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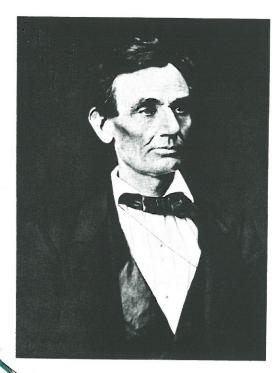
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- The first-place winner will receive a \$2,000 scholarship
- The second-place winner will receive a \$1,000 scholarship
- Both winners will qualify for expository speaking at the 2005 NFL National Tournament in Philadelphia, PA.
- Video excerpts from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

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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.

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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.

National Forensic League

William Woods Tate, Jr., President Montgomery Bell Academy 4001 Harding Nashville, TN 37205-0000 Phone: 615-269-3959 TATEB@MONTGOMERYBELL.COM

Don Crabtree
Vice President
Park Hill High School
7701 N. W. Barry Road
Kansas City, MO 64153-0000
Phone: 816-741-4070
crabtreed@parkhill.k12.mo.us

Bro. Rene Sterner FSC La Salle College High School 8605 Cheltenham Avenue Wyndmoore, PA 19038-7199 Phone: 215-233-2911 mintzer@lschs.org

Pam Cady Wycoff
Apple Valley High School
14450 Hayes Road
Apple Valley, MN 55124-6796
Phone: 651-683-6969 Ext. 3313
PAM.WYCOFF@DISTRICTI96.ORG

Glenda Ferguson Coppell High School 185 W. Parkway Blvd. Coppell, TX 75019-000 Phone: 972-939-4000 fergusong@cfbisd.edu

Harold C. Keller 2035 Lillie Avenue Davenport, IA 52804-0000 Phone: 563-323-6693 HCKeller@aol.com

Ted W. Belch 2017 Plaza De Cielo Las Vegas, NV 89102-0000 Phone: 702-579-9055 tbelch@cox.net

Kandi King San Antonio-Churehill HS 12049 Blanco Road San Antonio, TX 78216-0000 Phone: 210-442-0800, Ext. 352 kking003@neisd.net

Tommie Lindsey, Jr.
James Logan High School
1800 H Street
Union City, CA 94587
Phone: 510-471-2520
TOMMIE LINDSEY@NHUSD.K12.CA.US

Pamela K. McComas, Alternate Topeka High School 800 W. 10th Topeka, KS 66612-1687 Phone: 785-295-3226 pmccomas@topeka.k12.ks.us



From the Editor

J. Scott Wunn

From Trading Spaces to Extreme Makeover, reality television has turned its focus to giving the world a "facelift". Not to be outdone, the NFL has made some changes of its own.

As many of our readers may have noticed, *Rostrum* has experienced some cosmetic and feature changes. A new table of contents page, a coach profile, and the NDCA coaches' corner are among some of the new and exciting additions.

This month in Rostrum, we are proud to debut the new look and function of the NFL website (www.nflonline.org). With the help of our new friends at Thunder Data Systems and support from The Schwan Food Company, the John C. Stennis Center, ConocoPhillips, and Lincoln Financial Group, the NFL is able to provide new and improved online services to our members. We hope that the enhanced site will meet the needs of our membership. The new interactive bulletin boards and online polling allows our membership to voice concerns and opinions about NFL issues. The student and coach resource sections provide hundreds of free educational resources for students and teachers. Individual District websites promote stronger communication between local chapters and affiliates within the same region. A new and improved "online Rostrum" allows coaches and students to search for educational articles by topic area. Also, the new "National Tournament" section provides historical accounts and a photo gallery of past tournaments as well as the most current tournament information.

Please feel free to visit the site and give us your feedback. Our goal is to make the NFL site as user friendly as possible while providing the key features that all students and coaches need.

A Scott Wurm

Rostrum

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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

November Public Forum Debate Topic:

Resolved: The United States government should allow Americans to purchase prescription drugs from other countries.

November/December Lincoln Financial Group/ NFL L/D Debate Topic

Resolved: The United States has a moral obligation to promote democratic ideals in other nations.

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.

REMINDER TO CHAPTER SCHOOLS

Watch for the 2005-2006 NFL Policy Debate Topic FINAL VOTE

Ballot available:

- · December, 2004 Rostrum
- · Online at www.nflonline.org

Ballot must be received by the NFL Office by no later than January 4, 2005

The Cover Photo

Newly designed NFL Website Welcome Page

December 2004 Rostrum

The People Speak Diamond Coaches

Topic Release Information

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

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

L/D Topic Release Dates:

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

Public Forum Topic Released 1st of every month online.

Policy Debate Topic for New Year

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







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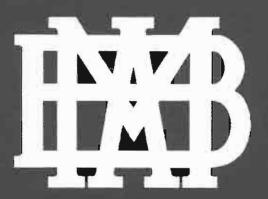
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Mrs. Kimberly D. Giesting Inducted into Indiana High School Forensic Association

Mrs. Kimberly D. Giesting was recognized for her many dedicated years of service as an NFL coach. Kim was inducted into the Indiana High School Forensic Association.

After ten years as Head Coach at Connersville Sr. High School in Indiana, eight years as Assistant Coach, eight years as Sectional Chairman, six years on the Indiana High School Association's Executive Council, four years on the District Chair Committee and four national qualifiers, Mrs. Kimberly Giesting is retiring as NFL coach.

"The speech coaches in the state of Indiana are absolutely awesome. They are dedicated, caring, selfless, and motivating. They are helping to shape the adults of tomorrow, and I'm proud to have been associated with them for the last I8 years. I always felt welcome, even though I started with no background in speech."

"My life has taken an unexpected but very welcomed twist with the birth of our son, Logan. I need to have the time to spend with him, and this is why I must retire from coaching the speech team. I will certainly miss working with everyone.

Best wishes from the NFL! Thank you for "Training Youth for Leadership". Who knows, we may see Baby Logan one day as an NFL debater.

September 10, 2004



Mr. Jeff Stutzman, IHSFA Acting Executive Secretary presented the plaque to Mrs. Kimberly D. Giesting, Connersville Sr. HS, IN







NFL Executive Council Minutes



Fall Meeting September 26-27, 2004 Philadelphia, PA

By J. Scott Wunn

The NFL Executive Council held its fall meeting in Philadelphia, PA on September 26-27, 2004. Members present were President Billy Tate, Vice President Don Crabtree, Brother Rene' Sterner, Glenda Ferguson, Harold Keller, Ted Belch, Tommie Lindsey, Jr., and Pam Cady Wycoff. Alternate, Pam McComas was present and filled the vacancy of Kandi King.

President Billy Tate called the meeting to order at 8:52am.

The council recognized a moment of silence in the memory of Tom Montgomery.

Council Elections

The council held its biennial election for NFL President and Vice-President.

Billy Tate (unopposed) was elected by the council to serve another 2 year term as President.

Don Crabtree (unopposed) was elected by the council to serve another 2 year term as Vice-President.

National Tournament

Moved by Keller, seconded by Ferguson

"Change the maximum amount of rounds that a judge can commit at the National Tournament to eight."

Passed: 7-2

Aye: Crabtree, McComas, Sterner, Keller, Cady Wycoff,

Lindsey, Tate

Nay: Belch and Ferguson

Moved by Keller, seconded by McComas

"If a school qualifies team(s) in public forum, that school must commit a judge to a minimum of 5 rounds of public forum judging for one team or 8 rounds of judging for 2 teams."

Schools will be allowed to commit multiple judges to meet the requirement. This will reduce the number of additional judges a school will need to bring.

Passed: 9-0

Moved by Cady Wycoff, seconded by Keller "Use 13 judges in the final round of all main events and drop the high and low rank."

Passed: 9-0

Moved by McComas, seconded by Keller

"Name the current quad ruby coach award the Donus Roberts Quad Ruby Award."

Passed: 9-0

The NFL will now award the Donus Roberts Quad Ruby Award to coaches that have received 1000 NFL coaching points without regard to the number of years coached. These awards will be presented at the National Tournament.

Moved by Crabtree, seconded by McComas

"Entries at the National Tournament must be registered with the National Office by June 1st. If entered students forfeit their entry slot(s) after June 1st, alternates will be permitted to substitute until the end of regular registration at the National Tournament providing they meet other entry requirements."

Passed: 9-0

Budget

The Executive Secretary presented the 2004-2005 Budget.







Council Minutes



Page 2

Moved by Lindsey, seconded by Keller "Accept the 2004-2005 NFL Personnel budget as presented by the Executive Secretary."

The council commended the National Office Staff on their excellent work this past year and their dedication to the League.

Passed 9-0

Moved by Belch, seconded by Crabtree "Accept the 2004-2005 Honor Society and National Tournament budgets as presented by the Executive Secretary."

Passed 9-0

NJFL

Moved by Keller, seconded by Sterner

"The National Forensic League neither endorses nor supports middle school district, regional, or national tournaments claiming connection with the National Junior Forensic League."

Passed: 9-0

The NFL is excited and honored to promote and sponsor the NJFL honor society. However, due to liability issues and the goals and mission of the NJFL program, the NFL will not sponsor middle school tournaments. However, students will still earn NJFL points for competition.

District/National Tournament Rules

Moved by Crabtree, seconded by Cady-Wycoff "Recorded material (video tape, DVD's, audio tape, CD's or phonograph recordings) or material from the internet that is not published and printed is not acceptable."

Passed: 9-0

This motion clarifies that material from the internet must also be published in printed form to be legal in NFL competition.

Moved by Cady Wycoff, seconded by Belch "Original material published in a high school publication is not acceptable."

This motion establishes that material published by a high school such as a newspaper, literary magazine, yearbook, etc. will not be considered legal as a published source. Material must be accessible by the general public.

Passed: 9-0

Moved by McComas, seconded by Crabtree "Change the interpretation rules to read, 'Adaptations may be used for the purpose of transitions."

Passed: 9-0

In previous interpretation rules, the phrase "for continuity purposes only" was used. The council has now clarified this to mean "transitions". Additions that are not clearly for the purpose of transition or substitutions for profanity will not be permitted.

Districts

Moved by Ferguson, seconded by McComas "That the League adopt the Executive Secretary's recommendation for a Congress Single Entry Letter of Intent."

The motion requires a student to declare before his or her District Contest (congress, speech, or debate) which single event he or she will enter if he or she qualifies in two events. This is the first year that student congress will be included in the policy. Please read the revised manuals.

Passed: 9-0

Moved by McComas, seconded by Cady Wycoff "Effective upon passage, accept the Executive Secretary's methods for semi-finalist speech Alternate Rankings."

Passed: 9-0

Please refer to the most current District Tournament Manual for this procedure.

The council directed the Executive Secretary to study the impact of the new district entry rules on the district sweepstakes trophies and the impact a similar rule would have on the National Tournament School of Excellence trophies.



(A)

Council Minutes



n

Motion by McComas, seconded by Ferguson "In determining the District Sweepstakes Award, any two-person team will earn two student points per round."

Passed: 5-4

Aye: McComas, Ferguson, Tate, Crabtree, Sterner Nay: Keller, Belch, Cady Wycoff, Lindsey

This motion insures that the District Sweepstakes Award will be calculated in the same manner as the past.

The council recessed for the day at 8pm on Sunday, September 26th, 2004.

The council reconvened at 9am on Monday, September 27th, 2004.

Moved by Keller, seconded by Sterner "Remove bonus entries at the District Tournament."

Failed: 2-7

Ave: Tate, Keller

Nay: Sterner, Crabtree, Ferguson, Belch, McComas, Cady

Wycoff, Lindsey

Moved by Ferguson, seconded by McComas

"When an affiliate reaches the number of members and degrees needed to be a chapter, they have two years to find a district and be in that district."

Failed: 2-7

Aye: Ferguson, Lindsey

Nay: Crabtree, Keller, Sterner, McComas, Cady Wycoff,

Belch, Tate

Moved by Sterner, seconded by McComas

"Accept the Executive Secretary's proposal for Affiliate/

Chapter Status."

Please refer to page 11-12 of the November Rostrum and the NFL Manuals for elarification of the new policies.

Passed: 7-2

Aye: Crabtree, McComas, Ferguson, Sterner, Cady Wycoff,

Lindsey, Tate

Nay: Belch, Keller

Moved by Belch, seconded by Sterner

"Accept the Executive Secretary's proposal on District size

requirements."

Please refer to page 11-12 of the November Rostrum and the NFL Manuals for clarification of the new policies.

Passed: 8-1

Aye: Ferguson, Crabtree, McComas, Keller, Sterner, Belch,

Cady Wycoff, Tate Nay: Lindsey

Moved by Keller, seconded by McComas

"Freeze any action of the petition regarding the UIL District."

The council chose to postpone any action on the specific petition to split the UIL district and create an additional district until further study can be made into the concept of creating districts for philosophical purposes.

Passed: 9-0

The Executive Council would like to thank the District Chairs for the wonderful comments and suggestions that were submitted for the Fall Meeting.

The council will hold its Spring Meeting in Los Angeles, CA on April 3-4-5, 2005.

President Billy Tate adjourned the 2004 Fall Council Meeting at 11:45am on Monday, April 5th.

Mark Your Calendar

"Halls of Independence" Nationals

Philadelphia, PA

June 12-17, 2005





Policy Changes

Affiliate/Chapter Status

By J. Scott Wunn

The concept of Affiliate and Chapter status for schools in the National Forensic League dates back to its origin in 1925 when founder, Bruno E. Jacob, established the League. Originally, the granting of charters was used as both a way of honoring schools for their development and strength as a member school and as a method of controlling the size of the League. As more and more schools qualified for charter status, affiliate status became a type of "waiting list" for schools to assure that the size of the League did not outgrow the capabilities of the National Office and the ability of its officers to run it.

However, over the past 20 years, with the increase in the size of the National Office Staff, the use of computer technology, the availability of additional resources and sponsorships, and a shift in the educational goals of the policy makers, the League has moved from a limited school membership organization to one that welcomes all schools to join and attain Charter status. The fostering of such programs serves to better promote speech and debate activities in regions all over the nation.

While this is an important shift in the philosophy of the League and promotes inclusion rather than elitism, it has also raised some questions as to the validity of maintaining the Affiliate/Chapter concept. Important questions have arisen: What is the incentive to earn a charter? Why can affiliate schools move from one District to another each tournament season? What kind of infrastructure is in place to inform and assist affiliate schools if they don't belong to a particular District? How do we lower the membership turnover of affiliate schools to create continuity if various regions of the country? Why do district committees still have the right to stop an affiliate from gaining charter status if that affiliate has met the minimum requirements for charter status?

These are excellent questions that the Executive Council willingly discussed and considered at its fall meeting in late September. In addition, the council read and considered the comments that were provided by 75 of the 103 District Chairs on the issue and the recommendations presented by the Executive Secretary to make important changes in the current system. After thorough discussion and consideration of all issues involved and the impacts on the future goals of the League, the Executive Council passed a motion concerning the status of affiliate and chapter memberships.

NEW POLICY ON AFFILIATES AND CHAPTERS-EFFECTIVE 9/27/04

- 1. The NFL will retain the two types of school membership-Chapters and Affiliates. All current policies for maintaining and obtaining a school charter will remain the same. In addition, affiliate schools will continue to apply for chapter status through a district.
- 2. As of the 2005-2006 school year, all affiliate and chapter schools will be the member of a specific NFL District.

Important Changes

- 3. All chapter schools will remain in their current District unless that chapter school uses the proper procedure for moving Districts outlined in the NFL rules.
- 4. Prior to the 2005-2006 school year, each affiliate school will be placed in the District in which that school participated in for the 2004-2005 District Tournament series.
- 5. Any affiliate that chooses not to attend a District Tournament in 2004-2005 will be placed into a District by the National Office.
- 6. District placement for affiliates that do not attend a 2004-2005 District Tournament will be based on geographic location and District size equalization.
- 7. Beginning with the 2005-2006 school year affiliates will remain in the District in which they are placed, unless, like chapters, that affiliate receives approval from both districts to move.
- 8. Once an affiliate achieves the minimum requirement for chapter status, the affiliate can petition to their current district to become a chapter. If denied, the affiliate is free to petition alternative districts for chapter status and will be allowed to move if accepted.
- 9. Consistent with current policy, a District can grant chapter status to an affiliate school before that school achieves the minimum standard. However, the accepting district must be the district in which the affiliate was originally placed.
- 10. The National Secretary will arbitrate all irresolvable conflicts in placing an affiliate.
 - 11. Brand new affiliates who join





Policy Changes

the NFL after 2004-2005 will be placed into a District based on geographic location and District size equalization.

Summary of the Change

By the 2005-2006 school year, all affiliates and chapters will be members of a NFL District. Affiliates will no longer be allowed to shift Districts without the permission of both Districts involved. Placement into Districts will first be based on the District Tournament that each affiliate attends in 2004-2005. All affiliates that do not attend a District Tournament will be placed by the National Office. Location will be based on geography and size equalization. If an affiliate is denied chapter status, they can petition another Dis-

trict for that status.

What Stays the Same?

All current policies for obtaining and sustaining chapter and affiliate status will remain the same. As previously, only chapters will retain voting rights within a District. The District committees will continue to approve chapter status.

General Philosophy Behind the Change

In order to better serve the League interests, all member schools, including affiliate schools, should be part of a District. Currently, turnover among affiliate schools is too high. The National Forensic League and those that represent it should create a friendly environment that fosters support, training, and inclusion. The change will allow better communication and leadership by district chairs and the national office. It will allow the NFL leadership to better understand the state of the League in different regions. Districts will be motivated to work with affiliate schools in gaining chapter status to make their Districts stronger. This decision by the Executive Council is one that has the best interests of its members in mind.

If any coach or student has further questions about the new rule, he or she is encouraged to contact the NFL National Office.



District Size Requirements

The National Council has agreed that it is in the best interest of the League and its members to change the policy concerning District Sizes. Previously, if a District did not maintain 16 chapters or 500 District Tournament entries over a 3 year period, that District was to be disbanded. After thorough study over the course of 4 council meetings and consultation with many District Chairs and the Executive Secretary, the following changes have been approved by the Executive Council and will be implemented as of September 27, 2004.

- 1. All current districts will be allowed to maintain district status.
- 2. Any district with less than 8 chapter schools will <u>not</u> be allowed to hold a district tournament, however, all schools in those districts may petition to attend other tournaments in other districts.
- 3. All Districts will be required to maintain 16 chapters or 550 entries over a 3 year period. This will be considered "GREEN" status.
- 4. If a District does not meet the above size and/or entry requirements, that district will move to "YELLOW" status for one year only. No District can be at "YELLOW" status more than once in a 5 year period.

- 5. After one year of "YELLOW" status, any District that meets the minimum requirements will be placed back on "GREEN" status. Any District that still does not meet the minimum size and/or entry requirements will be placed on "RED" status until they meet the minimum requirements for size or entries.
- 6. A District on "RED" status will be limited to one entry to Nationals in each main event category, assuming that there are at least 4 entries in each category at the District Tournament. Please Note: A District on "RED" status can meet the size requirements by obtaining 16 chapters prior to their District Tournament series during the year of "RED" status and be placed back on "GREEN" status for that year.
- 7. No district will be allowed to split into two districts unless they establish 40 chapters for two consecutive years or 1200 district entries over a 3 year period.

Rule Summary

Instead of eliminating Districts that are small in size or lack District Tournament entries, the council has created a 3 step system to allow District committees and the Executive Secretary to work together to improve the strength and status of these Districts. If a school is moved to "YEL-

LOW" status for the next year, the Executive Secretary will work with that District to recruit new schools and encourage stronger entry to the District Tournament. After this effort, if a District is still unable to meet the requirements, the National Tournament entry for that District will be limited to one entry per event unless that District is able to obtain 16 chapters before the District Tournament series begins that year.

Philosophy Behind the Change

If a District is eliminated (old rule), the infrastructure of the NFL is removed from that region which means that students, coaches, and programs suffer. The answer is not to eliminate Districts, but to create a step process for change. However, if a District cannot maintain a minimum size of chapters or minimum level of District entries, it should not be given the same opportunities for National Tournament qualification numbers as those Districts that are able to meet the requirements. This new concept is a positive way to motivate Districts to develop and grow. It does not threaten the existence of a District as in the past, but merely the opportunities for National Tournament participation based on size and strength.



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The NFL's "Extreme Makeover"

Using the Website to Assist our Membership

By J. Scott Wunn



In the past four years, the NFL has made monumental strides in providing an incredible on-line point recording system for its members. This recording tool has made it easier for our membership to record NFL points and to view the outstanding records and accomplishments of the 90,000 active members each year. Over 80% of our school membership is now using the internet to record NFL points.

However, as many realize, the Internet is capable of providing additional benefits to our member. A little over a year ago, the national office embarked on a mission to create new functions to the NFL website that would increase the communi-

cation within the membership and between the National Office and its members, provide services that would strengthen the development, and promotion of forensic programs throughout the country, represent the mission of the NFL and its long traditions and history, and provide a forum that students and coaches in the NFL can enjoy and utilize as an educational tool. Stronger use of internet resources can lead to increased support and understanding of the activity.

The NFL would be remiss if it did not thank the Schwan Food Company, Lincoln Financial Group, ConocoPhillips, and The Stennis Center for Public Service for providing additional funding for website development. In addition, Lincoln Financial Group was instrumental in the original design of the NFL point site. As initial plans to provide more services to our members developed, the Schwan Food Company, in an act of extreme generosity, assigned an outstanding web designer to work with the National Office to begin the arduous process of designing the plans for new functions to the site. Then, this summer, the NFL employed its current web support team, Thunder Data Systems. By incorporating some of the initial design plans developed with Schwan and the innovative ideas of Thunder Data, the NFL is ready to unveil the "new and improved" NFL website.





NFB Website Announcement

WHAT WILL YOU FIND AT www.nflonline.org?

League Mission and History

The website now includes an "About the NFL" section that outlines the mission of the NFL, includes some historical facts, provides key contact information, and describes the key competitive events that the NFL offers. Visitors will also find pertinent information in regards to the National Office and the Executive Council as well as information on "How to Join" both the NFL and NJFL. In addition, this section provides the NFL Constitution/By-Laws and the most current Chapter Manual.

Student Resources

The NFL Student Resource section is designed as both a valuable resource and a place of enjoyment for high school speech and debate participants. This section includes tips and articles to provide both an educational resource and an opportunity for students to post and publish some of their own thoughts and ideas on debate and speech. The most exciting element of this section is the "Student Challenge" page. Each month, the National Office will pose a variety of fun questions to allow students to share some of the "lighter side" of their programs. Each month in Rostrum, we will try to publish some of the more "interesting" comments.

Couching/Teaching Resources

This section is by far one of the most comprehensive sections of the website. Making the decision to coach and teach speech and debate is both gratifying and challenging. The NFL is excited to offer some incredible features that will provide crucial support for the forensic educators. In this section, viewers will find information on recording NFL points, participating in a nationwide NFL mentoring program and regional coach workshops. In addition, we have provided a "Getting Started"

packet for new coaches who are starting new NFL programs. Also, the NFL is collecting educational resources to provide a pool of free educational materials from top speech and debate teachers, coaches, and administrators nationwide. This is a file share section that allows educators from all over the United States to submit and utilize speech and debate lesson plans, coaching tips, fundraising ideas, and a variety of other resources. The NFL would like to encourage all speech and debate educators to participate in this wonderful resource by going on-line and submitting materials. All materials that are submitted for sharing are greatly appreciated. The more educators and coaches that participate, the stronger the resource will be. The site also gives coaches access to the NFL video library where the NFL boasts over 40 videos that are available to coaches for free checkout.

Rostrum

The NFL has always been proud to offer an on-line version of Rostrum. However, we have enhanced this feature so that past articles are now available and archived by subject area as well as publication date. Educational Rostrum articles also appear in the "Student and Coach Resource" sections of the site. Future plans include providing a Rostrum supplement of online articles that were submitted for print publication, but could not be included in the magazine due to page constraints.

District Information

This is an exciting section of the NFL site. In this section, the NFL has provided key information that creates stronger communication within the league. Visitors will find all necessary contact information for district committees and district chairs. In addition, each District in the NFL has an individual website homepage which can be edited to provide information about local, regional, district, and national events as weIl as accessibility to a variety of resources for promoting forensics within those spe-

cific regions of the country. Furthermore, this section contains a coach and district chair bulletin board to promote stronger communication on crucial issues concerning a specific topic. Also, this section includes the most current versions of the district speech/debate and student congress tournament manuals, and registration forms for the district tournament series.

National Tournament Information

Each year, the NFL is proud to host the LFG/NFL National Speech Tournament. This section of the site will provide all of the information necessary for the tournament. Visitors will find important site information including hotel lists, car rental deals, and local restaurant and entertainment lists. Also, we have included a history of the tournaments, a list of the scholarships and sponsors, and a photo archive.

Alumni

The NFL hopes to provide special features for the thousands of Alumni members of the league. These features include an online newsletter, a "What are they doing now" section, and a list of support opportunities for Alumni that wish to continue to support the NFL and the programs and coaches that meant so much to their training and development.

Sponsors

It is our honor to recognize the incredible sponsors of the NFL. In this section, visitors can learn more about the individual sponsorships and scholarships provided by our national sponsors. In addition, a link is provided to the individual web sites of each sponsor so that NFL members can learn more about these fantastic and generous supporters. This section will also include information on additional sponsorship opportunities for anyone interested in potential sponsorship.





NFB Website Announcement

Enhanced Online Store

The online store has never been better. All products sold by the NFL are available for purchase online. The NFL inventory includes a vast variety of apparel merchandise as well as coach awards, student awards, insignia items (pins, keys, etc.), coaching resources (timers, ballots, etc.), and a tremendous library of audio and video tapes that are available for purchase.

Special Features

The new website also contains a number of special features that are available throughout the site which include...

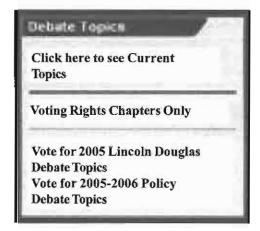
- The most current news updates.
- Front page access to the point recording system
- A comprehensive calendar posting system for listing tournament and event dates
- Live Polling and Voting on weekly issues
- A search tool bar for easier navigation through the site

The NFL is proud to offer such a valuable resource to its members. We hope that all members will visit the site and begin to utilize its many features. In addition, we would like to encourage visitors to post comments/suggestions as we continue to enhance and develop the NFL website.

Let us know who you believe won the October 5th Vice Presidential Debate. View our Poll View Poll Results Discuss the Vice Presidential Debate on our online forums. View Poll Results for the first Presidential Debate.

T opic

Information





Is important!

Watch for Upcoming Voting Issues.

Voting Ballots available on the NFL website www.nflonline.org





Student Challenges

NFL Students Share Funniest Moments

Entertaining Stories

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

A lucky group has come to notice that there is a section of the NFL website devoted to the students within the league. One area under Student Resources is the Student Challenge. Each month, this challenge will pose a question to NFL students and the most interesting of the answers will appear in the Rostrum. This past month, the NFL asked students to tell us their "funniest moment as a debater/and or speech team member". Here are a few of the entertaining stories that we received:

Camus who?

In my freshman year of high school, I competed in Impromptu Speaking. During one of the first few tournaments of the year, I entered a round in which the prompt was "Camus". I know now, of course, that the prompt referred to French existentialist author Albert Camus. However, being a terrified and uninformed 15-year-old at the time, I had no idea as to whom or what that five-letter prompt referred. So, trembling and clammy, I proceeded to give a five-point speech on the nature of lying, claiming that "I could lie to you and say I knew who 'Ka-muss' is, but that such mistruths are hurtful to oneself and others." I was the first speaker, and the judge (an English teacher), was clearly displeased with my obvious ignorance of Mr. Camus. I plodded out of the room, my tail between my legs, expecting a last-place ranking. Later in the day, I learned that no one else in the round had known who Camus was either, and I have been awarded first place!

Abraham from Illinois

The Parent Trap

My parents were watching me in an OO round. Before the round actually began (we were waiting for a judge) my mother began flirting with one of the judges. Eventually, after several agreements and nonchalant conversation between the two of them, my mother was declared "his girl". My mother proceeded to tell him that he could date my sister and gave him her details. After the first couple of speakers, we took a small break and once again, the flirtation commenced. At some point during this conversation, my dad interjects, "yeah, but she's old." As the room began to stir with various, "uh-oh's and "oh, he's in trouble", the judge replied, "Someone's not getting dinner tonight." While I thought this would be the end of it and thought this would be the end of it, and the next orator would speak, it wasn't. My mother continued the excitement by announcing that my father "wasn't getting something else either." As the stir in the audience grew louder, my father replied, "That's ok, I'm not missing much." By now, the entire room is rolling on the floor laughing. I am sitting in a desk mortified. After the extense of the statement colors down the round begins citement calms down, the round begins again, me still hiding my head feeling like I could literally die of embarrassment. As it turns out, it was my turn to

> Rory from Texas

Always leave your mark!

My funniest moment as a speech member would have to be the time a cheeto hit my coach in the head. My friend had been eating a lot of hot cheetos on this day and she had no water to quench her thirst. All of a sudden, she starts choking on a cheeto and can't breathe. My coach had to give her the Heimlich maneuver, so he stepped back so that she could cough it up, and "SMACK!" it hit him right on the forehead and was stuck there. He had to scrape it off. The funniest part was that he had a red mark on his head for three days. We still laugh about it today.

Katie from California

Ouch!

Our funniest moment of our team was the time when we were walking back to our bus and our captain was walking backwards giving a motivational speech when all of a sudden he runs right into the bus.

James from Mississippi

You can submit an answer to the 'Student Challenge' by visiting the National Forensic League website at www.nflonline.org. The Student Challenge is in the Student Resources section of the site. We look forward to hearing from more students!





**Policy Debate Listen Up

By Eli Lesser

This year, the NFL Policy Debate resolution states "Resolved: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operations." Once again, the NFL executive committee has chosen a topic for policy debate that speaks to the current state of our nation. It recognizes that, for the first time in a generation, our modern twenty-four hour news cycle is becoming dominated by foreign rather than domestic affairs.

The Justice Learning website, www.justicelearning.org will launch a new module in early October, designed to assist with research of the NFL's 2004-2005 Policy Debate resolution. The module will examine the role of the United States in the United Nations. This module is a must-use research tool for policy debaters this school year. Like the other modules on the Justice Learning site, it is packed with information from both primary and secondary sources. The information is presented in a multimedia format and is accessible FREE of charge. All users need is a computer with an internet connection and audio capabilities.

Listen Up

Once users click on the module, they will be given a brief introduction to the issues, and then they can jump right into the information. The first set of materials is in the "Listen Up" section. In this section, visitors can listen to the Justice Talking show, "U.S. v. U.N.: Has International Trust Gone Bust?" taped September 28, 2004.

The "Listen Up" section is a unique research opportunity for debaters. By listening to the show, debaters are not just gathering great information for building an argument, but also listen to a well researched and carefully planned argument being made by some of the nation's top advocates. Both coaches and students can gain from hearing this professional debate.

Preparing cards with information

from the Justice Talking debate is not as much of a challenge as it would at first appear. Although there is no transcript of the show available, debaters can still use the information presented. The Justice Learning website allows listeners to pause and rewind the program. To cite the show using MLA format, debaters should use a combination of source styles, both the format for a radio program and a website.

Read On

The next section on the site, "Read On" gives users aecess to New York Times Learning Network feature articles. These secondary source materials have been pulled from the pages of the New York Times and formatted for the school audience. Each article is displayed as it appeared on the pages of the paper, but with some additional features. First, the article will always be available for free, unlike other Times articles that are only free for the first week after publication. Each article also has built-in vocabulary and geography features, which can be toggled on or off. Once these have been activated, key vocabulary words and geographic phrases become links, which will give the reader definitions and maps.

The secondary sources available in the "Read On" section provide debaters with material to build an argument and can also be a great introduction to further research opportunities. Teachers can also combine "Read On" articles with lesson plans found in the Teaching Materials sections. Each lesson plan corresponds with an article and can be used to focus students' attention on key information and ideas.

In Their Own Words

Debaters know that secondary sources are useful, but that primary source citations are what score the points with judges. The "In Their Own" words section of the site presents primary source material

Resource Material

from five different institutions of democracy. These institutions - the executive, legislative, and judicial branches of government, the media, and the schools -- play a critical role in the shaping of American policy.

Clicking on one of institutions will bring up relevant speeches, legislation, court cases, or other material created by that institution. For each quote, bill summary, or case summary, a link is provided to a complete version of the material. The goal is to streamline the research process and allow users quick access to primary source material.

Interactive Timeline

The Justice Learning Timelines provide historical perspective for each featured issue by allowing users to trace how the issue has changed over time. Clicking on one of the events leads to a more complete explanation, which can lead you to further research topics and ideas.

The Justice Learning site will continue to be updated as new information on America's role with the United Nations changes, and the role America plays in the world continues to evolve. The Justice Learning site holds a phenomenal wealth of research material for debate teams. The site should be bookmarked and used as a launching pad to research for all debaters. Whether users visit the site for its great model of professional debate or as a place to find and understand a primary source reference, Justice Learning will fill the need.

(Eli Lesser, Educational Development Coordinator for Civics@Annenberg, is the web editor for Justice Learning, and a curriculum specialist for the civics projects at the Annenberg Public Policy Center. Prior to joining Annenberg, he spent six years as a middle school and high school social studies teacher, in both public and independent schools in Virginia, Delaware, and New York City. He holds a MA in Social Studies Education from New York University and a BA in History from the University of Delaware. Contact Eli at: elesser@asc.upenn.edu.

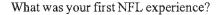




Coach Profile

Meet Betty Whitlock

By Sarah Gildea NFL Staff



"I attended a tournament at Selma High School that was hosted by Billy Tate in the 70's."

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

"Well, I've wanted to be a teacher since the first grade, it was just always something that I wanted to do. But, my junior year in high school I won a fabulous 17 day trip to the UN and Washington, D.C., and I knew that I wanted to share that experience with young people. It opened the world for me and I wanted to bring a similar experience to students."

What is your team philosophy?

"To develop skills that prepare students for life--win or lose, the important thing is that they improve. If their opponents are better, then it makes them better. This same philosophy makes me a supporter of workshops to improve competition throughout the state."

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

"Thirty hours per week at the beginning of the season, and this lessens to twenty hours per week as the year goes on."

What is your vision for the future of the NFL?

"I feel as if it's always changing to meet the needs of the day; for example, the addition of L/D and Public Forum Debate.



I want the NFL always to continue bringing youth skills that they need for life."

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

"Speech and Debate is a good ambassador for the state of Mississippi; the activity proves what Mississippians already know--we have an excellent educational program."

What's unique about Clinton High School as an NFL chapter?

"We're a small group, but our students build wonderful skills and are very successful both in competition and in their careers."

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

"They come to me. As long as they're interested, they'll leave as a better person. Trophies aren't important; improvement is."

How has the NFL changed since your days as a competitor?

"My high school where I attended didn't have an NFL program. I did compete in Pi Kappa Delta tournaments in college. We had only Policy Debate and Discussion. In my early years as a coach, extemp was for Boys and Girls; I like the change to Domestic and International. I also watched as NFL added L/D and Public Forum Debate. Even with these changes, the NFL has been careful to keep true to its purpose...like a port in a storm, it has consistently encouraged and rec-

ognized students well."

What is your favorite memory from a National Tournament?

tournaments.

Betty Whitlock coaches forensics at Clinton High School,

MS. Betty is a two diamond coach who has served the Mis-

sissippi District Committee for several terms as District Chair and currently as a committee member. In addition, Betty has

served as Congressional Cham-

ber Director for past National

"Standing behind my students as they looked at the Grand Canyon."

What is the greatest challenge as a coach today?

"Financing our program. Money is tight in Mississippi right now, as it is everywhere."

Are there any rituals/luck traditions that you employ as a coach?

"We have an elaborate induction and speech awards ceremony every year. The students light red, white, and blue candles; and we discuss the levels of degrees and the meaning of the pin. Then the students perform."

What's your favorite weekend tournament food item?

"Something that doesn't break a diet."

Each month a different coach will be profiled in the Rostrum. If you are interested in nominating a coach, please submit a photo and 300 words describing your coach's efforts to nflrostrum@centurytel.net.





COLUMBIA UNIVERSITY National High School Speech and Debate Invitational January 21-23, 2005

Featuring:

Professor Minh A. Luong Yale University

Debate Tab Director

Mr. Chris Palmer

Milton Academy

Speech Tab Director

Events:

LD Debate

Student Congress

IF

(Duo, Extemp, Oratory, Declamation, OI, DP)

Contact: Subash Iyer

Tournament Director

Email: ssi2101@columbia.edu

Phone: 908-295-9870

Logic in LD

By Jason Baldwin

article. If you don't care about debate theory and simply want to know my answer to the above questions, you can skip to the last paragraph of this

section and keep reading from there. Some LD students and judges are eager to embrace a picture of burdens borrowed from policy debate. In policy debate, there is a standing burden of proof on the affirmative and a corresponding presumption for the negative. That means that in the case of a tie (including the sort of tie that would result if neither side made any speeches), the judge should vote for the negative. The affirmative must prove the policy resolution is true, and the negative must destroy whatever arguments the affirmative makes. However, the negative does not have to prove that the resolution is false.

You might wonder how a policy negative could destroy affirmative's arguments without proving the resolution false in the process. The answer is, in part, that you can destroy an argument without claiming anything about the truth or falsehood of the argument's conclusion. A good argument is a And a sound sound argument. argument, you will recall, is an argument which is deductively valid and which has only true premises. But an argument which is invalid or which has false premises may still have a true conclusion. Nonetheless, it's a bad argument because we can't know the conclusion is true based on the premises offered. So if we represent the policy resolution as p, the negative team may undermine the affirmative's argument that p without proving (or even attempting to prove) that $\sim p$.

There are further reasons why a policy negative can refute the affirmative's argument without actually disproving the resolution, but those reason are related to conventions of policy debate and do not concern us here.

Part II: Casing Applications

What does concern us is that LD does not have prescribed burdens and presumption comparable to those in policy debate. The NFL's official LD ballot instructs judges that "There are no prescribed burdens in L-D as there are in policy debate; no 'burden of proof' and no 'presumption.'" This means that if there were an argumentative tie in an LD round, the negative would not win by default. No one would win by default.

More importantly, the lack of prescribed burdens means that it is not sufficient in LD, as it is in policy, for the negative merely to attack the affirmative's arguments. The negative must offer constructive arguments of its own, arguments which conclude that the resolution is false. For suppose the affirmative offers two arguments, each of which concludes that p (the resolution) is true. And suppose the negative follows the policy strategy of merely attacking those arguments-showing that they are insufficient to prove that p. But the negative (as we are supposing) offers no independent arguments to prove that $\sim p$, i.e., that the resolution is false. Then the negative has effectively destroyed the affirmative's reasons for believing the resolution without offering any reasons to disbelieve it. And since there is no presumption in LD, if there are no reasons to believe the resolution and no reasons to disbelieve it, there is no reason for the judge to vote one way or the other.

This article illustrates some applications of formal logic to the development of LD cases. presupposes familiarity with the elements of formal logic introduced last month. By way of review, an argument is a set of sentences some of which (the premises) are offered in support of another of which (the conclusion). A valid argument is an argument of a form such that if its premises are true, its conclusion must be true, and a sound argument is a valid argument with true premises (and hence a true conclusion). We introduced three valid argument forms which can be combined with each other in a variety of ways: (1) MP- $(p \rightarrow q, p, \text{ so } q); (2)$ Modus Ponen MT—Modus Tollens $(p \rightarrow q, \sim q, so \sim p)$; and (3) HS—Hypothetical Syllogism $(p \rightarrow q, q \rightarrow r, \text{ so } p \rightarrow r)$. If any of the foregoing is unfamiliar, you should review the earlier article before proceeding with this one.

I will discuss the applications of logic to LD casing under five headings: burdens, research, contention mapping, value structure, and contention development. My underlying thesis is that an LD case is best conceived as the presentation of one or more deductively valid arguments. Among my more interesting conclusions is that debaters should drastically revise the traditional value premise (or core value) and criterion model of argument.

I. Burdens

There is much confusion about the burdens of LD speakers. What is each side's basic responsibility? What, if anything, must each side prove? This section is the most theoretical in this

It's as if the debate begins with a tie (since there is no presumption) and the affirmative case attempts to break the tie by proving the resolution true. If the negative merely disarms the affirmative's attempted tie-breaker, we are back to a tie again. To win, the negative must do more than simply disarm the affirmative's tie-breaker. The negative must attempt to break the tie in the other direction, by proving the resolution false.

So we might think of LD affirmatives as having a burden to prove the resolution true, but only in a sense of "having a burden" such that LD negatives equally have a burden to prove the resolution false. This means that there are no burden strategies which are open to the negative but not to the affirmative just in virtue of the rules of LD. In other words, the standing burdens of each side are symmetrical. Therefore, refuting affirmative arguments is not sufficient to negate an LD resolution.

However, there may still be a range of legitimate negative strategies on this or that particular LD resolution. We can say generally that the negative must prove the resolution false, but there are different ways different kinds of propositions can be falsified.

Consider the resolution that "The possession of nuclear weapons is immoral." It's clear enough what the affirmative is responsible to prove. But what must the negative prove? That the possession of nuclear weapons is morally good? If the negative proved that, the negative would certainly be proving the resolution false. But there are other ways the resolution could be false as well. The negative could prove, less ambitiously, that the possession of nuclear weapons is neither morally good nor bad; it is morally neutral. This conclusion logically implies the falsehood of the resolution. But the resolution is also false (it seems) if morality is a myth—if nothing is morally good, bad, or even neutral. For if no actions have moral properties, it is obviously false that any particular action (such as the possession of nuclear weapons) has the property of being immoral. So even on this simple resolution, there are several routes the negative could take to fulfill its burden of proving the resolution false.

Now consider a more complicated resolution, that "As a general principle, individuals have an obligation to value the common good above their own interests." People often refer to resolutions of this sort as "comparative," and it is comparative resolutions that generate the most controversy about negative burdens. Let us again use p to represent the resolution. What counts as $\sim p$? Many people believe that the negative's burden on such a comparative resolution is to prove the converse of the resolution-in this case, to prove that individuals ought to value their own interests above the common good. And no doubt, if individuals ought to prefer their own interests to the common good, then it's false that individuals ought to prefer the common good to their own interests. So proving the converse is one way for the negative to satisfy its burden to show that $\sim p$.

But there are other ways to show that $\sim p$. Suppose the negative could prove that what an individual should prefer varies from situation to situation and from individual to individual. Then it would be false that as a general principle individuals ought to prefer the common good to their own interests. There is nothing incoherent about this position, and it has been defended by many philosophers. Or suppose the negative could prove that there is a general principle, but that the principle is that individuals ought to value their own interests and the common good equally. I think this principle would be

difficult to defend, but if it's true, then the resolution is false, and the negative has yet another way to satisfy its

The position on negative burdens which I am now defending is a reversal of an earlier position. I used to believe that the negative had to defend the converse of a comparative resolution. l still believe that defending the converse often makes for the strongest negative positions, but I no longer believe that the rules of LD or the ethics of argument require the negative to defend the converse.

My present position is likely to please no one. Some people will think it allows too many negative options, including "balance negatives," "situational negatives," or "critical arguments" (1 put these terms in quotation marks because I am often unsure what people mean by them). Other people will think my view is too restrictive by requiring the negative to defend a proposition rather than simply attacking the affirmative's arguments.

Of course, I think my view is just right. More specifically, I think it best accounts for two relevant facts: The first fact is that there is no prescribed burden of proof and no presumption in LD. This fact requires that the negative (if it wants to secure a win rather than just a tie) must prove a proposition, namely, the proposition $\sim p$ which is the denial of the resolution p. The second fact is that depending on what p says, there may be many ways to prove ~p—including more ways than simply proving the converse of a comparative resolution. I am not equally enthusiastic about all of these ways, but I think anyone who understands the logical significance of denial must at least be open to them.

So in sum we can say that the affirmative's basic burden is to prove that the resolution is true and the negative's basic burden is to prove that the resolution is false. Depending





on the resolution, there may be many ways to prove the resolution false. But if we use p to represent the resolution and $\sim p$ to represent "it is false that p," then the affirmative case should make arguments the conclusion of which is p, and the negative case should make arguments the conclusion of which is ~p.

II. Research

There are at least two sorts of research relevant to constructing a debate case. The first sort is general research conducted for the purpose of finding arguments to prove a resolution true or false. The second sort is focused research to support this or that premise of an argument which you have already constructed. Here I am concerned only with research of the first sort.

It is best to begin research on every topic by reading several general survey chapters and articles before hunting for specific arguments. These surveys will often be entries in reference books, literature reviews in journals, chapters in textbooks, or introductions in monographs (books by a single author) and edited anthologies. In addition to suggesting further sources to pursue, this reading will acquaint you with the history of the controversy, the main areas of dispute, and the relevant terminology.

Once you move from such background sources into sources which are actually defending a position on your subject, you should begin reading for valid arguments. First identify the conclusion the author of the source is defending. If there are several conclusions, identify the one which is most relevant to the resolution you're debating. Rarely will useful sources on a given topic be defending or denying exactly your resolution. Instead, they may be addressing a closely related area. For example, if you are searching for arguments on the

resolution that in the U.S., the use of race as a deciding factor in college admissions is just, you may run across Matt Cavanagh's recent book Against Equality of Opportunity. Cavanagh is writing about the just distribution of jobs in Great Britain, but many of his arguments could be applied to the debate over U.S. college admissions. You should study any argument you think might be relevant to your resolution, even if its conclusion does not match the resolution perfectly.

When you find a relevant argument in prose, you should apply your understanding of formal logic to analyze the argument into numbered premise-conclusion form. This process is difficult to master, but it will greatly enhance your ability to understand (and, eventually, to attack and defend) arguments.

In the course of explaining valid argument forms, we have used italicized letters (p, q, and so forth) to symbolize propositions. When you are formalizing real arguments, do not use letters to stand for propositions. The purpose of formalizing an argument is to grasp its substance—exactly what premises support a particular conclusion—so you should write out the relevant premises and conclusion in normal English.

Most authors will not express their premises in conditional (if-then) sentences, so you will need to paraphrase in order to display the argument's logical structure. And since most authors do not state premises they assume will be obvious to their audiences, you will also have to make these suppressed premises explicit. That's OK as long as you are careful to make your reconstruction of the argument faithful to the author's original ideas. Your goal is simply to understand exactly how the author's argument works.

As suggested above, it is easiest to begin this analysis by identifying the

argument's conclusion. It is especially important at this stage to record the author's precise conclusion rather than your debate resolution (or its negation), if the two differ. If the argument's conclusion doesn't quite match your resolution, you can think about how they might be reconciled at a later stage. But at this stage you will distort the author's argument if you try to shoehorn it to fit your immediate debate needs.

Once you have identified the conclusion, work backward to find the other premises. For example, if the conclusion is the simple proposition r, then look next for a premise which you can express as the conditional $q \rightarrow r$. Does the author also straightforwardly assert q? If so, you have a complete MP argument. But perhaps the argument is more complex, and the author derives q only from the further premises $p \rightarrow q$ and p. As we saw in the first article, a valid argument may contain any finite number of iterations of MP, MT, or HS. Fortunately, the formal structure of most real arguments is relatively short; but rarely will an argument for an interesting conclusion be a single instance of MP, MT, or HS, so you should be prepared to encounter a bit of complexity.

Often you will find that the premises an author offers for a conclusion fail to support that conclusion validly. For instance, you may wind up with an argument of this form:

- (1) $p \rightarrow q$ (premise)
- (2) $q \rightarrow r$ (premise)
- (3) $r \rightarrow s$ (premise)
- (4) So $\sim p$ (conclusion)

Since (1)-(3) are conditionals, all you can derive validly from them is another conditional: $p \rightarrow s$. But the author has apparently jumped from this conditional to the conclusion $\sim p$. When you find what appears to be a logically flawed argument, your first impulse should be to ask whether you have accurately and



completely represented the argument. Check your source very carefully to make sure you haven't overlooked or misinterpreted anything the author has said.

If you remain convinced that you have formalized the argument fairly and completely, then ask yourself what, if anything, could be added to the argument to make it valid. In our current example, an additional premise ~s, when combined with the conditional $p \rightarrow s$, would license us (by MT) to infer the author's original conclusion $\sim p$. Sometimes authors will deliberately take premises for granted if they believe them to be obviously true. This is more common in popular and journalistic writing than in scholarly writing, but it happens everywhere. For instance, a person might argue that gun control is ineffective from the premise that if gun control were effective, cities such as Chicago and New York which have strict gun control laws would have less gun violence than areas with no gun control laws. The defender of this argument may just take it for granted that cities such as Chicago and New York do not have less gun violence. If you find such an implicit (or "suppressed") premise which is needed to make an argument valid, go ahead and write it into your list of premises, noting in parentheses that it is assumed or implicit rather than expressly stated by the author.

Occasionally you will find a published argument which is by itself invalid and which cannot be patched up by adding an obviously suppressed premise or two. For instance, you may discover that an author is denying the antecedent, inferring $\sim q$ from the premises $p \rightarrow q$ and $\sim p$. This discovery is obviously well worth making. It allows you to eliminate a possible case argument from consideration, and it also alerts you to the fault in an argument your opponents may try to use. You should not, however, suppose that because a particular argument for

a conclusion is invalid, the conclusion is false. All you have discovered is that one way of trying to reach the conclusion-the way taken by the invalid argument-does not succeed. There may well be (in fact, certainly are) other, valid ways of reaching the same conclusion.

The more you research, the more arguments you can find and formalize. Formalizing will help you to understand the arguments much better than you would if you just read over them in their original wording. It will often be harder than you initially expect, but you will probably feel a sense of accomplishment and mastery when you have captured an argument and laid bare its structure. You will be in a much better position to compare various argument possibilities and construct the arguments you will defend in your case. With enough practice, you can learn to formalize arguments in your head as you read or hear them, vastly increasing your power as a debater.

III. Contention Mapping

When you have read and analyzed enough arguments to give you a good feel for the main options on each side of the resolution, you are ready to begin mapping case contentions. This process can be very difficult (although it will be much easier if you have carefully analyzed the arguments from your research), but the guiding principle here is simple: Each contention should be a single valid argument which concludes in the resolution or its negation.

If your research has gone well, or if you have a strong imagination, you should have more argument possibilities on each side than you can use in a single case. For most debaters, novice and varsity, it is best to map out all of the possible constructive arguments for each side. (An argument is constructive just in case its conclusion is the resolution or its negation.) You can make the most

informed choices between possible arguments when you can compare them in the kind of detail a formal premiseconclusion outline reveals.

Here, too, it is safest and easiest to start with the conclusion and work backward. The conclusion of every constructive argument on a given side will be the same: the resolution (if you are affirmative) or the denial of the resolution (if you are negative). What comes next, "after" the conclusion (if you work backward)? A conditional (ifthen) premise which has the conclusion as its consequent. I.e., if your conclusion is the proposition q, the first premise you construct should be of the form $p \rightarrow q$ for some proposition p. The trick is to figure out what proposition to use for the antecedent of this conditional.

Suppose, for example, that you are mapping affirmative arguments for the resolution that "The United States is morally obligated to mitigate international conflicts." You have come across several authors who argue, in various ways, that the U.S. should mitigate conflicts because the U.S. has promised to do so. How can you map the argument? You know the conclusion will be simply the resolution. And you know that the first premise you map, working backward, will be a conditional statement which says: If p, then [resolution]. What should you fill in for p? Given your initial argument idea, the obvious candidate for p is "the U.S. has promised to mitigate international conflicts." So your complete premise is, "If the U.S. has promised to mitigate international conflicts, then the U.S. is morally obligated to mitigate international conflicts." So far, so good.

What more is needed for a valid argument? You cannot conclude q from $p \rightarrow q$ alone. You need at least one further premise, p, added to your conditional to give you a valid instance of modus ponens. So you need to add





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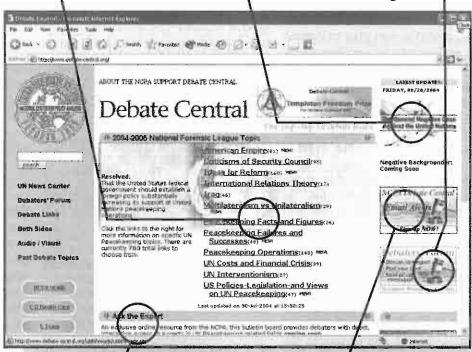
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as a premise, "The U.S. has promised to mitigate international conflicts." If you stop at this point, you have mapped a single valid argument:

- (1) The U.S. has promised to mitigate international conflicts. (premise)
- (2) If the U.S. has promised to mitigate international conflicts, then the U.S. is morally obligated to mitigate international conflicts. (premise)
- (3) So the U.S. is morally obligated to mitigate international conflicts. (conclusion)

There is nothing logically wrong with this argument as mapped. However, you may find it useful to supplement the argument by adding more premises which clarify the details of the argument as you plan to defend it. The easiest way to supplement an argument is to ask yourself what you would say to an opponent who asked, about any of your premises, why that premise is true. You can usually answer this question by adding two or more new premises to support your original premise.

What if someone asked why the first premise of the argument above is true? Presumably the research that inspired the argument has given you a detailed idea of how exactly the U.S. promised it would mitigate international conflicts. Perhaps the U.S. signed a treaty (we'll call it "Treaty T") in which it promised to "use all reasonable means, diplomatic and military, to restore peace to war-torn regions of the world." Assuming you have good evidence (in this case, a copy of Treaty T) to support your claim, you could represent your original (1) as the conclusion of further premises, like so:

- (1') The U.S. signed Treaty T. (premise)
- (1") If the U.S. signed Treaty T, then the U.S. promised to "use all reasonable means, diplomatic and military, to restore peace to wartorn regions of the world." (premise)
- (1"") If the U.S. promised to "use

all reasonable means, diplomatic and military, to restore peace to war-torn regions of the world," then the U.S. promised to mitigate international conflicts. (premise) (1) The U.S. promised to mitigate international conflicts. (premise, from 1', 1", 1")

- (2) If the U.S. promised to mitigate international conflicts, then the U.S. is morally obligated to mitigate international conflicts. (premise)
- (3) So the U.S. is morally obligated to mitigate international conflicts. (conclusion)

Now you can see how you might supplement a simple premise p or q, such as premise (1): by making it the conclusion of further applications of modus ponens (or modus tollens). When you do this, the original premise remains part of the argument, but you justify it by making explicit the premises supporting it.

What about a conditional premise like (2)? How might you support that premise? Again, think about what you would say if someone asked you why (2) is true. To supplement a conditional premise, you will need to add two new conditional premises to the argument. Here is the recipe:

Write two new conditionals. Make the antecedent of the original conditional the antecedent of the first new conditional. Make the consequent of the original conditional the consequent of the second new conditional. Finally, find a new proposition to serve as both the consequent of the first new conditional and the antecedent of the second new conditional.

So you are supplementing a statement of the form $p \rightarrow q$ with two statements of the form $p \rightarrow r$ and $r \rightarrow q$. These two new statements yield the original $p \rightarrow q$ by an application of hypothetical syllogism.

Let's look at how this recipe works in practice. Think about the question, "Why believe that if the U.S. promised to mitigate international conflicts, then

the U.S. is morally obligated to mitigate international conflicts?" This question really amounts to something like, "Why is there a moral obligation to keep promises?" To answer the question, you are probably going to have to appeal to a moral theory. Fans of strict promise-keeping tend to like Kant's theory, so we will suppose that's your theory of choice. According to Kant, what is wrong with deliberately breaking a promise is that doing so cannot consistently be willed as a universal law-i.e., breaking promises violates Kant's so-called categorical imperative. Given Kant's reason for thinking that we are morally obligated to keep promises, we can supplement premise (2) by adding:

(2') If the U.S. has promised to mitigate international conflicts, then the U.S. must mitigate international conflicts if it is to act in accord with Kant's categorical imperative.

(2") If the U.S. must mitigate international conflicts if it is to act in accord with Kant's categorical imperative, then the U.S. is morally obligated to mitigate international conflicts.

The two new premises (2') and (2") justify (2) in our argument, making more explicit the thought behind that original premise. In an actual contention, as opposed to this argument map, you would want to explain in more detail just what Kant's categorical imperative is, why anyone should care about it, and why it requires promise-keeping.

Expanded in the way we have now suggested, what began as a two-premise argument now has seven premises: (1'), (1"), (1"), (1), (2'), (2"), and (2). Both the short and Ionger versions are equally valid. But the longer version will be more useful when you come to writing the actual contention, because it makes the content of the argument more clear and detailed. We could go on asking the same "Why?" questions of the new premises in our longer argument and





supplement the argument even further. We won't do that here, assuming you see roughly how the expansion process works. Keep expanding your map of an argument until the thought behind the argument would be clear to someone who carefully reads through the premises and conclusion.

At this stage, you have found (or created) an idea for a constructive argument and have mapped that idea into valid premise-conclusion form. Your next task is to classify the premises of your mapped argument to get some sense of what kinds of support you would need if you were to adopt the argument as part of your case position. We can think of premises as falling into three broad categories: empirical, normative, and definitional.

Empirical premises are claims which could, in principle, be tested scientifically or with the physical senses. That January is colder than June, that Elvis is alive in Arizona, and that free trade hurts American wages are examples of empirical claims. (The first is true; the second, false; and the third, contested.) Debaters should especially note that all causal claims (claims of the form "X causes Y" or "if X occurs, then Y subsequently occurs") are empirical claims.

Normative (or evaluative) premises make claims about what is good or bad, moral or immoral, valuable or valueless. They are not typically subject to scientific or sensory validation. Examples include that cheating is wrong, that justice requires economic equality, and that citizens ought to vote. Almost all LD resolutions are themselves normative claims.

Definitional (or analytic) claims are true in virtue of the meanings of their words; they are not substantive descriptions of any chunk of physical or moral reality. That all aunts are female, that every whole number is either odd or even, and that a treaty is a promise are all analytic claims. At

most, they inform someone of the structure of our concepts and language. You might think that definitional claims are always uncontroversial, but this is not so. Is it true that human genetic engineering is, by definition, the curing of genetic diseases? This is a very controversial claim, and a debater lost the final round of the Glenbrooks tournament several years ago when he built an argument on this premise but could not defend it with an actual definition from a legitimate source.

Many philosophers now believe such distinctions among types of propositions are misleading. However, I believe they are useful for thinking about the premises of debate arguments, and I hope you have a rough feel for what kinds of claims fall under each category. Sometimes it will be hard to tell into which category a given premise falls. But even if a premise straddles two of the categories, it can be helpful to know at least that it definitely does not belong to the third.

As an exercise, let's run through the seven premises of our last argument, classifying them by type. If you were doing this on paper or on a blackboard, you could simply write an "E," "N," or "D" next to each premise when you knew its type.

(1') The U.S. signed Treaty T. This premise is clearly empirical. It is a simple assertion of historical fact and should be confirmable by checking the relevant documents.

(1") If the U.S. signed Treaty T, then the U.S. promised to "use all reasonable means, diplomatic and military, to restore peace to wartorn regions of the world."

This premise straddles the fence between empirical and definitional. On the one hand, we would probably need to find documentary evidence of just what Treaty T said in order to assess the truth of the premise. On the other hand, the premise could be taken as simply defining (in part) the content of Treaty T—signing Treaty T includes

that promise because that's just what Treaty T is.

> (1"") If the U.S. promised to "use all reasonable means, diplomatic and military, to restore peace to war-torn regions of the world," then the U.S. promised to mitigate international conflicts.

This premise is clearly definitional. It simply translates the language of the treaty into the language of the resolution.

> (1) The U.S. promised to mitigate international conflicts.

This premise does not fall under any of our three headings, because it is not, strictly speaking, a premise. It is a subconclusion of premises (1'), (1"), and (1""). It does not aim to supply new information but simply helps the audience grasp the logical/conceptual relationships among other premises. But if (1) were not a subconclusion and instead functioned as a free-standing premise, it would clearly be empirical, because it is a claim about a verifiable action the U.S. has taken in history.

> (2') If the U.S. has promised to mitigate international conflicts, then the U.S. must mitigate international conflicts if it is to act in accord with Kant's categorical imperative.

Classifying this premise is tricky because of the intricacies of Kant's philosophy. If Kant had asserted (2'), he probably would have meant it as a definitional truth: Once a person understands the concept of a promise, he will be able to see that it would be logically impossible to will as a universal law that promises be broken.

> (2") If the U.S. must mitigate international conflicts if it is to act in accord with Kant's categorical imperative, then the U.S. is morally obligated to mitigate international conflicts.

This premise is clearly normative. It makes a substantive claim about the content of moral obligations, namely, that a nation is morally obligated to act in accord with the categorical imperative.

(2) If the U.S. promised to





mitigate international conflicts, then the U.S. is morally obligated to mitigate international conflicts. Like (1), (2) is no longer really a premise, because it is now a subconclusion from (2') and (2"). But if (2) were a free-standing premise, it would clearly be normative.

> (3) So the U.S. is morally obligated to mitigate international conflicts. (conclusion)

The conclusion is, obviously, a normative claim. It's the resolution, and LD resolutions (as we've said) are normative claims.

You should classify the premises of all the possible case arguments you map. When you think about which one or two (never more than three) arguments to build into your case, you should compare the varying empirical, normative, and definitional burdens you'd be assuming by adopting each argument. It will not be enough in the case merely to state your premises and explain how the conclusion logically follows. You will also have to persuade your audience that each premise is true, and some premises are easier to sell than others.

Any empirical premise is going to need empirical evidence to support it. That means if you don't have good evidence to back a premise at the time you first map an argument, you will have to find good evidence if you decide to include that argument in your case. LD students are especially prone to think that causal claims can be supported "logically" rather than empirically. This is false. Logic does not have the resources to prove causal statements about events in the world. (If you do not believe this, read Section IV of David Hume's first Enquiry.) When someone says that "it's just obvious" that one type of action or event will cause another type of action or event, all that person really means is that it seems obvious to him. There is no way to know what actions will cause what effects without empirical investigation. Particularly when largescale social phenomena are at play (as they often are in LD resolutions), armchair predictions about causes and effects have a very bad track record. You must have expert evidence that the world really works the way you claim it does if you expect your empirical premises to be credible to your audience.

Good empirical evidence is hard to find, and the more empirical premises an argument has, the more evidence will need. Because consequentialist arguments depend on the actual empirical results of an action to determine its morality, such arguments will typically require more empirical evidence than deontological other non-consequentialist arguments require. Many debaters think that consequentialist arguments are somehow more objective and therefore easier to defend than are deontological arguments. But there is nothing in the structure consequentialist arguments that should lead you to believe that. Any valid argument for a normative conclusion is going to contain at least one normative premise, and this is just as true of valid consequentialist arguments as of others. The only difference between consequentialist and non-consequentialist arguments on this score is that the former add controversial empirical premises to their controversial normative premises. Debaters who wish to minimize their reliance on empirical evidence may want to avoid consequentialist arguments, especially consequentialist arguments with multiple causal premises.

Notice that our sample argument above has an empirical premise (1') even though it is not a consequentialist argument. However, you should be able to see immediately that not all empirical premises are created equal. Premise (1') requires evidence, but the evidence will be an uncontroversial report of a public event, the signing of a treaty. This kind of empirical evidence is much easier to find and to defend than is evidence on (say) the climatic effects of carbon dioxide or the deterrent effects of capital punishment.

Normative premises will not require empirical evidence, but they will typically require persuasive explanation and perhaps a vivid illustration. Supporting a normative premise is likely to require more hard thought than any other element of an argument. So understand, when you compare argument options, that you will have to defend your normative premises in the case.

Definitional premises vary greatly in the kind and amount of support they require. Sometimes appeal to a standard dictionary (or even to the linguistic intuitions of your audience) is enough support for simple definitional claims. At other times, especially when a claim concerns technical or otherwise unfamiliar concepts, you will need expert evidence.

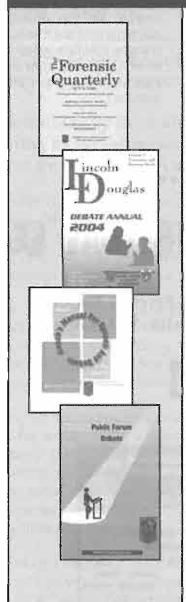
Finally, if a "premise" is really just a subconclusion of previous premises, you might want to explain how it follows so that your audience can fully grasp the logical connections you are claiming.

Since this is not an article on casing per se, I will not go into detail on how the various types of premises should be supported (although I offer a few tips in Part V below). But it is important, before selecting your case arguments, to understand what kinds of premises each argument includes and to have a rough sense about what kinds of support each type of premise will require.

If you end up choosing more than one argument for your case, check to be sure the premises of all your arguments are compatible. You do not want to defend a premise in one argument which you deny a few paragraphs later in a different argument. Be especially certain that the



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normative premises of all your arguments more or less tally with each other. It is not necessary to have the same normative premises in each argument (although this is often possible, and a good idea). But make sure you are not endorsing incompatible moral theories at different points in your case, and that you can

explain, if asked, how a person could hold all your normative premises as part of a coherent moral outlook.

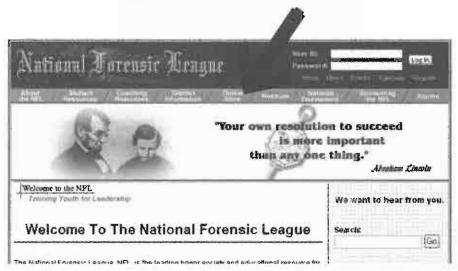
[Editor's Note: Due to the length of this article, it's fourth and fifth sections, on value standards and contention development, will appear in next month's Rostrum.] (Jason Baldwin (jbaldwin@nd.edu) is a Ph.D. candidate in philosophy at the University of Notre Dame. A nationally successful debater and coach, he has directed the LD curriculum of the Kentucky National Debate Institute since 1997. Many of his past Rostrum contributions can be found on NFL's online archive.)

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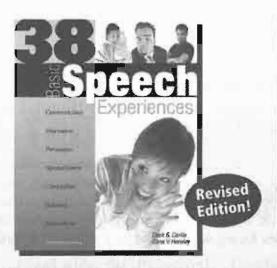
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By Dr. Wayne C. Mannebach

The Importance of Reading

Let's face it; reading is important to effective writing and public speaking! For instance, in his memoir of the craft On Writing (Scribner, 2000) Stephen King says that, "If you want to be a writer, you must do two things above all others: read a lot and write a lot. There's no way around these two things that I'm aware of, no short cut (p. 145)." He also states that "we read to experience the mediocre and the outright rotten; such experience helps us to recognize those things when they begin to creep into our own work, and to steer clear of them. We also read in order to measure ourselves against the good and the great, to get a sense of all that can be done. And we read in order to experience different styles (p. 147)." And King says that "constant reading will pull you into a place (a mind-set, if you like the phrase) where you can write eagerly and without self-consciousness. It also offers you a constantly growing knowledge of what has been done and what hasn't, what is trite and what is fresh, what works and what just lies there dying (or dead) on the page. The more you read, the less apt you are to make a fool of yourself with your pen or word processor (p. 150)." In short, to be a good writer, one needs to be a prolific reader! This applies to good speaking, too.

In American Public Address 1740 – 1952 (McGraw-Hill Book Company, Inc., 1956) A. Craig Baird treats thirty-eight speeches delivered by preachers, lawyers, teachers, congressmen, presidents, politicians, popular lecturers, a journalist, a labor leader, and orators of special occasion. Like other speech anthologies, Baird's work can

be used "as models for imitation, as a record of important ideas, as materials for criticism, and as starting points for the investigation of the methods by which speechmakers bave learned their art (p. v)." Baird contends that these speeches "are a reservoir of American thinking and sentiment, typical of the motives and attitudes of our national scene past and present. The student who absorbs the ideas and spirit of these speeches will, it is believed, gain a clearer appreciation of the traditions and dominant moods that shaped our national deliberations and decisions (pp. v, vi)." Indeed, to be a good speaker one needs to be a prolific reader!

Learning Rhetorical Theory Out of Context

Along with reading many of history's great speeches, students of oratory also need to study the Canons of Rhetoric, namely Inventio (conceptual design, evidence, and argument), Dispositio (major parts, arrangement, and thematic emergence), Elocutio (clarity, correctness, appropriateness, and embellishment of language), and Pronuntiatio (visual and vocal delivery). Learning rhetorical theory often involves textbook reading, taking notes during coaches' lectures, and the like. However, the presentation and learning of rhetorical theory often occurs out of context. The theory is presented and studied by itself; it often is not immediately associated with the context of public address. So, some serious students of oratory may mean well by reading many famous speeches, but while reading what is said they simultaneously fail to apprehend how something is said. In short, they fail to learn to equate message and technique.

Statement of Purpose

The violation of textual integrity can be improved when students are assigned not only to read famous speeches, but also to identify immediately the actual application of the theory employed in the select speeches. One way to equate theory with practice is to have the students have fun trying "to stump" their oratorical colleagues. The following data (1) presents some textbook rhetorical theory, specifically the definitions and valid and invalid use of hypothetical and conjunctive reasoning (the dilemma), and (2) exemplifies an examinationgame designed to test the orator's ability to comprehend the above theory as it appears in select passages from some of history's great speeches.

Some Textbook Theory for Hypothetical Reasoning

Hypothetical reasoning expresses condition or implication. It contains two member propositions, the first proposition being the antecedent, and the second proposition being the *consequent*.

The antecedent usually begins with the word "if," and the consequent usually begins with the word "then." The conjunction of these words, and the words were, would, and should indicate the hypothetical nature of the proposition. The hypothetical proposition as a whole implies the relation of the antecedent to the consequent, and it makes no claim to the truth of either the antecedent or the consequent.



Oratory

Examples of hypothetical propositions are: "If the overwhelming majority of Afghanistan's eligible voters still aren't registered to cast ballots, then Afghanistan will have to delay its historic elections." "If one of the heart's bottom chambers, or ventricles, becomes too weak, then a ventricular assist device (VAD) should be employed to boost pumping power." "If broadcast speech is issued through the airwaves of public domain, then the public has a right to control it." "If tetrahydrogestrinone (THG) lacks federal permission for sale in the United States, then Major League Baseball should bank it."

The hypothetical proposition claims that the truth of the consequent would follow from the truth of the antecedent, and that the falsity of the antecedent would follow from the falsity of the consequent.. The hypothetical proposition merely asserts that its antecedent is *one* logical condition of the consequent. Whether other logical indicators of the truth of the consequent exists is not asserted. Therefore, the rejection of the stated condition does not warrant the rejection of the consequent, nor does the acceptance of the truth of the consequent justify the acceptance of the one condition expressed in the antecedent.

In light of the above explanation, the orator can develop the hypothetical proposition two ways. He or she either must affirm the antecedent, and then affirm the consequent; or must deny the consequent, and then deny the antecedent. These are the only valid ways to develop the hypothetical proposition. The following examples are valid hypothetical syllogisms.

(1.) If John Dokes advertises for sports equipment, then he cannot participate in his high school's athletic competition.

John Dokes does advertise for sports equipment. Therefore, he cannot participate in his high school's athletic competition.

(2) If John Dokes advertises for sports equipment, then he cannot participate in his high school's athletic competition.

John Dokes can participate in his high school's athletic competition. Therefore, he does not advertise for sports equipment.

Both syllogisms are valid. In the first syllogism, the minor premise affirms the antecedent, and the conclusion affirms the consequent. In the second syllogism, the minor premise denies the consequent, and the conclusion denies the antecedent.

Some Textbook Theory for Conjunctive Reasoning (the Dilemma)

Conjunctive reasoning is compound hypothetical reasoning, otherwise known as the dilemma. The major premise contains two hypothetical propositions, and the minor premise is an alternative proposition. To develop the dilemma, the orator must adhere to the rules for hypothetical syllogisms. That is, either the minor premise must affirm the antecedents, and then the conclusion must affirm the consequents; or the minor premise must deny the consequents, and then the conclusion must deny the antecedents.

If the antecedent of the first hypothetical proposition is identical to the antecedent of the second hypothetical proposition, or if the consequent of the first hypothetical proposition is identical to the consequent of the second hypothetical proposition, then the dilemma is simple. If the two hypothetical propositions have different antecedents and different consequents, then the dilemma is complex. A constructive dilemma affirms the antecedents and then affirms the consequents. A destructive dilemma denies the consequents and then denies the antecedents. In short, the words simple and complex deal with quantity, and the words constructive and destructive deal with quality. The following examples are valid dilemmas.

(1) If an Olympic athlete wins a medal, then his country should be proud of him; and if an Olympic athlete does not win a medal, then his country should be proud of him.

Either an Olympic athlete will win a medal, or he will not win a medal. Therefore, his country should be proud of him.

(2) If we continue to give foreign aid, then we will have higher taxes; and if we continue to give foreign aid, then we will have to cut our space program.

Either we will not have higher taxes, or we will not have to cut our space program.

Therefore, we will not continue to give foreign aid.

(3) If I remain an amateur athlete, then I cannot make much money offered by professional teams; and if I don't remain an amateur athlete, then I cannot compete in my Conference's events.

Either I will remain an amateur athlete, or I will not remain an amateur athlete. Therefore, either I cannot make much money by professional teams, or I cannot compete in my Conference's events.

(4) If the speaker intended good will, then he would not lie to his audience; and if the speaker were well educated, then he would not commit many errors in logic. Either the speaker lies to his audience, or he commits many errors in logic. Therefore, either the speaker does not intend good will, or he is not well educated.

The first example above is a *simple*, constructive dilemma; the second example is a *simple*, destructive dilemma; the third example is a complex, constructive dilemma; and the fourth example is a complex, destructive dilemma.

In conclusion, hypothetical and constructive propositions are potential generators of persuasion, but orators must make certain that their propositions are valid, or logically developed; that is, the deductive propositions must meet the above guidelines.

Examination-Game Time

To improve their persuasive effectiveness, students of oratory should read many of history's famous orations and should study the rhetorical canons. However, when learning rhetorical theory, the students should be able to reeognize when and how the theory they are learning is employed in the historical orations they are reading. An effective and, perhaps, fun-filled way to evaluate one's command of theory and practice is to employ examination-games that equate theory and practice.





The following examination-game is designed to test the reader's command of the aforementioned theory of hypothetical and conjunctive reasoning, including valid and invalid employment. Below are fourteen possible answers and forty passages from famous orations. To the left of each oratorical passage, put the answer that best describes the passage's content. Some passages have more than one hypothetical proposition and, therefore, may appear to warrant more than one answer. However, choose only one answer per passage, namely the one that best describes the overall passage. Answers appear at the end of this article.

Possible Answers

- a. Denial of the consequent
- b. Denial of the antecedent
- c. A hypothetical premise
- d. Affirmation of the antecedent
- e. Denial of the antecedent and denial of the consequent
- f. Denial of the consequent and denial of the antecedent
- g. Affirmation of the consequent
- and affirmation of the antecedent h. Major premise of a simple dilemma
- i. Affirmation of the antecedent
- and denial of the consequent
- j. Affirmation of the consequent and denial of the antecedent
- k. Affirmation of the consequent
- l. Major premise of a complex dilemma
- m. Denial of the antecedent and affirmation of the consequent n. Affirmation of the antecedent and affirmation the consequent

Passages from Famous Orations

____1. "If, Romans, every individual among us had made it a rule to maintain the prerogative and authority of a husband with respect to his own wife, we would have less trouble with the whole sex. But now our privileges overpowered by home by female contumacy are, even in the Forum, spurned and trodden under foot; and because we are unable to withstand each separately we now dread their collective body." (From Cato, the Censor's speech supporting the Oppian Law)

- _____2. If death is a privation of all sensation, as it were, a sleep in which the sleeper has no dreams, then death would be a wonderful gain. But if, on the other hand, death is a removal from hence to another place, and what is said to be true, that all the dead are there, then death would be a wonderful gain. (A paraphrase from Socrates' speech on his condemnation to death)
- ____3. "Whenever, therefore, Congress shall mediate any infringement of the state constitution, the great body of the people will naturally take part with their domestic representative." (From Alexander Hamilton's speech on the Federal Constitution)
- ____4. "And Germany? If she knew of the Austrian note, it is inexcusable to have allowed such a step. And if official Germany did not know of the Austrian note, what is her governmental wisdom?" (From Jean Jaures' last speech before his death)
- ____5. "If we fail, it can be no worse for us. But we shall not fail." (From Daniel Webster's speech on celebrating the American heritage)
- ____6. "Do not regret my fate; If I have consented to survive, it is to serve your glory. I intend to write the history of the great achievements we have performed together." (From Napoleon Bonaparte's farewell to the Old Guard)
- _____7. "If March, I861, does not find one million Italians in arms, than alas for liberty, alas for the life of Italy. Ah, no, far be from mc a thought which I loathe like poison. March of 1861, of if need be February, we shall find us all at our post --Italians of Catafani, Palermo, Ancona, the Voltuno, Castelfidaro, and Isernia, and with us every man of this land who is not a coward or a slave." (From Giuseppe Garibaldi's speech to his soldiers in 1860)
- 8. "If I am before you, it is because I wished it. I alone decide that this obscure, this abominable affair, should be brought before your jurisdiction, and it is I

alone of my free will who chose you -- you the loftiest, the most direct emanation of French Justice -- in order that France might at least know all, and give her opinion." (From Emile Zola's appeal for Captain Alfred Dreyfus)

- ____9. "Oh Masters, if I were disposed to stir your hearts and minds to mutiny and rage, I should do Brutus and Cassius wrong who, you all know, are honorable men. I will not do them wrong." (From Shakespeare's Julius Caesar)
- 10. "'Put them in prison,' they said: 'that will stop it'... They put women in prison for long terms of imprisonment, for making a nuisance of themselves--that was the expression when they took petitions in their hands to the door of the House of Commons; and they thought by sending them to prison, giving them a day's imprisonment, would cause them to all settle down again and there would be no further trouble. But it didn't happen so at all; instead of women giving it up, more women did it until there were three hundred women at a time, who had not broken a single law, only 'made a nuisance of themselves' as the politicians say." (From Emmeline Pankhurst's speech on militant Suffragists)
- ___11. "If a riot should happen in the court-house, and one should kill another, this may be a murder, or it may not." From Daniel Wehster's speech on the Knapp-White Murder Case)
- _____12. "If we wish to be free--if we mean to preserve inviolate those inestimable privileges for which we have been so long contending--if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, Sir, we must fight! An appeal to arms and to the God of Hosts is all that is left!" (From Patrick Henry's speech on liberty or death)
- ____13. "If this newspaper clipping were a single or exceptional instance of law



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VOLUME I

CX 101 Developing the Negative Position in Policy Debate Cross Examination

Instructor: Diana Prentice Carlin, University of Kansas

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

CX 102 Constructing Affirmative Positions

Instructor: Greg Varley, Lakeland HS, NY

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

CX 103 A. Speaker Dutics: The Conventions of Debate

Instructor: Bill Davis, Blue Valley HS, KS

For novice debaters - outlines the responsibilities of each speaker from 1AC to 2NR and the only three rules of debate.

B. Stock Issues in Policy Debate

Instructor: Glenda Ferguson, Heritage Hall School, OK

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

CX 104 Cross Examination - Theory and Techniques

Instructor: Dr. George Ziegelmueller, Wayne State University, MI
An in-depth study of the finer points of cross examination: asking factual questions, using directed questions of clarification, using questions based on tests of evidence, reasoning and preparing stock questions. Length: 48:00

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

Instructor: Dr. George Ziegelmueller, Wayne State University, MI Recommendations for improving your speaking style. Length: 56:00

CX 106 "Unger and Company," Chapter 1

Moderator: Dr. James Unger, Georgetown University, Washington, D.C. Top collegiate debate coaches "debate about debare" in a McLaughlin group format. Topics include Experts in Debate, Topicality, Judging, and Impact Evaluation. Length: 60:00

LD 101 Debating Affirmative in Lincoln Douglas Debate

Instructor: Pat Bailey, Homewood HS, AL

Marilee Dukes, Vestavia Hills HS, AL

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

LD 102 Debating Negative in Lincoln Douglas Debate

Instructor: Pat Bailey. Homewood HS, AL

Marilee Dukes, Vestavia Hills HS, AL

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

LD 103 Cross Examination in Lincoln Douglas Debate

Instructor: Aaron Timmons, Newman-Smith HS, TX

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

LD 104 What are Values? And Applying Value Standards to Lincoln Douglas Debate

Instructor: Dale McCall, Wellington HS, FL

Detailed examination of value standards as they apply to LD Dehate. Length 52:00

INT 101 An Overview of Interpretation and the Qualities of an Effective Selection

Instructor: Ron Krikac, Bradley University, IL

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

INT 102 Script Analysis

Instructor: Ron Krikac, Bradley University, IL

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

OO 101 Coaching Original Oratory: A Roundtable Discussion 1

Moderator: Donovan Cummings, Edison HS, CA

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

OO 102 Coaching Original Oratory: A Roundtable Discussion 2

Moderator: Donovan Cummings, Edison HS, CA

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

OO 103 Oratory Overview

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

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

OO 104 Orator Introductions and Conclusions

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

A continuation of OO 103. By understanding judge and listener analysis, speakers can use information to create winning intros and conclusions. Length: 59:25

OO 105 Oratory Content

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

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

EXT 101 Issues in Extemp: A Roundtable Discussion 1

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

EXT 102 Issues in Extemp: A Roundtable Discussion 2

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Continuation of EXT 101. Topies covered include organizing the speech body, use of sources, humor, and use of eanned or generic introductions. Length: 48:00

EXT 103 Championship Extemp: Part 1 - US Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

EXT 104 Championship Extemp: Part 2 - Foreign Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

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

VOLUME II

CX 107 "Unger and Company," Chapter 2

Moderator: James J. Unger, The American University

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

CX 108 "Uuger and Company," Chapter 3

Moderator: James J. Unger, The American University

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

CX 109 Introduction to Debate Analysis: Affirmative

Instructor: James Copeland, Executive Secretary, NFL

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

VOLUME II (Continued from previous page)

CX 110 Paradigms

Instructor: Dr. David Zarefsky, Northwestern University

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

CX 111 Demonstration Debate and Analysis

Instructor: Greg Varley, Lakeland HS, NY

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

CX 112 Flowing a Debate

Instructor: Greg Varley, Lakeland HS, NY

Students will find a number of strategies in the proper flowing of a debate in this excellent presentation by nationally prominent coach Greg Varley. Length: 35.25

CX 113 Recruiting Roundtable

Moderator: Greg Varley, Lakeland HS, NY

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

LD 105 How to Prepare for your LD Rounds

Instructor: Dale McCall, Wellington HS, FL

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

LD 106 Value Analysis in LD Debate

Instructor: Diana Prentice Carlin, University of Kansas

An examination of the value analysis by an outstanding debate coach. Length: 35:00

LD 107 LD Debate: The Moderate Style

Instructor: Pam Cady, Apple Valley HS, MN

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

LD 108 Rebuttal Preparation

Instructor: Carol Biel, Chesterton HS, IN

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

INT 103 Interpretation of Poetry and Prose

Instructor: Ruby Krider, Professor Emeritus, Murray State University, KY Imagery, narration and believability are but a few of the areas Professor Krider covers in this colorful and insightful exploration of the role of the interpreter of poetry and prose. Her lecture is divided into three parts: Catch That Image,

Chat Chat, and Make Us Believe You. Length: 1 hour 25 min.

INT 104 Critique of Interpretation

Moderator: Ron Krikac, Bradley University, 1L

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

INT 105 Introduction to Poetry Interpretation

Instructor: Barbara Funke, Chesterton HS, IN

One of the nation's best interpretation coaches teaches a detailed and honest approach to poetry. Coach Funke provides insight into how to choose a poem and how to establish commitments as a performer. A practical and enlightening tape for all participants in individual events, Length: 56.20

INT 106 Characterization in Interpretation

Instructors: Pam Cady, Apple Valley HS, MN

Joe Wycoff, Chesterton HS, IN

Outstanding national coaches Cady and Wycoff team up to share their expertise in the area of characterization. Cady takes on vocal characterization while Wycoff engages in a discussion on physicalization. Students who competed at the 1993 National Tournament are used throughout the presentation. Length: 54:00

INT 107 Breaking the Ice

Instructor: Rosella Blunk, Sioux Falls, IA

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

GEN 101 Ethics in Competition

Instructor: Joe Wycoff, Chesterton HS, IN

Hall-of-Fame Coach Joe Wycoff speaks about ethics in forensic competition and other related topics in this entertaining and eandid presentation. Length: 40:00

EXT 105 First Experiences

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

Members of this panel of former high school extemp speakers discuss how they got started in extemp and share advice they found invaluable. Length. 42:00

EXT 106 Expert Extemp: Advanced Techniques

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

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

EXT 107 Expert Extemp; Speech and Critique

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

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

EXT 108 Advanced Extempore Speaking

Instructor: James M. Copeland, Executive Secretary, NFL.

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

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less defamation, I should not trouble the Senate with a reference to it. But, Mr. president. It is not." (From Robert M. La Follette's speech on free speech in wartime)

14. "But the foolish children of men miserably delude themselves in their own schemes, and in confidence in their own strength and wisdom; they trust to nothing but a shadow. The great part of those that heretofore have lived under the same means of grace, and are now dead, are undoubtedly gone to hell; and it was not because they were not as wise as those who are now alive: it was not because they did not lay out matters as well for themselves to secure their own escape. If we could speak with them, and inquire of them, one by one, whether they expected, when alive, and when they used to hear about hell, ever to be the subjects of that misery: we doubtless, should hear one and another reply, 'No, I never intended to come here: I had laid out matters otherwise in my mind; I thought I should contrive well for myself: I thought my scheme good. I intended to take effectual care; but it came upon me unexpected; I did not look for it at that time, and in that manner; it came as a thief: Death outwitted me: God's wrath was too quick for me. Oh, my cursed foolishness! I was flattering myself, and pleasing myself with vain dreams of what I would do hereafter; and when I was saying, Peace and safety, then suddenly destruction came upon me." (From Jonathan Edwards' speecb on sinners in the hands of an angry God)

____I5. "If there be any future service that I can render to my country, consistently with these sentiments and opinions, I shall cheerfully render it. If there be not, I shall still be glad to have had an opportunity to disburden myself from the bottom of my heart, and make known every political sentiment that therein exists." (From Daniel Webster's Seventh of March, 1850 speech)

____16. "I look forward to a time when each state shall be allowed to do as it pleases. If it chooses to keep slavery forever, it is not my business, but its own; if it chooses to abolish slavery, it is its own

business--not mine." (From Stephen A. Douglas in the Lincoln-Douglas debate at Alton)

____17. "And if I believed that the right to hold a slave in a territory was equally fixed in the Constitution, with the right to reclaim fugitives, I should be bound to give it the legislation necessary to support it. I say that no man can deny his obligation to give the necessary legislation to support slavery in a territory, who believes it is a constitutional right to have it there." (From Abrabam Lincoln's First Inaugural Address)

____18. "If a free society cannot help the many who are poor, it cannot save the few who are rich." (From John F. Kennedy's Inaugural Address)

19. "He [Steven A. Douglas] contends that whatever community wants slaves has a right to have them. So they have, if it is not wrong. But if it is wrong, he cannot say people have a right to do wrong." (From Abrabam Lincoln in the Lincoln-Douglas debate at Alton)

_____20. "I have said, and 1 repeat it here, that if there be a man amongst us who does not think that the institution of slavery is wrong in any one of the aspects of which I have spoken, he is misplaced, and ought not to be with us. And if there be a man amongst us who is so impatient of it as a wrong as to disregard its actual presence among us and the difficulty of getting rid of it suddenly in a satisfactory way, and to disregard the constitutional obligations thrown about it, that man is misplaced if he is on our platform." (From Abraham Lincoln in the Lincoln-Douglas debate at Alton)

____21. "If by the mere force of numbers a majority should deprive a minority of any clearly written constitutional right, it might, in a moral point of view, justify revolution--certainly would if such a right were a vital one. But such is not our case. All the vital rights of minorities and of individuals are so plainly assured to them by affirmation and negations, guaranties and prohibi-

tions, in the Constitution, that controversies never arise concerning them." (From Abraham Lincoln's First Inaugural Address)

____22. If, Sir, I had adopted what are called Peace principles, I might lament the circumstances of this case. But all you who believe, as I do, in the right and duty of magistrates to execute the laws, join with me and brand as base hypocrisy the conduct of those who assemble year after year on the 4th of July, to fight over the battles of the Revolution, and yet 'damn with faint praise,' or load with obloquy, the memory of this man, who shed his blood in defense of life, liberty, property, and the freedom of the press!" (From Wendell Phillips' speech on the murder of Lovejoy)

____23. "Let's inaugurate a new departure, recognize that we are afloat on the current of Niagra, eternal vigilance the condition of our safety, that we are irrevocably pledged to the world not to go back to bolts and bars,--could not if we would, and would not if we could." (From Wendell Phillips' speech on the scholar in a Republic)

24. "When I reflect upon the range of the invisible and the silent God, with the vast and well-nigh incomprehensible stretch of time, and of his compassionate waiting and working through illimitable ages and periods, compared with which a million years as marked by the clock are but seconds; when I reflect that the silent stones and the buried strata contain the record of God's working, and that the globe itself is a sublime history of God as an engineer and architect and as a master builder, I cannot but marvel at the indifference with which good men have regarded this stupendous revelation of the ages past, and especially at the assaults made by Christian men upon scientific men who are bringing to light the long-hidden record of God's revelation in the material world." (From Henry Ward Beecher's speech on the two revelations)

____25. "The South has nothing for which to apologize. She believes that the late struggle between the States was war





and not rebellion, revolution and not conspiracy, and that her convictions were as honest as yours. I should be unjust to the dauntless spirit of the South and to my own convictions if I did not make this plain in this presence. The South has nothing to take back." (From Henry W. Grady's speech on the New South)

26. "Here is the line of battle, and we care not upon which issue they force the fight; we are prepared to meet them on either issue or on both. If they tell us that the gold standard is the standard of civilization, we reply to them that this, the most enlightened of all the nations of the earth, has never declared for a gold standard and that both of the great parties this year are declaring against it. If the gold standard is the standard of civilization, why, my friends, should we not have it? If they come to meet us on that issue we can present the history of our nation. More than that; we can tell them that they will search the pages of history in vain to find a single instance where the common people have ever declared themselves in favor of the gold standard." (From William Jennings Bryan's speech on The Cross of Gold)

27. "If they dare to come out in the open field and defend the gold standard as a good thing, we will fight them to the uttermost. Having behind the producing masses of this union and the world, supported by the commercial interest, the laboring interests, and the toilers everywhere, we will answer their demand for a gold standard by saying to them: You shall not press down upon the brow of labor this crown of thorns, you shall not crucify mankind upon a cross of gold." (From William Jennings Bryan's speech on The Cross of Gold)

____28. "The Declaration of Independence does not forbid us to do our part in the regeneration of the world. If it did, the Declaration would be wrong, just as the Articles of Confederation, drafted by the very same men who signed the Declaration, was found to be wrong. The Declaration has no application to the present situation. It was written by self-governing men. It was

written by men who, for a century and a half, had been experimenting in self-government on this continent, and whose ancestors for hundreds of years before had been gradually developing toward that high and holy estate. The Declaration applies only to people capable of self-government." (From Albert Jeremiah Beveridge's speech on the Philippine Question)

29. "If I read the temper of our people correctly, we now realize as we have never before, our interdependence on each other; that we cannot merely take, but we must give as well; that if we are to go forward we must move as a trained and loyal army willing to sacrifice for the good of a common discipline, because without such discipline, no progress is made, no leadership becomes effective. We are, I know ready and willing to submit our lives and property to such discipline because it makes possible a leadership which aims at a higher good." (From Franklin Delano Roosevelt's speech calling for a declaration of war against Japan)

____30. "If they get their way they will lead the people into a deeper pit than any into which they could fall under the present system. If they fail to get their way they will still do incalculable harm by provoking the kind of reaction which in its revolt against the senseless evil of their teaching would enthrone more securely than ever the evils which their misguided followers believe they are attacking." (From Theodore Rooscvelt's speech on the man with the muckrake)

___31. If I along have been made the victim of these attacks, I should not take one moment of the Senate's time for their consideration, and I believe that other Senators who have been unjustly and unfairly assailed, as I have been, hold the same attitude upon this that I do...But, sir, it is not along Members of Congress that the war party in this country has sought to intimidate. The mandate seems to have gone forth to the sovereign people of this country that they must be silent while those things being done by their Government which most vitally concern their well being, their happi-

ness, and their lives. Today and for weeks past honest and law-abiding citizens of this country are being terrorized and outraged in their rights by those sworn to uphold the laws and protect the rights of the people. I have in my possession numerous affidavits establishing the fact that people are being unlawfully arrested, thrown into jail, held incommunicado for days, only to be eventually discharged without ever having been taken into court, because they have committed no crime. Private residences are being invaded, loyal citizens of undoubted integrity and probity arrested, crossed-examined, and the most sacred constitutional rights guaranteed to every American citizen are being violated." (From Robert La Follette's speech on free speech in wartime)

___32. "I would be recreant to the great labor movement and all its portends if I did not take you into my confidence, men and women of labor, and tell you what I have told you. I am apprehensive, justly so, justified by every event in the whole history of Labor, that a great mistake may be made, a great injury inflicted upon our fellows, not for a day, not for a year, not for a decade, but perhaps for many, many years to come. I want to present that view to you so that you may understand the situation clearly." (From Samuel Gomper's speech on forming a Labor Party)

____33. "If a man wished to be a Christian he could be a Christian, but if he did not wish to be a Christian he had to be a Christian, and the centuries are sad with the horrors of religious persecution." (From Harry Emerson Fosdick's speech on a Christian conscience about war)

____34. "I owe my advancement entirely to the House of Commons whose servant I am. In my country, as in yours, public men are proud to be the servants of the state, and would be ashamed to be its masters. On any day, if they thought the people wanted it, the House of Commons could by a simple vote remove me from my office. But I am not worrying about it at all." (From Winston Churchill's address to the Congress of the United States)





35. "I called for reinforcements, but was informed that reinforcements were not available. I made clear that if not permitted to destroy the buildup bases north of the Yalu, if not permitted to utilize the friendly Chinese force of some 600,000 men on Formosa, if not permitted to blockade the China coast to prevent the Chinese Reds from getting succor from without; and if there were to be no hope of major reinforcements, the position of the command from the military standpoint forbade victory. We could hold in Korea by constant maneuver and at an approximate area where our supply line advantages were in balance with the supply disadvantages of the enemy, but we could hope at best for only an indecisive campaign, with its terrible and constant attrition upon our forces if the enemy used his full military potential. I have constantly called for the new political decisions essential to a solution. Efforts have been made to distort my position." (From Douglas McArthur's speech on "Old Soldier Never Die")

36. "If ignorance and corruption and intrigue control the primary meeting and manage the convention and dictate the nomination, the fault is in the honest and intelligent workshop and office, in the library and parlor, in the church and the school. But let us not be deceived. While good men sit at home, not knowing that there is anything to be done, not caring to know, cultivating a feeling that politics are tiresome and dirty, and politicians vulgar bullies and bravos; half persuaded that a republic is the contemptible rule of a mob, and secretly longing for a splendid and vigorous despotism--then remember it is not a government mastered by ignorance, it is a government betrayed by intelligence; it is not the victory of the slums, it is the surrender of the schools; it is not that bad men are brace, but that good men are infidels and cowards." (From George William Curtis' speech on the public duty of educated men)

____37. "If in the public stations I have filled, I have acquitted myself with zeal, fidelity, and disinterestedness; if in the private walk of life my conduct has been unstained by any dishonorable act, if it has

been uniformly consistent with the rules of integrity, I have a right to the confidence of those to whom I address myself. They cannot refuse it to me without justice. I am persuaded they will not refuse it to me." (From Alexander Hamilton's speech on an Act granting to Congress certain imposts and duties)

____38. "If we adopt this mode; if we mean to conciliate and concede; let us see of what nature the concession ought to be; to ascertain the nature of the concession, we must look at their complaint. The colonies complain that they have not the characteristic mark and seal of British freedom. They complain that they are taxed in a parliament, in which they are not represented." (From Edmund Burke's speech on conciliation with the Colonies)

_39. "I have been accused of acting a theatrical poet. A theatrical part may either imply some peculiarities of gesture, or a dissimulation of my real sentiments, and an adoption of the opinions and language of another man. In the first sense, sir, the charge is too trifling to be confuted, and deserves only to be mentioned to be despised. I am at liberty, like every other man, to use my own language; and though, perhaps, I may have some ambition to please this gentleman, I shall not lay myself under any restraint, nor very solicitously copy his diction or his mien, however matured by age, or modeled by experience. If any man shall, by charging me with theatrical behavior, imply that I utter any sentiments but my own, I shall treat him as a calumniator and a villain; nor shall any protection shelter him from the treatment he deserves. I shall, on such an occasion, without scruple, trample upon all those forms with which wealth and dignity entrench themselves, nor shall anything but age restrain my resentment--age, which always bring one privilege, that of being insolent and supercilious without punishment." (From Lord Chatham's defense when attacked by Horatio Walpole)

40. "If this, then, sir, has been the use made of the trust of political powers, internal and external, given by you in the

charter, the next thing to be seen is the conduct of the Company with regard to the commercial trust. And here I will make a fair offer: If it can be proved that they have acted wisely, prudently, and frugally, as merchants, I shall pass by the whole mass of their enormities as statesmen. That they have not done this, their present condition is proof sufficient." (From Edmund Burke's speech on the East India Bill of Charles James Fox)

Concluding Remarks

Students of oratory should read many famous speeches and student rhetorical theory. However, while reading what is said, they should recognize how it is said, for without equating theory and practice, students of oratory may be awed by inspirational passages but fail to comprehend that the latter may be invalid and fallacious. To develop a recognition of theory in practice, students and coaches of oratory should develop their own examination-games. Indeed, these games can enhance learning and promote enjoyment--especially when trying to stump one's students, coaches, and colleagues.

| Answers | | | | | | | |
|---------|-------|-------|-------|-------|--|--|--|
| 1. F | 9. A | 17.G | 25. D | 33.L | | | |
| 2. H | 10. I | 18. C | 26. J | 34. F | | | |
| 3. C | 11.H | 19. L | 27.K | 35. J | | | |
| 4. L | 12. H | 20. H | 28. F | 36. M | | | |
| 5.B | 13.B | 21.E | 29.N | 37.K | | | |
| 6.D | 14. F | 22.A | 30.H | 38.K | | | |
| 7.B | 15. H | 23.L | 31.F | 39.K | | | |
| 8.G | 16. H | 24. M | 32.A | 40.B | | | |
| | | | | | | | |

(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).





Forensics

Forensics, Debate, and the SAT

By Rusty McCrady

Face it: public education in America is increasingly a numbers game. The criteria by which a high school or a school system is deemed successful or "failing" are based on test scores. In virtually every school where a National Forensic League chapter is active, one of the most commonly cited numbers is the school's average SAT score from year to year. Reputations, careers, and even funding are at stake. High stakes testing, indeed.

Where does this ever increasing mania regarding testing and test scores leave our forensics and debate programs? More and more, the answer is going to be "left out in the cold." All veteran and even novice coaches know in our hearts that our programs have immeasurable educational value. Nevertheless, our activities may become endangered species as they are seen more and more as expendable frills and less and less as part of the core of an effective and progressive educational program.

The question is, can we prove our worth in a concrete way—one that will persuade the increasingly numbers conscious and results oriented school administration and school board? As crass as it may sound, we need to start speaking to them in language they will understand and appreciate. We need to translate our success into numbers.

Where to start? How about the all-hallowed SAT.

Think of the millions of dollars spent each year on SAT prep classes by parents who are desperate for their teenage sons and daughters to rack up those extra hundred points that will no doubt make the difference between community college and State U, or between State U and an Ivy League school. Any real estate agent can tell you that the average SAT scores of the local high school af-

fect home prices in the local area. Place yourself for a moment in the shoes of principals or superintendents who see the scores of a neighboring high school or school district edging above those of their own school or district. For them, losing the numbers game can mean losing their jobs.

You get the point. These scores really do matter to a lot of important people, and their significance and impact is not going to diminish any time soon. Therefore, it behooves us, the coaches and other forensics/debate stalwarts, to make the case that there is an abiding and valuable link between participation in our activities and SAT success.

I believe such a case can be made a strong one, indeed. The connection between the skills we foster and strong pertake it for granted, but now we need to make the connection to the literacy programs our school systems are developing for the express purpose of -GUESS WHAT?!—raising test scores.

"They become more literate because they have to read a great deal to succeed in either activity." That's from teacher Frances Burnet, who offers the SAT prep at my high school (Walter Johnson High School in Bethesda, Maryland). Burnet, who has judged at forensics and debate tournaments the past few years, goes on to say, "The best thing about forensics is the number of non-native speakers who participate in both [debate and forensics] and how these activities help them to write better and even think better." The number of foreign born students this year on our league's list of

"Vocabulary development has always been touted as the key to SAT success."

formance on the verbal SAT is grounded in four fundamental areas: literacy, comprehension skills, vocabulary building, and writing skills development.

Literacy is a much-ballyhooed term in today's educational circles. We've got to get them to read, and to read more material at a higher level—and lots of different types of material—not just teen magazines and the sports page. Well, the education experts can ask any forensics coach about the seope and variety of works and genres our students explore, from classical to postmodern—from Sophocles to Shakespeare to Plath to Angelou to Vonnegut. Our students read far and wide to find appropriate pieces of prose, drama, poetry and humor. We coaches, of course, know all of this and

finalists (over 20 % of the total) bears out the point that Ms. Burnet is making.

A 1 o n g with enhanced literacy, our students are clearly

building greater comprehension skills and larger, more sophisticated vocabularies. Again from Frances Burnet: "Forensics exposes them to a variety of literature in fact, more variety in the types of diseourse they come across while looking for material than they would in a typical English class." Laurie Gershman, who runs a private SAT prep tutoring service and has judged at forensics competitions since the 1980s, sees a clear connection between forensics and SAT skills. She observes: "It's obvious that kids who probe deeply into literature are developing higher order thinking and comprehension skills that will benefit them when they are confronted with the comprehension questions on the SAT, which require inferential, interpretive, and synthesizing skills

(McCrady continued to page 44)

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Forensics

rather than just getting the facts." Gershman also noted that the new SAT, debuting in 2005, will feature more reading comprehension questions than ever—as well as a writing component (more about that later).

Vocabulary development has always been touted as the key to SAT success. Frances Burnet notes that students increase and fine-tune their vocabulary knowledge from reading the judges' ballots. She emphasizes that when it comes to the verbal SAT "Vocabulary is what it's all about." She believes "the feedback on the debate ballot helps them learn to use and pronounce new words correctly. It teaches them to use the words correctly in context." Most important, Burnet also notes that the way students master new vocabulary in forensics and debate is much more effective than memorizing lists of words for an SAT class.

Leo Schleicher, who teaches the SAT prep classes at Watkins Mill High School (in Gaithersburg, Maryland) and who coached forensics and debate for over two decades, agrees that literacy, comprehension, and vocabulary development are all inevitable byproducts of participation in forensics/debate programs. "The intimacy that a student develops with a text when learning a foren-

sics piece can only help them when they are analyzing a critical reading passage. Also, keeping up with current events [in preparing for extemp and debate topics] gives them a wide base of current knowledge that will make them more informed writers and thinkers."

Looming on the 2005 horizon is the dreaded "writing sample" component of the "new SAT," in which the verbal section will not only include more reading comprehension questions, but a 25 minute essay as well. According to the College Board web site, this essay will be a response to a generalization such as, "Each failure leads us closer to deeper knowledge, to greater creativity, to new lines of inquiry..." Students will be required to compose their thoughts, organize them and put them on paper in less than half an hour. As Frances Burnet puts it. "Looking ahead to next year, logic and organization are really going to come into play. Students are going to need a method and organization to answer that essay question in twenty-five minutes. Extemp has got to help because of the time limit." As a veteran judge of speech as well as debate, Burnet sees the connection between the skills she will be emphasizing next year in her SAT prep class and the preparation students put in for speech writing and debating. "Logic is taught in

extemp, persuasive oratory, and debate. Furthermore, I think debate in particular is terrific for those students who are <u>not</u> naturally organized, but because they need to be to win debates, they develop organization out of necessity."

Burnet also notes that a requirement for all forensics competitors is the writing of an informative and eloquent introduction to the piece of literature they are about to present. "As a judge, I love to hear a well written introduction," she states. Thus even the students who participate only in the oral interpretation categories are working to polish their writing skills.

In the ideal world, it would not be necessary to launch this pragmatic, utilitarian defense of the speech activities we all know and love for their intrinsic merits. But in today's world of tax cuts, tight education budgets, and high stakes testing, we must not let what we do get tossed aside as "nice enrichment activities, but not crucial to our core mission." Not only do forensics and debate foster creative and intelligent citizens for the 21st century, they may even help your local school system win the numbers game. (William "Rusty" McCrady, is Montgomery County Forensic League President and Debate and Forensic Coach at Walter Johnson High School, MD.)

\$\rightarrow 2004 Julia Burke Award

Michael Rosecrans of Glenbrook North High School (IL) was the recipient of the 2004 Julia Burke Award for Character and Excellence in National High School Policy Debate. He was chosen from a list of outstanding finalists including Sara del Nido of Lexington High School and John Patten of Montgomery Bell Academy. The award was presented at the Tournament of Champions held at the University of Kentucky i19n May. Lexy Green presented the award.

The Julia Burke Award was established to recognize the policy debater who best typifies the combination of qualities that Julia embodied, including excellence in and passion for debate, love and respect for the policy debate community, and a commitment to helping others and maintaining friendships despite the pressures of competition at the highest level. Julia debated for The College Preparatory School in Oakland,

California and was lost in October 1998 as a result of a car accident.

The award is sponsored by The Julia Burke Foundation and includes a perpetual trophy in the shape of a flame inscribed, "THE JULIA BURKE FLAME FOR CHARACTER AND EXCELLENCE IN HIGH SCHOOL POLICY DEBATE." A



By Nora Stanton

smaller replica of the perpetual trophy is given to the recipient, as well as a \$1,000 college scholarship, and a \$1,000 donation to the charity of the recipient's choice.

Nominations for the 2005 award are invited

from all policy debaters, coaches, and judges from now until after the Berkeley Tournament next February. They should be submitted to Marilyn_Burke@ JuliaBurkeFoundation.com. More information about the award criteria and The Julia Burke Foundation is available at: www.JuliaBurkeFoundation.com.





NDCA Coaches' Corner

The Policy Debate Topic Selection Meeting

Dedicated Work by Many

By David Glass

For the past several years, I have participated in the Topic Selection Meeting, which formulates potential policy debate topic areas and resolutions. The meeting results in five distinct resolutions, which then go up for the two-tiered voting process in which state forensic associations, the NFL the NCFL and hopefully you, participate, eventually resulting in the policy debate resolution which is the subject for an entire year's competition. Given the number of debate teams which compete in a year, and given that there is (usually) only one policy debate resolution for the entire country for a particular school year, it's quite important that the Topic Selection Meeting result in a slate of compelling and debatable resolutions.

The meeting is very capably run by the National Federation of State High School Associations (NFHS), and held in a different part of the country each year; on August 6-8th it took place in Corpus Christi, Texas, and was coordinated by Bill Schuetz and David Gardner, and hosted by the Texas Forensic Association and the Texas University Interscholastic League.

Here's how the meeting works: over the course of the school year, nine to twelve Topic Papers are prepared. A topic paper includes background information explaining the general topic area, a justification as to the timeliness of the topic, a defense of the topic as one which would allow for debate on both sides, a list of potential arguments for both the prospective affirmative and negative positions, and a list of potential debate resolutions. The authors of the Topic Papers travel

to the Topic Selection Meeting, where they meet delegates representing various State Forensic Associations, the NFL, the NCFL, and the NDCA, and the coordinators from the NFHS. During the first day the authors act as advocates, introducing their papers, explaining the topic areas, and de fending their topics as important ones for debate by high school student.

Then, on the second day of the meeting, something miraculous happens. A Wording Committee is convened, to study each potential resolution, and to reword and craft the resolutions in order to assure that no matter which Topic Paper is eventually selected, the Resolution would provide for good, fair and useful debate. The reason the process is miraculous is that during the Committee process the authors change from advocates of their particular papers to group participants, who work together with the Committee in order to craft the best possible resolution - not just for their own paper, but often for the other resolutions as well. Many of the Topic Selection Meeting participants are old hands in this process, and thus are well aware that they cannot predict which resolution will be victorious in the election to come. Thus, it is understood that everyone will benefit if each Resolution gets careful and thoughtful attention. Serving on the 2004 Wording Committee were: Sandy Patrick, Wyoming (Chairperson); William Murray, Pennsylvania; Bill Hicks, Indiana; Mike Wallmark, Oregon; W.E. Schuetz, Texas.; Kevin Minch, Missouri and Ruth Kay, Michigan. Also serving the Wording Committee as a long-time participant and advisor is Rich Edwards, of Baylor University.

On the final day of the meeting, after the Wording Committee has completed its job, the various participants switch gears again, and become advocates for their favorite slate of potential topics. People lobby for and against particular resolutions for a variety of reasons - but the most common discussion centers around whether a topic will provide sufficient interest and good debate for an entire year, and whether it will provide for fair debate; for example, an area might be extremely compelling, but may lack ground for the negative. A series of balloting ensues, until the slate of resolutions is narrowed to five. The list of potential resolutions for 2005-2006 can be found on the NFL website www.nflonline.org (under Debate Topics). Interested readers can click on each topic area in order to download and read the original Topic Paper for that area. I invite you all to read the Topic Papers, and to lobby your associations to vote for your favorite resolution. Also, please consider attending the next Topic Selection Meeting, or writing a future Topic Paper. If your state is not represented at the Topic Selection Meeting, please consider attending - it's a strange fact that many states where policy debate is very active are nonetheless unrepresented at the meet-

Finally, thank you very much to the NFHS for continuing to serve the Topic Selection process. It's an idiosyncratic responsibility - but it's one that the Federation fulfills very well.

(David Glass, President, NDCA)



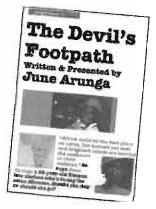
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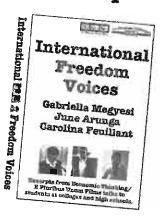
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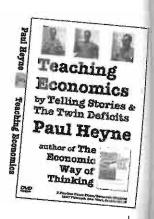
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Bellarmine College Prep
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David Chiang
Claremont HS
Jonathan Hillman
Granite Boy HS
Kenneth Hurst
William Kolkey
La Reina HS
Samantha Groden
The Horker School

Colorado

Derek D. Hwang

Wesley Wu

Canon City HS

Caleb A. Richter Drew M. Foster Logan R. Martin Delta HS Sarah Roberts Rocky Mountain HS Tyler Will

Florida

Acad of the Holy Names
Alexis L Hamilton
Robab G Dehkharghani
Nova HS
Jeremy Friedmar
Jon Reinstein
Natalia Rigol
Pamela Leskar

Georgia

Starr's Mill HS
Ian Davisson

Illinois

Downers Grove South HS
Amy L. Ferries
Andy S. Junk
Evan Chung
Maggie M. Killacky
Heyworth HS
Brittney Lower

Indiana

Brebeuf Jesuit Preparatory
Nick Birk
Chesterton HS
Alison B. Vodnoy
Alison M. Scribailo
Elizabeth M. Fox

Emily M. Lawson
Erin E. Potrzebowski
Jessica L. Recchia
Kristin R. Totte
Valerie M. Brown
Zena C. Kharsa
Concord HS
Janelle D. Good
Julianne M. Fetter

Iowa

West HS-Iowa City
Kathleen Hession

Kansas

Arkansas City HS Ryan Belindo Bishop Miege HS Daniel Peters Elizabeth Guvol-Meinrath Buhler HS Jonathan Shank Compus HS Megan D. Denning El Dorado HS Jessica L. Sullivan Ellsworth HS Megan K. Staley Lyons HS Jessica Johnson Mark Filipi Olathe North HS Ashley D. Schmidt

Bergin
Olathe South HS
Jacob Buchholz

Mark Skoglund Topeka HS Breana E. Tutuska Cory M. Sims

Cory M. Sims
Karl Fundenberger
Spencer H. Holdren

Dominique K. Adkins

Marcus R. Schultz-

Massachussets

Newton South HS
Edward K. Crecelius

Minnesota

Apple Valley HS
Alex Lichty
Andrea Keohane
Chris Bentley
David Brown
Erik Splett
Jennie Keohane
Katie Whillock
Sarah Gauche

Walker HS Luke Gustafson

Mississippi

St Andrew's Episcopal
Evan K. McCarley
Lov L. Gocl
Vishal V. Patel

Missouri Columbia-Hickman HS

Jonathan Webber Independence Truman HS Adam Jennings Alicia Debusk Katie Klinksiek North Kansas City HS Jeffrey K. Boman Ozark HS Erin Berry Park Hill South HS Alyssa Hampton Ashley Benson Hayley Esson Jessica Winters Krysta Kauble Sara Archer Raytown HS

Montana

Jennifer Williams

Great Falls Russell HS

Brent Schumacher
Chris Conner
Jeff Tierney
Mimi Park
Tyler Wolf

Nebraska

Lincoln East HS
Alexandra Barth
Anish Mitra
WhitneyRhodes
Lincoln SouthwestHS
Jordan Greene

Nevada

Green Valley HS
Andrew Y. Chang
Caroline K. Vincent
Dan J. Hill
Edan M. Yacobovsky
Kaitlin H. Ziegler
Kirsten A. Garlock
Max Stevens
Nicholas T. Cote

New Jersey

Montville HS Jennifer E. Tarr Randolph HS
David Gordon

New Mexico

Albuquerque Academy
Alex Harris
Chris Cole
Sarah Cooper
Stacy Brown

North Carolina

Myers Park HS
Cliff Wu
Pine Forest HS
John Sheffield

North Dakota

Fargo Shanley HS
Amanda Gapp
David Thoreson
Megan Kosse

Ohio

GlenOak HS
Toni Lioi
Wooster HS
Ruth Shewmon
Youngstown Boardman HS
Andrea Mcconnell
Graham Johnson

Oklahoma Mannford HS Michael Ferguson

Muldrow HS
Cassia Gray
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Nick Wadleigh
Norman North HS
Adam Barrett
Sarah Rhoades
Putnam City HS
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Pennsylvania

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Joseph Kerns
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John F. Rupp Peter J. Zolides

South Dakota

Groton HS
Amy J. Mammenga
Sioux Falls Washington HS
Justin Simundson
Kyle Park
Watertown HS
Jenna Krause

Tennessee

Brentwood HS
Christina Lordeman
Dickson County HS
Blake W. Jones

Texas

Bellaire HS
Anne Bartonveenkant
Avinash Krishnan
Justin Lee
Marc Bhargava
Fort Bend Baptist Academy
Mitchell Suliman
Plano Sr HS
Ashley Hatcher
[ke Ufomadu]

Utah

Jordan HS Jill Baker

Vermont

Burlington HS
Joshua Kernoff

Washington

University HS
Suzanne Almeida

Wisconsin

Brookfield East HS
Christopher L. McCall
Elizabeth Vieira
Jennifer M. Lorentz
Julia Braker
Thomas Schalmo
Tyler G. Beattie
Waiwatosa West HS
Megan Harney

Wyoming

Campbell County HS
Lindsey Miller
Cody HS
Billy Fech
Natrona County HS
Scott Witzeling







ACADEMIC ALL AMERICANS

(from April 7, 2004 through September 14, 2004)

Arizona

River Valley HS Jeff P Gragg

California

Bellarmine College Prep
Chris Lin
David Chiang
Claremont HS
Jonathan Hillman
Granite Bay HS
Kenneth Hurst
William Kolkey
La Reina HS
Samantha Groden

Colorado

Derek D. Hwang

Canon City HS
Caleb A. Riehter
Drew M. Foster
Logan R. Martin
Delta HS
Sarah Roberts
Rocky Mountain HS
Tyler Will

The Harker School

Wesley Wu

Florida Acad of the Holy Names

Alexis L Hamilton Robab G Dehkharghani Nova HS Jeremy Friedmar Jon Reinstein Natalia Rigol Pamela Leskar

Georgia

Starr's Mill HS Ian Davisson

Illinois

Downers Grove South HS
Amy L. Ferries
Andy S. Junk
Evan Chung
Maggie M. Killaeky
Heyworth HS
Brittney Lower

Indiana

Brebeuf Jesuit Preparatory
Nick Birk
Chesterton HS
Alison B. Vodnoy
Alison M. Scribailo
Elizabeth M. Fox

Emily M. Lawson
Erin E. Potrzebowski
Jessica L. Recchia
Kristin R. Totte
Valerie M. Brown
Zena C. Kharsa
Concord HS
Janelle D. Good
Julianne M. Fetter

Iowa

West HS-lowa City
Kathleen Hession

Kansas

Arkansas City HS Ryan Belindo Bishop Miege HS Daniel Peters Elizabeth Guvol-Meinrath Buhler HS Jonathan Shank Campus HS Megan D. Denning El Dorado HS Jessica L. Sullivan Ellsworth HS Megan K. Staley Lyons HS Jessica Johnson Mark Filipi

Olathe North HS
Ashley D. Schmidt
Dominique K. Adkins
Marcus R. SchultzBergin

Olathe South HS
Jaeob Buchholz
Mark Skoglund

Topeka HS

Breana E. Tutuska Cory M. Sims Karl Fundenberger Spencer H. Holdren

Massachussets

Newton South HS Edward K. Creeelius

Minnesota

Apple Valley HS
Alex Liehty
Andrea Keohane
Chris Bentley
David Brown
Erik Splett
Jennie Keohane
Katie Whillock
Sarah Gauche

Walker HS Luke Gustafson

Mississippi

St Andrew's Episcopal
Evan K. McCarley
Lov L. Goel
Vishal V. Patel

Missouri Calumbia-Hickman HS

Jonathan Webber Independence Truman HS Adam Jennings Alieia Debusk Katie Klinksick North Kansas City HS Jeffrey K. Boman Ozark HS Erin Berry Park Hill South HS Alyssa Hampton Ashley Benson Hayley Esson Jessica Winters Krysta Kauble Sara Archer

Montana

Jennifer Williams

Great Falls Russell HS
Brent Schumacher
Chris Conner
Jeff Tierney
Mimi Park
Tyler Wolf

Raytown HS

Nebraska

Lincoln East HS
Alexandra Barth
Anish Mitra
WhitneyRhodes
Lincoln SouthwestHS
Jordan Greene

Nevada

Green Valley HS
Andrew Y. Chang
Caroline K. Vineent
Dan J. Hill
Edan M. Yacobovsky
Kaitlin H. Ziegler
Kirsten A. Garlock
Max Stevens
Nicholas T. Cote

New Jersey

Montville HS Jennifer E. Tarr Randolph HS David Gordon

New Mexico

Albuquerque Academy
Alex Harris
Chris Cole
Sarah Cooper
Stacy Brown

North Carolina

Myers Park HS
Cliff Wu
Pine Forest HS
John Sheffield

North Dakota

Fargo Shanley HS
Amanda Gapp
David Thoreson
Megan Kosse

Ohio

GlenOak HS
Toni Lioi
Wooster HS
Ruth Shewmon
Yaungstown Boardman HS
Andrea Meconnell
Graham Johnson

Oklahoma Mannford HS Michael Ferguson

Muldrow HS
Cassia Gray
Norman HS
Niek Wadleigh
Norman North HS
Adam Barrett
Sarah Rhoades
Putnam City HS
MatthewFleharty

Pennsylvania

Dallastown Area HS
Elliott Kashner
Holy Ghost Prep School
Joseph Kerns
North Hills HS
Faith Sadar

South Carolina

Bob Janes Academy
Ben L. Adams
Daniel J. Hindman
Daniel S. Nickerson
Riverside HS

Dimitrios S. Basilakos

John F. Rupp Peter J. Zolides

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Sioux Falls Washington HS
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Watertown HS
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Scott Witzeling



Profile

Meet the Staff

Farewell Jerry Kilburg

Interview by Diane Rasmussen

Meet Jerry Kilburg. Jerry is our behind the scenes staff member who began working for the NFL in the Fall of 2000.

Despite Jerry working a full time position on second shift for Mercury Marine as a machinist/assembler, he managed time to help out at the NFL office.

Jerry is what one would call a "Jackof-all trades." He has worn many hats at
the NFL which include general maintenance
responsibilities such as changing light
bulbs, moving furniture, taking care of shipments, and carrying shipped boxes to storage areas throughout the building. Leaving the heavy lifting up to Jerry was a welcomed sight.

As district supply orders were received, Jerry filled the orders and in addition also took care of getting them shipped out. Jerry assisted in maintaining the archived issues of *Rostrum*. With limited storage space, Jerry did a great job of archiving past issues. Also, Jerry would pickup the mail from the Post Office on days he was in the office.

Additionally, Jerry helped with packing supplies for the National Tournament. This required a lot of special packing, marking them properly and lifting/carrying all packaged items from the lower level up to



Photo provided by wife/staff member Patti Kilburg

the main floor of the NFL building, stacking them carefully prior to packing the NFL rental truck heading for Nationals. For Nationals, Jerry, assisted by his son Tristan and a friend, loaded the U-Haul Truck with all of the needed supplies.

Unfortunately, for the NFL, Jerry recently had a change in his work hours and has "retired" from the NFL. Jerry's new position provides extra overtime opportunities and you can bet Jerry and Patti will be fulfilling their travelling dreams.

It is very difficult for our staff to bid a goodbye to someone who will be missed. Jerry's hardwork, and dedication to our office showed in everything he did. We wish him only the very best!

Jerry is married to Patti, a fulltime NFL staff member who was featured in the February issue. The Kilburgs have been married for 31 years. They have three sons, Jay, Shannon and Tristan. They live in a small town called Rosendale, which is 15 minutes from Ripon.

"I enjoyed working for NFL. I loved the variety of work and working with the staff. I see NFL heading in the right direction of 'changing with the times'. I hope one day to attend the National Tournament and see what it is all about."

Jerry

Meet Jerry

Top Ten favorites...

- 10. Travelling
- 9. Taking a cruise
- 8. Sight Seeing
- 7. Visiting historical travel spots
- 6. Making new friends
- 5. Researching family tree to meet relatives
- 4. Relaxing
- 3. Enjoying life with children/and some day, grandchildren
- 2. Watching TV
- 1. Travelling more





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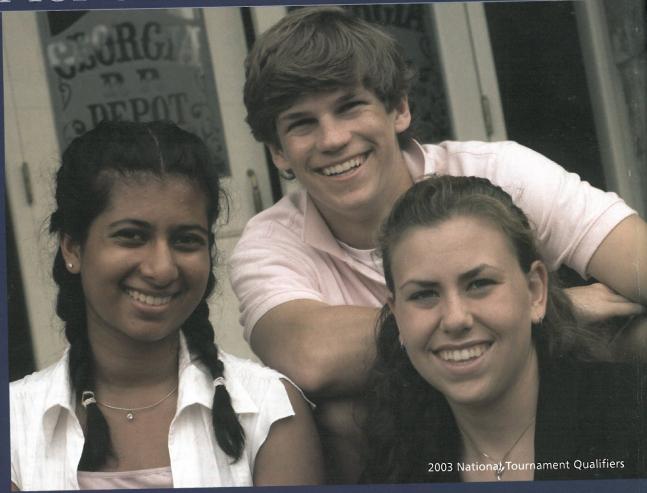


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