd - San Jose State
Dave Arnett - UC Berkeley
Michael Burshteyn, UC Berkeley
jon sharp - USC (CA)
Beth Schueler - Whitman College
Toni Nielson - Cal State Long Beach
Bob Allen - Emory University
Jenny Herbert - Stanford Debate
David Houska - Stanford Debate

Casey Kelly - U of North Texas
John Hines - U of North Texas
Corey Turoff - formerly USC
Cyrus Ghavi - Emory University
Guarav Reddy - UC Berkeley
Judy Butler - Augusta Prep
Condy Creek - UC Berkeley
Liang Dong - Stanford Debate
Bobby Lepore - Stanford Debate

Stanford National Forensic Institute

2005 Dates & Prices:
Policy Debate

Three Week Program

July 23 - August 12, \$2450

Fourth Week Extension

August 12 - August 19, \$1150

"SNFI features lots of evidence, plenty of smart instructors, and quality practice rounds with good critiques."

*Steve Marcus,
Missouri, 2004
SNFI Participant*



Phone: 650-723-9086 • Web: www.snfi.org • Email: info@snfi.org

Dates & Prices
July 23 - August 12
Residential Cost: \$2450
Commuter Cost: \$1950

Stanford National Forensic Institute 2005 Swing Lab



The SNFI Swing Lab Program is a preparatory program available for advanced policy debate students. Students must be varsity level and must have previously attended at least one rigorous debate institute during the summer of 2005. Faculty include some of the most respected debate educators, the curriculum is rigorous and carefully executed, and students receive more debates than any other program of similar quality.

Phone: 650-723-9086
Web: www.snfi.org
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The Swing Lab curriculum focuses on **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. The Swing Lab program provides intensive instruction in **Research, Argument Construction, and Advanced 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 detailed positions which will include second and third level extension blocks, new cases, disadvantages, kritiks, counterplans, and in-depth case negatives. Scholars will be immersed in **Advanced Theory** through seminars that offer unique and rival views on a variety of issues including fiat, competition, intrinsicness, permutations, kritiks, presumption, extra-topicality, the nature of policy topics, and many other issues from the cutting edge of current theoretical discourse.

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Questioning Cross-Examination

Should Cross-Examination Be Expanded?

By Scott Cheesewright

I was only a freshman. It was the final round of my National Forensic League national qualifying tournament, and I was thoroughly unprepared for the question which was quickly approaching. This was the 'old days' of the original cross-examination period, with a question which was 'not to exceed one minute,' and my two minutes to answer. Just before prep began for the round, I was given a basic synopsis of the rules - then off I went. I gave my speech, and the sound of clapping ushered in my doom. The girl who spoke before me approached, and asked her question. I stumbled through my piecemeal answer. My crash course lesson on cross-examination harshly and quickly indoctrinated me into the world of National Forensic League final round extemp.

Sadly, my experience with cross-examination is not an isolated case of a novice extemper. In two primary forms, and in various venues, cross-examination has showed its (sometimes ugly) face in extemp. Today, the new three minute multiple question cross-examination period is used by the National Forensic League only in the final round of the national tournament. But the NFL forbids the use of cross-examination at national qualifying tournaments.

This article considers primarily the purpose of a cross-examination period in extemp. It then explores whether this purpose could be better served with an expanded use, and what rounds and or situations it might expand into. The article attempts to answer such questions as what impact cross-examination has on judges, at what levels such a period is necessary, and whether or not cross-examination has had a positive impact on the event.

To begin, we must evaluate the purpose of cross-examination, to determine whether these goals are being achieved.

Extemp today has often been plagued with internal debate about the correct ratio of evidence to analysis, with some coaches and students contending that over-use of evidence has commonly held back the development of an analytical style. Shawn Augsburg, a two time California State tournament competitor, and current judge, argues that extemp is moving in a dangerous direction, with students knowing how to cite sources, but lacking adequate analytical style and knowledge¹. Cross-examination could attempt to remedy such a problem, not by limiting source quality, but by forcing a competitor to 'know their stuff.'

The cross-examination also allows the questioner to have an opportunity to try to challenge judges image of their competitor, while helping themselves. Coach of 22 national champions in the past 20 years, William Bennett solidified this idea in a lecture in June of 2004². He explained that the primary purpose of questioning is to find omissions of an opponent, inaccuracies, and to solidify a positive judge opinion. By properly using the cross-examination period, a student may further their cause, while testing the oversights of other extempers. Such a 'check on abuse' (to steal insight from debate) aids in developing the qualify of analysis, and developing strategic extempers.

But even in utilizing this cross-examination there are fallbacks, one of which is how to avoid appearing too aggressive. This difficulty was addressed by Former NFL Secretary, James M. Copeland in a 1994 article published in the *Rostrum*³. Among other strategies for cross-examination, Copeland suggests assuring not to be overly attacking, long, and complex during questioning. He advocates finding the happy median between that and the extreme on the other side, being too open-ended

and 'puff ball' in asking questions. Copeland addresses at the end of his article the final round of NFL nationals in 1984 where the incumbent national champion attempted to make a joke, which backfired and may have taken a serious toll on his scores in the round. The true implications of the cross-examination period have had profound impacts on final round performances, and on overall rankings in the NFL national tournament.

While strategy and winning plays a role, there is also the ubiquitous requirement of any addition to speech and debate; that it adds educational value to the activity. Any cross-examination period will have an impact on the lone realm of success, but also plays an integral role in the development of skills which will translate into other facets of the single-minded extemper's life. Cross-examination demands entirely new skills of an extemper - or more accurately, ensures that they are using the skills of a truly 'extemporaneous' speech. As coach Rita Pritchard said last year, "The questioning strategy and the ability to give a spontaneous response are both great learning tools⁴." Often, extempers can be very successful, while also maintaining their reliance on their 'tubs.' Cross-examination pulls extempers out of their usual element, often removing the reliance evidence, and rewarding not only the use of a great wealth of knowledge, but also the 'off the cuff skills' that should be seen in every extemp speech -- at its best it is allowing for education by force.

Cross-examination in extemp can serve many purposes. We need to establish the basic criteria with which the questioning period can be evaluated. The first purpose is to ensure that extempers are keeping up with current events and trends. Secondly, questioning makes it more likely that extempers develop skills of impromptu



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◆ Extemp

speaking, and learn the strategy for successful exchanges in cross-examination. Third, extempers are forced to find a balance between strategy and impressing judges. The final purpose is that students will gain knowledge, and learn new skills -- not only for extemp, but for life as well. Sadly, however ideologically sound the concept of cross-examination is, there still arises the question of whether the questioning period achieves its goals.

One of the primary concerns about cross-examination is that the efforts of a competitor may not be rewarded by having an impact on the judge and an improved ballot rank. California forensics instructor Ron Underwood expressed this worry in a meeting of the California High School Speech Association, when he contended that the majority of judges do not change their decisions based on cross-examination⁵. This worry, if confirmed, could destroy the intent of a cross-examination period. Former national trophy winner, and current coach and extemp judge, Jesse French, agreed with the worries of Underwood in an interview on July 20, 2004⁶. French explained that in almost every instance of judging a round with a cross-examination period, his opinion of the round was not changed by the questioning. Mr. French, however, clarified his reasons, claiming that this was largely due to the fact that the best extempers - those who give the best speeches, and know the most -- are the same extempers who are best prepared for the cross-examination.

If judges don't change their opinion of a speaker based on the cross-examination period, there would be very little reason to continue it, let alone expand its use. But there still may be an opportunity and reason to support questioning. Mr. French and Mr. Underwood argue that in most situations the cross-examination period will not change a judge's opinion. While seemingly important observations, they may actually solidify the success of cross-examination. Most extempers have prepared well enough, so the questioning doesn't pose a problem for them. The example of the 1984 final round, on the other hand, demonstrates the still pertinent role of cross-examination in extemp. The *faux pas* of one

extemper and the tact that was used to turn his joke into his downfall is truly valuable. The purpose of cross-examination may not be to play a major role in determining ranks, but rather to catch the anomalous extemper who isn't fully prepared. The impact of cross-examination is important, but will have a decisive impact only in isolated instances.

Would extemp be aided by expanded cross-examination use? Karen Jardine proposed in a meeting of the California High School Speech Association that cross-examination should either be used in all rounds or no rounds at all⁷. The idea offers advantages and downsides as well.

Emory Bucker wrote at the turn of the century, "More cross-examination are suicides than homicides." Bucker may have struck on exactly the reason cross-examination shouldn't be expanded to all rounds - extemporaneous suicide. If questioning periods were expanded to all rounds, not only would it be time consuming, it could be impractical for tabulation purposes, as coach Reed Niemi pointed out. Novice extempers would be at a disadvantage⁷. A novice extemper is still developing their skill in analysis, and quick thinking, to add another pressure of having to deal with more experienced extempers could damage their career, but also may discourage people from becoming involved.

The cross-examination period, however, does have the potential to serve a great purpose, outside of just the prestigious National Forensic League national tournament. Nerman Kamel argues in 2003 that the limited use of cross-examination damages extemp⁷. Kamel suggested the expansion of cross-examination to include final rounds of all tournaments, as well as possibly expanding to include semi-final rounds at major tournaments. Certainly expanding its use to NFL district final rounds appears warranted.

The proposition of a cross-examination period in all final rounds has great validity. Cat Horner Bennett clarified in July of 2004 that current competitors are sent to nationals with little to no questioning preparation, and will often not gain enough from cross-examination⁸. Nor will they be able to do a good job. Expansion of cross-

examination into non-national championship final rounds would give those students who consistently are competing at top levels the opportunity to practice better their trade, and become more skilled.

Kamel's other suggestion, the expansion to include other influential rounds, such as semi-finals, may pose some difficulties. Once again Jesse French contends that an expansion would only damage extemp, for it would reduce the respect and unique nature of the final round. It could also unduly separate extempers too early, so that those who haven't had the opportunity to make it to final rounds could have an extra difficulty ever advancing so far.

The debate will undoubtedly continue. Should cross-examination be expanded? The National Forensic League should begin to publicly consider the implications of the current system of cross-examination. By using cross-examination in all final rounds the four criteria for the period would be most forwarded, and the NFL may just be helping our beginning extempers, rescuing an occasional future freshman from my ignoble experience.

Please Note: During its Fall 2004 meeting, the NFL Executive Council lifted the ban on cross-examination at NFL District Tournament. The use of cross-examination in both International and U.S. Extemp is now the decision of each individual District committee.

*This paper was developed as part of a CDE summer institute scholar's class on writing with William H. Bennett.

¹ "Analysis: The Forgotten Key to Extemp Success," [Extmpprep.org](http://www.extemp.org/analysis.html) 17 July 2004.

<<http://www.extemp.org/analysis.html>>

² William H. Bennett, "Strategies of Cross-Examination," CDE Pre-Nationals Camp, Candlewood Suites, Salt Lake City UT, 12 Jun. 2004.

³ "Cross-Examination in Extemp," *Rostrum*, ed. Feb. 1998., 17 July 2004 <<http://debate.uvm.edu/NFL/rostrumlib/CopelandFeb98.pdf>>

⁴ Minutes from California High School Speech Association 5/17/03.

⁵ Minutes from the California High School Speech Association 5/17/03.

⁶ Jesse French, personal interview, 20 July 2004.

⁷ Minutes from the California High School Speech Association 5/17/03.

⁸ Cat Horner Bennett, personal interview, 7/21/04.

(Scott Cheesewright is a senior at Durango High School, in Durango, CO.)



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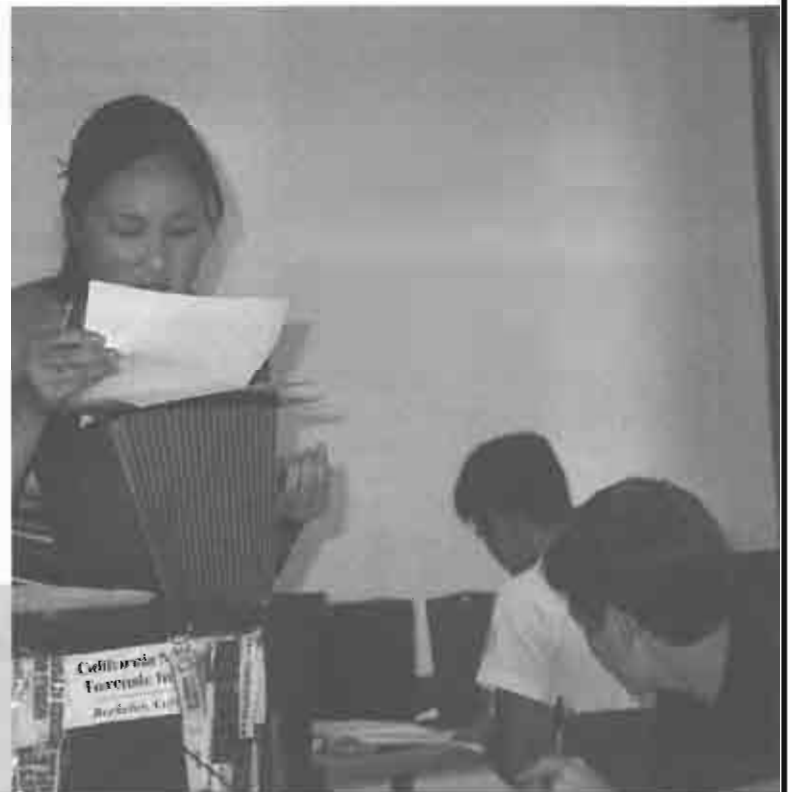
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Eric Di Michele (212) 288-1100, ext. 101,

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STAFF:

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

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

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

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

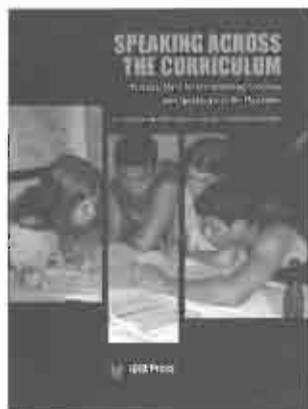
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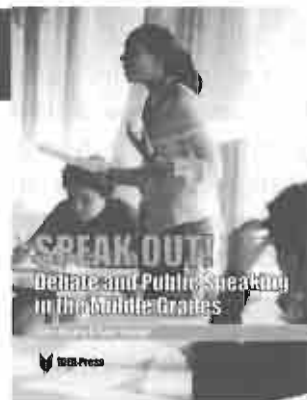
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 - Cherian Koshy, formerly of Apple Valley High School
 - Seth Halvorson, Columbia University
 - Jonathan Alston, Newark Science High School
 - Jason Fernandez, University of Iowa Law
 - Kelsey Olson, Loyola Marymount University
 - Josh Anderson, University of Puget Sound
 - Colin Goodson, Apple Valley High School
 - Josh Fulwiler, Tulane University
 - Samira Vachani, Wellesley College



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◆ **Extensive library resources for all of our students**

Students have access to the physical and electronic 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.

◆ **Challenging curriculum for every experience level**

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.

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The 2005 NDCA Convention

By Tara Tate

Hearing
from
NDCA

As part of the mission to further professional development for coaches in Policy and Lincoln-Douglas debate, the National Debate Coaches Association will sponsor their 2005 convention on April 1 in Atlanta, GA. The convention will be held in conjunction with Woodward Academy's Novice and Junior Varsity National Championships and will be held at the Hilton – Atlanta airport.

The convention will offer panels to directors and students for the purpose of fostering growth providing forums for discussion about ways to improve the activity. We hope that the planned panels will be avenues to further debate education for both coaches and students. Professional development credits will be available to coaches who participate.

The convention will highlight topics of interest to Policy and Lincoln-Douglas debate coaches and students. The NDCA will also try to branch out this year and include a panel that discusses ways of incorporating Student Congress and Public Forum into debate curriculums.

One of the highlights of the 2005 NDCA Convention will be a panel presentation by Dr. David Glass on the 2005-2006 civil liberties policy topic. Dr. Glass is the president of the National Debate Coaches Association, author of the civil liberties topic paper, and successful

coach at Edgemont High School (NY). We are excited to be able to provide this unique opportunity to coaches and students of policy debate. We are excited to be able to provide one of the first public presentations on next year's topic by one of its crafters. This is a "must-see" for anyone who wants to get a jumpstart on next year's topic.

Another panel for coaches of policy debate will focus on critical arguments, presented by Jenny Heidt, director of Westminster (GA) and coach of the 2002 TOC champions. This presentation will focus on some of the cutting-edge directions that critical arguments have undergone recently and how coaches can best teach those techniques to their debaters. The panel discussion will also focus on ways coaches can teach their debaters to better answer critical arguments.

Innovations in Lincoln-Douglas debate will also be showcased. As an outgrowth from a forum held at The 2004 Glenbrooks, panels are tentatively scheduled that deal with the new directions that are occurring in regards to Lincoln-Douglas theory. Other Lincoln-Douglas panels are being considered as additions to the program.

Back by popular demand will be a panel presentation for students on judging debates. Many high school juniors and seniors will be judging at the Junior Varsity and Novice National Championships. The NDCA feels that this panel has empirically provided an invaluable teaching tool to high school

debaters as they develop their judging skills. This panel will be presented by Dan Lingel, director at Dallas Jesuit (TX) and former president of the NDCA, and Kevin Hamrick, director at Lakeland (NY).

Another feature of this year's convention is a "Lesson Plan Swap." Individuals wanting to participate in this curriculum trade should bring twenty-five copies of their favorite lesson plan, with complete explanations of objectives, activities, and lecture content. Participants will swap their lesson plans with others. The NDCA hopes this allows coaches to take back knowledge and tangible opportunities that can be immediately implemented into their curricula.

We hope you and your students will utilize this unique opportunity to participate in the NDCA Convention in April. Any member of the NDCA is allowed to participate as well as any student whose coach is a member. To become a member, please visit our website at www.thendca.com. We hope to see you in Atlanta!

(**Tara Tate** is Director of Debate, Glenbrook South High School, IL. Tara is a member of the Executive Board, NDCA and Chairperson for the 2005 NDCA Convention).

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Shelley Livaudais, *Lake Travis HS, TX*
Joey Seiler, *University of Texas, TX*
Kris Wright, *Marcus HS/Univ. of Texas*

Research Assistants:

Seth Gannon, *Woodward Academy, GA*
Ingrid Goncalves, *Univ. of Chicago/
Greenhill School*
Other RAs to Be Announced Soon!

Policy Staff:

Sara Baker, *Notre Dame HS, CA*
Mark Batik, J.D., *Glenbrook North HS, IL*
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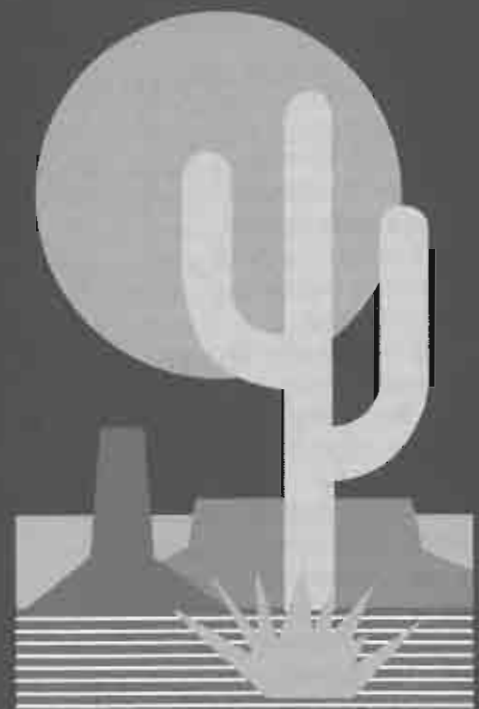
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THE PROGRAM — The Policy, LD and Public Forum programs offer an interactive learning environment for students of all levels (beginning, intermediate, advanced). **Learning is targeted to both national circuit debaters and regional competitors.** The instructional staff includes accomplished collegiate and high school coaches as well as current collegiate debaters who are former NFL, Catholic and TOC National qualifiers.

OPPORTUNITY — Choose either Policy Debate or Lincoln-Douglas Debate or Public Forum and receive instruction and practice in individual events for no additional cost. Debate labs are scheduled to promote both debate and IE experience.

EXPERIENCED STAFF — Ashley Anderson (Hallins College, VA); Stan Banks (Bingham High, UT); Carol Borella (Weber St., UT); Travis Cochran (The Meadows, NV); Ryan Hoglund (Rawlond Hall, UT); Kirk Knutson (The Meadows, NV); Dave Morquart (U. of Richmond, VA); Mory McDonnell (Juan Diego High, UT); Melinda Murphy (Albuquerque Academy, NM); Luke O'Connell (Catholic U., DC); Kim Pullon (Pine View High, UT); Leslie Robinett (Jordan High, UT); Mike Shackelford (Weber St., UT); Ben Warner (Southwest Missouri State)

CURRICULUM

POLICY — Lectures focus on the topic, debate theory, unique and rival views of positions, and "cutting edge" argumentation. Labs focus on research, position briefing, refutation, rebuttal reworks, delivery, and practice.

LD — Lectures focus on philosophy, values, criteria development, and several relevant topics. Labs focus on an affirmative and negative case construction, delivery, research, and practice.

PUBLIC FORUM — Lectures and labs focus on current event research, crossfire cross examination skills, argumentation, refutation, persuasion, and practice.

IE — Lectures and practice for all NFL events.

12 CRITIQUED ROUNDS — There will be 8 tournament rounds and 4 practice rounds (minimum).

RESEARCH FACILITIES

Dixie State College features a "state of the art" computer lab.

- Each student will have **full time internet access** including **LEXIS-NEXIS** and **EBSCO**.
- The institute library will contain over 300 books from the University of Utah Library.
- **All evidence is shared.** The institute functions as a research team to produce a high quality, uniform set of relevant evidence. Includes 8 affirmatives, 12 off-case positions (DA's, counter plans, kritiks).

COLLEGE CREDIT — Each student will receive three (3) hours of **transferable** college credit (COMM 2020).

COST

\$575 includes **room** (apartments, air conditioned, pool) and **board** (lunch and dinner)

Fly in/out of Las Vegas, NV.

\$330 for commuters (no room and board)

Lab Fees (maximum): Policy **\$60** / LD **\$30** / Forum **\$20**

COACHES WORKSHOP

July 17-23, 2005

Coaches will receive **lesson plans** for topic analysis, Aff. and Neg. policy positions, debate theory, LD philosophy, criteria and values, public forum and all NFL individual events.

COST

\$345 includes room and board • **\$215** for commuters

NFL DISTRICT STANDINGS

(as of February 1, 2005)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	220	Blue Valley North HS	544
2	+1	Calif. Coast	177	Leland High School	670
3	+2	Northern South Dakota	171	Watertown High School	413
4	+2	Heart Of America (MO)	169	Independence Truman HS	401
5	-1	Sunflower (KS)	168	Wichita East High School	287
6	-4	East Kansas	162	Shawnee Mission East HS	526
7	--	East Los Angeles	159	Gabrielino High School	699
8	+1	Show Me (MO)	158	Belton High School	401
9	-1	Illini (IL)	153	Downers Grove South HS	392
9	+4	Northern Ohio	153	Canfield High School	248
11	-1	Kansas Flint-Hills	145	Washburn Rural High School	363
12	-1	San Fran Bay (CA)	144	James Logan High School	702
13	+1	New York City	140	Regis High School	448
14	-2	West Kansas	139	McPherson High School	362
14	+7	Montana	139	Flathead Co High School	388
16	--	Rushmore (SD)	137	Sioux Falls Lincoln HS	374
17	+1	Nebraska	133	Millard North High School	346
18	-1	Rocky Mountain-South (CO)	131	Lakewood High School	228
19	-4	Central Minnesota	128	Eastview High School	310
20	-2	Northern Illinois	126	Glenbrook North High School	355
21	-3	Florida Manatee	124	Nova High School	464
22	--	Northwest Indiana	122	Plymouth High School	407
22	+4	Ozark (MO)	122	Central HS - Springfield	357
24	--	Eastern Missouri	120	Pattonville High School	263
25	+1	North East Indiana	118	Chesterton High School	600
26	-1	Southern Minnesota	116	Eagan High School	347
27	+2	South Texas	115	Bellaire High School	730
28	-6	South Kansas	114	El Dorado High School	245
29	-3	Eastern Ohio	113	Perry High School	359
30	--	New England (MA-NH)	112	Lexington High School	390
30	+11	Inland Empire (WA)	112	Gonzaga Prep High School	204
32	--	Florida Panther	109	Trinity Preparatory School	252
33	-1	Nebraska South	106	Lincoln East High School	297
34	--	Utah-Wasatch	104	Sky View High School	242
35	-4	Carver-Truman (MO)	103	Neosho High School	427
36	+1	Hole In The Wall (WY)	102	Cheyenne East High School	311
37	-3	Great Salt Lake	101	Skyline High School	224
38	+1	Golden Desert (NV)	99	Green Valley High School	216
39	+1	Sundance (UT)	98	Bingham High School	260
40	-6	Michigan	96	Portage Central High School	219
41	+5	Idaho	93	Skyline High School	239
41	--	South Carolina	93	Riverside High School	386
41	-4	Northern Wisconsin	93	Appleton East High School	297
44	-3	Southern California	92	La Costa Canyon High School	211
44	+2	North Coast (OH)	92	Gilmour Academy	278
46	-5	New Mexico	91	Albuquerque Academy	245
47	-6	Sierra (CA)	90	Sanger High School	282
48	+2	East Texas	88	Dulles High School	217
49	+1	Central Texas	87	Winston Churchill HS	338
50	--	Arizona	86	Desert Vista High School	300
50	--	New Jersey	86	Ridge High School	279
52	-2	Southern Wisconsin	85	Marquette Univ High School	221

NFL DISTRICT STANDINGS

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
53	-5	Greater Illinois	84	Harrisburg High School	159
54	+2	Hoosier Crossroads (IN)	83	Brebeuf Jesuit Prep/Ind'pls No Central	202
54	-6	North Dakota Roughrider	83	Fargo South High School	205
56	+3	Colorado	82	Cherry Creek High School	328
56	+3	West Iowa	82	Dowling Catholic HS	248
58	-1	Rocky Mountain-North (CO)	80	Greeley Central High School	223
58	+1	Valley Forge (PA)	80	Pennsbury High School	171
58	+1	Lone Star (TX)	80	Plano Sr High School	253
61	+14	Western Ohio	79	Sylvania Northview/Beavercreek HS	118
62	+1	Heart Of Texas	78	Carroll High School	211
62	-5	North Texas Longhorns	78	Plano East Sr High School	194
64	-9	Deep South (AL)	77	The Montgomery Academy	286
64	+1	Big Valley (CA)	77	Fred C Beyer High School	232
64	-1	Pittsburgh	77	North Allegheny Sr High School	198
64	+1	Western Washington	77	Gig Harbor High School	215
64	+4	Wind River (WY)	77	Kelly Walsh High School	172
69	-1	West Los Angeles	76	Loyola High School	158
69	-1	Colorado Grande	76	Centennial High School	203
69	-4	Space City (TX)	76	Alief Taylor HS	188
72	-4	West Oklahoma	74	Norman North High School	214
72	+1	West Texas	74	El Paso Coronado High School	154
74	+3	Kentucky	73	Rowan County Sr High School	163
74	-6	Northern Lights (MN)	73	Moorehead Senior High School	258
76	+4	East Oklahoma	71	Jenks High School	251
77	+6	Hoosier Heartland (IN)	69	West Lafayette High School	184
77	-4	Tennessee	69	Morristown West High School	148
79	-1	Georgia Southern Peach	68	Starr's Mill High School	210
79	+5	South Oregon	68	Ashland High School	112
81	-1	Mississippi	67	Hattiesburg High School	156
82	-2	New York State	66	Monticello Central High School	121
82	-7	North Oregon	66	Gresham-Barlow High School	171
84	+1	East Iowa	65	West High School - Iowa City	245
85	-7	Sagebrush (NV)	63	Reno High School	177
86	-1	Gulf Coast (TX)	62	Gregory Portland High Scholl	203
87	-2	Louisiana	60	St Thomas More High School	180
88	--	Tarheel East (NC)	59	Cary Academy	163
89	+1	Florida Sunshine	58	Academy of the Holy Names	119
89	-1	Carolina West (NC)	58	Myers Park High School	213
91	+1	Pennsylvania	56	Greensburg Salem High School	153
91	+3	Uil (TX)	56	Princeton High School	198
91	+2	Puget Sound (WA)	56	Kentwood High School	109
94	-4	South Florida	55	Michael Krop High School	122
95	-1	Georgia Northern Mountain	53	Henry W Grady High School	191
96	-2	Hawaii	51	Kamehameha Schools	238
97	--	Chesapeake (MD)	50	Baltimore City College HS	123
98	--	Tall Cotton TX)	49	Big Spring High School	123
99	--	Mid-Atlantic (VA & MD)	48	Randolph Macon Academy	153
100	+2	Maine	46	Poland Regional High School	86
101	-1	Capitol Valley (CA)	39	Granite Bay High School	100
102	-1	Iroquois (NY)	37	R. L. Thomas High School	96
103	--	West Virginia	33	Parkersburg South High School	40
104	--	Pacific Islands (GU)	19	Harvest Christian Academy	50

Meet Sarah



Photo by Sandy Krueger

Best Wishes from The NFL Staff

It is our pleasure to introduce to the NFL, Ms. Sarah Louise Gildea. Although Sarah has only been a member of the NFL staff for a short time, her history with the NFL is quite impressive. Sarah earned membership in the NFL as a student at Ankeny High School in Iowa on January 23rd, 1997. She enjoyed an outstanding high school debate and speech career. In both 1999 and 2000, Sarah qualified for the NFL National Speech Tournament. She received her Quad Ruby in 2000.

After leaving Ankeny High School, Sarah attended the University of Iowa where she earned a Bachelor of Arts Degree in Political Science and a Certificate in the Philosophy and Ethics of Politics, Law, and Economics Program. During her four years at the U of I, Sarah worked as an assistant debate and speech coach at Iowa City West High School.

During the summer of 2003 and the spring of 2004, Sarah worked in both Italy and Germany for the United States Army as a civilian contractor in the Morale, Recreation, and Welfare Department. In the summer of 2004, Sarah began an 8-month internship with the NFL. Her primary responsibilities have been to organize and implement an initiative entitled *The People Speak*,

which is a public discussion program sponsored in joint partnership with the United Nations Foundation.

In addition to her outstanding work on *The People Speak*, Sarah has assisted in many important projects in the national office. For example, she has created many new pages of the NFL website, including primary work on the new "Coach Resource" section. Sarah has also developed the initial organizational structures for the new NFL Teacher Workshop Program. She has served as an assistant editor for *Rostrum* and has been responsible for designing and authoring the coach profile and student challenge sections in each month's issue. Sarah has been a true asset to the League over the past 8 months.

In May, Sarah will begin a summer internship in Austria with the United States Department of State working for the U.S. Mission to the Organization for Security and Cooperation in Europe. After her work with the State Department, Sarah plans to attend graduate school in Germany where she will pursue a Master of Public Policy Degree.

"Interning for the NFL has been an interesting, educational, and entertaining experience."

Meet Sarah

Top Ten favorites...

1. Traveling
2. Spending time with friends/family
3. Laughing
4. Meeting new people
5. Making a valid & sound argument
6. Reading
7. Singing along to the car radio
8. Listening to a new CD for the first time
9. Watching movies
10. Peanut-butter chocolate malts

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