

Rostrum

Volume 80

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April 2006

Welcome



Host
Jane Boyd

to

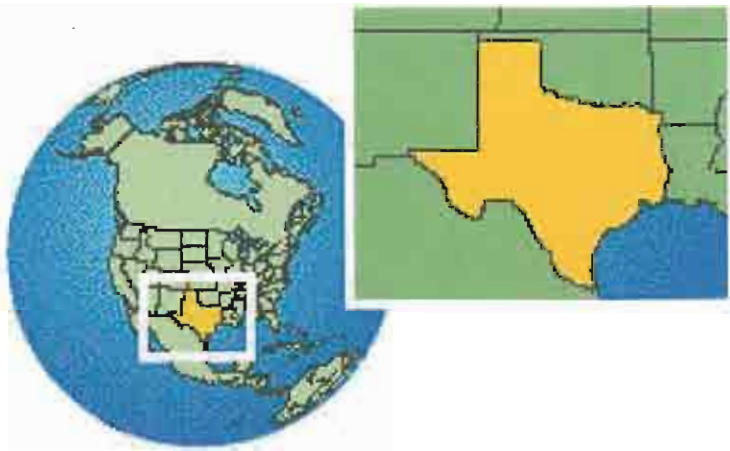
Grapevine/Colleyville



Host
Cindi Timmons

Inside this issue:

- Preliminary Analysis of the 2006-07 Policy Debate Resolution
- Meet the Council
- National Tournament Information



CDE Pre-Nationals Camp 2006

17 National Champions have come from the CDE Pre-Nats Camp. YOU could be next.

- **June 10-17, 2006** (late arrival arranged if your schedule dictates it) for **L.D., Extemporaneous, Congress, Public Forum**
- **June 15-17** for all other events (interp, oratory)
- **Tuition \$325, Room \$325.** Hosted in Grapevine, the same town where Nationals is held starting June 18. Transportation is free in the sense that you have to come there for Nationals anyway.
- **19-25** practice rounds, lectures, drills, games, research, movies, fun.

Have questions? Phone toll-free to 1-866-247-3178 or e-mail Bennett@cdedebate.com

Send to CDE, P.O. Box Z, Taos NM 87571 or fax to 505-751-9788

Print Name _____

Mailing Address _____

Town, State, Zip _____

E-Mail (Print) :

Your Event:

2006 CDE National Debate Institute

July 15-31, 2006

University of New Mexico

Albuquerque, NM



Extemporaneous Speaking National Institute

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

Lincoln Douglas Debate National Institute

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



Policy Debate National Institute

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

the divisions of Team Debate is to develop an environment in which students can learn the standards of policy, but also prepare for the latest trends in argumentative structure.

Public Forum Debate Institute

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



Applications for the 2006 CDE National Debate Institute are now being accepted.

Mail this form along with a \$95 application fee to: CDE, PO Box Z, Taos, New Mexico 87571

Application fee is completely refundable if not accepted to the camp. Visa and MasterCard are accepted.

Name: _____ Phone Number: _____

Mailing Address: _____

School: _____ Number of Years in Event: _____

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

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

To 'touch the face of God'

By Bill Forsythe, Lincoln Financial Group

Ronald Reagan was known as the Great Communicator during presidential terms that spanned the 1980s, drawing on decades of screen acting experience to deliver masterful speeches. All of his skill came to bear in the aftermath of a tragedy witnessed by millions – the explosion of the *Challenger* space shuttle moments after takeoff January 28, 1986.

This *Challenger* mission had garnered special attention because schoolteacher Christa McAuliffe was among the seven-person crew. TV sets in classrooms coast-to-coast were tuned in when the shuttle exploded and left an eerie epitaph of smoke lingering in the sky. Seven lives were lost before America's eyes.

Speaking from the Oval Office that evening, Reagan rose to the occasion with a poignant tribute that ranks among his most memorable speeches. As biographer Edmund Morris put it, he "articulated the nation's sorrow so movingly that for a few minutes he seemed to be speaking with all of our voices." Mindful of the large audience of youngsters who viewed the explosion, Reagan addressed them directly:

"I want to say something to the schoolchildren of America who were watching the live coverage of the shuttle's takeoff. I know it is hard to understand, but sometimes painful things like this happen. It's all part of the process of exploration and discovery. It's all part of taking a chance and expanding man's horizons. The future doesn't belong to the fainthearted; it belongs to the brave. The *Challenger* crew was pulling us into the future, and we'll continue to follow them."

Yet, it was the conclusion of this speech that resonates today, long after the shock of the mishap has been enveloped by the passage of time. His closing lines were majestic:

"The crew of the space shuttle *Challenger* honored us by the manner in which they lived their lives. We will never forget them, nor the last time we saw them this morning, as they prepared for their journey, waved goodbye and 'slipped the surly bonds of earth' to 'touch the face of God.'"

The force of those final words, so unlike everyday language, so strikingly spiritual in an age of impious public utterance, brought eternity into every living room. The source was obscure poet John Gillespie Magee Jr. While the speech was well-received, his detractors said the president was simply performing, brilliantly, a script by gifted wordsmith Peggy Noonan.

Consider, then, this recent account by CBS correspondent Leslie Stahl, who covered the White House during the Reagan years: "On a trip to his presidential library, I looked through his speech files and was astonished to see how deeply he had been immersed in the writing. I was startled by his hand-written revisions on page after page. He invariably simplified the draft language and infused energy and color. He wasn't just an actor who read his lines well; he wrote them."

Sources:

An American Life – Ronald Reagan: The Autobiography, Simon & Schuster, New York, 1990

Dutch: A Memoir of Ronald Reagan, Edmund Morris, Random House, New York, 1999

Hand of Providence: The Strong and Quiet Faith of Ronald Reagan, Mary Beth Brown, WND Books, Nashville, Tenn., 2004

Ronald Reagan Remembered, CBS News, Simon & Schuster, New York, 2004



National Forensic League

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J. Scott Wunn

From the Editor

Dear NFL,

I would like to personally thank the hosts of the upcoming 2006 Lincoln Financial Group/National Forensic League National Speech Tournament, Mrs. Cindi Timmons of Colleyville Heritage High School and Ms. Jane Boyd of Grapevine High School (featured on this month's cover). Both of these fine coaches along with the members of the Blue Bonnet Nationals host committee have worked tirelessly to provide a wonderful summer experience for our members.

Six Flags over Texas is sure to be one of the more incredible sites for an opening ceremony. Real "Texas" bar-b-que, a professional musical performance, and lots of great rides should set the stage for a tremendous start to the tournament.

The Grapevine-Colleyville ISD schools will provide the most "user friendly" environment for coaches, judges, and students in tournament history. The proximity of the hotels and high schools will make travel distance and time schedules extremely convenient.

The Hyatt Regency DFW Airport Hotel will be the setting for many of the tournaments more public events. National Tournament registration, the National Student Congress, both the Thursday and Friday National Finals including the Schwan's Diamond Coach Awards, as well as the National Awards Ceremony will be hosted at the Hyatt Regency DFW.

It is the pleasure of the NFL to come to the great state of Texas for the 2006 National Speech Tournament. The state of Texas has one of the proudest and longest NFL traditions. Again, thank you to the local hosts for their hard work and dedication to the NFL as they prepare to host over 5,000 NFL members this summer.

Thank you Texas!!

J. Scott Wunn
J. Scott Wunn

Rostrum

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Member Schools:

\$5 for each additional
subscription

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

Topics

April Public Forum Debate Topic:

Resolved: That the American media work against the best interest of the American public.

NFL Storytelling Topic for Nationals:

Texas Tales and Legends

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

Resolved: Juveniles charged with violent crimes should be tried and punished as adults.

2005-2006 Policy Debate Topic

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

NFL National Tournament Topic

Will be released on May 1, 2006. Check the NFL website www.nflonline.org for updated information.

Submit Articles for Publication

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

Sandy Krueger, NFL Publications Director

Email address is: nflrostrum@centurytel.net

2006-2007 Policy Debate Topic

Resolved: The United States federal government should establish a policy substantially increasing the number of persons serving in one or more of the following national service programs: AmeriCorps, Citizen Corps, Senior Corps, Peace Corps, Learn and Serve American, Armed Forces

The Cover Photo

2006 National Tournament Hosts

Submit Your Public Forum Topic Ideas for Consideration



Go to www.nflonline.org

to share your ideas for good

Public Forum Debate Resolutions

with the National Topic Selection Committee.

ROSTRUM



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Whitman National Debate Institute

Policy and LD

July 23 - August 3, 2006 (2 week session)
July 23 - August 10, 2006 (3 week session)

Hosted by Whitman College, home of four 2005 CEDA Nats elim teams and the 2005 NPDA Finalists!

Why Whitman's camp?

- 1. Individual attention:** 4 to 1 staff to student ratio and the vast majority of your time will be spent in small labs with four to six people and a staff member, not in a lecture room with 100 people; not in a lab with 12 to 16 people with two staff members.
- 2. Practice and drills.** You engage in 8 drills and 10 policy or 20 LD debates with clear feedback and re-dos in just the first two weeks. These begin on the second day of camp, so you improve day after day—not just at the very end when it is too late.
- 3. Research.** You won't go home with a few paltry pieces of evidence and you won't spend endless hours as a research slave. Our unique staff jump-started research program gives you the tools to produce high quality evidence in large volumes. In 2005, we produced over 5800 policy and 1050 LD pages (on all ten NFL LD topics). Each debater receives prints of files they choose plus electronic versions of all of the files.
- 4. Instruction diversity.** You won't get stuck in one lab with one or two lab leaders you might not work with best. We rotate labs so you work with many if not all of our staff. And you'll work with them one-on-one, not just listening to them lecture.
- 5. Beautiful location.** Whitman College is located in the Walla Walla valley at the foothills of the Blue Mountains in southeast Washington. Easily accessed via two airports as well as Greyhound, the campus is the home of our nationally recognized liberal arts school with beautiful brick buildings, grass fields, trees, and rolling streams. Modern, comfortable classrooms feature fast wireless Internet access with multiple computers and an excellent library.
- 6. Family feel.** People at our camp feel connected, not isolated. Whether you are shy, into sports, critical, outgoing, whatever, you'll find your niche. We have a delicious picnic, movie night, ultimate Frisbee, a live concert, and more fun activities. We make an effort to reach out to students, to build up community, and to give people space to be who they are.
- 7. Transportation to and from the airport.** Our safety certified driver will pick you up at and take you back to the Walla Walla airport free of charge or to the Pasco airport or bus station for a \$20 fee each way. Check our web page for details.



Questions? Want a full brochure?

E-mail Jim Hanson at hansonjb@whitman.edu

ONLINE REGISTRATION FORMS AND MORE INFO AT:

www.whitman.edu/rhetoric/camp/

Register by May 1 to avoid higher fees.

West Coast Publishing

Policy Evidence Package

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

LD Evidence Package

- **NFL LD Supplements** (Five 50+ page books with topic analysis, aff. and neg. evidence on each NFL LD topic)
- **UIL LD Supplements** (Two 50+ page books with topic analysis, aff. and neg. evidence on each UIL LD topic)
- **PhilosopherFiles** (All 11 of the West Coast Philosopher-Value Handbooks plus new material on a web page)
- **ValueFiles** (The current and previous West Coast LD Supplements on a web page)

Extemp-Parli-Congress-Turner Package

- **NewsViews** featuring articles with the pros and cons on current issues. You start with a 50 plus page booklet in early September and then 20 page updates every two weeks (Sept, Oct, Nov, Jan, Feb, Mar, and one in June). Learn and cite key arguments on current events to do well in Extemp and other events. Emailed to you plus on a web page.
- **ParliCongressFiles** is e-mailed and on a web page each month and has 20 pages with cases and opposition strategies on the latest and recurring arguments. Great for Student Congress and Parliamentary Debate.
- **TurnerFiles** offers for each Public Forum debate topic 20 pages including a topic analysis, affirmative case and supporting evidence, negative arguments and evidence. Emailed to you plus on a web page.

Online Training Package

- Great for beginners, intermediate, and advanced Policy, LD, Speech, Interp, students and coaches!
- Learn with step by step lessons, streaming video with PowerPoint, and a forum with experts who answer your questions!
- In-depth, detailed theory lessons, analysis, evidence and research tips on this year's Policy and LD topics.

Debate Textbook Package (Breaking Down Barriers)

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

Debate Prepbook Package (Breaking Down Barriers)

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

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

IE Textbook Package (Breaking Down Barriers)

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

Additional Texts to Consider

- **Advanced Policy Debate Book ("Assistant Coach")** (132 pages of advanced c-plan, disad, kritik tips & more!)
- **Advanced LD Debate Book ("Assistant Coach")** (118 pages of tips on values, criterion, philosophers & more!)
- **Dictionary of Forensics** (Over 1500 policy, LD, IE, Parli, and rhetoric terms defined, given examples, shown in use.)
- **Focus, Control, Communicate** features advanced tips from a college perspective on all of the key individual events.

Visit **www.wcdebate.com**

From West Coast to you!

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

Participating Summer Programs

NFL ANNOUNCES SUMMER WORKSHOP SCHOLARSHIP PROGRAM FOR COACHES AND TEACHERS

The NFL is happy to announce a new scholarship program that will provide free and reduced tuition to NFL coaches who would like to participate in a summer coach workshop program. Several summer workshops programs have graciously provided tuition discounts and full paid scholarships for the summer of 2006. These contributions along with a financial investment from the NFL will allow teachers and coaches to receive full scholarships and partial "tuition only" scholarships to many of the nation's finest summer programs where they can learn from the nation's top experts in speech and debate.

WHAT INSTITUTES ARE PARTICIPATING? The list of summer programs that are involved continues to grow. A complete list of participating programs will be updated daily at www.nflonline.org/CoachingResources.

WHO CAN APPLY? Any forensics teacher or coach of any level of experience may apply. We will try to match you with a workshop that meets your needs. With a limited number of scholarships for different types and locations of summer programs, scholarships will be based on educational and financial need.

WHAT COSTS DO THE SCHOLARSHIPS COVER? We will be granting full tuition plus room and board scholarships, tuition only scholarships, and partial tuition scholarships. All participants (no matter the level of scholarship) will be responsible for transportation costs and other incidentals.

WHEN DO I HAVE TO APPLY? Applications must be received by April 15, 2006.

WHERE DO I APPLY? To apply, go to the NFL website at www.nflonline.org under the "Coaching Resources" section and fill out a Coach's Summer Workshop Scholarship Application Form and return it to the NFL National Office by April 15, 2006.

For more information, email nfl@centurytel.net or call 920-748-6206.

***[ANY SUMMER PROGRAM IN DEBATE AND/OR SPEECH
EDUCATION THAT WISHES TO PARTICIPATE IN THE NFL
COACH SUMMER WORKSHOP PROGRAM SHOULD CONTACT
SCOTT WUNN AT (920)748-6206.]***

◆ *Participating Summer Programs*

NFL SUMMER WORKSHOP PROGRAM FOR COACHES AND TEACHERS Scholarship Application

Name: _____ Phone: _____
School: _____ Phone: _____
School Address: Street _____ City _____ State _____ Zip _____
Fax: _____ Email: _____

Please check all boxes that best describe your educational needs:

- ☐ Program Development (Fundraising/Lesson Planning/Team Management, etc.)
- ☐ Individual Events Education and Coaching
- ☐ Lincoln-Douglas Debate Education and Coaching
- ☐ Policy Debate Education and Coaching
- ☐ Student Congress Education and Coaching
- ☐ Public Forum Education and Coaching

Please feel free to expand on your educational needs below:

Please give a brief explanation of your financial needs:

Please List up to three summer programs you would like to attend in order of preference. Please only list the summer programs that you would be willing to attend if given a scholarship. Please indicate if you would consider attending if only a partial scholarship were available.

Please refer to the back of this application for the list of participating summer programs and their corresponding dates and locations.

<u>Name of Program (In order of Preference)</u>	<u>Dates</u>	<u>Would you accept a Partial Scholarship?</u>
_____	_____	_____ (Yes, No, Maybe)
_____	_____	_____ (Yes, No, Maybe)
_____	_____	_____ (Yes, No, Maybe)

Please send this form to:
(SEND BY APRIL 15TH)

National Forensic League
C/o NFL Coach Summer Workshop Program
125 Watson Street, Ripon, WI 54971

◆ **Rostrum** ◆

Participating Summer Programs

CURRENT PARTICIPATING SUMMER PROGRAMS

The following list will be updated as we confirm the participation of more summer programs. Please check this list periodically for updates before completing your application by April 15th.

University of Kentucky

Dates: June 23-July 9, 2006
Location: University of Kentucky, Lexington, KY
Scholarships Available: 3 Full Tuition/Room/Board Scholarships
Special Note: Must Assist with Dorm Supervision, LD and Policy
Website Address: www.uky.edu/studentaffairs/deanofstudents/debate

Miami Debate

Dates: June 25-July 15, 2006
Location: Miami University, Oxford, Ohio
Scholarships Available: 4 Full Tuition/Room/Board Scholarships
Special Note: Policy Debate
Website Address: miamidebate.blogspot.com

National Debate Forum

Dates: July 22-August 5, 2006
Location: Emerson College, Boston, MA
Scholarships Available: 1 Full Tuition/Room/Board and 2 Tuition Only Scholarships
Special Note: Lincoln Douglas Debate
Website Address: www.nationaldebateforum.com

National Symposium for Debate

Dates: June 26-July 10
Location: Grinnell College, Grinnell, IA
Scholarships Available: 2 Full Tuition/Room/Board and 2 Tuition Only Scholarships
Special Note: Focus on Lincoln Douglas Debate
Website Address: www.nsdebate.com

Baylor University

Dates: July 9-16, 2006
Location: Baylor University, Waco, TX
Scholarships Available: 1 Full Tuition/Room/Board and 2 Partial Scholarships
Special Note: All Events
Website Address: www.baylordebate.com

Florida Forensics Institute

Dates: June 29-July 13, 2006
Location: Ft. Lauderdale, FL
Scholarships Available: 2 Full Tuition/Meals with partial Lodging
Special Note: All Events
Website Address: www.ffi4n6.com

Liberty University

Dates: June 25-July 1, 2006
Location: Liberty University, Lynchburg, VA
Scholarships Available: 1 Full Tuition/Room/Board and 2 Partial Tuition Only Scholarships
Special Note: Policy and LD Debate
Website Address: www.liberty.edu/debate

Forensic Forum

Dates: July 29-August 12, 2006
Location: University of San Diego, San Diego, CA
Scholarships Available: 10 Full Tuition and Full Meal Scholarships (Lodging not Covered, but discounted)
Special Note: All Events

CDE

Dates: July 15-31, 2006
Location: University of New Mexico, Flagstaff, AZ
Scholarships Available: 1 Full Tuition/Room/Board and 3 Tuition Only Scholarships
Special Note: Extemp, Policy, Public Forum, and LD

◆ *Participating Summer Programs*

The Championship Group

Dates: July 23-July 28, 2006
Location: Austin, TX
Scholarships Available: 2 Tuition Only Scholarships
Special Note: Policy and LD Debate
Website Address: www.thechampionshipgroup.com

Midwest Debate

Dates: July 10-21, 2006
Location: Park University, Kansas City, MO
Scholarships Available: 1 Tuition Only Scholarship
Special Note: Policy, LD, and Public Forum
Website Address: www.midwestdebate.us

Victory Briefs Coaches Institute 2006

Dates: August 7-13, 2006
Location: University of California, Los Angeles, CA
Scholarships Available: 1 Full Tuition/Room/Board Scholarships & 1 Tuition Only Scholarship
Special Note: Lincoln Douglas Debate
Website Address: www.victorybriefs.com

University of North Texas

Dates: June 25-July 15, 2006
Location: University of North Texas, Denton, TX
Scholarships Available: 3 Full Tuition/Room/Board Scholarships and multiple partial scholarships
Special Notes: Policy, LD, Student Congress, and Public Forum
Website Address: www.meangreenworkshops.com

Dartmouth Debate Institute

Dates: July 16-August 6, 2006
Location: Dartmouth College, Hanover, NH
Scholarships Available: 1 Full Tuition/Room/Board Scholarship
Special Note: Policy Debate
Website Address:

George Mason University

Dates: August 2-August 6, 2006
Location: George Mason University, Fairfax, Virginia
Scholarships Available: 1 Full Tuition/Room/Board and 1 Tuition Only Commuter Scholarship
Special Note: Individual Events
Website Address: www.gmuforensics.org/gmif

World Debate Institute

Dates: August 4-11, 2006
Location: University of Vermont, Burlington, VT
Scholarships Available: 1 Full Tuition/Room/Board Scholarships and 1 50% Scholarship
Special Note: Debate Teacher/Coach Workshop
Website Address: <http://learn.uvm.edu/wdi/>

Whitman National Debate Institute

Dates: July 23 - July 30, 2006 (for coaches)
Location: Walla Walla, Washington
Scholarships Available: 1 Full Scholarship and 1 Partial Scholarship
Special Note: Debate Teacher/Coach Workshop
Website Address: <http://www.whitman.edu/rhetoric/camp/index.htm>

2006 International Summer Speech and Debate Institute

Dates: June 30 - July 14, 2006
Location: Duino, Italy
Scholarships Available: 80% Waiver of Program Costs
Special Note: IE, LD, and Public Forum
Website Address: <http://www.idebate.org>

Coach Profile

Meet Meg Howell

By Liz Leach
NFL Staff



Meg Howell coaches at Albuquerque Academy, New Mexico. Meg is a triple diamond coach.

What was your first NFL experience?

As a first year coach in 1984-85, I qualified one student, Matt Seddon, in Student Congress. I had no idea what to do or how to go about doing it. I was clueless about whatever "it" was. Laurel Moore came to my rescue and held my hand throughout the process. She had been my co-operating teacher during my year of student teaching, and a much needed friend as a new coach. With her help, Matt and I set off to Eau Claire, Wisconsin for my first national tournament experience. In some ways it will always be my favorite nationals. I learned so much by watching, and several performances at that tournament still stand out as some of my all time favorites.

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

My mother used to tell a story that on the first day of first grade, I excitedly ran out to the car and she asked, "How was school?" I quickly responded, "I loved it! I am going to be a teacher like Mrs. Craig when I grow up." If you know me, you know I haven't "grown" very much. Once I started competing in the 10th grade, everything seemed destined for me to coach and teach speech, theatre and English.

What is your team philosophy?

I have always tried to teach my students that hard work and dedication will always pay off. It may not surface immediately in terms of trophies, but the skills, life lessons, personal satisfaction and friendships gained by competing in forensics are incomparable. I also think team-

work is important for any successful team. Any team, large or small, can have a few standout competitors. To me a truly successful team is one comprised of individual competitors who take pride in their teammates' accomplishments as much as their own. It seems more honorable to me when a team's success is earned by working together to help all team members achieve their ultimate potential. I have been known to tell my students, "If you can look in the mirror at the end of the tournament and know that you did everything within your power to do your very best for yourself and your teammates, then you have succeeded, trophy in hand or not."

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

Too many to try to calculate. My husband thinks if I had a bed in my office, there would be nights I wouldn't come home. I willingly spend the time necessary to ensure my students have a beneficial experience because I love this activity, my students and the friends I have made. Every year after NFL Nationals, I am a bit burned out; I feel drained of all creative energy. Then camp time rolls around, and I have the opportunity to work with such amazing people who have become my best friends. The time we spend together at camp rejuvenates my spirit.

What is your vision for the future of the NFL?

I would like the NFL to help us grow locally, to help us find ways to reach out to schools without programs. New Mexico like so many other states and districts struggles. The number of schools compet-

ing since the time I was in high school here is less than half. New Mexico covers a large area dotted with wonderful towns and communities that have great high schools and amazing kids; but the costs of traveling a team at least four hours for a tournament in the larger metropolitan areas is burdensome. It costs a great deal of money pay for a bus, a bus driver, and hotel rooms. The funding just isn't there in many of our school districts. I would also say personnel or coaching is an important issue. The schools with programs have difficulty finding and keeping coaches. The schools that used to have programs either don't have the coaching personnel or struggle with funding issues.

What is exciting about being an NFL coach in the State of New Mexico

We have so few programs, I love helping a new school come on board. At this time, our statewide primary focus is to maintain the programs we have and to find ways to help schools start new forensics programs.

What's unique about the Albuquerque Academy as an NFL chapter?

I don't think we are any different from most high schools in that we have wonderful students who are highly motivated and love competition. The students seek us out. Where some schools struggle for internal support, we, on the other hand, are lucky. Our administration, faculty and parents are supportive and helpful at every turn.

◆ Coach Profile

Meg Howell

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

I seek out students with dynamic personalities, but what I love most is to take the shy, introverted student and allow forensics to work its magic. I had a student who was so quiet and shy that the first time I worked with her, I could barely hear her and she was standing 3 feet away from me. Today, she is in Los Angeles working on an acting career.

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

NFL Nationals is much larger than when I was competing and a new coach. In some ways, I miss being able to hold the tournament in one location. Last year, it took an army of adults for us to get all of our students where they needed to be on time.

What is your favorite memory from a National Tournament?

Forensics and the National Forensic League have given me so many special memories that it is hard to pinpoint one. The lessons I have learned for great coaches who have taken the time to share their knowledge with me, the friends I have made, and the amazing students who have allowed me to be a part of their lives are

all special. The memories from my former NFL National Tournaments that I recount for my students all teach lessons: "Never Give Up!" – The student who was 61" and did not break, but because of a disqualification was put back in the tournament and went on to be the National Champion. "Don't Make Bad Choices!" – Midweek a policy debate team was caught throwing fire crackers off of the balcony at their hotel in Indianapolis into a rental car lot below. Unfortunately, they were my students. This was before we all carried cell phones so the hotel called the tournament. Mr. Copeland, not looking too happy I might add, came into Supplemental Tab to find me. I immediately went to the pick up the boys and put them on the next plane home.

What is the greatest challenge as a coach today?

As coaches we must remember that this activity is for our students. We absolutely must teach the right lessons about competition and winning. When a coach does anything or allows their students to do anything unethical, the students learn that winning and success isn't about hard work and dedication. As a result, they carry these practices with them for the rest of their lives. To me winning just isn't that important.

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

The laugh, a funny face I try to mask, and a whistle: I have this laugh that my students like to imitate. It's a giggle that sounds a bit like Scooby Doo. But when my students succeed in bringing out that laugh, they know what they said or did was truly funny. My students also say I make weird faces when I watch them practice. They claim my expressions make them think they are messing up, and as a result, they mess up. Perhaps, students whom I have judged feel the same way. So, I when I want to watch my students at a tournament, I find a big guy to sit behind and peak out occasionally. I have a special whistle when I need to get their attention. Whether walking through an airport or across a campus, when they hear the "whistle" they stop dead in their tracks and look for me.

What's your favorite weekend tournament food item?

I would not be able to survive a tournament without a Dr. Pepper. When we travel to tournaments in the eastern part of the United States, I have to make a special trip to a grocery store to purchase my own supply because they never have them in the snack bars or in the machines.

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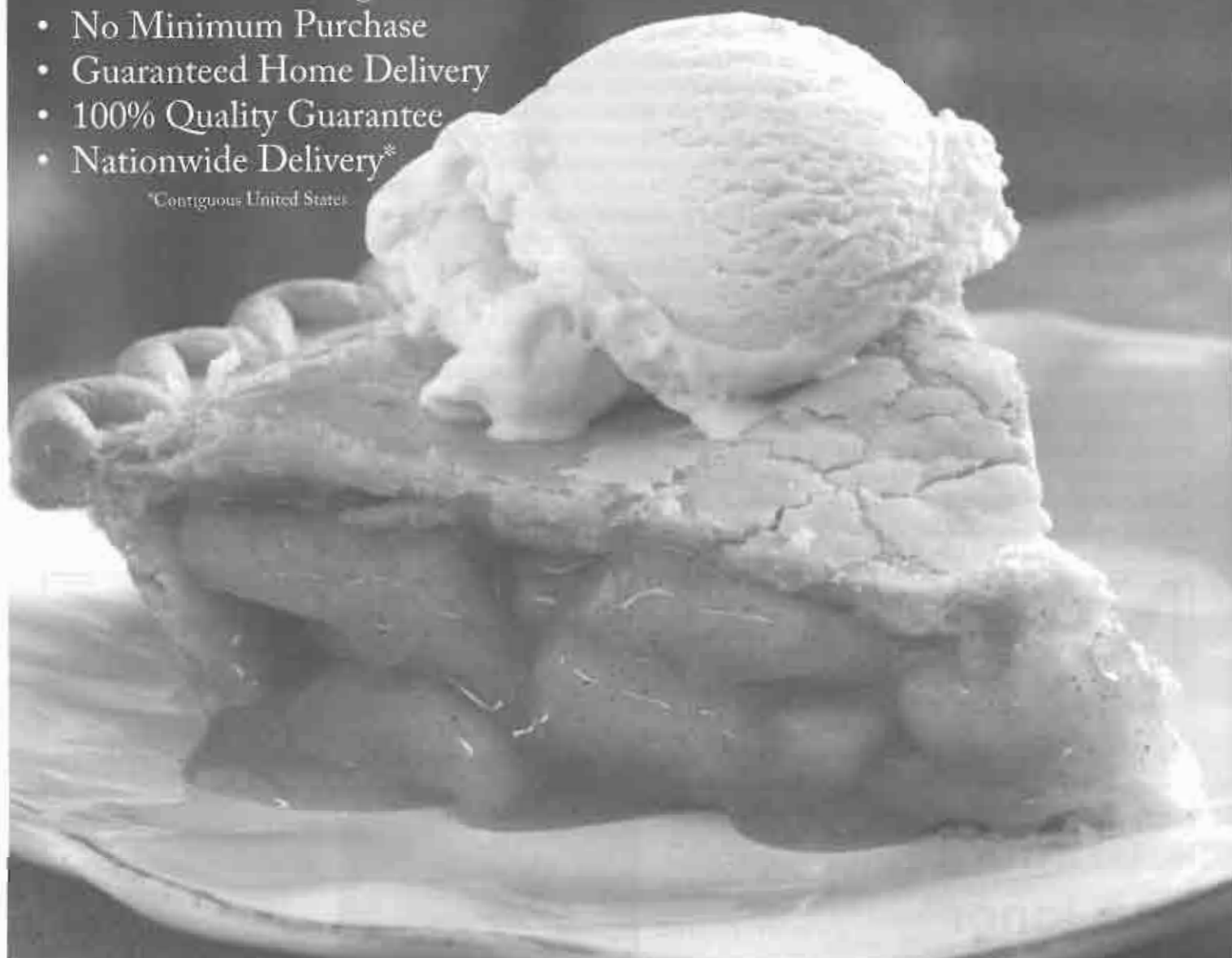
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What Makes Your Speech/Debate Team Room Unique? Why?

Ravon from North Carolina

I think that our room is unique because it holds history in it. When you look in the room the first thing you see is the trophies from past tournaments that our school has won. It shows you trophies from way, way, way, back. So that's why I think our room is unique.

Heather from New York

Our coach's classroom is just like every other classroom in the school but it is nice to walk in there and have other students in there talking about our trophies on the shelves.

Carmen from South Dakota

Our debate team room is unique, because it is where so many different types of people come together and unite as one, never looking at each other in anything but a positive way.

Ashley from California

We have a crazy speech room (to go with an even crazier team). The best part of our room is that the rehearsal rooms are not soundproof. It's great to come into a room and hear multiple HI's, OO's, and Extemp's all being given at once. We like to call it "organized chaos." To add insult to injury...The room the contractors DID soundproof was the coach's office.

Nikole from Arizona

What makes Desert Vista's room unique is that we don't have one. We are spread out around the school and don't have any resources or money and we still are rockin'!

Chance from Missouri

My speech and debate room is unique because of the people in it. The room itself isn't really anything special; white walls, a whiteboard, some various posters and bookshelves, and never ending rows of desks, but when there are two people standing near the north wall of the room squawking about the history of television, someone trying to convince the south wall to adopt a new policy, someone trying to make the east wall cry, and the coach sitting near the west wall and supervising all of this while judging a debate in the center of the room, typing up a tournament attendance list, holding her newborn baby, explaining the concept of student congress to a novice, and reading the newspaper for good evidence articles, the room can be extremely unique in comparison to the rest of town.

Darnell from Texas

It's a place of relaxation and determination, I luv it!

Sean from Illinois

Our school's speech room is very BLAH!...ask anyone on our speech team

and I'm sure you'll get the same answers. The walls are white as is the floor. I guess the only real "EXCITING" part to our room is the color of the maroon cabinets that cover the far back wall. TALK ABOUT FUN!

Sarah from Georgia

Our debate room is much like a family room. Because all of the team members act as family, we gather together in the debate room to socialize and have fun with each other. The room is always warm (mostly from the never ending copier), always cozy (aside from the papers littering the floor, we bring pillows and blankets), and inviting (there are always people moving about, talking and playing music). Our debate room reflects the team: comfortable and family like.

Tyler from Arizona

Our speech room is unique because of the vast array of wildlife that resides in it. We have 3 monkeys in cages, 6 iguanas that we feed Policy debaters to, and a couple of mountain lions. When the extempers don't picket fence the tournament, we feed them to the mountain lions. We don't do extemp any more.

Ronnoc from California

In my classroom, our teacher has a microwave, a refrigerator, and we have a school store. Come on, what other debate room sells chapstick, playing cards, and tampons.

Challenge

of the Month



Visit the 'Student Resources' section of the NFL website

Nathan from Colorado

The uniqueness comes from the people in it. Many of our team have their second home in Motter's (our coach) room. It is a room that we all feel comfortable in, and all love to spend time in. If you need to find a team member during lunch, chances are very good that they will be in Motter's room, hanging out and having a good time.

Braden from Nevada

Well, there is not anything physical that would make the room unique...but the individuals that enter the room to debate and to deliver speeches are unique in their own many ways. We have funny kids, one really over-mature kid, and some kids that make you stop and say, "Woah!"

Amie from Utah

Our debate team room is our coach's classroom. It has debate and MUN awards and decorations all over the walls. We have our school's "Wall of Fame" which has our coach's personal awards along with plaques of national attendees, debate students of the year, and select mini-biographies of certain stand out students from previous years. On another wall is the MUN flag along with several awards and flags of almost all countries represented at competition. Our final decorative wall has all current NFL students' certificates lined up ac-

cording to number of seals achieved. This section of our "team" room is what you could call our shrine to ourselves. Probably the most interesting part of our room, excluding the shrine, would be our clothes rack. There is a pull out section along one wall of our room where all of our clothes go on the day of a tournament. Overall, I think the only thing our "team" room is missing is all of our awards from the year, but those have to go in our debate case in C-building. My absolute favorite parts of our "team" room, which are only there during competition, are our doughnut table, dance floor, and game "room".

Myles from Alaska

My debate room is a science lab. There is a huge desk at the front where both teams sit but because the lab table is so big, it helps. The room is only used once in a long while, as only one class is taught in it.

Nick from Pennsylvania

Our forensic room, is like no other room, in the sense that it's not a room at all...it's a large closet aside from a conference room.

Kirstie from Nevada

I think that the people in my debate room make it unique because each one of us is unique.

Ron from Missouri

Our speech and debate room is unique because it's more than a classroom; it's more like a house to us. Ms. Morrill is like a mother figure, and our fellow 'squad' members are more than just classmates. We can go there for more than just intro help, or to re-read our ballots from the previous tournament. We can go there for advice, a place to vent when we're angry, a place to cry when we're sad, a place to laugh, a place to make new friends that you never thought you'd make, a place called home.

Robert from Wyoming

Our current season and current total points are displayed in the room...on a bulletin board flanked by a brightly colored big-bird like poster that "holds" the points. It's quite strange. No one else in the state has a bird holding up their team's current point situation. That is why the Saratoga Speech Team's room is so unique.

Chris from Nebraska

In our speech room, our coach posts where we have been and how we have done. She even puts out names in little arrows and if we have gotten superiors, then she will put a star within our arrow. If we get a 50 on our ballot, then she will put us into the 50's Club.



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June 11-24, 2006 • Emory University, Atlanta, Georgia

Under the Direction of Melissa Maxcy Wade

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



Features of the Lincoln-Douglas Division

Under the Direction of Mario Herrera & Tye Tavaras

Experienced Staff: Mr. Herrera is the Lincoln-Douglas coach at Henry W. Grady High School in Atlanta, Georgia. Under Mr. Herrera's leadership, Grady High School's Lincoln-Douglas program has gained national recognition with numerous nationally ranked debaters. Tye Tavaras, currently an Emory student, was a nationally competitive LD debater in high school winning numerous accolades, including being ranked in the top five at the Tournament of Champions her senior year.

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

Features of the Policy Division

Under the Direction of Bill Newnam

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

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

Features of the Public Forum Division

Under the Direction of Alysia Davis

Experienced Staff: Alysia Davis is currently a PhD candidate at Emory University and has extensive background both as a debater and a coach. In her spare time, Alysia has also been an integral part of Emory's debate team's coaching staff on numerous debate tournaments. This will be Alysia's second year directing the Public Forum Division of the Institute.

Flexible Curriculum: Students will have extensive training in critical thinking, public speaking, and advanced research skills. Students will learn how to dissect topics, structure arguments effectively and persuasively, and adapt to various types of critics. Students will have the opportunity to participate in numerous practice debates as well as a practice tournament during the institute.

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

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



Special Features of the Scholars Program

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

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

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

Select faculty: The heart of any institute experience is your lab leaders, this year the Barkley Scholars has an experienced and accomplished staff consisting of some of the most successful debate coaches in high school and college. Our unique student to teacher ratio (we anticipate 6 to 1 or better) means that students enjoy frequent one on one interactions during drills and research.

Jon Paul Lupo - Assistant debate coach at Emory University - 2000 National debate Tournament winner. As a coach for the past 5 years at Emory Jon Paul has coached 10 NDT First round at large recipients, including the 2001 NDT and CEDA national finalist and the 2004 CEDA National champions.

Ed Lee - Assistant Debate Coach at Emory University- Former Director of debate at University of Alabama - This year alone Ed's Emory teams have reached the semi-finals or later of major tournaments 4 times, including winning the West Georgia Tournament.

James Herndon - Director of debate Chattahoochee High School, Alpharetta, GA - James is in his second year as the coach at Chattahoochee; His teams have reached the late elimination rounds of many national tournaments including the finals of the Tournament of Champions in Lexington, KY. They have also won the Greenhill Round Robin, the Georgia High School Association State Championships and Lexington, MA.

Dr. Joseph Zompetti, PHD - Director of Debate at Illinois State University, Former Director of Debate at Mercer - Joe has been on the ENDI staff for over a decade. While coaching at Mercer his teams consistently reached elimination rounds and qualified for the National Debate Tournament.

Julie Hoehn - Barkley Forum Merit Scholar 2004, sophomore debater Emory University - Julie has debated 2 years t Emory, in that time she has distinguished herself as one of the best debaters on the squad. As a frosh she reached the finals of the University of Alabama. As a sophomore she has cleared at many national tournaments, recently winning the Southeast CEDA championship. Julie will compete in the 2006 NDT at Northwestern



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2006-2007 National Service Debate Resolution Revision

Posting of the Debate Resolution

By Kent Summers

Some coaches and debaters have noticed that the 2006-2007 policy debate resolution now listed on the NFL and National Federation of High Schools (NFHS) Web sites is different from the national service resolution which appeared on the ballot for topic selection. The purpose of this article is to explain what happened between the time of the national vote and the most recent posting of the debate resolution.

First, some background concerning the process: The NFHS annually facilitates the topic selection process for policy debate. The process stipulates that a meeting of state delegates is held in August with approximately 10 potential topics to be considered initially. The NFHS Wording Committee, with input from all delegates and attendees at the meeting, carefully word one resolution for each of the potential topics. Finally, through a formal voting process, the delegates narrow the field of potential topics from ten to five. These five topics are then sent to the states with instructions to vote and narrow the field to two with a final balloting process held after that to select the topic. The national topic selected then comes back to the Topic Selection Committee which fine tunes the wording.

Historically, the Topic Selection Committee makes very few changes in wording following the final vote. Over the past few decades only two resolutions have been changed after the national vote, and both wording changes were minor. This year the Topic Selection Committee felt it was necessary to make more sizeable adjustments in the wording for reasons which are explained in the following paragraphs.

This process was followed to select the 2006-2007 topic and the ultimate choice

was National Service. After weeks of research on the new topic, however, the following problems with the original wording of the resolution were determined:

1. Too few affirmative cases (perhaps only one) fall under the umbrella of "mandatory national service."

When the Topic Selection Committee worded the topic, it was believed that affirmative teams would be able to choose whether the people serving would be those just graduating from high school, persons being released from prison, persons receiving welfare payments or the elderly. Yet searches of the term "mandatory national service" disclose that this term is used almost exclusively in the context of a proposal to reinstitute the military draft with an option to serve in organizations such as AmeriCorps or the Peace Corps.

It should be remembered that this proposal is ONE affirmative case, not several. One cannot require that all young people serve in civilian programs, because such a requirement would eliminate the recruit pool for the volunteer army. Accordingly, an affirmative plan would have to combine military and civilian service in the same proposal. This means that almost all affirmative teams would be defending the same plan; they could have different reasons for doing so, but the plan would be roughly the same.

2. The proposal to reinstitute the military draft has too little support in the real world to make this viable as the only affir-

mative approach.

Charles Rangel, U.S. Representative from New York, has introduced the Universal National Service Act in each of the last three congresses, but the bill has never had more than one or two cosponsors and has never received serious consideration. Senator Kerry originally proposed "mandatory national service" early in the 2004 campaign, but forcefully backed away from the proposal once opponents of the war began claiming that the Bush administration planned to reinstitute the draft. Toward the end of the 2004 presidential campaign both candidacies were attempting to distance themselves from the proposal and, in fact, to characterize the proposal as unrealistic. When the Rangel bill came to a vote in the House in 2004, it failed by a vote of 402 to 2 with only the sponsor and cosponsor voting for it.

3. Since only one affirmative plan clearly meets the "mandatory service" phrase, debate practice will not remain limited to this core area.

What debaters would likely do is to take apart the phrase "mandatory national service" into the following two parts: "mandatory" and "national service." All affirmative plans (on any topic ever debated) have some mandatory components; in fact, debaters refer to the parts of their plan (again, on any topic) as "mandates."

The only limiting phrase left, then, is "national service." The problem with that phrase is that

many executive departments (maybe all) have "national service" awards and projects. These national service projects go on within the Department of Energy, the Environmental Protection Agency, the Communicable Disease Centers, the Department of Homeland Security, just to name a few. Finally, all of these projects would be done "by U.S. citizens" (the final phrase in the topic). The problem then, is that an affirmative plan with "mandates" could do almost anything within almost any federal agency. The topic, if allowed to go that broad, would become unmanageable.

Many of the problems outlined above were identified during the balloting process last fall but the stated selection process does not allow for any revisions to be made to the wording of the resolution at that point. The only opportunity to revise the wording of the resolution after the national balloting has begun is following the final vote, prior to the final ratification vote by the topic selection meeting attendees the following August.

What is the rationale for selecting the particular wording of the revised topic?

1. Why the "laundry list" (AmeriCorps, Citizen Corps, Senior Corps, etc.)?

The committee considered taking out the word "mandatory" and just leaving the topic the same otherwise. The problem with this approach was that the topic report and the topic paragraph intended this topic to focus on volunteer programs such as AmeriCorps, Peace Corps, and the volunteer army. Yet the term "national service" is used in too many other contexts (it appears in the literature of almost every executive agency and department).

There is precedent for the laundry list; this method was used in the privacy topic of 2000-2001. In this case it seems to be the best way to keep the debate focused on the group of programs that were

mentioned in the topic report and paragraph.

2. Why "increasing the number of persons serving" rather than "increasing participation" or "increasing enrollment" or "increasing enlistment?"

All of these possibilities were explored. "Participation" would allow an affirmative team to propose improved consultation. "Enrollment" is a term used primarily for volunteer programs for AmeriCorps but rarely for the military. "Enlistment" is a term used almost exclusively in the military but rarely for programs such as AmeriCorps or Peace Corps. Ultimately it just seemed best to say it in simple terms: "increasing the number of people serving." This wording will prevent affirmative teams from focusing on providing more equipment to the military (i.e. body armor in Iraq or star wars defense systems), but rather on increasing the numbers enrolling/enlisting/serving. **For teams wishing to propose "mandatory national service," this wording would still allow that.**

3. Why has "by United States citizens" been removed?

The revised topic is pretty long as it is. Also, the term "citizens" was removed from other resolutions that were written at the topic selection meeting in Minneapolis last August because it was agreed that it would generate a rather meaningless critique and topicality debate over the difference between residents and citizens. The phrase doesn't add very much since the programs mentioned are all U.S. government programs.

A conference call was initiated by the NFHS at the suggestion of Bob Kanaby and Kent Summers in an effort to resolve the identified problems related to the wording of the 2006-2007 policy debate topic. Included in the conference call were members of the NFHS Wording Committee (Mike Wallmark, Chuck Ballingall, Ruth Kay, Frank Sferra, David Glass and Teresa Sparkman),

the original topic author (Sandy Patrick), the author of the topic introduction issue of the *Forensic Quarterly* (Rich Edwards), the chair of the NFHS Speech Advisory Committee (Randy Pierce) and Kent Summers, NFHS Assistant Director. During the conference call, the NFHS Wording Committee agreed unanimously on the need for a revision to the original resolution and to the revised wording. The attendees at the topic selection meeting were then given the opportunity to provide their opinion on the proposed revision to the resolution through a straw vote conducted via e-mail. There was overwhelming agreement that the following revised wording be approved for the 2006-2007 Policy Debate Topic:

The United States federal government should establish a policy substantially increasing the number of persons serving in one or more of the following national service programs: AmeriCorps, Citizen Corps, Senior Corps, Peace Corps, Learn and Serve America, Armed Forces.

At the topic selection meeting next August, additional time will be scheduled to discuss the entire topic selection process. The major focus of these discussions will be to determine if changes in the process are needed to:

Prevent the necessity of revising the selected resolution following the national balloting and avoid similar situations in the future.

- Or -

More clearly define a process that could be followed to allow input from debate schools throughout the nation should it become necessary to revise a future resolution following the national balloting.

- Or -

State clearly that no changes in the selected resolution are possible following the national balloting.

(Kent Summers is an assistant director with the National Federation of State High School Associations (NFHS) and administers the fine arts areas of speech, debate, theatre and music.)



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After the first week, we'll have a tournament, then we'll break into research groups and you students will test out their new skills in the library producing their own arguments and filling holes, and then we'll end with a rematch. That's right, a second tournament! If you want to learn debate by debating the topic, this institute is for you. If you want to learn new ways to pretend you're awake during lectures or start a poll on the most comfortable couch in the library, there are many other workshops for you.

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This curriculum is designed for more competitive debaters desiring a more rigorous orientation. The "Experienced Seminar" program is modeled after the teaching methods employed by our own college programs. Students who are accepted for the program will work as a team researching both sides of the topic, sharpening both their knowledge of the topic and debate in a cooperative and interactive seminar-style environment. Group seminars will be held regularly on recent advancements in critical theory, the philosophical underpinnings of the topic, and in-depth explorations of the public-policy slice of the resolution. However, we don't forget Policy Debate. With our well balanced staff, we have one of the best policy curriculum in the country. Sherry Hall, Sarah Halbrook, David Breshears, and Jonah Feldman will lead the students to scour the topic for the most successful policy strategies. We will balance the necessity for generic mainstays and with case specific strategies.

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Jonah FELDMAN, NDT Elimination Round debater for Michigan University, Former Harvard Debate Coach and now University of Texas Debate Coach.

Sherry HALL, Harvard Debate Coach, NDT Champion Coach, 2005 National Debate Coach of the Year.

Brian MCBRIDE, University of Southern California via Northwestern, 3 time first round recipient for UT, coach 2003 NDT champion.

Jairus GROVE, International Relations Fellow, Johns Hopkins University, NDT semifinalist, 2nd speaker 2000 NDT, former Director Chicago Debate Commission.

Dan LUXEMBERG, Harvard University, NDT Semi-Finalist and has qualified to the NDT as one of the sixteen top ranked teams in the country TWICE; a former UTNIF alum, we are proud to have Dan on board with us this summer.

THE SUPER SESSION

SUPER SESSIONers get to experience the INTERSESSION where some of most critically minded work occurs. We treat the intersession like we treat our own college courses on debate. Students will be exposed to some of debate's more recent critical innovations, we'll have practice debates galore, refine our blocks, and even witness a lab leader grudge match or two. The INTERSESSION is a time to hear from the ENTIRETY of the institute staff about their own special knowledge about the topic and debate practices.

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Teddy ALBINIAK, San Francisco State University via Redlands, NDT (National Debate Tournament) quarterfinalist

Paul FLAIG, Northwestern University, NDT first round recipient, coaches at Bronx Science Academy, NY

Ricky GARNER, Former NYU debater, 2003 CEDA National Champion, PhD Student at SUNY Buffalo

Martin GLENDINNING, Director Edmond North High School, NDT elimination round qualifier

Nate GORELICK, Harvard via NYU, 2003 CEDA National Champion, PhD Student at SUNY Buffalo

Claire MCKINNEY, Director Brooklyn Debate Resource Center, assistant coach for the Kinkaid School, graduated Plan II honors

Laura NATHAN, Editor-in-chief INTHEFRAY magazine, NDT qualifier for UT, former coach of the Kinkaid School

Brian PETERSON, Graduate student at the University of Chicago, two-time NDT qualifier, 2005 NDT elimination round participant

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Stefan Bauschard, author and editor of the original "Hitchhiker's Guide to the CX Debate Topic," has moved his innovative talents to Wake Forest to produce the Wake Forest Debater's Topic Guide. The Guide features over 90 essays on the topic relating to topicality, advantage area, affirmative and negative cases, generic counterplans, generic disadvantages, and generic kritiks. A separate section on effective debate research and working effectively on a team is also included. Over 1000 bibliographic references to support topic research are included. **\$40**

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Editor: Sherry Hall



Founder and editor-in-chief of the HARVEX system, Sherry has been a major innovator in delivering debate materials to the high school debate community for over a decade. Co-director of the Harvard Debate program since 1987, Sherry has coached a national champion and a Copeland Award winner. Sherry was selected by her peers in the Best of the 1990's poll as one of the top five judges and top five college coaches during the 1990s – the only woman ever to receive such recognition. As the director of the Harvard High School Speech and Debate tournament, and as a summer institute instructor for over sixteen years, Sherry has consistently maintained active involvement with the high school debate community. Sherry is the Editor-in-Chief of the evidence database.

At the core of Planet Debate's Gold & Platinum subscription services is an evidence database that includes important evidence drawn from the Wake Forest Debater's Research Guide and thousands of cards from Harvard's renowned research libraries that are integrated into winning arguments by Harvard's debaters and coaches. Throughout the year subscribers also receive regular updates on the topic, including over 2000 new cards on summer arguments. The database is built on a foundation of over 45,000 cards that are accessible to you to win any back-file war! Our database features evidence on popular generic kritiks, counterplans, and disadvantages. Evidence from all handbooks that we produce is included in the evidence database -- A \$600+ value. The database is available 24 hours a day, 7 days a week. **Available in Gold, Platinum, and Master Subscriptions**

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Minh A. Luong & Company Topic Briefings



Prof. Minh A. Luong teaches in the Ethics, Politics, and Economics program and is Assistant Director of International Security Studies at Yale University. He founded and directs the Yale Ivy Scholars Program for Lincoln-Douglas Debaters. He has served as International Affairs Council Fellow at the Yale Center for International and Area Studies. He has taught interdisciplinary senior seminars and graduate courses on international relations, diplomacy, negotiations, espionage & economic intelligence, privacy, and security issues. He has appeared on major television and radio news networks and has been quoted in newspapers internationally. His research and teaching on applied philosophy in politics and economics makes him one of the premier authorities on Lincoln-Douglas debate.

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Serving Through and To the Nation

A Preliminary Analysis of the 2006-7 High School Debate Resolution

By Stefan Bauschard¹

Resolved: The United States federal government should establish a policy substantially increasing the number of persons serving in one or more of the following national service programs: AmeriCorps, Citizen Corps, Senior Corps, Peace Corps, Learn and Serve America, Armed Forces.

Introduction

The topic area advertised for vote, and the area paper from which this resolution grew, was articulated as “national service.” Although the resolution lists multiple areas where participation can be increased, I think it is useful to break it down into four areas: Armed Forces, Peace Corps, Citizen Corps, and the others (AmeriCorps, Senior Corps, Learn and Serve America)². Many of the latter areas are inextricably related, and there are better affirmative and negative strategies that apply to each of the four main areas than ones that apply to all of them collectively.

Despite the fact that these areas are relatively unrelated – some deal with foreign service, some deal with domestic service, some will claim advantages that are irrelevant to other areas, and different

counterplans, kritiks, and disadvantages apply best to each – one thing that unites all three or four (depending on your categorization – see footnote 2) is that all call on the affirmative to defend the idea of “national service.” This essential question of the desirability of “national service” is arguably the core question of the resolution, uniting otherwise disparate topic areas.

The “National Service” Question

Since the topic defines the six “national service” programs the affirmative can choose to increase participation in, the question of what specifically constitutes “national service” does not seem to be particularly important. After all, affirmative teams that defend one of these programs are unlikely to lose on “national service” topicality. Nonetheless, it is important for you to unpack what constitutes “national service” when researching for a couple of reasons. First, as will be discussed, many of the programs identified in the resolution perform both “national” and “community” service. Simply acting through one of the listed programs does not mean that the affirmative’s plan is necessarily about national service. For example, helping the

elderly in a community may be a form of community service, but it is arguably not a form of national service. Second, affirmatives will want to defend national service and use that defense as leverage against states counterplans and kritiks. Negatives will want to run kritiks and disadvantages to supporting “national service.” Negatives may attempt to advocate a “floating pic” — an alternative to a kritik that enables the negative to support doing the plan without, in this instance, supporting the idea of “national service.” Teams that understand what national service is, and the different manifestations of it, will be most prepared to engage in debates on its merits.

It is the “Liberal Democrats” and the “Progressives” who believe in government action (conservatives call it “big government”) to improve the human condition. For example, Marc Magee and Will Marshall (2005) of the Progressive Policy Institute support the development of national service programs³. Although they support service in general, conservatives and libertarians are very critical of government-supported national service programs (Bandow, 2000; Bandow,

¹ Stefan Bauschard is the Director of Debate for the Lakeland Public Schools (NY). He is also the President of PlanetDebate.com, co-editor of Wake Forest’s Debaters Research Guide, an Assistant Debate Coach for Harvard Debate, and spends his summers instructing students at the Wake Debate workshops (wakedebate.org). Special thanks to Dr. Rich Edwards, Frank Seaver, and Tim Mahoney for their feedback on this essay.

² Thanks to Dr. Rich Edwards for encouraging me to separate the Citizen Corps from the other three noted in parentheses. Although both the three parentetical programs and the Citizen Corps operate

domestically, the Citizen Corps is run by the Department of Homeland Security and is *less*, though not completely, vulnerable to the states counterplan.

³ Dr. Rich Edwards notes in the forthcoming FORENSICS QUARTERLY that “The Democratic Leadership Council (DLC) and the Progressive Policy Institute have been the prime movers in the effort to expand participation in national service programs....In the 2004 election Senator John Kerry proposed his ‘Contract with the Next Generation’ which suggested that the number of people involved in national service expand from the present 75,000 to one half million.”

◆ Debate Resolution

1996). Other literature on the general merits of national service also exists (Bass, 2005; Brooks, 2005; Dionne, E.J., 2005). It is this fundamental clash of perspectives that will drive much debate on this year's resolution. A strong liberal defense of government action will provide the affirmative with excellent offense against kritiks that throw a "kritikal" spin on any attempt by the government to do good.

Although the Bush Administration took a strong stance in favor of national service at the beginning of its tenure in the White House (Milbank, 2002), the Administration never endorsed mandatory national service and recent budget cut-backs threaten the viability of many of the programs discussed in the resolution. A discussion of the budget status of each of the programs follows below.

AmeriCorps www.AmeriCorps.gov

AmeriCorps workers work to solve problems in one of four areas: Early childhood and elementary school education, crime prevention and victim services, rebuilding housing and helping the homeless, and improving natural wild lands and community environments (BLACK COLLEGIAN, 1994). AmeriCorps is really an umbrella for other programs, such as Habitat for Humanity. AmeriCorps is a "loose confederation of full-time and part-time national service slots that are locally independent and nationally interdependent..., a 'network,' a 'flag' that could fly over Peace Corps and VISTA." (Byron, 1993). Individuals volunteer through AmeriCorps. AmeriCorps then receives grant proposals from various non-profit groups whose workers then fill-out paperwork to become AmeriCorps members. Approximately 65,000 Americans serve through various AmeriCorps-supported programs.

An individual can participate in AmeriCorps in one of the following ways:

AmeriCorps National Civilian Community Corps (NCCC). One thousand NCCC participants live in four retired military bases

and are supervised by retired U.S. military officers. Individuals are trained to go directly into communities to do community improvement work. Participants may be teachers' aids in classrooms or may test buildings for lead paint. The program was created in 1993 and originally had a budget of approximately \$400 million. Participants are ages 18 to 24. Volunteers receive a living stipend and nearly \$5,000 to apply to college tuition or student loans. Last year the program was funded at \$27 million, but Bush's new budget proposes cutting it to \$5 million (Lee (2006); SACRAMENTO BUSINESS JOURNAL (2006)). This \$5 million is only enough to shut-down the program.

AmeriCorpsState: AmeriCorpsState works with governor-appointed State Service Commissions to provide grants to state and local public service organizations. The purpose of these grants is to recruit and train AmeriCorps members to meet community needs in "education, public safety, health, and the environment...Sample activities include tutoring and mentoring youth, assisting crime victims, building homes, and restoring parks."

AmeriCorpsNational. The difference between AmeriCorpsNational and AmeriCorpsState is that the national program provides grants to national non-profit organizations, Indian tribes, and consortia that expand across two or more states. The purpose of the grants and the sample activities are identical to what occur at the state level, except that the service organizations include Indian tribes and work at the national level.

AmeriCorpsVISTA. AmeriCorpsVISTA provides full-time members to community service organizations and public agencies to expand programs that benefit low-income individuals.

AmeriCorps engages in both national and community service. According to THE MONROE TIMES (2006), "The mission of AmeriCorps is to strengthen communities and develop leaders through team-based national and community services." So,

everything that AmeriCorps does may arguably not constitute "national service," thus narrowing the topic substantially.

Senior Corps www.seniorcorps.gov

The Senior Corps provides grants and volunteer citizens age 60 and over to Foster Grandparents, a program that connects volunteers with children, the Senior Companion Program, and the Retired Senior Volunteer Program (RSVP) matches senior volunteers with various programs. All of the programs provide Senior volunteers to service individuals in the community that struggle with day-to-day needs. The first two programs offer stipends, the third one does not.

Affirmatives that wish to run SeniorCorps affirmatives could restore the funding that has been cut under the new Bush budget proposal. Participation requirements could also be changed. Lenkowsky (2003) advocates lowering the age requirement and increasing the income requirement for SeniorCorps participants:

By raising the income requirement, lowering the age requirement to 55, and building in more flexibility, the programs not only will operate more effectively, but they should also become more appealing to the 76 million Baby Boomers who are on the verge of retirement but who express less interest in volunteering than previous generations.

The age requirement for RSVP has been lowered to 55, but it remains at 60 for the other two programs.

Learn and Serve America www.learnandserve.org

Learn and Service American provides support to schools, higher education institutions, and community-based organizations that seek to provide learning opportunities to students through service ("service learning").

Citizen Corps www.citizen corps.gov
Citizen Corps is a national service program

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Debate Resolution

that is coordinated by the Department of Homeland Security (DHS). DHS works with a variety of partners, such as the National Fire Protection Service and the Civil Air Patrol, to promote community service programs that "support homeland security and community safety." Since this is coordinated by the DHS, it is conceptually more difficult to imagine the states doing it than the programs just discussed, but since it is state and local councils that actually do the recruiting for the program it is not that difficult to imagine. The Citizen Corps was involved in Hurricane Katrina relief efforts (Citizen Corps, 2005).

Peace Corps www.peacecorps.gov

McCarron (2000) explains the origin and function of the Peace Corps:

The Peace Corps, founded in 1961, trains and sends volunteers to work with people of developing countries on grassroots improvement projects. Since its inception, over 150,000 Peace Corps volunteers have served in more than 130 countries. Volunteers serve for 2 years and return as "cultural ambassadors," educating the U.S. public about other countries and their customs. During their assignment, *Peace Corps* volunteers are immersed in their host country's culture. Living among the people with whom they work, *Peace Corps* volunteers make a positive contribution to their host country and promote goodwill between it and the United States. *Peace Corps* applicants must be over age 18; there is no upper age limit. They also must be U.S. citizens. Almost all volunteers have at least a bachelor's degree, but some applicants without a college degree qualify with 3 or more years of work experience.

Although the Peace Corps is to receive a small increase under Bush's proposed 2007 budget, it will be cut substantially in future years:

"Discretionary spending beyond next year are simply numbers filled in to make a future deficit look small," Riedl

said. *"Those discretionary numbers are driven by the goal to cut the deficit in half by 2009." To meet that goal, Congress would have to embrace a sustained effort to cut even the most sensitive programs.* Under the Bush figures, student financial assistance would plunge, to \$13.7 billion in 2010 from \$19.2 billion this year. By the end of the decade, higher-education assistance would be cut nearly in half, to \$1.1 billion from \$2 billion. *Numerous programs Bush favors for increases in 2007 would find their budgets in steady decline from there, including the Women, Infants and Children's nutrition program, the Home Investment Partnerships program, which promotes homeownership, homeless assistance grants, the U.S. Marshals Service and the Peace Corps.* (WASHINGTON POST, 2006).

Affirmatives may wish to simply restore this level of funding and claim the general benefits associated with the Peace Corps as advantages. Bridgeland (2002) argues that the Peace Corps generates a strong image of the U.S. abroad, an image Joseph Nye (2004) argues is important to our "soft power."

Other, more specific, plans are also advocated in the literature. A USA TODAY (2005) article contends that the Peace Corps should recruit more professionals with greater technical expertise to assist with such projects as agricultural development and Information Technology advancement. Wolf (2005) argues that gay couples should be allowed to co-habitate and participate as couples in the Peace Corps. Although gays are not prohibited from serving in the Peace Corps individually as they are in the military, they are prohibited from serving together as heterosexual couples are. Wolf explains:

But it turns out you are not worth a damn thing to the Peace Corps if you're queer—unless you want to give up your partner. Jamie pulled up the Peace

Corps e-mail address and I sent off a brief note of inquiry asking what the process and the options for a gay couple would be. The response was very brief: "We don't recognize or accept gay and lesbian couples as partners."

Armed Forces

The "Armed Forces" are "People on *active duty* with the United States Army, Air Force, Navy, Marine Corps, or Coast Guard" (South Carolina Community Profiles, <http://www.sccommunityprofiles.org/glossary.asp>). This is probably the most commonly understood and intuitive definition of the term and it permits the affirmative to do what one would expect: recruit more troops.

Other definitions include the entire military organization: "The armed forces⁴ of a state are its *military organization*. They exist to further the foreign and domestic policies of their governing body. They may consist of both military and paramilitary forces (en.wikipedia.org/wiki/Armed_forces). So the Affirmative doesn't necessarily have to just increase the raw number of troops, but they can also arguably increase the number of administrative individuals in the Armed Forces. For example, the Affirmative could expand the number of human rights monitors in its Iraqi detention camps.

One important thing to note is that the "Armed Forces" do not include people in the Central Intelligence Agency (CIA) or the Department of Homeland Security (DHS). Many proposals to expand "national service," particularly those that favor widespread national service, include placing individuals in jobs such as border patrol or port security guards. Those proposals are arguably not topical under this resolution because they involve placing persons in programs outside the parameters of any of the programs listed. Affirmatives may be able to push the envelope some by claiming that these

⁴ Rich Edwards pointed out to me that this use of the term is *not* capitalized and that the term is capitalized in the resolution. So, this more general reference to the "organization" is likely not definitional.

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Debate Resolution

individuals are part of the citizen corps, but they are not part of the Armed Forces.

Moreover, the "Armed Forces" does not include people in the National Guard because those individuals are not considered to be on "active duty" – "In the United States military active duty refers to military members who are currently serving full time in their military capacity...Members of the Military Reserves and National Guard are not considered active duty⁵" (wikipedia.org/wiki/Active_duty). This is important because it likely means that cases that attempt to create a general national service corps of people who are generally available to provide homeland security and fill-in with basic tasks while troops are stationed overseas (Moskos, 2005) is not topical.

Although the CIA, for example, is an intelligence agency that operates outside of the DOD, there are intelligence agencies that operate within the armed forces. The Air Force (<http://aia.lackland.af.mil/aia/site.cfm>), The Army (<http://icon.army.mil/>), the Navy (<http://www.nmic.navy.mil/>), and the Marine Corps (<http://www.nmic.navy.mil/>) all have their own intelligence services. Affirmatives could recruit individuals to improve each of these.

The original topic wording required the affirmative to implement "mandatory national service." While Israel and some countries in Eastern Europe have programs that require/mandate that all citizens participate in two years of national service, there is very little support for such an idea in the United States, and even most European countries are moving to phase-out their programs. Nonetheless, there are advocates for draft (Galston, 2004; Moskos, 2001; Rangel, 2003). And debates on the draft introduce debaters to some of the core issues on the topic, such as military readiness and the argued need for civic engagement and service to the nation. Most commentators and scholars writing

in the area of military readiness support greater efforts to recruit more volunteers (Moskos, 2005; Lacy, 2003; Boot, 2005a). Mines (2005) argues for 125,000 troops, O'Hanlon (2004, 2005) for 30,000 more. MacKubin (2006) argues that the army needs to expand from 43 to 48 combat teams. Boot (2005) argues that we should let foreigners into the military. These scholars far outnumber the number of individuals that support a draft. Rangel's bill only had three co-sponsors and failed 404-2 when it came to a vote in the House. Even Moskos (2005) has backed-off the need for the draft. Moskos now argues that sufficient incentives could be provided to recruit 10% of the college graduating class and that those individuals could adequately meet our national needs. For more on the draft debate, see Mjoset (2002), Duindam (1999).

Affirmatives are, of course, not limited to cases that more generally increase the number of persons, particularly troops, serving in the Armed Forces. The DOD's Quadrennial Defense Review (QDR) (February 2006) lays out a number of things that the military does that the affirmative could recruit more people to do better or on a more widespread basis. These include foreign disaster relief, such as for the Tsunami of 2005 or the earthquake in Pakistan, domestic disaster response for things like Hurricane Katrina, increased drug interdiction, the development of special forces (Shanker, 2005), and improving the quality and quantity of military foreign language specialists (GAO, 2001).

One important thing to point out in regard to these specific affirmatives is that it is *critical* for the affirmative to defend that the number of *persons* serving in these programs need to be increased and not just that greater emphasis should be placed on these things within the programs themselves. This evidence does exist for the foreign language specialists affirmative. As noted by the QDR:

Developing broader linguistic capability and cultural understanding is also critical to prevail in the long war and to meet 21st century challenges. The Department must dramatically increase the number of personnel proficient in key languages such as Arabic, Farsi and Chinese and make these languages available at all levels of action and decision – from the strategic to the tactical.

Beyond the general "readiness" area, affirmatives could also deal primarily with social policy in the military, limiting socially problematic limitations to the number of persons serving in the military. Affirmatives could, for example, lift restrictions on women serving in combat (Skaine, 1999) or gays serving in the military (Fenner, 2001; Belkin, 2003; Herrick, 1996; Rimmerman, 1996).

Advantage Areas

Some of the advantage areas are relatively unique to the particular topic area. First I will discuss advantages that are unique to each of the areas and then ones that apply to both.

AmeriCorps et al Advantages

Job training/employment. Participation in various national service programs could provide important job skills and experience that one could use to obtain a job.

Crime reductions. Participation in these programs is correlated with reduced participation in criminal activity.

Community development/poverty reduction. Supporting projects in communities, such as job training, could reduce poverty and generally improve the environment in communities.

Education. One of the many objectives of AmeriCorps programs, and the main objective of Learn and Service America, is to strengthen education. Advantages that

⁵ Members of the National Guard are on "active duty" when called-up for deployment. This understanding, however, still limits affirmatives that attempt to deploy the National Guard domestically to fight forest fires.

◆ Debate Resolution

stem from improvements in education are likely to be popular advantages in this topic area.

Peace Corps Advantages

Global Development. The original purpose of the Peace Corps was to provide opportunities for American youth to improve the lives of people living in the “underdeveloped” areas of the world – Africa, Latin America, for example. Affirmatives could claim to increase participation in the Peace Corps for a general development purpose or particular purpose, such as preventing cholera outbreaks.

Soft Power. Our ability to make friends and influence others is known as soft power (Nye, 2004). As discussed, substantially expanding the Peace Corps could promote a more positive image of the U.S. abroad, boosting our soft power.

Military Advantages

Readiness. In March of 2005 the Department of Defense released the Quadrennial Defense Review (QDR). In the QDR the Pentagon shifted its focus away from how to meet specific enemies (such as Iran or North Korea) toward how to deal with specific capabilities that any future adversary may possess. The DOD has identified four major threat types:

Irregular threats. These include adversaries that are likely to use terrorism, insurgency, or civil war to obtain their objections.

Catastrophic threats. These threats include threats from Weapons of Mass Destruction (WMDs) – chemical, biological, and nuclear weapons.

Traditional threats. There are the threats posed by traditional state-controlled militaries.

Disruptive threats. These threats aim to undermine U.S. technological advantages, such as its information warfare advantage.

Affirmatives, who must topically increase the number of persons serving in the Armed Forces will argue that more people

are needed in to keep pace with future, and even existing, capabilities and threats. Two recently released (January 2006) studies argue that the current U.S. military, largely due to extended deployments in Iraq, lacks adequate person power. The studies (Krepinevich, 2006; National Security Advisory Group, 2006) argue that the U.S. military faces recruiting shortfalls, that many people are quitting the military, that we lack an adequate number of “boots on the ground” in Iraq, and that we can’t adequately deter other threats because we are tied-down in Iraq. All of this, they argue, threatens our deterrence. The National Security Advisory Group (2006) explains:

In the meantime, the United States has only limited ground force capability ready to respond to other contingencies. The absence of a credible strategic reserve in our ground forces increases the risk that potential adversaries will be tempted to challenge the United States. Although the United States can still deploy air, naval, and other more specialized assets to deter or respond to aggression, the visible overextension of our ground forces could weaken our ability to deter aggression....As a global power with global interests, the United States must be able to deal with challenges to its interests in multiple regions of the world simultaneously. Today, however, the United States has only limited ground force capability ready to respond outside the Afghan and Iraqi theaters of operations. If the Army were ordered to send significant forces to another crisis today, its only option would be to deploy units at readiness levels far below what operational plans would require – increasing the risk to the men and women being sent into harm’s way and to the success of the mission. As stated rather blandly in one DOD presentation, the Army “continues to accept risk” in its ability to respond to crises on the Korean Peninsula and elsewhere.

Although the United States can still deploy air, naval, and other more specialized assets to deter or respond to aggression, the visible overextension of our ground forces has the potential to significantly weaken

our ability to deter and respond to some contingencies. Advocates of increasing the number of troops argue that insurgencies can only be defeated by troops on the ground (Beinert, 2005), that we need more troops to fight additional conflicts, such as in the Taiwan Strait (O’Hanlon, 2005), and the need for Iraqi and Afghani stability (Mines, 2005).

Despite the conclusions of these studies there is far from universal agreement that the military faces a *personnel shortage*. Defense Secretary Donald Rumsfeld strongly disagrees with the idea that the military suffers from troop shortages. Rumsfeld argues that our readiness in the modern world requires a *high-tech* military that can exploit its economic weaknesses. Rumsfeld opposes creating a larger military that would sap resources from his defense transformation and at the same time recruit soldiers unable to use the military’s new high-tech tools. The importance of *troop levels* in sustaining readiness is wide-open to debate.

U.S. Leadership. Sustaining a military of appropriate size and boosting our readiness is arguably important to our overall global leadership and hegemony.

Cross-Cutting Advantages

Civic engagement. This advantage is more strongly linked to the “AmeriCorps et al” group of cases than the Peace Corps and military groupings, but it applies to those as well, particularly if it is a draft affirmative. The civic engagement advantage stems from the idea that Americans are too focused on individual gain at the expense of their communities (Adams, 1994), an idea that has been well developed by Robert Putnam in his book *BOWLING ALONE*. Declines in civic engagement have been noted by many scholars and pundits (Kaplan, 2005; Crenson, 2003; Oesterle, 2004). When people feel less interdependent they are vulnerable to being kept together through coercion — authoritarianism.

Participation in programs such as Americorp programs has boosted civic engagement, moving people away from this sense of individualism. ABT (2004) notes:

Debate Resolution

Overall, we find that participation in AmeriCorps results in numerous positive and statistically significant effects on members' attitudes, especially with respect to attitudes toward civic engagement. Specifically, participation in State and National programs results in positive, statistically significant effects for all eight civic engagement attitudinal outcomes, while participation in NCCC results in positive, statistically significant effects for half of the civic engagement attitudinal outcomes. Given the strong emphasis on service participation, civic engagement, and community involvement during the programs, we are not surprised to find such a large number of positive civic engagement outcomes.

That last piece of evidence on the value of national service as training for civic engagement does not end the debate, however. Bennet (2003) argues that participation in community service projects actually discourages political participation and Crenson (2003) and Crowley (1999) argue that the programs turn individuals toward "consumerism" and away from "citizenship." And, even the ABT Associates study found that participation in AmeriCorps did not boost leadership skills or build tolerance.

National Service. Tied to, yet distinct from, civic engagement is the question of national service. By inserting the term "national service" the resolution does more than push the affirmative to support the involvement of the individual in the community, but requires the affirmative to defend serving the state (the government). Buckley (1990) celebrates individual service to the state and Rorty (1998) argues for the need to "Achieve Our Country." If the affirmative develops a "national service" focus to the case it will help them generate offense against the states counterplan and kritiks⁶.

General Disadvantages

Politics. In the current budgetary environment there is not a lot of political support for expanding the AmeriCorps-style or PeaceCorps programs. Some support exists for expanding the military in limited ways, but almost no support exists for large-scale expansion or for the draft. Generally, Lenkowski (2003) notes that Republicans are opposed to national service programs: "Republicans generally remained skeptical and, in Congress, actively opposed national service at every opportunity."

Volunteerism. This applies more to affirmatives that advocate mandatory national service, but a strong general argument can be made that when national service is required by the government, or even paid for and organized by the government, it undermines a volunteer ethic and reduces the actual personal value and civic nature of the service (Bennett, 2003). Dowd explains in 2002:

By making government the conduit between those who serve and those who are served, AmeriCorps diminishes authentic volunteering, and in the long-term it could even undermine the non-profit sector. Charities, churches, and synagogues simply cannot compete with a program that pays people to do what was once volunteer work. Nor can they compete with a program that is compulsory.

Spending. The Bush administration has made a serious effort to keep non-defense & domestic spending, and now even national security spending, very limited. Its new budget makes cuts to many domestic programs, including the AmeriCorps programs. Many argue that spending limitations in these areas are critical to send a signal of "fiscal discipline" to the financial markets.

Military Disadvantages

Defense Transformation. This disadvantage argues that the military is currently undergoing a transition to a transformed fighting machine in which limited resources are invested in a comparatively small number of professional soldiers and high-tech weapons. Increasing the number of persons in the military, something Defense Secretary Donald Rumsfeld strongly opposes, will divert financial, training, and equipment resources away from defense transformation (Gray, 2005).

Civil-Military Relations. Imposing more troops on the military could threaten relations between the civilians (Congress) and the military. Undermining civil-military relations could threaten readiness or even risk a coup.

Preemption. If the military were more ready the Bush administration may be tempted to undertake more wars, such as in Iran or North Korea. There is good evidence that a lack of readiness prevented Bush from striking those countries.

Cross-Cutting Counterplans

The Courts. One plan option for the affirmative, or counterplan option for the negative, is the courts. The negative could fiat that the federal district courts or the Supreme Court interpret the various Amendments to the Constitution, existing legislation, or existing court case law to require a particular practice. It will be easy for teams to find cards that say practice "X" violates the law in some way and that it would be struck-down. For example, a team could argue that the military's Don't Ask, Don't Tell policy is unconstitutional and that it should be struck-down by the courts.

The States. The states will have almost no ability to solve affirmatives that deal with the military or the Peace Corps. They will, however, be able to solve most of the volunteer-centered services. Many states have adopted service learning programs, for example. Crenson (2003) explains:

⁶ Thanks to Frank Seaver, Woodward Academy, for encouraging the development of this idea.

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Schools have not abandoned all of these rituals. But there is a pronounced shift from these electoral exercises to “student service learning.” Maryland was the first state to make it a requirement for high school graduation, but other states are quickly following suit. Elementary and secondary school students are expected to “volunteer” for public service jobs with charitable, civic, and public interest groups. Student service learning is also a growing presence on college campuses, and there have been calls to make it a graduation requirement in the state colleges and universities of California.

Some, including the Board of Directors of the Corporation for National Service (2000), even go so far as to argue that many of the national programs should be devolved to the states:

The Board of Directors supports strengthening State Service Commissions and other grantees to increasingly devolve National Service program authorities. State Service Commissions are the operational linchpins. They select and recommend projects for funding and are responsible for the preparation of comprehensive National Service plans for the states. Each State Service Commission, led by 15-25 governor-appointed volunteers, reflects the breadth of the service environment in each state. Three major strategies form the basis of the Board of Director’s recommendation:

Re-allocation. As discussed, there are literally thousands of different problems that could be solved by targeting an increase in the number of persons serving in the programs. Recruiting environmental specialists to clean-up a problem at a particular military base is just one example. Given that it is literally impossible to prepare for all of these different affirmatives, negatives will need to be prepared to run a counterplan to use existing resources/people to solve problems rather than increasing the number of persons in the military or other programs. Disadvantages

such as Spending and Politics can function as net-benefits to these counterplans. Affirmatives may be well-prepared to argue for the need to solve a particular program, but will struggle to argue that participation needs to be increased to do so. A defense of increasing the number of persons will be especially difficult in the military area.

Framework. Although affirmatives will likely be able to identify a number of things that need to be done, and that could be done through one of the listed programs or the Armed Forces, it will be harder for them to defend that the plan must be implemented through one of the programs. For example, it may very well be the case that a particular park may need to be cleaned-up, but that does not necessarily mean that the park has to be cleaned-up via the involvement of AmeriCorps. The negative could counterplan to support solving the identified problem directly without involving AmeriCorps. Affirmatives need to be able to defend not only that the problem that they identify could be solved through the program identified in the plan, but that it *needs* to be solved through that program. This burden will be much easier for the military affirmatives to meet than it will be for others to meet.

Counterplans Specific to the Military

Off-Shore Balancing. Off-shore balancing is a concept that has been developed by Stephen Walt (2005a, 2005b, 2005c) and articulated by other pundits and academics (Pena, 2005; Pena 2006). Off-shore balancing is a way to *reduce* the size of the U.S. military while still countering threats. The basic idea of offshore balancing is that the U.S. could develop a strong military force that could both defend the homeland and deter regional military conflict while pre-positioning the majority of our assets in a slimmed-down military on or near the homeland. Pena (2006) explains: Prior to Operation Iraqi Freedom, the total number of U.S. active-duty military personnel was more than 1.4 million troops, of which 237,473 were deployed in foreign countries. Assuming twice as many troops

need to be deployed in the United States in order to rotate those deployments at specified intervals,¹¹ then more than 700,000 active-duty troops, along with their associated force structure, are required to maintain a global military presence. Since the United States does not in fact have to maintain its current worldwide deployments, U.S. security against nation-state threats can be achieved at significantly lower costs. Instead of a Cold War-era extended defense perimeter and forward-deployed forces, today’s nation-state threat environment affords the United States the opportunity to adopt a “balancer-of-last-resort” strategy. Such a strategy would place greater emphasis on allowing countries to build regional security arrangements, even in important areas such as Europe and East Asia. In 2001, Ivan Eland argued: The regional arrangements could include a regional security organization (such as any newly formed defense subset of the European Union), a great power policing its sphere of influence, or simply a balance of power among the larger nations of a region. Those regional arrangements would check aspiring hegemonic powers and thus keep power in the international system diffuse. Ted Galen Carpenter at the Cato Institute also argues in favor of a balancer-of-last-resort strategy: The United States no longer faces a would-be hegemonic rival, nor is any credible challenger on the horizon. That development should fundamentally change how we view regional or internecine conflicts. In most cases such disorders will not impinge on vital U.S. interests. Washington can, therefore, afford to view them with detachment, intervening only as a balancer of last resort when a conflict cannot be contained by other powers in the affected region and is expanding to the point where America’s security is threatened. Stephen Walt of the Kennedy School of Government at Harvard University echoes Eland and Carpenter in his argument for an offshore balancing strategy: The final option is offshore balancing, which has been America’s traditional grand strategy. In this strategy, the United States deploys its power abroad only when there are direct threats to vital

◆ Debate Resolution

American interests. Offshore balancing assumes that only a few areas of the globe are of strategic importance to the United States (that is, worth fighting and dying for). Specifically, the vital areas are the regions where there are substantial concentrations of power and wealth or critical natural resources: Europe, industrialized Asia, and the Persian Gulf. Offshore balancing further recognizes that the United States does not need to control these areas directly; it merely needs to ensure that they do not fall under the control of a hostile great power and especially not under the control of a so-called peer competitor. To prevent rival great powers from doing this, offshore balancing prefers to rely primarily on local actors to uphold the regional balance of power. Under this strategy, the United States would intervene with its own forces only when regional powers are unable to uphold the balance of power on their own. Solutions to Iraq. The primary, if not the exclusive, cause of U.S. military over-extension is the continuing conflict/insurgency in Iraq. If a solution to this growing quagmire could be found, the burden on the U.S. military would be substantially decreased and it would be more difficult to defend the need to *increase participation*. Negatives should peruse the literature on Iraq in search of solutions to the identified problem(s). Popular past solutions include turning Iraq over to the UN or increasing indigenous training.

Consultation. The U.S. usually consults its allies, particularly NATO, when making large changes to its military posture. Given the past popularity of the consult NATO counterplan, this will likely be very popular next year against cases in the Armed Forces area of the topic.

Military reform. A number of reforms could be made to the military that will increase its effectiveness even at current troop levels. Carafano (2005) proposes reforming military education, restructuring commands, developing a Unified Command, and developing new technologies. O'Hanlon (2004, 2005) proposes other types of restructuring. These counterplans all

fundamentally address the question of military readiness without increasing the number of persons serving in the military.

European Union. I mention the European Union as an *example* of a counterplan that could solve some of the "development-style" advantages to the Peace Corps affirmatives. Net-Benefits to this counterplan include any domestic disadvantages, such as Spending or Politics.

Cross-Cutting Kritiks

General statism and kritiks of "national service." In calling individuals to "national service," the resolution facilitates individual service to the state. Any generic statism/state bad kritik applies to every affirmative on this topic. Particularly in regard to the "AmeriCorps et al" part of the topic, negatives will be able to argue that a given community service program should be supported, but that individuals should not be encouraged to participate in "national service." Specifically, the concept of "national service" is highly "kritikable." If you remember back to history, it was Hitler who originally championed the cause of national service. Grigg (1997) explains:

The concept of "citizen-servant" was also a key tenet of the National Socialist version of collectivism. In a 1933 speech, Hitler insisted that "the higher interests involved in the life of the whole must here set the limits and lay down the duties of the interests of the individual." According to Hitler, the noblest German attribute was a quality called *pflichterfulling* or "fulfillment of duty": "It means not to be self-sufficient, but to serve the community." One favored Nazi slogan was "*Gemeinnutz vor Eigennutz!*" ("The common interest before self!") Nazi author Friedrich Sieburg offered this summary of the Nazi ethos: "There are no more private Germans; each is to attain significance only by his service to the state, and to find complete self-fulfillment in this service." Like Clinton's AmeriCorps and Lenin's Young Communist League, the Hitler Youth were to serve as missionaries for the collectivist state. "This new Reich will give

its youth to no one, but will itself take youth and give to youth its own education and its own upbringing," Hitler announced in a May 1, 1937 speech. Hitler had earlier acknowledged that indoctrinating Germany's youth in his preferred version of collectivism was one of his chief ambitions. "When an opponent says, 'I will not come over to your side,' I calmly say, 'Your child belongs to us already,'" Hitler declared in a speech on November 6, 1933. "What are you? You will pass on. Your descendants, however, now stand in the new camp. In a short time they will know nothing else but this new community."

Moreover, there are a number of kritiks that overlap, or develop out of, the imperialism that is discussed below. Lifton (2000) and Spanos (2000), for example, both kritik the idea of American exceptionalism.

Libertarianism. This kritik would have been more popular if the word "mandatory" had remained in the topic, it does apply well to any affirmative to requires any form of national service. The libertarianism kritik argues that it is immoral to require any form of national service and that it is arguably even a form of slavery (Bandow, 1987).

Biopower/Foucault. Integrating individuals into the state in the name of accomplishing national service not only pulls individuals into the biopolitical control of the government, but also exposes individuals who "benefit" from those programs to both juridical and disciplinary power. Given the popularity of the "Biopower" kritik in the least two years, it is likely to be very popular next year.

Peace Corps Kritiks

Development Kritik. The development kritik will link well to most Peace Corps affirmatives. The development kritik argues that it is racist to try to remaking the "third world" in our image by changing their societies to be like our own. The best single source for this kritik is the DEVELOPMENT DICTIONARY.

Imperialism. Promoting the U.S. way of life on other continents such as Africa is arguably an exercise in Imperialism. This sort of Western imperialism has been

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The Three Week Accelerated Program: The Accelerated Program provides the same high quality seminars and lectures of the Policy Debate Core Curriculum, but with an incredible student to staff ratio of 4:1. This allows the Accelerated Program to guarantee tremendous personal attention to students during argument construction and discussion while allowing the second half of camp to focus on in-round technique and strategy. Accelerated students will debate 20 rounds during the course of the program, allowing debaters to hone their technical and strategic capabilities. Accelerated students may also apply to the Swing Lab, a special program within the session, provided they have previously attended at least one debate institute during the summer of 2006. Accelerated students will receive all arguments produced at camp on disc, as well as an additional paper copy of all negative arguments and their own affirmative.

The Swing Lab: The Swing Lab curriculum focuses on **Expertly Critiqued Debates**. Swing Lab scholars will participate in a rigorous series of at least a dozen practice debates beginning on the second day of the camp, with an emphasis on stop-and-go and rebuttal rework debates. The Swing Lab program provides intensive instruction in **Research, Argument Construction, and Advanced Technique**. The kernels of arguments which are produced by other institutes will be used as a starting point. These arguments will be used by program participants to construct detailed positions which will include second and third level extension blocks, new cases, disadvantages, kritiks, counterplans, and in-depth case negatives. Scholars will be immersed in **Advanced Theory** through seminars that offer unique and rival views on a variety of issues including fiat, competition, intrinsicness, permutations, kritiks, presumption, extra-topicality, the nature of policy topics, and many other issues from the cutting edge of current theoretical discourse. The Swing Lab will be directed by jon sharp. Admissions to the Swing Lab are selective and solely at the discretion of the program directors.

Faculty: Initially confirmed Accelerated Program staff for summer 2006 include:

Matt Fraser - SNFI Program Director; Program Director, Stanford Debate

Robert Thomas - SNFI Academic Director; Policy Coach, Stanford Debate

jon sharp - University of Kentucky

Judy Butler - Augusta Prep

Sara Apel - Texas/Emory Law

Rajat Dhir - Chattahoochee

Mima Lazarevic - Glenbrook South

Toni Nielson - CSU-Fullerton

Eli Anders - Harvard University

Erik Holland - USC

Chen Ni - Chattahoochee

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

The Three Week Core Program: The Core curriculum focuses on preparing students for the upcoming topic and increasing overall debate knowledge through lectures and seminars on the topic and debate theory, directed library and online research, lab sessions, and expertly critiqued practice debates. This balanced approach is available to students of all levels of experience at a reasonable price, while maintaining the high quality of instruction that SNFI is known for. Special advanced and novice sessions are both available to Core participants. Students will work with each other and the faculty on argument construction to create a core set of evidence available to all SNFI students on paper and disk.

"I specifically recommend SNFI because you can't get a staff like this all at once anywhere else. The instructors have so much experience and they are willing to share it unconditionally."

Rebecca Stellato, 2004 and 2005 SNFI Participant

The Four Week Program: The Four Week Program is fully integrated with the Three Week programs, but adds an additional week which focuses on the skills needed to jumpstart your season. Students are guaranteed to get 10 fully critiqued practice rounds in the final week and to participate in very small group workshops to write sophisticated frontlines to a variety of positions. The 4:1 student to staff ratio guarantees that everyone debates at once and that seminars are truly personalized. Four Week students are welcome to apply to the Swing Lab or enroll in either the Accelerated or Core programs for the first three weeks of camp for the first three weeks of the camp. A one week Parliamentary Debate program is held concurrently with the Fourth Week of the Session.

Faculty: Initially confirmed Core Program staff for summer 2006 include:

Matt Fraser - SNFI Program Director; Program Director, Stanford Debate
Robert Thomas - SNFI Academic Director; Policy Coach, Stanford Debate
Cyrus Ghavi - Emory University
Corey Turoff - The Head-Royce School
Jessica Yeats - Idaho State University
Bobby Lepore - Stanford Debate
Shunta Jordan - Pace Academy
Dan Veroff - Edgemont High School
Nichelle Kloserboer - Idaho State University
Bruce Jordan (Parliamentary Debate) - The Bentley School



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2006 Policy Debate

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THE NATIONAL DEBATE INSTITUTE - D.C. offers an exciting opportunity for students to attend a national caliber debate institute at a cost competitive with the fees of most regional camps. The NDI-DC has a hand-picked staff of the best instructors in the nation, and the program curricula have been carefully developed and successfully implemented over the last 10 years. NDI - DC is directed by Robert Thomas, head policy debate coach at Stanford University. Mr. Thomas has more than a decade of experience directing some of the top debate institutes in the nation.

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LINCOLN-DOUGLAS PROGRAM: The LD program focuses on the teaching of theory and technique in combination with a balanced emphasis on seminars and critiqued practice rounds. The program is designed to accommodate students of all levels of experience, with separate labs and primary instructors for advanced and beginning students as appropriate. Initially confirmed as the lead instructor is John Lynch, College Preparatory School.

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Debate Resolution

heavily criticized by William Spanos in his book *AMERICA'S SHADOW*. This also links well to the Armed Forces section of the topic (Boggs, 2005; Falk, 2004; Gardner, 2004; Merry, 2005; Soderberg, 2005).

Military Kritiks

Militarism. It isn't difficult to find evidence that says that the military and the military's use of violence are very bad and that they fail to solve problems (Bacevich, 2005). The Non-Violence Kritik is likely to be very popular this year.

Threat Construction. The threat construction kritik argues that most threats are only imagined and that when we imagine them they tend to become real.

Strategizing

Developing A Negative Strategy

One of the most important things that negatives need to understand when approaching this topic is that there are at least three, and arguably four, related, but also rather distinct, topic areas within this resolution. Negatives should work to develop different strategies for "AmeriCorps et al" affirmatives, Citizen Corps affirmatives, Peace Corps affirmatives, and military readiness affirmatives.

As discussed in the counterplan section, most AmeriCorps-style affirmatives can be solved at state level. Also, it will be very difficult for affirmatives to defend operating with the AmeriCorps, VISTA, or Senior Corps frameworks. Military readiness and Peace Corps affirmatives cannot be solved at the state level. Although these affirmative cases cannot be solved at the state level, they each have a number of strong generic arguments against them. Military readiness affirmatives will have to fend-off strong

kritiks of violence, militarism, and threat construction and defeat the Offshore-Balancing counterplan or similiary "reduce presence" counterplans, such as withdraw from Iraq. Peace Corps affirmatives will attempt to link out of all of these kritiks, but will link well to strong imperialism-style kritiks. Furthermore, many of the advantages that can be claimed from Peace Corps action, for example, can be obtained through the action of the European Union or other international actor. Affirmatives will also have to defend using the framework of the program that they pick.

While the differences amongst these areas speak to the need to develop different negative strategies, negatives that are able to criticize the concept of "national service," and lock affirmatives into supporting it, are likely to have a huge strategic advantage. Negatives can argue that while they support the plan's mandates and at least most of its advantages, they do not endorse supporting "national service."

Choosing An Affirmative

Although affirmatives will have a large number of potential cases to choose from, there will only be a limited number of cases that the affirmative will be able to win from a strategic perspective. As a result, there are a number of important things to consider when choosing an affirmative. First, affirmatives need a strong justification for *federal action*. Without this, affirmatives will repeatedly lose to the simple strategy of the states counterplan with politics and federal spending net-benefits. Second, affirmatives need to choose a case where they can claim large advantages. Relatively simple disadvantages such as Spending and Politics link to all of these affirmatives and have very large impacts that will outweigh small case advantages. Third, affirmatives will have to fend-off strong kritiks that are unique to their area, such as Militarism or the Development kritik. Fourth, affirmatives will

have to defend the framework of the program that they choose. Fifth, affirmatives will have to defend adding *additional persons* to the programs rather than just targeting existing persons and programs. Sixth, affirmatives will have to fend-off a variety of kritiks that link broadly (statism and/or kritiks of "national service"). These kritiks apply to all affirmatives, so they should not necessarily be a factor that determines affirmative choice⁷, but they are something that affirmatives need to overcome. Affirmatives that cannot defend the need for "national service," will likely lose a lot of debates, even if they have a strong defense of their plan and advantages.

Given these restraints, a strong case can be made for choosing an affirmative in the Peace Corps or Military readiness/Armed Forces sections of the topic. These affirmatives have much larger impacts and are not vulnerable to the states counterplan. The kritiks of the military are probably better than the development-style kritiks, but it will be easier for the affirmative to defend the need to act through the military than to defend the need to act through the Peace Corps as many development agencies, such as the U.S Agency for International Development, are capable of accomplishing the plan's goals.

Creative, "out of the box" thinking can even produce some affirmatives that potentially avoid, or even turn, some of the best kritiks of the military. For example, permitting co-habitation of gays and lesbians in the Peace Corps could topically increase participation, but the main advantage would come from the protection of gay rights. Moreover, affirmatives could play fast and loose with this military area. They could, for example, increase the participation of individuals who refuse to use violence in the military or increase the number of human rights activists. Creative affirmatives can simply "kritik" the military right out of the IAC. That being said, there is one strategic

⁷ Different plans, and different areas of the resolution, are more potentially more likely to encourage more defensible conceptions of "national service" than others, so different affirmatives in different areas may have strategic advantages over others. For example, affirmatives that take on a defense of AmeriCorps may have an easier time defending service to and through the state than those taking on a defense of the military – at least from a kritik perspective.

Debate Resolution

weakness to the military affirmatives – the ability to defend the plan in the name of “national service.” A strong case can be made to recruit another 50,000 to 60,000 people in the military to prevent troop overstretch and sustain U.S. readiness. Making a strong case to do that as a form of national service will be more difficult. In fact, outside of the draft literature there is almost no discussion of the importance of recruiting more paid volunteers into the military as a way to promote service to the nation. This literature is more entwined with the cases that are more vulnerable to the states counterplan and otherwise lacking in sizable advantages – AmeriCorps, Learn and Serve America, etc. Moreover, Affirmatives defending these areas of the topic may be able defend a more favorable conception of national service than those advocating military recruiting.

Suggestions for Future/Initial Research

Learning more about each area of the topic will require some additional reading. Given that the three areas of the topic are relatively distinct subsets, it is difficult possible to point you to literature that thoroughly discusses all of them. Even the literature on the general merits of national service does not include sophisticated discussions of military readiness.

The one area where the literature overlaps to some degree is in the discussion of a *draft or mandatory national service*. Although I would not recommend running a mandatory approach as your affirmative because it is nearly impossible to defend, the literature on mandatory national service does access a number of important topic issues, particularly the core issue of service to and through the nation.

Many of the bibliographic resources listed below represent some of the core readings on the topic. Most of them are available online. Debaters who wish to get a jump-start on next year’s topic should delve right into them.

Conclusion

The topic area chosen for debate grew out of the general idea of “national service.”

The resolution requires that this national service be performed through a number of national service programs, meaning that the affirmatives ‘advocacy needs to be one that is in favor of service through and toward the nation. This central issue provides a unifying theme across what is an otherwise relatively disparate list of topic areas and one on which both sides need to be thoroughly prepared.

Good affirmatives will need to provide a strong defense of national service, prove that their plan can actualize it, outweigh strong disadvantages, defend the importance of federal action vis-à-vis the states, fight off highly applicable area-specific kritiks, and defend that it is essential to increase the number of persons serving in one or more of the programs. These are a number of difficult obstacles for the affirmative to jump through, but affirmatives that can do so are likely to be very successful. Negatives should work to make these obstacles as strong as possible. The tougher the obstacles the more likely it is that the negative will prevail.

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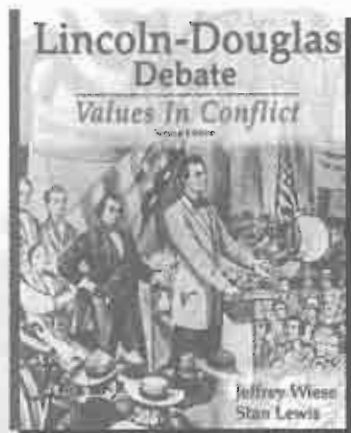


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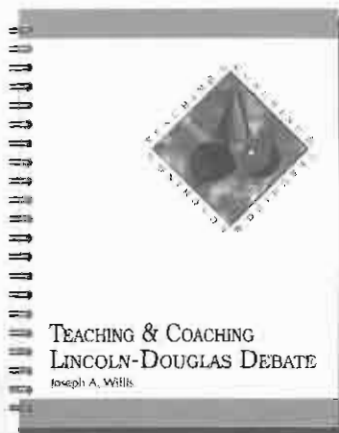
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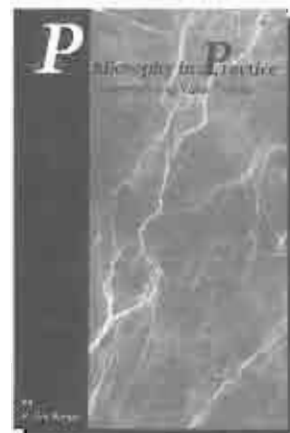


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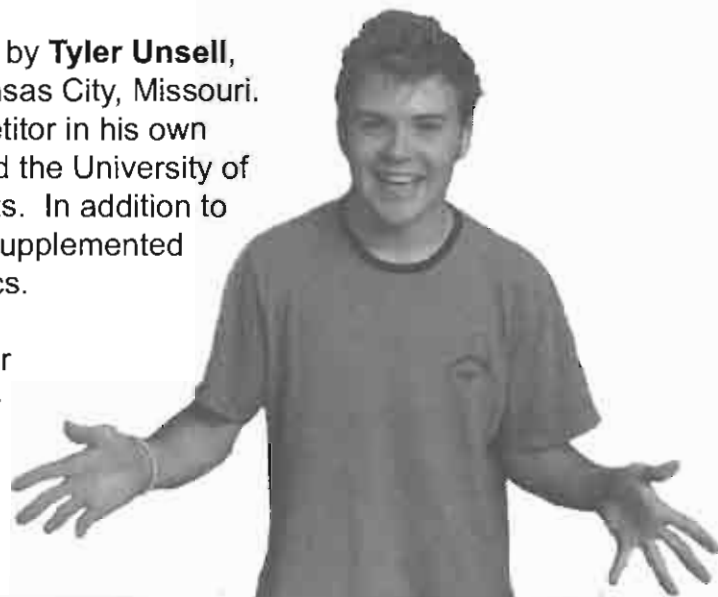
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For a Truth Burden in LD

By R. Eric Barnes

What Constitutes Winning

I remember back in the early 80's, when I was an LD debater, a clever debater friend of mine noticed that one ballot said at the bottom something like, "The better debating was done by ____." He correctly noted that this wording entirely ignored the *resolution* of the debate, and he suggested that (if taken literally) this ballot would allow a debater to win by giving a brilliant set of arguments that had *absolutely nothing* to do with that resolution.

If, for instance, the negative debater totally ignored the affirmative case and presented brilliant articulate arguments in favor of selling Alaska back to Russia, then she might still win the round, even if the resolution was about eminent domain – for it may be true that she did the better debating! Indeed, this same strategy could be adopted even by an affirmative debater. Of course, we never did this back in those days. We didn't take the ballot instructions seriously, just as most judges today ignore the ballot instructions, but we did see the problem with this criterion for what counts as winning an LD debate. That's what I want to talk about: What *constitutes* winning in LD?

First, let's talk about one answer that misses the point. While it is trivially true that the winner is the one for whom the judge votes, that's not the interesting issue. The interesting question is the one that takes up the judge's perspective before he has made his decision. Judges in this position generally take great care to try to discover the right answer to the question, "Who won?" Indeed, if there weren't better and worse answers to this question, then there would be no point in the judge doing anything but flipping a coin! As judges, we all implicitly accept that there is a better answer to the question, "Who

won?"; we work hard to get this answer right on the ballot. So, the real question is, what should judges consider when deciding a debate?

This is a complicated question, and I don't propose to answer it completely at this time. However, a partial answer is defensible in this small space. This answer depends on several assumptions about the nature and virtues of LD debate. In particular: 1) LD should be fair to both debaters; 2) LD should contain clash; and 3) LD should function as an effective educational tool for our students. Let's see where these assumptions lead us.

Everyone agrees that debate should include clash. If we want to encourage clash, then we can either insist that both debaters support opposing sides for some predetermined topic, or we can insist that the negative debater challenges *whatever* topic the affirmative debater proposes.¹ It is both fairer and more educationally valuable for high school students to have a predetermined topic (the resolution) and be able to prepare for both sides of that topic in advance. This allows for better research and preparation, and it encourages debaters to appreciate both sides of the issues that are chosen. So, that implies that the debate should be about the resolution. Since debaters want to 'pick up the ballot', they will do what is necessary to convince judges to pick them as the winner. Thus, because we want to encourage debate about the resolution, judges should reward debaters who do debate about the resolution.

Knowing that judges should reward students who debate the resolution does not mean that we know what constitutes winning the round. However, it gets us closer to an answer than you might sus-

pect. To see this, it helps to introduce a bit more precision. Resolutions are not topics; topics are much vaguer things. If the resolution is something like, "The use of the state's power of eminent domain to promote private enterprise is unjust," then the *topic* is eminent domain, but the *resolution* narrows the focus of the topic and *takes a stand* on it. If students are to take sides and debate the actual resolution, then they need to offer arguments about whether the resolution is more likely to be true or false. Debating about something else (even something else concerning the same broad topic) is avoiding fair clash and reduces the educational value of the event.² In other words, the arguments that both debaters offer should directly concern whether the resolution is more likely true or false. As judges, we should regard any argument that is not relevant to this question, as not relevant to the debate and therefore worthy of being ignored. If LD is to be good educational debate, then we must insist that debaters offer arguments that are relevant to the truth or falsity of the resolution and reward the debater who offers the better relevant arguments with the win.

So, at the end of a debate, if an unbiased audience would be convinced that the resolution is more likely true than false, then the AFF has won the debate; if the audience would be convinced that the resolution is more likely false than true, then the NEG has won. That's a significant part of the answer to what constitutes winning an LD debate, even if it isn't the whole story. More needs to be said about who the audience is, but that's a topic for another day. Right now, let's discuss the implications of what we've gotten so far. We know that demonstrating that the resolution is true or false is the key to winning a round, or in

Lincoln Douglas Debate

other words, we know that the AFF and the NEG have equal 'burdens'. Talk of burdens in LD immediately puts some people on edge, so it is worth making clear what is and is not at stake in the claim being made.

The whole point of burdens is to establish what debaters and judges can take for granted. We all agree that if debater A shows that an opponent's argument is based on a false assumption (e.g., the Holocaust did not happen), then the judge should not give any credence to that argument. We do not expect debater A to *also* provide arguments showing that judges shouldn't give credence to arguments based on false assumptions. Down that path lies regress and madness. Similarly, we can certainly expect debaters to show why an opponent's argument is irrelevant to the resolution, but it is unreasonable for judges to expect them to *also* provide arguments showing that judges shouldn't give credence to arguments that are irrelevant to the resolution. Just showing that the argument is irrelevant is all that they need to do. That's one major impact of accepting truth burdens.

The most important thing to make clear is that very few arguments that anyone might want to make are irrelevant by this standard. Let's consider the current topic again: "The use of the state's power of eminent domain to promote private enterprise is unjust." A very 'creative' debater might want to use some postmodern theory (or just her own analysis) to claim on the NEG side that the state does not exist. This seems a little bit silly to anyone who has lived in the modern *civilized* world for a little while, but perhaps we are all suffering from a mass delusion perpetrated by capitalist ideology, so let's just see what our theory of LD burdens has to say about this argument. If the state does not exist, then the state's power of eminent domain does not exist. Something that does not exist (e.g., the Loch Ness monster) cannot be unjust. Therefore, if the argument works and the audience is convinced that the state does not exist, then this debater will have persuaded the audience that the resolution is more likely false than true. The theory of burdens under consideration thus has nothing to say against using

postmodern theories in LD, so long as they are shown to be relevant.

Another kind of argument I'd like to consider are 'kritiks'. There are many different kinds of kritiks, and some are relevant to a given topic while others are not. Similarly, there are many different kinds of arguments based on the theories of Immanuel Kant (or anyone else), some of which will be relevant to a given topic while others will not. The standard is the same for all kinds of arguments: Does the argument have any implications for the likelihood that the resolution is true? Kritiks are not denied a hearing any more than any other kinds of arguments are. For example, a kritik claiming that justice (and, by simple extension, injustice) does not exist would imply that the eminent domain resolution is false. So, that kritik is perfectly acceptable.

On the other hand, what if a debater offered a kritik saying that *the act of the judge voting* for the NEG debater legitimizes and empowers an oppressive political regime, and so the judge must vote AFF? This claim, however unlikely, might be true, but this would not imply anything about whether the resolution itself was more likely to be true or false. So, this kind of argument would be dismissed as irrelevant. But this is as it should be, for the kritik just discussed is no different in kind from an argument claiming that voting for the NEG is unacceptable because it will have another kind of bad consequence in the real world. For example, it might increase the reputation of coach X who is on verge of taking control of the NFL with the clandestine plan of eliminating LD. Even if this were true, and voting in this way would have this effect, it would be irrelevant and should not be the basis for a judge's decision. In the same way, a referee in the Super Bowl should not be influenced by the fact that team Y has pledged to give all their profits to feed starving children if they win the game. That would be a good consequence, but a good referee will ignore that fact and rule on the merits of the plays only according to the rules of the game. Things are no different in judging debate. The only arguments that matter are those that impact the likelihood of the resolution being true or false.

Some readers might wonder why I am going so far in defending postmodern arguments and kritiks. They might prefer a theory of burdens that ruled them out. I must say that although I agree that many rounds may be muddled by poorly understood postmodernist jargon and sloppily constructed kritiks, there is no theoretically sound reason for excluding these kinds of arguments *as long as they can be shown to be relevant to the resolution*. In fact, this theory rules out very few arguments that debaters are inclined to make, but it does encourage debaters to clearly explain the link between their arguments and the truth or falsity of the resolution, and this should make all judges happier.

Finally, to see the generally open-minded nature of the claim that the debate should be about whether the resolution is more likely true or false, consider the old issue of balance arguments. Some resolutions compare the value of two things, such as, "Liberty is more precious than law." In this case, the NEG needs to argue that it is more probable that "It is not the case that liberty is more precious than law" (or, put more colloquially, "Liberty is *not* more precious than law"). Logically, showing this is *easier* than showing that "Law is more precious than liberty" because it allows you to argue that they are equally precious (they are 'balanced'). I agree wholeheartedly with the conventional wisdom that balance arguments are bad *as a strategy*; however, they are acceptable means of negation *in principle*. Since these arguments are relevant to the resolution, they are not out of bounds. A 'truth burden' (as it is sometimes called) just discourages the most flagrant abuses, like the kind that my old high school friend imagined, and which a few debaters recently seem to be trying. It does not significantly limit the substance of debate *on a resolution*.

In essence, judges shouldn't vote for debaters whose arguments are not relevant to the resolution. This isn't yet the same as saying what the AFF and NEG 'burdens' are, but it isn't a far step away from it. The claim that the AFF needs to support the resolution is just a loose way of saying that the AFF needs to offer arguments showing that it is more likely true than false. This is



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not particularly controversial. What is more disputed is that the NEG needs to offer arguments showing that the resolution is more likely false than true. More often than not, the resistance to this claim comes from people who believe that the NEG just has to refute what the AFF has said.

From an educational perspective, allowing the NEG to win by simply refuting the AFF arguments and not adding any constructive NEG arguments will encourage students to ignore half the interesting intellectual ground surrounding a topic, since the two sides often approach these topics from very different starting places. Students will be better educated if the NEG must present independent arguments showing that the resolution is false. Imagine someone who claimed to fully understand the abortion issue when all she knew were the constructive arguments in favor of the pro-life position and direct criticisms of those arguments. This person would be in for a rude awakening. She would be ignorant of half the debate, because the pro-choice position includes many constructive arguments of its own that go beyond

criticism of pro-life arguments, and these pro-choice arguments can, in turn, be criticized. So, educationally, we owe it to our students to demand more from the NEG. Moreover, it is fairer to expect that the NEG take on an *equal* burden (to show that the resolution is more likely false than true) because it is easier to call another's argument into question than it is to support your own.

If actual judges like you evaluate LD rounds by asking the central question, "Would the arguments just offered convince an impartial audience that the resolution is more likely to be true or false?", then the competition will be fairer, the debates will have better clash, and our students will learn more. Any one of these is an adequate reason for adopting this perspective on judging, but the conjunction of all three is certainly conclusive.

(R. Eric Barnes is a professor of philosophy at Hobart and William Smith Colleges in Geneva, NY, where he is also a member public policy studies program and the debate coach. He is the author of Philoso-

phy in Practice: Understanding Value Debate. He is currently the facilitator for the Lincoln-Douglas Education Project. He received his Ph.D. in philosophy from the University of North Carolina.)

1 Making the AFF challenge the NEG doesn't work for obvious temporal reasons. Interestingly, the second option is not as bad as one might suspect, and it actually works rather well with college debaters in the American Parliamentary Debate Association, as long as a few other rules are added about what counts as a legitimate topic – but nevertheless, this is clearly not what LD debate is about, nor should it be.

2 Someone might object here by claiming that there is equal educational value in learning to respond to non-resolutional arguments. This objection is based on the true assumption that there is some educational value in debates that stray from the resolution, but as a whole the objection fails because there is less educational value in non-resolutional debates. In school (especially college) and in life, one of the key analytical skills is the ability to stay on topic. In other words, students need to learn what counts as an objection, a response, a counter-argument, and an irrelevant tangent. If judges vote on non-resolutional arguments, they encourage their use in LD, and the students are discouraged from making these distinctions and thereby learning these key analytical skills.

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The Wildcat Debate Workshop at KSU is a policy debate institute designed to meet the needs of high school debaters of every experience level. Students who attend can expect training in theory, research, speaking, and learn to master the most relevant arguments on the National Service Topic.

Each student will receive a CD complete with 200 pages of evidence before they arrive. At the WDW, debating starts on the first day!



Workshop Options

One week—July 9th-15th

On campus rate: \$500.00
Commuter rate: \$300.00

Two weeks—July 9th-22nd

On campus rate: \$900.00
Commuter rate: \$500.00

Three weeks—July 9th-29th

On campus rate: \$1200.00
Commuter rate: \$700.00

Coaching Workshop—July 9th-15th

On campus rate: \$400.00
Commuter rate: \$175.00



Kansas State University



www.ksu.edu/debate

NSD Summer Institute
June 26-July 10, 2006
NEW 3rd week option: July 10-July 17, 2006

Grinnell College, Iowa

Cost: \$1,750 for 2 weeks, \$2,625 for 3 weeks

Hurry!

Application Deadline is
May 1, 2006!!



**National
Symposium
for
Debate**

Exciting highlights...

Learn from the best – and become a champion!



Summer Institute

- 4:1 student to teacher ratio
- Students all have their own computer; free printing
- We have added one extra day and no additional costs to the two-week program
- Our students so far have won these tournaments: College Prep, Dowling Catholic, Ohio Valley, Glenbrooks, Homewood, Apple Valley, Blue Key, Iowa Caucus, Greenhill Round Robin, Vestavia Hills, Stanford, Stanford Round Robin, Berkeley and many more local and regional competitions.
- NCFL National LD Champion Coach on staff
- NFL National LD Champion Coach on staff

www.nsdebate.com
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Dedicated exclusively to Lincoln-Douglas Debate
Aiming to enhance students' educational experiences

VICTORY BRIEFS 2006



OUR GUIDING PRINCIPLES

VB staff and students ought to be:

- Fundamentally sound and strategically brilliant
- Rhetorically persuasive and adaptable
- Humble and teachable
- Respected and contributing member of the community
- Believers in providing access to and empower those who wish to compete at any level

Our Commitment to Training Coaches

The Coaches Institute

August 7-13, 2006 on the campus of UCLA
www.victorybriefsinstitute.com

The Victory Briefs Coaches Institute runs in conjunction with the first week of Session II of the Victory Briefs Institute at UCLA. VBCI uses the unique environment of Session II to give coaches the ability to develop universal Lincoln Douglas teaching skills which can be replicated season after season. In addition to being able to participate in seminars and classes taught by the staff of Session II, teachers will have their own curriculum lead by Stacy Thomas of the Hockaday School.

Coaches may also opt to continue with our second week option and be integrated into labs to observe and participate in preparation for the NFL Sept/Oct resolution along side our students. There are no minimum days; we can work with your schedule.

About the Director: Stacy Thomas is the forensics director at the Hockaday School in Dallas and was previously the director of the S. F. Austin program in Austin. Her debaters have been in elimination rounds at many prestigious competitions, including the Tournament of Champions, NFL Nationals, Greenhill, St. Mark's, Glenbrooks, Emory, Harvard, and Stanford. Ms. Thomas judges LD nearly every weekend of the school year throughout the country, is a columnist for Victory Briefs Daily and has previously worked at the Victory Briefs Institute and the Championship Group. She holds an M.A. in education from the University of Texas at Austin with a focus on curriculum development and a B.A. from Northwestern University.

Saturday6AM.com

Saturday6AM is our title dedicated to speech and debate coaches. It offers free advice on curriculum, travel and other helpful tips. The name is to honor the early hour in which many of us rise, out of a love for the activity, to take kids to tournaments. We already have many contributors who donate their knowledge and experience to be shared amongst the speech & debate community. We are still looking for more contributors. Visit us at www.Saturday6AM.com!

NEW TO VICTORY BRIEFS DAILY!

www.QualifierWatch.com

Track all of those who have qualified to NCFL, The Tournament of Champions and NFL! Send in your districts' qualifiers to jon@victorybriefs.com!

Victory Briefs is committed to providing the activity with affordable and outstanding products and services without compromise. For over a decade Victory Briefs has been the trusted source for handbooks and debate instructional material for a number of the country's top NFL schools.

For more information about any of our offerings, please visit: www.victorybriefs.com

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vbi... is...

imagination... intelligent... integrity... inspired... innovative... and our Institute 2006

The Victory Briefs Institute 2006

on the campus of the University of California, Los Angeles

vbi@ucla: july 2-15, 2006 session ii: august 7-20, 2006

coaches institute: august 7-13, 2006

www.victorybriefsinstitute.com

The Victory Briefs Institute at UCLA began in 2001. Since then, the institute has grown in both popularity and experience. We were built on the vision of dedicated debate educators desiring to bring fresh ideas and an innovative curriculum. Today,

with the addition of a number of the top debate teachers in the country, over 700 students have been through our program. What is more, over 200 students have returned to VBI for a second, third, or even fourth time.

With programs specifically designed for both top-caliber debaters, first-time novices, and everything in between, we have become **the trusted institute** for a number of the top NFL programs in the country – many of whom sent more than 10 students to VBI@UCLA & Session II.

We believe our success lies in our staff of more than 60 instructors, each bringing unique perspectives and teaching styles to give our institute, without compare, *the most diverse staff* available next summer. This diversity means that we can give students the tools necessary to win in front of **any judge at any tournament on any resolution**.

Some institutes do a fine job teaching students to win in front of *national circuit* judges exclusively. VBI has built its reputation on believing that the art of successful debating requires the ability to adapt to judges of all experiences and preferences. This belief has paid-off for our alumni. Since 2002, VBI alumni have won not only nearly every major national circuit invitational, but also:

- The **TOC** in 2003, 2004 & 2005
- The **NFL National Tournament** in 2004 and 2005
- The **NCFL Tournament** in 2004 & 2005
- Over 20 **state tournament** finalists
- Dozens upon dozens of **local** and **regional** tournaments

Perhaps, though, we are most proud of our alumni who are now clearing or achieving better records than they had in previous years. We take great pride in the improvement of our entire student body, not simply the excellence of a few who were already successful.

Introducing a program for rising juniors
taught by NFL & TOC Championship
Coach

Mike Bietz

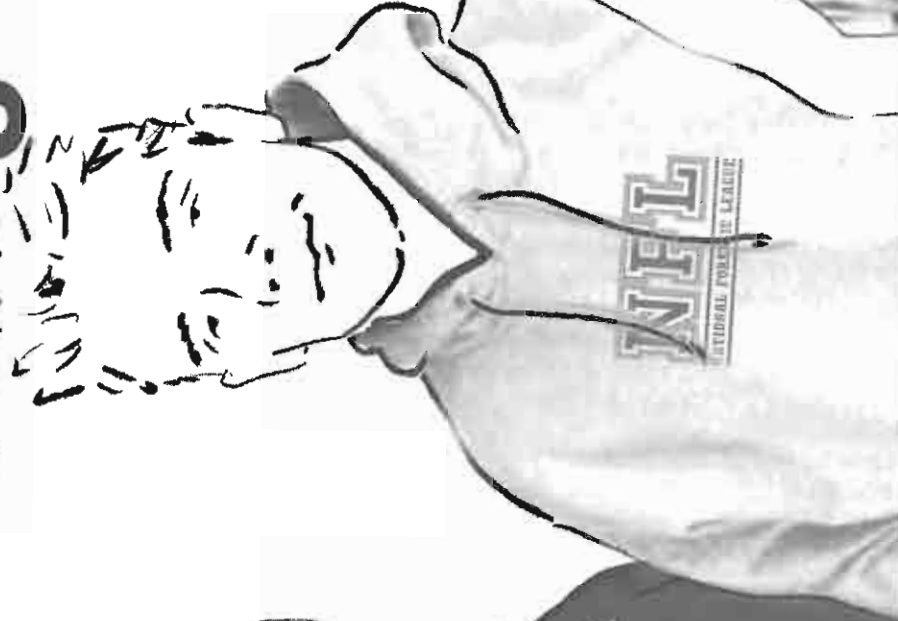
The changing face of Lincoln-Douglas debate is not something that can be ignored. With the ease of electronic retrieval of information, it is no wonder LD debaters are beginning to introduce new ideas and strategies into rounds at all levels. Mike believes that what still makes great debaters isn't the type of argument a debater makes, but rather issue selection, adaptation and superior argumentation. In this program, which will supplement the student's normal lab-work, Mike will work with the nation's top juniors to explore different types of argumentation and its implication on LD debate. Rigorous in scope and depth, the program will be by application-only with limited admissions. Questions can be directed to Mike. His email address is bietz@victorybriefs.com.

Mike built & coached the Edina LD team to national prominence. During his tenure, Edina closed out The Glenbrooks (twice), Greenhill, Hopkins, Blake, Valley, and the Iowa Caucus. He coached back to back State Champions and the 2004 TOC & NFL National Champion. In 10 years of coaching, Mike has had 9 TOC elimination round participants, including the 2004 champion, an NFL 3rd place finisher, an NFL Finalist and an NFL Champion.

Tentative Staff for Summer 2006:

Vikrum Aiyer, Josh Anderson, Stephen Babb, Aracelis Biel, Mike Bietz, Tim Case, Chris Castillo, Tommy Clancy, Neil Conrad, Wesley Craven, Jon Cruz, Jeff Gans, Andrew Garvin, Petey Gil, Leah Halvorson, Ryan Hamilton, Justin Hinojoza, Jessica Huynh, Hirsh Jain, Victor Jih, Nermin Kamel, Ryan Lawrence, David Lebowitz, Amanda Liverzani, Adam Nelson, Larry McGrath, Adwait Parker, Daniel Sheehan, Max Stevens, Peter Van Elswyk, Min Zhang

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Howdy!!! For a preview of your visit to Texas, please visit our website:

www.2006bluebonnetnationals.org

Find information on: Attractions, Facilities, Sponsors, Childcare, Hotels, Activities, Restaurants, Transportation, Schedule, Committees, and the Bluebonnet Club.
The site is updated on a regular basis.

Site sponsored by Brent Hinkle and the Joy of Tournaments.
(www.joyoftournaments.com)

Host Schools

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Information will be available on the NFL Website
www.nflonline.org

- National Registration Forms
 - Hotel Lists
 - Tentative Schedules
- Travel and Lodging Recommendations
 - Direction Venues
 - Restaurants and Sites
- Tournament Photo Archive

Hyatt Regency DFW

Location of Registration, & Thursday & Friday Finals



Hyatt Regency DFW



Spacious

Western Kentucky University Summer Forensics Institute

June 25-30, 2006



The 2006-07 season doesn't begin with the fall tournaments. Next season begins at Western Kentucky University. At WKU, we realize that becoming a great forensics competitor takes more than flash and style. It takes heart, substance and hard work to make national final rounds and master the activity.

Held June 25-30, 2006, on the WKU campus in Bowling Green, Kentucky, the WKUSFI is an excellent choice, both for students who are only beginning their forensics careers and others who have already performed in national final rounds. At the WKUSFI, we take a hands-on approach to camp by combining structure with a relaxed, comfortable atmosphere that strikes a balance between educational and competitive interests while allowing students to learn at their own pace.

Costs for the camp are kept to a minimum: \$300 for in-state students and \$600 for out-of-state students. Our intensive, one-week program features some of the nation's best college and high school forensics coaches along with members of the 2005 International Forensics Association World Champion team, 2005 National Forensic Association-LD championship team, and the 2004 American Forensics Association and National Forensics Association-IE national champion WKU Forensics Team.

Our revamped debate session will focus on the skills necessary to succeed at both Lincoln-Douglas and Public Forum. Instruction in the fundamentals of argumentation as well as more innovative approaches to competitive debate are parts of the core curriculum of the WKUSFI. WKUSFI is ideal for both the novice and advanced debater with different labs for all levels of debate experience.

The individual events section boasts an inclusive student to teacher ratio of 1:4. The instructive environment encourages understanding of the complete forensics process of selection, analysis and making performance choices through a combined approach of group lectures and individual labs. Particular attention is paid to training students in forensics theory and learning the planning process so that students may replicate their experience once camp has concluded.

The WKU Institute offers intensive, personalized study in the following events:

Debate

Lincoln-Douglas and Public Forum

Public Address

Original Oratory and Public Speaking

Interpretation

Prose, Poetry, HI, DI, Duo and Solo Acting

Limited Prep

Extemp and Impromptu

**The deadline for application is
June 1, 2006.**

For more information contact:

**Judy Woodring, Director of Forensics at
judy.woodring@wku.edu
or phone (270) 745-6340.**

Champions *Making* Champions

WKUSFI'06

Great competitors are often the result of great coaching. The staff at the WKUSFI offers a world-class, championship perspective in a relaxed lab environment. The 2006 WKUSFI will feature the following instructors:

Bonny McDonald, WKU -- AFA National Individual Sweepstakes Champion ('02) and 4 collegiate final rounds in three genres.

Glenn Prince, WKU -- NPTE Champion ('04) and coach of the 2005 champion team.

Dawn Lowry, WKU -- Coach of over 50 national collegiate finalists in all 11 events and 3 Individual Events National Pentah Champions.

Jace Lux, WKU -- Delta Sigma Rho National Champion in Persuasion ('00) and International Forensic Association World Champion in Persuasion ('00).

Chris Chandler, WKU -- Delta Sigma Rho National Champion in Duo, DI and Pentah ('96); NFA National Runner-Up in Duo ('96).

Jennifer Corum, WKU -- NFA Top Speaker in Lincoln-Douglas Debate ('05) and International Forensic Association LD World Champion ('04).

Tyler Billman, WKU -- NFA National Champion in Duo ('05) and NFA National Runner-Up in Pentah ('05).

Rick Purrington, Eastview High School, MN -- Coach of NFL National Champion in DI ('05), US Extemp ('04 and '05) and Int'l Extemp ('04).

Casey Garcia, George Mason University -- AFA National Champion in Duo Interpretation ('94) and coach of multiple national collegiate finalists.

Lydia Nelson, WKU -- NFA National Champion in Informative Speaking ('05) and NFL National Champion in Original Oratory ('03).

Logan Scisco, WKU -- NFL National Final Round Champion in US Extemp ('03) and NFA National Finalist in Extemp ('05).

Lauren Nelson, WKU -- NFL National Champion in Impromptu Speaking ('05).

Ben Unanwaowo, WKU -- AFA National Finalist in Informative Speaking ('05) and NFL National Finalist in Original Oratory ('04).

Cornelius Lee, WKU -- NFL National Duo Semifinalist ('05) and Harvard finalist ('04).

Nick Courtney, WKU -- Tennessee State Champion in Original Oratory ('05).

Ashley Litsey, WKU -- CFL National Semifinalist in Prose/Poetry and Kentucky State Champion in Poetry ('05).

Brian Bloss, WKU -- Texas State Semifinalist in Original Oratory ('04) and NFL National Quarterfinalist in Original Oratory ('05).

*For more information, please visit our website at:
<http://www.wku.edu/forensics/sfi>*

2006 National Tournament Hotels

Hotel Name	Rate	Phone	Special Notes	Address	Amenities	Website
Marriott *DFW Airport North	\$95	972-929-8800		8440 Freepoint Parkway, Irving	L,R,F,IP	www.marriott.com
Holiday Inn Express Grapevine	\$92	817-442-5919	Block Code: NFL	309 State Hwy 114 West, Grapevine	OP,CB,F,W,S,L	www.hotelsgroup.com
Hyatt DFW Airport	\$92	800-233-1234	Congress Hotel	International Parkway @ DFW Airport	OP,F,R,S	www.dallas.hyatt.com
Holiday Inn Arlington	\$89	817-640-7712	Block Code = 2-NFL	1507 N Watson Road, Arlington	OP,CB,F,W,S,L,R,IP	www.hotelarlington.com
Wingate Inn-DFW Airport	\$89	972-929-4600		8220 Esters Blvd, Irving	OP,CB,F,W,S,L	www.wingateinn.com
AmeriSuites Grapevine	\$89	972-691-1199		2220 Grapevine Mills Circle West, Grapevine	CB, OP, S, F	www.amerisuites.com
Sheraton Grand DFW Airport	\$89	800-345-5251		4440 West John Carpenter Freeway, Irving	OP,F,S,R	www.starwoodhotels.com
Crowne Plaza Suites - Arlington	\$89	817-394-5000		700 Avenue H East, Arlington	F	www.crowneplaza.com/arlingtonsuite
Quality Inn & Suites DFW Airport North	\$49-82	972-929-4008		4100 W John Carpenter Freeway, Irving	CB, OP, F, W, L,	www.choicehotels.com
Holiday Inn Select DFW Airport North	\$79	972-929-8181	Ask for in-house department	4441 Hwy 114 at Esters Blvd, Irving	OP,F,W,S,R	www.holiday-inn.com
Harvey Hotel DFW Airport	\$72	972-929-4500		4545 West John Carpenter Freeway, Irving	F,S, L,R, IP	www.dfwaairport-harveyhotels.com
Best Western	\$70	972-870-0530		5050 W John Carpenter Freeway, Irving	OP,CB,F,S,L,IP	www.dfwinnsandSuites.com
Super 8 Grapevine	\$65	817-329-7222	Ask for Lee or Maria	250 East State Highway 114, Grapevine	OP,CB,S	www.grapevinechoice.com
Fairfield Inn DFW	\$64	972-929-7257		4800 John Carpenter Freeway, Irving	CB,L	www.marriott.com
Days Inn Irving	\$62	972-621-8277		4325 West John Carpenter Freeway, Irving	OP,CB,F,S,L	www.daysinn.com
Comfort Inn DFW North	\$58	972-929-5757		5000 West John Carpenter Freeway, Irving	OP,CB,F,W,S,L	www.choicehotels.com
Sleep Inn - DFW Airport	\$52	972-929-8888		4770 Plaza Drive, Irving	CB, F, W, L, IP	www.choicehotels.com
Red Roof Inn DFW Airport	\$49	972-929-0020		8150 Esters Blvd, Irving	CB,S,L	www.redroof.com

*DFW (Dallas Fort Worth)

OP= Outdoor Pool

CB=Complimentary Breakfast

F= Fitness Facility

W= Whirlpool

S= Shuttle

L= Laundry Facilities

R= Restaurant

IP= Indoor Pool

Advanced Booking

Reminder: When you book, it is NFL policy that you provide a *two night non refundable deposit* for each room or suite booked. This means *non refundable*. You will be asked to send cash, check, or money order immediately to hold your rooms. If the money does not arrive in a timely fashion your rooms will be canceled and sold to others. Should you choose to use a credit card, the hotel will enforce NFL policy and *bill your card immediately* for the two night non refundable deposit. If you book rooms, you will see charges on your credit card statement prior to nationals.

NFL wishes to eliminate "Speculative" booking ("I will reserve rooms now in case we qualify"); and double booking ("I always book two places and when I arrive I choose the one I like and cancel the other"). If a coach chooses to book excess rooms on several properties, *s/he will pay a two night non refundable deposit for each room they book*, even if canceled later.



IMPORTANT!! Considerations When Selecting and Reserving Hotels at the Bluebonnet Nationals

By 2006 Nationals' Committee

**Please Read Before
Selecting Lodging**

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

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

3. All hotel properties are easily accessible and are within 10 minutes of every Monday-Friday competition venue. Also, the opening ceremony held at Six Flags Over Texas in Arlington (see page 84) is less than 20 minutes from all hotel properties.

4. The Congress Headquarters Hotel is the Hyatt Regency DFW. This hotel is located on the airport property. All Congress competition will take place in this hotel. All NFL schools and guests will receive free in and out toll privileges throughout the week.

5. National Tournament Registration, as well as all Thursday and Friday final round competition, and the National Awards Ceremony will take place at the Hyatt Regency DFW Airport.

6. It is recommended that coaches go to the website links provided on the hotel spreadsheet to determine which hotel fits the needs of their program. All hotels on the list are convenient to the tournament venues.

7. Key Travel Times to Note:
Hyatt Regency DFW to Grapevine High School Venue (5-7 min)

Hyatt Regency DFW to Colleyville Heritage High School Venue (10 min)

Colleyville Heritage HS Venue to Grapevine HS Venue (5-7 min)

Most Hotels to High Schools (10 min)

Most Hotels to Six Flags Over Texas (approx. 20 min)

8. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Grapevine/Colleyville/Irving/Arlington area to get a better perspective on the logistics of travel. The key to a less stressful week is to seriously consider following the above lodging suggestions provided by the National Office.

Additional Tournament Information (Logistics, Complete Driving Directions, Maps, Individual Event Schedules, etc) are available on the NFL website at www.nflonline.org.

~~Register Your Qualifiers for Nationals~~

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

2006 BLUEBONNET NATIONALS

Grapevine/Colleyville, TX
TENTATIVE SCHEDULE AND VENUES
Subject to Change

Contest Venues

Grapevine High School Complex, Colleyville Heritage High School Complex, Hyatt Regency DFW Airport

<u>Date/Event</u>	<u>Time</u>	<u>Location</u>
<u>Sunday, June 18th</u>		
Tournament Staff Registration	8:30am-9am	Hyatt Regency DFW Airport
Tournament Registration	9am-4pm	Hyatt Regency DFW Airport
Tab Room Meetings	9am-2pm	Hyatt Regency DFW Airport
New Coaches and Schools Reception	10am-11am	Hyatt Regency DFW Airport
District Chair Reception and Meeting	Noon-2:30pm	Hyatt Regency DFW Airport
Opening Ceremony	3:30pm	Six Flags Over Texas, Arlington, TX
Late Registration (not recommended)	4pm-6pm	Hyatt Regency DFW Airport
<u>Monday, June 19th</u>		
All Main Event Speech	9am-6pm	Colleyville Heritage HS Complex
All Debate (PF, Pol, LD)	9am-6pm	Grapevine HS Complex
Student Congress	9am-6pm	Hyatt Regency DFW Airport
<u>Tuesday, June 20th</u>		
All Main Event Speech	9am-6pm	Colleyville Heritage HS Complex
All Debate (PF, Pol, LD)	9am-6pm	Grapevine HS Complex
Student Congress	8am-6pm	Hyatt Regency DFW Airport
Schwan's Party	6pm to 9pm	Location TBA
Supplemental Re-Registration	7pm	Schwan's Party (Location TBA)
<u>Wednesday, June 21st</u>		
All Main Events Speech	8am-5pm	Colleyville Heritage HS Complex
Policy, LD, Public Forum	8am-6pm	Grapevine HS Complex
Supplemental Events	8am-6pm	Colleyville Heritage HS Complex
*Rd 7/8 Qualifiers Supplemental Re-Reg.	Noon-1:30pm	Colleyville Heritage and Grapevine HS
Re-registration-Consolation Events	4pm-7pm	Colleyville Heritage Cafeteria
<u>Thursday, June 22nd</u>		
Re-registration-Consolation Events	7am-8am	Colleyville Heritage Cafeteria
All Main Events Speech	9am-Noon	Colleyville Heritage HS Complex
Policy, Public Forum, and LD	9am-8pm	Grapevine HS Complex
Supplemental and Consolation Events	9am-7pm	Colleyville Heritage HS Complex
Duo, Dramatic, and Humorous Finals and Schwan Coach Diamond Ceremony	4pm-9:30pm	Hyatt Regency DFW Airport Ballroom
<u>Friday, June 23rd</u>		
Main Event, Supp, and Cons Finals	8am-5pm	Hyatt Regency DFW Airport Ballroom
National Awards Ceremony	6pm	Hyatt Regency DFW Airport Ballroom

*This year, those students that qualify for Rounds 7 and 8 of main event speech or main event debate that do not qualify for Round 9, will be allowed to enter Supplemental Events (beginning with Round 3) if pre-registered on the original tournament registration.

A Brief Overview of the Tournament Logistics



Please Read Before Selecting Lodging

By 2006 Nationals' Committee

The "Lone Star State" will be an excellent location for the 2006 Lincoln Financial Group/NFL National Speech Tournament. To make planning a little easier, the National Office is happy to provide a preliminary overview of the tournament. Please keep in mind that all logistics are tentative and subject to slight changes.

Sunday (Registration and Opening Ceremony)

This year, the tournament registration and NFL vending EXPO will take place on Sunday, June 18th from 8:30am to 3pm at the Hyatt Regency DFW Airport. At 3:30pm, the local host committee has planned an incredible opening ceremony at Six Flags over Texas in Arlington. Students will enjoy music entertainment and lots of games, rides, and fun. Teams that are interested in attending the opening event should refer to the registration materials provided to order the discounted admission tickets.

Monday and Tuesday (Preliminary Rounds/Schwan Party)

There will be three venues used for the preliminary competition. The Colleyville Heritage High School complex will host the preliminary rounds of all six main event speech events (HI, DI, Duo, OO, IX, and USX). The Grapevine High School complex will host the preliminary rounds of all three debate events (LD, Policy, and Public Forum). The Hyatt Regency DFW Airport will host the National Student Congress.

All main event preliminary competition on Monday and Tuesday will occur between 8am and 6pm on Monday and Tuesday.

The Schwan Party will take place near the two high schools (TBA) in the early evening on Tuesday. Students will re-register for the Wednesday supplemental events at the Schwan Party.

Wednesday (Elimination Rounds/Supplemental Events)

All debaters (Policy, LD, and Public Forum) who qualify for elimination Round 7 will compete at Grapevine High School on Wednesday. All main event speech competitors (HI, DI, Duo, OO, USX, IX) and those students re-registered for supplemental events (Expository, Commentary, Prose, and Poetry) will compete at Colleyville Heritage High School on Wednesday. The Hyatt Regency DFW Airport will host the semi-finals of the National Student Congress.

All competition will occur between 8am and 7pm on Wednesday.

Thursday (Elim Rounds/Supp/Cons Events/Interp Finals/Diamond Awards)

On Thursday morning, debate elimination rounds will continue at the Grapevine High School complex. Main event speech elimination rounds as well as all supplemental and consolation rounds will occur at the Colleyville Heritage High School complex. The National Student Congress will hold its final round sessions at the Hyatt Regency DFW Airport.

On Thursday evening, attendees will enjoy the national final rounds of Humorous Interp., Dramatic Interp., and Duo Interp, as well as the Schwan Coaches' Diamond Ceremony at the Hyatt Regency DFW Airport Ballroom.

Friday (Supp. Cons. and Main Event Finals and National Awards Assembly)

The remaining Main Event final rounds (Original Oratory, U.S. Extemp, International Extemp., Lincoln-Douglas, Policy, and Public Forum) will be held throughout the day on Friday at the Hyatt Regency DFW Airport. All Supplemental Event and Consolation Event final rounds will also be held at the Hyatt Regency DFW Airport.

On Friday evening, the National Awards Assembly will be held at the Hyatt Regency DFW Airport.

Coaches that have any major questions about the logistics of the Bluebonnet Nationals should feel free to contact the National Office at 920-748-6206 or at nfl@centurytel.net.

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When: Policy Debate:
Lincoln-Douglas:
Public Forum Debate:

July 10 - 21, 2006
July 17 - 21, 2006
July 10 - 14, 2006



Where: Park University, Kansas City, Mo.

www.midwestdebate.us

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Linda Box
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2005 NFL Nats
Public Forum Debate
2nd Place Team



Nancy Wedgeworth
Parkview HS, MO.
Coach of
2004 NFL Nats
Public Forum Debate
1st Place Team



Randy Pierce
Pattonville HS, MO.
Coach of
2004 NFL Nats
Public Forum Debate
3rd Place Team

The new Public Forum Debate Workshop at Midwest Debate will emphasize skill development in core areas: resolutorial interpretation; prep time utilization; research skills; case construction; and critical thinking. Activities will include: issues / topics lectures; case writing; practice drills, and tournament competition.

The Midwest Philosophy

- | | |
|----------------------------------|-----------------------------------|
| * Original Student Research | * Experienced High School Coaches |
| * Judge Adaptation | * Ethical Competition |
| * Life-long Communication Skills | * Teamwork |

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Best of International Extemp - 1st & 2nd Place Winners 1998 - 1999 - 2000
Best of Original Oratory - 1st & 2nd Place Winners 1998 - 1999 - 2000



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Grapevine/Colleyville, TX
June 18 - 23, 2006

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Dallas/Ft Worth Area

June 18, 2006 to June 23, 2006

Rates effective from June 1, 2006 through June 30, 2006

"Blu" Corporate/Source Code for online reservations

"B" Rate Code

Local Rates		Daily	Weekly
	Class		
Grand Am / Malibu	GA	\$29.95	\$169.95
Grand Prix / Impala	GP	\$39.95	\$199.95
Suburban w/DVD	SU	\$99.95	\$599.95
Trailblazer w/DVD	BL	\$69.95	\$379.95
Cargo	XV	\$59.95	\$299.95
8/12 Pass Van	8P	\$89.95	\$499.95
15 Pass Van	FV	\$99.95	\$599.95
Mini Van w/DVD	MV	\$69.95	\$349.95

Sales tax is 10%, Airport Fee is 8%, and RPT is \$3.00 per day. **Tax-exempt customers must advise renting agent at the time of rental to remove tax.** Shuttle service is available from DFW and Lovefield Airport. All participants must call rental office for shuttle instructions and location.

Capps

VAN & CAR RENTAL

**For Dallas or DFW Airport
Reservations,**

Contact:

Gary Holton or Chad Calkins

at

972-929-0003

or

800-314-8267

**For Lovefield Airport
Reservations,**

Contact:

Brian Hughes or Joel Garza

at

214-630-6555

or

800-232-3555

All renters must be at least 21 years of age with a major credit card in his or her name. Two additional drivers are allowed at no charge. Additional drivers must be present with a valid driver's license.



Frequently Asked Questions

1. Is parking going to be difficult or expensive?

No – each of the six campuses has ample free parking for contests on Monday – Thursday. Parking at Six Flags for the opening ceremony is included in the ticket price. Parking for Congress contestants and for the Thursday and Friday finals at the DFW Hyatt is free.

2. How far will I have to drive? I heard that you can drive from Dallas to Chicago faster than you can drive across the state of Texas.

While it is true that our state is huge, the tournament venues are all located within a few miles of each other. The two campus complexes are about 8 minutes apart. Travel time from the hotels to the campuses is about 10-15 minutes.

3. How much spending money should I bring?

One of the great things about living in Texas is that costs are lower than most other parts of the country. Food prices are reasonable and gas cost is lower. Concession food prices will be very affordable. Memorabilia will be sold at each campus complex. We will have souvenirs ranging in cost from \$5-\$15.

4. What about the weather? It's hot in Texas isn't it?

Yep – it gets a little warm down here. But June isn't too bad overall. We are typically in the low 90s in June during the daytime. You'll want to bring shorts and sunscreen for exploring. We dress casually here. We compensate for our heat by keeping our buildings really cool. It's not unusual to find a native carrying a sweater into a mall or theater to keep warm.

5. Is traffic hard to navigate?

Managing all those cattle drives makes Texans a bit aggressive in their driving, but the highways are big and open and with nothing but wide, open skies around you it's easy to see signs. We do tend to name our highways after people, so if you ask for directions you may hear something about LBJ when the map says I635. And, if someone tells you to "take the Bush" – that's a tollway here (George H. Bush, not the sitting president). When you have three presidents in 40 years it can get a bit confusing!

SCHOOL OF LIBERAL ARTS



DEPARTMENT OF COMMUNICATION
LAWTON, OKLAHOMA

32ND ANNUAL SPEECH WORKSHOP SPEECH ♦ DEBATE BROADCAST CAMP

HIGH SCHOOL ♦ JUNIOR HIGH

2006 SPEECH-DEBATE-BROADCAST CAMP

Staff members at press time

CAMP COORDINATORS

Tony Allison	Cameron University	Comp Coordinator
Niki Alderson	Muldrow	Asst. Camp Coordinator
Tyler Thornton	Cameron University	Asst. Camp Coordinator
Jim Heflin	Cameron University	College Credit Coordinator
Corla McKenzie	Pawhuska	Beginning IE Coordinator
Paula McConnell	Marlow	Advanced IE Coordinator
Jim Ryon	Norman North	Beginning LD Coordinator
Ashley Bowser	Broken Arrow	Intermediate LD Coordinator
Allen Dobbs	Edmond Sante Fe	Advanced LD Coordinator
Lisa Barnett	Ft. Worth, TX	Beginning CX Coordinator
Gregg Hartney	Jenks	Intermediate CX Coordinator
Michael Patterson	Guymon	Advanced CX Coordinator
Jimmy Smith	Princeton, TX	PFD Coordinator
Harold Mulholland	Vanguard-Waco, TX	PFD Coordinator
Elaine Allen, R.N.	Muldrow	Camp Nurse
Margie Franklin	Lawton	Women's Security
Eric Brown	Lawton	Men's Security
Amonda Bowser	Broken Arrow	Camp Office

SENIOR CAMP STAFF ♦ SESSION I

Michael Blazek	Bishop Kelley-Tulsa	Aaron Kasperite	Choctaw
Emily Bowby	Penn St Univ	Terrese Kizer	Grove
Nick Brodt	Alva, OK	Janis McNutt	Lotta
Erin Clark	Bishop Kelley-Tulsa	Jason Mitchell	Salina, KS
Jennifer Cocanaugher	Texas Tech Univ	Brenda Neal	Verdigris
Fred Collins	Lane Grove	Jason Paris	Cherokee
Sharon Davis	Shawnee	Kathy Price	Tipton
Jennifer Denslow	Oologah	Debbie Savage	Claremore
Carol Duffee	Monrford	Megan Schaunamon	Bishop Kelley-Tulsa
Zach Fort	Cameron	Shonna Vandivort	McCloud
Brandon Gillette	Garden City, KS	Gary West	Purdy, MO
Richard Glover	Tulsa Arts/Sciences	David Williams	Newton, KS
Carmen Harkins	Wilburton	Cosette Wymer	Fairview
Kasey Harrison	Heritage Hall-OKC	Vera Yliso	Grove
Michelle Hendrix	Stillwater		

BROADCAST STAFF

Steve Adams	Cameron University	Matt Jenkins	Cameron University
	Cameron RTV Students		

SENIOR CAMP STAFF ♦ SESSION II

Michael Blazek	Bishop Kelley-Tulsa	Aaron Kasperite	Choctaw
Emily Bowby	Penn St Univ	Jayne Lynch	Dickson
Erin Clark	Bishop Kelley-Tulsa	Jason Mitchell	Salina, KS
Jennifer Cocanaugher	Texas Tech Univ	Tom Richardson	Norman
Fred Collins	Lane Grove	Howard Ritz	Burleson, TX
Chris Cook	Holland Hall	Jimmy Smith	Princeton, TX
Jennifer Danner	Norman North	Stan Standly	Aubrey, TX
Brandon Gillette	Garden City, KS	Russ Tidwell	Garden City, KS
Richard Glover	Tulsa Arts/Sciences	Justin Walton	Cameron University
Jana Harrison	Putnam City North	David Williams	Newton, KS
Kasey Harrison	Heritage Hall-OKC	Kirk Wilson	Putnam City
Michelle Hendrix	Stillwater	Cosette Wymer	Fairview

JUNIOR STAFF WILL ALSO BE ASSISTING WITH ALL DIVISIONS OF CAMP
JUNIOR STAFFERS ARE COMPRISED OF SUCCESSFUL HIGH SCHOOL AND COLLEGE COMPETITORS.

CAMP SESSION I

JULY 9 - 14, 2006

Division I:	Beginning Individual Events
Division II:	Advanced Individual Events
Division III:	Beginning LD Debate
Division IV:	Intermediate LD Debate
Division V:	Broadcast-TV News
Division VI:	Public Forum Debate
Division VII:	CX Debate



CAMP SESSION II

JULY 16 - 21, 2006

Division I:	Beginning Team CX Debate
Division II:	Intermediate Team CX Debate
Division III:	Advanced Team CX Debate
Division IV:	Beginning LD Debate
Division V:	Intermediate LD Debate
Division VI:	Advanced LD Debate

WWW.CAMERON.EDU

TO RECEIVE A DETAILED FLYER CONTACT:

Tony Allison, Camp Coordinator
Cameron University-Communication Dept.
2800 West Gore Boulevard
Lawton, OK 73505-6377
Office: (580) 581-2249 or 357-8655
Fax: (580) 581-2562
E-Mail: tallison@cameron.edu

**LAST YEAR'S
CAMP**
520 STUDENTS FROM
125 SCHOOLS
AND
8 STATES

105
STAFF MEMBERS

STUDENT REGISTRATION-EACH CAMP (ROOM & MEALS INCLUDED)\$355.00

TEACHER REGISTRATION-EACH CAMP (ROOM & MEALS INCLUDED)\$295.00

DEADLINE FOR DISCOUNTED STUDENT RATE IS JUNE 1

AFTER JUNE 1 PRICES INCREASE \$40.00

A NON-REFUNDABLE DEPOSIT OF \$75.00 CAN BE SENT BY JUNE 1 TO SECURE DISCOUNT RATES

DISCOUNTED TEACHER RATES AVAILABLE FOR ASSISTING WITH CAMP

UT Individual Events

Summer, 2006



University of Texas

National Institute in Forensics

We invite you to come and see why UTNIF continues to be one of the largest and most accomplished summer forensics programs in the country. Just a few reasons why our students keep coming back year after year: Incomparable education, superior resources, unmatched faculty, reasonable rates, and best of all— your summer in Austin, Texas!

Our 2005 faculty included 16 instructors who were individual national champions. Some projected core faculty members for Individual Events 2006: Randy Cox (UT), Deborah Simon (Milton Academy, MA), Casey Garcia (George Mason), Frank Rivera (UT), Nance Riffe (Univ. of Alabama), August Benassi (Bradley University), Jason Warren (University of Texas), Mana Hamid (UT/Star Charter), Kristyn Meyer (Illinois State), Kris Barnett (UT/Star Charter), Josh Bone (Yale), Courtney Wright and Melissa Messer (Western Kentucky), Paul Davis and Ryan Hubbell (Arizona State University), Erik Dominguez (Desert Vista HS, AZ), Dana Trunnell (Shadow Mountain, AZ), just to name a few— plus the University of Texas Individual Events Team, and more acclaimed coaches and former state and national championship competitors from Texas and across the country!

Individual Events Main Session: June 25-July 9
Individual Events Naegelin Extension: July 10-13

www.utspeech.net



UTNIF students have been awarded FIFTEEN high school national titles since 1997, **four in 2005 alone**, including:

Jeff Moscaritolo (2005 NFL HI National Champion)
Cory Stewart (2005 NFL DI National Champion)
Ron Kendler (2005 NFL FX Final Round Winner)
Jessica Boyd (2005 NFL Storytelling National Champion)

For a complete listing, please see our website.



Dept. of Communication Studies
1 University Station
Mail Code A1105
Austin, Texas 78712-1105

Phone: 512-471-1957
Fax: 512-232-1481
Email: mrcox@mail.utexas.edu

Congratulations to UT's 2005 collegiate national champions:

Stephanie Cagniart (Extemp & Impromptu), Frank Rivera (Informative Speaking), and Caetlin Mangan (Poetry)

NOTE: Faculty listings contingent upon agreements and subject to change without notice.



UTNIF 2006

The University of Texas National Institute of Forensics

LD DEBATE CAMPS

July 17-August 1

Extension August 1-6

The Intellectual's Institute

Why choose UTNIF for LD?

It's simple, the UTNIF creates a climate for learning that is unmatched for the price. Our staff is committed to teaching philosophy! The UTNIF is not about hype or marketing. For twelve years we've taught champions at every level of competition and scholars who have gone on to attend the top undergraduate universities and colleges in the nation.

Price: UTNIF offers a national quality debate education at the most competitive rates in the country. All proceeds go to scholarships and UT student programs.

Resources: The resources at the University of Texas are fantastic! Students enjoy access to the UT Library system, the 6th largest in the Nation, high speed internet, and a staff dedicated to compiling research that can be used throughout the season. You'll be in Austin, TX! There are few places better.

Staff: The UTNIF staff includes some of the finest debate Lincoln-Douglas minds in the nation. We are thrilled to have as our core staff:

Stacy Thomas, Hockaday school, curriculum director

Kristen Ray, UT Plan II Honors

Kris Wright, UT philosophy major, coach Marcus High

Reed Winegar, Harvard, coach St. Michaels

Matt Kinskey, Stanford

Tripti Bhattacharya, Lynbrook

www.utdebatecamp.com

www.utdebatecamp.com



Bluebonnet Nationals

Childcare Options

We are proud to invite your entire family to nationals! You can coach/judge during the day while your children are in quality childcare facilities and then join your family in the evening for food and fun.

You may contact any of the following to contract child care for your little ones (infants-PK) during the week of the tournament (Monday-Friday). All facilities are used by GCISD teachers and are in close proximity to the schools. While we are happy to provide you with the contact information, neither the National Forensic League, GCISD, nor the Bluebonnet Nationals Executive Committee assume any liability for their use. Limited spaces exist.

La Petite Academy, 2301 Hall Johnson, Grapevine, 817-540-4157
Shanna Fuentes, Director
www.lapetite.com

Primrose School, 2300 Hall-Johnson, Grapevine, 817-416-0404
Molly Crego, Director
www.myprimroseschool.com/halljohnson

The S.S. Noah Playcare Center, 1900 South Main St., Suite 103, 817-410-2866
Hourly and daily flat rates available (ages six weeks – 12 years).

Our school district will provide (for a fee) activities and fun for your older children at KidzU – our summer school program. The program will involve field trips and professional care.

Contact Cindi Timmons (Cynthia.timmons@gcisd.net) for more information. Cindi has a 14 year old and a 3 year old and knows what it's like to juggle family and forensics.

Discover the fun...



**KidzU Summer Camp &
The 2006
Texas
Bluebonnet Nationals**

KidzU is a district operated enrichment and recreational program for school age children. During the school year KidzU offers Before and After School care and during the breaks and summer a full day camp is available. The KidzU Summer Camp plans fun activities, arts and craft projects and games in a relaxed environment at Grapevine Elementary School. The campus is conveniently located within the GCISD school district. An exciting array of educational and recreational themes and activities will be offered to capture the interest of each camper.



Weekly activities include a field trip and swimming at Pleasant Glade Pool, an outdoor pool facility located adjacent to the school. Field trips scheduled for this summer include bowling, swimming, the movies, and area destinations such as The Ft. Worth Zoo, The Dallas Aquarium, Six Flags and The Science Place.

KidzU Summer Camp is full day program which operates during the work week from 6:30am-6:30 pm.

**Summer Camp Rates
For the
Bluebonnet Nationals
June 19-23, 2006**

Weekly	\$150
Daily	\$40

Rates do include two snacks and a sack lunch each day. All activity and field trip fees are included. Campers will receive a summer KidzU t-shirt.

The KidzU campers will
SWIM twice a week at
Pleasant Glade Pool, so
don't forget your towel and
suit on swim days.

Advance registration is
required. To pre-register
for the week, either call
or email the
KidzU office.

Phone: 817-251-5545
Email: kidzu@gcisd.net

Enrollment forms will be
forwarded to you by mail
or email. Specific plans
for the week will be sent
to you by June 1, 2006.



Texas Bluebonnet Nationals Sponsors

We would like to thank the following for their initial support and contributions toward making the 2006 Texas Bluebonnet Nationals an event to remember.

Longhorn Sponsor (Corporate level - \$10,000)

Bickel & Brewer, sponsor of the National Public Policy Forum
www.bickelbrewer.com

University/Institute Sponsors

Baylor University
www.baylor.edu
www.baylordebate.com

Northwestern University
www.debate.northwestern.edu
www.northwestern.edu/NHSI

Planet Debate, A project of the Harvard University Debate Council
www.planetdebate.com
www.harvard-debate.org

University of North Texas
www.debate.unt.edu
www.meangreenworkshops.com

University of Texas
www.utdebate.com

University of Texas at Dallas
www.utdallas.edu

Victory Briefs
www.victorybriefs.com

Texas Communication Organization Sponsors

East Texas NFL District
Lone Star NFL District
Longhorn NFL District
Texas Speech Communication Association
Texas Forensic Association

State of Texas

Texas Economic Development Fund

2006 Texas Bluebonnet Nationals Patrons



Oil Baron (\$1000 and above)

Aaron Suder
Louise Suder

Cattle Baron (\$501-\$999)

James Middleton
Stephanie Wade

Trail Boss (\$100-\$249)

James and Frances Boyd
Stephen Lehotsky and Caitlin Talmadge
Stephen Paul Sanders

Cowboy (\$1-\$99)

Bridget Adell
Harold Keller

For more information on how you can become a sponsor of the 2006 Texas Bluebonnet Nationals please contact Cindi Timmons at cynthia.timmons@gcisd.net, 817-305-4763.

NFL "HONOR" AWARDS



Honor Cords (Twined/Untwined)

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



Chenille Letters

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

Order form

Order Online
www.nflonline.org
"NFL Store"

<u>Quantity</u>	<u>Item</u>	<u>Price</u>	<u>Amount</u>
Graduation Honor Cords			
_____	Twined	14.00	_____
_____	Not Entwined	14.00	_____
Total Order			_____
Shipping/Handling (entire order) +			8.00
Total Cost			_____

<u>Quantity</u>	<u>Item</u>	<u>Price</u>	<u>Amount</u>
NFL Chenille "Letters"			
_____	Varsity (6")	15.00	_____
_____	J.V. (3")	9.00	_____
Total Order			_____
Shipping/Handling (entire order) +			8.00
Total Cost			_____

Ship to:

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

send form to:

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

Bluebonnet Club



Schools across the state of Texas have joined in partnership to host the 2006 Bluebonnet Nationals. The following schools are current members:

Allen HS	Hebron HS	Nolan Catholic HS
Arlington HS	Highland Park HS	Northland Christian School
Arlington Heights HS	Hillcrest HS	Northwest HS
Athens HS	Hockaday School	Oak Ridge HS
Caney Creek HS	Humble HS	Pasadena HS
Centennial HS	J. Frank Dobie HS	Pearce HS
Central HS	James E. Taylor HS	Pflugerville HS
Clark HS (Plano)	James Martin HS	Plano East Senior HS
Colleyville Heritage HS	Jasper HS	Plano Senior HS
Conroe HS	John H. Guyer HS	Plano West Senior HS
Coppell HS	John Jay HS	Red Oak HS
Creekview HS	Joshua HS	Richardson HS
Cypress Falls HS	Katy HS	R.L. Turner HS
Cypress Springs HS	Keller HS	Rowlett HS
Crowley HS	Kingwood HS	Shepton HS
Denton HS	Kinkaid HS	South Garland HS
Denton Ryan HS	Klein HS	South Grand Prairie HS
Dulles HS	Klein Collins HS	Southlake Carroll HS
Duncanville HS	Klein Forest HS	Spring HS
Edward S. Marcus HS	Klein Oak HS	St. Mark's School of Texas
El Paso ISD	LD Bell HS	The Woodlands HS
Episcopal School of Dallas	Lewisville HS	The Woodlands College
Flower Mound HS	Mansfield HS	Park HS
Frisco HS	MB Lamar HS	Timberview HS
Fossil Ridge HS	McKinney HS	Trinity HS
Garland HS	Mesquite HS	Vines HS
Granbury HS	Mexia HS	Westlake HS
Grand Prairie HS	Montgomery HS	William P. Clements HS
Grapevine HS	Naaman Forest HS	Williams HS
Greenhill School	Newman Smith HS	Woden HS
	Nimitz HS	Yavneh Academy of Dallas

For more information on how to become a Bluebonnet Club member please visit our website at www.2006bluebonnetnationals.org or contact Cindi Timmons at cynthia.timmons@gcisd.net or 817-305-4763.



NFL Sponsors

Grand National Sponsor - Lincoln Financial Group



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ConocoPhillips



Public Employee Roundtable

PiKappa Delta



Western Kentucky University



**International Debate
Education Association**



Colorado College



 **NATIONAL FOUNDATION FOR ADVANCEMENT IN THE ARTS (NFAA)**

Nationals Attractions

Grapevine/Colleyville: <http://www.grapevinetexasusa.com/> or ilovegrapevinetexas.com

At the heart of the Dallas/Fort Worth Metroplex is a charming community that transports visitors on a nostalgic trip to yesteryear! Home of Dallas/Fort Worth International Airport, Historic Grapevine/Colleyville, Texas is located just 25 minutes from the sophistication and diversity of Dallas and the cowboy culture of Fort Worth. You will be delighted with the memorable experience you have! Grapevine's Historic District, winery tours, vintage train excursions, Opry musical performances makes Grapevine/Colleyville perfect for your stay in the Metroplex! Grapevine Mills, a 1.6 million sq. ft. mall, adds a new dimension to shopping and entertainment in north Texas! Bass Pro Shops Outdoor World, is a 200,000 square foot sportsperson's paradise complete with Hunting, Fishing, Camping and Golf, virtually anything for the outdoor enthusiast!

Downtown Grapevine

Shop the Historic Downtown Grapevine Association!

Step back in time and relive the proud heritage of Grapevine's forefathers. Walk along the avenues of the historic Main Street District.



Grapevine's Art Walk.

Come and enjoy a taste of life on the Grape Vine prairie! Take a virtual art tour through Tarrant County's oldest settlement...Grapevine, Texas...and view a great collection of public art sculpture.



Grapevine Vintage Railroad and Depot Museum

Our Steam and Diesel engines pull excursion trains drawn from four passenger coaches and two touring coaches. These beautiful coaches date back to the 1920's. We invite you to experience the true essence of rail travel as it was at the turn of the century. Grapevine Vintage Steam Train – the only operational steam train in Texas! The Depot is packed with Grapevine artifacts including a dinosaur footprint from Grapevine Lake.



Grapevine Mills Mall

Located just two miles north of the Dallas/ Fort Worth Airport, Grapevine Mills is the first super-regional, value-oriented megamall in Texas and the Southwest. Over 200 outlet stores are under one roof ..

Bass Pro Shops Outdoor World

The Bass Pro Shops retail store in Grapevine is a leader among DFW hunting outfitters, with seminars and classes on everything from fishing and hunting to gun safety. Aquarium Fish Feeding. Come see "Flo" the record Large Mouth Bass caught by a female angler in Texas (Flo O'Brian) and the Grapevine Lake records for Large and Small Mouth Bass. We also have a Trout Pond that has live trout and ducks.



Grapevine Heritage Center

Stroll back in time and see the skills and craftsmanship developed by our forefathers at this unique complex which is home to a number of historic structures and working artisans. Stop by and see the live glass blowing demonstrations at Vetro.

The Grapevine Opry

One of the premier live country music shows in the country. Show each Saturday night.

http://www.gvopry.com/nav_content.html

Summit Climbing Gym

Summit Climbing Gym is the coolest and most eclectic place around to climb, learn from the best or just hang. We have 12,000 sq. feet of climbing, 33' walls and 120 different routes that are constantly being changed out. You'll love our built in fish tank, our chimney, 2 cracks, overhangs, bouldering area & leather couches. We always have great music going (feel free to bring your favorite CDs in while you climb - must be labeled & non-offensive).

Main Event Entertainment

Our 60,000 Square Foot

Family Entertainment Center Features:

* Bowling * Billiards * Laser Tag * Giant Arcades

Grapevine's Wineries

Grapevine is home to many wineries and tasting rooms as well as the Texas Wine and Grape Growers Association. Tastings, as well as bottle and case sales, are available at the wineries.



Texas Motor Speedway

Texas Motor Speedway is the second-largest sports facility in America and plays host to major league racing, concerts and giant auto shows. 114 West and 135 West.

Golf

Grapevine is home to 3 championship golf courses featuring over 63 holes of some of the most challenging golf in the Dallas/Fort Worth Metroplex.



Grapevine Golf Course

designed by golf great Byron Nelson

Dallas Cowboy's Golf Club

The golf course of Americas' Team

Bear Creek Golf Club

Features two 18-hole championship courses

Located off W. Airfield Drive inside DFW Airport (Special price if staying at Hyatt)

Fun fact: Grapevine has more movie theatres (per capita) than anywhere in the Northern Hemisphere.

AMC 30 (Grapevine Mills Mall)

Cinemark Tinseltown (24)

Irving: <http://www.irvingtexas.com/>

The Movie Studios at Las Colinas Tour

A must for movie fans, Texas' own slice of Hollywood is this motion picture and television production center, host to Robocop, Problem Child, JFK and Leap of Faith. The tour showcases sets, props and other movie memorabilia.





**YOU ARE INVITED TO THE
BLUEBONNET NATIONAL TOURNAMENT
OPENING CEREMONIES
AT**



SUNDAY, JUNE 18, 3:00 P.M.

**FEATURING NFL AND TEXAS DIGNITARIES AND A SPECIAL
MUSICAL TRIBUTE TO THE LONE STAR STATE**

TWO GREAT PLANS FROM WHICH YOU CAN CHOOSE

PLAN #1 (SUNDAY ONLY)

- *ADMISSION TO SIX FLAGS
OVER TEXAS
- *FREE PARKING
- *OPENING CEREMONIES
- *EVENING MEAL

PLAN #2 (SUNDAY PLUS)

- *ADMISSION TO SIX FLAGS
OVER TEXAS
- *FREE PARKING
- *OPENING CEREMONIES
- *EVENING MEAL
- PLUS! PLUS! PLUS!
- *ADDITIONAL DAY AT
EITHER SIX FLAGS OR
HURRICANE HARBOR

PLAN #1 COST—**ONLY \$35** PER TICKET (A \$60 VALUE IF YOU GO ON YOUR OWN)

PLAN #2 COST—**ONLY \$50** PER TICKET (A \$100 VALUE IF YOU GO ON YOUR OWN)

**COMPLETE THE FORM AND RETURN IT TODAY! DON'T MISS OUT
ON ALL THE FUN. EVERYTHING'S BIGGER IN TEXAS AND THIS
EVENT PROMISES TO BE THE SAME!**



**ORDER FORM
OPENING CEREMONIES
BLUEBONNET NATIONAL
TOURNAMENT
JUNE 18, 2006**



NAME OF SCHOOL _____
SCHOOL ADDRESS _____
CITY _____ STATE _____ ZIP _____
COACH NAME _____
COACH E-MAIL _____ COACH PHONE _____

.....

NUMBER OF \$35 TICKETS _____ @ \$35 EACH = _____ TOTAL

(HOLDER IS ENTITLED TO ADMISSION TO SIX FLAGS OVER TEXAS AMUSEMENT PARK, EVENING MEAL, AND PARKING ON SUNDAY, JUNE 18, 2006)

.....

NUMBER OF \$50 TICKETS _____ @ \$50 EACH = _____ TOTAL

(HOLDER IS ENTITLED TO ADMISSION TO SIX FLAGS OVER TEXAS AMUSEMENT PARK, EVENING MEAL, AND PARKING ON SUNDAY, JUNE 18, 2006 AND AN ADDITIONAL DAY'S ADMISSION TO EITHER SIX FLAGS OVER TEXAS OR HURRICANE HARBOR)

.....

PLEASE FIND ENCLOSED

_____ SCHOOL CHECK TO COVER THE COST OF ALL TICKETS ORDERED

_____ PERSONAL CHECK TO COVER THE COST OF ALL TICKETS ORDERED

_____ MONEY ORDER TO COVER THE COST OF ALL TICKETS ORDERED

.....

PLEASE RETURN THIS FORM BY MAY 15TH, 2006 TO:

**DAVID HUSTON, TREASURER
BLUEBONNET NATIONAL TOURNAMENT
COLLEYVILLE HERITAGE HIGH SCHOOL
5401 HERITAGE AVE
COLLEYVILLE, TX 76034**

**(TICKETS REQUESTED/PURCHASED AFTER
MAY 15TH WILL BE SOLD AT THE FULL
PRICE--\$60 FOR THE ONE DAY TICKET;
\$100 FOR THE TWO DAY TICKET)**

National Debate Forum

Your Top Choice in Summer LD Institutes!

- Top Instructors from Across the Nation
 - Affordable Tuition
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 - Superior Research Facilities
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 - Office Hours with ALL FACULTY
- A Decade of Championships, Late Elimination Rounds and State Championships
 - 2004 Alumni Had Over 55 TOC Bids
 - 2005 Alumni Have Over 50 TOC Bids
 - A Debate Family Atmosphere

July 22nd - August 5th
Emerson College, Boston, MA.

Faculty, Application and Program Information
www.Nationaldebateforum.com

The Best of Both Worlds!

The two top summer forensic institutes have joined forces to provide a summer program unlike any other.

July 22nd - August 5th

Emerson College - Boston, MA.

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Facing a Tremendous Retirement Bubble

By Rev. B. A. Gregg

Though Homer's *Iliad* or *Odyssey* are not seen too often in competitive poetry rounds, they remain the greatest works in the canon of Western Literature. This statement is the foundational irony of literature as Homer, growing up in what will eventually become modern-day Turkey, was barely Western and illiterate – not illiterate because he was blind (he was) or because he was stupid (only in the assessment of middle school students forced to battle their way through the *Iliad's* catalogue of ships), but because the Greeks had not really developed letters. Yet, Homer, writing hundreds of years following the events of the *Iliad* and *Odyssey* was faithfully able to name all the names and specify all the places that 20th century archaeologists have proven-out. How was he able to recall specific information of place and person generations-past? Oral tradition. Studies have shown, repeatedly, the accuracy of oral tradition in pre-literate societies... the circumscription of the present by the wisdom of the past.

Speech and Debate coaches readily argue the value of oral communication. We do it everyday when we justify this activity of forensics to parents, students, school administrators, or the school bus driver on early Saturday morning. And we do it very well, as seen in the constant growth in the numbers of students and schools in the National Forensic League. But we perhaps falter in the area of oral tradition... the passing-down of knowledge and wisdom to those coaches coming into the field.

Forensics coaching is facing a tremendous retirement bubble, a generational shift. There are always top-down initiatives to hire more forensics coaches and encourage more communications majors into teaching at the secondary level. These

are great ideas and wonderful programs. But, they are about as useful in equipping new coaches as MTV's *Rock the Vote Campaign* in getting Hillary Duff a Senate seat. The most effective way that this generational shift can be addressed, as this article argues, is from bottom-up, grassroots work at the District and sub-District level that looks at the needs of local, novice coaches and works to meet those needs. Let's identify the needs of a novice coach: 1) Delineating the Crisis, 2) Discovery of Events, 3) Definition of Responsibilities, and 4) Deepening Skills.

Delineating the Crisis

We all remember our first tournament as coach. Running through a forest of dead-lines, forms, dues, parental permission slips, transportation requests, meal vouchers, chaperonage, and hotel reservations, we ended the tournament with a certain numbness that, like a trip to a dentist heavily-handed on the novocaine, lasted for much longer than we originally expected. Over the course of months, we began to get a better grip on the events and the rules, and, after a good long time, we started entering into the judges' lounge less like a heathen trespassing into the Holy of Holies and began approaching the registration table with slightly less timidity than the young boy or girl taking their first communion. Time and experience is the best cure for the novice coach. After all, if you are reading this article, you probably already are an experienced coach who has passed beyond those first difficult years.

But for every coach reading this article, there are twenty others who think that *The Rostrum* is where we speak and the NFL stands for... well, you get the picture. It is no sudden revelation that our profes-

sion is facing a huge generational shift. Beginning in the nineties, high-profile reports on teacher shortages have predicted a rapidly retiring teacher workforce (National Committee on Teaching and America's Future, 1997). But even more depressing is that nearly 110% of all new teacher hires leave in a period of five years (Ingersoll, 2001).

As most forensics coaches are also teachers, these statistics are even more sobering. A school can replace an experienced teacher in the education trenches without too many bumps. But a school has a significant problem in replacing an experienced speech and debate coach with someone with a vague idea that forensics means speaking and not slicing. Continuity within a school and within a forensics program means the difference between having effective programs or faltering ones. Studies indicate that nearly one-fourth of all teacher departures have a negative effect on continuity of a school (Mobley, 1982). I would posit that forensics coach departures have nearly a 100% negative effect on teams. The longer we coach, the more once-great programs come to mind that folded-in on themselves when the coach left that position. It is a basic reality of leadership: an organization is the shadow cast by the leader; and, in respect to our profession, a forensics team is merely the shadow cast by the coach.

The good news is that new teachers are streaming into the field to replace the teachers who are retiring. There are animate bodies standing in front of classrooms across America. But, as many of us who have been teaching for a while see, many new teachers are right now trying out teaching to see if they want to continue in the career. As Bob Button, retiring speech and

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Tim Janas

◆ Forensic Coaching

debate director of the Virginia High School League put it, many new teachers are in the process of determining their commitment just to the art of teaching, never mind coaching. New teachers are lured into teaching from universities and school districts with the promise of summers off, regular breaks, classroom obligations from eight in the morning until three in the afternoon, health care, and retirement. Once hired, new teachers face apathetic students, territorial colleagues, demanding administrators, lesson plans for every class, class loads that change each quarter, and supplies that melt faster than an April snow shower.

Into this unexpected reality, we thrust the overwhelming responsibility of coaching the speech and debate team. Think about it. Football - one season. Track - one season. Baseball - one season. Forensics - we start in August and go through until Nationals in June. Hmmm. And when is this new extracurricular obligation going to occur? Just about every Saturday. And the pay for this coaching obligation? In most schools, the football coach can hire us to wash his personal golf cart and, while he's sitting back and watching footage of the Game of Century on ESPN2, we're trying to find hotel reservations in Delaware. Now, given the parameters just laid out, absent your knowledge of the reward forensics offers its coaches in respect to the lives we deeply impact, what would you as a new teacher choose? Don't give it too much thought, you may end up quitting now.

Discovery of Events

Face it, there are more forensics events than there are track and field events; but not as clearly understood. After all, what is the difference in most parts of the country between HI and Storytelling? At least track and field has shotputs and javelins. More, rules change from league to league and year to year. Running with this same track and field reference, what would the effect on that activity be if Virginia offered the 100-yard dash, Maryland offered the 100-meter dash, and Pennsylvania offered the 100-cubit dash? And then, just to add to the confusion, each year coaches met to redefine how many strides you could

take in each race. Novice coaches who competed in high school forensics in another part of the country are little more prepared to coach than those utterly new to the event. This is where the role of coach-mentor becomes essential.

Any current coach remembers fondly the experienced guru who put aside competition and took the novice under wing. Martha Carr, longtime NFL member and former Chair of the Mid-Atlantic District, brought me to my first District tournament and helped me in each step of my first Nationals. Without her, I would've been utterly lost; and I had been coaching for a number of years before joining NFL. With our necessary, but systemic Byzantine rules meant to establish standards, to throw a novice coach in to sink or swim usually results in the former and not the latter. Many NFL Districts have mentor programs long-established with tremendous results. Given the fact that new teachers are eight times more likely to leave the field than experienced teachers, and given the fact that after three years, more than one-third of all new teachers have left the profession (Ingersoll, 2002), mentor programs for new coaches are long overdue.

This year, the Mid-Atlantic District has finally begun a coach-mentor program working in conjunction with the Virginia High School League. During the mandatory Rules Clinics, an NFL Mid-Atlantic brochure is given to each of the nearly 300 speech and debate coaches in the state public school systems. Not only does the brochure outline the benefits of the NFL, but gives our website address and offers to connect new coaches with experienced mentors. The Mid-Atlantic boasts a membership of around 75 schools. Through this coach-mentor program, we believe that we can not only actively contribute to the activity, but actively build the membership of the NFL in Virginia, thus allowing us to continue to actively contribute in years to come. Through networking with existing forensics leagues, as we are dealing with much the same niche market, the NFL can expand its membership and new coaches can be brought into the event to swim and not to sink.

In addition to interpersonal mentoring, districts need to use all the tools in the tool shed. The most over-rated, but still-effective tool for communication is the internet and its ability to disseminate huge quantities of information to large numbers of people in a very short period of time. With the enthusiastic cooperation of Dr. Peter Pober at George Mason University, the NFL Mid-Atlantic has been able to digitally post videos of common forensics warm-up techniques for novice coaches to download and review (www.nflva.org/gmif). We have also been able to digitally record extemporaneous speeches and original oratories developed at the George Mason Institute of Forensics. There are copyright questions in posting interpretation pieces online and those are thorny ones. Certainly, through cooperation of certain authors, this next step is possible. But, for today, the NFL has a great library of videotapes to loan and return on the various events. Yet mail is slow and ponderous. In the Mid-Atlantic, we have digitized the NFL instructional series for LD Debate and posting it on our NFLVa.org site. With the growth of broadband in homes and the T1 lines in schools, we have not begun to touch the tip of the iceberg in respect to communication and education of novice coaches.

Definition of Responsibilities

Each district, each school has its own complex web of procedures for extracurricular trips. If we were to think about just how many different steps go into a tournament in terms of paperwork, we don't have to look too long to find discouragement for novice coaches. A short list: parental permission slips, teacher permission forms, requisitions for transportation, responsibilities of chaperones, travel restrictions, purchase orders for tournament registration, reimbursement paperwork for hotel stays, emergency medical release forms, schedules, contact numbers, substitute lesson plans. Okay, I hate paperwork. I mean, I really hate paperwork. Consequently, I have nothing but the greatest respect and deepest sympathy for novice coaches who are taking their first team on the road. This is where the coach-mentor ideally should

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be in the same school district as the novice coach. We should encourage a passing-on of the mentor's own check-list of procedures and finding time for a follow-up meeting over coffee to check into how well the novice coach is doing. At this step, hand-holding is called for.

The growing number of coaching resources on NFL Online that deal with trip notification and parental permission can easily be adapted to each school's specific needs. We live in a litigious age and need to have as much protection as afforded. And speaking of protection, the coach-mentor relationship can be useful for both parties in terms of chaperonage. Many has been the tournament where Martha Carr has served as my female chaperone and I have served as her male counterpart. More, in terms of hotel costs – especially for Nationals – through combining her program and mine, in addition to a novice coach and her team we were mentoring, the three schools were able to drastically reduce hotel costs for all of us and give each of the coaches a little breather. Too often, we look at other schools as cut-throat competitors and forget that we can pool our resources and do better than we would've alone.

When we have cleared the previous hurdles for the novice coach, the question of dates and deadlines needs to be cleared. As registrar for the NFL District tournament for the last few years, we have always seen late entries. No matter the emails, no matter the carrots, no matter the sticks – someone always asks days past the deadline if it is too late to get their registration faxed. As president of the Northern Virginia Forensics League, a mid-week league in the DC metroplex, we have had entire buses pull up to the tournament led by an energetic but utterly lost coach. Here is where the compassion of the Tab Staff is not strained, but falls from heaven. No matter the tournament, no matter the time, we need to make the extra effort to not discourage new coaches and new students in this activity. Emails from the District Committee or Tab Staff are easy to send. We cannot expect novice coaches to instinctively know the arcane deadlines we have absorbed over the years. But that's from the top-down, the coach-mentor relation-

ship works from the bottom-up. Through a quick email before a major tournament, just a simple communication that takes about a minute to send, novice coaches can be saved from student disappointment and parent disapproval when the deadline for a national qualifier is missed.

Deepening Skills

Once that first year is done, once the events have been outlined, once the hurdles of travel have been cleared, once the deadlines and dates have all been established, comes the greatest opportunity of developing new coaches – summer camp. There are hundreds of forensics camps in this country and beyond that can give the new coach a deeper understanding of, not what an event is, but how to deepen the experience and expertise in that event. The summer I went to Seton Hall's Metropolitan Forensics Institute was seminal in learning from incredible coaches in seminars and in impromptu bull sessions on the floors afterwards. The successes our school enjoyed were directly attributable to the training and experienced gained from MFI.

As a District, the Mid-Atlantic has established sponsor relationships with the colleges in Virginia that boast forensics teams. With two such colleges that offer summer camps, we have established novice coach scholarships. With the University of Mary Washington, we have developed a novice policy coach scholarship to attend their Francis Farmer Policy Debate Institute for students and coaches of color. With George Mason University, we have established a novice speech coach scholarship for a speech coach to attend their superlative summer institute. These scholarships just make sense. After all, if a coach has a positive experience at a camp, that coach is likely to recommend that camp to his or her students. As there are hundreds of forensics camps of one form or another in the country, these sponsorships can be replicated in nearly every NFL District and can help build the great coaches of tomorrow.

In summation, I want to note that everything I have written to this point is eye-wash. It sounds great on paper and it

works great in practice. But it's far from easy. For the experienced coach, that person has to take time out of his or her already packed schedule to lead along a new coach. For the competitive coach, we need to extend ourselves to help schools that could threaten our lock on Nationals. For the seasoned coach, we need to look back on our first year when no one helped us and resolve to work so that another new coach does not have to go through the same struggle. We all love forensics for the positive impact the activity has on young people. Through strong and supportive mentor relationships, we not only can impact another adult, but have some small share in the success of that novice coach's children. None of us are going to recapture the grandeur of Priam in the tent of Achilles. But, through the power of oral tradition in the act mentoring, our impact as a professional can circumscribe the future of our activity.

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- (Rev. B.A. Gregg, District Chair of the Mid-Atlantic, is Debate Czar at Randolph-Macon Academy in Front Royal, Virginia. He cuts an impressive figure in top hat and faux-fur coat. The Mid-Atlantic Website is www.nflva.org)

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HUNTER BROOKS: (pending) Champion debater, Durham Academy, North Carolina; champion debater, Dartmouth College; NDT first round bid recipient.

STEPHEN CHAUDION: Champion debater, Westminster High School; four year champion debater, Emory University; NDT first round bid recipient.

SPENCER DIAMOND: Champion debater, Homewood, Alabama and University of Georgia; Kentucky Institute Staff, 2004 & 2005.

CYRUS GHAVI: Champion debater, Emory University; Kentucky Fellow 2001; Kentucky Institute Staff, 2005.

GEOFF LUNDEEN: Former champion debater, Grand Rapids, Michigan & Michigan State University; former coach, various Michigan high schools & Highland Park in Texas; instructor three summers at the Michigan State University Institute; currently debater at Georgia State University.

REUBEN SCHY: Champion debater, Glenbrook North; TOC first speaker, 2001; Kentucky Fellow 2001; Kentucky Institute Staff, 2003 -2005.

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

MIKE WASCHER: Debate Coach, Celebration High School, Florida; Kentucky Debate Institute Staff, 2003, 2004 & 2005.

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KATE HAMM, M.A., experienced workshop instructor and LD coach with a long record of success; currently coaching at Millard West High School (NE).

JENN LARSON: 2002 TOC Champion, currently assists Fremont High School (NE); senior Math and Political Science major at Creighton University.

CHASE MARTYN: TOC debater from Suncoast High School (FL); lddebate.com webmaster; junior Philosophy student at Grinnell College.

JIM MILLER, M.A. 2006 LD Coordinator; former debater, LD coach with an established record of success at Battle Ground Academy (TN).

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Rethinking Judge Adaptation

By Jason Baldwin

That debaters should adapt to their judges has become almost a truism among debate coaches, especially among those concerned about the apparent indifference of many recent debaters to the clarity and persuasiveness of their speeches. I believe that judge adaptation as commonly understood is a misguided and even dangerous goal for most students. Part I of this essay attempts to say why, and Part II suggests *audience inclusion* as a better goal for speakers.

First, I should describe the view I wish to challenge. The currently popular adaptation paradigm might go something like this: "Debaters should learn to recognize different kinds of judges and should adjust their styles and arguments to appeal to those various kinds of judges. Undergraduate ex-debaters who tend to like fast, jargony, technical debate are one important audience, but experienced coaches, parents, and 'lay judges' are also important constituencies, each of which requires a different approach. Debate is a communication activity, and good communicators always meet their audiences where they find them."

I. What's Wrong with Adaptation

Many supporters of judge adaptation hope that it will push debate toward a clearer, more publicly accessible style of speaking. In fact, such counsel may have just the opposite effect. I have three related concerns about adaptation: first, that it wrongly assumes that speakers are more flexible than they are; second, that it wrongly assumes that students are more knowledgeable than they are; and third, that it wrongly assumes that all audiences are equally worth adapting to.

Genuine audience adaptation would require that students know far more about their audiences than they actually do. To effectively adapt to an audience requires a

fair amount of knowledge about that audience, knowledge that debate students rarely have. Debaters rarely have close personal relationships with their judges, especially with the adult judges to whom they are most likely to be told to adapt. And unlike some non-debate audiences, debate judges do not usually wear their moral and political views on their sleeves.

In practice, this ignorance leads students to "adapt" by sorting judges into two categories: smart and stupid. College undergraduates, especially those who teach at summer workshops, take copious notes during rounds, and speak in debate jargon, are classified as smart. Everyone else is presumed to be stupid. I am fairly confident that this is how many student minds work both because my teammates and I thought this way and because I have heard countless conversations among more recent debaters employing essentially the same crude categories. And really, what else are students supposed to think? How could anyone be expected to have a working knowledge of just what arguments would appeal to particular strangers?

The knowledge deficit creates two problems. First, it vitiates the professed purpose of judge adaptation. If all that most students really do (and *can* do) is to sort judges into known (smart) and unknown (stupid), the quality of debate is not likely to improve. Such judgments, even if they were accurate, are not fine-grained enough to allow meaningful adaptation. But the second problem with such judgments is that they are obviously not accurate. They represent an unhealthy stereotyping of strangers that debate should discourage rather than promote. Many of the people who judge at tournaments, even those unknown to students, are capable and intelligent critics. And regardless of this or that judge's actual ability (which students will almost never be in a position

to assess accurately), every judge should be treated with respect. Yet when adaptation is attempted in ignorance, it often comes off as condescending and insincere.

To be clear, I am not suggesting that coaches who counsel their students to adapt are thereby counseling them to treat many judges as stupid and unqualified. Rather, I am suggesting that students rarely know enough about judges to adapt in any but crude and stereotyping ways.

A second problem with judge adaptation as an educational goal is that, ignorance aside, most students are not flexible enough to adapt to widely different audiences. Most debate students develop a single style of public speech and thought that they carry from audience to audience, and they would be unable to change that style materially even if they knew that some very different style would appeal more to a given audience. Many students these days ask what preferences I have before their rounds. They then consistently ignore these preferences in their speeches—not, I believe, out of conscious disrespect, but rather because they simply cannot decide (say) to use vivid, concrete language on the spur of the moment when they have a habit of using boring, abstract language. What these students (the *vast* majority) need is to develop a *good* style of debate, not an infinitely malleable style.

Ordinary students who are advised to adapt to their judges are likely to develop precisely the clumsy, unclear style that adaptationists are usually eager to discourage, and this is for two reasons. The first is related to the ignorance problem discussed above. Students encounter a core of doggedly active and vocal college undergraduates at most tournaments, and this is an audience whose preferences they can learn. By contrast, the coaches, parents, other adults who judge a given student are likely to be a much less stable influence. A

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student may average two parent-judges at each tournament, but they are likely to be different parents each time. There is no stable set of "stupid judge" preferences to compete with the steady, known preference of many college judges for fast, obscure, self-referential debate. And so many students develop the style they know will impress their most predictable audience. But once those habits are formed, they cannot be switched off at will for other audiences.

The second reason that students who can adapt to only one audience are likely to adapt to undergraduate ex-debaters is that such "adaptation" in reality requires little effort or change. Most students find it easy to speak too quickly rather than more slowly, to speak abstractly rather than concretely, to present undeveloped half-thoughts rather than complete arguments, to use confusing pronouns rather than clear nouns, to say everything that comes to mind rather than only the few best things, to read lengthy unexplained quotations rather than their own analysis, to look at the floor rather than at their audience, to speak in a monotone rather than with variable pitch and rhythm. These and other rhetorical vices come naturally to students, so it is not surprising that if they have to choose an audience to impress, they will choose that peculiar audience of their recent peers who tolerate and sometimes even celebrate those very rhetorical vices.

I believe there is a third problem with judge adaptation, but this claim is likely to be especially controversial. Whereas the first two problems I identified were empirical hypotheses (about the abilities of students—to know what their judges want and to vary their debate styles in response), this third problem represents a clear value judgment. The problem is this: some judges are not worth adapting to. I will eventually make the even more scandalous claim that a certain currently popular sort of judge may be among those not worth adapting to. But first I had better soften up resistance to the idea that there could even be such a thing as a judge not worth adapting to, an audience not worth pleasing, a ballot not worth winning.

I think the general claim will become evident to anyone who reflects on some of

the non-verbal actions a corrupt judge might demand from students in exchange for a ballot. Suppose a judge offered to vote for a debater only if she paid him \$50 or smoked dope with him or vandalized an enemy coach's car. I hope everyone can agree that any debate round that hung on such conditions would not be worth winning. So there are at least some conceivable (though so far quite unlikely and extreme) kinds of judge adaptation that responsible educators would not only not encourage but would actively discourage.

The cases we have considered so far have involved non-verbal behaviors, and a friend of judge adaptation may want to restrict his position thus: "It's not that debaters should perform any kind of action to win a ballot; rather, they should perform any necessary *verbal* action to win the ballot." But I don't think this suggestion holds up to reflection either. Suppose a debater knew that a certain judge would be mightily entertained by jokes about the Holocaust or would appreciate crude sexual comments about a political enemy or would welcome an attack on the opposing debater's religion. Clearly these are verbal actions that no respectable educator would counsel students to take, even if they were necessary win a given judge's ballot (i.e., to adapt to his or her preferences). And the reason the non-verbal/verbal distinction will not save the adaptation paradigm is not far to seek: we do not want students to do anything vicious for the sake of winning a debate round, and verbal actions may be every bit as vicious as non-verbal actions.

I hope at this point I have convinced you that some ballots are not worth winning (or would not be worth winning, if a student ever encountered them). If you believe that, you must also believe that some judges are not worth adapting to. But all the cases we have examined so far have been extreme and unlikely. The more pressing practical question is, are there any actual judges students are likely to encounter whose ballots are also not worth winning? Here, too, I believe the answer is yes.

Let us begin with the thought that rhetoric is important. By "rhetoric," I do

not mean merely decorative speech, but rather the ancient art of argument comprehending logic, ethos, pathos, and everything else that contributes to excellence in the use of language to persuade. It is rhetoric in this sense that I claim is important, and anyone who puts in the time and energy to coach debate probably agrees.

Now let us add the important thought that if good debate training can make students better rhetoricians, bad debate training can make students worse rhetoricians. Of course, making someone a worse rhetorician may not be on a moral par with making the person a drug abuser or a vandal (then again, it may, as the careers of certain lawyers and politicians strongly suggest). But it is still a serious business, in the same way that corrupting the standards of any craft or discipline is a serious business, and worth opposing.

My claim is this: If there were a type of judge who corrupted students by rewarding bad rhetoric and punishing good rhetoric, that type of judge would not be worth adapting to. It would be better to lose consistently before such judges and preserve one's rhetorical integrity than to win by cultivating rhetorical vices. This is for both educational and ethical reasons: conforming to corrupt standards tends to corrupt, and each act of knowingly pandering to what is worse is itself a kind of moral lapse.

Are there any rhetorically corrupting judges currently active in high school debate? I believe there are, but reasonable people may disagree about the extent of the problem. Roughly, I believe that *some* of the undergraduate ex-debaters who judge on the much overrated "national circuit" may, despite their sincerity, popularity, and intelligence, be a bad rhetorical influence on students. And good *prima facie* evidence for this belief is that a culturally and ideologically representative cross-section of teachers, academics, professionals, and educated citizens would (indeed, *do*) concur that the practices rewarded by some such judges constitute bad rhetoric. But, as I say, reasonable people may disagree about the extent of this problem. Even if you believe undergraduate ex-debaters are uniformly excellent judges, you may still remain open to the possibility that there

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are some judges students may actually encounter who, for the students' educational and ethical welfare, should not be adapted to, even at the cost of some ballots.

I have now presented three doubts about the traditional counsel to debate students to adapt to their judges: Students rarely know enough to adapt, students are rarely able to adapt, and students sometimes ought not to adapt. Let us turn to a constructive alternative.

II. Audience Inclusion

Imagine a two-dimensional plane populated by many scattered points. If given the task of encircling as many points as possible, you could proceed in two ways—either by drawing a tiny circle around each separate point or by drawing a single circle large enough to encompass many of the points. Perhaps this imperfect image will help to illustrate the difference between traditional judge adaptation and audience inclusion. The adaptation paradigm encourages students to treat each judge as an island that requires a unique approach. The inclusion alternative brings as many judges as possible into a single rhetorical community.

Students aiming for audience inclusion rather than elusive and ethically risky adaptation will cultivate a public style of argument that is accessible to listeners from many backgrounds. Intelligent high school students, paralegals, engineers, accountants, and homemakers would all fall within the ideal circle of inclusion (though high school students obviously will not judge debates). The circle will also have limits. Young children, slow adults, and non-English speakers are examples of people who may not find even a highly inclusive style accessible. Sadly, some people may willfully place themselves outside the circle. Despite understanding an argument as well as those inside the circle understand it, certain contemporary French "philosophers" and even some members of the debate community may find the very accessibility of the argument revolting. But (so it seems to me) that is a good reason for such people not to judge debate, not a reason for debate students to pander to their perverse preferences.

It is a telling fact that such inclusiveness is exactly what college teachers (who are as adept at professionalized obfuscation as anyone) typically demand from their students. I have *frequently* heard brilliant senior philosophy professors tell students (including yours truly) to write as clearly as possible, to develop a few points in depth rather than many points in haste, to interpret each quotation for readers, to avoid jargon of all kinds, to include examples and analogies to make arguments more accessible, and (most generally) to argue as if for an ideal reader—someone who is reasonably bright and educated but has no previous knowledge of the subject at hand. I have *never* heard a philosophy professor counsel students to use bigger or more abstract words, to make as many points as possible, to insert large unexplained quotations in a paper, or to write for only professional metaphysicians. And I don't believe philosophy professors are unique in this regard.

My high school and undergraduate English teachers encouraged similar habits, and my sense is that the practitioners of the other humane academic and professional disciplines do the same. They tend to share the conviction that in a diverse democratic culture, we need to learn to argue intelligently with our fellow citizens simply as fellow citizens. No one denies that technical disciplines have made enormous strides at the cost of public accessibility. But these scholars regard the loss of public accessibility as a genuine cost, one that should be paid only where it must be. Since there are no technical experts with the authority to answer the questions of moral and political principle that concern us all, we should fight hard to keep these discussions truly public. So audience inclusion is not a radical new idea. Instead, it is perhaps a way to save what is valuable in the theory of judge adaptation but to avoid its practical shortcomings.

Readers interested in thinking further about audience inclusion may be helped by an example of what I have in mind. To such readers, I commend the non-fiction writings of the late British literary scholar C.S. Lewis. In addition to his literary criticism and works of fiction, Lewis wrote many

popular books and essays in defense of his Christian beliefs. Even one who does not share Lewis's conclusions can learn quite a lot from him about how to make a substantive argument in clear, accessible English to a non-specialist audience. For example, in Chapter XIII of Lewis's book *Miracles*, he criticizes David Hume's famous argument against the propriety of belief in miracle reports. The objections Lewis raises are neither original nor necessarily decisive, but they have seemed powerful to many people, and (more to the present purpose) they are, unlike much of the literature on Hume's argument, eminently clear. Studying good writers like Lewis is one way to cultivate an inclusive style of one's own.

A good inclusive style should not mean "dumbing down" arguments. The point is to make the central line of thought as clear as possible to as broad an audience as possible. If contemporary American political speeches were the gold standard for successful audience inclusion, I would be the first to abandon inclusion as an educational goal. But I believe it is possible in (for example) a six-minute speech to make a clear yet substantive case for the truth of a typical LD resolution. There are probably good moral and political arguments of such sophistication that they could not be presented clearly to a public audience in a six-minute speech. But such arguments do not belong in an event with six-minute speeches. Moreover, I have not heard them in LD. What I have heard too often are simple arguments disfigured almost beyond recognition by confusing jargon, abstract diction, wordy, superfluous evidence, and clumsy delivery. So a call for inclusion is not a call for weaker arguments. It is a call for the clear and thoughtful presentation of the best arguments the various debate formats will allow.

(Jason Baldwin (jbaldwin@nd.edu) studies and teaches philosophy at the University of Notre Dame. He is an accomplished LD competitor and teacher and a frequent contributor to this magazine.)

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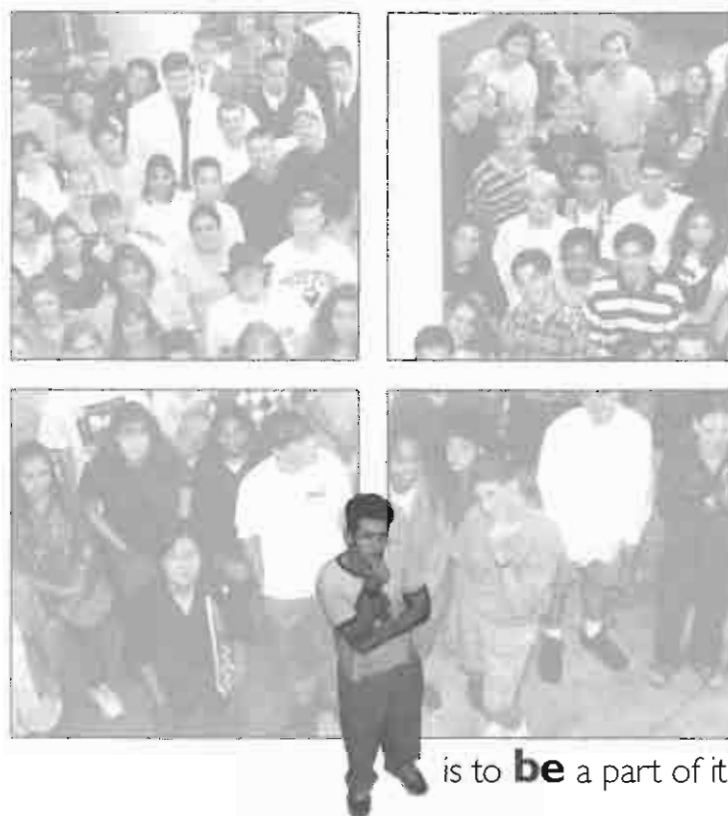
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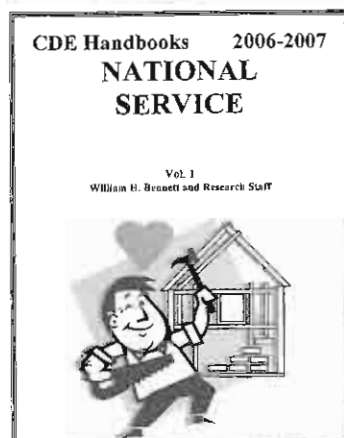
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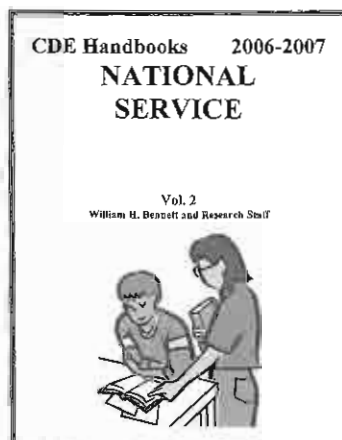
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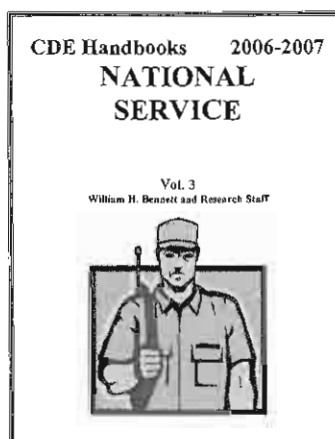
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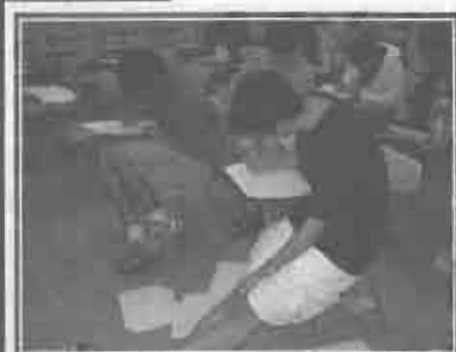
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July 22 - August 5, 2006



Entering our 27th year, MUDI has a tradition of providing our students with excellent opportunities for both topic research and skill advancement. The competitive achievement of students who attend MUDI, along with the wide national draw of the institute, speaks to our ongoing success.

Through proven theory and skill development techniques, MUDI equips students with the tools they need to be successful at all levels of policy debate. Our research facilities are first rate, featuring a new state of the art library on campus. With top notch faculty, who bring both competitive and coaching success, the Marquette University Debate Institute offers one of the best values you will find among all summer debate institutes. In addition, all students receive the full MUDI evidence set regardless of the program they attend.

Regent Program

July 22-August 5, 2006 - Only \$1050

Over two weeks students will receive a series of topic lectures, engage in intense research on the resolution, learn strategies, develop debate skills, and participate in a practice tournament at the end of the second week.

Scholastic Policy Program

July 22-29, 2006 - Only \$750

The one-week version of our program. The same topic lectures and strategy development as the Regent program, without the skill work and practice tournament at the end of the second week.

NEW! Novice Scholars Program

July 22-August 5, 2006 - Only \$1050

The Novice Scholars program offers a topical lecture series and evidence work designed to meet the needs of students going into their first or second years of debate. Students in this program will gain knowledge from topical lectures designed for the entire institute, from lectures specifically designed for beginning debaters, and from guided research on the year's topic. See website for more details.

*Commuter options available. See website for details.

For more information go to: www.mudebateinstitute.com



idea

2006 International Summer Speech and Debate Institute

LOCATION:

The institute will be held at the United World College of the Adriatic campus, which is located on cliffs overlooking the beautiful Adriatic, next door to the historic Duino Castle (home to a still-living Prince, and a favorite haunt of the poet Rilke). In addition to the formal sessions, the campus offers opportunities for swimming, hiking, and other outdoor activities. Siteseeing excursions to nearby cities such as Venice and Trieste will also be offered. Northern Italy is safe, sunny, and beautiful, and ideal for a uniquely educational experience.

DATE: June 30 – July 14, 2006

Lincoln-Douglas Debate & Speech Track

The L-D workshop will be for students wishing to work on 2006-2007 NFL debate topics. The Speech workshop will offer instruction in Humorous and Dramatic Interpretation, Original Oratory, and Extemporaneous Speaking (including in-depth topic analysis). Students can cross-register in speech and debate. Students in the LD track also attend morning lectures which give a historical introduction to the philosophical topics of debate, and which place the activity of debate in a meaningful historic context.

Parliamentary Debate Intensive Workshop

Designed and led by Sharon Porter, former Dean of the School of Communication and the Director of Forensics at Northern Arizona State University, and former President of the National Parliamentary Debate Association, the Parliamentary Debate track aims to provide intensive instruction to both beginning debaters and those experienced in the Parliamentary format. Students at Duino acquire extensive parliamentary skills in an intimate setting. Parliamentary may also be taken as an elective.

PRICE: \$1,500 USD

Institute Director: Eric Di Michele:

Tel: (212) 288-1100, ext. 101- Email: edimiche@regis-nyc.org

Travel to and from Italy is not included. IDEA will be arranging a group travel discount for students departing from and returning to JFK International Airport in New York City.

What Makes Our Institute Unique:

Our camp provides the opportunity for intensive debate and speech preparation with the caring guidance of nationally recognized veteran coaches within an international community of students. Past participants included students from the United States as well as Uzbekistan, Macedonia, Slovenia, Azerbaijan, Estonia, Albania, Croatia, Romania, Slovakia, Lithuania and the Czech Republic.



Duino, Italy

STAFF:

Eric Di Michele (Program Director) - has been the speech and debate coach at Regis High School in New York City for twenty-three years. His teams have won the New York State Forensic Championship fifteen times. He has coached NFL national champions in Lincoln-Douglas Debate and International Extemporaneous Speaking. Eight of his students have been national finalists in Extemp; his Public Forum teams have 'closed out' the Princeton and Lexington Invitational Tournaments and finished 2nd at the Emory University tournament. Eric was co-chair of the NFL Lincoln-Douglas Debate Wording Committee for five years. As a consultant with the Open Society Institute, he has taught speech and debate seminars in over sixteen countries - from Egypt to Uzbekistan. A social studies teacher, he specializes in Middle Eastern Studies and Contemporary Social and Political Issues.

Sharon Porter served as Dean of the School of Communication and as the Director of Forensics Northern Arizona University, where she worked for over twenty years. Sharon ran a nationally competitive debate team that advanced to elimination rounds at national tournaments in policy, cross-examination, Lincoln-Douglas and Parliamentary debate. Sharon coached American Forensic Association-National Individual Events national champions in both platform speaking and interpretation events. Sharon has served as a member of the Board of Trustees and a member of the National Council of the National Individual Events Tournament, chair of the Council of Forensic Organizations, Vice President of the American Forensic Association, President of Delta Sigma Rho-Tau Kappa Alpha and President of the National Parliamentary Debate Association; she has received numerous honors.

Lydia Esslinger, is a NFL 5-diamond coach at Syosset High School on Long Island (NY), and has coached over twenty-five New York State champions. Her students have advanced to semis and finals in every event at CFL nationals and have one many prestigious invitational tournaments. NFL achievements include semifinalists and finalists in every speech event at nationals, a 1st place in Congress and Dramatic Interpretation. Mrs. Esslinger is a veteran of summer institutes at University of Kentucky and the NFI at American University. Lydia has been a long-time IDEA teacher.

Noel Selegzi (Guest Lecturer) has coached debate at Hunter College High School in New York City for fifteen years. His teams have won numerous tournament championships. In addition, he is the Executive Director of the International Debate Education Association. A student of social and political philosophy, he specializes in the history of political thought.

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

For further information contact:
Eric Di Michele (212) 288-1100, ext. 101,
edimiche@regis-nyc.org
Nina Watkins, IDEA (212) 548-0185,
nwatkins@idebate.org



The International Debate Education Association
and Willamette University are pleased to announce the first annual



International Tournament of Champions for High School Parliamentary Debate

Willamette University - Salem, Oregon / May 26- 28, 2006



72 teams will be invited to participate in this tournament.

The tournament will feature 6 preliminary rounds. All teams with records of 4-2 are guaranteed to clear into elimination rounds.

Rounds will begin at 1:00pm on May 26st and run through the early afternoon of the 28rd.

Teams arriving on the morning of the 26th are welcome to attend a parliamentary debate workshop at Willamette University hosted by the university's forensics program.

Costs:

Registration fee for this tournament is \$50 per team and will include dinner on the 26th and the 27th, lunch on the 27th and an awards brunch on the 28th. Registration fees will be waived for participants hailing from outside North America.

Housing:

Housing for this tournament is available in Willamette dormitories (singles and double rooms are available) for a modest fee.

In addition, blocks of rooms will be reserved at nearby hotels.

Further details and application information are available at www.idebate.org

Applications will be accepted through April 1, 2006 or until all 72 spots have been filled.

For more information please contact:

Robert Trapp (trapp@willamette.edu),
Noel Selegzi (nselegzi@idebate.org), or
Patrick Blanchfield (pblanchfield@idebate.org).

Willamette University Mock Trial Summer Institute

Developing Next Year's Champions

**Willamette University
Salem, Oregon USA /
July 9-23, 2006**



Learn to excel in Mock Trial from the best!

Contact:

**Robert Trapp, Director of Forensics, Willamette University
(trapp@willamette.edu)**

**Aaron Fishbone
(afishbone@gmail.com)**

.... More details soon!

Beginner - Advanced - Residential - Commuter - Scholarships

NFL DISTRICT STANDINGS

(as of March 1, 2006)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	222	Blue Valley North HS	569
2	--	East Kansas	194	Shawnee Mission East HS	549
3	+2	Heart Of America (MO)	193	Liberty Sr HS	563
4	-1	Calif. Coast (CA)	184	Leland HS	747
5	--	Northern South Dakota	180	Watertown HS	411
6	+2	Show Me (MO)	179	Belton HS	447
7	-3	East Los Angeles (CA)	168	Gabrielino HS	676
7	--	Sunflower (KS)	168	Wichita East HS	314
9	+1	West Kansas	158	McPherson HS	391
10	+5	Illini (IL)	155	Downers Grove South HS	346
10	+3	New York City	155	Regis HS	438
12	+3	Nebraska	154	Millard North HS	332
13	-2	Kansas Flint-Hills	152	Washburn Rural HS	368
14	-3	Northern Ohio	148	Boardman HS	226
15	+2	Central Minnesota	147	Eastview HS	466
16	-3	Ozark (MO)	145	Central HS - Springfield	469
17	+5	Northern Illinois	142	New Trier Township HS	375
18	-9	San Fran Bay (CA)	141	James Logan HS	661
19	+2	Florida Manatee	140	Nova HS	582
20	-2	Rushmore (SD)	137	Sioux Falls Lincoln HS	396
21	+3	Southern Minnesota	136	Eagan HS	389
22	-4	Montana	133	Flathead Co HS	376
22	-4	Northwest Indiana	133	Plymouth HS	409
24	+4	Nebraska South	129	Lincoln East HS	320
25	-2	Eastern Ohio	126	Perry HS	346
26	-1	South Texas	124	Bellaire HS	837
27	-1	Eastern Missouri	123	Pattonville HS	411
27	+4	Inland Empire (WA)	123	University HS	244
27	+9	Rocky Mountain-South (CO)	123	Lakewood HS	235
30	+2	North East Indiana	120	Chesterton HS	616
31	-2	Great Salt Lake (UT)	119	Skyline HS	232
31	-1	Utah-Wasatch	119	Sky View HS	321
33	+7	Hole In The Wall (WY)	109	Cheyenne East HS	294
33	+5	Pittsburgh (PA)	109	North Allegheny Sr HS	265
35	+3	Carver-Truman (MO)	108	Neosho HS	367
35	--	South Kansas	108	Parsons HS	216
37	-3	Florida Panther	107	Lake Highland Preparatory	258
38	-11	New England (MA & NH)	106	Manchester Essex Regional HS	354
39	-2	Idaho	104	Hillcrest HS	259
39	+7	New Jersey	104	Ridge HS	332
39	-6	Southern California	104	Claremont HS	290
42	+4	Arizona	102	Desert Vista HS	372
43	-1	Deep South (AL)	98	The Montgomery Academy	304
44	-2	Golden Desert (NV)	95	The Meadows School	269
44	-2	West Iowa	95	West Des Moines Valley HS	290
46	-5	Sundance (UT)	93	Bingham HS	312
47	+1	Colorado	92	Cherry Creek HS	393
47	+7	West Oklahoma	92	Norman North HS	249
49	-1	East Texas	91	Dulles HS	209
49	+11	Northern Wisconsin	91	Appleton East HS	345
49	-4	Sierra (CA)	91	Sanger HS	259
52	-2	Big Valley (CA)	90	Lodi HS	227

◆ Rostrum ◆

NFL DISTRICT STANDINGS

(as of March 1, 2006)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
52	+2	Central Texas	90	Winston Churchill HS	287
52	-2	North Coast (OH)	90	Gilmour Academy	293
52	-2	Rocky Mountain-North (CO)	90	Rocky Mountain HS	246
52	+7	Valley Forge (PA)	90	Truman HS	178
52	+10	Wind River (WY)	90	Jackson Hole HS	171
58	-8	North Dakota Roughrider	89	Fargo South HS	154
59	-5	South Carolina	88	Mauldin HS	274
60	+11	Hoosier Crossroads (IN)	87	Brebeuf Jesuit Prep School	177
61	+1	Northern Lights (MN)	86	Moorhead Senior HS	281
61	-7	Western Ohio	86	Notre Dame Academy	127
63	-1	Tennessee	85	Morristown West HS	155
64	-2	North Texas Longhorns	84	Colleyville Heritage HS	212
65	+1	Western Washington	83	Gig Harbor HS	295
66	--	Lone Star (TX)	81	Plano Sr HS	316
66	+2	West Los Angeles (CA)	81	Loyola HS	155
68	+6	Colorado Grande	80	Canon City HS	183
68	-8	Hoosier Heartland (IN)	80	Connersville Sr HS	165
70	+1	New Mexico	78	Albuquerque Academy	164
70	+3	North Oregon	78	Westview HS	225
72	+4	East Oklahoma	77	Jenks HS	253
72	-14	Greater Illinois	77	Pekin Comm. HS	143
74	+4	Tarheel East (NC)	76	Pinecrest HS	165
75	--	Georgia Southern Peach	75	Starr's Mill HS	200
75	-7	Space City (TX)	75	Alief Taylor HS	182
77	-9	Florida Sunshine	74	Fort Walton Beach HS	179
77	+1	Southern Wisconsin	74	Marquette Univ. HS	200
79	+13	Kentucky	72	Rowan County Sr HS	181
80	-4	Michigan	71	Portage Northern HS	201
81	-3	New York State	70	Scarsdale HS	166
81	+5	South Florida	70	Michael Krop HS	157
83	-2	Heart Of Texas	69	Westlake HS	214
83	-1	Sagebrush (NV)	69	Reno HS	241
83	+2	West Texas	69	Cathedral HS	150
86	-3	Carolina West (NC)	67	Myers Park HS	273
86	+2	Louisiana	67	Teurlings Catholic HS	173
86	+2	Puget Sound (WA)	67	Kamiak HS	145
89	+1	Georgia Northern Mountain	64	Henry W. Grady HS	167
90	+3	Mississippi	62	Oak Grove HS	148
90	-7	South Oregon	62	Ashland HS	160
92	-6	East Iowa	61	West HS - Iowa City	219
92	-2	UIL (TX)	61	Princeton HS	213
94	-1	Pennsylvania	60	Greensburg Salem HS	144
95	+2	Tall Cotton (TX)	59	Abilene HS	112
96	-1	Mid-Atlantic (MD & VA)	58	Randolph Macon Academy	201
97	-2	Gulf Coast (TX)	57	Harlingen High School South	185
98	+1	Chesapeake (MD)	54	Baltimore City College HS	116
99	+2	Capitol Valley (CA)	51	Granite Bay HS	130
100	-1	Hawaii	50	Kamehameha Schools	237
101	-3	Maine	49	Poland Regional HS	85
102	--	Iroquois (NY)	45	The Family Foundation School	98
103	--	West Virginia	38	Wheeling Park HS	75
104	--	Pacific Islands	14	Harvest Christian Academy	55

Meet the Staff

Heidi Christensen NFL

by
Liz Leach
NFL Staff



If you are an NFL member, you will have the chance to work with Heidi Christensen, a new addition to the National Office Staff.

Heidi graduated from Ripon College with a degree in Communication Studies and Theatre. Following graduation, Heidi worked in recruiting and sales for an IT and Telecommunications firm. After three years, Heidi was given the opportunity to return to Ripon College as the Assistant Director of Admission and A.S.A.P. (Alumni and Parents Supporting the Admissions Process.) This position gave Heidi the opportunity to recruit students to Ripon College as well as to plan events for the Admission office. Heidi created, improved, and implemented a number of new Alumni programs while at Ripon in addition to other special events.

Heidi's experience working with Alumni and event planning made her a perfect fit for the role of the NFL Alumni Coordinator/Associate Executive Secretary. In her new role with the NFL, Heidi will coordinate and grow the national alumni program. With over

one million alumni, Heidi is sure to be kept busy! Heidi will also be working with the NJFL and assisting with the NFL Member Relations and Member Services programs. During the National Tournament, Heidi will be working with the National Sponsors.

"Ideally, the current alumni program will be unrecognizable when I'm done with it." Heidi Christensen Creating a stronger alumni program is just one of Heidi's many goals in her new role. She has a number of improvements planned to enhance the Alumni website, including more ways for alumni to get involved, generating an accessible on-line alumni database, and many more other initiatives. Heidi believes "there are so many possibilities with this program."

Heidi is looking forward to watching the Alumni program grow in the months and years to come. With all of the improvements planned to the website, Heidi is excited about giving alumni the chance to interact and reconnect with the NFL.

As for working in the National Office, Heidi says she works with some of the "most amazing people every single day." She truly looks forward to coming into the office. Heidi's friends have taken to asking her how "paradise" is and her only response is "fantastic!"

The National Office and the League as a whole are thrilled to welcome Heidi to the NFL. Be sure to check out the new improvements to the Alumni website at www.nflonline.org/Alumni.

Heidi's Top Ten Favorites!

10. Music
9. Coffee
8. Meeting New People
7. Summer days on the boat
6. Family and Friends
5. Laughter
4. Texas Hold 'Em
3. Sunday Afternoons
2. Eagle River, WI
(my hometown)
1. PEANUTS!

Join Professor Alfred "Tuna" Snider & the World Debate Institute this Summer at The University of Vermont



For over 50 years, The University of Vermont has been a center for national debate education through its summer programs. The program has grown and matured into one with a faculty of highly published debate theoreticians and strategists, along with national champion debaters and coaches. In 1997, the name was changed from "National Debate Institute" to "World Debate Institute" to reflect the increasingly international nature of attendees and the debate community.

SAVE WHEN YOU APPLY EARLY!

GROUP DISCOUNTS-Groups of 2 or more students receive a discount

PROGRAM NAME	2006 DATES
National College Policy Debate Workshop	July 28–August 11
College NFA LD Debate	July 28–August 11
College Parliamentary Debate Workshop*	August 4–11

Registrations received after June 1, 2006 pay a \$75 late fee.

* Earn Academic Credit - Receive college credit for the Parliamentary Debate Workshop.

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email: profdev@uvm.edu

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—New York Times



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Register online at www.nflonline.org
or email nfl@centurytel.net
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The People Speak 2006.

Meet the

Meet Bro. Rene Sterner, FSC

By Liz Leach



Brother Rene Sterner, FSC's involvement in forensic activities began in September of 1960 when he was asked to become Director of Forensics at Pittsburgh Central Catholic High School. While he knew almost nothing about "forensics" at the time he agreed to learn. Brother found two outstanding mentors in Mr. Vernon Metz and Sister Mary Zoe, SC. Since then, Brother Rene has assisted the NFL in numerous ways.

Brother Rene was encouraged to run for the Executive Council in 1978 and was elected in that year. He served on the Council as an at-large elected member until 1986. That year, the school administrator on the Council retired, and Brother Rene was asked to take his place by the Council. He has continued to serve as the school administrator since that time. One of his tasks has been to present the case for listing the NFL National Tournament on the National Association of Secondary School Principals' approved list of contests and activities.

He thoroughly enjoys his work on the Executive council. He believes the NFL has always been about developing "student leadership". As a school administrator, he feels the NFL continually succeeds in meeting this goal. The Council provides for the interaction of an ex-

traordinary group of first rate individuals. He is always amazed at how often a consensus is reached, even when the most controversial of issues emerges.

Brother Rene's responsibilities at the National Tournament have varied greatly over the years. He hosted the NFL Nationals in Pittsburgh (1972) and in Philadelphia (2005), co-ran the Speech Tab Room in the late 70's, chaired a variety of Council Committees for new events, conducted the Council's election of officers, ran and organized Extemp Commentary, and announced the contest results at the National Awards Ceremony. Brother was also heavily involved in the work of the Search Committee for the new NFL Secretary in 2001.

The teams Brother Rene coached in Pittsburgh, Baltimore, and Philadelphia generally ranged from 150 to 250 members and degrees. The NFL programs at each school were always full programs with students active in all aspects of debate, speech, and Student Congress. Some of the NFL highlights include winning the TKA Trophy (now the Bruno E. Jacob Trophy) in 1972, the championship in Policy Debate at the 1980 Nationals, and election to the NFL Hall of Fame in 1987. However, Brother says his greatest memories as a coach are the lives that have been impacted by forensic activities. As

he says, "so many [NFL alumni] have gone on to do both ordinary and extraordinary things locally, regionally, nationally, and internationally."

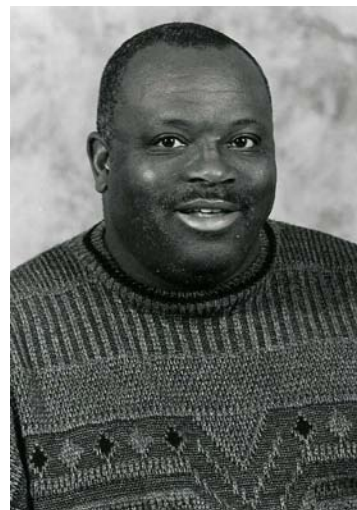
His favorite tournament food is anything unique to the locale of the particular tournament. He can often be found with his students at Mom's Dutch Kitchen, Hosses', Marymack's Tea Room. Brother can rarely be found at McDonald's and the like. In the judges' lounge, he prefers the food made by the local parents. He took this approach at the 2005 Philadelphia Nationals, introducing participants to soft pretzels, hoagies and cheese steaks, and the Reading Terminal Market.

NFL's' future has never looked brighter. Brother Rene believes that with the outreach to schools, sponsorships, involvement in the People Speak Project, the leadership of Mr. Copeland and Scott Wunn, and the reconnection with NFL alumni make this an exciting time for the NFL. Brother Rene has long been a part of the NFL. His dedication to his work on the Executive Council as well as coaching has made him an important member of the National Forensic League.

Council

Meet Tommie Lindsey, Jr.

By Liz Leach



Great NFL programs have served as an inspiration to Tommie Lindsey, Jr. He holds the Glenbrooks National tournament as the most inspiring tournament he has ever seen. In much the same way, the program Tommie coaches at James Logan High School has become an inspiration to others. As a member of the Executive Council, Tommie is bringing his dedication to all of the National Forensic League.

Tommie currently coaches at James Logan High School in California. With a team of over 200 individuals, Tommie is fulfilling his love of giving students their own voices. Through forensics, he believes “the students are able to become examples and role models in their communities and most importantly, they can be the voice of the voiceless.” Tommie’s greatest memories in coaching are when his students work hard and reach the national level, proving the old adage that hard work produces outstanding results.

Speech and debate has been invaluable to Tommie, prompting him to run for the Executive Council. Tommie admits frustration when school administrators do not have the respect for the activity that it deserves. As a member of the Council, Tommie wants to make sure forensics gets the respect it is entitled to. He says “I ran for the Council to try to reach out to communities that weren’t able to have a Forensics program and were more than capable to have a program.”

As a member of the Council, Tommie has found working with coaches to be exciting. His dedication to garnering respect for the activity and bringing in new schools contributes to the desire and excitement of working on the Council. Tommie’s dedication to making the NFL the best it can be is clear in speaking with him. He states “I find it a really great experience to be able to sit with peers and develop policies that are going to be in the best interest of everyone, and to put in the energy to help the NFL grow far beyond current expectations.”

Tommie carries with him goals for both the council and the NFL. Tommie believes it is most important for him to do whatever he can as a Council member to promote the activity and build respect. He believes that to do that, as many people as possible must be exposed to speech and debate. He also believes that his own program is key to illustrating how forensics can further the advancement in student lives. When looking to the future of the League, Tommie again sees an increase in membership as a necessary next step. He says “I think the growth of the NFL is just unlimited.”

Tommie has a number of responsibilities on the Executive Council. Attending meetings, resolving conflicts on a National level, and increasing the membership are all responsibilities that Tommie is ac-

countable for. As a Council member, Tommie’s main role is to work as a role model and make decisions that are in the best interests of all the members. During the National Tournament, one of Tommie’s main duties is to do PR for the League. Tommie also assists, as do other members of the Council, with anything Scott Wunn may need in order to keep the tournament running smoothly.

In his spare time, Tommie loves reading books and plays, as well as sharing his ideas with new coaches. Tommie has a son, Terence, who will be graduating from James Logan High School this year as well as a daughter, Erika, who graduated from UCLA this year. As a result of his time at tournaments, Tommie had a quick answer to what his favorite tournament food is – those that he probably should not be eating. However, Tommie does recommend the chicken adobo at the MLK tournament.

It is clear that Tommie has a great love for all aspects of the NFL. His dedication to improving the lives of students through forensics is evident. Tommie has worked and will continue to work, to bring more recognition and schools to the NFL. Tommie was elected only two years ago, and as his term continues, he will continue to work towards fulfilling his aspirations for the league.



Special Event

**Grapevine High Debate Team hosted the Japanese National Debate Team in a public demonstration debate and reception at Grapevine High School
February 18, 2006**



Participants from Grapevine High School included Rae Minyard, a senior Congressional debater who participated in the 2005 NFL Nationals in Philadelphia as well as Adnan Merchant, a junior Lincoln-Douglas debater.



Japanese student participants were Mr. Noriaki Tajima, a native of Japan and graduate of the MA program in Communication Studies at the University of Georgia. Mr. Tajima now teaches speech and debate at Japanese universities. Ms. Kaori Yamada, who is a senior undergraduate student at Dokkyo University, joins Mr. Tajima.



The demonstration featured a 'split-team' debate, where each Grapevine student partnered with one of the Japanese debaters to argue each side of the resolution. This offered an excellent opportunity to simultaneously expose students to members of another culture and at the same time introduce debate to the community at large.

Debaters argued the topic "Resolved: that the global spread of American culture is undesirable."

The National Communications Association, sponsors an exchange each semester between debaters who represent the United States and debaters from Britain, Japan, and Eastern Europe. The visit to Grapevine High School is the only high school visit, as the Japanese debaters spend the rest of their visits at colleges and universities.

The debate was followed by a reception hosted by the Grapevine Debate Boosters.

Jane Boyd and Jason Sykes coach the debate team at Grapevine High School. Mr. Sykes served as the contact and coordinator of this event.

Grapevine High School is the co-host high school for the 2006 Texas Bluebonnet Nationals



Residential Students \$1100.00; Commuters \$500.00; sliding discount for schools with multiple registrations; financial aid available

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