

51st

National Debate Tournament

March 21-24, 1997

LIBERTY UNIVERSITY



*Continuing the quest for Excellence
into the Next Half Century*

NDE NATIONAL
DEBATE
TOURNAMENT

51st National Debate Tournament

March 21-24, 1997

LIBERTY UNIVERSITY

LYNCHBURG, VIRGINIA



*Continuing the Quest for Excellence
into the Next Half Century*

NDE
NATIONAL
DEBATE
TOURNAMENT

51ST NATIONAL DEBATE TOURNAMENT

Table of Contents

Tournament Schedule	4
Welcome to the NDT	5
Welcome Letters	6
Tournament Officials	8
Thank you	8
Guest Speaker	9
The Participants	10
NDT History	14
The Future of the NDT	15
<i>Looking Backward to Look Forward</i>	16
Karla Leeper	
<i>The National Debate Tournament at Fifty: W(h)ither the NDT</i>	17
Donn W. Parson	
<i>Debate in Cyberspace</i>	19
William Southworth	
<i>A Reflection on the Future of the NDT</i>	20
Melissa Maxcy Wade	
<i>A Retrospective Prospective on the NDT: "Good Days" Ahead</i>	22
Allan Louden	
<i>Practicing What We Preach: Creating Diversity in NDT Debate</i>	23
Rebecca Bjork	
<i>A Vision for the Future: Collegiate Debate in the Twenty- First Century</i>	24
Ede Warner	
<i>The Future of the National Debate Tournament</i>	25
John T. Morello	
<i>Policy Debate and the Academe</i>	26
Dale A. Herbeck	
NDT General Information	29
Tournament Announcements	30
Restaurants	32
Lynchburg Area Points of Interest	33
Liberty University History	35
LU Campus Map	36
Classroom Maps	37
The NDT in Review	41
Champions, Runners-Up, and Final Four: 1947-1996	42
NDT Top Speakers: 1948-1996	46
First Round At-Large Award	48
Sites, Hosts, and Directors of Past NDTs	49
NDT Participants: 1947-1997	50
NDT Rankings	53

Editor: Brett M. O'Donnell • Design and Layout: Christina Holley • Printing: Seckman Printing

Tournament Schedule

TOURNAMENT SCHEDULE

*Continuing the Quest for Excellence
into the Next Half Century*

NDT
NATIONAL
DEBATE
TOURNAMENT

Tournament Schedule

WEDNESDAY, MARCH 19

10:00 am NDT Golf Tournament (London Downs Golf Course)
7:00 pm NDT Board of Trustees and Committee Dinner

THURSDAY, MARCH 20

9:00 am - 11:00 am Registration, Holiday Inn
11:00 am - 2:00 pm NDT Board of Trustees Meeting
1:00 pm - 4:00 pm NDT Committee Meeting
4:00 pm - 5:00 pm Late Registration, Holiday Inn
7:00 pm Tournament Banquet, Holiday Inn

FRIDAY, MARCH 21

7:30 am Continental Breakfast, Reber-Thomas Dining Hall
8:00 am Announcement of Round I, Reber-Thomas Dining Hall
11:30 am Announcement of Round II
3:00 pm Lunch, Reber-Thomas Dining Hall
3:30 pm Chancellor's Address, Reber-Thomas Dining Hall
4:30 pm Announcement of Round III
9:30 pm Coaches' Gathering, Holiday Inn

SATURDAY, MARCH 22

7:30 am Continental Breakfast, Reber-Thomas Dining Hall
8:00 am Announcement of Round IV
11:30 am Lunch, Reber-Thomas Dining Hall
12:30 pm Announcement of Round V
3:30 pm American Forensic Association Reception
5:00 pm Announcement of Round VI
9:30 pm Coaches' Gathering, Holiday Inn

SUNDAY, MARCH 23

7:30 am Continental Breakfast, Reber-Thomas Dining Hall
8:00 am Announcement of Round VII
11:30 am Lunch, Reber-Thomas Dining Hall
12:30 pm Announcement of Round VIII
5:00 pm Announcement of First Elimination Round
8:30 pm Awards Banquet, Holiday Inn
10:30 pm Coaches' Gathering, Holiday Inn

MONDAY, MARCH 24

7:15 am Drawing of Octafinal Judges, Holiday Inn
7:30 am Announcement of Pairings
7:30 am Continental Breakfast, Holiday Inn
8:00 am Octafinal Round Begins
Rounds Continue Throughout the Day

THE 1996-97 TOPIC:

Resolved: That the United States federal government should increase regulations requiring industries to decrease substantially the domestic production and/or emission of environmental pollutants.

Welcome to the NDT

WELCOME TO THE NDT

*Continuing the Quest for Excellence
into the Next Half Century*

NDT
NATIONAL
DEBATE
TOURNAMENT

Welcome to the NDT

LIBERTY
UNIVERSITY

1971 UNIVERSITY BLVD., LYNCHBURG, VIRGINIA 24502-2269
(804) 582-2300


OFFICE OF THE PRESIDENT

March 19, 1997

We are pleased to host this fifty-first National Debate Tournament here at Liberty University. On behalf of the Liberty University community, I commend Dr. Brett O'Donnell, Director of Debate, Mr. Cary Voss, Debate Coach, and Mr. Chris Lundberg, Assistant Debate Coach, as well as our student debaters. We welcome all of you who have come for this event.

It is an honor to have so many respected universities and colleges from across the country on our campus. We are very proud of our participation in collegiate debate and the skills which the activity develops. The ability to think critically and communicate effectively are important in a liberal arts education, the academic community and society. I hope this tournament will be a memorable one and I look forward to being with you.

Sincerely,


A. Pierre Guillermin



The City of Lynchburg, Virginia

CITY HALL, LYNCHBURG, VIRGINIA 24505 • (804) 847-1859

OFFICE OF THE MAYOR

March 1997

To the Participants of the 51st National Debate Tournament,

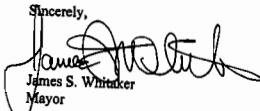
I would like to welcome each of you on behalf of the citizens of Lynchburg to this wonderful city we call home.

With this being the end-of-the-season championship, I know you must be anxious to compete. This event is the culmination of the study, practice, and time you have invested in a worthwhile American tradition. As it was once wisely stated, "It is better to debate a question without settling it, than to settle a question without debating it."

The City of Lynchburg is privileged to have Liberty University host this annual event. While you are here, please feel at home and partake of the various leisure and academic opportunities Lynchburg offers. You will find our city rich in history and culture, and the citizens hospitable and pleasant.

I hope each of you finds the tournament rewarding, and will leave here with wonderful memories of the competition and our City. May God richly bless you all.

Sincerely,


James S. Whitaker
Mayor

American Forensic Association

Box 286, River Falls, WI 54022



1/800/228-5424 Toll-Free USA
1/715/425-3198 International Calls
715/425-9533 Fax

April 4, 1997

To All Participants, Coaches, and Judges:

I have had many roles at the NDT, but this year's is one of the more pleasurable. It is an honor to welcome you on behalf of the *American Forensics Association*. While an important AFA's role is the promotion of professional interests in forensics, the heart of our mission remains sponsoring the NDT and NIET. Our national tournaments remain an elegant reminder of forensics' value.

Your participation in this venerable tournament stands as a concrete reminder of your accomplishments this year. Not only have you enjoyed competitive success, you have extended your education in ways few are privileged to experience. Let the 1997 NDT serve as the capstone for the '96-'97 season.


In addition to the competitor's commitment and vitality, a significant portion of the learning process rests with the coaches. Their unselfish efforts are matched by few. I realize more every year what a privilege it is to be in the company of such coaches and competitors.

I know you will join me in thanking Professor Lee Polk, Professor Arnie Madsen, the members of the NDT Committee, members of the NDT Board of Trustees, and Donn Parson and his staff. These and others work very not only to make the national tournament a success, they also devote endless hours throughout the season to make the NDT a quality organization.

I would also like to thank Liberty University for its gracious hospitality, especially Dr. Fairwell, Chancellor, and President Dr. Guillermin, President. Additionally, knowing the prodigious organizational abilities of Brett O'Donnell, there are hundreds of others at Liberty University and in the Lynchburg community who have worked hard to make this year's tournament spectacular.

As importantly I would like to thank Dr. Brett O'Donnell and his outstanding staff, for their unerring graciousness and for having the community spirit required to orchestrate such an enormous undertaking. We are all indebted.

Sincerely,


Allan D. Loudon

Allan Loudon, President
Wake Forest University
Communication Department, Box 7347 Reynolda Station
Winston-Salem, NC 27109

910/759-5408
Fax 910/759-4691
loudon@wfu.edu

Liberty University is Honored to Host the 51st National Debate Tournament, The Beginning of the Next Half Century.

The city of Lynchburg, its surrounding communities and Liberty University are proud to welcome you to the 51st National Debate Tournament.

We congratulate all of the participants for your efforts this past season and for the achievement of qualifying for this tournament. It is your season-long dedication that makes this tournament a fitting end to this year of competition.

We are privileged to host this tournament as a way to give back to you, the participants, the recognition and reward you deserve for your efforts. We have worked very hard to provide you with the atmosphere for an outstanding week of competition as a way of expressing our thanks to the debate community for the educational contribution it has made to Liberty University and our students.

It is also our honor to welcome Jack Kemp as the speaker at our tournament banquet.

Welcome back to the alumni of the Liberty University Debate Team. Without your years of service and dedication this moment would not be possible. Our appreciation is also owed to Liberty University, its Chancellor, Dr. Jerry Falwell and its President, Dr. A. Pierre Guillermin, for making the idea of Liberty University Debate and the Liberty NDT a reality. We are grateful to our many sponsors for their support necessary to host the 51st NDT.

We look forward to serving you over the course of the next few days. Best wishes and good luck at the 51st National Debate Tournament.



Brett M. O'Donnell
Tournament Host

Tournament Officials

TOURNAMENT DIRECTOR

Donn W. Parson, *University of Kansas*

TOURNAMENT HOST

Brett M. O'Donnell, *Liberty University*

NDT BOARD OF TRUSTEES

John Gossett, *University of North Texas*, Acting Chair
Pat Ganer, *Cypress College*

Thomas J. Hynes, Jr., *State University of West Georgia*
Bill Balthrop, *University of North Carolina-Chapel Hill*

NDT COMMITTEE

Arnie Madsen, *University of Northern Iowa*, Chair
Greg Miller, *San Diego State University*, District I
Jamey Dumas, *Gonzaga University*, District II
John Fritch, *Southwest Missouri State University*, District III
David Hingstman, *University of Iowa*, District IV
Brent Brossman, *John Carroll University*, District V
Ross Smith, *Wake Forest University*, District VI

Warren Decker, *George Mason University*, District VII
Ken Strange, *Dartmouth College*, District VIII
Becky Bjork, *University of Utah*, District IX
Bob Frank, *Duquesne University*, AFA Eastern
Ede Warner, *University of Louisville*, AFA Southern
Arnie Madsen, *University of Northern Iowa*, AFA Midwest
Tom Jewell, *University of New Mexico*, AFA Western

TOURNAMENT STAFF

Eric Doxtader, *University of North Carolina-Chapel Hill*
Rich Edwards, *Baylor University*

Pat Ganer, *Cypress College*
Neil Phillips, *Buffalo, New York*

Amy Palermo, *Liberty University*, Liaison

AMERICAN FORENSIC ASSOCIATION, PRESIDENT

Allan D. Loudon, *Wake Forest University*

FORD MOTOR COMPANY FUND

Raymond Byers, Jr., *Dearborn, Michigan*

SPECIAL THANKS

Special thanks are due to: The Chancellor, President, and Administration of Liberty University for making the tournament possible and supporting it financially, Pat Heerspink for her many hours of work for the tournament, Sharon Hartless for assisting in coordinating the administration's role in the tournament, Cary Voss, John Euchler and Chris Lundberg for assuming additional coaching responsibilities to allow me to work on the tournament, the Liberty University debaters for their work at the tournament, Earl Sargeant and Liberty University Building Services for coordinating the logistical support for the tournament, George Rogers and Greg Bettenhausen for their financial assistance and advice, Chris Holley for the design and production of the tournament book, Steve Troxel and his staff for the production of the tournament video, Dale Herbeck and Al Loudon for their counsel on hosting the NDT, and finally, my wife, Sally O'Donnell for her support and endurance of me during the many months of work on the tournament.

The NDT and Liberty University would like to thank the many sponsors of the tournament for their donations of service and financial support in underwriting the expenses of the National Debate Tournament: Raymond Byers, Jr., *Ford Motor Company Fund*, Barnes Brockman, *Advantage Vans*, Denise Woernle, *Ericsson Corporation*, Judy Connell, *Framatome Technologies*, Michael Hobbs, *Framatome Computer Technologies*, Pat Riley, *Frito Lay Corporation*, Dale Moats, *King Business and Xerox Corporation*, Steve Hartman, *Lee Hartman and Sons*, Stevie Dovel, *Lynchburg Chamber of Commerce*, Sean Coucell, *Pepsi-Cola Company*, Dexter Stulz, *R.R. Donnelly Printing Company*, *Seckman Printing Company*, Tracy Cooper, *Royal Oldsmobile-Nissan*, Chris Carrol and Jonathan Falwell, *Transamerica Duplicators*, Mac McCadden, *USAir*, Scott Stephens, *The Virginia Diner Incorporated*.

Guest Speaker: Jack Kemp

Jack Kemp is a co-director of Empower America, a public policy and advocacy organization he co-founded in 1993 with William Bennett and Ambassador Jeane Kirkpatrick. Empower America is dedicated to three founding principles: expanding freedom and democratic capitalism; promoting policies to expand economic growth and entrepreneurship for our nation; and advancing social policies that empower people, not government bureaucracies.

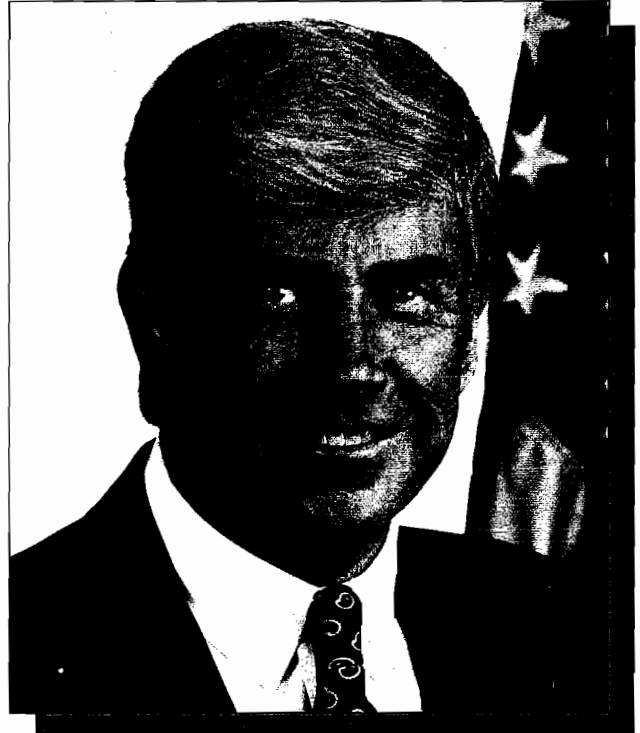
Prior to founding Empower America, Mr. Kemp served for four years as Secretary of Housing and Urban Development, and proved to be one of our nation's most innovative leaders in that role. He was the first and strongest advocate of Enterprise Zones to encourage entrepreneurship and job creation in urban America and of expanding home ownership among the poor through resident management and ownership of public housing.

Mr. Kemp received the Republican Party's nomination for Vice President in August of 1996. A year previous, Senator Bob Dole and Speaker Newt Gingrich put Jack Kemp at the center of the tax and economic debate for the '96 campaign by naming him chairman of the National Commission on Economic Growth and Tax Reform to study how major restructuring of our tax code can help unleash the entrepreneurial spirit of Americans, grow the economy without inflation and create greater opportunity for people to escape poverty.

Before his appointment to the Cabinet, Mr. Kemp represented the Buffalo area and western New York for 18 years in the United States House of Representatives from 1971 to 1989. He served for seven years in the Republican Leadership as Chairman of the House Republican Conference.

Jack Kemp came to Congress after 13 years as a professional football quarterback. He was captain of the San Diego Chargers from 1960 to 1962 and also of the Buffalo Bills, the team he helped lead to the American Football League championship in 1964 and 1965, when he was named the league's most valuable player. He also co-founded the AFL Players Association and was five times elected president.

Mr. Kemp, born and raised in Los Angeles, is married to the former Joanne Main of Fillmore, California. Both Jack and Joanne are graduates of Occidental College. They have four children: Jeffrey, Jennifer, Judith and James, eleven grandchildren, and reside in Bethesda, Maryland.



The Participants

DISTRICT ONE

University of California-Berkeley Berkeley, CA

Director: Erica Grosjean
Debaters: Erica Grosjean, Irvine, CA
Radha Pathak, Cerritos, CA
Judges: David Brinegar

University of California-Berkeley Berkeley, CA

Director: Erica Grosjean
Debaters: Josen Kalra, Irvine, CA
Kahlil Yearwood,
Kensington, CA
Judges: David Brinegar

University of Redlands

Redlands, CA
Director: William Southworth
Debaters: John C. Miller,
Diamond Bar, CA
Joel N. Grant, Clive, IA
Judges: William Southworth, Tim
Barouch

University of Southern California

Los Angeles, CA
Director: David Damus
Debaters: Greg Bevan, Salt Lake
City, UT
Armonds Revelins,
Chicago, IL
Judges: Paul Derby, David Damus

University of Southern California

Los Angeles, CA
Director: David Damus
Debaters: Adam Hurder, Chicago, IL
Roger Stetson, Des
Moines, IA
Judges: Todd Merrell, Ted Prosis

University of Southern California

Los Angeles, CA
Director: David Damus
Debaters: John Markowski, Salt Lake
City, UT
Andy Weitz, Omaha, NE
Judges: Todd Merrell, Ted Prosis

DISTRICT TWO

Gonzaga University

Spokane, WA
Director: Jamey Dumas
Debaters: Will Brewer
Ian McLouglin
Judges: Jamey Dumas, Chad Rigsby

Whitman College

Walla Walla, WA
Director: Jim Hanson
Debaters: Sean Harris,
Adam Symond,
Judges: Becky Galentine

DISTRICT THREE

Baylor University

Waco, TX
Director: Karla Leeper
Debaters: Chris Brasure,
Grapevine, TX
Becky Coulter,
Birmingham, AL
Judges: Chris Salinas, Ron
Stevenson, Karla Leeper

Baylor University

Waco, TX
Director: Karla Leeper
Debaters: Ben Coulter,
Birmingham, AL
Kelly Dunbar,
St. Joseph, MO
Judges: Jon Brusckke, Ryan
Galloway, Toby Arquette

Southwest Missouri State University

Springfield, MO
Director: John Fritch
Debaters: Troy Payne, Raytown, MO
Matt Vega, Raytown, MO
Judges: John Fritch, Eric Morris

Trinity University

San Antonio, TX
Director: Frank Harrison
Debaters: Eric Hansum, Katy, TX
Chris Lotz, Houston, TX
Judges: Frank Harrison, Lisa Wilson

University of Kansas

Lawrence, KS
Director: Scott L. Harris
Debaters: Hajir Ardebili, Overland
Park, KS
Drew France, Le Mars, IA
Judges: Rod Phares, Kelly
McDonald, Scott
McWilliams, Sarah Partlow,
Kevin Minch, Josh Zive,
David Genco

University of Kansas

Lawrence, KS
Director: Scott L. Harris
Debaters: Mike Eber, Miami, FL
Grant McKeehan, Overland
Park, KS
Judges: Rod Phares, Kelly
McDonald, Scott
McWilliams, Sarah Partlow,
Kevin Minch, Josh Zive,
David Genco

University of North Texas

Denton, TX
Director: Mark DeLoach
Debaters: Eli Holloway, Tulsa, OK
Cody Morrow,
Bridgeport, TX
Judges: David Breshears, Christy
Lowery, Mark DeLoach,
Eric Mueller

University of Texas-Austin

Austin, TX
Director: Joel Rollins
Debaters: Kelly Congdon, Austin, TX
James Reed, Alva, OK
Judges: Kevin Kuswa, Eric Emerson,
Brian McBride, Joel Rollins

University of Texas-Austin

Austin, TX
Director: Joel Rollins
Debaters: James Brett Griffin,
Houston, TX
Judd Renken, Houston, TX
Judges: Joel Rollins, Brian McBride,
Eric Emerson, Kevin Kuswa

DISTRICT FOUR

Macalester College

St. Paul, MN
Director: Dick Lesicko
Debaters: Jennifer Alme,
Bloomington, MN
Kiva Garen,
Minneapolis, MN
Judges: Jim Haeefe, Dick Lesicko

Macalester College

St. Paul, MN
Director: Dick Lesicko
Debaters: Martha Wilson,
Spokane, WA
Sarah Stucky, Spokane, WA
Judges: Jim Haeefe, Dick Lesicko

The Participants

University of Iowa

Iowa City, IA
Director: David Hingstman
Debaters: Andy Peterson,
Ottumwa, IA
Corey Rayburn, Fairfax, VA
Judges: David Hingstman, Brian
Lain, Bill Trapani, Chuck
Smith

University of Iowa

Iowa City, IA
Director: David Hingstman
Debaters: Jill Podgorski, Elk Grove
Village, IL
Karen Scott, Oak Park, IL
Judges: David Hingstman, Brian
Lain, Bill Trapani, Chuck
Smith

University of Northern Iowa

Cedar Falls, IA
Director: Arnie Madsen
Debaters: Jeff Grant, Des Moines, IA
Jennifer Rawe, Sioux
City, IA
Judges: Cate Palczewski, Heather
Dzaricky, Arnie Madsen

DISTRICT FIVE

John Carroll University

University Heights, OH
Director: Brent Brossmann
Debaters: Jeff Bacherer,
Massillon, OH
Emmanuel Teitelbaum,
Lorain, OH
Judges: Brent Brossmann, Elizabeth
Dudash

Miami of Ohio

Oxford, OH
Director: Ben Voth
Debaters: Patricia Osborn, Omaha, NE
Daniel O'Malley, Xenia, OH
Judges: Ben Voth, Jeff VanCleave

Michigan State University

East Lansing, MI
Director: James Roper
Debaters: Erik Cornellier
John Sullivan
Judges: Will Repko

Northwestern University

Evanston, IL
Director: Scott Deatherage
Debaters: Matthew Anderson, Grand
Rapids, MI
Ryan Sparacino,
Washington, D.C.
Judges: Mason Miller, Bill Jacobs

Northwestern University

Evanston, IL
Director: Scott Deatherage
Debaters: Brandon Fletcher,
Dallas, TX
Leslie Mueller, Miami, FL
Judges: Greg Blankinship, Jim
Hunter

Northwestern University

Evanston, IL
Director: Scott Deatherage
Debaters: Michael Gottlieb,
Lawrence, KS
Terry Johnson, Omaha, NE
Judges: Scott Deatherage, Marie
Dzuris

University of Michigan

Ann Arbor, MI
Director: Steve Mancuso
Debaters: Jason Hernandez
Tony Nicalo
Judges: Nate Smith, Mike Dickler

University of Michigan

Ann Arbor, MI
Director: Steve Mancuso
Debaters: Scott Hessell
Corey Stoughton,
Birmingham, MI
Judges: Nate Smith, Mike Dickler

University of Michigan

Ann Arbor, MI
Director: Steve Mancuso
Debaters: Ellen Oberwetter,
Dallas, TX
Lesley Wexler, Houston, TX
Judges: Nate Smith, Mike Dickler

Wayne State University

Detroit, MI
Director: George Ziegelmueller
Debaters: Angela Cowan, New
Baltimore, MI
Jacob Thompson, Traverse
City, MI
Judges: George Ziegelmueller, Chris
Baron

Wayne State University

Detroit, MI
Director: George Ziegelmueller
Debaters: Amy Lewis, Detroit, MI
Joseph Lopata, Livonia, MI
Judges: Joe Zompetti, Beth Skinner

Wheaton College

Wheaton, IL
Director: Gary Larson
Debaters: Lisa Carter, Pleasanton, CA
Alicia Van Dyke,
Cadillac, MI
Judges: Steve Thompson

DISTRICT SIX

Emory University

Atlanta, GA
Director: Melissa Wade
Debaters: Dan Fitzmier, Nashville, TN
Stephen Heidt, Virginia
Beach, VA
Judges: Melissa Wade, Bill
Newman, David Heidt,
Jamie McKown, Scott Segal

Emory University

Atlanta, GA
Director: Melissa Wade
Debaters: Ronna Landy, Chicago, IL
Anjan Sahni, Atlanta, GA
Judges: Melissa Wade, Bill
Newman, David Heidt,
Jamie McKown, Scott Segal

Emory University

Atlanta, GA
Director: Melissa Wade
Debaters: Vic Tabak, Yorktown
Heights, NY
Anne Marie Todd,
Atlanta, GA
Judges: Melissa Wade, Bill
Newman, David Heidt,
Jamie McKown, Scott Segal

Florida State University

Tallahassee, FL
Director: Dr. James Brey
Debaters: Dan Rogers, Miami, FL
Jim Herbert, Detroit, MI
Judges: James Brey, Kristy Schriver

Mercer University

Macon, GA
Director: Shawn Whalen
Debaters: Alysia Cockrell
Brook McGuire
Judges: Shawn Whalen

Samford University

Birmingham, AL
Director: Michael Janas
Debaters: Jason Lantz, Plano, TX
Gina Southerland,
Gainesville, FL
Judges: Michael Janus, Paul Bellus

Samford University

Birmingham, AL
Director: Michael Janas
Debaters: Davi Johnson, Wichita, KS
Stephen Stetson, Troy, AL
Judges: Michael Janas, Paul Bellus

The Participants

State University of West Georgia

Carrollton, GA

Director: Michael Hester

Debaters: Kris Bonilla,
New Orleans, LA
Jay Harriman,
Snellville, GA

Judges: Michael Hester, Jon Sharp

State University of West Georgia

Carrollton, GA

Director: Michael Hester

Debaters: Sedgrid Lewis,
Michael Carver,

Judges: Michael Hester, Jon Sharp

University of Georgia

Athens, GA

Director: Edward M. Panetta

Debaters: Paul Barsness, Norcross, GA
Daniel Davis, Snellville, GA

Judges: Edward M. Panetta, Joe
Bellon, Len Neighbors

University of Georgia

Athens, GA

Director: Edward M. Panetta

Debaters: Michael Cates,
Lawrenceville, GA
Christopher McIntosh,
Marietta, GA

Judges: Joe Bellon, Len Neighbors

University of Georgia

Athens, GA

Director: Edward M. Panetta

Debaters: William Roberts,
Valdosta, GA
Jason Teagle, Warner
Robbins, GA

Judges: Catherine Shuster, Jay Finch

University of Kentucky

Lexington, KY

Director: J.W. Patterson

Debaters: Paul Jensen, Auburn, WA
Brian Ray, Lakewood, CO

Judge: Roger Solt

University of Louisville

Louisville, KY

Director: Ede Warner

Debaters: Dave Arnett
Jason Renzelmann

Judges: Dan Bloomingdale, Trevor
Wells, Paul Stewart, Rich
Puszczewicz

University of Louisville

Louisville, KY

Director: Ede Warner

Debaters: Elisia Cohen, Louisville, KY
Krisna Tibbs, Atlanta, GA

Judges: Dan Bloomingdale, Trevor
Wells, Paul Stewart, Rich
Puszczewicz

University of Miami

Coral Gables, FL

Director: David L. Steinberg

Debaters: Lawrence Wulkan,
Scottsdale, AZ
James G. Anderson,
Roswell, GA

Judges: Gavin Williams, David
Steinberg

Wake Forest University

Winston-Salem, NC

Director: Allan Loudon

Debaters: Emma Filstrup, Raleigh, NC
Justin Green, Katy, TX

Judges: Ross Smith, Adriene
Brovero, Patrick McMullen,
Junya Morooka, Maxwell
Schnurer, Jason Jarvis, Eric
Truett

Wake Forest University

Winston-Salem, NC

Director: Allan Loudon

Debaters: Daveed Gartenstein-Ross,
Ashland, OR
Brian Prestes,
Worcester, MA

Judges: Ross Smith, Adriene
Brovero, Patrick McMullen,
Junya Morooka, Maxwell
Schnurer, Jason Jarvis, Eric
Truett

Wake Forest University

Winston-Salem, NC

Director: Allan Loudon

Debaters: Andy Geppert,
Lawrenceville, GA
Clay Rhodes, Orange, TX

Judges: Ross Smith, Adriene
Brovero, Patrick McMullen,
Junya Morooka, Maxwell
Schnurer, Jason Jarvis, Eric
Truett

DISTRICT SEVEN

Georgetown University

Washington, D.C.

Director: Jeff Parcher

Debaters: Jason Kwon, Seoul, Korea
Kelly Steele, Grand
Rapids, MI

Judges: Jeff Parcher, Ahilan
Arulanantham

George Mason University

Fairfax, VA

Director: Warren Decker

Debaters: Jake Weiner, Fairfax, VA
Pat Garrett, Fairfax, VA

Judges: Neil Butt, Anne Davis,
Warren Decker, Star Muir,
Doug Frye

George Washington University

Washington, D.C.

Director: Steven Keller

Debaters: David Ducommun,
Los Angeles, CA
John Stubbs, Lafayette, LA

Judges: Abe Pafford, Kevin Bertram,
Layla Hinton

George Washington University

Washington, D.C.

Director: Steven Keller

Debaters: David Ellenbogen,
West Bloomfield, MI
Greg Mast, Levittown, PA

Judges: Abe Pafford, Kevin Bertram,
Layla Hinton

James Madison University

Harrisonburg, VA

Director: Ron Wastyn

Debaters: Jomel Angat,
Virginia Beach, VA
Eric Minkove,
Baltimore, MD

Judges: Pete Bsumek, Ron Wastyn

King's College

Wilkes-Barre, PA

Director: Michael Berry

Debaters: Greg Minchak,
Wilkes-Barre, PA
Pete Moses, Duryea, PA

Judges: Michael Berry, Jack
Minnear

Liberty University

Lynchburg, VA

Director: Brett O'Donnell

Debaters: William Lawrence,
Sterling Heights, MI
R.J. Snell, Carbon, Alberta

Judges: Cary Voss, Michael Hall,
Chris Lundberg, John
Euchler

The Participants

Mary Washington College

Fredericksburg, VA

Director: Adam Lurie

Debaters: Eric Grynawski,
Fredericksburg, VA
Jen Bowman, Laurel
Fork, VA

Judges: Adam Lurie, John Morello,
George Townsend, Jeannie
Edwards

Towson State University

Towson, MD

Director: Ken Broda-Bahm

Debaters: Don Baker, Bakersfield, CA
Kerry Doyle, Santa
Rosa, CA

Judges: Ken Broda-Bahm, Heather
Walters, Martin Harris

DISTRICT EIGHT

Dartmouth College

Hanover, NH

Director: Ken Strange

Debaters: Robbie Ashe, Atlanta, GA
Grey Mead, Shreveport, LA

Judges: Ken Strange, Bill Russell

Dartmouth College

Hanover, NH

Director: Ken Strange

Debaters: David Hung, Merrit
Island, FL

Steve Lehotsky,
Lexington, MA

Judges: Ken Strange, Bill Russell

Harvard

Cambridge, MA

Director: Dallas Perkins

Debaters: Sanket Bulsara,
Scarsdale, NY
Sonja Starr, Great Falls, VA

Judges: Sherry Hall, Dallas Perkins,
Laura Rollins, Danielle
Giroux

Harvard

Cambridge, MA

Director: Dallas Perkins

Debaters: Carl Engstrom,
Minneapolis, MN
Alex Speier, Langley, VA

Judges: Dallas Perkins, Sherry Hall,
Danielle Giroux, Laura
Rollins, Sue Wenzlaff

Pace University

New York, NY

Director: Tim Mahoney

Debaters: Kloster
Peterson

Judges: Tim Mahoney

DISTRICT NINE

College of Eastern Utah

Price, UT

Director: Matt Stannard

Debaters: Shawn Anderson, Salt Lake
City, UT
Sheraka Kelley, American
Fork, UT

Judges: Matt Stannard

College of Eastern Utah

Price, UT

Director: Matt Stannard

Debaters: Michael Devore, Salt Lake
City, UT
Tracy Forgie, Salt Lake
City, UT

Judges: Matt Stannard

University of Nevada, Las Vegas

Las Vegas, NV

Director: Barb Pickering

Debaters: Rick Kimbrough, San
Antonio, TX
Steve Robertson,
Upland, CA

Judges: Joel Lauer, Dave Schulz,
Barb Pickering

University of Utah

Salt Lake City, UT

Director: Rebecca Bjork

Debaters: Virginia Evans, Salt Lake
City, UT
Laura Heider, Salt Lake
City, UT

Judges: Rebecca Bjork, Brandon
Couron

University of Utah

Salt Lake City, UT

Director: Rebecca Bjork

Debaters: Chris Peterson, Salt Lake
City, UT
Sean Upton, Salt Lake
City, UT

Judges: Derek Buescher, Will
Strader

University of Wyoming

Laramie, WY

Director: Terry Buchanan

Debaters: David A. Helwich,
Murtoth, ID
Kimberly K. Horsley,
Sheridan, WY

Judges: Terry Buchanan

The History of the NDT

The National Debate Tournament began at the United States Military Academy in 1947. It was organized and conducted by the academy at West Point for its first twenty years. Initial tournament rules were determined by the West Point Administration in consultation with debate coaches such as A. Craig Baird of the University of Iowa, G.M. Musgrave of Des Moines, Alan Nichols of USC, E.R. Nichols of the University of Redlands, and Joseph O'Brien of the Pennsylvania State University.

At the first tournament in 1947, twenty-nine colleges participated in five "seeding" rounds and four elimination rounds over a three-day period. Some of the features of the tournament were that no school would meet a school within five hundred miles of itself during the seeding rounds and that no coach would judge a school from his or her own district. Many traditions were started at West Point that year, some of which still remain today: the "big board," oral announcement of round pairings, cadet escorts for each team, teams for each debate meeting under the banner of the affirmative team, and team signs in the rooms.

In 1967, the National Debate Tournament entered a new era as the American Forensic Association, the national professional organization of forensics educators, assumed responsibility for the tournament. The NDT was moved from West Point and has been hosted by a different school every year since, although two schools (West Georgia and Miami University of Ohio) have hosted it twice. Control of the

tournament became the responsibility of a national committee elected by those schools supporting the tournament. As debate has developed in recent years



The Second Place Walker Trophy is named in memory of George William Walker, pictured here at his graduation from West Point in 1958. He won the 1956 Tournament and reached the final round in 1957.

other refinements have been added to the tournament: the ten-minute preparation time rule, elaborate procedures for assigning judges, judge qualifications and published critiques of the final debate. Over the years, the tournament has expanded in size, with various procedures used for selecting the participants.

In the early days, teams were chosen by district nominating committees. This method was replaced by some form of qualifying tournaments in most districts. For the first twenty years of

NDT competition the tournament host and previous year's winner received automatic invitations. Post-district at-large bids were initiated in 1968, and pre-district bids in 1971. Since 1970, it has been possible for a school to qualify as many as two teams for the NDT. Beginning in 1992, up to six schools can qualify a third team.

The Fifty-first National Debate Tournament is sponsored by the American Forensic Association with support from the Ford Motor Company Fund. The NDT is also indebted to Mr. Sigurd S. Larmon (1891-1987) for donating the rotating Larmon Trophy, emblematic of the national debate championship; to Mr. and Mrs. George Walker for donating the rotating second-place Walker Memorial Trophy in memory of their son; to Mr. Robert Feldhake, top speaker in the 1976 NDT and now an attorney in Los Angeles for donating the Wayne Brockriede Top Speaker Award; to District IX for donating the rotating Top Speaker Trophy; the Copeland Family for donating the Rex Copeland First Team At-Large Trophy; and to Ovid R. Davis for donating the Ovid R. Davis/West Georgia College Championship Coach Award.

This year's NDT enters the next half century with additional corporate sponsorship. Corporate sponsors have made many additional amenities possible including the first comprehensive NDT Media Center and the first electronic "big board." The NDT and Liberty University are grateful to the many sponsors who have played a part in the success of the Fifty-first National Debate Tournament.

Congratulations to the
**NATIONAL DEBATE
TOURNAMENT**
competitors!



RR DONNELLEY PRINTING COMPANY
Lynchburg Division

The Future of the NDT

THE FUTURE OF THE NDT

*Continuing the Quest for Excellence
into the Next Half Century*

NDT
NATIONAL
DEBATE
TOURNAMENT

The Future of the NDT: Leeper

An Introduction to the Next Half Century

by Brett M. O'Donnell, Liberty University and
51st NDT Host

As we embark on our journey from the past fifty years to the next fifty years, I thought it might be interesting for our community to pause and contemplate the future. Wake Forest and Allan Loudon did an outstanding job of celebrating the past. Our intention is to celebrate the promise of many bright tomorrows for the National Debate Tournament, its participants, and the activity of intercollegiate debate. I asked several of my colleagues to predict

what the future holds for both our tournament and debate in general and to identify issues that are important for our community to consider as we turn this important "corner." The issues they discuss are as diverse as the authors themselves, but one common theme emerges from them all; though our activity is faced with difficulties, its benefits remain as significant now as at the first National Debate Tournament and continue to justify debate's and the NDT's enduring place in the academy. It is how we address the identified difficulties that will determine the ability of our community to continue to pass these benefits on to those who matter most, our students. I hope this section of the tournament booklet will serve to magnify discussions about our strengths and weaknesses among all of the participants in debate so that we can remain a viable educational and competitive activity for the next fifty years and beyond.

Looking Backward to Look Forward

by Karla Leeper, Baylor University

As the 1996-97 season draws to a close and our squad begins to prepare for the final stretch of competition, the NDT is a common topic for discussion. That isn't particularly strange, because in each of the 16 or so years I have been involved in intercollegiate debate, the conversation has been an annual occurrence. Students who have not yet been to the NDT tirelessly pester those who have attended to tell them every detail about the tournament: "You mean they read all of the pairings out loud!", or "They didn't disclose decisions? How could you stand it?," or "The long gray what?". Those who are NDT veterans tirelessly pester their coaches to tell them about the NDT on the "fire topic" or the "wheel topic." There are some pleasant and some painful reminiscences, but almost none of them are without a degree of poignancy. As these stories are being told, those who will be attending this year's NDT try to predict how the upcoming tournament will go and how they will be remembered in these storytelling sessions in the future. Few other tournaments can claim the same "mythic" place in our memory as the National Debate Tournament; and any discussion of where the NDT is going is deeply rooted in what the NDT represents to us about our past.

I have been fortunate enough to have been part of two debate programs with a tremendous sense of tradition. Tradition ties generations together.

Every year at Baylor, we host a gathering of former debaters. Some of our current debaters attend, and the observation that is made each year is "the names change, but the stories are the same." Kansas' squad room is a memorial to former Jayhawk's wins and embarrassing moments. Individuals born decades apart have something in common, a tie that creates a relationship based on participation in debate. The NDT is one place where our traditions reside: and the traveling trophies and the list of champions, and the rituals of the tournament are evidence that we as a group have a long and wonderful history. The willingness of so many alumni to attend the tournament proves that the NDT is our yearly opportunity to come together on a special occasion and recognize the importance of the activity that has bound so many of us together.

The senior experience at the NDT is particularly meaningful. For them it is their last opportunity to achieve their potential; once the tournament is finished they must put aside an activity that has absorbed a good deal of their attention for the last four (sometimes more) years. And while Wake Forest or Northwestern might prove to be just as tough a tournament, I have not seen students or their coaches go through the same emotional reaction during their final debate at those tournaments as I have seen after round eight or on elimination day at the NDT. Even the most stoic competitor is moved by the close

of this portion of their life. But unlike other tournaments, where you usually return home halfway through the final day of competition and return next weekend to fight again, almost everyone stays through the final round of the NDT. We seek out those to whom we have been tied by common tradition until our champion, whose name we will read on the trophy next year, has been chosen. We bicker over who *really* won, we talk about what we will be doing during the summer or next fall, and we enjoy each other's company without the pressure of competition.

Every former NDT participant with whom I spoke used the same word to describe their recollection of the NDT — celebration. Getting there is an accomplishment. Finishing a year or a career is an accomplishment. And whether they were disappointed by their performance, or were one of the lucky ones who finish their career on a high note, they were all glad to have been there. They were glad they heard Hazen/Zarefsky/Johnson/Parson say "Round One of the 19XX NDT," they were glad they got their name in the book of participants for future debaters to remember, they laughed about tearing their placards off the Big Board, and they collect the pens they have stolen from their coaches over all those years in their participant awards.

There will undoubtedly be changes in the NDT. The past five years have seen more change than I would have

The Future of the NDT: Parson

ever thought possible: decisions are now disclosed, we have third teams from schools, and some of our new friends from the CEDA community applied for and received first round at large bids. The NDT committee is considering restructuring the qualification process or perhaps even opening the tournament up altogether, along with changes in judging and pairing procedures. While these changes may better reflect current practice or pragmatic questions facing the Tournament and its Director, I don't think they reflect fundamental changes in the nature of what the meaning of this event has come to be. The NDT is and will continue to be a celebration of our past and future commitment to a tremendous activity.

Proposed changes which undercut that celebration are the ones which really deserve our opposition.

More importantly, the NDT is beginning to reflect a growing awareness in our activity that we must expand our reach. A glance through the last several Tournament booklets indicates an increase (albeit small) in participation by women and minority groups. The NDT will change as the nature of its participants changes: those who participate are a composite of the health and vitality of our activity. Diversity in debate will allow our NDT traditions to include all people. When I was a senior it was still a remarkable event when women were in elimination rounds at the Tournament. Now we even buy

women's watches. Tradition for tradition's sake is oppressive, but tradition which recollects the beginnings of our group and which is flexible enough to allow our evolution is invaluable. The NDT, as the repository of our collective memory will go where we take it. In a time where surveys of university students report that only 28.5% of them try to keep up on current affairs, and only 14.8% of them discuss political issues frequently, traditions such as ours are crucial. We give our time and our efforts to debate because we believe it makes us better people and that we can use it to improve our world. The NDT is more than a way to choose a national champion, it is a reaffirmation of that belief.

The National Debate Tournament: W(h)ither the NDT?

by Donn W. Parson, University of Kansas

Reprinted with permission from the Summer 1996 *Argumentation and Advocacy*

The success of the seer Nostradamus seems in large part a product of his skillful use of ambiguity. Unlike the End-of-the-World visionaries who specified the date and even the time of Armageddon, only to revise the details to disappointed followers the "day after," Nostradamus' predictions contained sufficient situational ambiguity to avoid being clearly disproved. Describing the National Debate Tournament of 2046 or even predicting its changes en route will require all the visionary ambiguity the language can provide.

One way of predicting the future is rediscovering patterns of the past. If the curse of ignoring history is having to relive it, perhaps examining the history of the NDT may reveal ways in which reliving history can be more productive or even enjoyable. Hence a vision of the future might well begin with an examination of our past.

The past five decades of the National Debate Tournament have been ones of permanence and change (Parson, 1995). With two major exceptions, the aspects of permanence seem to dominate the tradition of the NDT. Among the permanent aspects are fifty years of policy topics, and a format that has varied only slightly over the years, first to include cross examination in the format, and then to adjust the construc-

tive speeches and rebuttals by one minute. The tournament has varied in size, from a low of 32 teams to a high of 78 teams. Current procedures have provided tournaments ranging from 72 to 78 teams.

The methods of team selection have varied over the years. Initially all teams were chosen through geographic regions; later ten then sixteen first round at-large teams were selected before district teams competed for bids. More recently, up to sixteen second round at-large teams have been chosen after district selection, and up to six of these teams could be third teams from a participating school.

Thus there have been changes, but most changes have been minor or cosmetic in nature. Two major events, however, have changed the tournament in substantial ways. The first of these was the departure from West Point. When West Point Commandant William Westmoreland informed George Ziegelmueller, then President of the American Forensic Association that the Academy would no longer host the tournament, the NDT began a pilgrimage across the nation with a different host each year, and with a National Tournament Committee in charge of the tournament and its selection process. The NDT Committee also picked a tournament director, and in the 30 years

since leaving West Point the tournament has had ten directors.

A second major change affecting the National Debate Tournament was the development of a second national tournament, one representing the Cross Exam Debate Association (CEDA). Until 1996-97 the two tournaments chose different topics, and programs generally engaged in only one type of debate, although a few schools had programs in both areas. Occasionally NDT debaters would enter the CEDA National Tournament, but given qualifying procedures, CEDA debaters did not enter the NDT, since debaters needed a whole season of participation on the NDT topic to qualify for its tournament. The debate world was split: the resulting dialectic has had its share of unpleasantness, much of it unnecessary.

W(H)ITHER THE NDT?

The NDT has maintained a core of 80-100 subscribing schools. More realistically, 40-50 schools have sent teams to the NDT during the past five years. As the number of subscribing schools decreases, there is increasing pressure to increase the number of teams from each school. Some invitational tournaments have handled as many as 8-12 teams from an individual school. One argument is that any team meeting NDT qualifications (such as a win-loss

The Future of the NDT: Parson

record, or ranking by the NDT Committee) should be able to attend, regardless of the school represented. In this way, the NDT would resemble many of the current invitational tournaments.

An extension of this position is the "open" NDT with the possible limitation of teams from any single school (such as three or four). This would change the tournament in major ways, and probably decrease the number of judges per round to two and possibly one. The number of teams invited might well have an effect on the number of schools willing to host the tournament.

One can find among NDT coaches two quite different positions on the size of the tournament. One group would move toward the more "open" NDT with possible limitations on the size of the tournament. Another group would move in the opposite direction, and reduce the size of the NDT, possibly to a maximum of 36-48 teams. These coaches would make the qualification process more rigorous, with result that the very strongest teams would qualify. The current practice of including sixteen first round teams, 46 teams through the district process and up to sixteen second round at-large teams seems to steer a middle course between these two positions.

One of the major questions to be answered is the effect of having both CEDA and NDT debating the same topic area, or debating variations of the same topic. Thus the 1996-97 year will provide an interesting test of its possibilities. Debaters will thus be able to debate in both CEDA and NDT divisions. In addition to providing debaters with broader debate experiences, programs will have greater variety of tournament choices, and programs stretched to the economic breaking point may breathe a bit easier. If students debate one topic area in both divisions of debate, then perhaps students can qualify for both the CEDA National Tournament and the NDT. Such an eventuality has ramifications on the possible size and function of both tournaments.

An implication of this suggestion is the presence of two national tournaments, one "open" to all teams which qualify and a second limited to a small-

er number of teams. Within this framework, the "open" tournament might be prior to the second tournament, with qualifiers from the first tournament receiving bids to the second tournament (perhaps all quarterfinalists, or qualifiers). Such a scenario is only possible as coaches representing CEDA and those representing NDT resolve outstanding differences and work together on both tournaments. As choice is extended to students, the quality of their forensic experience would increase. To see this scenario enacted would require a continuing dialogue between representatives of both organizations, but it is not difficult to visualize it in operation in the early part of the twenty-first century.

If the NDT has had ten directors in the past 30 years, it has had 27 hosts. Only Jack Rhodes who has hosted three NDTs and Chester Gibson with two NDTs had hosted more than once. The reason is not difficult to fathom. In addition to the time and effort demanded of the debate director and staff, the cost to the school may reach \$25,000 and beyond. One dean, familiar to the author, encouraged his school to host the NDT: "It will be a fine way to use your debate budget this year." As costs have escalated, tournament fees have skyrocketed, from about \$75 a team in 1976 to \$275 in 1996. As a percentage of the typical debate budget, the NDT has increased disproportionately, and most schools need additional funds to attend the NDT. The NDT may not find sufficient schools able and willing to expend large sums to host in the future.

One potential answer to the cost problem has prompted NDT Board of Trustees Chair Lee Polk to initiate an endowment program involving former NDT debaters, coaches and institutional members. A NDT that is not underwritten by its own endowment in the next century will need to be a "stripped down" tournament indeed.

The computer age has altered both tournaments and debaters' methods of research and preparation. The NDT currently uses TAB ROOM ON THE MAC, a program created by Rich Edwards of Baylor to administer the tournament. Invitational tournaments use versions of the same program. Schools now set up LEXIS and NEXIS connections for quick evidence search

during tournaments; no longer does a closed library on Sunday deter debaters. Most of these changes have occurred during the last decade. Yet the use of computers in debate may still be in a period of infancy.

What will be the use of computers fifty years hence? One can envision a screen on which the debater displays supporting evidence at the touch of a computer button? Perhaps the computer will enable competition without travel — a sort of "briefing" system similar to moot law courts. Perhaps oral advocacy will no longer be practiced in debate. Perhaps the 2046 NDT can be conducted over the computer. But then in early 2047 a coach named Northworth will suggest we scrap the whole system and invite a very few teams to meet each other face-to-face and have a single competent judge render a decision based on the arguments heard. It will seem revolutionary, but worth a try. Or perhaps not.

REFERENCE

- Parson, D. (1995). The National Debate Tournament at fifty: Five decades of permanence and change. In S. Jackson (Ed.), *Argumentation and Values: Proceedings from the 9th SCA/AFA Conference on Argumentation*. Annandale, VA: Speech Communication Association.

The Future of the NDT: Southworth

Debate in Cyberspace

by William Southworth, University of Redlands

Just this month, The Aspen Institute, a Communications & Society Program, published a fascinating new report titled *Elections in Cyberspace: Toward a New Era in American Politics*. It argues that new technology will revolutionize politics within the next decade altering not only voting patterns but the means by which we vote. "In the future, digital communications may not just facilitate the growth of current political organizations, it could also stimulate the creation of new parties and political institutions. The most basic feature of this technology is that it will allow individuals more easily to find others who share their interests or views and communicate them, which in turn will lead to the development of new forms of 'community,' new political groups, and, undoubtedly, new political organizations." The forensics community has already begun to experience this potential and its impact on debate is growing, whether such influence is desirable is itself debatable.

It is easy to find faults with debate; the criticisms are so obvious they are brushed aside by insiders as complaints which ill-informed outsiders make about an activity which has a value they cannot possibly understand. (Clearly such a response has merit; the fact that debaters speak faster than auctioneers, the fact that arguments are made which no reasonable, or for that matter, irrational policy maker would ever consider relevant, the fact that participants spend fifteen hours each weekend day completing four rounds of debate which should take five hours, or the fact that many students spend more time researching these absurd positions than they spend studying on all their semester classes combined; these facts should be hard for "outsiders" to understand, the only question is how do the insiders tolerate such facts?)

The answer here is more involved, since most coaches are former practitioners, the present may always seem inferior to their past but still worthy of continuation. Debate for most of us is like democracy was to Churchill, it may be the worst extracurricular activity in

which to become involved save all others. Thus, one might ask, what about the future? Consider first, technology and access; second, technology and communication; and third, the likely trends such technology will usher into debate in the 21st Century.

Access to information has already had a profound impact on debate. LEXIS/NEXIS and the Internet have enabled students to be more thorough in shorter periods of time in covering essential research areas. Someone may get caught off guard the first time a new case is run, but by the second round most teams have acquired some material on the position. Such technology has reduced library time and it has somewhat begun to level the playing field. While larger programs are still more successful because of their ability to partial out assignments, smaller squads now have a better chance of keeping up, and hopefully having more time for academics.

Just as the Aspen Institute predicts enhanced communication will alter political campaigns, techniques such as the Internet and e-mail have begun to change debate. While no one is ever completely happy with the intercollegiate debate topic, one cannot deny that the process for selecting that topic has changed dramatically in just the past two years. The merger of CEDA and NDT topic selection produced incredible e-mail exchanges this past year and will undoubtedly be expanded even more this coming year. Everyone has an opportunity because of the NDT-L and CEDA-L to discuss and exchange thoughts of wording and direction topic development is taking. During the year, these devices allow for more interaction between debaters and coaches on developments at different tournaments as well as exchanging research sources.

What do such developments predict for the future of debate and the National Debate Tournament? It seems likely that, in the not too distant future, technology will enable debaters to have at their disposal, even during the round itself, access to computer resources; which depending on the "new" affirmative or disadvantage could change even

more the nature of new arguments and squirrel positions. While it seems hard to imagine a process in which the focus on evidence is greater than it is now, but it could be possible for judges to similarly have computers and the entire debate could involve an exchange of such information with no 350-words-per-minute-speeches necessary. The merits of such innovations can be argued, but the trend seems distinctly possible.

We can and should learn from our past. At the very earliest NDT's, multiple topics were employed for different sets of rounds. They were more limited offspring of the broader topic, but the idea was to insure each team was sufficiently versed on the subsets of the general topic. Perhaps CEDA was correct to have dual topics, or perhaps the error was in not having more? Diversity of topics forces people to expand their exposure, this may sound like an argument for broad topics; quite the contrary, it is an argument for very specific topics which force focus and depth simultaneously. The value of evidence would not be eliminated, but hopefully the persuasive skills of the debaters presenting the material would become more significant since each speech would not be identical week after week.

The high school forensic community has found another trend desirable and one we might want to consider, that is the movement toward Lincoln-Douglas debating. To better insure the "communication" in debates, LD has blossomed as an outlet for individuals to function without depending on a colleague, as well as debating a different and very specific topic every three months. When one person is responsible for devising the strategy and also implementing it perhaps the debate focus would change and an emphasis on quality not quantity would take over, that certainly has been the high school experience.

The Aspen Report argues that the technological revolution will change politics forever and for the better. Had the Institute studied the NDT, they may have produced a report titled *Debate Tournaments in Cyberspace: Toward a*

The Future of the NDT: Wade

New Era in American Forensics. However, one cannot be sure they would be as optimistic about the improvements such technological innovations are having or will have on debate. It would seem axiomatic that increased access to information and expanded communication between par-

ticipants is desirable. However, more information may come at the price of less understanding; the computer screen replaces the book! Immediate communication may come in lieu of individual thought and self-expression! With all change there are risks, I personally am fearful that current trends are further

distorting the appropriate mix of dialectic and advocacy. Who knows, perhaps by 2000, I will both be able from my home to vote in elections by computer and possibly evaluate debates in similar comfort. How could anyone dispute the benefits of avoiding Chicago in February!

A Reflection on the Future of the NDT

by Melissa Maxcy Wade, Emory University

Reprinted with permission from the Summer 1996 *Argumentation and Advocacy*

What will the National Debate Tournament look like in the next fifty years? The answer to this question requires an examination of projections about the educational system in which the NDT is housed. Demographic changes affecting secondary education in the 21st century inevitably influence the pedagogical and financial future of post-secondary education. The most casual observer would note that our current system of education at all levels operates on an industrial model where bells ring every fifty minutes to signal the end of a "shift" to prepare individuals for jobs on assembly lines which no longer exist. Education studies professor Jacqueline Irvine evaluated the implications of demographic changes and the inertia of pedagogical orthodoxy and projected the future educational reality:

As the twenty-first century rapidly approaches, education is facing a serious dilemma. The 'typical' student that pedagogy and educational prescriptions are designed for is an endangered species. Highly motivated, achievement-oriented, white middle-class students from two-parent families are becoming scarce in most school systems — rural, suburban, and urban. In ten years ... data confirm that ... [increasingly poor minority populations] will completely alter the way educators will administer schools and instruct students. Unless the education profession makes reforms to accommodate these students, then the year 2000 will not bode well for education and society at large. There will be a large pool of middle-class white

aged who will be asked to support financially the poor, non-white public-school children who are being taught by middle-class white female teachers trained in the pedagogy of the 1960's and who work in schools with administrative structures and hierarchies designed for schools in the 1900's. ... When teachers feel alienated ... they "tend to disparage students, consider them unteachable, [and] hold them personally responsible for failure..."

The coming century will require radical pedagogical reform in order to promote a healthy society; one in which citizens have the advocacy skills needed to communicate across the chasms of difference.

The NDT is currently located in the midst of the demographic transition. I would suggest that the future of the NDT is based on its capacity to redefine itself in the pedagogical debate; that significant attention needs to be directed to issues of institutional exclusion; that a new mission needs to be developed for the twenty-first century if the NDT is to remain a viable institution.

The NDT has traditionally represented the fruits of a year's sustained participation in intellectual rigor, a powerful work ethic, and the dynamism of the laboratory-like tournament setting. Participants tackle the most provocative issues in the academy and the larger society. The NDT is defined, in part, by the power it wields as a pedagogical structure. Using competition to motivate the most advanced levels of academic achievement, the tournament setting hones the skills of one of the brightest groups of college students in the United States. NDT alumni operate at

the highest levels of professional competence and fully credit their debate skills for their ability to make responsible contributions to society. The NDT is populated with individuals who have the potential to be some of the nation's most influential leaders; true role models during a troubled transition to a new century.

Why should the NDT redefine itself? The answer to this question is that the NDT has remained a predominantly affluent, white, male activity in pedagogical service to Irvine's "endangered species." Harvard education professor Jonathan Kozol² has consistently identified those served by the status quo of institutional exclusion as winners in a "rigged" game which is justified on the basis of meritocracy and a historical pattern of white, male affirmative action. How can merit be assessed in the NDT when the entry barriers are high for those who cannot afford to attend a high school debate institute; for those who participate in public education mandated by law as "equal" which is, in reality, truly unequal in every inner city in the United States; for those marginalized on the basis of gender stereotypes which require the imitation of white, male communication role models? The 1974 Sedalia Conference recognized this concern when it identified the need for wider participation in the NDT by women and people of color. The 1996 NDT statistics reflect the lack of progress during the twenty-two years since the Sedalia Conference: while a woman won the tournament, she was the first in ten years, the third in the fifty-year history of the tournament; of the thirty-two debaters in the "First Round" bids to the NDT, only three were women, only one a person of color; only one woman and one person of color were represented in the top

The Future of the NDT: Wade

twenty speakers. This is not to suggest that the NDT did not represent those who were most successful over the course of the year's competition. These statistics, rather, reflect an institutional system which is overwhelmingly populated with one type of student, the affluent, white male, in an educational system which urgently needs role models from different groups to meet the demographic and pedagogical requirements of the future. Where is the change requested by the Sedalia Conference over two decades ago? How can an activity which has worried about declining participation continue to allow entry and retention barriers to exist for women, people of color, and socio-economically disadvantaged populations?

How can the NDT redefine itself? There are a number of answers to this question which start with the assumption that the NDT is a superior pedagogical model for educational reform for several reasons. First, actively teaching people to advocate on their own behalf is the relevant praxis of argumentation and communication theory. The solution to the problems in our inner cities might depend on our continuing research and application of knowledge which affirms the trade-off between verbal and physical aggression; the notion that if one can command the listener's attention with words, one does not have to resort to violence to get attention.

Second, competition motivates active learning. Critics might argue that winning and losing are hierarchical notions that perpetuate inequity. It would seem, however, that competition encourages involvement and participation by offering incentives to learning. In a society increasingly characterized by alienation, isolation and depression, competition invites engagement and fosters community through mentoring, camaraderie, and team development; through focus on common tasks.

Third, competition can encourage experiential education. We purport to teach students in team competition how to be good "winners" and "losers," how to cope with success and failure. In a post-modern era this probably means redefining winning and losing as success and failure in order to stress the experience that motivates one to excellence in both work ethic and achieve-

ment; to stress that "losing" is experiential education that motivates one towards identifying barriers to "winning" in order to advance one's competitive competence; to encourage increased access to information technology for greater scholarship, and, along the way, to greater motivation to access the current information age which has replaced the industrial age. Academic competition offers the potential of making structure and pedagogy more relevant to the realities of the coming century.

Finally, re-visioning the ways in which we understand competition, success and failure, winning and losing, and experiential education has the potential to increase the types of populations participating in the NDT. The resultant increase in skilled role models for the groups that will increasingly characterize the education system will help to meet a profound societal need.

The NDT community needs actively to recruit women, people of color, and those from socio-economically disadvantaged backgrounds, a process that begins with the support of junior high and high school debate programs. The National Forensic League has taken beginning steps to support recruitment and retention of traditionally disenfranchised populations. The NDT community needs to support and supplement those efforts through proactive leadership. All college debate programs can support community outreach to teach the skills of advocacy to junior high and high school students in socio-economically challenged areas. Many educational grants are available to provide support funds for augmenting skill development in at-risk student populations. High school debate institutes are excellent potential candidates for support funding. A national evaluation, however, to secure institutional inclusion into the curriculum, staffing, and structure of debate institutes would be a desirable precursor to a concerted effort to pursue funding for a united outreach effort.

The NDT community needs to engage in rigorous conversation with other debate communities. Pooling resources for grant writing, establishing low cost access to information technology such as specialized computer data bases, and developing ways to reduce

the personal and financial costs of participation are just a few examples of ways in which proactive leadership can be discharged to increase access to the NDT. The NDT and CEDA communities, for example, have a great deal to learn from one another as we begin an initial dialogue this year through the medium of a common topic. As an active coach in both communities, I would particularly commend the results of on-going research at the national CEDA tournament on (among other items) the demographic composition of participant students, directors, and graduate assistant coaches with respect to race and gender, in the form of an excellent "Vision" statement by the current CEDA officers.³

As the educational system in the United States undergoes transition, as we individually and collectively struggle with the ways in which our culture's past prejudices have institutionalized exclusion, the NDT stands poised on the brink of true educational praxis. The NDT is, in many ways, the nation's most unique tournament; a powerful model of experiential education in critical thinking and appropriate use of responsible research; in building cooperation, engagement, and dialogue between teacher and student. Increasing access to the experience is not necessarily a function of increasing the size of the tournament, but rather generating opportunities for role models who can inspire teachers and students who reflect changing demographic composition of the United States to educational heights that will promote the reform necessary for a healthy society in the 21st century.

¹Irvine, Jacqueline Jordan, *Black Students and School Failure: Policies, Practices, and Prescriptions* (New York: Greenwood Press, 1990) 126-27.

²Kozol has most fully developed this idea in *Savage Inequalities* (New York: Harper Collins, 1991) and *Amazing Grace* (New York: Crown, 1995).

³This statement was authored by Dr. Pamela Stepp, Cornell University, Dr. A.C. Snider, University of Vermont, and Dr. Carried Crenshaw, University of Alabama. It was sent to the membership of CEDA in a May 1996 mailing.

The Future of the NDT: Louden

A Retrospective Prospective on the NDT: "Good Days" Ahead

by Allan Louden, Wake Forest University

What follows is a cautionary tale. It is not lengthy, nor is it particularly profound. This story is a glimpse at one aspect of the NDT's future through the lens of the community's not so distant past. The purpose of this narrative is to offer a friendly injunction for thinking about the soon to be improved days for the NDT.

I believe the immediate future for the NDT is heartening. We are all stimulated by the amended field at this year's tournament, welcoming the arrival of seasoned teams from traditionally CEDA programs. I share in that excitement, but also want to offer a word of caution about the community's understanding of this development. But I am getting ahead of my story...

THE HISTORICAL BACKDROP

Over sixteen years ago I wrote an article in a special issue of *Speaker and Gavel* devoted to conjecture on what debate and forensics would be like in the 1980s.¹ Thankfully I, and others, noted the folly of divining the future. I understand this current look at the future of the NDT is subject to the same limitations. Nonetheless, there are some enduring problems that, when examined through a historic lens, provide insight into how we might conceive of a reinvigorated NDT.

In looking back at the yellowing copy of the special issue, I could not help noticing that I am the only one of sixteen authors/coaches still involved in debate. After recovering from the self doubt that realization engendered, I thought there was some wisdom reserved to longevity. The more charitable construction is that participating in history imparts a certain, albeit imperfect, authority.

The articles in the 1980 *Speaker and Gavel* repeatedly warned that fragmentation in forensics was threatening the viability of team debate. The argument basically held that many debate groups speaking as *the* voice of excellence threatened to leave little more

than impotent fiefdoms. Ignoring for the moment the very real virtues associated with diversity, there was some reality in those expressed concerns. As these articles were penned the fissure between CEDA and NDT was beginning to accelerate. The NDT was still the center of the debate universe, but the disenfranchised were leaving for a climate where competitive success seemed more feasible and philosophical beliefs seems more welcome. The world of team debate soon settled into rival camps each reinforced with the self assurance that they were finer, greater, larger, healthier, or at least somehow "better."

We are now witnessing the most significant transformation of the debate community in over a decade; a rare turn toward consolidation. Although the overlap among CEDA and NDT teams has been occasional this first year, revised travel plans, tournament accommodation, and competitive interests will *accelerate* the blending of communities. The response to the association of CEDA and NDT among competitors and coaches has been nearly a universal affirmation. Notwithstanding critics' predictions of cultural clashes, the actual practice of individuals, programs, and organizations has been admirable. Diversity, to the extent it was found, was a learning opportunity. What we discovered were rational travel choices, accompanied by rational and amicable competitors.

This seismic move, undoubtedly was hastened by the development of computer list servers and subsequent interaction, between previously non-talking communities. The emergence of CEDA and NDT cooperation, however, is at its heart a product of the competitive environment that bred the split in the first place.

UNDERLYING PRESSURES

As noted above, a consistent refrain two decades ago (and I suspect throughout the history of debate) was that debate was threatened by shirking demographics. Fewer programs pursuing

debate, coupled with fragmentation among participating institutions threatened the viability of even the strongest programs.

I believe the pressures associated with a smaller community have contributed to the current redefinition of the debate world. Allow me to make some observations about NDT and CEDA that may be controversial to some.

NDT, over the last decade or so, has remained fairly stable in participation. This "stability" was achieved less by the introduction of new programs or retention of "marginal" programs, than the expansion of the number of teams from a shrinking pool of institutions. While major tournaments remained viable and perhaps even more competitive than in the "good old days," the community was feeling the pressures of becoming increasingly inbred. The celebration of depth (translation: "quality") over breadth (translation: "mediocrity") sufficed for rationalization in the short term, but the collective community was beginning to feel the pinch. The NDT community was ready to "welcome back" their CEDA friends.

CEDA, on the other hand, had basked in the self assurance of two decades of steady growth but was beginning to experience the same competitive dynamics that produced an elite core in NDT. Institutions that had conquered the competitive challenge found themselves increasingly estranged from many in the community.

Also, CEDA, faced with defections to Parliamentary and NEDA debate formats, and a travel schedule as insane as that practiced in NDT, was more in the mood for cooperation. Many in CEDA, especially the competitively strong, reasoned why not compete with those of like mind.

Some would find the above descriptions a caricature of their experience, but the portrayals do contain a seed of truth. Looking through this historical lens tells of pressures inherent in competitive forums, an emergence of competitive elite and the resultant shrinking pool of serious contenders. It is this

The Future of the NDT: Louden/Bjork

view that sanctions the following suggestion.

THE NDT RESURGENCE IS...

Other than participation levels, debate is healthier in some respects than it was in the "Good Old Days." The community is more open, more honest, and more accessible. One could hardly imagine a better climate for moving toward cooperation between CEDA and NDT. Indeed, this integration is long overdue and presents an unlimited number of opportunities. The move is not without concerns, however.

For example, in the tournaments in which significant overlap has occurred this year, a "disquieting" tendency has emerged. The late elimination rounds are disproportionately populated by teams from resource rich institutions, academically positioned to attract the "best and the brightest." Sometimes these are CEDA teams, but more often they represent traditional NDT schools. Such is the nature of competition. This disparity is not a sign of NDT's superiority, but rather a natural outgrowth of inherent institutional differences. Schools able to attract the best personnel and students, reinforced by deeper pockets, will win more often, and across

time dominate the "prestige" competitions.

Successful programs should not be punished for their proficiency, as some detractors argue. But neither should that form of achievement be the only one thought important by our community. What happens when the best CEDA teams migrate to the NDT? Will other tournaments, including CEDA Nationals be seen as secondary competitions?

Sixteen years ago in the *Speaker and Gavel* article, I wrote (and still believe): "I am sure we all know programs that make substantive contributions but do not win every competition they enter. Those institutions which train the teachers, which give opportunities to the untrained and which provide a breadth of opportunities, deserve the general community's recognition." An addendum to this thought is that non-elite programs are a sign of the strength of the overall community. These programs provide texture, and are among the best examples of our collective philosophy that debate is an important educational avenue for many. There are no elite in the interactive learning process of debate.

So, herein lies the rub: how can we

maintain the participation by the broader debate community, while remaining justifiably proud of the NDT's traditions, including serving as the model for "the best debate has to offer." Will the very competitive pressures that honor the "winners" lead to reintroduction of separation pressures, muting the advantages of the current cooperation?

My solution is a little more than adopting an attitude or point of view. Rather than viewing the NDT's new cadre of CEDA teams as an indication of the tournament's enhanced stature in the debate world, consider celebrating the NDT's resurgence as part of a *constellation of meaningful post-season tournaments*. Support and place value on national tournaments that serve various constituencies within debate, and even make an affirmative effort to support these various expressions.

Before we become too proud of a revitalized NDT let us remember that healthy, open, and *respected* alternative tournaments are positive for debate and therefore essential for the NDT itself.

Louden, A.D. (1980). Debate in the Eighties: Charting a Course. *Speaker and Gavel*, 17, 100-102.

Practicing What We Preach: Creating Diversity in NDT Debate

by Rebecca Bjork, University of Utah

I have been a part of the NDT Debate community for almost twenty years now, and I am pleased to have an opportunity to share my thoughts about the future of this activity and this special tournament to a group of students and coaches who work so hard every year and who share my passion for intercollegiate debate. It is interesting to observe that as time goes on, a person in this community of scholars and community of friends acquires a perspective that encourages reflection and introspection about the activity, as well as a commitment to engage in its ongoing creation and existence on a day-to-day basis. The community that is intercollegiate debate is just that, a community, one that exists in and through its social practices. Particularly since debate is a communication activi-

ty, it is especially important that as students of this fine art of disputation we fully understand the implications of how we speak, what lifeworlds we create through our discursive practices, who and what is valued by our implied moral structures, and as I would like to argue here, how we live our ideals as embodied social actors, fully cognizant of the symbolic implications of our words and our actions.

There is a lot of talk in debate rounds these days of "performative contradictions," of the need for debaters, judges, and coaches to hold each other accountable for all of the implications of the epistemological and moral structures of thought that inform how they evaluate and approach debate arguments. It is probably not surprising to hear that I applaud the "discursive turn"

I've seen in NDT debate lately, and encourage the evolution and politicization of debate practice, if for no other reason than placing a high value on innovation and experimentation. I would like to issue a challenge, however, to all of us in this community to seriously consider how we do or do not live up to the full implications of this line of thought, and also to encourage reflection on the implications of our policy discussions of racism, poverty, and environmental degradation in America. How many of us, for example, engage in affirmative action of recruitment and scholarship decisions when it comes to the issue of providing debate opportunities to historically disadvantaged groups in American society? The poor, ethnic minorities, women, and homosexuals have traditionally been underrepresent-

The Future of the NDT: Warner

ed in our community. Given twenty or so years of experience, I can testify to the advances made by this community in supporting and encouraging female debaters and coaches over the years (in my first NDT, in 1982, we counted 7 female debaters at the tournament; female watches were not available for the top debaters at the NDT until 1985). However, I continue to be dismayed at the persistent underrepresentation of minority populations in debate. Especially given how powerfully intercollegiate debate shapes the lives and

minds of students and coaches alike, as many people as possible need to be exposed to this activity. I applaud the likes of Emory University and California State University, Fullerton in their embrace of minority and poor communities in their local environments. More institutions need to follow their example, if only by encouraging women and minority debaters on their own squads to continue in debate.

Let us as a community make a commitment to practice what we preach. Tolerance for differences, especially for

differences of opinion, is the core value of debate; we teach each other to listen to all possible sides of arguments before coming to a decision about what we believe to be "true" or at least, defensible in post-round discussion! Let us broaden our understanding of tolerance to include issues of identity, socialization, and acculturation, being vigilant that in our quest for creating the ideal debate lifeworld of the future that we do not exclude voices that contribute to the richness of the dialogue and the social space that we create and inhabit.

A Vision for the Future: Collegiate Debate in the Twenty-First Century

by Ede Warner, University of Louisville

The challenges for collegiate debate as we head into the year 2000 are numerous and significant. Financial, political, and diversity issues are all areas of both concern and opportunity. Specifically, the NDT has progressed in numerous and socially meaningful ways during the first fifty years. However, we cannot rest on our laurels, as many hurdles must be overcome to ensure progress continues.

The cost of participation in collegiate debate has always been an issue which directly affects the other areas mentioned above. Challenges exist both in terms of the generation of revenue, but perhaps more important, is the need to control the expense side of the equation. Debate uniquely creates a public relations irony for supporters because it generates little revenue while have a substantial cost-per-participant, especially at nationally-competitive levels. Creative responses to both sides of the equation are not just desirable, but critically necessary, if collegiate debate is to survive the "downsizing" of America, especially at public institutions. Untouchable traditions, ingrained cultural practices, and overcoming the presumption against change, must all be examined to fight the administrative battles of the twenty-first century, and combined with innovative new sources of funding and rethinking how we present the benefits of what we do, needs to uniformly occur throughout our activity.

Political battles of the year 2000

and beyond are not relegated to the halls of academia per se. Collegiate debate must not just stop at being active participants in a "game." We must be willing to take the fruits of our educational endeavors and show them to the world. Outreach educational programs, real-world utilization of the knowledge we infuse in students, and consideration of how to retain both our programs and our coaches/educators must remain a priority. Systematic efforts must be made to combat the unconscious apathy in these areas of overworked debate coaches. Long seasons, heavy travel schedules, and a demanding competitive activity sometimes forces issues like these to the back-burner. Reprioritizing and reconceptualizing our time commitments as a collective is paramount, because more time for "community service" creates inextricable linkages that can only serve us well in many aspects.

Established programs must reach back to newer ones struggling to find the delicate balance between "professors" and "debate coach." Single-director programs consistently fight for the ability to compete, against the professional demands of academia, recognizing that each is a full-time commitment, whether or not we call someone "part-time." Many programs have found solutions like "co-directors" or a professor and a debate coach, or graduate students, as productive solutions to the challenge, some have opted for disassociating debate from any university

departments. Moreover, the need for re-establishing the relationship between argumentation as a communication discipline and the debate coach is urgent. Again, creative solutions are the key as some programs look to facing the challenge of preserving the relationship between communication departments and debate programs. The greater the separation between debate programs from academic departments, the greater the political isolation of debate programs.

The political possibilities of continued cooperation between NDT and CEDA should not be dismissed as just a convenience for some, or "reuniting" with some old friends. Strength in numbers is a political tool of those with savvy and both sides of these turbulent administrative waters need to recognize the win-win potential of a positive alliance. Efforts must be continued and strengthened to ensure effective, coordinated, and rational travel schedules; continued opportunities for maximum participation in both organizations; and the political participation of all programs in both organizations. The one-year "test" has overwhelmingly proven to be a success, and while naysayers are correct in noting the differences between the two groups, we have much more in common that joins us, like it or not, at the "political hip." Both organizations bring unique strengths to the alliance which must be nurtured in a cooperative learning environment with-

The Future of the NDT: Morello

out ever losing sight of the “eye on the prize,” which is making a real difference in the lives of our students in terms of: active participation in a wonderful critical thinking activity, enhancing awkward pedagogical skills like research methods and rhetorical development, and striving toward teaching excellence in competitive debate.

The art of recruiting is a final challenge for the new millennium; and not just recruiting talented debaters, but attracting a diversity woefully lacking in the participation levels of collegiate debate. Improving the numbers of women and people of color cannot sole-

ly be measured just in terms of debate participation, although that is a starting point. We must also develop and cultivate numbers in the graduate assistant ranks, the coaching ranks, and alumni of the “long gray line” who have demonstrated a career of excellence in the activity. Collegiate debate programs coordinate a variety of activities with area high schools in cities like Detroit, Atlanta, and Birmingham and summer institutes like Iowa, Michigan, and Vermont work tirelessly to find resources to improve diversity among the high school ranks. But that must only be a starting point.

The second stage of the construction must be to find solutions to the barriers which prevent diversity from reaching the upper competitive echelon, without compromising the standards of excellence that tradition has bestowed on collegiate debate. A sincere commitment to excellence through diversity must be the long-term priority, if debate is willing to fight the stereotypes association with providing equal opportunity. To believe that equal opportunity presently exists in competitive debate, is to ignore the socio-economic institutional factors which have stopped diversity in its tracks.

The Future of the National Debate Tournament

by John T. Morello, Mary Washington College

Speculating about the future of the NDT is a virtually risk-free proposition. I can make whatever grand claims I wish, confident that I can dismiss them if they don't come true or (better yet) not even have to acknowledge errors in my thinking because these guesses will have long since been forgotten by the time the “future” finally arrives. About the only fact of which I'm certain is that I want the NDT to have a future. I attended my first NDT in 1968, and 1997 marks the eighteenth time I'll have ended my debate season participation (in one form or another) at the NDT. I hope the tournament is here for a long time to come.

Whatever happens, my wish is that the NDT will (at the very least) hold on to those features that make a truly distinctive tournament. Having to qualify has always conferred a measure of importance to the NDT that separates it from other tournaments. I've been fortunate enough to have been the Director of Debate at two schools when they earned their first bids to the NDT — James Madison University in 1979 and Mary Washington in 1991. Each time, members of the debate team, my academic department, the administration, and the community at large were genuinely enthusiastic about the accomplishment. People who couldn't tell a “perm” from a “turn” easily understood the meaning of having qualified for the National Championship of college debate.

The value of the NDT as an “elite”

tournament, of course, resides in the eye of the beholder; what some see as a mark of distinction, others may view as a mere sign of exclusion. The NDT isn't the only contest billing itself as a national championship, and with the end of the tournament season crowded with several “championship” events, it's inevitable for us to think about how these contests stack up against each other.

On the face of it, the NDT has several handicaps in comparison against other season-ending events — the tournament is expensive to attend and to run and the event is taking an increasingly bigger time commitment from students and coaches. And yet despite those limitations, the NDT has retained qualities those other contests lack — its history and its distinction as a qualifiers-only event. As proposals for an open NDT continue to swirl about, I hope we can resist the temptation to make the NDT into a replica of other tournaments. Earning one's way to the tournament distinguishes this debate contest from all others — it would be good to preserve that aspect of the NDT tradition.

While I hope some of the NDT's traditions remain intact, I must also confess that I'd also like to see some other “traditional” aspects of the NDT disappear. One of these is the NDT's traditional (and often easy) distancing of itself from concern for the overall health of competitive debate as an activity. I've attended too many NDT meetings

where the same refrain was muttered over and over: “it's not the job of the NDT to save debate.”

In 1982 and 1983, as a member of the NDT Committee, I tried to encourage my colleagues to face the fact that competition in district qualifying tournaments (and in regional “policy” debate events) was shrinking at an alarming rate. The “numbers” were pretty clear in support of my argument — most of the responses amounted to some “pimps” of my “cards.”

This detachment of concern for the grass roots of the activity had its inevitable consequences — fewer teams now actively seek to qualify for the NDT than was the case 20 years ago. It remains to be seen whether or not the recent common debate topic experiment with the CEDA will have a positive effect on the pool of programs seeking to qualify for the NDT. The important point for me is that we stood by and watched as programs dried up, as tournament fields shrunk, and as fewer and fewer new programs entered our ranks. Instead of the kind of creative “bottom-up development” that so many of our affirmative cases advocate, we spent our time creating new ways to redistribute qualifying slots for the tournament instead of trying to boost the total of debate programs interested in trying to qualify.

In the years ahead, I hope the NDT leadership can turn increased attention to the important question of promoting

The Future of the NDT: Herbeck

the value of debating as an educational activity. I have to laugh every time I hear campus discussions about “undergraduate research” initiatives. Debaters have been doing “undergraduate research” for years, but our programs are rarely (if ever) mentioned when university administrators start talking about undergraduate research initiatives.

At my college, it’s seen as a big deal for a student to write a paper and then present it at a conference. How about the students who construct the equivalent of hundreds of conference papers every year, who do about as much research in one year as required for the average master’s thesis (maybe more), and who have to defend their arguments from attack? That’s not

undergraduate research? It often isn’t seen that way because we have done nearly as much as we could to rehabilitate debate’s image as a valuable educational activity.

A renewed concern for the educational grounding of debate, then is one other element I’d like to see in the NDT’s future. We’ve spent a lot of time tweaking the competitive dimensions of the tournament, and debates about mutual preference judging, the use of high-high power-matches, and side equalizations have dominated our agenda in recent years. But what about the signs that the educational goals of debate may be giving way to competitive pressures? When you watch a string of assistant coaches march in with the latest “Lexis updates” all cut and

ready to read, you’ve got to wonder if this is more about education or winning. When “eligibility” questions (what’s a student? how many years can you debate?) crowd our agenda, you’ve got to have a concern about whether the professionalization of the activity has sapped it of some of its educational purpose.

When we’re reduced to debating the value of confronting judges about their decisions, all of us need to wonder about the educational value of a forum that extols the virtues of intimidation and rude behavior.

Maybe these comments are just one more example of the misguided musing of one of those “District VII dinosaurs.” And nothing would make me happier about the future of the NDT than to

Policy Debate and the Academe

by Dale A. Herbeck, Boston College

At the Third Conference on Argumentation sponsored by the International Society for the Study of Argumentation, David Zarefsky lamented that “debate does not get enough respect.”¹ While Zarefsky was talking about debate’s lowly standing in the speech communication discipline, one might easily extend his remarks to include the entirety of the academe.

A review of the list of schools subscribing to the National Debate Tournament (NDT), for example, demonstrates that relatively few colleges and universities field debate teams. Moreover, many of the leading institutions of higher education do not support debate programs and we seem to be losing, rather than gaining, ground on this front. Given the dwindling number of policy debate programs, legitimate questions have been raised about the continued viability of the NDT.²

It is, of course, not difficult to speculate on some of the varied causes contributing to the sagging fortunes of policy debate. While there is insufficient evidence to isolate a single factor, my personal experience leads me to conclude that debate suffers because it is ultimately a practical activity. As the communication discipline has grown and matured, many have come to

believe that debate is concerned with “performance” as opposed to “substance.”³ This is damning, because “performance” is traditionally perceived as being subservient to “substance” in importance and intellectual merit.

Such thinking directly threatens debate in that it assumes that participating in intercollegiate debate either teaches students how to win tournament championships or how to think critically and argue effectively. It suggests that there is a difference between formulating, researching, and assessing arguments, and the actual practice of debating. If this reasoning is accepted, teaching debate is destined to be regarded as an enterprise largely concerned with perfecting technique at the expense of substance. Debate instructors and their students will become the Sophists of our age, susceptible to the traditional indictments elucidated by Isocrates and others.⁴

If intercollegiate debate is to thrive and prosper as an intellectual pursuit in the twenty-first century, we must demonstrate that argumentation and debate has a place in the curriculum and that experience in competitive debate should be a valued part of a liberal education. Rather than accepting the strict dichotomy between theory and practice, our community must embrace debate as

a productive union of “performance” and “substance.” The goal of debate should be to produce students who are capable of thinking critically and arguing effectively. While he was speaking to the broader goals of the study of argumentation, Michael Calvin McGee explained this view as follows:

I hope to see an argumentation practice that self-consciously aims to avoid an oligarchy of expertise which would condemn our students to the sad occupation of greasing organizational procedures. I aspire to contribute to a theory of argumentation aimed at understanding the cultural materials which we must use to carve out the best possible life-world. Above all, I hope to live in a community where reality is lived, truths are made, and facts are used.⁵

If we adapt this view of argumentation to debate, it suggests that we must think of training in debate as both an integral and essential component of a liberal education.

Regrettably, a growing body of evidence suggests that a disparity may be developing between our stated educational objectives and the forensic experience that we are providing to

The Future of the NDT: Herbeck

debaters.⁶ Working from a survey of participants at the National Debate Tournament from 1947-1980, Ronald Matlon and Lucy Keele found that former NDT participants perceived a decline in argument quality and an increase in esotericism. They reported that:

by decade, the following beliefs are clear: that the use of jargon is on the increase, that unrealistic and spurious arguments are on the increase, that lack of synthesis of thought is more noticeable, that quantity over quality is apparent, and that too much reliance on evidence at the expense of developed arguments surfaces more in the last decade.⁷

Commenting in "On College Debating," former debater Craig Pinkus charges that contemporary debate is "an exercise which would provide good training for only two occupations: becoming an auctioneer and making Federal Express commercials. And that's all."⁸ There is something seriously wrong when policy debate can no longer be celebrated in a public forum — when we must hide our activity from provosts and deans, faculty and students, parents and alumnae.⁹ Such evidence is disconcerting, for it suggests

that those involved in debate may have lost sight of the goals of our activity.

If debate is to prosper, our community must develop a philosophy that recognizes that crucial connection between debate practice and educational objectives. We desperately need a philosophy of debate that can meld these pedagogical aims with the competitive nature of the activity. Debate is a sophisticated game, but it must also be an educational exercise. If we remember that debate is part of a liberal education, it may be possible to reconcile forensics competition with educational demands.

Balancing these competing and often conflicting considerations will be difficult, according to Zarefsky, as "an educational approach leads inherently to the tension between providing structured environments — formats, rules, standards, guidelines, and the like — to maximize the chance of positive results, and providing freedom and guidance to students as they learn to make difficult choices for themselves."¹⁰

These difficulties notwithstanding, such an effort is vital if we are to achieve the lofty goals we have set for debate and to secure its place among the liberal arts. I have been privileged to be a part of the debate community for the past two decades. I entered the commu-

nication discipline through debate, and although I am no longer actively directing a program or traveling the tournament circuit, I remain interested in argumentation and intercollegiate debate. Although distanced from competitive debate, I continue to believe that debate remains a vital component of a liberal education. Debate may never again claim to be the very core of communication or argumentation studies, but debate should not be forced to the periphery.

At the same time, I must confess that I am worried about the continued health and vitality of policy debate and the NDT. The decline in participation and the growing concern about the quality of debate is ominous. Even a cursory review of contemporary debate practice suggests that competition has been privileged over education.

If policy debate is to endure as a meaningful educational exercise, we must accept the responsibility for proving that debate has a place in institutions of higher education.

Before this can be accomplished, our community must insist that debate practice actually reflects these lofty educational aims. If we fail to think of debate as more than an intellectual game, I fear that the future of our policy debate and the NDT will be rather dark

⁶David Zarefsky, "Argumentation in the Tradition of Speech Communication Studies," in Perspectives and Approaches: Proceedings of the Third ISSA Conference on Argumentation, vol. 1, edited by Frans H. Van Eemere, Rob Grootendorst, J. Anthony Blair, and Charles A. Willard (Amsterdam: SIC-SAT, 1995), 35.

⁷See, for example, Donn W. Parson, "The National Debate Tournament at Fifty: W(h)ither the NDT?" Argumentation and Advocacy 33 (Summer 1996), 43-45, and Robert C Rowland and Scott Deatherage, "The Crisis in Policy Debate," Journal of the American Forensic Association 24 (Spring 1988), 246-250.

⁸My argument here is based on insights developed more fully by Michael Calvin McGee, "The Moral Problem of Argumentum per Argumentum," in Argument and Social Practice:

Proceedings of the Fourth SCA/AFA Conference on Argumentation, edited by J. Robert Cox, Malcolm O. Sillars, and Gregg B. Walker (Annandale, VA: Speech Communication Association, 1985), 1-15; and Bruce E. Gronbeck, "Rhetorical Criticism in the Liberal Arts Curriculum," Communication Education 38 (July 1989), 184-190.

⁹See, for example, Isocrates, Isocrates II, translated by George Norlin (Cambridge: Harvard University Press, 1962).

⁵McGee, 12.

⁶Any number of critics could be cited to substantiate this claim. See, for example, Michael McGough, "The Decline of Debate: Pull It Across Your Flow," The New Republic, 10 October 1988, 17-19; and Karen McGlashen, "On the State of Debate," California Speech Bulletin 23 (15 April 1990), 26-28.

⁷Ronald J. Matlon and Lucy M. Keele,

"A Survey of Participants in the National Debate Tournament, 1947-1980," Journal of the American Forensic Association 20 (Spring 1984), 203-204.

⁸Craig Pinkus, "On Collegiate Debating," Spectra 19 (September 1983), 6. See also Norman Snow, "Letter to the Editor," American Forensic Association Newsletter 9 (June 1987), 11-13.

⁹See Thomas A. Hollihan, Kevin T. Baaske, and Patricia Riley, "Debaters as Storytellers: The Narrative Perspective in Academic Debate," Journal of the American Forensic Association 23 (1987), 185.

¹⁰David Zarefsky, "In Search of the Forensics Community," California Speech Bulletin 23 (15 April 1990), 32. The essay contains Zarefsky's Keynote Address to the 1989 National Conference on Forensics Education,

Ericsson

A World Leader in Digital Technology

The right choice.
The right decision.
EDACS®



Ericsson Inc.
Private Radio Systems
Mountain View Road
Lynchburg, VA 24502

ERICSSON 

NDT General Information

NDT GENERAL INFORMATION

*Continuing the Quest for Excellence
into the Next Half Century*

NDT
NATIONAL
DEBATE
TOURNAMENT

Tournament Announcements

Here is a list of services available for your debate team during the tournament. Please feel free to use these services, each team has equal access privileges. Also, below are important tournament announcements to help make your stay in Lynchburg and at Liberty a pleasant one.

BALLOT RETURN

Ballots should be picked up and returned to the ballot table in your building (except Science Hall, which should use the DeMoss ballot table).

BUILDINGS IN USE

All contest rooms will be located in the DeMoss, Religion, Science and Teacher Education Halls (see campus map).

COACHES' RECEPTION

A coaches' reception sponsored by District VII will be held at the Holiday Inn on Friday, Saturday, and Sunday evenings. Check with the front desk for the location of the reception.

DIRECTIONS TO LIBERTY CAMPUS FROM THE HOLIDAY INN

Turn left on Main Street as you exit the parking garage. Go to the first light and turn left on 5th Street. Go to the first light and turn left on Church Street (one way). Follow Church Street to Route 29 North (Lynchburg Expressway). Exit 29 North at the Candler's Mountain Road-Liberty University Exit. Turn right at the second light on Candler's Mountain Road. Follow to second light and turn right on University Boulevard.

ELIMINATION ROUNDS

Alcohol is prohibited from contest rooms by NDT rule during the entire tournament, including elimination rounds. A survivors party will occur in Parlor 803 starting during the semifinals. The Holiday Inn has a strict ban on alcohol on the Lobby level.

EVIDENCE STORAGE

You may store your evidence in the classroom where your last round occurs each day. All classrooms and buildings will be secured for storage purposes.

LEXIS/NEXIS

Telephone connections will be available in the Media Center from 8:00am-1:00am, Wednesday through Sunday of the tournament. For 9600 baud connections call 847-0163 (Tymnet) or 847-2501 (Compunet) and for 2400 baud connections dial 845-0010 (Sprintnet) and 846-0213 (Tymnet). You must dial "9" for an outside line.

LIBRARY

Our library will be open on:
Wednesday 8:00am-4:30pm
Thursday 8:00am-4:30pm
Friday 8:00am-8:00pm
Saturday 8:00am-8:00pm
Sunday 12:00pm-5:00pm

Photocopying for a charge is available in the library.

MEDIA CENTER

The Media Center will be available from Wednesday, March 19 through Sunday, March 23 from 8:00am - 1:00am each day. Each school participating in the tournament has been assigned a booth. Each booth contains a power source and telephone jack for electronic research. Photocopiers are available at no charge (made possible by the Xerox Corporation). Please be considerate of others when using the photocopiers. A big screen TV will play the NCAA Tournament. The announcement of rounds from the Reber-Thomas Dining Hall can be heard via an audio link in the Media Center.

NDT COMPUTER LAB

Each school participating in the tournament has been assigned a computer account for using the NDT Computer Lab. This account will allow you to access the World Wide Web for research and to print your research in the lab. You will also have an e-mail account where you can send and receive

messages to the tournament host. Important tournament announcements will be posted to your e-mail account. The computer lab is located in the Science Hall and will be available during the following times:

Wednesday 8:00am-6:00pm
Thursday 8:00am-6:00pm
Friday 8:00am-8:00pm
Saturday 8:00am-8:00pm
Sunday 8:00am-8:00pm

NDT HOOPS

The Earl H. Schilling Center (Multi-Purpose Building) will be available from 7:00am - 1:00am each day of the tournament for basketball. Locker rooms are available. Please wear appropriate shoes for playing basketball while on the playing surface.

PARKING

Participants should park in the Reber-Thomas lot. This lot is marked by signs and has been reserved for tournament use. Participants may park in any other lot on a space available basis. If you are debating in the DeMoss or Religion Halls, there are parking lots located in front of each building. Those debating in the Teacher Education or Science Hall will find it a short walk from the Reber-Thomas Dining Hall.

PHOTOCOPYING

Copiers will be available free of charge in the Media Center and at the hotel during the tournament. The hotel copier will be available Wednesday, Thursday, and Monday 8:00am-1:00am. The copiers in the Media Center will be available during its scheduled hours. Please be considerate of others when using the photocopiers.

ROOM CONDITION

Please do not move furniture from one room to another. Additionally, please be careful to clean each room in which you debate. Your cooperation in keeping the rooms clean is appreciated.

SMOKING REGULATIONS

Liberty University is a smoke-free campus. Smoking is not allowed in any of the buildings on the campus.

Tournament Announcements

Smoking is permitted outside the academic buildings.

TOURNAMENT HOSPITALITY

Food and soft drinks will be available throughout the tournament. During rounds, the DeMoss Hall Atrium will have a hospitality area complete with snacks and beverages. Each building in which debates occur will also have a beverage station. The Pepsi-Cola Corporation has provided the drinks for the tournament and the Frito-Lay Corporation has provided the snacks. Meals will be served in the Reber-Thomas Dining Hall. They will be available for only one hour from the announced starting time (see the tournament schedule). A local arrangements table with information on the Lynchburg area will be located in the

DeMoss Hall Atrium. Our goal is to provide a friendly and hospitable atmosphere during the tournament. Should you have any questions, needs or concerns, please contact a member of the Liberty University Tournament staff immediately.

TOURNAMENT MEALS

Continental breakfast and lunch will be available each day of the tournament as scheduled in the Reber-Thomas Dining Hall. Meals will be served for one hour from the announced time on the tournament schedule. The AFA reception is on Saturday at 3:30 pm. Members of the Liberty University administration will be in attendance to greet you. Lunch on elimination round day will be available in the Main Ballroom lobby after the octafinals.

Appropriate arrangements have been made for vegetarians and vegans for all meals and the banquets. Please notify your server at the Thursday banquet if you require a vegetarian or vegan meal. You must have your function ticket to be admitted to meals during the tournament. Additional meal tickets may be purchased at registration.

TOURNAMENT PICTURES

Team photographs will be taken on Saturday from 11:00 am -12:30 pm and from 3:00-5:30 pm on a first-come first-serve basis in the Reber-Thomas Dining Hall. Please make sure your team and coaches are photographed during one of these two times. Reprints of the photographs will be available for purchase on Monday during elimination rounds at the Holiday Inn.

CONGRATULATIONS ...

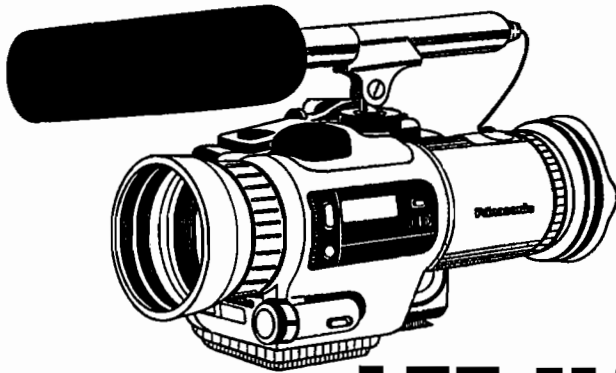
To All Participants of the 51st National Debate Tournament!

Panasonic
Broadcast & Television Systems Company

ELECTRONIC SHOW

Lee Hartman & Sons will be having an electronic show at the Clarion/Sheriton Hotel, May 8th from 9:00 a.m. to 7:00 p.m. Please stop by the Panasonic booth to see a full line of digital products which will be demonstrated by the factory representative from Panasonic.

The Promise of the Digital Era Realized



Panasonic AG-EZ1u

This highly portable AG-EZ1U is the first camera/recorder to use the DV video format - The world standard format for the next generation of digital video recording equipment.

- 4 Channel PCM Sound Recording
- 20x Digital Zoom with EIS to Correct Jitter
- Playback with DCVPRO Equipment
- Digital Still Shot - 580 Stills/60 Minute Tape
- Large Diameter Color Viewfinder
- High Speed Digital Search

LEE HARTMAN
& SONS

Corner of Cove & Hershberger Road • (540) 366-3493 • (800) 344-1832 • www.leehartman.com

Restaurants

FAST FOOD

Arby's
2806 Candler's Mountain Road

Burger King
2104 Wards Road
3810 Campbell Avenue
2424 Memorial Avenue

Chic-Fil-A
River Ridge Mall
Candler's Mountain Road

Domino's Pizza
5501 Fort Avenue
7803 Timberlake

Fazzoli's (Italian)
Wards Road

Hardees
Candler's Mountain Road
1125 Main Street
Wards Road and Sheffield Drive

Kentucky Fried Chicken
8322 Timberlake

Little Caesars (Pizza)
2511 Memorial Avenue

Long John Silver's
2109 Wards Road

McDonalds
2135 Wards Road

Shanghai Express
2404 Wards Road

Rally's Hamburgers
2101 Wards Road

Taco Bell
2210 Wards Road
2424 Memorial Avenue

Wendy's
217 Wards Road

FAMILY DINING

Applebee's
3624 Candler's Mountain Road

Backyard Grill
5704 Seminole Avenue

Billy Joe's
4915 Fort Avenue

Bulls Tex-Mex Steakhouse
Graves Mill Center

Cattle Annie's
4009 Murray Place

Cedar Street
3009 Old Forest Road

Charleys
7007 Graves Mill Road

Country Cookin'
8686 Timberlake Road

Country Kitchen
2326 Lakeside Drive

Della's
2004 Wards Road

Empire Garden (Chinese)
2124 Wards Road

Golden Corral Steak House
6201 Fort Avenue

Ground Round, The
2819 Candler's Mountain Road

Kyoto Japanese Steak & Seafood House
2731 Wards Road

La Carreta (Mexican)
8004 Timberlake Road

Libby Hill Seafood
Timberlake Road

Luigi's Pizza
8109 Timberlake Road

Monte Carlo Italian Restaurant
320 Old Forest Road

Morrison's Cafeteria
River Ridge Mall

Old Country Buffet
3700 Candler's Mountain Road
(Candler's Station)

Papa John's Pizza
7703 Timberlake Road
2810 Old Forest Road

Phila Deli
Boonsboro Shopping Center

Pizza Hut
4901 Fort Avenue

Ragazzi's (Italian)
Wards Road

Red Lobster, The
3425 Candler's Mountain Road

Ryans Steakhouse
Wards Road

Sagebrush Restaurant
Timberlake Road

Sal's Italian Restaurant
Fort Hill Village

Shaker's
3401 Candler's Mountain Road

Shoney's
5515 Fort Avenue

Spanky's
908 Main Street

Texas Steakhouse
4001 Murray Place

Texas Inn
422 Main Street
(Team Favorite!)

Waffle House
5224 Fort Avenue

FINE DINING

Cafe France
3225 Old Forest Road
(385-8989)

Crown Sterling (Dinner only)
6120 Fort Avenue
(239-7744)

Jazz Street Grill
3225 Old Forest Road
(385-0100)

Jeanne's
Rt. 460 at Thomas Terrace
(993-2475)

Landmark Steak House
6113 Fort Avenue
(237-1884)

Meriwether's
4925 Boonsboro Road
(384-3311)

Sachiko's International Restaurant
126 Old Graves Mill Road
(237-5655 - Reservations)

T.C. Trotters
2496 Rivermont Ave.
(846-3545)

COFFEE SHOPS

Drowsy Poet
Candler's Station

Percivals Isle
Main Street

Lynchburg Area Points of Interest

Lynchburg, surrounded by the counties of Amherst, Appomattox, Bedford and Campbell, serves as the urban hub of the region and is known as the City of Seven Hills. Located on the banks of the historic James River, the city offers a spectacular panoramic view of the Blue Ridge Mountains.

Bedford County, to the west, is the home of Thomas Jefferson's retreat, Poplar Forest. The City of Bedford was among the first to be designated as a Main Street Downtown Revitalization City, with its many interesting shops and restored buildings. Just south lies Campbell county which includes the town of Altavista. Here you will find Avoca, a restored historic home and Civil War Museum.



The Confederate Cemetery, located inside the City Cemetery, is the resting place for 2,201 Confederate soldiers from 14 states. Planted along the 500 foot "Old Brick Wall" are 60 varieties of Old Garden Roses.

restored village of Appomattox Court House where our nation was reunited, ending the Civil War in 1865.

Wintergreen, a well-known ski resort, is built on the crest of the mountains of nearby Nelson County. Nelson-native Earl Hamner created the popular television series, "The Waltons," about life here.

LYNCHBURG HISTORIC OVERVIEW

History is everywhere in Lynchburg. Since its beginnings as a ferry location on the James River, commerce was crucial to the development of the city. for the first 100 years, tobacco was the most important product -- here it was auctioned and processed. Lynchburg is even the subject of a folk-song: "Goin' Down to Lynchburg Town, To Carry My Tobacco Down." In the mid 1800s, the city was second only to New Bedford, Mass., in per capita income.

Thomas Jefferson was a frequent visitor to the Lynchburg area. During his second term as President, he built Poplar Forest in Bedford County as his retreat, 90 miles from the activity of Monticello.

Lynchburg was a major Civil War storage depot, as well as a burial place for more than 2,000 war dead. Six Confederate generals are buried here, including General Jubal Early, who commanded the Confederate forces during the brief Battle of Lynchburg. Through a ruse, the city was spared destruction from Union forces who were within a mile of the city. General Early ran an empty train back

and forth with much commotion, making the Union force believe that reinforcements had arrived! The breastworks for the defense of the city can still be seen at Fort Early.

The Anne Spencer House and Garden, located at 1313 Pierce Street, is another popular Lynchburg site. Spencer, an internationally acclaimed poet who was part of the Harlem Renaissance, is the only Virginian *Monument Terrace* utilizes the land-included in the *Norton Anthology of Modern American and British Poetry*. The garden, which served as inspiration for much of her poetry, is open without charge.



Source: Greater Lynchburg Hospitality Guide.

GREATER LYNCHBURG
The Real Virginia

Welcome to
Liberty University

GREATER LYNCHBURG
Chamber of Commerce

Visitors Center
12th and Church Streets
1-800-REAL-VA-1
REALVA@AOL.COM

NOTHING ELSE
IS A PEPSI™

PEPSI

DIET
PEPSI

© 2001 PEPSI, INC.

Liberty University History

Liberty University is located in the heart of Virginia in Lynchburg (population 68,000), with the scenic Blue Ridge Mountains as a backdrop. The city is more than 200 years old and is noted for culture, beauty and educational advantages. Nearby are such sites as Appomattox Court House, Natural Bridge, Thomas Jefferson's Monticello and Poplar Forest, Washington, D.C., and other places of interest.

In 1971, Rev. Jerry Falwell, pastor of Thomas Road Baptist Church, announced in a press conference plans to begin a unique college. He told of a school that would be "unashamedly Christian," a liberal arts school with academic excellence that would achieve regional accreditation and a student body which would become "Champions for Christ" and would change the world.

Today, just 26 years after that announcement, over 25,000 resident program alumni are scattered worldwide serving in many different vocations, including: attorneys, physicians, scientists, business professionals, politicians, educators, artists, professional athletes, actuaries, writers, musicians, pastors and missionaries.

Liberty is a \$200 million campus sprawled over 3,000 acres of Candler's Mountain. The Arthur S. DeMoss Learning Center, commonly known as DeMoss Hall, houses the library, book-

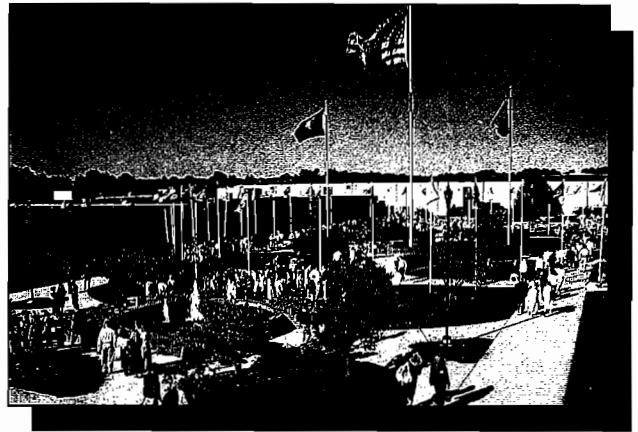
store, classrooms and faculty offices. Currently, 221,000 bound or micro-filmed volumes are contained in the library. In addition, interlibrary loans are available from five local libraries.

The Fine Arts Hall houses the Lloyd Auditorium as well as a recital hall and well-equipped practice rooms. Also located in the Fine Arts Hall are the University's 50,000-watt FM station and student-run TV station.

The Science Hall was the first building erected on Liberty Mountain in 1977. As its name suggests, the Science Hall houses science classrooms and labs for biology, chemistry, family and consumer sciences, nursing, physical science, and physics. It is also the home of the academic computing lab which is used by various disciplines across the curriculum.

Identified by the rock in front of its doors, the Teacher Education Hall boasts of the creativity of elementary education students as their handiwork lines the walls. This building also maintains a curriculum library, peer tutoring, debate and yearbook laboratories.

The B.R. Lakin School of Religion



Constructed in 1985, this inner courtyard features a fountain, 52 flags and a large area for dining and fun.

(Religion Hall) was named in memory of Dr. Lakin who was often referred to as "my pastor" by Dr. Falwell. This building houses along with the Seminary, Christian/Community Service, Center for Youth Ministry, Institute offices, and the Zinngrabe Research Center, a state-of-the-art computer lab for our Religion students.

Other facilities including: a 9,000-seat domed basketball arena, a 12,000-seat football stadium and a beautiful dining center help to make Liberty a wonderful and unique university.

But, Liberty is best known for its exciting student body, comprised of people from all 50 states and 50 foreign nations -- making it a wonderful patchwork of cultures and backgrounds.



Royal. Where you can find happiness.



18 exceptional models. One Exceptional Dealer. Visit Royal Olds-Nissan. It's where lasting relationships start.

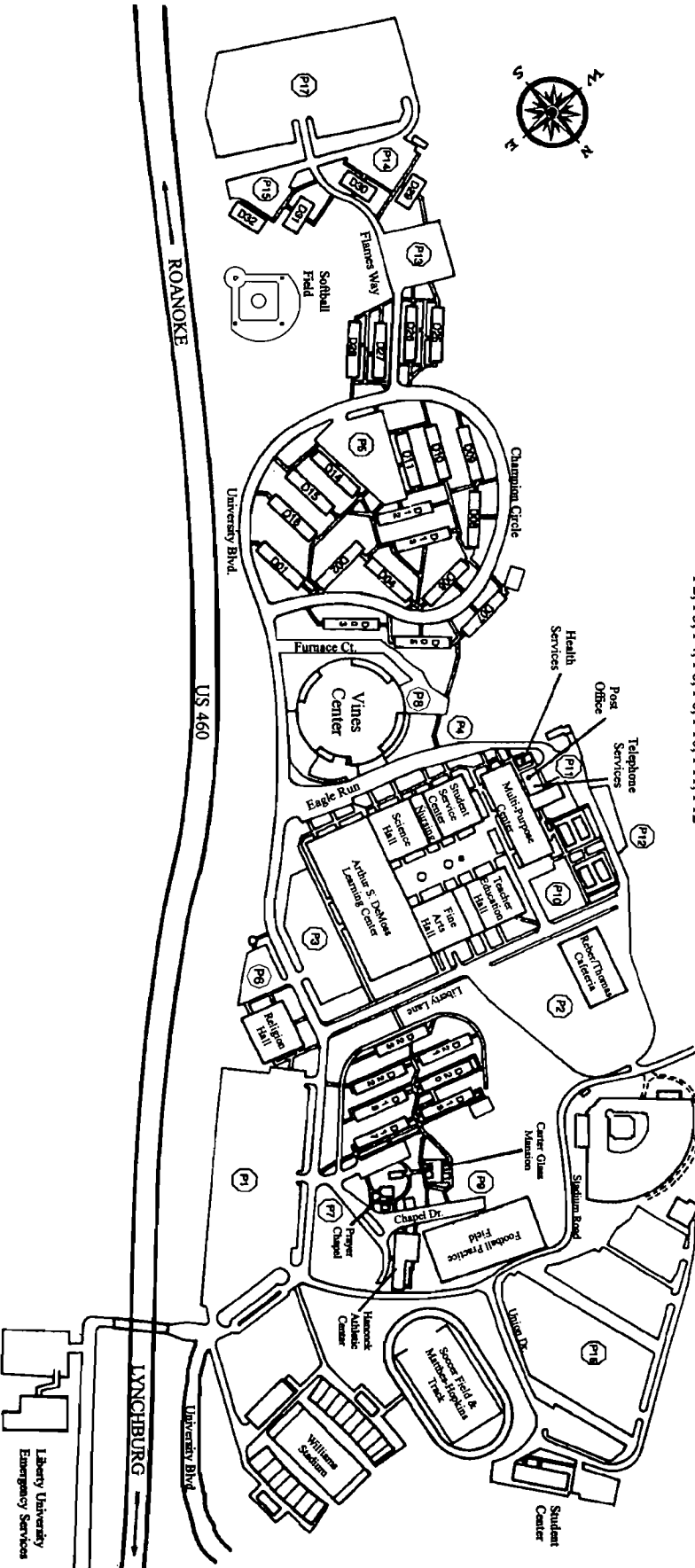


Open 'til 8 pm Mon - Thurs,
Fri 'til 6 pm, Sat 'til 5 pm
3400 Old Forest Road, Lynchburg

385-7733



LU Campus Map

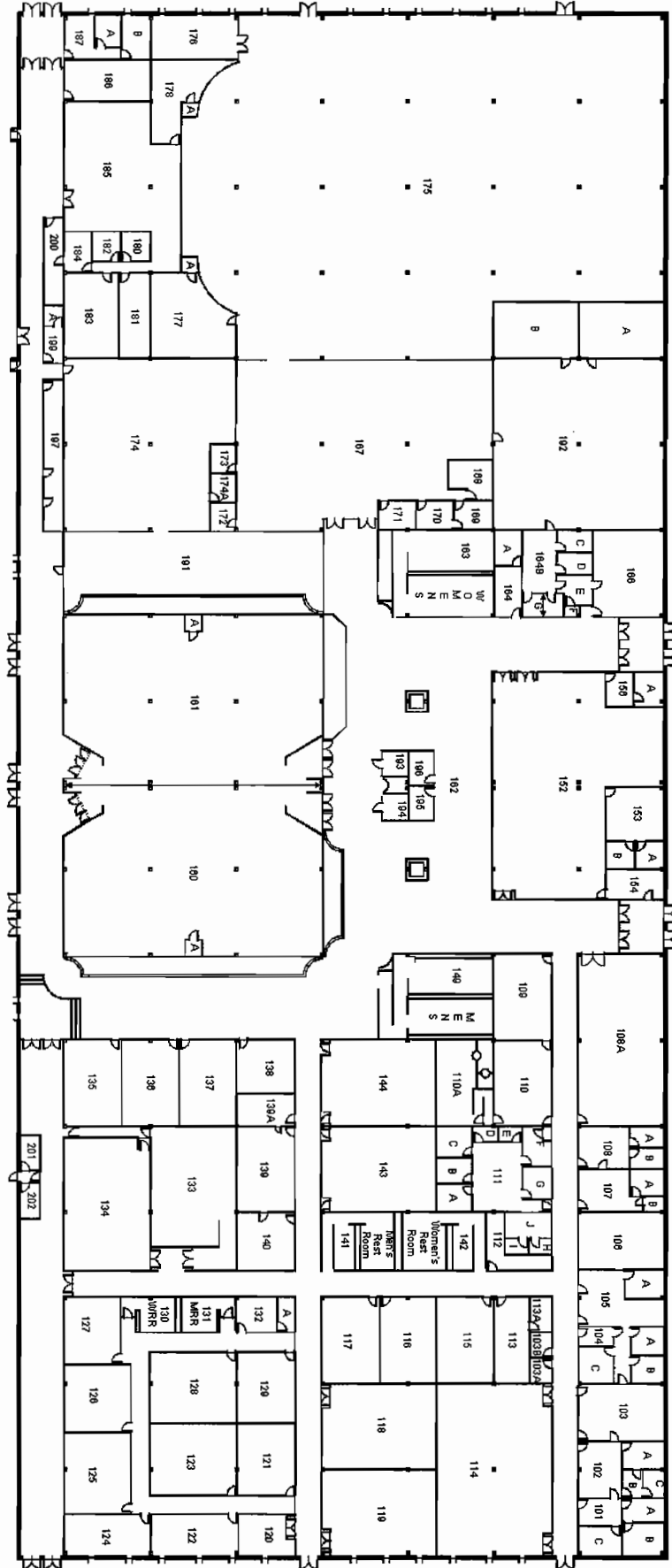


- LOWER CAMPUS**
- Student Development D13-1
 - Residence Life D13-1
 - Dean of Men D13-1
 - Dean of Women D13-1
 - Campus Pastors D2-1
- FEMALE DORMS**
- D25 D28
 - D26 D29
 - D27 D30
 - D3 D2-2
- MALE DORMS**
- D1 D11
 - D4 D12
 - D5 D13-2
 - D6 D14
 - D7 D15
 - D8 D16
 - D9 D31
 - D10 D32
- PARKING LOTS**
- P5, P13, P14, P15, P17

- MIDDLE CAMPUS**
- School of Communications
 - Building Services
 - Multi-Purpose Center
 - STUDENT SERVICE CENTER
 - Admissions
 - Registrar
 - Business Office
 - Financial Aid
 - External Degree Program
- DEMOS OFFICES**
- School of Business & Government
 - Creation Museum
 - Bookstore
 - Library
- VINES CENTER**
- RELIGION HALL
 - Christian Service
 - Seminary Office
 - Liberty Bible Institute
- PARKING LOTS**
- P2, P3, P4, P6, P8, P10, P11, P12

- UPPER CAMPUS**
- Administration
 - Accounting
 - Human Resources
- FEMALE DORMS**
- D19 D20-2,3
 - D21 D23
- MALE DORMS**
- D18 D22
 - D17-2
- STUDENT CENTER**
- STUDENT CENTER
- PARKING LOTS**
- P1, P7, P9, P16, P18

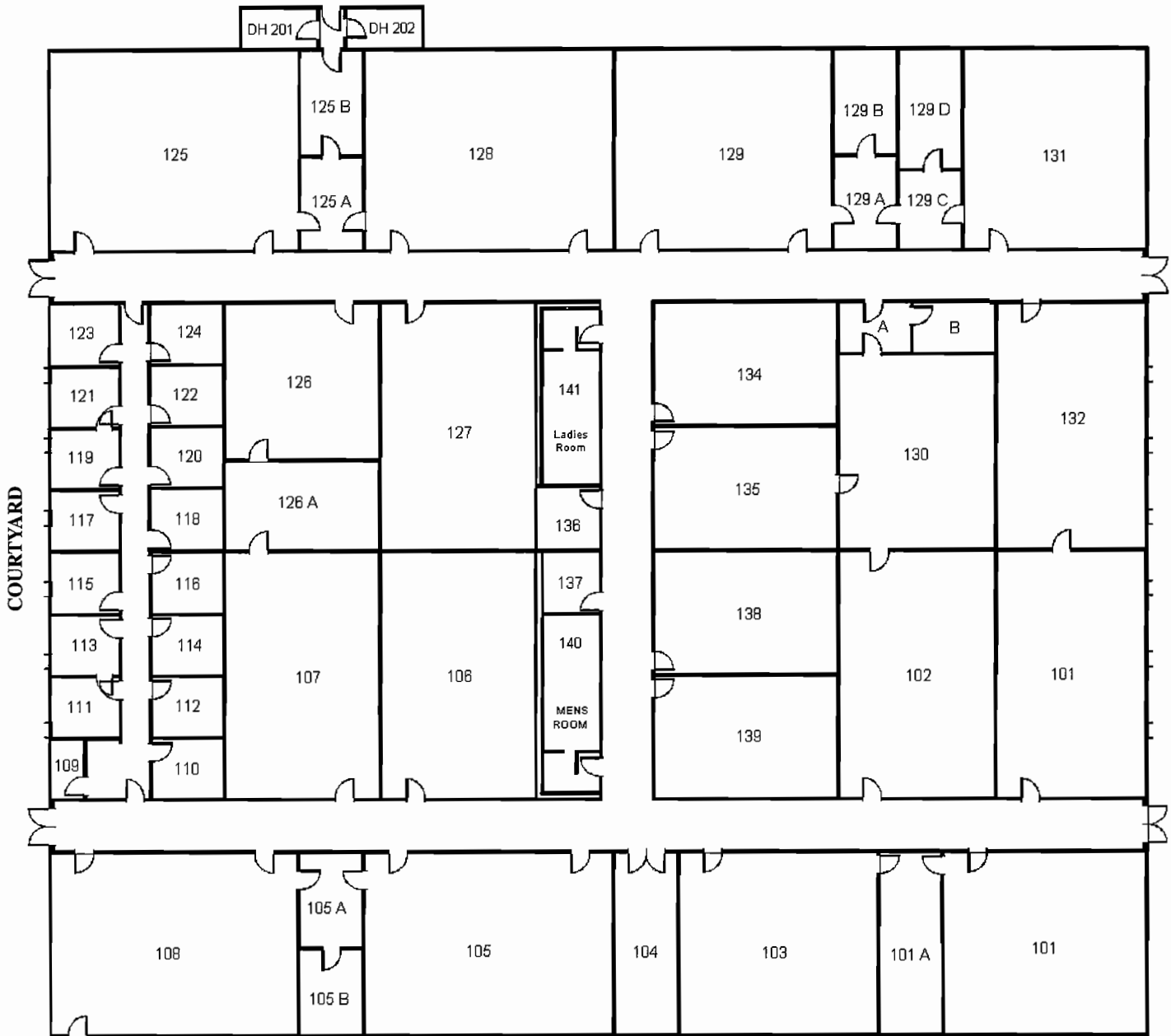
Map: DeMoss Hall



Map: Teacher Education Building



Map: Science Hall



The NDT in Review

THE NDT IN REVIEW

*Continuing the Quest for Excellence
into the Next Half Century*

NDT
NATIONAL
DEBATE
TOURNAMENT

Champions, Runners-Up, and Final Four: 1947-1996

1947

- 1st *Southeastern State College*
W. Scott Nobles and Gerald Sanders
Coach: T.A. Houston
- 2nd *University of Southern California*
Potter Kerfoot and George Grover
Coach: Alan Nichols
- 3rd *United States Military Academy*
John Lowrey and George Dell
- 3rd *Notre Dame*
Frank Finn and Tim Kelley

1948

- 1st *North Texas State College*
Keith Parks and David Cotton
Coach: S.B. McAlister
- 2nd *University of Florida*
Alan Weston and Gerald Gordon
Coach: Wayne Eubank
- 3rd *Purdue University*
- 3rd *University of Kansas*
Ed Stollenwerck and Kenneth Beasley

1949

- 1st *University of Alabama*
Oscar Newton and Mitchell Latoff
Coach: Annabel D. Hagood
- 2nd *Baylor University*
Thomas Webb and Joseph Allbritton
Coach: Glenn Capp
- 3rd *Ottawa University*
LaVerne Buffum and Robert Logan
Coach: Lloyd Stafford
- 3rd *University of Vermont*
Tom Hayes and John B. Harrington
Coach: Robert B. Huber

1950

- 1st *University of Vermont*
Richard O'Connell and Thomas Hayes
Coach: Robert B. Huber
- 2nd *Augustana College*
Dorothy Koch and Charles Lindberg
Coach: Martin Holcomb
- 3rd *University of Florida*
Jack Pesco and Walter Applebaum
Coach: D.C. Barnland
- 3rd *United States Military Academy*
Walter McSherry and Robert Gard
Coach: Chester Johnson

1951

- 1st *University of Redlands*
James Wilson and Holt Spicer
Coach: E.R. Nichols
- 2nd *Kansas State Teachers College*
Robert Howard and Robert Kaiser
Coach: Charles Masten
- 3rd *De Pauw University*
Payne and Arvedson
- 3rd *Baylor University*
Ted Clevenger and Calvin Cannon
Coach: Glenn Capp

1952

- 1st *University of Redlands*
James Q. Wilson and Holt Spicer
Coach: E.R. Nichols
- 2nd *Baylor University*
John Claypool and Calvin Cannon
Coach: Glenn Capp
- 3rd *University of New Mexico*
Brock and Woodman
- 3rd *United States Military Academy*

1953

- 1st *University of Miami*
Gerald Kogan and Lawrence Perlmutter
Coach: Donald Sprague
- 2nd *College of the Holy Cross*
Michael McNulty and John O'Connor
Coach: Henry J. Murphy, S.J.
- 3rd *University of Alabama*
Louis B. Lusk and Murray C. Havens
Coach: Anabel D. Hagood
- 3rd *University of Vermont*
H. Robert Spero and Kevin Kearney
Coach: Charles Helgesen

1954

- 1st *University of Kansas*
William Arnold and Hubert Bell
Coach: Kim Giffin
- 2nd *University of Florida*
Robert Shevin and Larry Sands
Coach: Douglas Ehninger
- 3rd *Central State Oklahoma*
Bill Henderson and Derrill Pearce
Coach: Joe C. Jackson
- 3rd *San Diego State*
Lewis V. Accord and Joel J. Snyder
Coach: John W. Ackley

1955

- 1st *University of Alabama*
Dennis Holt and Elis Storey
Coach: Annabel D. Hagood
- 2nd *Wilkes College*
Harold Flannery and James Neveras
Coach: Arthur Kruger
- 3rd *Wake Forest College*
Joe Hough and Carwile LeRoy
Coach: Franklin R. Shirley
- 3rd *Northwestern University*
Max Nathan and Jerry Borden
Coach: Joe Laine

1956

- 1st *United States Military Academy*
George Walker and James Murphy
Coach: Abbott Greenleaf
- 2nd *Saint Joseph's College*
John Gough and J. Foley
Coach: Joseph Erhart, S.J.
- 3rd *Greenville College (OH)*
Gary Cronkhite and Robert Werner

Coach: J. William Hunt

- 3rd *Augustana College*
David Fleming and Phillip Hubbard
Coach: Martin Holcomb

1957

- 1st *Augustana College*
Norman Lefstein and Phillip Hubbard
Coach: Martin Holcomb
- 2nd *United States Military Academy*
James Murphy and George Walker
Coach: Abbott Greenleaf
- 3rd *University of Pittsburgh*
- 3rd *Fordham University*

1958

- 1st *Northwestern University*
William Welsh and Richard Kirshberg
Coach: Russell R. Windes
- 2nd *Harvard University*
David Bynum and James Kincaid
Coach: Robert O'Neill
- 3rd *University of Southern California*
Mike Miller and Paul Sonnenberg
Coach: James H. McBath
- 3rd *Princeton University*
John H. Lewis, Jr. and Joel Davidow
Coach: Clarence Angell

1959

- 1st *Northwestern University*
William Welsh and Richard Kirshberg
Coach: Russell R. Windes
- 2nd *University of Wisconsin at Eau Claire*
James Shafer and Charles Bush
Coach: Grace Walsh
- 3rd *University of Kansas*
Ray Nichols and Don Bowen
Coach: Wil Linkugel
- 3rd *San Diego State College*
John Raser and Robert Arnheim
Coach: John Ackley

1960

- 1st *Dartmouth College*
Anthony Roisman and Saul Baernstein
Coach: Herbert L. James
- 2nd *San Diego State College*
John Raser and Robert Arnheim
Coach: John Ackley
- 3rd *Baylor University*
Michael Henke and George Schnell
Coach: Glenn Capp
- 3rd *Northwestern University*
Dennis R. Hunt and John C. Robert
Coach: Frank Nelson

1961

- 1st *Harvard University*
Laurence Tribe and Gene Clements
Coach: James Kincaid
- 2nd *King's College*

Champions, Runners-Up, and Final Four: 1947-1996

Frank Harrison and Peter Smith
Coach: Robert Connelly

3rd **Baylor University**
Michael Hanks and George Schell
Coach: Glenn Capp

3rd **Dartmouth College**
Lawrence Wilson and Frank Mahady
Coach: Herbert James

1962

1st **Ohio State University**
Dale Williams and Sarah Benson
Coach: Richard Rieke

2nd **Baylor University**
Calvin Kent and Michael Henke
Coach: Glenn Capp

3rd **University of Miami**
Neal Sonnett and Barry Richard
Coach: Donald Sprague

3rd **College of the Holy Cross**
Kevin Keogh and Dan Kalb
Coach: Rev. Paul McGrady

1963

1st **Dartmouth College**
Frank Wohl and Stephen Kessler
Coach: Herbert L. James

2nd **University of Minnesota**
Andre Zdrzil and David Krause
Coach: Robert L. Scott

3rd **Boston College**
James Unger and Joe McLaughlin
Coach: David Curtis

3rd **University of Alabama**
Richard Bouldin and Robert Roberts
Coach: Annabel Hagood

1964

1st **University of the Pacific**
Raoul Kennedy and Douglas Pipes
Coach: Paul Winters

2nd **Boston College**
James Unger and Joseph McLaughlin
Coaches: John Lawton and Lee Huebner

3rd **Georgetown University**
John Hempelmann and Robert Schrum
Coach: William Reynolds

3rd **United States Naval Academy**
Rudi Milasich and Edwin Linz
Coach: Lieutenant Lawrence J. Flink

1965

1st **Carson-Newman College**
John Wittig and Barnett Pearce
Coach: Forrest Conklin

2nd **Northeastern State College**
David Johnson and Glen Strickland
Coach: Valgene Littlefield

3rd **University of Miami**
Ron Sabo and Steve Mackauf
Coach: Frank Nelson

3rd **Georgetown University**
John Koeltl and Robert Schrum

Coach: William Reynolds

1966
1st **Northwestern University**
Bill Snyder and Mike Denger
Coach: Thomas B. McClain

2nd **Wayne State University**
Douglas Frost and Kathleen McDonald
Coach: George Ziegelmueller

3rd **University of Alabama**
Russel Drake and Fourier Gale
Coach: Anabel D. Hagood

3rd **University of Southern California**
Ric Flam and David Kenner
Coach: James C. DeBross

1967

1st **Dartmouth College**
Tom Brewer and John Isaacson
Coach: Herbert L. James

2nd **Wayne State University**
Don Ritzenheim and Kathleen McDonald
Coach: George Ziegelmueller

3rd **University of Pittsburgh**
Michael Smith and Harry Tuminello
Coach: Thomas Kane

3rd **Georgetown University**
Michael Naylor and John Keoltl
Coach: William Reynolds

1968

1st **Wichita State University**
Robert Shields and Lee Thompson
Coaches: Quincelee Stiegel and Marvin Cox

2nd **Butler University**
Donald Kiefer and Carl Flanagan
Coach: Nicholas Cripe

3rd **Michigan State University**
Richard Brautigam and Charles Humphreys
Coach: Ted Jackson

3rd **University of Southern California**
Chet Actis and Bill Anderson
Coach: John DeBross

1969

1st **Harvard University**
Richard Lewis and Joel Perwin
Coach: Laurence Tribe

2nd **University of Houston**
David Seikel and Michael Miller
Coach: William B. English

3rd **Loyola University of Los Angeles**
John Tagg and Jim Caforio
Coach: George Schell

3rd **University of California, Los Angeles**
Roy Schultz and Alec Wisner
Coach: Patricia Long

1970

1st **University of Kansas**
Robert McCulloh and David Jeans

Coaches: Donn W. Parson and Jackson Harrell

2nd **Canisius College**
David Goss and David Wagner
Coach: Bert Gross

3rd **University of Kansas**
Daniel Beck and Robert Prentice
Coach: Donn W. Parson

3rd **University of Houston**
Mike Miller and Paul Colby
Coach: William English

1971

1st **University of California, Los Angeles**
Don Hornstein and Barrett McTerney
Coach: Patricia B. Long

2nd **Oberlin College**
Scoot Lassar and Joe Misner
Coach: Larry E. Larmer

3rd **University of Georgia**
Pam Martinson and Tom Martinson
Coach: Richard Huseman

3rd **University of Kansas**
Dan Beck and Robert Prentice
Coach: Donn W. Parson

1972

1st **University of California, Santa Barbara**
Mike Clough and Mike Fernandez
Coach: Kathy Corey

2nd **University of Southern California**
Ron Palmieri and Dennis Winston
Coach: John D. DeBross

3rd **Brown University**
Tuna Snider and Hotep X
Coach: Barbara Tannenbaum

3rd **University of Southern California**
Geoff Goodman and King Schofield
Coach: Barbara O'Connor

1973

1st **Northwestern University**
Elliot Minberg and Ron Marmer
Coach: David Zarefsky

2nd **Georgetown University**
Bradley Ziff and Stewart Jay
Coach: James J. Unger

3rd **Southwest Missouri State University**
Tom Black and Jon Jackson
Coach: Donal J. Stanton

3rd **University of Kansas**
William Russell and William Hensley
Coach: Donn W. Parson

1974

1st **Harvard University**
Greg A. Rosenbaum and Charles E. Garvin
Coach: Mark Arnold

2nd **Augustana College**
Bob Feldhake and Rick Godfrey
Coach: Dan Bozik

3rd **University of Kentucky**

Champions, Runners-Up, and Final Four: 1947-1996

Ben Jones and Jim Flegle
Coach: J.W. Patterson

- 3rd *University of Southern California*
Glenn Johnson and Larry Solum
Coach: John DeBross

1975

- 1st *Baylor University*
Jay Hurst and David Kent
Coach: Lee Polk
- 2nd *University of Redlands*
Greg Ballard and Bill Smelko
Coach: William Southworth
- 3rd *Boston College*
John Meany and Mike Reilly
Coach: Daniel M. Rohrer
- 3rd *University of Kentucky*
Mary Thompson and Gil Skillman
Coach: J.W. Patterson

1976

- 1st *University of Kansas*
Robin Rowland and Frank Cross
Coaches: Donn W. Parson and Bill Balthrop
- 2nd *Georgetown University*
Charles Chafer and David Ottoson
Coach: James J. Unger
- 3rd *Augustana College*
Robert Feldhake and Rick Godfrey
Coaches: Dan Bozik and Ken Strange
- 3rd *University of Southern California*
Devlin and Larry Solum
Coach: John DeBross

1977

- 1st *Georgetown University*
John Walker and David Ottoson
Coach: James J. Unger
- 2nd *University of Southern California*
Leslie Sherman and Stephen Combs
Coach: John C. DeBross
- 3rd *Redlands University*
Mark Fabiani and Paul McNamara
Coach: William Southworth
- 3rd *University of Kansas*
Robin Rowland and Frank Cross
Coach: Donn W. Parson

1978

- 1st *Northwestern University*
Mark Cotham and Stuart Singer
Coach: G. Thomas Goodnight
- 2nd *University of Southern California*
Steven Combs and Jon Cassanelli
Coaches: John C. DeBross and Lee Garrison
- 3rd *University of Redlands*
Mark Fabiani and Mark Warfel
Coach: William Southworth
- 3rd *Georgetown University*
David Ottoson and Thomas Rollins
Coach: James J. Unger

1979

- 1st *Harvard University*
Michael King and John Bredehoft
Coaches: Charles E. Garvin and Greg A. Rosenbaum
- 2nd *Northwestern University*
Don Dripps and Mark Cotham
Coach: G. Thomas Goodnight
- 3rd *West Georgia College*
Weathington and Evans
Coach: Chester Gibson
- 3rd *University of Kansas*
Steve Griffin and Fowler
Coach: Donn W. Parson

1980

- 1st *Northwestern University*
Don Dripps and Tom Fulkerson
Coach: G. Thomas Goodnight
- 2nd *Harvard University*
John M. Bredehoft and William Foutz
Coaches: Dallas Perkins and L. Jeffrey Pash
- 3rd *Samford University*
LeBlanc and Mhorter
Coach: Skip Coulter
- 3rd *Dartmouth College*
Stephen Meagher and Tom Issacson
Coach: Ken Strange

1981

- 1st *University of Pittsburgh*
Michael Alberty and Stephen Marzen
Coach: Thomas Kane
- 2nd *Dartmouth College*
Cy Smith and Mark Weinhardt
Coaches: Herb James and Ken Strange
- 3rd *University of Kentucky*
Jeff Jones and Steve Mancuso
Coaches: J.W. Patterson and Roger Solt
- 3rd *University of Louisville*
Dave Sutherland and Dan Sutherland
Coach: Tim Hynes

1982

- 1st *University of Louisville*
Dave Sutherland and Dan Sutherland
Coach: Tim Hynes
- 2nd *University of Redlands*
Bill Isaacson and Jeff Wagner
Coach: William Southworth
- 3rd *Dartmouth College*
Robin Jacobohn and Mark Weinhardt
Coach: Ken Strange
- 3rd *University of Kentucky*
Steve Mancuso and Ron Kincaid
Coaches: J.W. Patterson and Roger Solt

1983

- 1st *University of Kansas*
Mark Gidley and Rodger Payne

Coach: Donn W. Parson

- 2nd *Dartmouth College*
Robin Jacobohn and Tom Lyon
Coaches: Herbert L. James, Ken Strange, and Steve Mancuso
- 3rd *Dartmouth College*
Leonard Gail and Mark Koulogeorge
Coach: Ken Strange
- 3rd *Samford University*
Melanie Gardner and Erik Walker
Coach: Skip Coulter

1984

- 1st *Dartmouth College*
Leonard Gail and Mark Koulogeorge
Coaches: Herbert L. James, Ken Strange, and Tom Lyon
- 2nd *University of Louisville*
Cindy Leiferman and Mark Whitehead
Coach: Tim Hynes
- 3rd *Harvard University*
Jonathan Massey and Jonathan Weiner
Coach: Dallas Perkins
- 3rd *Northwestern University*
Easton and Doug Sigel
Coach: G. Thomas Goodnight

1985

- 1st *Harvard University*
Jonathan Massey and Ed Swaine
Coaches: Dallas Perkins and Jonathan Wiener
- 2nd *University of Iowa*
Robert Garman and Karla Leeper
Coaches: Robert Kemp, Dale Herbeck, Greg Phelps, and John Katsulas
- 3rd *Dartmouth College*
Eric Jaffe and Karen McGaffey
Coaches: Ken Strange, Herb James, David Cheshier
- 3rd *Loyola-Marymount*
John Doran and Peter Ferguson
Coach: Jay Busse

1986

- 1st *University of Kentucky*
David Brownell and Ouita Papka
Coaches: J.W. Patterson and Roger Solt
- 2nd *Georgetown University*
Michael Mazarr and Stuart Rabin
Coach: Greg Mastel
- 3rd *Baylor University*
Mark Dyer and Lyn Robbins
Coach: Robin Rowland
- 3rd *Northwestern University*
Les Lynn and Catherine Palczewski
Coaches: Charles Kaufman, Scott Harris, Cori Dauber, Michelle Howard, Eric Gander, and Shelley Clubb

1987

- 1st *Baylor University*

Champions, Runners-Up, and Final Four: 1947-1996

Lyn Robbins and Griffin Vincent
Coaches: Robert Rowland, David Hingstman, Cary Voss, Bob Gilmore, and Mark Dyer

2nd **Dartmouth College**
Craig Budner and Chrissy Mahoney
Coaches: Herbert L. James, Ken Strange, David Rhaesa, and Erik Jaffe

3rd **University of Nebraska, Lincoln**
John Fritch and Bradley Walker
Coaches: Jack Kay and Matt Sobnosky

3rd **Dartmouth College**
Shaun Martin and Rob Wick
Coach: Ken Strange

1988

1st **Dartmouth College**
Shaun Martin and Rob Wick
Coaches: Ken Strange, John Culver, Jeff Leon, Eric Jaffe, and Lenny Gail

2nd **Baylor University**
Daniel Plants and Martin Loeber
Coaches: Cary Voss and Erik Walker

3rd **Loyola-Marymount**
Todd Flaming and Madison Laird
Coach: Jay Busse

3rd **University of Michigan**
Michael Green and Andrew Schrank
Coach: Steve Mancuso

1989

1st **Baylor University**
Daniel Plants and Martin Loeber
Coaches: Cary Voss, Lyn Robbins, David Guardina, and Griffin Vincent

2nd **University of Michigan**
Andrew Schrank and Joe Thompson
Coach: Steve Mancuso

3rd **Emory University**
Frank Lowrey and Gus Puryear
Coaches: Melissa Wade and Bill Newman

3rd **University of Kentucky**
T.A. McKinney and Calvin Rockefeller
Coaches: J.W. Patterson and Roger Solt

1990

1st **Harvard University**
David Coale and Alex Lennon
Coaches: Sherry Hall and Dallas Perkins

2nd **University of Redlands**
Rodger Cole and Marc Rubenstein
Coach: William Southworth

3rd **Dartmouth College**
Groussman and Neal Katyal
Coaches: Ken Strange, Frank LaSalle, and Shaun Martin

3rd **Dartmouth College**
Kenneth Agran and Ernie Young

Coaches: Ken Strange, Frank LaSalle, and Shaun Martin

1991

1st **University of Redlands**
Rodger Cole and Marc Rubenstein
Coaches: William Southworth and Judd Kimball

2nd **University of Michigan**
Colin Kahl and Matt Shors
Coaches: Steve Mancuso, Ken Schuler, and Jeff Mondak

3rd **Dartmouth College**
Kenneth Agran and Neal Katyal
Coaches: Ken Strange, Shawn Martin, Ernie Young, Rob Wick, Sherry Hall, and Lynn Coyne

3rd **University of Iowa**
Nathan Coco and Charles Smith
Coaches: David Hingstman, Michael Janas, David Cheshier, and Shawn Shearer

1992

1st **Georgetown University**
Kevin Kuswa and Ahilan Arulanantham
Coaches: Jeff Parcher and Laura Tuell-Parcher

2nd **Harvard University**
Rebecca Tushnet and Fred Karem
Coaches: Sherry Hall and Dallas Perkins

3rd **Dartmouth College**
Kenny Agran and Ara Lovitt
Coaches: Ken Strange, Sherry Hall, Ernie Young, Neal Katyal, and Lynn Coyne

3rd **University of Redlands**
Paul Derby and Tessier
Coaches: William Southworth and Judd Kimball

1993

1st **Dartmouth College**
Steven Sklaver and Ara Lovitt
Coaches: Ken Strange, Bill Russell, and Kevin Kuswa

2nd **Georgetown University**
Ahilan Arulanantham and Eric Truett
Coach: Jeff Parcher

3rd **Wayne State University**
Toby Arquette and Derek Gaffrey
Coaches: George Ziegelmueller, Ede Warner, Scott Thomson, Patrice Arend, and Dan Bloomingdale

3rd **Wake Forest University**
Mark Grant and Rich Fledderman
Coaches: Allan D. Loudon, Ross Smith, Sue Pester, Alan Coverstone, Joe Bellon, Marc Rubenstein, and J.P. Lacy

1994

1st **Northwestern University**
Sean McCaffity and Jody Terry
Coaches: Scott Detherage, Steve Anderson, Gordon Mitchell, and Kevin Hamrick

2nd **Harvard University**
Stephen Andrews and Fred Karem
Coaches: Dallas Perkins and Sherry Hall

3rd **University of Kansas**
Ryan Boyd and Josh Zive
Coaches: Scott Harris, Rod Phares, Ben Voth, Kelly McDonald, Jeff Jarman, Cary Voss, and Heather Aldridge

3rd **Wake Forest University**
Adrienne Brovero and Marcia Tiersky
Coaches: Ross Smith, Allan D. Loudon, J.P. Lacy, Melanie Henson, Mark Grant, and Tim O'Donnell

1995

1st **Northwestern University**
Sean McCaffity and Jody Terry
Coaches: Scott Deatherage, Gordon Mitchell, and Nate Smith

2nd **Harvard University**
Stephen Andrews and Rebecca Tushnet
Coaches: Dallas Perkins and Sherry Hall

3rd **Wake Forest University**
Adrienne Brovero and John Hughes
Coaches: Ross Smith, Allan D. Loudon, Mark Grant, Stefan Bauschard, Tim O'Donnell, and Shannon Redmond

3rd **University of Texas, Austin**
Jonathan Brody and Eric Emerson
Coaches: Joel Rollins, Brian McBride, Kevin Kuswa, James Martin, and Aaron Timmons

1996

1st **Emory University**
David Heidt and Kate Shuster
Coaches: Melissa Maxcy Wade, Bill Newman, Jamie McKown, Brian Lain

2nd **University of Iowa**
Chris Mutel and Corey Rayburn
Coaches: Dave Hingstman, Heidi Hamilton, Ernie Wagner

3rd **Baylor University**
Charles Blanchard and Kelly Dunbar
Coaches: Karla Leeper, Jon Brusckke, Ryan Galloway, Bill Trapani, Josh Zive

3rd **University of Michigan**
Mike Dickler and Scott Hessell
Coaches: Steve Mancuso and Judd Kimball

NDT Top Speakers: 1948-1996

1947

Award not presented.

1948

- 1st Potter Kerfoot, *University of Southern California*
2nd Henry Huff, *Wake Forest College*
Alec MacKenzie, *U.S. Military Academy*

1949

- 1st Robert Sayre, *Willamette University*
2nd Ed Stoolenwerck, *University of Kansas*

1950

- 1st William Carey, *Notre Dame*
2nd Jack Plesco, *University of Florida*

1951

- 1st Holt Spicer, *University of Redlands*
2nd James Q. Wilson, *University of Redlands*

1952

- 1st James Q. Wilson, *University of Redlands*
2nd Holt Spicer, *University of Redlands*

1953

- 1st Robert L. Anderson, *Augustana College*
2nd Joan Reidy, *University of Wisconsin at Eau Claire*

1954

- 1st Herzl Spiro, *University of Vermont*
2nd James A. Robinson, *George Washington University*

1955

- 1st Huber Bell, *University of Kansas*
2nd Maynard, *Southwest Missouri State College*

1956

- 1st Phillip Hubbard, *Augustana College (Ill.)*
2nd Henry Ruf, *Macalester College*

1957

- 1st Patricia Stallings, *University of Houston*
2nd Phillip Hubbard, *Augustana College (Ill.)*

1958

- 1st Michael Miller, *University of Southern California*
2nd Phillip Hubbard, *Augustana College (Ill.)*

1959

- 1st James Ray, *U.S. Military Academy*
2nd Ray Nichols, *University of Kansas*

1960

- 1st Don Herrick, *William Jewell College*
2nd George Schell, *Baylor University*

1961

- 1st George Schell, *Baylor University*
2nd Laurence Tribe, *Harvard University*

1962

- 1st Tie: Lee Huebner, *Northwestern University*
1st Tie: Harold Lawson, *Kansas State Teachers College*

1963

- 1st Daniel Kolb, *College of the Holy Cross*
2nd Robert Roberts, *University of Alabama*

1964

- 1st Robert Roberts, *University of Alabama*
2nd John Hempelmann, *Georgetown University*

1965

- 1st Robert Shrum, *Georgetown University*
2nd Douglas Pipes, *University of the Pacific*

1966

- 1st William Snyder, *Northwestern University*
2nd John Holcomb, *Augustana College (Ill.)*

1967

- 1st Rick Flam, *University of Southern California*
2nd Thomas Brewer, *Dartmouth College*

1968

- 1st David Zarefsky, *Northwestern University*
2nd Richard Brautigam, *Michigan State University*

1969

- 1st David Seikel, *University of Houston*
2nd Joel Perwin, *Harvard University*

1970

- 1st Mike Miller, *University of Houston*
2nd Tie: Jim Caforio, *Loyola University (LA)*
Tie: David Goss, *Canisius College*

1971

- 1st Joe Loveland, *University of North Carolina*
2nd Joseph Angland, *Massachusetts Institute of Technology*

1972

- 1st Terry McKnight, *Canisius College*
2nd Ron Palmieri, *University of Southern California*

1973

- 1st Elliot Minberg, *Northwestern University*
2nd Frank Kimball, *University of California at Los Angeles*

1974

- 1st Michael Haglelin, *University of Southern California*
2nd Marvin Isgur, *University of Houston*

1975

- 1st Thomas Rollins, *Georgetown University*
2nd Robert Feldhake, *Augustana College (Ill.)*

1976

- 1st Robert Feldhake, *Augustana College (Ill.)*
2nd Thomas Rollins, *Georgetown University*

1977

- 1st Gilbert Skillman, *University of Kentucky*
2nd John Walker, *Georgetown University*

1978

- 1st Thomas Rollins, *Georgetown University*
2nd Stuart Singer, *Northwestern University*

1979

- 1st Mark Fabiani, *University of Redlands*
2nd Michael B. King, *Harvard University*

1980

- 1st Steven Meagher, *Dartmouth College*
2nd Don Dripps, *Northwestern University*

1981

- 1st Jeff Jones, *University of Kentucky*
2nd Tie: Paul Weathington, *West Georgia College*
Tie: Scott Harris, *Wayne State University*

1982

- 1st Steve Mancuso, *University of Kentucky*
2nd John Barrett, *Georgetown University*

NDT Top Speakers: 1948-1996

1983

- 1st John Barrett, *Georgetown University*
 2nd Leonard Gail, *Dartmouth College*

1984

- 1st Leonard Gail, *Dartmouth College*
 2nd Bill Brewster, *Emory University*

1985

- 1st Danny Povinelli, *University of Massachusetts*
 2nd Doug Sigel, *Northwestern University*

1986

- 1st Lyn Robbins, *Baylor University*
 2nd Scott Segal, *Emory University*

1987

- 1st Lyn Robbins, *Baylor University*
 2nd John Culver, *University of Kansas*

1988

- 1st Gloria Cabada, *Wake Forest University*
 2nd Barry Pickens, *University of Kansas*

1989

- 1st Gordon Mitchell, *Northwestern University*
 2nd Daniel Plants, *Baylor University*

1990

- 1st Marc Rubinstein, *University of Redlands*
 2nd David Hugin, *University of Texas*

1991

- 1st T.A. McKinney, *University of Kentucky*
 2nd Marc Rubinstein, *University of Redlands*

1992

- 1st Charles Smith, *University of Iowa*
 2nd Ryan Goodman, *University of Texas*

1993

- 1st Matthew Shors, *University of Michigan*
 2nd Ara Lovitt, *Dartmouth College*

1994

- 1st Paul Skiermont, *University of Kentucky*
 2nd Fred Karem, *Harvard University*

1995

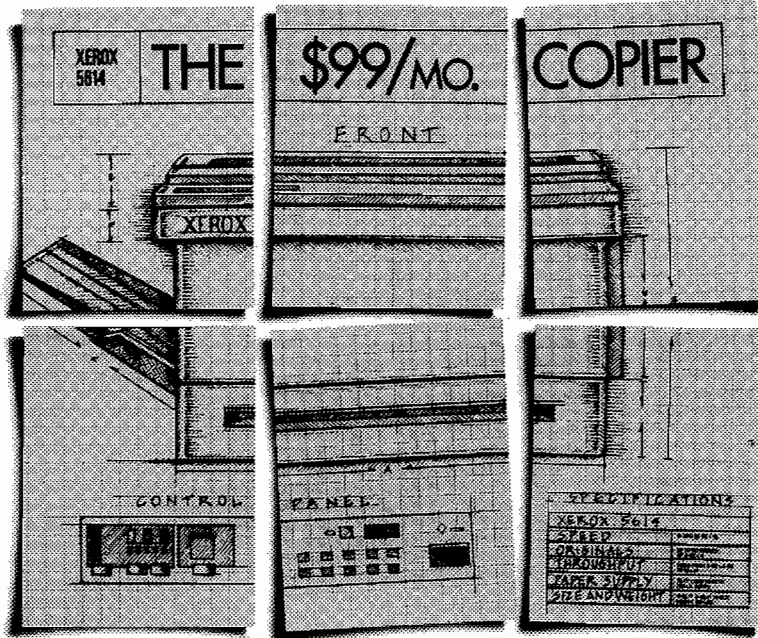
- 1st Paul Skiermont, *University of Kentucky*
 2nd Sean McCaffity, *Northwestern University*

1996

- 1st Sean McCaffity, *Northwestern University*

2nd Chris LaVigne, *Wayne State University*

We spend years engineering our copiers so you won't spend a second worrying about them.



Take another look. It's Xerox.



When you buy a Xerox copier, you get more than a copying machine. You get engineering that not only makes it run reliably, but makes it easy to run. You get ergonomics and economics. So when you get a \$99-a-month copier from us, you not only get millions of dollars of research and development, you get peace of mind.

IKING of the hills
IBUSINESS SYSTEMS



DALE MOATS

Greenstone Industrial Park
 104 Annjo Court, Suite B
 Forest, Va. 24551

Sales (804) 385-9787
 Service (800) 822-2979
 Supplies (800) 822-2200
 FAX (804) 385-9789



XEROX® and The Document Company® are trademarks of XEROX CORPORATION. 56 USC 560.

First Round At-Large Award

Top First Round Teams

1973

Georgetown University
Stewart Jay and
Bradley Ziff

1974

Harvard University
Charles Garvin and
Greg Rosenbaum

1975

Georgetown University
Thomas Rollins and
Bradley Ziff

1976

Augustana College (Ill.)
Robert Feldhake and
Richard Godfrey

1977

Georgetown University
David Ottoson and
John Walker

1978

Georgetown University
David Ottoson and
John Walker

1979

Northwestern University
Chris Wonnell and
Susan Winkler

1980

Georgetown University
James Kirkland and
John Thompson

1981

Dartmouth College
Cy Smith and
Mark Weinhardt

1982

University of Kansas
Mark Gidley and
Zack Grant

1983

Samford University
Melanie Gardner and
Erik Walker

1984

Dartmouth College
Leonard Gail and
Mark Koulogeorge

1985

Claremont McKenna College
David Bloom and
Greg Mastel

1986

University of Massachusetts
Dan Povinelli and
Mark Friedman

1987

Baylor University
Griffin Vincent and
Lyn Robbins

1988

Northwestern University
Ben Attias and
Gordon Mitchell

1989

Baylor University
Martin Loeber and
Daniel Plants

Rex Copeland Award

On September 21, 1989, the life of Rex Copeland was brought to a sudden and tragic close. With its end Samford University lost an outstanding student; the forensic community lost an excellent debater and friend.

It is in recognition of his rare professional and personal qualities which Rex offered, Samford University, together with his parents endowed a permanent award in his name. The Rex Copeland Memorial Award is presented annually to the collegiate debate team ranked "Number One" in the First Round, At-Large team selections.

This award is for the few who achieve one of the highest honors in the debate community, so that they too will be well remembered.

1990

Harvard University
David Coale and Alex Lennon

1991

University of Redlands
Rodger Cole and Marc Rubenstein

1992

Dartmouth College
Kenny Agran and Ara Lovitt

1993

Dartmouth College
Ara Lovitt and Steven Sklaver

1994

University of Kentucky
Paul Skiermont and Jason Patil

1995

Wake Forest University
John Hughes and Adrienne Brovero

1996

Northwestern University
Sean McCaffity and Mason Miller

Sites, Hosts, and Directors of Past NDTs

From 1947 to 1966 the NDT was held at the United States Military Academy.

1967

Site: *University of Chicago*
Host: Richard L. Lavarney and Thomas McClain
Director: Stanley G. Rives

1968

Site: *Brooklyn College*
Host: Charles E. Parkhurst
Director: Richard D. Rieke

1969

Site: *Northern Illinois University*
Host: Charles M. Jack Parker
Director: Roger Hufford

1970

Site: *University of Houston*
Host: William B. English
Director: David Matheny

1971

Site: *Macalester College*
Host: W. Scott Nobles
Director: John C. Lehman

1972

Site: *University of Utah*
Host: Jack Rhodes
Director: John C. Lehman

1973

Site: *U.S. Naval Academy*
Host: Philip Warken
Director: Merwyn A. Hayes

1974

Site: *U.S. Air Force Academy*
Host: Paul Whitlock
Director: Merwyn Hayes

1975

Site: *University of the Pacific*
Host: Paul Winters
Director: Michael David Hazen

1976

Site: *Boston College*
Host: Daniel M. Rohrer
Director: Michael David Hazen

1977

Site: *Southwestern Missouri State University*
Host: Rita Rice Flaningam
Director: Michael David Hazen

1978

Site: *Metropolitan State College, Denver*

Host: Gary Holbrook
Director: Michael David Hazen

1979

Site: *University of Kentucky*
Host: J.W. Patterson
Director: Michael David Hazen

1980

Site: *University of Arizona*
Host: Tim A. Browning
Director: Michael David Hazen

1981

Site: *California Poly University, Pomona*

Host: Robert Charles
Director: Michael David Hazen

1982

Site: *Florida State University*
Host: Marilyn J. Young
Director: Michael David Hazen

1983

Site: *Colorado College*
Host: James A. Johnson
Director: Michael David Hazen

1984

Site: *University of Tennessee*
Host: Russell Taylor Church
Director: David Zarefsky

1985

Site: *Gonzaga University*
Host: Darrell Scott and Joan Archer-Cronin
Director: David Zarefsky

1986

Site: *Dartmouth College*
Host: Herbert L. James
Director: David Zarefsky

1987

Site: *Illinois State University*
Host: Arnie Madsen
Director: David Zarefsky

1988

Site: *Weber State College*
Host: Randy Scott
Director: David Zarefsky

1989

Site: *Miami University of Ohio*

Host: Jack Rhodes
Director: David Zarefsky

1990

Site: *West Georgia College*
Host: Chester Gibson
Director: Al Johnson

1991

Site: *Trinity University*
Host: Frank Harrison
Director: Al Johnson

1992

Site: *Miami University of Ohio*
Host: Jack Rhodes
Director: Al Johnson

1993

Site: *University of Northern Iowa*

Host: Bill Henderson
Director: Donn W. Parson

1994

Site: *University of Louisville*
Host: Tim Hynes
Director: Donn W. Parson

1995

Site: *West Georgia College*
Host: Chester Gibson
Director: Donn W. Parson

1996

Site: *Wake Forest University*
Host: Allan D. Loudon
Director: Donn W. Parson

1997

Site: *Liberty University*
Host: Brett O'Donnell
Director: Donn W. Parson

1998

Site: *University of Utah*
Host: Rebecca Bjork

NDT Participants: 1947-1997

Abilene Christian College: 55, 56, 57, 58, 61, 65, 69, 70

University of Alabama: 48, 49, 50, 53, 54, 55, 56, 60, 61, 63, 64, 66, 71, 73, 75, 76, 77, 78, 79

Albion College: 67, 69

American University: 61

University of Arizona: 49, 50, 69, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85

Arizona State University: 47, 67, 87, 88, 89

University of Arkansas: 50

Auburn University: 85, 86

Augustana College (Illinois): 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 64, 66, 67, 68, 70, 71, 73, 74, 75, 76, 77, 78, 79, 80, 81, 87, 88, 89, 90, 91, 92, 93, 94, 95

Augustana College (South Dakota): 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 87, 89, 90, 91, 92, 96

Bakersfield Community College: 90

Bates College: 48, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88

Baylor University: 48, 49, 50, 51, 52, 53, 55, 56, 60, 61, 62, 64, 67, 69, 71, 74, 75, 76, 77, 78, 79, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97

Boston College: 62, 63, 64, 65, 67, 68, 69, 70, 71, 72, 74, 75, 79, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96

Boston University: 60, 73, 74, 75

Bowling Green State University: 50, 51, 70, 75, 76, 78

Bradley University: 51, 69, 79

Brandeis University: 65, 67

Brigham Young University: 55, 56, 60, 62, 63, 66, 78

Brooklyn College: 61

Brown University: 69, 70, 72

Butler University: 59, 61, 67, 68, 80, 81, 83, 88, 90, 91, 92

University of California at Berkeley: 68, 77, 81, 94, 97

University of California at Los Angeles: 48, 54, 66, 68, 69, 70, 71, 72, 73, 74, 75, 76, 78

University of California at Santa Barbara: 64, 71, 72, 73, 75

California State University, Fullerton: 70, 71, 72, 73, 75, 76, 77, 78, 80, 83, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95

California State University, Northridge: 65, 67, 68, 72, 74

California State University, Sacramento: 74, 75, 76, 77, 78, 79, 81, 82

Canisius College: 69, 70, 71, 72, 73, 74, 77, 78, 79

Capital University: 48, 73, 74

Carson-Newman College: 64, 65, 66

Case Institute of Technology: 73

Catholic University: 73, 74, 75, 76, 77, 78

University of Central Florida (Florida Tech): 76, 78, 79, 80, 81, 83

Central Michigan University: 74, 76, 83, 85, 86, 88, 90, 94

Central Oklahoma State University: 52, 53, 54, 56, 61, 63, 72, 73, 85, 86, 87, 89

Champlain College: 49

University of Chicago: 48, 49

Claremont McKenna College: 78, 79, 80, 81, 82, 83, 84, 85, 87

Coe College: 48

Colgate University: 51

Colorado College: 75, 77, 79

University of Colorado: 47, 48

Concordia College: 67, 68, 73, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96

Cornell University: 76

Dartmouth College: 48, 51, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97

David Lipscomb College: 55

University of Denver: 54, 67, 68, 69, 70, 85

DePaul University: 48, 49, 51, 57

University of Detroit: 67

Drury College: 72, 80

Duke University: 56, 57, 58, 61

Duquesne University: 96

Eastern Illinois University: 71, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 88, 89

Eastern Nazarene College: 58, 60, 61

College of Eastern Utah: 97

Emory University: 65, 66, 67, 68, 70, 71, 72, 77, 78, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97

Emporia State University: 51, 53, 58, 59, 60, 61, 63, 65, 66, 69, 70, 73, 74, 76, 77, 80, 81, 82

Fairmont State College: 76, 78

University of Florida: 48, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 62, 68, 69, 70

Florida State University: 75, 97

Fordham University: 57, 59, 66

Fordham University School of Education: 58, 59, 61

Fort Hays State College: 61

George Mason University: 74, 75, 80, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97

George Pepperdine College: 49, 50, 51, 52, 53

George Washington University: 49, 51, 52, 54, 58, 59, 60, 62, 63, 64, 65, 66, 68, 69, 70, 71, 72, 73, 76, 81, 82, 83, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97

Georgetown College: 49

Georgetown University: 49, 52, 56, 61, 62, 63, 64, 65, 66, 67, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97

University of Georgia: 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 79, 90, 91, 92, 93, 94, 95, 96, 97

Georgia State University: 84, 85, 86, 88

Gonzaga University: 47, 48, 59, 60, 62, 72, 73, 75, 76, 77, 79, 80, 81, 82, 85, 86, 87, 97

Greenville College: 56

Harvard University: 50, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97

Hiram College: 52

College of the Holy Cross: 48, 51, 52, 53, 54, 62, 63

University of Houston: 51, 53, 55, 56, 57, 58, 59, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 82, 83

Houston Baptist University: 87, 89, 90, 93

Howard University: 52, 54

University of Idaho: 53, 57, 61

Idaho State University: 53, 57, 61

University of Illinois, Chicago Circle: 52, 53, 54, 56, 58, 64, 65

Illinois College: 54

Illinois State University: 52, 54, 55, 62, 63, 72, 73, 81, 88, 89, 90, 91, 92, 93, 94, 95, 96

University of Indiana: 93

Indiana State University: 47, 73

University of Iowa: 72, 73, 75, 77, 78, 80, 81, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97

Iowa State University: 52, 71, 74, 82, 83, 84

James Madison University: 79, 80, 81, 82, 83, 84, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95,

NDT Participants: 1947-1997

- 96, 97
- John Carroll University:* 78, 80, 81, 95, 96, 97
- Johns Hopkins University:* 77, 78, 79
- University of Kansas:* 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 63, 64, 66, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97
- Kansas State College of Pittsburg:* 61, 63, 67
- Kansas State University:* 55, 64, 75, 76, 77, 83
- University of Kentucky:* 60, 64, 67, 68, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97
- Kent State University:* 51
- King's College:* 59, 60, 61, 63, 67, 68, 77, 83, 91, 92, 93, 95, 96, 97
- University of LaVerne:* 88, 89, 90, 91, 92
- Lewis and Clark College:* 64, 66, 67, 71, 75, 76, 77, 78, 80
- Liberty University:* 89, 90, 91, 92, 94, 95, 96, 97
- Louisiana College:* 47, 48, 49, 53, 54
- Los Angeles City College:* 96
- University of Louisville:* 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97
- Loyola-Marymount University:* 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 76, 77, 78, 80, 81, 82, 83, 84, 85, 86, 87, 88, 90
- Loyola University (Chicago):* 60, 70, 72
- Luther College:* 50
- Macalaster College:* 56, 61, 71, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 97
- Marietta College:* 59, 89, 90
- Marquette University:* 58, 69
- Mary Washington College:* 91, 92, 93, 94, 96, 97
- University of Maryland:* 67
- University of Massachusetts:* 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88
- Massachusetts Institute of Technology:* 48, 49, 56, 57, 58, 62, 63, 64, 66, 68, 69, 71, 73, 74, 75, 76, 79
- Mercer University:* 78, 79, 80, 81, 82, 83, 84, 87, 93, 94, 95, 96, 97
- University of Miami (Florida):* 52, 53, 54, 55, 57, 58, 59, 60, 61, 62, 63, 66, 68, 69, 74, 97
- Miami University (Ohio):* 76, 80, 81, 87, 88, 89, 91, 92, 97
- University of Michigan:* 71, 72, 76, 77, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97
- Michigan State University:* 53, 66, 68, 69, 97
- Middlebury College:* 55
- Middle Tennessee State University:* 70, 72, 77
- Midland College:* 53
- Midwestern College:* 69
- University of Minnesota:* 62, 63, 64, 65, 66, 67, 73, 82, 83
- University of Mississippi:* 47, 51, 52
- University of Missouri, Columbia:* 68, 71, 72
- University of Missouri, Kansas City:* 61, 62, 66, 68
- University of Montana:* 49, 50, 51
- Montana State University:* 51, 60
- Morehead State University:* 77, 78, 79, 80
- Mount Mercy College:* 53
- Nebraska State College at Kearney:* 65, 66
- Nebraska Wesleyan University:* 51, 52, 54, 55
- University of Nebraska, Lincoln:* 80, 83, 86, 87
- University of Nebraska, Omaha:* 77
- University of Nevada-Reno:* 48
- University of Nevada-Las Vegas:* 92, 96, 97
- University of New Hampshire:* 71
- University of New Mexico:* 51, 52, 54, 85, 90, 95, 96
- State University of New York College at Geneseo:* 53
- Northeastern Oklahoma State University:* 62, 63, 64, 65, 66, 67, 68, 69, 70, 72, 73, 81, 82, 84, 85
- Northern Arizona University:* 87, 88, 89, 91
- Northern Illinois University:* 65
- University of Northern Michigan:* 75
- Northwest Missouri State University:* 79, 80, 82
- Northwestern College (Minnesota):* 63
- Northwestern University:* 47, 49, 50, 54, 55, 58, 59, 60, 62, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97
- University of North Carolina:* 71, 72, 73, 74, 75, 77, 80, 81, 82, 83, 84, 85, 86, 88, 89, 90, 91, 92, 93, 94
- University of North Dakota:* 79
- University of North Texas:* 48, 49, 59, 62, 63, 64, 65, 66, 79, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 95, 96, 97
- University of Northern Colorado:* 71, 74, 75
- University of Northern Iowa:* 74, 75, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97
- University of Notre Dame:* 47, 48, 49, 50, 51, 52, 53, 55, 56, 57, 58, 65, 78
- Oberlin College:* 68, 69, 70, 71, 72
- Occidental College:* 53
- Odessa College:* 81, 82, 86, 87, 90
- Ohio University:* 70, 71, 72, 74, 75, 77, 79, 82
- Ohio State University:* 47, 52, 60, 61, 62, 63, 67, 68, 69, 70, 71, 86, 87
- University of Oklahoma:* 57, 58, 59, 60, 61, 63, 64
- Oklahoma Baptist University:* 77
- Oklahoma City University:* 65
- Oklahoma State University:* 68, 69, 70
- Old Dominion University:* 95
- University of Oregon:* 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 73, 75, 82, 84
- Oregon State University:* 47, 48, 54, 63, 64
- Ottawa University:* 49
- Pace University:* 75, 81, 83, 84, 87, 90, 97
- University of the Pacific:* 58, 61, 64, 65, 68, 69, 71, 72, 76
- Pacific Lutheran University:* 52, 56, 62, 72, 82, 83, 84
- Pacific University:* 49, 55, 56, 57, 65, 73
- University of Pennsylvania:* 49, 50, 51, 54, 57, 58, 59, 60, 65, 66, 87, 89, 90, 91
- Pennsylvania State University:* 47, 50, 52, 55
- Phillips University:* 49
- University of Pittsburgh:* 53, 56, 60, 62, 64, 66, 67, 70, 71, 72, 73, 74, 75, 76, 79, 80, 81, 82, 83, 85, 86, 87, 88, 89, 90, 91, 92, 93, 95, 96
- Princeton University:* 51, 53, 56, 57, 59, 61
- University of Puget Sound:* 56, 57
- Purdue University:* 47, 48, 50, 60, 61, 62
- University of Redlands:* 50, 51, 52, 57, 58, 59, 62, 64, 65, 69, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97
- University of Rhode Island:* 73
- Rice University:* 57
- University of Richmond:* 56, 62, 65, 76

NDT Participants: 1947- 1997

- Roanoke College:* 50
Rockhurst College: 62, 64
Rutgers University: 47, 68, 71, 73, 74
- Saint Alselm's College:* 56, 59, 64, 68, 69, 71, 72
Saint John's University: 53, 54, 62, 63, 64
Saint Joseph's College: 55, 56, 57, 59, 67
Saint Martin's College: 51, 53, 59
Saint Mary's College: 49
Saint Olaf College: 48, 49, 51, 52, 53, 57, 62, 63
Saint Peter's College: 51, 53, 55, 57, 59, 62
College of Saint Thomas: 47
Samford University: 73, 74, 75, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 92, 93, 97
San Diego State University: 49, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 72, 96
University of San Francisco: 58
San Jacinto College: 86
San Joaquin Delta College: 80, 81
University of Scranton: 61
Seton Hall University: 60, 72, 73, 79, 83, 85
Smith College: 52
University of South Carolina: 50, 51, 54, 56, 57, 58, 59, 60, 61, 62, 63, 64, 66, 67, 68
University of South Dakota: 67, 68, 75, 91
South Dakota State College: 54
University of the South: 49
Southeast Oklahoma State University: 47, 48, 49, 50, 59, 73, 74, 76, 94, 95, 96
University of Southern California: 47, 48, 50, 51, 52, 54, 57, 58, 59, 60, 61, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97
Southern Illinois University: 57, 58, 60, 62, 63, 70, 88
Southern Methodist University: 50, 52, 87, 88
University of Southern Mississippi: 65, 66
Southern Oregon College: 67
Southern Utah State College: 82, 83, 84, 85
Southwest Missouri State University: 52, 55, 57, 59, 60, 62, 63, 65, 69, 70, 71, 72, 73, 74, 75, 77, 78, 93, 96, 97
Southwest Texas State University: 88, 90
Southwestern College: 56, 57, 78, 79, 80, 81
- University of Southwestern Louisiana:* 76, 77, 78, 79
Stanford University: 49, 92, 93
- Stevens Institute of Technology:* 49
Stonehill College: 67, 68
Suffolk University: 81, 82, 83, 84
Swarthmore College: 48
- Temple University:* 49
University of Tennessee: 50, 51, 79
Tennessee Polytechnic Institute: 62
University of Texas, Arlington: 77, 78, 80, 82
University of Texas, Austin: 47, 60, 71, 72, 84, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97
Texas A&M University: 81, 82, 84, 85, 87, 88
Texas Christian University: 47, 48, 51, 60, 62, 66, 67, 75, 76
Texas Tech University: 68, 70, 73
University of Toledo: 71, 72
Trinity University: 91, 92, 93, 94, 95, 96, 97
Towson State University: 97
- Union College and University:* 55
United States Air Force Academy: 59, 60, 76, 77, 78, 79
United States Merchant Marine Academy: 52, 53, 59
United States Military Academy: 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 66, 77, 80
United States Naval Academy: 47, 48, 49, 50, 58, 64, 65, 70, 72, 78, 80, 85, 87, 88, 92, 93
University of Utah: 47, 48, 50, 51, 52, 72, 73, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97
Utica College: 50, 51
- Vanderbilt University:* 76, 77, 78, 80
University of Vermont: 47, 48, 50, 51, 53, 54, 55, 56, 57, 60, 61, 62, 64, 65, 66, 84, 85, 86, 88
University of Virginia: 47, 63, 67, 68, 81
- Wabash College:* 55
Wake Forest University: 47, 48, 50, 51, 52, 53, 54, 55, 56, 59, 63, 64, 70, 71, 73, 74, 75, 76, 77, 78, 80, 81, 82, 83, 84, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97
Washburn University: 56, 58, 64, 65, 66, 72, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95
Washington and Lee University: 63, 68, 69
University of Washington: 55, 68
Washington State University: 47, 50, 54, 58, 66, 69, 70, 76
- Wayne State University:* 58, 61, 63, 64, 65, 66, 67, 68, 69, 71, 72, 73, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97
Weber State University: 81, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95
Wesleyan University: 50, 52
West Georgia College/State University of West Georgia: 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97
West Virginia University: 55, 64, 74, 79, 81, 85, 86
West Virginia Wesleyan College: 75, 77
Western Illinois University: 71, 73, 80, 82, 85
Western Michigan University: 63, 64
Western Reserve University: 66
Western Washington University: 74, 78, 80, 81, 83, 85, 86
Wheaton College: 47, 59, 63, 97
Whitman College: 50, 51, 52, 53, 54, 55, 58, 59, 97
Whittier College: 71
Winona State University: 93
Wichita State University: 48, 64, 67, 68, 77, 79
William Jewell College: 60, 61
College of William and Mary: 56, 68, 69, 73, 74, 84
University of Wisconsin at Eau Claire: 50, 51, 53, 54, 55, 56, 57, 58, 59, 73, 76, 78, 79
Wilkes College: 54, 55, 57, 58
Willamette University: 48, 49, 51, 52, 55, 58, 59, 61
College of Wooster: 73, 79, 81, 83
Wright State University: 92, 93
University of Wyoming: 67, 68, 70, 71, 72, 73, 74, 75, 76, 77, 78, 81, 82, 83, 84, 86, 89, 90, 97
- Xavier University:* 50, 53, 54, 55, 56, 57, 58, 59
- Yale University:* 47, 49

1986-1987

1. Baylor University
2. Dartmouth College
3. Kansas University
4. Northwestern University
5. George Mason University
6. George Washington University
7. University of Southern California
8. University of Michigan
9. University of Redlands
10. U.S. Naval Academy

1987-1988

1. University of Michigan
2. Baylor University
3. Northwestern University
4. U.S. Naval Academy
5. Dartmouth College
6. George Mason University
7. Kansas University
8. Emory University
9. Wake Forest University
10. James Madison University

1988-1989

1. University of Michigan
2. George Mason University
3. Northwestern University
4. Kansas University
5. U.S. Naval Academy
6. Baylor University
6. Emory University
6. James Madison University
9. Liberty University
10. George Washington University

1989-1990

1. Boston College
2. George Mason University
3. Liberty University
4. Dartmouth College
5. Harvard University
6. James Madison University
7. University of Iowa
8. Emory University
9. University of Redlands
10. U.S. Naval Academy

1990-1991

1. George Mason University
2. James Madison University
3. Liberty University
4. University of Redlands
5. Dartmouth College
6. Wake Forest University

7. University of Iowa
8. Wayne State University
9. University of Texas
10. University of Michigan

1991-1992

1. Boston College
2. Liberty University
3. University of Iowa
4. George Mason University
5. University of Texas
6. Baylor University
7. Wake Forest University
8. Wayne State University
9. Northwestern University
10. Mary Washington College

1992-1993

1. Boston College
2. George Mason University
3. Dartmouth College
4. Georgetown University
5. Wake Forest University
6. Wayne State University
7. University of Texas
8. George Washington University
9. Liberty University
10. Mary Washington College

1993-1994

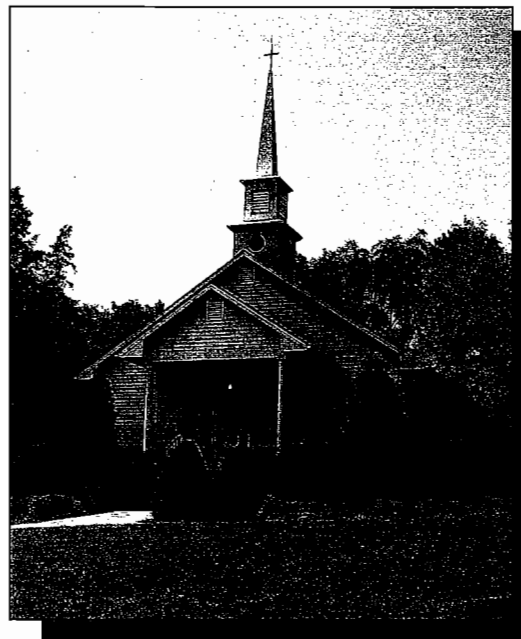
1. George Mason University
2. Harvard University
3. University of Kentucky
4. Boston College
5. Liberty University
6. Dartmouth College
7. Wayne State University
8. Wake Forest University
9. Northwestern University
10. U.S. Naval Academy

1994-1995

1. Liberty University
2. George Mason University
3. Wake Forest University
4. Northwestern University
5. Dartmouth College
6. George Washington University
7. Wayne State University
8. U.S. Naval Academy
9. University of Texas
10. James Madison University

1995-1996

1. Liberty University
2. Wake Forest University
3. Dartmouth College
4. Northwestern University
5. Michigan State University
6. Emory University
7. University of Southern California
8. U.S. Naval Academy
9. Mary Washington College
10. George Mason University



The care and tending of the soul is a priority at Liberty. The R.C. Worley Prayer Chapel, open 24-hours-a-day, is a place of quiet contemplation and peace in the midst of a bustling campus.

INFORMATION SERVICES



**SYSTEMS
CONSULTING**



**INTERNET
SOLUTIONS**



SERVICES



**EDUCATION
SERVICES**



**NETWORK &
HARDWARE
SERVICES**



**HARDWARE &
SOFTWARE SALES**

1300 OLD GRAVES MILL RD.
LYNCHBURG
(804) 832-3800

ROANOKE
WAYNESBORO

800-283-2648

WWW.FTIIS.COM



Microsoft
SOLUTION PROVIDER

Lotus
BUSINESS
PARTNER

WE DON'T JUST BUILD CARS.
WE BUILD COMMUNITIES.



At FORD MOTOR COMPANY we believe in giving something back to our COMMUNITIES. We support the ARTS, sponsor EXHIBITS and CONCERTS and PROVIDE financial support to museums, public radio and television. We also support EDUCATION. By working with schools, we help teens excel and help adults learn to read. We support social ENDEAVORS and contribute to local hospitals, CHARITIES and HUMANITARIAN organizations. At Ford Motor Company, we depend on our communities. But even more importantly, our COMMUNITIES know they can depend on us.

Ford Motor Company

For more information, contact us on the Internet at: <http://www.ford.com>

CONGRATULATIONS TO
THE PARTICIPANTS OF
THE 51ST
NATIONAL DEBATE
TOURNAMENT.

— *Ford Motor Company* —