Rostrum
April 2007 Volume 81 Issue 8

Heading for Derby/Wichita
June 17-22, 2007
2007 CDE National Debate Institute
July 15-31, 2007 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 provided 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 2007 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
Would you like to attend the most affordable and best week-long forensic camp in the nation? We believe we can do it better in half the time and at half the expense. Our instructors are both NFL and college national champions! Enrollment is limited, so make sure you apply by the June 1, 2007 deadline.

A fee of $300 covers all cost of the camp for Kentucky students. Students outside Kentucky pay $600. Interested students may obtain a form and further details by visiting: www.wku.edu/forensics/sfi

Success is a Result of Something Bigger
http://www.wku.edu/forensics/sfi
The myth of ‘the malaise speech’

Bill Forsythe, Lincoln Financial Group

By the end of the 1970s, America was demoralized. Soaring oil prices, gas lines, high unemployment, runaway inflation, blackouts, brownouts; the nation had imploded in the aftermath of Vietnam and Watergate. While well intentioned, President Jimmy Carter was widely regarded as overwhelmed by calamity. His most memorable address, the so-called “malaise speech,” is remembered as emblematic of his failed administration. A more honest appraisal, however, finds the speech was a modest success.

Carter was in Tokyo for a summit with leaders from Japan and Western Europe to discuss the global economic crisis in late June 1979. Fuel supplies and his polls had fallen so low that he canceled a vacation in Hawaii on his return and went to Camp David to prepare a speech designed to push his long-stalled energy program through Congress. Then, July 4, one day before he was scheduled to deliver a televised address, he abruptly called off the speech without explanation even to his closest advisors.

Rumored to be physically and emotionally broken, Carter had instead decided to enter a period of study and reflection unusual in public life. For 10 days beginning July 6, 134 guests from politics, academia, journalism, and business, labor, ethnic, religious, and civil rights groups met with Carter at Camp David. As aides drafted an energy speech based on insights from those sessions, Carter paid quiet “back-porch” visits to blue-collar families in Pennsylvania and West Virginia to vet his message.

When he finally emerged from seclusion to deliver the speech on Sunday night, July 15, a large audience heard presidential remarks of unique poignancy. He spoke of a “crisis of confidence” beginning with the murders of John and Robert Kennedy and Martin Luther King, Jr., continuing through the “agony of Vietnam,” “shock of Watergate,” “10 years of inflation,” and “growing dependence on foreign oil.” However, he stated, “Energy will be the immediate test of our ability to unite the nation.”

He closed with bold energy proposals, including a 50% reduction in oil imports by 1990. The speech, which Carter called “one of my best,” immediately boosted his approval rating 11 points to 37%. Soon, however, pundits mocked what they termed “the malaise speech” as finger-pointing criticism of the American people and an exercise in blame rather than leadership. The orchestrated backlash was so successful that few today recall the word “malaise” was never uttered by Carter that evening.

Still, he admitted in his memoirs that he felt his own cause with a cabinet shakeup two days later that reinforced the appearance of disarray. His energy policy passed after a bruising battle, an accomplishment largely forgotten when the Iranian hostage crisis began in November 1979 and Russian forces invaded Afghanistan in December 1979. Carter’s presidency unraveled irretrievably, “the malaise speech” its plaintive echo.
From the Editor

J. Scott Wunn

Dear NFL,

I would like to personally thank the hosts of the upcoming 2007 Lincoln Financial Group/National Forensic League National Speech Tournament. Members of the core committee, Dalvin and Becky Yager of Derby High School, Vickie Fellers of Wichita High School East, Lois Pierson of Valley Center High School, and Darrel Harbaugh of Field Kindley Memorial High School have dedicated the past two years of preparation to providing a tremendous summer experience for our members.

The Derby High School and Wichita High School East complexes will definitely provide a great environment for coaches, judges, and students. Attendees will find the hotels, high schools, and final round venues to be in close proximity making travel times convenient.

The Wichita Century II Convention Center will be the site for many of the tournament's public events. National Tournament registration and both the Thursday and Friday National Finals including the Diamond Coach Awards, as well as the National Awards Ceremony will be hosted at the Century II. The National Student Congress will be held at the Hyatt Regency Wichita which is attached to the Century II complex. The Wichita Sedgwick Zoo will be an outstanding location for this year's Schwan Student Party.

The NFL is honored to come to the great state of Kansas for the 2007 National Speech Tournament. The state of Kansas has an incredible tradition of debate and speech excellence. The state of Kansas has claimed hundreds of NFL All-American top point students and has been honored with several Hall of Fame coaches. It is safe to say that the state of Kansas is one of the most fitting places for the NFL's marquee event.

See you in Kansas!

J. Scott Wunn

Rostrum

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Sandy Krueger, Publications Director

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

Topics

April Public
Forum Debate Topic:

Resolved: United States
corporations should honor all
prior commitments to employee
pensions.

NFL Storytelling Topic
for Nationals:

Campfire Stories

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

Resolved: The United Nation's
obligation to protect global hu-
man rights ought to be valued
above its obligation to respect
national sovereignty.

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.

NFL National Tournament Topic
To be released on May 1, 2007.
Check the NFL website www.nflonline.org for updated information.

Submit Public Forum Topic Ideas
Go to www.nflonline.org to share your ideas for good Public Forum
Debate Resolutions with the National Topic Selection Committee.

2007-2008 Policy Debate Topic
Resolved: The United States federal government should substantially
increase its public health assistance to Sub-Saharan Africa.

Submit Articles for Publication
The NFL Office is always looking for well-written articles by both NFL coaches
and students. Our readers enjoy feature articles, editorials, pictorials, and special
interest stories. Did you host a District Tournament? What does it take to host a
tournament? All articles should be sent to:
Sandy Krueger, NFL Publications Director
Email address is: nflrostrum@nflonline.org

The Cover Photo
Wichita at Night
Photo provided by Darren Decker

May 2007 Rostrum
National Junior Forensic League

Topic Release Information
L/D Debate Topics available by calling NFL Hotline (320) 748-LD4U
or
Check the NFL Website "Home" Page at www.nflonline.org

L/D Topic Release Dates:
August 15 -- September/October Topic
October 1 -- November/December Topic
December 1 -- January/February Topic
February 1 -- March/April Topic
May 1 -- National Topic

Public Forum Topic
August 15 -- September Topic
1st of prior month - October thru April monthly topics
May 15 -- National Topic

Storytelling National Topic
April 1

Rostrum
Cover Story

Rostrum

Wichita at Night
Photo by Darren Decker

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by Mark J. McNeil

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by Don Crabtree

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Which Actor Would You Choose?

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by Nicole Serrano

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West Coast Publishing

THE ULTIMATE PACKAGE

- SAVE HUGE AMOUNTS OF MONEY
- It includes all 5 sets listed below

Policy Evidence Set
- Affirmative Handbook (Over 170 pages; Africa affirmative, answers to DAs, CPs)
- Negative Handbook (Over 170 pages; Africa disadvantages, CPs, answers to cases, definitions, more)
- Kritik Handbook (Over 170 pages; Africa specific kritiks and answers to those kritiks)
- September Supplement (Over 240 pages; updates, answers and new Africa cases, DAs, CPs)
- October-June Updates (Six 32 page updates on the key, new Africa arguments, The 10th of Oct-Mar, and June)
- PolicyFiles (web page with above evidence plus key backfile evidence and all our theory blocks)

LD Evidence Set
- NFL LDFiles (Ten 30 page files with topic analysis, aff. and neg. case plus 20 page updates on each NFL LD topic)
- UIL LDFiles (Two 50+ page files with topic analysis, aff. and neg. evidence on each; UIL LD topic)
- PhilosopherFiles (All of our West Coast Philosopher-Value Handbooks on a web page)
- LDFiles (formerly “ValueFiles” includes the current and previous West Coast LD Supplements on a web page)

Extemp-Parli-Congress-PublicForum Set
- NewsViews featuring articles with the pros and cons on current issues. You receive 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.
- ParliCongressFiles provides 20 pages each month with cases and opposition strategies on the latest and recurring arguments. Great for Student Congress and Parliamentary Debate.
- PublicForumFiles offers the Current Public Forum debate topic 20 pages including a topic analysis, affirmative case and supporting evidence, negative arguments and evidence.

Online Training Package
- Great for beginners, intermediate, and advanced Policy, LD, Public Forum, 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.
- Now includes electronic versions of our Advanced Policy and LD books, the Dictionary of Forensics, and the Focus, Control, and Communicate IE book.

NEW!! BDB Debate and IE Textbook Set (Breaking Down Barriers)
- You access the Textbooks and Prepbooks electronically and save huge amounts of money. You and ALL of your students may view and print the Textbooks and Prepbooks.
- Includes the NEW 2007 Debate Textbooks. They teach students step by step, NOW WITH SEPARATE EDITIONS FOR POLICY-CX, LD, AND PUBLIC FORUM, and include new examples, stories, and advanced tips.
- Includes the Teacher Materials with lesson plans, activities, syllabus, and lecture notes.
- Includes the Prepbooks that involve students in preparing cases, refuting, and flowing using real evidence on this year’s POLICY-CX topic and great example LD and PUBLIC FORUM topics. Great for handouts and to get kids debating right away!
- Includes the BDB IE Textbook with 142 pages ebook-full of step by step instructions, advanced tips, examples and more on extemp, impromptu, oratory, expository, interpretation and more IE’s!

Visit www.wcdebate.com
On-line and printable Order Form available at the web site
Whitman National Debate Institute

Policy, LD, Public Forum, Parli
July 22 - August 9, 2007 (3 week Policy or LD Session)
July 22 - August 2, 2007 (2 week Policy or LD Session)
August 3-9, 2007 (1 week Public Forum or Parli Session)

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, not in huge faceless lectures and oversized classrooms.

2. Practice debates and drills
In policy debate, you do 4 practice debates, 4 drills and a tournament during the first two weeks; 5 practice debates and another tournament during the third week. In LD, Public Forum, and Parli, you do 2 debates each day of the camp culminating in tournaments.

3. Evidence and Arguments for Success
Our staff research before the camp and you supplement staff research so you won't go home with a few paltry pieces of evidence and you won't spend endless hours as a research slave. We guarantee at least 4,000 pages of policy, 1,500 pages of LD, 700 pages of Parli, and 400 pages of Public Forum materials. Each debater receives chosen prints of files plus electronic versions of all files.

4. Beautiful location and housing
Whitman is located in southeast Washington State. Modern, comfortable classrooms feature fast wireless Internet access with multiple computers and an excellent library. Residence rooms are split in two for privacy, showers are private, our lounge brings people together for fun.

5. Family feel with a great staff
People at our camp feel connected, not isolated. You'll work with our fantastic staff: Ben Machin (NDT Octas), Matt Schissler (NDT First Round), Dana Randall (CEDA Elims), Sam Allen (CEDA Elims), Candi Kissing (CEDA Elims), Jeff Buntin (NDT Octas), Nicholas Thomas (4 time NFL LD), Joe Allen (TOC LD Qualls), Katherine Preston (VB), UTNIF, Iowa Top LD Labs).

6. Transportation to and from the airport
Whitman is easily accessed via plane or bus and we have a shuttle to and from the Pasco and Walla Walla airports.

7. Cost Effective
Compare prices. You will not find any camp that provides the individualized attention, quality of staff and instruction, and amenities we provide at anywhere near the price. See our web page for details.

ONLINE REGISTRATION FORMS, SEE OUR STAFF, AND MORE INFO AT:
www.whitman.edu/rhetoric/camp/
Introduce and Extend Communication Skills!

38 Basic Speech Experiences
11th Edition ©2005
The best-selling classic public speaking text!

Students are up on their feet speaking from the first to the last chapter in this project-based text. Each chapter is structured around a speaking project that students prepare and present. Clear expectations, specific guidelines, and models throughout each chapter build students' confidence and ensure success.

Features in the 11th edition make this the most up-to-date and comprehensive public speaking text available.
- a beginning unit with the basics of speaking
- projects cover the most common types of public speaking experiences
  - informative
  - persuasive
  - demonstration
  - entertainment
  - impromptu
  - business
  - special occasions
  - contest
  - and others!
- lesson structure based on the Preparing, Organizing, Presenting, and Evaluating principle
- "Talking Points" that focus on special elements of public speaking—stage fright, visual aids, listening, and others
- dynamic new design and updated images

A Teacher Resource Binder features chapter notes, quizzes and answer keys, reproducible activities, and more.

Applications. Communication
For Personal and Professional Contexts
©2001
Interpersonal, professional, and group communication skills for lifelong use

This comprehensive text uses a decision-based approach to help students learn about effective and ethical communication. A SPAM framework helps students plan communication based on Situation, Purpose, Audience, and Method.

The 25 chapters are organized into four units
- communication basics
- interpersonal communication
- group communication
- public communication

Each chapter begins with student objectives, vocabulary, and a short workplace scenario. Chapters conclude with a summary and four levels of activities—remembering, reflecting, reaching, and real-life. The text also addresses communicating through e-mail, voice mail, and the Internet.

A Teacher Guide saves hours of preparation time with teaching suggestions for each chapter, grading forms, and quizzes with answer keys.

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Perfect for your Classroom

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29th Annual Sun Country Forensics Institute
Workshop in Policy Debate, Lincoln Douglas Debate, Public Forum and Individual Events
July 15-28, 2007

"Sun Country Forensics Institute is a great experience for debaters at all levels, novice to national caliber would benefit from this institute." — Dan Salmon, 2001 Copeland Award recipient

Pre-Week Policy Scholars Workshop July 9 - 14, 2007
Cost: $315 includes room, board, lab fee and t-shirt (Commuters $170)
Features: case construction, negative positions and round robin tournament

The Program — The Policy, LD and Public Forum programs offer an interactive learning environment for students of all levels (beginning, intermediate, advanced). Learning is targeted to both national circuit debaters and regional competitors. The instructional staff includes accomplished collegiate and high school coaches as well as current collegiate debaters who are former NFL, Catholic and TOC National qualifiers.

IE Opportunity — Choose either Policy Debate or Lincoln-Douglas Debate or Public Forum and receive instruction and practice in individual events for no additional cost.

Diversified Staff — Stan Banks (Bingham High, UT); Coral Barella (Bingham High, UT); Josh Bentley ( Lone Peak High, UT); Chris Cooke (Idaho State); Gus Eyzaguirre (Michigan State); Micah Heaton (Idaho State); Cody Henriksen (Riverton High, UT); Ryan Hoglund (Rawlins Hall, UT); Kami Kirk (West High, UT); Kirk Knutson (the Meadows, NV); Scott Mansfield (Lehi High, UT); Mary McConnell (Juan Diego High, UT); Melinda Murphy (Desert Ridge High, NV); Scott Odekirke (Idaho State); Mike Shackelford (Pepperdine, CA ); Marianne Young (Logan High, UT).

Curriculum

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

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

Public Forum — Lectures and labs focus on current events, crossfire cross examination skills, argumentation, clash, rebuttal, persuasion, and practice.

If — Lectures and practice for all NFL events.

12 Critiqued Rounds

Research Facilities

Dixie State College features a “state of the art” computer lab.
- Each student will have full time internet access including LEXIS-NEXIS and EBSCO.
- The institute library will contain over 300 books from the University of Utah Library.
- All evidence is shared.

College Credit — Each student will receive three (3) hours of transferable college credit (COMM 2020).

Atmosphere — SCFI provides a safe environment where students will feel connected to the staff and other students.

Cost

$625 includes room (apartments, air conditioned, pool) and board (lunch and dinner)

If traveling fly in/out of Las Vegas, NV

$360 for commuters (no room and board)

Lab Fees (maximum): Policy $65 / LD $35 / Forum $25

Coaches Workshop
July 15-21, 2007

Coaches will receive lesson plans and training for Policy debate, LD debate, Public Forum and all NFL individual events.

Cost

$385 includes room and board • $245 for commuters
The NFL will once again be offering a scholarship program that will provide free and reduced tuition to NFL coaches who would like to participate in a summer coach workshop program. Many summer workshop programs have graciously provided tuition discounts and full paid scholarships for the summer of 2007. These contributions, along with a financial investment from the NFL, will allow teachers and coaches to receive full and partial 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.

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 15th, 2007.

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 15th, 2007.

For more information, email nfl@nflonline.org 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 HEIDI CHRISTENSEN AT (920) 748-6206
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:

☐ Individual Events Education and Coaching
☐ Lincoln-Douglas Debate Education and Coaching
  ____ Novice ___ JV ___ Varsity
☐ Policy Debate Education and Coaching
  ____ Novice ___ JV ___ Varsity
☐ Student Congress Education and Coaching
☐ Public Forum Education and Coaching

Please expand on your educational needs below:

________________________________________________________________________

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.

<table>
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<th>Name of Program (In order of Preference)</th>
<th>Dates</th>
<th>Would you accept a Partial Scholarship?</th>
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</table>

Please send this form to: Heidi Christensen/National Forensic League
hschristensen@nflonline.org
c/o NFL Coach Summer Workshop Program
125 Watson Street, Ripon, WI 54971

*Send by April 15th
Current Participating Summer Programs

The following list will be updated as we confirm the participation of more summer programs. Please check this list periodically online at www.nflonline.org/summercoachscherlorships for updates before completing your application by April 15.

CDE
Dates: July 15 - July 31
Location: University of New Mexico- Albuquerque
Scholarships Available: 2 Full Tuition Room and Board/ 2
Partial Tuition Only Scholarships
Programs: Extemp, Policy, PF, LD and Interp
Website: www.cdedebate.com

Baylor
Dates: July 8 - July 15
Location: Baylor University, Waco Texas
Scholarships Available: 2 Full Tuition Room and Board
Scholarships
Programs: Policy, LD, and Instruction Workshops
Website: www.baylordebate.com

National Debate Forum
Dates: July 21 - August 4
Location: Emerson College, Boston, MA
Scholarships Available: 1 Full Tuition, Room and Board, 2
Partial Tuition Only Scholarships
Programs: LD Debate
Website: www.nationaldebateforum.com

National Speakers Forum
Dates: June 29 - July 13
Location: University of Central Florida, Orlando Florida
Scholarships Available: 2 Full Tuition, Room and Board, 2
Partial Tuition Only Scholarships
Programs: All Events except Policy
Website: www.summitdebate.com

Liberty
Dates: June 24 - June 30
Location: Liberty University, Lynchburg, VA
Scholarships Available: 2 Full Tuition, Room and Board, 2
Partial Tuition Only
Programs: Policy and LD Debate
Website: www.liberty.edu/debate

George Mason University
Dates: August 1 - 5
Location: George Mason University, Fairfax, VA
Scholarships Available: 2 Full Tuition, Room and Board/ 2
Partial Tuition Only Scholarships
Programs: Individual Events
Website: www.gmuforensics.org/gmif

Sacred Heart
Dates: July 16- 18, 18- 20, 23- 25 or 25 - 27 (can go to one or all sessions)
Location: Sacred Heart National Speech and Debate Institute, Suffolk University, Boston, MA
Scholarships Available: 2 Full Tuition, Room and Board
Programs: All Speech, LD, Congress and PF
Website: www.sacredheart-hs.org

University of North Texas
Dates: June 24 - July 7
Location: University of North Texas, Denton, TX
Scholarships Available: 4 Full Tuition, Room and Board
Scholarships
Programs: Policy, LD Debate, and Student Congress
Website: www.meangreenworkshops.com

IDEA Youth Forum
Dates: July 23 – August 5
Location: Czech Republic
Scholarships Available: 5 Full Tuition, Room and Board
(Must pay for own travel expenses)
Programs: All Debate
Website: www.ideaouthforum.org

IDEA Duino Italy
Dates: July 2 - July 21
Location: Duino Italy
Scholarships Available: 3 Full Tuition, Room and Board
(Must pay for own travel expenses)
Programs: LD and Teaching Debate
Website: www.idebate.org
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 15.

**Whitman**
Dates: July 22 - August 9  
Location: Whitman, Walla Walla, WA  
Scholarships Available: 2 Full Tuition, Room and Board  
Programs: Policy, LD, Parliamentary and PF  
Website: www.whitman.edu/rhetoric/camp/index.htm

**Michigan State Spartan Debate Institutes**
Dates: July 8 - 13  
Location: Michigan State University, Lansing Michigan  
Scholarships Available: 2 Full Tuition, Room and Board, 2 Partial Tuition only Scholarships  
Programs: Policy/Cross Examination Debate  
Website: debate.msu.edu

**Championship Debate Group**
Dates: July 29 - August 3  
Location: Concordia University, Austin, TX  
Scholarships Available: 4 Partial Tuition only Scholarships  
Programs: Policy and LD Debate  
Website: www.thechampionshipgroup.com

**Victory Briefs**
Dates: July 14 - July 27  
Location: University of California, Los Angeles, CA  
Scholarships Available: 2 Full Tuition, Room and Board Scholarships  
Programs: LD Debate  
Website: www.victorybriefs.com

**Forensic Forum**
Dates: July 30 - August 12  
Location: Clovis West, Clovis CA  
Scholarships Available: 20 Tuition Scholarships  
Programs: All events

**Western Kentucky University**
Dates: June 24 - June 29  
Location: Western Kentucky University, Bowling Green, KY  
Scholarships Available: 3 Full Tuition, Room and Board Scholarships  
Programs: LD, Interp, Extemp, Oratory, and All Interp  
Website: www.wku.edu/forensics

**Midwest Debate**
Dates: July 9 - July 20  
Location: Park University, Kansas City, MO  
Scholarships Available: 2 Tuition Only Scholarships  
Programs: Policy, PF and LD Debate  
Website: www.midwestdebate.us

**University of Kentucky**
Dates: June 22 - July 15  
Location: University of Kentucky, Lexington, KY  
Scholarships Available: 5 Tuition and Room Scholarships  
Programs: Policy and LD Debate  
Website: www.uky.edu

**Dartmouth Debate Institute**
Dates: July 15th-August 5th  
Location: Dartmouth College, Hanover, NH  
Scholarships Available: 1 Tuition and Room Scholarship  
Programs: Policy Debate  
Website: www.dartmouth.edu

**Florida Forensics Institute**
Dates: July 20th-Aug 3rd  
Location: Ft. Lauderdale, FL  
Scholarships Available: 2 Tuition and Meal Scholarships  
Programs: All Events except Policy Debate  
Website: www.fffi4n6.com

**Nebraska Debate Institute**
Dates: July 27th-August 4th  
Location: Lincoln Southwest HS, Lincoln Nebraska  
Scholarships Available: 2 Full Tuition and Meal Scholarships  
Programs: Congress, PF, LD, and Policy  
Website: www.nscta.com

**Northwestern Summer Debate Institutes**
Dates: July 8th-Aug 5rd  
Location: Northwestern University, Evanston IL  
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5 Days in New Haven

By Mark J. McNeil

I showed up for the lecture in a suit and tie, pen in hand, ultimately ready to take a few notes, and maybe dodge out early to catch up with some old college buddies who live in the area. "If you want to take off your shoes it's okay," the instructor said. "Mark (she read my name tag), you might want to take off your jacket and tie—you need to be comfortable." I thought, "Oh God, what have I gotten myself into?" I was probably the youngest in the workshop: department chairs, heads of schools, high school drama teachers, dancers, choreographers, professional actors—all...all well above middle age. The next thing we knew we were twirling, rolling around on the floor, doing things this body hasn't done since its twenties...and we were all having the time of our lives.

I don't know what made me sign up to spend 5 days in New Haven, CT with a woman named Jennifer Hubbard and her expanse on something called The VIEWPOINTS, but I was overwhelmingly mesmerized by what I saw unfolding around me; I said to myself, "This is the kind of theatre that I want to create."

The VIEWPOINTS is a technique of improvisation, according to Hubbard (one of three people in the country sanctioned to teach this process by its creators); it was first articulated by postmodern dance choreographer, Mary Overlie, who broke down the two dominant issues most perplexing to performers: TIME AND SPACE. There were six categories; she called them the SIX VIEWPOINTS. Since then, Ann Bogart and SITI Company have expanded this approach for actors and theatrical collaborators, enabling flexibility, articulation, and strength in movement and speaking.

So, what is The VIEWPOINTS? I must have asked that question a million times. I kept asking because I thought Hubbard wasn't articulating a proper answer. "So, how do you teach this method?" I'd ask. "It's not a method; it's best to begin with Open Viewpoint Exercises...ready, set, go," she answered and made us twirl around some more. "So, is this method published anywhere?" "The language of The VIEWPOINTS is, yes...ready..." Finally, it hit me. I was asking the wrong questions.

I was not listening to her. "The VIEWPOINTS is a common language for directors and actors. It was not created by Bogart, but contains processes she studied intensively and expanded, alone and with her colleagues, Overlie, Landau, Suzuki, et al. It is a series of exercises to help actors and directors achieve quickly, produce largely, and express naturally. The exercises are designed to 'jump start' actors alleviating the problems that confront them, especially with time and space."

Ultimately, Bogart listed NINE VIEWPOINTS: (1) Spatial Relationships, (2) Shape, (3) Kinesthetic Response, (4) Architecture, (5) Gesture, (6) Repetition, (7) Tempo, (8) Floor Pattern, and (9) Duration. By doing exercises that encompass the above, actors recognize the natural intuition to move and to present. The trick is the recognition and articulation of the "kinesthetic response": that "utz" in one's stomach that communicates a want or need to respond—simple cause and effect. Once

McNeil conducts seminar in THE VIEWPOINTS at Suffolk University; this is an open VIEWPOINTS exercise.

Kelly Lootz experiments with "imagined" architecture and topography at Suffolk University seminar.

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actors recognize and react, they move from a place where the director is the sole creationary influence to a place of co-creationary role in the performance.

In Ann C. Tyler’s “Shaping Belief: The Role Of An Audience In Visual Communication,” (Autumn 1992 edition of Design Journal) she writes that the goal of communication is “to induce some belief into an audience about the past . . . the present . . . the future.” Further, she divides the attempt into two categories: formal aesthetic expression with the audience as the spectator, or the audience as an active participant, decoding and visualizing. The VIEWPOINTS would best be represented by the latter of the two audience descriptions—it employs simply this: instead of the gesture or movement enhancing the word, the word (and its interpretation) enhances the gesture or movement. The living moment that which is the kinesthetic response is enlivened and repeated through the relationships of the actors, the placement of their limbs, the reflection of their bodies in the architecture of the setting, all culminating in the message delivered by the word. Because of the visually pleasing placement afforded by

The VIEWPOINTS, the audience is stimulated as if they were viewing Michelangelo’s Pieta. They analyze positioning, relationships; they decode gesture and relevance.

The ultimate challenge for this to be adapted to the interpretation events of competitive speech is to recognize the absence of physical architecture and topography. This has to come from within the imagination of the actor—it has to be so real for him/her that it is real for the audience to “decode.” I start with simple exercises (all of these are contained in THE VIEWPOINTS, the book by Ann Bogart and Tina Landau). The recognition of the kinesthetic response is key. Then, we begin in tableaux. We create a flipbook, so to speak, exploring the “imagined” environment and the relationship of the character to it. As our flipbook grows and expands, we add lines (ASIDE: sometimes I’ll put classical music in the background and just watch the artistry of the actor running the flipbook... beautiful). Ultimately, instead of the simple default gestures which are generally absent of worth and meaning, the movement, combined with the relevant poignancy of the author’s words, creates masterful spectacle. For DUO, watching the actors explore the “negative” space contained in their relationships to each other, their imagined environment, and their interaction within it ALL THE WHILE maintaining the off-stage focus. It is truly inspiring.

I have been teaching the performing arts for years now (more than I care to count); I have proffered the methods of Stanislavski, Hagen, Meisner, et al; I can truthfully say, that never, as an educator, have I had a truer educational connection than with The VIEWPOINTS. Doing the basic drill—an open VIEWPOINT exercise: students wander (uncomfortably fast OR uncomfortably slow) in a curvo-linear pattern; as someone passes, the “kinesthetic response” dictates a choice—spins off a shoulder to change direction, change tempo, or simply stop creating an obstacle for someone else. To me this is living, breathing theatre at its best—real choices made; real obstacles presented. Watching the artistry and the choices of the students as opposed to the REGURGITATIONAL choices of the director is what teaching is—enabling the
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student to survive without the instructor. I came home from that workshop; Monday morning I wrote on the blackboard: "All classes with Mr. McNeil will be in the LOWER GYM. Wear your gym clothes." I used every class that day as guinea pigs; I needed to see if I had it in me to recreate the VIEWPOINTS experience. (ASIDE: my music and theatre classes loved it, but my senior honors English sections were a little puzzled—they enjoyed it; they just weren’t sure how it related to Chaucer and his world.) I was in the middle of production of a show—I changed from the representational method I grew up with to the vocabulary of the VIEWPOINTS . . . success. Since then, I have incorporated it into my speech coaching; I have directed two additional plays using this "vocabulary." And, I have registered to take a two week intensive with Ann Bogart, herself, in Saratoga this summer; excitedly, Sacred Heart National Speech and Debate Institute has brought Jennifer Hubbard on board to share this experience with the interpretation students and coaches registered for Summer 2007.

At the conclusion of the seminar, Hubbard shared the 5 tenets that Bogart drills into the members of her studio: (1) Come hungry; (2) Work with a huge ego and NO ego simultaneously; (3) Go before you are ready; (4) Make it more than what it is; (5) Find something out. I am surprised how guilty of each of these I actually am. You see, I never take workshops, especially in this business, because, frankly, I leave saying, "I could have done a better job teaching that." But, this one moment, this language, this exploration forced a change in perspective in my artistic microcosm and, perhaps more importantly, the way I create within it. Not bad for 5 days in New Haven.

Mark J. McNeil is the Department of Performing Arts Chair for Sacred Heart High School in Kingston, MA. He is the Director of Theatre and debate for Sacred Heart, and McNeil manages and teaches for Sacred Heart National Speech & Debate Institute. He resides in Plymouth, MA with his three dogs, Lady Bird, Valentine, and Bianca. He’s lived in “America’s Home Town” since he came to the South Shore, Cape Cod area from Jackson, MS way back in 1990. For more information on the above article, please email mcneil@sacredheart-hs.org.

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Meet Don Pogreba

by
Sandy Krueger, NFL Publications Director

What was your first NFL experience?
I first became involved with NFL as a coach. My high school program did not offer NFL competition, unfortunately. The first year I coached, I was fortunate enough to be able to attend the Minnesota Nationals with a student competing in oratory.

When did you decide to be a teacher and/or coach?
I coached the debate team at Carroll College for four years after graduating from college. I decided to become a teacher and coach after one day at law school, after realizing that teaching would be a better profession for me. I made the right choice.

What is your team philosophy?
Our team philosophy is that everyone should maximize his/her potential in the activity.

How many hours do you spend with this activity a week?
During the season, I probably spend 15-20 hours coaching and 10 hours researching. Because tournaments are often distant in Montana, there's a lot of bus time, too.

What is your vision for the future of the NFL?
Continuing to experiment with new events and ideas while remembering the events that are at the core of the activity. We need to be aggressive retaining and developing new schools in policy debate, for instance.

What is exciting about being an NFL coach in the State of Montana?
There's excellent competition in Montana. There are some incredibly dedicated coaches here that have built strong, well-rounded programs. It's constantly interesting and exciting to see your students competing against well-prepared opponents.

What's unique about your High School as an NFL chapter?
One thing that has been unique is that we tend to draw older students. Many of our new students each year are juniors or even seniors, looking for a change to improve their skills before college.

What qualities do you look for when recruiting students for your program?
Nothing substitutes for work ethic and integrity. Those are essential. With those two qualities, almost any student can find success in forensics.

Were you an NFL competitor? If so, how has the NFL changed since you competed?
No, my school did not participate.
If you have attended a National Tournament, what is your favorite memory from a National Tournament? My favorite memory from Nationals was having both of our policy teams clear at the Salt Lake City Nationals. Four kids from Montana, operating in an entirely different style of debate than back at home, had great tournaments and showed what they could do. It was real motivation for future students on our team. Driving from Montana to Texas is a close second!

What is the greatest challenge as a coach today? Competing with all the other activities students are involved in. When you are working with highly motivated, bright kids, they excel in other areas, too.

What's your favorite weekend tournament food item? We always stop at Fuddruckers for hamburgers in the towns that have them.

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Please note that some schools may not permit these honor cords to be worn at graduation, please check with your school. As an alternative, the NFL offers an NFL Graduate Pin also available online.
Coach Recognition

Halt! Citizen's Arrest...Have You Received Your "Citations" Yet?

By Don Crabtree

By-Law No. 14 of the National Forensics League’s Constitution established the “Distinguished Service key to any member coach who earned 20 citations according to the following schedule and a Distinguished Service plaque to any member coach earning 50 citations.”

It is the purpose of this article to explain the Distinguished Service Award for coaches and encourage our talented pool of educators to take part in this award program for service to the League.

Roget’s International Thesaurus of English Words defines service as, “what ought to be done; responsibility and imperative duty.” Quincy Jones posited, “imagine what a harmonious world it could be if every single person, shared a little of what he is good at doing.” It is our duty as coaches to share our talents, promote the league and as P.T. Barnum once quipped, “We cannot all see alike, but we can all do good.”

The outstanding part of the National Forensics League program is that our league recognizes those who give of their service with a beautiful distinguished service key and elegant plaques for successive service awards!

Please allow me to review the categories and point allotments given for sharing of your talents, hard work and many items that we all normally do in our area of forensics and debate education.

By-Law No. 14 (found on page CBH-5 of the Constitution By-Laws History document) can be found online by going to "www.nflonline.org"

By-Law No. 14

1. The National Organization shall grant a Distinguished Service key to any member coach earning 20 citations according to the following schedule, and a Distinguished Service plaque to any member coach earning 50 citations. (Subsequent plaques can be earned for each 50 citations above the initial 50 citations.)

- Recruiting new Affiliate .................2
- Sponsoring new chapter ..................2
- Year as District Chairperson ..........1-3
- Member of District Committee .........1
- Year as National Officer ...............3
- Editor of The Rostrum ..................3
- Managing District NFL Tournament or Congress ..................1-3
- Holding a Tournament for 10 schools 1
- Directing Tournament for 10 schools 1
- Other service requested by Council .1-5
- Service at National Tournament ........1-3
- Article on NFL in Educational Journal 1-3
- Talk on NFL before a Convention .....1-3
- Other service requested by Council .1-5

In case of variable number of citations to be granted, the National Secretary shall determine the number.

Requests for “Citations” must be filed within one year of the date of service.

Fulfillment does not come from acquiring things but by pursuing worthwhile objectives that will help others. Real fulfillment in your life will come from striving for a worthwhile objective that helps others and is larger than your self-interest.

We, as National Forensics League coaches should feel free to contribute our skills, ideas and time to the National Forensics League who openly accepts, acknowledges and appreciates our service to the League!

So, I say this to you: If you go into the world (in this case the National Forensics League) and serve others, you will give meaning to so many others who can and will benefit from your talents and hard work.

Remember that service to others enablers us.

Please share and commit your talents, service, expertise, and hard work to the National Forensic League!

Perhaps H. Silvis, from “Volunteers” said it best: “I slept and dreamt that life was a joy. I awoke and saw that life was service. I acted and beheld, service was a joy!”

(Don Crabtree is Vice President of the NFL Executive Council. For thirty-five years he was head coach of Park Hill High School in Missouri, now Assistant Coach. As of this Spring, Don will have earned his 7th diamond and has received ten Distinguished Service Awards, that is 470 actual service citations (working on his 11th).
Since our launch on July 1, 2002, Planet Debate has grown rapidly. In less than five years, over 30,000 people have registered at our site. Hundreds log-on every day. Thousands have purchased individual products and site-wide subscriptions. We have established partnerships with leading debate workshops.

Our offerings, which originally focused exclusively on Policy Debate, have expanded to include Lincoln-Douglas, Public Forum, Extemp, and Teacher Instructional Resources.

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Stefan Bauschard, President, PlanetDebate.com
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Student Challenge

If You Could Choose Any Actor or Actress to be a Member of Your Speech Team, Who Would You Choose? Why?

Paycen from Idaho

If I could pick one actor or actress to be on my speech team, I would definitely want to have Adam Sandler. Adam Sandler was a debater in high school, so not only would he be AMAZING at interps, but he could also help my team in the debate field. And because he was a debater in high school, we wouldn't have to teach him how to write speeches, or how to survive at a speech tournament. Adam Sandler would be an AMAZING addition to my speech team.

Austin from Colorado

Edward Norton. Eddie is quite possibly the greatest actor of his generation because he doesn't present a character, he becomes a character. His work in American History X and Fight Club (amongst other things) provides a paramount for other actors to strive for in vain. No doubt, the perfect addition to a speech team.

Nathan & Audrey from Tennessee

Oprah. Because she's so darn dramatic. She's very opinionated, so she'd be an excellent debater. A lovely choice in clothing. Great poise. I love the hair, and a fabulous smile. Oprah has got herself some appearance. She doesn't seem to be the type to be late, so we'd never miss a tournament.

Tim from Idaho

James Belushi, because he is a very intelligent and funny and he would bring life to my debate team.

Michael from Texas

Robin Williams. That guy would rock the HI world. Not only that, could you imagine him in Duo? Definitely Robin Williams!

AJ from Colorado

Will Ferrell, Why, because he can do ANYTHING completely straight faced. Imagine performing a duo piece with that guy. You could be performing the greatest and most hilarious piece of all time, and that man would perform it without a smile.

Dakota from Ohio

I would have Julia Roberts because she is very dramatic and would probably make a good public speaker.

Tanner from Missouri

Right when I saw the question, I knew my answer. James Eugene Carrey (a/k/a Jim Carrey). I think Jim Carrey would be an amazing addition to any debate team. He would be a versatile speech and debater. He'd dominate individual events in our area. From his comic genius in Liar Liar to his dramatic gold in Eternal Sunshine of the Spotless Mind. Not only is he incredibly talented...but I'd just like to meet him. I'm pretty sure my coach would persuade him to LD. And just for the sake of being right, he'd be amazing at that as well. I wouldn't mind getting beat by Jim Carrey, that would be an honor and a privilege.

Pryce from Utah

In school, my classmates and I have been learning the core characteristics of a true rhetoric which are Pathos (the art of appealing to the audience's emotions), Ethos (appealing to the audience through reputation), and Logos (appealing to the audience through fact) which is why if I could choose any actor or actress to be on my debate team, I would definitely choose Anthony Hopkins. He easily fits into the category of a true rhetoric. In all of his movies, he is a master of the mind and the one pulling the strings of all of our innermost emotions. And, on top of all that, I just think he rocks.

Ashley from South Carolina

I would choose Jack Nicholson. He's been in a variety of movies, having a variety of characters to play. He's done serious characters, to mental patients, to comedy. I believe he would be a real asset to our team. His personality would mesh in with our team VERY well.

Alicia from South Dakota

James Dean, because even though he's dead, he did really well in Dramatic Interp.
Alan from Florida

If I could choose an actor to be on my speech team, I would choose James Spader. The closing arguments that he delivers as Alan Shore on Boston Legal are excellent examples of passionate, argumentative, and very persuasive speeches.

Melissa from Wyoming

I would choose Angelina Jolie because she could do a very good drama piece, and possibly even come up with an excellent bill for Student Congress. I also think that she is a good actress.

Kyle from Missouri

If I could choose any actor or actress to be on my speech team, I would choose Eddie Murphy. Through movies such as "The Nutty Professor" and his new movie, "Norbit," Eddie has shown that he is an amazing character actor, which equals a killer humorous Interp! Eddie would add a little diversity to our otherwise incredibly white team! So if you happen to be on good terms with Mr. Murphy, do you mind giving him a call?

Brielle from Colorado

I would choose Paris Hilton. She's beautiful!

Sarah from Kansas

Natalie Portman. She is incredibly smart and has a natural "presence".

Brittany from Texas

I honestly would choose Patrick Dempsey who plays Dr. Shepard on Grey's Anatomy because he can seemingly talk his way out of anything and can think on his feet! (Obviously, in the show, he's a doctor!)

Lauren from Ohio

I would choose Johnny Depp. The characters in which he has the ability to portray are astounding. I believe he would be very successful in any category. His demeanor, poise, and talent all make him an excellent addition to any speech team.

Michelle from Texas

Morgan Freeman, you can't lose with him!!!

Tori from Missouri

If I could choose one actor or actress to be a member of our speech team I would choose Meryl Streep because she has been in so many amazing movies and is a very talented actress and she has won so many awards for her talent.

Ashley from Ohio

Anthony Hopkins. He is an incredible actor who is not afraid to show versatility. In addition, I think he would take first place in drama every week, so that doesn't hurt either.

Sabrina from Missouri

I would have to say I would want Johnny Depp on our team because he is such a wonderful actor and has such a wide range of talents.

Nancy from Utah

Most likely Jon Stewart. He is a comedian and has been in movies but can be very serious when it comes to topics. He knows what he is talking about. Jon Stewart was asked to be on a news show and he agreed, their topic was Iraq. They all thought he would be his "silly" self. Instead, he was very serious and knew what he was talking about. At a commercial break they asked him to be more "funny", he responded by saying, "Did you ask me to come on the show and be funny or to talk about Iraq?" They then went on with the show. I think all actors and actresses could not act like he did and stand up for what they believe in and not be so interesting in a comedic way.

Allyson from Missouri

I would choose Kate Hudson to be part of my school's speech team, because she has so many facets to her. She is a hilarious actress, a humanitarian, and a person who stays grounded even though she is paid millions per movie.

Eli from Nebraska

Meryl Streep. She would be fantastic in any interp! DI or HI..You name it, she could do it!

Iris from Wisconsin

Nicole Kidman. An important part of speech is confidence and poise. In every movie that Nicole has been in, she has completely oozed eloquence and composure.

Sidney from Illinois

I would have to pick Gregory Peck. The courtroom scene in "To kill a Mockingbird" put many lawyers to shame. It was refined, eloquent, and poignant; assets that every debater strives to attain.
Position Announcement

National Forensic League
Western Kentucky University
Regional Office

Department of Communication

Western Kentucky University and the National Forensic League are seeking applicants for a Regional Coordinator for the NFL Regional Office at Western Kentucky University. An ideal candidate for the position of NFL Regional Coordinator will possess a solid knowledge of all speech and debate activities. NFL alumni status is preferred, but not required. The Regional Coordinator of the Western Kentucky NFL Regional Office will work with high school students, teachers, parents, alumni, WKU and NFL staff, and will be in direct contact with both an on-campus supervisor and the NFL Executive Secretary.

Responsibilities of the position include: Coach education, district guidance, tournament attendance, recruitment and retention, and special projects. Qualified applicants will possess a bachelor's degree, experience in speech and debate, excellent communication skills, flexibility, tact, and strong leadership potential.

Salary: A competitive salary based on education and experience will be offered.

Review of applications begins May 1, 2007 and continues until position is filled. Applicants for position should submit a letter of application, resume, transcripts, and three letters of professional references to:

J. Scott Wunn, NFL Executive Secretary
125 Watson Street
Ripon, WI 54971

Duplicates of the letter of application, resume, transcripts, and letters of recommendation must also be mailed to:

Human Resources Department
Western Kentucky University
Wetherby Administration Building, Room 42
1906 College Heights Blvd
Bowling Green, KY 42101

All qualified individuals are encouraged to apply, including women, minorities, persons with disabilities and disabled veterans. Both Western Kentucky University and the National Forensic League are Affirmative Action/Equal Opportunity Employers.
Featured Alumnus: Gary Rodman

I attended Natick High School in Natick Massachusetts in the mid 1970’s. At that time, Natick had a rich sports tradition (and still does, think football quarterback Doug Flutie), but what was less universally appreciated was the terrific speech program, run by Gerry Dyer, a drama teacher at the high school. Not being very athletic, I found myself joining the speech team, where I found friendship, camaraderie, and a strong commitment to excellence.

My events were Original Oratory and Extemporaneous Speaking. I also dabbled in novice debate. These events helped me to appreciate the importance of developing structured and logical arguments in my writing and speaking, and of course, the importance of being able to think on my feet. Team members would put in countless hours of practice, and we were driven to perform at our absolute best.

I attended Bowdoin College, where I majored in chemistry. While at Bowdoin, I participated in several theater productions, one of the few science majors to do so. I went on to graduate school at the University of Minnesota, where I earned a Ph.D. in Inorganic Chemistry. While it may not seem obvious, my experience in Speech really made a difference to my scientific endeavors. Scientists are often pictured as loners who have trouble communicating and relating to people. Believe me though, modern science is done in teams, and knowing how to work with others really helps! In addition, the road to the Ph.D. is paved with papers, public presentations, written proposals, and oral defenses. The ability to communicate one’s science to others and to defend one’s ideas is absolutely essential for success.

For over a decade I have been in the information technology field, managing the administrative information systems at Ripon College in Ripon, Wisconsin. The job is a lot more than manipulating databases; it is all about turning data into information that supports the success of our students and faculty of the college. This requires good communication with the people who use the data, in other words, using the skills I honed in Speech to analyze problems and present solutions in a persuasive way. I have also taken the opportunity to judge at Ripon College’s forensics tournaments, during which I enjoy seeing the latest trends in Speech on display. My involvement in Speech has added a key dimension to my professional skills and has, in the final analysis, enriched my life.
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- Paul Bellus, Coach NDT, NFL, TOC, CFL Champions and Top Speakers
- Jane Munksgaard, NDT Elims and First-Round Bid
- Jason Patl, Coach NFL, TOC, CFL Champions and Top Speakers
- Andy Ryan, NDT Champion and Top Speaker, TOC Champion
- Scott Varha, Coach at Iowa

FOR APPLICATION MATERIALS AND PROGRAM INFORMATION CONTACT:
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E-mail: paul-bellus@uiowa.edu
Choosing an LD Workshop
Suggestions for Coaches, Parents and Students

By The Lincoln-Douglas Education Project

Summer workshops powerfully influence the practice and culture of contemporary LD debate. Given the educational ramifications of workshop attendance, the LDEP encourages coaches and parents to be informed participants in decisions about which, if any, workshops students will attend. We especially encourage coaches to be proactive in helping parents to understand the issues and assess their alternatives.

Knowing the right questions to ask is only part of the challenge. Finding reliable answers to those questions is also important. Few coaches and virtually no parents have the chance to observe workshops first-hand, and student reports are often colored by considerations of style, loyalty to their instructors, powerful advertising and a desire to be hired by the workshops they have attended. The best advice is to seek information from as many sources as possible, including people whose judgment you already trust, and to ask direct questions that are likely to elicit precise answers. To gain a balanced perspective on workshops, you may want to speak to their directors, to alumni from your school who have attended them, and to coaches you know whose students have attended them.

The following are questions we believe parents, coaches, and students may find it helpful to ask about prospective workshops:

1. What are the specific academic objectives of the workshop? How does the workshop accomplish those objectives? Workshops may agree on their most general goals—e.g., to make students better debaters—but they differ considerably in their interpretations of these general goals. It makes sense to find out what a workshop means by “good debate.” Likewise, while it is easy to state impressive objectives, workshops should be able to provide detailed explanations of how they achieve those objectives. Different students thrive in different social settings, and comparing the overall size of potential workshops as well as the size of their working lab groups may help to reveal the potential for substantial one-on-one contact with teaching staff.

2. Who are the directors of the workshop? What are their credentials to address the needs of high school students? You’ll want a workshop’s administrators to be people who can be trusted to make important academic, social, and safety decisions for a large and heterogeneous group of high school students. Does the workshop have insurance and individual staff members to deal with health and other non-curricular issues that may arise?

3. Who are the workshop’s teaching staff? What are their academic and teaching backgrounds? Sometimes the advertised staff are not the same. Some advertised staff may be primarily administrative or may only be guest speakers. Be sure you know who the true teaching staff members are and whether they are experienced educators that are able to diversify teaching methods for the distinct learning styles of students. Recent high school graduates who were successful debaters are often an integral part of the teaching staff. While talented as debaters, these staff members have little or no teaching experience and few academic qualifications. You might want to consider the overall experience level of a workshop’s teaching staff and also inquire about whether and how the workshop trains and mentors recent graduates in their new role as teachers.

4. Who will be my student’s primary teacher(s)? Most workshops are organized on the “lab” model, in which part of each day is spent working in a small seminar (or “lab group”) with the same instructor on basic debate skills. A student’s lab leader is often the biggest single determinant of the quality of the student’s workshop experience. Requesting an example of past in-lab curriculum (for example, a lesson plan) might give you an indication of the type of experience your student will receive.

If you select a workshop on the basis of one or two big-name staff members, do not assume that your student will have extensive opportunities to work with those people. The safest policy is to choose a workshop with a strong staff overall. If you are most interested in particular members of a workshop’s advertised staff, find out in advance how much teaching they will be doing, how many students they will instruct, and the experience level of their students. If possible, secure specific advance guarantees from the workshop director to work with those instructors.

A related issue is the workshop’s policy regarding student access to a diversity of staff members. Many workshops are comfortable with the student’s primary instruction coming from one or two instructors. Others embrace a model of exposing students to a diversity of opinions from different faculties. Knowing the model a particular workshop has before the student arrives seems to be a wise move for consumers.

5. Are the actual teachers good academic and personal role models? Many students greatly admire their workshop teachers and imitate them, so it makes sense to find a staff composed of people you would be glad for your student to emulate. If you do not like the way a person debated or conducted himself or herself outside of debates, it is
unwise to place your student under his or her tutelage. If you are unsure about the reputation of a workshop's staff members, ask coaches who might know.

6. What boundaries are enforced between students and staff, and who enforces them? Especially with younger staff members who may be quite comfortable fraternizing with students, it is important that there be clear social boundaries to preserve an academic atmosphere. What are a workshop's official policies in this area, and what is its unofficial reputation? How exactly has the workshop enforced these policies in the past?

7. What are the behavioral expectations of students, who enforces them, and how strictly? Workshops should be able to furnish a specific list of rules. Just as important as the content of these rules is their actual enforcement, since workshops are reputed to vary widely in their strictness. Again, it is wise to find out what reputation a workshop has in this department and how it has handled serious infractions in the past. Professional teachers and other adults typically find it easier to enforce rules than do recent high school graduates. Does the workshop place younger staff members in positions of authority concerning disciplinary issues?

8. How are students supervised at different times of day? Are students, for example, required to be at all scheduled academic functions, or are they permitted to skip some? Are there blocks of unsupervised time in the evening or on weekends? Find out what procedures workshops use to track students throughout the day and to locate missing students.

9. How does the schedule balance academies, play, and rest? Debate workshops are traditionally demanding academic experiences, but some focus more on extracurricular activities than others. How much time will a student spend studying debate? Make sure the workshop you choose matches your priorities.

10. Does the workshop have a history and policy of encouraging students to respect the decisions of their coaches and families? Students sometimes return from workshops challenging their local authorities. Probably no workshop officially encourages such disrespect, but ideally workshops should actively discourage it. Are all staff trained and committed to follow such policies? The experiences of past coaches with a given workshop may be the most reliable guide to its ethos.

11. Does the workshop teach anything, stylistically or substantively, that I would not want my student to learn? Some workshops, for example, may teach a model of LD value structures at odds with various regional understandings. Or a workshop might promote a faster, more evidence-driven "national circuit" style of debate that a coach does not support. Ask around to be sure that prospective workshops respect your values and priorities.

12. What are the workshop's true costs? Initial cost quotations vary widely in what they include. Are there other optional or required fees for, for example, applications, airport transportation, photocopies, field trips, workshop souvenirs, or books for reading groups? Does the board fee include all meals from the student's arrival to his or her departure, or must some meals be covered by the student out-of-pocket? How much spending money do students need? Of course, transportation expenses are also part of any complete cost comparison.

(The Lincoln-Douglas Education Project is a group of over 160 coaches and judges committed to education excellence in LD.)

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*** Guest Appearance by Scott Wunn—NFL National Executive Secretary ***

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Contact Information: Dr. Peter Pober

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E-MAIL: ppober@gmu.edu WEBSITE: http://www.gmuforensics.org/gmif
GMIF Dates:
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- Stacy Endman, Ben Davis H.S.
- Meg Howell, Albuquerque Academy
- Casey Garcia, Mt. San Antonio
- B. A. Gregg, Randolph-Macon
- Jimmy Ficaro, George Mason
- Michael Chen, George Mason
- Jason Warren, George Mason
- Paul Davis, Arizona State
- Jason Warren, George Mason
- C. Ryan Joyce
- Mike Hilkin, Univ. of Northern Iowa
- Michelle Hill, Illinois State
- Katelyn Wood, Illinois State
- Kris Barnett, Star Charter
- Joe Ferris, Seton Hall
- Jeremy Hodgson, George Mason
- Matt Johns, Seton Hall
- Roslyn Terre
- Jud Lewis, Eastern Michigan
- Ryan Hubbell, Arizona State
- Jessica Watkins, Univ. of Evansville
- Rikki Goldenberg, Wesleyan Univ.
- James McGraw, St. Joseph’s Univ.
- Merry Regan, Univ. of Texas - Austin
- Mark Banks
- Plus, Al Bender, Duval Bodden, Rebekah Chatelier, Sophia Chumpitaz, Mickey Cox, Matt Friedman, Tyler Fruge, Rowena Gasmey, S. R. Hilliard, Chrissy Kendall, Jeff Moscaritolo, Becky Shuster, and the rest of the GMU Forensics Team!

Look what GMIFers are accomplishing this year:

Yale Invitational
Duo Tournament Champions plus 28 other final, semi-final, and quarter-final placings!

University of Pennsylvania’s Liberty Bell Classic
3 Tournament Champions plus 32 other final, semi-final, and quarter-final placings!

3rd Annual Patriot Games Classic
6 Tournament Champions plus 47 other final, semi-final, and quarter-final placings!

St. Joseph’s Villiger Tournament
2 Tournament Champions plus 25 other final, semi-final, and quarter-final placings!

Emory Tournament
2 Tournament Champions plus 12 other final, semi-final, quarter-final and octo-final placings!

Harvard Invitational
42 final, semi-final, quarter-final and octo-final placings!
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POLICY INSTITUTES

**Three-Week:** June 22-July 15, 2007
Tuition-$665; Housing/Meals-$860
**Total - $1,525**

**Two-Week:** June 22-July 8, 2007
Tuition-$580; Housing/Meals-$620
**Total - $1,200**

**One Week:** June 22-July 1, 2007
Tuition-$460; Housing/Meals-$375
**Total - $835**

POLICY STAFF
(some not listed)

**DAN DAVIS:** Director of Debate, Northside High School, GA; NDT finalist; Kentucky Institute Staff 1998-2001; University of Michigan Staff 2003-06.

**CYRUS GHAVI:** Champion debater, Emory University; Kentucky Fellow 2001; NDT semi-finalist 2005; Kentucky and Stanford Institute Staff, 2005-06.

**BRENT CULPEPPER:** Champion debater, Warner Robbins High School, Georgia; champion debater, University of Georgia; winner Dartmouth Round Robin, 2007; runner-up Kentucky Round Robin, 2007; Institute instructor Bates College; Dartmouth College.

**REUBEN SCHY:** Champion debater, Glenbrook North, TOC first speaker, 2001; Kentucky Fellow 2001; Kentucky and Michigan Institute Staff, 2003-06.

**JON SHARP:** Champion debater, Emory University; Assistant Coach, University of Kentucky; former Assistant coach at West Georgia and USC; fifteen years Debate Institute instructor at Emory, USC, Bates, Stanford & Kentucky.

**MIKE WASCHER:** Debate Coach, Celebration High School, Florida; Kentucky Debate Institute Staff, 2003-06.

LD INSTITUTES

**Three-Week:** June 22-July 15, 2007
Tuition, Housing/Meals - $1,650

**Two-Week:** June 22-July 8, 2007
Tuition, Housing/Meals - $1,450

LD STAFF
(some not listed)

**BALDWIN, JASON, M.A.:** Winningest debater in LD history, accomplished debate coach and author of numerous articles on LD, Philosophy; Ph.D. candidate at Notre Dame; 11-time Kentucky staff member.

**PATRICK MAHONEY:** Champion debater, Stak Jesuit College Prep., Houston; only junior to clear at the 2006 TOC; winner of Greenhill, Wake Forest & University of Texas tournaments; finalist at Bronx & Grapevine; semi-finalist St. Mark's, Stanford & Victory Briefs; in the bid round or better of thirteen TOC qualifying tournaments in 2005 & 2006.

**CYNDY WOODHOUSE, B.A.:** Successful high school competitor; experienced LD workshop instructor who has authored several LD theory articles and coached numerous debaters to the late rounds of national tournaments, including the NFL National Tournament; former coach of Vestavia Hills High School and current coach at Iowa City West High school.

**J. W. PATTERSON, Ph.D.:** Institute Director with more than forty years experience; Founder and Director of the TOC; member of the Communications Department at Kentucky.

*For Institute information and application, contact:

Dr. J. W. Patterson, Director of Debate
225 Funkhouser Building
University of Kentucky
Lexington, Kentucky 40506-0054
http://www.uky.edu/Provost/Center/Discipline/Debate/ jwpatt00@uky.edu
859-257-6523
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Commuter - $900

ONE WEEK POLICY PROGRAM
Our one-week program is designed to provide a more affordable institute focusing on the policy debate topic for the coming year. Following closely the first week of the two-week program, one-week program participants will focus more on theory comprehension and research, with limited time spent on skill development.
Residential - $850
Commuter - $700

NEW! ONE WEEK PUBLIC FORUM PROGRAM
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BLAKE JOHNSON
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JAIRUS GROVE
Harvard Debate Coach, International Relations Fellow, Johns Hopkins University, NDT semifinalist, 2nd speaker @ 2000 National Debate Tournament, former Director Chicago Debate Commission.

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WE BELIEVE IN TESTING YOUR SKILLS.
We will give you the opportunity to implement everything you learn through intense debates judged by highly qualified lab leaders.

YOU WILL BE DEFINING THE FUTURE OF DEBATE.
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We offer you the ability to take home all of the evidence produced from both sessions of the camp in a digital format that costs less money than checking a tub.
SUMMER 2007 POLICY DEBATE PROGRAMS

EXPERIENCED SEMINAR STAFF

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

Dan Luxemberg, Harvard University, NDT Semi-Finalist, qualified to the NDT as one of the sixteen top ranked teams in the country TWICE. A former UNIF alum, we are proud to have Dan on board with us this summer.

JV Reed, University of Texas, two-time NDT quarter-finalist, documentary film-maker and current assistant coach for the UT debate team and the Kinkaid School.

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

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

MARATHON STAFF

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

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

Spencer Johnson, University of Texas elimination round qualifier, former Valley High School debater

Kate Ritchie, UT-San Antonio via Tom C. Clark High School winning speaker awards and competing in elims in many tournaments.

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, University of Chicago M.A., two-time NDT qualifier, 2005 NDT elim round participant, Assistant Director Chicago Urban Debate League

Joel Rollins, PhD, Director University of Texas, 2001 National Debate Coach of the Year

PROGRAM DATES

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<td>June 24–July 12</td>
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<td>Plan II</td>
<td>Introduction to CX Debate</td>
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<td>July 16–August 7</td>
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<tr>
<td>Marathon + Plan II</td>
<td>June 24–August 7</td>
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</tbody>
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University of Texas
National Institute in Forensics

We invite you to join us for the 14th Annual UT National Institute in Forensics, and 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, tremendous alumni, and best of all—your summer in Austin, Texas!

Main Session: June 28-July 12
Naeglin Tutorial Extension: July 13-16

www.utspeech.net

Is it the camp?

Only partially. Success is a product of excellent and immensely talented students, incredibly hard working coaches, supportive parents and schools, and exceptional amounts of time that include investment in summer opportunities. It is that understanding that makes UTNIF the largest comprehensive institute in the country year after year, and why we have assembled some of the brightest forensic minds in the nation for our program. It is also that educational philosophy that has enabled alumni of our summer programs to succeed at every level, including an eye popping 17 national high school and 20 subsequent collegiate national titles in the last ten years alone.

Passion... Elegance... Excellence

Our staff includes former high school and collegiate national champions and coaches of national champions from around the country, including coaches representing all eight of the top 8 collegiate speech programs of the American Forensic Association.

Some projected core faculty members for 2007:

Randy Cox (UT), Deborah Simon (Milton Academy, MA), Casey Garcia (Mt. San Antonio College), August Benassi (Bradley University), Jason Warren (George Mason University), Mana Hamid (UT/Star Charter), Kristyn Meyer (UT/Illinois State University), Kris Barnett (UT/Star Charter), Saeed Jones (Western Kentucky University), Paul Davis & Ryan Hubbell (Arizona State University), Vic Silva & Erik Dominguez (Desert Vista HS, AZ), Neal Stewart (Kansas State University), Ken Young (Northern Illinois Univ), Jaime & Eric Long (Kishwaukee College & Northern Illinois Univ), Stephanie Cagnard (UT), Nicole Krebsberg (UT), Mia Poston (Bama), Bryan McCann (UT), Jeff Moscaritolo (George Mason), Katelyn Wood (Illinois State Univ), Erlin Baird (West Texas A&M), Caitlin Mangan (UT), and Eric Cullather (UT) just to name a few—plus the rest of the University of Texas Individual Events Team, and more acclaimed coaches and faculty from Texas and across the country!

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

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

NOTE: Schedules and faculty listings contingent upon agreements and subject to change without notice.
Founded in 1994, the UT Austin LD curriculum emphasizes individual focus to help students achieve their goals, whether that be achieving success locally, regionally, or nationally. (UTNIF alum and faculty member Andy Werner was the 2006 TFA State Champion for Lincoln-Douglas; UTNIF Alum Adam Chilton was the 2003 NFL National Champion in Lincoln-Douglas Debate—among many others.) Previous UTNIF students have said that a couple weeks at the camp was comparable to an entire year’s worth of competitive experience in terms of the growth they underwent as debaters. At UTNIF, every student receives our full respect and attention regardless of previous experience or reputation. Our staff is also highly versatile in terms of understanding debate across regions and circuits (TFA, UIL, TOC, and NFL). You will be hard pressed to find a better value for your money.

LD Main Session: July 17-July 31
Main Session + Extension: July 17-August 5

It’s the people...

Curriculum Director Stacy Thomas of The Hockaday School is known for helping young debaters rapidly reach an advanced understanding of Lincoln-Douglas debate, and for creating a climate of immense challenge for the most experienced of debaters. In 2007, her squad qualified a whopping 15 students to the TFA State Tournament in Lincoln-Douglas Debate alone, as well as additional accolades in Texas and around the country. UTNIF Institute Director Randy Cox founded the UT camp in Lincoln-Douglas Debate, and has coached at both the high school and collegiate levels, where his students have been graced with sixteen national titles.

Our staff is mature, open, and up-to-date with LD, giving students the benefits of instructors who are both experienced and current with the activity. The UTNIF curriculum reflects both an understanding of LD traditions, as well as hands-on knowledge of debate’s progression over recent years. Students leave UTNIF grounded both in LD history and its modern practice. We believe the best debaters have an appreciation for where LD has been and where it is going. These are the students capable of success when facing a variety of opponents in front of all types of judges. In addition, our curriculum will both introduce students to philosophical ideas and focus upon practical application. Our planned staff includes 2002 TFA State Champion and UTNIF alum Kristen Ray, 2006 TFA State Champion and UTNIF alum Andy Werner, LD legend and UTNIF alum Reed Winegar, and 2004 UIL State Champion and collegiate national semi-finalist as a Sophomore Sandip Gupta, just to name a few.

www.utdebatecamp.com

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

Phone: 512-471-1957
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The 4-week SOPHOMORE PROJECT is a special program for rising sophomores. This special 4-week program is designed to focus on the development of both basic debate skills and more advanced research and argumentation skills.

Activism

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June 17 - June 30, 2007

PROGRAM DESCRIPTION
Each student arrives with their own campaign idea. Throughout the course of the two weeks, students will gain exposure to and experience using:

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- research
- argument analysis
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Faculty members will follow and constantly reassess each student's progress on their project.

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Public Forum Debate
July 8-22, 2007

Lincoln-Douglas Debate
July 8-22, 2007

Individual Events
July 8-15, 2007
July 8-22, 2007 (extended option)

For more information and registration visit:
http://forensics.truman.edu/SMFI
660.785.5677 or kminch@truman.edu
The Liberty Debate Institute is a summer workshop open to high school students of all experience levels in both policy and Lincoln-Douglas Debate. It is sponsored by Liberty University and the Liberty University Debate Team. It is designed for beginning students who want to learn how to debate in the classroom or in competition, as well as for intermediate and advanced (junior varsity and varsity) debaters who want to sharpen their debating skills and knowledge while getting a head start on preparing for the competitive debate season.

If you are looking for a place to dramatically improve your argumentation and speaking skills, your knowledge of this year's national topic, and your understanding of debate theory, then the Liberty Debate Institute should be your choice for a summer debate workshop.

Workshop Features

- Affirmative case and topic-specific negative research and strategy
- Instruction on effective and persuasive speaking skills
- Debate theory instruction, discussion, and analysis
- Professional administration and dorm supervision
- Extensive practice debating and camp tournament
- Extremely low faculty/student ratio
- NEW! All one week labs will focus exclusively on skills.

Elite Performance Lab

A three-week policy lab tailored exclusively for the championship debater and headed by a top-level college coach.

Dates and Prices

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<tr>
<td>One Week Policy Labs &amp; Coaches' Workshop</td>
<td>June 24-June 30</td>
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<tr>
<td>One Week Lincoln-Douglas Labs</td>
<td>June 24-June 30</td>
<td>$525</td>
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<tr>
<td>Two Week Policy Labs</td>
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<tr>
<td>Three Week Elite Performance Policy Lab</td>
<td>June 24-July 14</td>
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<tr>
<td>Two Week Home School Labs</td>
<td>July 1-July 14</td>
<td>$895</td>
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For a brochure or more information, contact:
Michael Hall, Institute Director
Liberty University
1971 University Boulevard
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- Teachers: $200 + $50 deposit (housing additional)

Why come to Samford?

1. To attend an institute with a track record of success. Graduates have been in deep elimination rounds of every major national high school tournament, won NFL nationals, and one even won top speaker at the TOC. Alex Lamballe, who won NFL nationals while at MBA, wrote, "The Samford Debate Institute was instrumental to my interest and early success in high school debate. Its friendly learning environment and knowledgeable instructors provided a fun way to get a head start on understanding requisite skills and arguments for the upcoming season."

2. To get a great start in debate. At Samford, we make beginning debaters a priority. Coach Jeff Roberts of Mountain Brook High School, which won the Glenbrooks Novice Division this year, wrote, "The Samford Debate camp has played a key role in helping to prepare my students for the debate season. There is a clear advantage for my students who return from the Samford camp over their peers...I could not coach without Samford helping my students!"

3. To work with a national-caliber staff for a reasonable price.

   - Policy Director: Dr. Ryan Galloway (has coached teams to the late elimination rounds of every major national college tournament in the country and is a "top five" judge on the national circuit)
   - Lincoln-Douglas Director: Mr. Jay Rye (head coach of The Montgomery Academy, winner of 10 Alabama state championships, his LD debaters are highly successful across the nation)
   - Public Forum Director: Mr. Ben Osborne (head coach of Vestavia Hills High School, has coached public forum teams to great success throughout the country)
   - Coaching Director: Mr. Skip Coulter (Alabama Debate Coach Hall of Fame, successful coach from college to junior high and everything in between)

4. To learn and practice 21st Century debating skills. Samford emphasizes technology as a research, learning, and debating tool. If you want to further develop and utilize skills like document-mapping, "a skill that nearly all college debaters use to make briefs out of evidence from a host of Internet sources," Samford is the place for you!

5. To attend an institute that emphasizes debating. We guarantee 15 critiqued practice debates in two weeks because we believe that this is the key to improvement as a debater. We're told by debaters and coaches that our small student to staff ratio and our guarantee of 15 practice debates results in our institute students actually being able to debate, something that seems to give them both confidence and motivation for the debate season.

For more information, please contact Ben Coulter at bhcoulter@samford.edu or 205-726-2049. Or, visit our Web site at: http://www.samford.edu/debate/ns_institute_app.html

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For 17 years, SNFI's students have set the gold standard in speech and debate.

The selection of a summer debate workshop is an important and often difficult decision for parents, coaches and students. Over the last few years, new institutes have arisen from coast to coast and it is more important than ever to carefully evaluate our alternatives.

SNFI is unique among many. Build upon an extensive history of education and competitive success, SNFI teaches students to excel in forensics by thinking critically and arguing persuasively under the experienced hands of our renowned instructors. We welcome you to this tradition.

SNFI relies upon 3 core pillars that have proven successful year after year:

A PRECISION-GUIDED ACADEMIC CURRICULUM LED BY SEASONED EXPERTS.

>> SNFI's one-of-a-kind program emphasizes learning, practice and execution to teach students how to debate, not merely about debate.

>> SNFI's flagship instructional tool is an original program of 10 guaranteed, expertly critiqued practice debates that offers students real-time feedback and one-on-one interaction with the entire world-class SNFI faculty.

>> SNFI offers a unique Historical Colloquium lecture series that treats the key philosophers and their work in the appropriate historical context to contemplate the story of philosophy and, more importantly why it matters for LD.

THE MOST EXPERIENCED AND SUCCESSFUL FACULTY IN THE ACTIVITY. PERIOD.

>> While other camps advertise the "celebrity status" of their instructors, at SNFI we know that there is a difference between being a good debater in high school and being a good teacher at camp.

    - That's why SNFI has developed the unique Regents Program to ensure that lab leaders are not only former champions and standout coaches, but are also trained professionals.

    - SNFI's administration is led by Dr. Michael Major, a 20 year LD veteran, directing a team that includes the champions of the MBA Round Robin, The Barkley Forum, St. Marks, The National Tournament of Champions, NFL Nationals, and countless other state and national competitions.

>> SNFI's nationally recognized staff includes many of the most successful instructors in the country, like Cherian Koshy (Apple Valley), Seth Halvorson (Columbia), Dan Meyers (Meadows), Paul Schiano (Glenbrook North), Tara McLellan (St. James) and former competitors who know the ins-and outs of the modern debate landscape including, Bryan Cory (UT Austin), Josh Fulwiler (Tulane), Larry McGrath (UC Berkeley), Peteley Gil (U of Chicago), Prashant Rai (UCLA) and Ranjeet Sidhu (UCLA).

>> With a student:faculty ration of about 6:1, SNFI ensures that students receive considerable faculty attention.

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LD/IE 2-Week Session: July 29-August 11
LD Third Week Session: August 11 - August 18
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Stanford National Forensic Institute
Policy Debate 2007

July 22- August 11         August 11- August 18

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 Program: The Three Week Accelerated program balances improving students’ debate technique through expertly critiqued practice rounds, along with in-depth discussion of debate theory and the topic for the year. Students will work with each other and the faculty on research and argument construction to create a full set of evidence available to all SNFI students. The Core program is an intensive but value priced option for students who are seeking a program of depth and quality on a great campus. Students may also apply to the Swing Lab, a special program within the larger Three Week program. The Swing Lab program is designed to provide a continuation of participants’ prior camp experience with an advanced peer group and the finest instructors. To be eligible to apply students must have previously attended at least one debate institute during the summer of 2007.

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

Faculty: The SNFI faculty is composed of current and former competitors and coaches from successful programs across the country. Past staff members and Initially confirmed staff for summer 2007 include:

Corey Turroff - SNFI Policy Debate Program Director, Co-Policy Coach at Stanford and The Head Royce School of Oakland:

Jon Sharp - U. of Kentucky
Judy Butler - Augusta Prep
Jessica Yeats - Idaho State
Jacob Polin - UC Berkeley
Bobby Lepore - Stanford
Jenny Herbert Creek - Stanford
Matt Fraser - Stanford/Head Royce
Janelle Rivard - U. of Georgia

Toni Nielsen - CSU Fullerton
Beth Schueler - Whitman College
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A Do-It-Yourself Summer Debate Workshop

By Jason Baldwin

Whatever their academic merits or demerits, traditional summer debate workshops are expensive. When airfare and spending money are included, the cost of a two-week workshop can easily top $2,000. Workshops also run on inflexible schedules that may not be compatible with a student’s family, work, and school obligations. But if you are academically ambitious and self-disciplined, the inability to attend a workshop need be no barrier to significant debate improvement over the summer.

This article suggests activities you can combine to create your own, personalized debate independent study. The seven exercises I describe below do not aim to generate arguments or evidence on upcoming debate topics; they aim instead to help you build skills and knowledge that will make you a stronger debater on any topic. I am confident that a student who pursues such a course of study for at least 80 hours over the summer would gain more academically than do many students who attend traditional workshops.

Because of my background, some details are specific to LD, but students of other debate formats should be able to rework them to meet their own needs. I assume you are working more or less alone, but obviously a group of students, with or without a coach’s direction, could pursue these activities together. Some of the activities involve items (especially books) that you may want to purchase. If you buy everything I suggest new online, the total should be under $300, and your purchases will remain useful to you throughout the school year and beyond. But you can spend less by substituting materials you already own, buying used, borrowing from a library, or printing free online texts.

Before turning to the suggested activities, let’s start with a few points about your work habits. There are important parallels between the kind of debate exercise we are discussing and physical exercise. Without tracing these parallels in detail, I will simply state their practical upshots. First, you must study regularly to see meaningful improvement; I recommend scheduling work time five days a week for as many weeks as you can devote to the project. Second, you should not try to study too much at once—your brain will get tired, and you will cease to benefit from the work. Therefore, I recommend working on debate for from between one and four hours a day, with time normally allotted to activities in one-hour increments. Third, you should have clear goals in mind and schedule in advance both the work times themselves and the exercises you will complete in those times. I recommend making a calendar for this purpose, planning a minimum of a week in advance. Do not move too quickly or try to do everything in a single summer, much less in a single day or week. Choose a few exercises you think will help you the most and plan sufficient time to do those exercises thoroughly. A sample schedule (which could be followed for a week or more) might be:

- **Hour 1:** Do sentential logic reading and exercises.
- **Hour 2:** Redo rebuttals from old flows to practice issue selection.
- **Hour 3:** Revise a case draft on a possible fall resolution.

All the exercises I suggest below require your full concentration to yield their maximum benefit. That means you should do them in a quiet place where you are not distracted by a computer, cell phone, or iPod.

1. **Study Logic.** Studying formal logic is difficult, but more than any other activity mentioned below, it will build raw mental muscle. In particular, it will help you break down debate arguments quickly and home in on their weaknesses.

   Purchase a used formal logic textbook online or from a used bookstore, or ask if one is available free from the Philosophy department of a local college or university (professors are constantly throwing away textbooks that publishers send them). There are many good logic books on the market. Look for one in at least its second edition, and be sure the book you use has a key to the exercises in the back, since you'll want to check your work. The books by Harry Gensler, Stephen Layman, and Virginia Klenk are reputed to be user-friendly for self-study. Or download Paul Teller's book for free at: tellerprimer.ucdavis.edu. If you're working with a group, be sure everyone gets the same edition of the same book.

   You want to read this book on your own and do all the relevant exercises. You will not really learn the material without doing the exercises. Much of the work will remind you of math. Focus on the introductory chapters and chapters on propositional (sometimes called sentential or truth-functional) logic, predicate (or quantified) logic (including identity), and inductive or causal reasoning. Propositional logic can be studied productively by itself even if predicate logic proves too time-consuming or difficult. There may be specialized chapters toward the end that can safely be skipped (e.g., on modal logic or metatheory). The author will often tell you which chapters are most important in the preface.

   Finally, if you are intimidated by formal logic, consider studying Anthony Weston's short introduction to informal logic, *A Rulebook for Arguments*. Although the book lacks exercises, it contains much good advice on constructing arguments of all kinds.

2. **Study Philosophy.** You should constantly try to deepen and expand your philosophical literacy for at least three reasons. First, aside from the content of specific works, sparring with great minds will
The Stanford **Parliamentary Debate** program brings the same professionalism to parliamentary debate that SNFI has brought to Policy debate and Lincoln-Douglas debate for the past 16 years. Serious student of parliamentary debate wanting to take their activity to the next level are encouraged to attend, as are those just beginning in this style of argumentation. A special Advanced debate section is planned for this summer. Small group activities ensure that students of all experience levels can be accommodated.

We are also proud to offer a new one-week **Public Forum Debate** program. This camp will build skills similar to our Parliamentary program but with a specific focus on the structure and strategies unique to Public Forum Debate. This program also offers students with little to no experienced coaching at their schools the opportunity to develop the necessary skills to coach themselves.

These exclusive one-week programs will feature:

- A low staff to student ratio - averaging 1 staff for every 8 students
- A great number of practice debates - half of the total instructional time will be spent on conducting practice debates
- Seminars on brainstorming, constructing and supporting arguments and theory of argumentation from the ground up
- Topic analyses on a number of commonly used topic areas through a spirited examination of current events

The camps are held in an intimate setting that allows plenty of question and answer sessions and one-on-one interaction with instructors, not just rote learning. Students are allowed to develop their talents in a relaxed and supportive atmosphere with excellent supervision. Students will emerge from the program as more confident public speakers and as experts on the rules, style, and strategies of Parliamentary or Public Forum Debate, ready to compete in the fall!
Special Programs in Policy Debate at the 2007 Stanford National Forensic Institute

The SNFI now offers two exclusive labs for the summer of 2007! These programs are designed to improve on specific skill sets for debaters serious about dramatically improving understanding of debate technique as well as argument production and development. For the same price as our accelerated program, students can work closely with our most experienced staff to fine tune their debate skills.

The Swing Lab July 22 - August 11
The Swing Lab is a “second camp only” option taught by one of the community’s most talented instructors, Jon Sharp, of the University of Kentucky. The Swing Lab features in-depth practice for mastering in-round technique and argument development with a master teacher of debate. All students will work one-on-one with Jon Sharp and potentially other instructors as well, depending on enrollment.

The Sophomore Scholars Lab July 22 - August 11
The Sophomore Scholars Lab offers exclusive education in debate skills for rising sophomores led by veteran instructor Judy Butler, formerly of Emory University. This lab provides extended heavily critiqued practice debates and step by step instruction of the evidence production process.

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debate

make you a stronger thinker overall; you can learn as much from philosophers about how to argue as about what to argue. Second, a first-hand knowledge of major theories will help you make better sense of contemporary topic-specific literature that relies on those theories. Third, you may be able to apply the philosophy directly to certain debate topics and arguments. Note that none of these benefits requires you to mine philosophical works for quotations. There is nothing wrong with bracketing possible quotations while you read (assuming it's your own copy!), but your primary goal should be to understand the work as a whole.

Notice that I suggest you study philosophy, not just read it. It is relatively easy to move one's eyes over lines of text. It is much harder but much more valuable to wrestle with a text, mark it, reread it, outline and summarize it, question and criticize it, and apply it to debate issues. Good philosophy reading is slow reading that involves a lot of rereading and writing along the way. In fact, it is almost impossible to grasp serious philosophy on a first read; as one of my most learned teachers says, "You haven't read a book once until you've read it twice." I recommend you keep all your philosophy reading notes in one notebook or file where you can easily review and add to them.

But what exactly should you read? There's a lot of great philosophy out there, and you may already have ideas about what you'd like to read or reread. My suggestions are simply jumping-off points. Every LD student should read John Locke's Second Treatise and John Stuart Mill's On Liberty in their entirety; although the style of both works may be challenging, the ideas are fairly accessible. If you have mastered these works, you might want to try an anthology that includes excerpts from many important sources. Two good ones are Moral Philosophy: A Reader, edited by Louis P. Pojman, and What Is Justice?, edited by Robert Solomon and Mark Murphy. Either of these books would by itself be a hefty dose of philosophy for one summer. Finally, if you want to see how philosophers apply theories to contemporary issues, look at Peter Singer's Practical Ethics and Jan Narveson's Moral Matters; it might be productive to read both of these books to compare and contrast how a utilitarian (Singer) and a libertarian (Narveson) approach many of the same issues.

3. Practice Topic Analysis. Of the seven exercises described in this article, this is the one I am most reluctant to discuss. I don't have a simple recipe for sound topic analysis, much less one that I could set down briefly in print. And I believe firmly that topic analysis is best done with the help of others, not alone. Nonetheless, I believe equally firmly that topic analysis is one of the most underdeveloped skills in contemporary debate and that better topic analysis would yield huge in-round benefits for many debaters.

I think of topic analysis as having two related goals. Generally, it aims to discover what the resolution means. Specifically, it aims to discover what each speaker can or must prove in order to win the debate—i.e., what each speaker's burdens are. I say these two goals are related because the second may be thought of as an elucidation of the first: knowing what a statement means involves knowing whether the conditions it would be true and under what conditions it would be false, that is, under what conditions it should be affirmed and under what conditions it should be negated.

Good topic analysis requires time more than it requires any specific technique. Once you have chosen a practice resolution, you can learn a lot about it simply by writing it down and staring at it for extended periods of time. You could easily devote three to five hours spaced over one or two weeks to meditating on a single resolution. Ideally, some of your meditations will be done alone (to give your own insight the freest play), and some will be done with others (to correct the errors of interpretation to which each of us individually is prone). You may find that these meditations seem to confuse more than they clarify, raising doubts and questions about meaning that you did not have when you first read the resolution. Such puzzlement is actually a good sign. Many resolutions are unclear in ways that are not obvious at first glance, and you cannot choose the most reasonable interpretation for your own positions or anticipate your opponents' likely strategies until you become aware of the full range of interpretive possibilities. What is crucial is that you not spend this time looking for "what to run." You are ready to seek arguments for or against a resolution only after you know what it means.

If my advice to stare at and think about resolutions strikes you as less than helpful, here are some more specific ways to spend your topic analysis time. Look up definitions of major terms in multiple sources (be sure that you're defining the proper part of speech and that your definitions don't contain forms of the words being defined). Paraphrase the resolution in as many different ways as you can imagine and ask yourself how each of your paraphrases changes the meaning or emphasis of the original resolution. Isolate one major term of the resolution at a time and then fill in a variety of alternatives for that term (e.g., different agents of action, different evaluative terms, different verbs); get a better idea of what the actual resolution means by considering how each of these substitutions changes its meaning. Find (or construct) concrete, real-world examples of the conflict of the resolution and then determine what each side must say about those examples. Brainstorm as many names, concepts, titles, examples, and other possible resolutional tie-ins as you can generate. Try to imagine the craziest, most extreme interpretations that affirmative and negative debaters might adopt, then think about what is wrong with those interpretations and what more reasonable alternatives would be. Show the resolution to literate non-debate people and ask them what they think it means and what examples of conflict occur to them. Try to list every circumstance under which the resolution would be false—i.e., every reasonable negative strategy. Free-write about every question you have about the meaning of the resolution and every way you think it might be misinterpreted.

4. Build Research Skills. Strong debaters typically do a lot of research. They do it themselves, and they do it in libraries,
not just online. You should make it your goal to become better acquainted with the resources of the best research library in your region. If you live near a college or university, use that institution’s library; otherwise, choose the largest local public library.

A productive research trip requires three to four hours. If you make library research one of your skill foci, you should plan at least two or three such trips. You should go armed with a notebook and a flash drive. Before each trip, choose two or three practice resolutions to research; naturally, LD students will draw on NFL’s list of possible upcoming resolutions. You should not research a resolution until you have spent some time analyzing it as discussed above. You will devote a section of your notebook and a folder on your flash drive to each practice resolution. (It makes sense to do your topic analysis writing and research notes on a resolution in the same place.)

Here is a five-step routine to follow for each practice resolution that will build good research habits and also jump-start your topic-specific preparation; it should take two to three hours per resolution:

First, identify reference works, including specialized dictionaries, encyclopedias, and bibliographies, that will be helpful on the resolution. These are usually the best place to start when you are seeking a broad understanding of a topic area, and they will lead you to other important sources. For example, on a resolution about capital punishment, you would want to consult the Encyclopedia of Crime and Justice. Ask a reference librarian if you have trouble finding promising reference sources on your topic. All LD students should acquaint themselves with the Encyclopedia of Ethics and the Encyclopedia of Applied Ethics. When you have identified and examined reference sources useful on your resolution, record their titles and call numbers in your research notebook.

Second, perform key-word searches in the library catalog to identify the call numbers where books on the resolution are clustered. As you skim search results, jot down the beginning of the call number (nothing after decimal points) for each title that sounds useful. You will quickly see patterns emerge—two or three call numbers where all the best-sounding titles seem to be. You should write down these call numbers in your research notebook. Then go to those areas in the stacks and do some preliminary browsing. Scan titles on the shelf and skim the tables of contents and introductions of those that look promising. If any are clearly “must read” books for the resolution, write down their titles, authors, and full call numbers in your notebook. But your primary goal is simply to know where, in general, to look for books on that resolution should you have to debate it.

Third, use catalog searching and snooping in the stacks to locate at least one good anthology on the resolution or general topic area. Anthologies are a debater’s best friend, because a single, knowledgeable editor has collected concise contributions from many authors of different viewpoints in a single volume. Chances are that the relevant anthologies on your topic will be near the call numbers you have already identified, but they may be among books devoted to the larger field of study. For example, if you were debating euthanasia, you might find relevant anthologies with the other books on euthanasia, but you might also find them with more general books on medical ethics. In any case, when you find an anthology, examine its table of contents and skim its introduction, where the editor will often summarize each essay. If a particular anthology looks helpful for your resolution, record its title, editor, and call number in your research notebook.

At this point you may also want to write down the names of any authors who appear indispensable based on your preliminary research. For example, if you completed the first three steps on a resolution about health care rights, you would find the names Allen Buchanan, Norman Daniels, and Tristram Engelhardt turning up repeatedly. If someone’s name shows up in the bibliography of a reference article and also as the author of important-looking books and anthology chapters, the person is probably a major scholar in the field whose views you will want to know about if you debate the topic.

The fourth and fifth steps described below both involve periodicals, including academic journals. Like scholarly literature in general, academic journal articles tend to be written for specialists and may be tough going for high school students. At a minimum, they require serious attention and multiple readings to fully digest. Note that more accessible magazines such as Commentary and the New Republic also contain substantive articles by credible authors on debate topics. You can keep adding to your list of major authors as you complete the last two steps.

The fourth step is to use the library catalog to identify any specialized journals that focus on your topic area. Examples of such journals are the Bulletin of the Atomic Scientists, the Hastings Center Report (on medical ethics), and the Journal of Business Ethics. Whereas most periodical research is best done with general indices and databases that cover many journals, specialized journals like these may have enough articles on your subject to warrant skimming the tables of content of each issue. When you find a promising-sounding journal title, find the bound volumes in the library and flip through a few issues to better acquaint yourself with the journal’s style and focus. If it looks like a good resource, write down the journal title and call number in your research notebook.

The fifth and final step is to use the library’s periodical indexes and databases to locate and download articles on your resolution. Each library subscribes to different periodical resources; some of the most common and useful at academic libraries are Academic Search Premier (from EBSCO), Expanded Academic ASAP (from Thomson-Gale), JSTOR, and LexisNexis Academic. Libraries may also have more specialized indices on the field of your research, such as education, law, medicine, or philosophy. LD research should always include the Philosopher’s Index if it is available. Because each index functions differently, you want to spend some time with each one to learn to use it efficiently; reference librarians are often helpful for this purpose. You might seek to add a new index to your repertoire each library trip. Like a library’s book catalog, a periodical index
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Studies in Grand Strategy for High School Student Leaders: This program is modeled after Yale’s elite graduate-level training program in strategic leadership. A limited number of competitively selected student leaders will study the masters of strategy whose works span 2,500 years. In addition to learning from Yale’s scholars, students will work with Yale graduates who are in leadership positions in government, business, and public service organizations. Other sessions will focus on college success and leadership skills development such as networking, etiquette, presentation skills, and organizational and facilitation skills.

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Ivy Scholars is a sponsored program of International Security Studies at Yale University and is developed specifically for academically competitive students who wish to pursue undergraduate study at a top-tier college. Library facilities at Yale are unmatched by any other debate institute site with the 2nd largest university library collection in the world. As an official Yale University program, participants will have their own Yale network ID and high-speed Ethernet access that gives them 24/7 access during the program to Yale’s world-class on-line resources including journals, databases, and services such as Lexis-Nexis.

The Ivy Scholars Program is directed by Prof. Minh A. Luong of Yale University, former high school and college debate coach who has administered summer academic and debate education programs for nearly 20 years. Mr. Nick Coburn-Palo, coach and teacher at College Preparatory School (CA) and former academic director of Lincoln-Douglas debate at the Stanford L-D Debate Institute is the program coordinator.

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Admission into these special programs is competitive and is for students who will be juniors or seniors in 2007-08.

For program information and application forms, visit our website at URL:

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Questions? Contact Minh A. Luong via email at <minh.a.luong@yale.edu>
Debate

will require many different combinations of search terms to yield the best results. But unlike book catalog searching, periodical searching is focused on finding specific items, not call number patterns. When you find a juicy-looking title, read the online abstract if possible. If the article still looks promising, find out if it is available electronically. (Every article you find through JSTOR can be downloaded in .pdf form.) Some libraries set up their indices to link directly to their electronic subscriptions, whereas others require a separate search for e-journals; again, a librarian can help you. If you find the electronic version of the article, download it to the appropriate folder on your flash drive. If you cannot find the electronic version, write down complete citation information in your research notebook for later use.

This discussion has focused only on finding good research, not on processing and applying it to debate resolutions. For more on these latter skills, see my articles on “How to Research LD Topics” (with Scott Robinson) and “Logic in LD: Casing Applications,” both available in the NFL’s online Rostrum archive.

5. Improve Your Writing. Better writing will improve your casing, but it will also improve your general language use, including your speaking. Many debaters assume that prose quality is simply a matter of superficial style, and that all that really matters is the underlying substance of their arguments. This belief rests on a false distinction. In debate, as in most other academic contexts, the only argument you make is composed exclusively of the words you actually write or speak. If you think you understand an argument that you cannot explain clearly, you are fooling yourself. Moreover, when fundamental normative or empirical claims are in dispute, it is normal and reasonable for listeners to side with clear, precise, persuasive advocates over their unclear, imprecise, unpersuasive opponents.

You can improve your writing either by rewriting cases on old resolutions or by drafting arguments on new resolutions. Either way, you want to identify some characteristic weaknesses of your writing and work to remedy them. A real, live human tutor is best for this purpose. An English teacher or other adult whose writing you respect is ideal, but you can gain a lot from any intelligent person who is willing to say, “I don’t understand what you mean here,” or, “This sounds awkward.” Ask the person if he or she would be willing to read several drafts of your work over the summer and critique them in person or in writing (perhaps via the comment feature of MS Word). Emphasize that you want lots of criticism and ask your reader to hold nothing back. If you can’t find a tutor, you might instead consult a book. Strunk and White’s Elements of Style is a short classic, but Joseph Williams’s Style is meatier; there are also many rhetoric and composition textbooks with exercises that can be purchased inexpensively used.

You need to work through multiple— at least three—drafts of everything you write. Here as elsewhere, less is more: it is better to spend more time revising and polishing a small amount of text than to generate lots of new text with only superficial revisions. Revising is a slow, gradual process that should be spread out over several days. Pay attention both to large-scale issues of organization and logical exposition and to small-scale issues of grammar and phrasing. Although you might want to include some outside sources in your practice writing, keep quotations to a minimum: the point of the exercise is to improve your ability to explain arguments clearly in your own words. For some reason, many students write (and speak) better outside debate than they do inside it. Whether you are revising an old case or drafting material on a new resolution, try to write a clear persuasive essay for a general educated audience that makes a single argument (perhaps the equivalent of one contention) rather than a stereotypical debate case with lots of structural conventions and jargon.

6. Practice Rebuttals. No debater needs to be persuaded of the importance of strong rebuttals. To make progress here, you need to find a way to listen to yourself, and you need to identify specific weaknesses to tackle one at a time. If you don’t already own some sort of voice recorder, I recommend purchasing either a small cassette recorder or a digital voice recorder (the Olympus WS series has worked well for me). You also need something to rebut. I recommend using old flows from tournament rounds or unfamiliar cases you borrow from friends or find online. You could even practice rebutting your own cases, which might also give you insights for your case revision practice.

First, give a rebuttal speech as you normally would and record it. Then listen to the recording several times and pick out one goal for improvement. Some common weaknesses include: poor issue selection (usually involving too many responses), unclear signposting and transitions, underexplanation, unclear resolution impact (often due to lack of resolution language), unclear personal and demonstrative pronouns, poor word economy, excessive speed, verbalized pauses and catch phrases (e.g., “you know,” “I mean,” “what you must realize is that”), unnecessary jargon (e.g., “turn,” “voter,” “discursive impact,” “a priori,” “social contract”), and lack of concrete details, examples, or analogies.

Once you’ve identified an area for improvement, practice redoing the rebuttal with a single-minded focus on that area. Record yourself each time and review your progress carefully and honestly. For example, if you need to work on issue selection, you might limit yourself to two responses to an entire contention; think about which two are most important and then develop those two in as much persuasive detail as time permits, being sure to explain how they take out the contention as a whole. Or you might seek to make resolution impacts clearer by forcing yourself to use the language of the resolution as part of each individual response; you could check your recordings to see how many times you use major words from the resolution in each speech. You could spend a week either addressing the same specific skill in response to a different case each day or working toward a perfect rebuttal on the same case by focusing on a different skill each day.

If you have intelligible flows from past rounds (your own or others’), you might
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HTTP://DEBATE.MSU.EDU
MICHIGAN STATE UNIVERSITY DEBATE - A TRADITION OF EXCELLENCE
also practice “writing the ballot” by planning and delivering new versions of the last speech(es). Study the progress of arguments in the round, and then decide carefully what kind of coherent, concise story you can tell about the crux of the debate. You are not mechanically “going down the flow” or listing unrelated “voters” here, but rather thinking about the single line of thought you want the judge to use in making his or her decision. Try writing out this final speech (or conclusion) verbatim as clearly and persuasively as possible. Then try to deliver substantively the same speech without reading it. Keep refining your written version and your delivery until you nail it.

7. Scrimmage. Of course, there is no way to work all your debate muscles at once other than to actually debate. So arrange some practice rounds with teammates or friends from your local circuit. If you’re not all working on the same new resolution, debate a past resolution instead. If at all possible, have a coach, teacher, parent, or other adult observer critique you. In fact, a critic with little debate experience who is willing to be assertive about interrupting and demanding clarification can be a great asset: he or she will force you to communicate more clearly and explain yourself more thoroughly than you otherwise would. If you can hold several practices over the summer, try to find a different critic for each one, since different listeners will have different insights and blind spots. If you don’t have an outside critic, you and your opponent can serve as each other’s critics.

Formulate a goal for each speech similar to those you isolated for rebuttal practice. Tell the critic in advance what the goal is and ask him or her to stop you anytime (including mid-speech) there is an opportunity for you to make more progress toward the goal. Ideally, the critic will be giving you specific, ongoing feedback and forcing you to redo various bits of the debate until you get them right. A practice round with an appropriate amount of critical feedback and redo practice will take at least twice as long as a tournament round. Remember, there are no ballots or trophies at stake, so leave your pride at home. Record practice rounds so that you can review your performance afterward.

Each of the seven activities described above can yield significant improvement if pursued seriously over time. And there are many other valuable exercises you could try: ask your coach or others whom you respect for suggestions. Let me underscore that you should not try to do everything in one summer. Rather, choose one or a few exercises to which you can realistically devote regular practice. You can become a better debater over the summer, even without attending a workshop. (Jason Baldwin (jbaldwin@nd.edu) is a Philosophy graduate student at the University of Notre Dame. He teaches LD at the Kentucky and Michigan National Debate Institutes and at the Research Triangle Forensic Institute. He wishes to thank R. Eric Barnes for helpful suggestions on an earlier draft of this essay.)
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One Week Policy and Lincoln Douglas July 29-August 3

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Director: Cheryl Potts, Plano Senior High School

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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

**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 Public Forum Division

**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.

Features of the Policy Division

**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. Please contact us for additional information about the Policy Scholars Division.

Coaches Workshop

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

For an application, write or call:

Emory National Debate Institute
Barkley Forum
Emory University
P.O. Drawer U
Atlanta, GA 30322

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Wichita East HS  
Co-Host

Dalvin Yager  
Derby HS  
Co-Host

Becky Yager  
Derby HS  
Co-Host

Darrel Harbaugh  
Field Kindley HS  
South Kansas Chair

Lois Pierson  
Valley Center HS  
Sunflower Chair
The South Kansas and Sunflower districts are pleased to welcome you to the 2007 Kansas Nationals, held in Derby and Wichita. The state of Kansas has a proud history of debate; in fact, the first interscholastic collegiate debate in the nation was held at Winfield’s Southwestern College in 1923. Our universities have hosted AFA nationals in 1984, 1994, and 2005; and CEDA Nationals in 1986 and 1997. Topeka High School hosted the NFL national tournament in 1934, and Shawnee Mission South hosted in 1970. Kansas currently supports six NFL districts, which have produced over 100 National Finalists and 23 National Champions. In addition, 229 Kansas high schools annually participate in competitive speech and debate events, and we are proud to have 135 schools and 3900 students competing in policy debate.

Kansas takes its name from the Sioux word “kansa”, meaning “people of the South winds”. Although we are famous for our Wild West personages, such as Wild Bill Hickock, Wyatt Earp, the Jesse James and Dalton gangs, Kansas is also home to politicians Dwight D. Eisenhower and Bob Dole, playwright William Inge, poets Gwendolyn Brooks and Langston Hughes, and performers Emmet Kelly, Hattie McDaniel, Don Johnson, Kirstie Alley, and Paul Rudd, to name just a few.

We must not forget, of course, one of Kansas’ largest claims to fame: “The Wizard of Oz”, which has provided decades of entertainment, many a state souvenir and joke, and also formed the basis for our Nationals logo.

We congratulate you on your success as individuals and schools for qualifying to come to Kansas in June. Kansan Amelia Earhart once said “In soloing—as in other activities—it is far easier to start something that it is to finish it.” You’ve finished your quest to qualify; now you begin your quest for a national championship.

So follow your dreams to Kansas, and we’ll do our best to make them come true!

To learn more, please visit our website at www.kansasnationals2007.com
National Tournament Information

Derby/Wichita
Kansas
June 17-22

Kansas Website:
www.kansasnationals2007.com

Information is available on the NFL website www.nflonline.org
Continue checking for updates

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

Tournament Sites

Century II—Student Congress

Wichita East—Policy and LD

Hyatt Regency—Student Congress

Derby HS—Individual Events

Derby MS—Public Forum
A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS

The "Sunflower State" will be an excellent location for the 2007 LFG/NFL National Speech and Debate 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

This year, the tournament registration and NFL Vending EXPO will take place on Sunday, June 17th from 8:30am to 4pm at the Century II Convention Center’s Exhibition Hall which is connected to the Hyatt Regency Wichita. The 2007 NFL Vending EXPO will boast several booths of interest to both coaches and students.

Monday and Tuesday (All Preliminary Rounds/Debate Rounds 7&8/Schwan Party)

There will be three venues used for the preliminary competition. The Derby Schools Complex (High School, Middle School, and Elementary School) will host the preliminary rounds of all six main event speech events (HI, DI, Duo, OO, IX, USX, and Public Forum). The Wichita High School East complex will host preliminary rounds of LD, and Policy Debate). The Hyatt Regency Wichita and Century II Convention Center 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. This year, eliminations rounds 7 & 8 will occur on Tuesday afternoon at 2pm and 4pm.

The Schwan Party will take place at the Wichita Sedgwick County Zoo 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 9 will compete at Wichita High School East 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 Derby High School on Wednesday. The Hyatt Regency Wichita 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 Wichita High School East complex. Main event speech elimination rounds as well as all supplemental and consolation rounds will occur at the Derby High School complex. The National Student Congress will hold its final round sessions at the Hyatt Regency Wichita.

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 Century II Convention Center’s Convention Hall.

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 Century II Convention Center’s Convention Hall. All Supplemental Event and Consolation Event final rounds will also be held in the Mary Jane Teall Theater at the Century II Convention Center.

On Friday evening, the National Awards Assembly will be held at the Century II Convention Center’s Convention Hall.

Coaches that have any major questions about the logistics of the Kansas Nationals should feel free to contact the National Office at 920-748-6206 or at nhl@nflonline.org.
IMPORTANT!! CONSIDERATIONS WHEN SELECTING AND RESERVING HOTELS AT THE KANSAS NATIONALS

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. The NFL will not be able to assist a school that incurs issues with a hotel outside of the NFL block or a reservation made outside the block.

2. When calling hotels, all coaches must mention the NFL National Tournament Block to receive the posted rate. **All room reservations made from NFL block rooms are subject to an automatic two-night non-refundable deposit per room to avoid double-booking.** Although this policy may be slightly inconvenient it makes it fair for all schools attempting to book at specific hotels by eliminating early overbooking causing blocks to show as full only to have vacancies at a late date.

3. All hotel properties are easily accessible and are less than 20 minutes from the Derby Schools and less than 10 minutes from both Wichita East and the Hyatt and Century II venues.

4. The Congress Headquarters Hotel is the Hyatt Regency Wichita. This hotel is located in downtown Wichita and is connected to the Century II Convention Center. All congress competition will take place in this hotel and the Century II.

5. 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.

6. **Key Travel Times to Note:**
   - Hyatt Regency Wichita to Derby School Venue (15-20 min)
   - Hyatt Regency Wichita to Wichita High School East Venue (10 min)
   - Most Hotels to High Schools (15-20 min)
   - Most Hotels to Wichita High School East (5-10 min)

7. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Derby/Wichita 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/NationalTournament](http://www.nflonline.org/NationalTournament).

~~Register Your Qualifiers for Nationals~~

Reminder: All national tournament registration forms are found at [www.nflonline.org](http://www.nflonline.org), under ‘National Tournament’, ‘Forms’.
2007 Kansas Nationals
Tournament Hotels

1 - Hawthorne Suites West
2 - Kansas Inn
3 - Broadview Hotel
4 - Hyatt Regency
5 - Cambridge Suites
6 - Holiday Inn Hotel & Suites

7 - EconoLodge Airport
8 - Best Western West
9 - La Quinta Inn Airport
10 - Wichita Inn Airport
11 - Scotsman Inn West
12 - Four Points Sheraton
13 - Hilton Wichita Airport
14 - Best Western Governors Inn
15 - Comfort Inn South

26 - Residence Inn At Plazzio
27 - Homewood Suites
28 - Inn At Tallgrass
29 - Courtyard By Marriott East
30 - Holiday Inn Express N.E.
31 - Northrock Suites
32 - Wichita Inn North
33 - Best Western North
34 - Days Inn Park City
35 - Comfort Inn North

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Rostrum
# Nationals - Hotel Information

<table>
<thead>
<tr>
<th>Hotel Name</th>
<th>Rate</th>
<th>Phone</th>
<th>Address</th>
<th>Websites</th>
<th>Amenities</th>
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<tr>
<td>Inn at Tailgrass</td>
<td>$95.00</td>
<td>316-684-3466</td>
<td>2280 North Tara Cir.</td>
<td><a href="http://www.theinnatatailgrass.com">www.theinnatatailgrass.com</a></td>
<td>CB, W, F, OP, H, L</td>
</tr>
<tr>
<td><strong>Hyatt Regency - Wichita</strong></td>
<td>$94.00</td>
<td>316-293-1234</td>
<td>400 West Waterman</td>
<td>*Congress/Tournament Hotel <a href="http://www.hyatt.com">www.hyatt.com</a></td>
<td>R, IP, H, F, S</td>
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<tr>
<td>Residence Inn by Marriott</td>
<td>$92.00</td>
<td>316-688-7331</td>
<td>411 South Webb Rd.</td>
<td><a href="http://www.residenceinnwichita.com">www.residenceinnwichita.com</a></td>
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<tr>
<td>Cambridge Suites</td>
<td>$85.00</td>
<td>316-263-1061</td>
<td>711 South Main</td>
<td><a href="http://www.cambridge-suites.com">www.cambridge-suites.com</a></td>
<td>OP, F, CB, W, L</td>
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<tr>
<td>Holiday Inn Hotel &amp; Suites</td>
<td>$81.00</td>
<td>316-269-2090</td>
<td>221 East Kellogg</td>
<td><a href="http://www.icohotels.com">www.icohotels.com</a></td>
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<tr>
<td>La Quinta Inn Airport</td>
<td>$79.00</td>
<td>316-943-2181</td>
<td>5500 West Kellogg</td>
<td>No Website</td>
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<tr>
<td>Marriott Wichita</td>
<td>$78.00</td>
<td>316-681-0333</td>
<td>9100 Corporate Hills</td>
<td><a href="http://www.marriott.com">www.marriott.com</a></td>
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<tr>
<td>Four Points Sheraton</td>
<td>$76.00</td>
<td>316-942-7911</td>
<td>5805 West Kellogg</td>
<td><a href="http://www.starwoodhotels.com">www.starwoodhotels.com</a></td>
<td>CB, W, S, OP, F, L, R</td>
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<tr>
<td>Wichita Suites</td>
<td>$76.00</td>
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<td>Fairfield Inn</td>
<td>$76.00</td>
<td>316-685-3777</td>
<td>333 South Webb Rd.</td>
<td><a href="http://www.fairfieldinn.com">www.fairfieldinn.com</a></td>
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<tr>
<td>Best Western Governors Inn</td>
<td>$75.00</td>
<td>316-522-0775</td>
<td>4742 South Emporia</td>
<td><a href="http://www.bestwestern.com">www.bestwestern.com</a></td>
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<td>Comfort Inn North</td>
<td>$75.00</td>
<td>316-744-7711</td>
<td>990 Connolly Ct., Park City</td>
<td><a href="http://www.choicehotels.com">www.choicehotels.com</a></td>
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<tr>
<td>Best Western North</td>
<td>$75.00</td>
<td>316-832-9387</td>
<td>915 East 53rd St. North</td>
<td><a href="http://www.bestwestern.com">www.bestwestern.com</a></td>
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<tr>
<td>Hawthorne Suites (West)</td>
<td>$75.00</td>
<td>316-729-5700</td>
<td>2405 North Ridge Rd.</td>
<td><a href="http://www.hawthorn.com">www.hawthorn.com</a></td>
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<td><strong>Special Notes: National Forensic League NFL</strong></td>
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<tr>
<td>Best Western West</td>
<td>$75.00</td>
<td>316-942-5600</td>
<td>6815 West Kellogg</td>
<td><a href="http://www.bestwestern.com">www.bestwestern.com</a></td>
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*Identifies blocked NFL rooms
# Nationals - Hotel Information

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<td>Hampton Inn</td>
<td>$73.00</td>
<td>316-668-3576</td>
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<td>Comfort Inn East</td>
<td>$71.00</td>
<td>316-668-2844</td>
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<td>Days Inn Park City</td>
<td>$70.00</td>
<td>316-832-1131</td>
<td>901 East 53rd St.</td>
<td><a href="http://www.daysinn.com">www.daysinn.com</a></td>
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<td>Holiday Inn Express Northeast</td>
<td>$70.00</td>
<td>316-634-3900</td>
<td>7824 East 32nd St.</td>
<td><a href="http://www.HIExpress.com">www.HIExpress.com</a></td>
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<td>Northrock Suites</td>
<td>$69.00</td>
<td>316-634-2303</td>
<td>7866 East 36th St.</td>
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<tr>
<td>Clubhouse Inn &amp; Suites</td>
<td>$69.00</td>
<td>316-684-1111</td>
<td>515 South Webb Rd.</td>
<td><a href="http://www.clubhouseinn.com">www.clubhouseinn.com</a></td>
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<td>Kansas Inn</td>
<td>$68.00</td>
<td>316-269-9999</td>
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<td>$59.95</td>
<td>316-522-1800</td>
<td>4849 South Laura</td>
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<td>316-943-2373</td>
<td>6335 West Kellogg</td>
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<td>316-685-8291</td>
<td>8220 East Kellogg</td>
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<td>Econo Lodge Airport</td>
<td>$45.00</td>
<td>316-722-8730</td>
<td>600 South Holland Ln.</td>
<td><a href="http://www.choicehotels.com">www.choicehotels.com</a></td>
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<td>Super 8</td>
<td>$45.00</td>
<td>316-686-3888</td>
<td>527 South Webb Rd.</td>
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<tr>
<td>Scotsman Inn West</td>
<td>$43.00</td>
<td>316-943-3600</td>
<td>5922 West Kellogg</td>
<td><a href="http://www.scotsmaninnwichita.com">www.scotsmaninnwichita.com</a></td>
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### Amenities Key:
- OP = Outdoor Pool
- IP = Indoor Pool
- CB = Complimentary Breakfast
- F = Fitness Facility
- W = Complimentary Internet
- H = Whirlpool
- S = Airport Shuttle

### 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.
National Tournament
Travel Arrangements

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company.

FCm Bannockburn Travel Solutions
2101 Waukegan Road
Bannockburn, IL 60015
(800) 227-1908
# Nationals - Vehicle Rental Info

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<th></th>
<th>Economy</th>
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All prices are with the NFL National Tournament Discount.

*Standard SUV/Midsize SUV (Dodge Nitro/Jeep Grand Cherokee)
WICHITA AREA ATTRACTIONS

All Star Adventures/Sports: Both east and west sides provide this entertainment venue, with bumper cars, miniature golf, go-karts, bumper boats, climbing walls, driving ranges and arcades.

As part of “Museums on the River” downtown, Botanica contains almost ten acres of color, including a butterfly garden, Shakespeare garden, rose and wildflower garden, fountain garden and a new sensory garden.

Also located in “Museums on the River”, Cowtown is a nationally recognized living history museum that takes visitors back to the 1800s, with costumed workers and authentic buildings. Costumed staff portray life on the frontier, complete with blacksmith and carpentry shops, a mercantile and (of course) the saloon.

Located downtown, Exploration Place is a science museum featuring hands-on experiences about flight, health and human life. The people, places and environments of Kansas, are also highlighted. On exhibit in June will be “Codex Atlanticus”, where Leonardo da Vinci’s amazing inventions come to life through a digital interactive 3-D format.

Drive 40 miles to the city of Hutchinson to experience the Kansas Cosmosphere’s Hall of Space Museum, along with an IMAX theatre, the Justice planetarium and the Robert Goddard space lab. If you are a space nut, this is the place for you, and you can even enroll in astronaut camp!

The Mid-American All-Indian Center is located just minutes north of downtown Wichita, and showcases the Native American heritage with artifacts and art. The center’s Heritage Village is an accurate replica of 1850’s Indian village life.
In the heart of Old Town, the Museum of World Treasures contains 12 dinosaurs (including a newly acquired T-Rex), Egyptian and Roman treasures (including mummies), a sports museum, an American Presidents collection, and exhibits of US military conflicts.

Music Theatre of Wichita is our premiere theatre group in Wichita. It is ranked as one of the US top ten summer theatres. Pairing Broadway and Hollywood trained professionals with talented Midwestern youth, MTW is one of only five professional theatres in the country that has permission to present “High School Musical “this summer. It will run June 12-17, and the final matinee will be Sunday afternoon at Century II.

The Prairie Rose Chuckwagon and the Hopalong Cassidy Cowboy Museum are located on a working cattle ranch 15 miles east of Wichita. The Prairie Rose features all-you-can-eat barbecue and a performance by the Prairie Rose Wranglers, who have performed twice at Carnegie Hall and have also toured China. There is a cowboy museum located on the property.

Ranked among the best in the world, the Sedgwick County Zoo contains over 2700 amazing animals in eight major exhibits including the Pride of the Plains lion exhibit and a brand new penguin abode. The Schwan’s party will be held here on Tuesday evening of the tournament, so that all of you can come and “monkey around.”

A part of “Museums on the River” the Wichita Art Museum is home to over 6000 works of art, including two renowned Chihuly glass sculptures. The permanent collection concentrates on American art. Exhibits in June include Prairie Earth, American Impressionists Paintings, and 1930s photography.

Located in Park City, the Wild West World amusement park is scheduled to open in May, and will include 2 roller coasters, a log flume, and 25 other rides. A Chinese Acrobat Troupe will be performing throughout the month of June.

For more information, visit www.360wchita.com
Supporters of Kansas Nationals

Copper ($1-99)
- Drs. Branstetter and Sparks, PA
- Zach Brown
- Monica Coen
- Carl and Suzie Compton
- Don Crabtree
- Matt Fullerton
- Sarah Gragert
- Tim Howard
- Luke Koflan
- Karen Libby
- Ann Montgomery
- Joe Schremmer
- Wilhite Auto Service
- Winfield High School
- Xi Beta Lambda Chapter
- Ariel Yager

Bronze ($100-249)
- Arkansas City High School
- Elizabeth Bloxham
- Steve Clark
- Tracy and Kim Cook
- Jill Docking
- Katie Ewert-Dahlstrom
- Rajeev Goyle
- Darrel and Annette Harbaugh
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- Ray Hodge and Associates
- Richard and DeAnne Howard
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- Labette County High School
- Lee Reed Engraving
- Heather Hoopes Matthews
- Lisa Ritchie
- Kathleen Taylor
- Sue Watson
- Dalvin and Becky Yager

Silver ($250-499)
- Derby High School Kay Club
- East Kansas NFL District
- Jabara Carpet Outlet Inc.
- Lois Pierson
- Reach Learning Center
- Southeast of Cherokee High School
- Three Trails NFL District

Gold ($500-999)
- Dana Hensley
- Derby High School
- Vickie and Joe Fellers
- Goddard High School
- Field Kindley High School
- Flint Hills NFL District
- Sharol Rasberry
- Remington High School
- Valley Center High School
- Frances Yager

Platinum ($1000-5000)
- Bluebonnet Nationals Host Committee
- Cargill
- Roger and Doris Brannon
- South Kansas NFL District
- Sunflower NFL District
- Wichita Community Foundation

Diamond ($5000 and above)
- Derby Schools USD 260
- National Forensic League
- Wichita Schools USD 259
- Greater Wichita Convention and Visitors Bureau
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International Debate
Education Association

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NATIONAL FOUNDATION FOR ADVANCEMENT IN THE ARTS (NFAA)
Sponsored by the National Forensic League and the Middle School Forensic League
Hosted by Brentwood Middle School
June 29 - July 1  Greeley Central High School - Greeley, Colorado

Debate Format:
Lincoln Douglas Debate
Middle School Public Debate Program
Policy Debate
Public Forum Debate

Speech Events

Section A
Humorous Interpretation
Dramatic Interpretation
Prose
Poetry

Section B
Duo Interpretation
Impromptu Speaking
Extemporaneous Speaking
Original Oratory

A student may compete in one debate event along with two Section B events, or two Section A and two Section B events.

In scheduling your arrival, please note:
- Debate events begin on Friday morning and continue through Sunday.
- Speech events begin Saturday Morning and continue through Sunday.

Registration Fees:
School Registration Fees will be $125.
Registration will be $30 per student for up to two events, $20 per entry in each additional event. Registration fees include all applicable IDEA and NJFL membership fees.
A full tournament manual will be released on February 1, 2007.

Registration will open on March 1, 2007.

For more information, please contact Aaron Fishbone at afishbone@ideate.org
or visit IDEA website: www.idebate.org

Focusing on young people and their communities, the mission of the International Debate Education Association (IDEA) is to promote mutual understanding and democracy globally by supporting discussion and active citizenship locally.
IDEA, Inc. is a New York charitable corporation exempt from tax as a United States public charity under section 501(c)(3) of the U.S. Internal Revenue Code. Contributions to IDEA by those qualified to make such contributions are tax-deductible to the fullest extent permitted by law.
JOB OPPORTUNITY: EDGMONT DEBATE SEEKS HEAD COACH

Edgemont High School in Scarsdale, NY is looking for a Coach for our policy Debate Team. For 25 years Edgemont has been competitive on the national circuit, reaching the TOC annually. Now we need someone to succeed Dr. David Glass, our longtime coach. Edgemont is a small, high-performing public school, a half hour from Manhattan. We have talented, motivated students and a supportive administration.

Debate at Edgemont is a co-curricular program. The Debate Coach will conduct meetings and practices after school, plan tournament travel, and take the team to 2-3 tournaments per month. This coaching position requires strong leadership and solid debate expertise, as well as good organizational skills.

If you are experienced in policy debate, interested in coaching debaters ranging from young novices to TOC competitors, and capable of supervising students on extensive tournament travel, Edgemont offers an opportunity to direct a top debate team. Please send cover letter and resume to Wendy Nelson.

wwnelson@optonline.net

San Marino Unified School District
Seeking a Speech Teacher/Debate Coach for the fall 2007/2008 school year.

The San Marino Forensics Program
For half a century, San Marino Forensics has been a local powerhouse in speech and debate. During the last decade the program has grown into a competitive team on the state and national levels. They have claimed prizes in every major forensics genre in all 17 events sponsored by the California High School Speech Association. They are the reigning district champions and boast a team of more than 100 students.

Qualifications: Current, appropriate and clear teaching credential and CLAD/SDAIE and NCLB compliant.

Please contact Rebecca Gutierrez at rebecca@san-marino.k12.ca.us
The Metropolitan Forensics Institute (MFI) at Seton Hall University
is designed for high school students who wish to develop and sharpen skills needed to succeed in forensics competition. For the past sixteen years, MFI has provided an expert instructional staff of full-time educators and lab assistants who offer superior guidance in a variety of Individual Events and Lincoln-Douglas Debate. Theory, workshops and rigorous practice equip students with the tools necessary to speak with excellence and confidence. MFI alumni have advanced at all the major national tournaments including NFL, NCFL, Harvard, and the Glenbrooks!

Our new dates are July 11-18, 2007!!

FEATURING:
Lincoln-Douglas Debate
Original Oratory
Extemporaneous Speaking
All CFL/NFL Interpretation Events

And our special “Novice Track”
- a comprehensive introduction to Forensics Competition -

And a Dynamite and Experienced Instructional Staff including
David Yastremski, Laurie Johnson, & Darío Camara – Ridge High School
Mary Gormley – Montville High School
David Long – Southern Lehigh High School
& the nationally-recognized Brownson Speech & Debate Team of Seton Hall University!

***Our Lab Leaders are all educators and coaches at the high school and college levels***

The tuition covers day classes, workshops, guest lectures, evening instruction, recreational activities, meals, and accommodations in Seton Hall University’s newer residence halls.

Your enrollment application and a $250 nonrefundable deposit made payable to Seton Hall University must be postmarked by June 25, 2007. An additional late fee of $50 will be charged after June 25. Necessary application forms may be printed from www.mfionline.org or e-mail a request for forms to David Yastremski at yastreda@chuh.edu. Direct any questions to David Yastremski or Prof. Catherine Zizik at (973) 761-9759.

SETON HALL UNIVERSITY
1856

400 South Orange Avenue • South Orange, NJ 07079 • www.mfionline.org
It's your season. The Red Hawk Forensics Institute is designed to give you an individualized experience. From choosing your individual performance track to selecting a topic or piece close to your heart, 

**RFI is about you.**

Choose 1 of 3 tracks:
- Public Address: Develop topic, argument, and presentation from start to finish
- Limited Prep: Improve your impromptu and extemporaneous speaking skills
- Interp: Learn strategies for selecting pieces, cutting to time, blocking, and performing

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**RFI Coaches Clinic**

**July 13 - July 15, 2007**

The RFI Coaches Clinic is designed to your level of experience. From sessions with Ripon's forensic coaches to hands-on coaching with RFI students, you’ll be able to try new coaching techniques here and employ them, because

**It's your team.**

Choose 1 of 2 tracks:
- Basic: Learn about coaching essentials, scheduling priorities, team management, and gain hands-on experience with all RFI events
- Advanced: Take your coaching skills to the next level through discussions of advanced coaching techniques and individual interactions with RFI students

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Visit Us Online:

[www.ripon.edu/rfi](http://www.ripon.edu/rfi)

Your Season, Your Choice
About the Staff
Our new Student Congress instruction will be led by Kearney coach Janet Rose and promises to be a great learning opportunity for a growing forensics event.

Public Forum instruction will be led by Lincoln Southwest coach Toni Heimes, with Lincoln Southeast coach Janet Eckerson also assisting. Millard South coach Scott Wike will once again lead the policy debate staff, with Paul Bellinger, Dana Christenson, Dylan Sutton, and Lindsay Dugamire returning. Our LD staff will include Jenn Larson, Ahren Starr, Elaine Robertson, Marshall Bunde, and Fred Robertson. We will add staff if registrations warrant the hiring of additional instructors.

***This year’s policy workshop plans to add a new direction, with Paul Bellinger and Dana Christenson specifically working with more experienced debaters who have returned from prior camps, helping to re-cut camp evidence and to focus on taking students to more advanced levels of argumentation.

Toni Heimes, debate coach of Lincoln Southwest, gets quality vendors like Olive Garden to supply lunches and dinners at great rates. We intend to keep prices low once again this year and to offer a unique opportunity to Lincoln students’ parents to cut costs for their camp attendees.

Dates
LINCOLN-DOUGLAS
JULY 27-AUGUST 4 DIRECTED BY FRED ROBERTSON

POLICY DEBATE
JULY 27-AUGUST 4 DIRECTED BY SCOTT WIKE

PUBLIC FORUM
JULY 30-AUGUST 4 DIRECTED BY TONI HEIMES

*NEW* STUDENT CONGRESS
JULY 27-29 DIRECTED BY JANET ROSE

NDI TOURNAMENT
FOR ALL DEBATE DIVISIONS SATURDAY, AUGUST 4

Cost
A $50.00 deposit is due from student or coach participants by May 30 in order to save a spot at 2007 Summer NDI

Our price for 8 days of instruction, meals included (10 of them), is

LD/Policy $400 per student
Public Forum $300 per student
Student Congress $100 per student
Public Forum/Congress Combo $400 per student

Coaches, you pay just $50 per day for the Student Congress, LD, Policy, or PF camp. Coaches can sit in on student’s practice rounds and lectures, as well as get practical advice from experienced coaches on a variety of topics. This year there are two full tuition and meal scholarships available via application to the National Forensic League on a first come, first served basis.

Fred Robertson, Director
Cell Phone: 402-709-9217
School Email: fdrobertson@mposomaha.org
Email: robertsonf1@excite.com
Make Checks Payable to NEBRASKA DEBATE INSTITUTE
Mail To: Fred Robertson, Nebraska Debate Institute, 5710 S. 176th Ave., Omaha, NE 68135

Visit our website at
http://www.nscta.info/images/ndi/ndi_flier1.html
Become a Member of Alumni Connection

Register online at www.nflonline.org or email Heidi at: hschristensen@nflonline.org

Heidi Christensen
Alumni Director

Three Generations of Coaches

Photo taken at 2007 Park Hill/Park Hill South Forensic Tournament

Tyler Unsell, new coach (student in 1999)

NFL Vice President Don Crabtree, coach since 1977

Kyle Howe, coach since 1995 (student in 1986)
There’s No "I" in Debate
by
Nicole Serrano

Before I ever started debate, I could picture what I thought was a great debate coach, borrowing from images of professional sports. A great debate coach, in business casual attire, yelled at judges (refs) for making the wrong call, ran speaking drills (wind sprints) until the exhausted debater became the best speaker, and stood behind a group of students each holding their own championship trophy. Now, however, I can finally see through the glimmer of discarded and tarnished trophies to see what a truly great debate coach is. Modeled after my high school and college coaches, a great debate coach teaches students to learn and rebound from each loss, teaches the importance of improvement and commitment to improving, and teaches students to fixate on the faces of their teammates—not glimmer of the trophies—in team photos. The truly great debate coach teaches students about struggling together as a team and improving not just as an individual, but as a collective group.

The problem with this simple and probably obvious observation is that teaching high schools students about team is a more dynamic subject than any resolution and more elusive ambition than any national championship. Unlike the basics of Topicality, I can’t break down how to be a good team player to a novice. I have never seen a summer institute lecture where the students come out and magically understand teamwork. Yet undoubtedly, there are coaches who successfully teach students to work for the benefit of others. How do we teach students to give up the dreams of standing on stage with leis around their necks and a trophy in their hands and instead teach students to commit to dreaming about their team being on stage with whichever representative could best accomplish that win?

First, as coaches, we need to commit to celebrating the victories of the team, not of individuals. A team victory should be the task of accomplishing a goal from a team-generated list of goals. By allowing the novice to issue the team goal of winning nationals, s/he have ownership over the idea—it is not a coach-imposed goal, it is not just the goal of your senior debaters, but it is a goal that that individual issued and worked towards. No less important is getting the senior on the team to embrace the goal of qualifying for novice state tournament. Even if it is a staged event, I can’t imagine a younger debater failing to positively react when the top debater on the team shoots out a team goal that is about the younger members of the team. Ideally this comes about independently, but as a coach, sometimes we have to feed debaters the right argument to make to a disadvantage, and so too do we need to encourage them to deploy an argument in favor of the team. When writing out these goals and especially when repeating them throughout the year, the focus needs to remain on the squad’s success. It can never be that Jonathan and Ana qualified for States, but rather that your high school qualified a team to the state tournament.

Just as the team members change every year, the goals of the team need to be recalculated without diminishing the rewards for achieving those team goals. Although some years some squads have the experience and talent to win it all, the years where that experience and talent might only take you to qualifying for the state tournament are no less important. When I coached with Michael Antonucci (Lexington High School, MA), he tried to teach me that as a coach you can only take students as far as they want to go because even the best argument coach, the überdebate coach, could probably only help to carry students one elimination round past where they would be without that coach. The lesson I took from these discussions is that if I wanted to impact the students, it couldn’t be by hoping to make them champions, but rather by inspiring them to want it and want it for the team as a whole. My coaching goals, then, are not based on the external factors of how a judge will interpret our arguments or how prepared our opponents are. Instead, my goals, need to focus on the types of factors that the team can control and that privileged the importance of team: being prepared for every argument we have heard in a debate, a certain number of pages of research, making sure that novices walk away loving debate.

Basing team goals on collective improvement also requires coaches to point out those marks of improvement. It’s easy to celebrate the team who has won every tournament they debated at this year. Yet the true celebration should be about the novice team who has won their very first debate round, the JV team who improved by debating in a varsity tournament, and the senior who was the research backbone for the championship team but who couldn’t speak to save his life. Encouraging older debaters to individually thank the rest of the team will help the rest of the team realize the part they play in tournaments. One of my favorite moments of coaching is getting a group of novices together to do updates for the national championships. Of all the cards those students cut, none would likely get read, but they worked so hard as a group because they wanted to say that they cut the one round-winning card. Like the basketball player who knows that s/he can’t be the MVP but dreams about the game winning jump shot, teaching students from the beginning that they too can work hard and produce that round winning card encourages them to focus on their output for the team. Applauding the efforts of these novices helps, but having the competing teams thank them themselves, pointing out which evidence they read once, or acknowledging how having that evidence freed up their time to research other projects allows the students to feel part of the team effort.
Connecting each individual to team effort and team success can only be part of building team legacy. The coaches I dream about becoming have instilled a sense of history and legacy in each of their debaters. On those ideal teams, debaters rarely think about how their national championship will end, but rather, about how the team's national championship will fare. On the ideal team, when the senior who was favored to win the tournament doesn't clear, that senior does not focus on their loss but begins to work for the other team that is still competing. Maintaining a streak of winning an elimination round at a national championship every year becomes a legacy that has the power to connect the team, alumni, and coaches to do anything they possibly can to accomplish that goal. This sense of history requires coaches to catalogue information, to feed the team stories of alumni, bring in those alumni throughout the year, and talk to students about their place in the long history of the team. Instead of talking about a debater in terms of whether he or she are the “A team” or the “C team” that year, instead, she or he is just another debater in the legacy of your school. Removing these rankings of teams avoids the competition among debaters about who should be the “A team.” In lieu of this negative competition, debaters can refocus themselves on making sure that that year, the 2007-2008 team, is the best. By focusing on history and legacy, debaters are focusing on ensuring that your school is consistently the best squad in the country.

Emphasizing history and legacy also encourages debaters to focus on the young debaters. No one wants to see his or her alma mater suddenly find itself in last place. If nothing else, it diminishes the individual accomplishment of being the best debater from that school. This can become more tangible if the older debaters are actively involved in the teaching and coaching of the younger debaters. Creating mentorships between the varsity and each of the novices invests the varsity in more tournaments. Partnering the top varsity with JV debaters for research assignments allows the JV debaters to feel they played a tangible piece in producing a top strategy. At Novice or JV nationals and state tournaments, turning over the coaching, in a directed way, to the Varsity focuses the team on other people other than the “super stars.” Because these wins are then done as a team, encouraging trophies to be placed in your squad room or trophy case can reemphasize that the trophies are won by your school and not by individuals.

Coaching students to bring home trophies is no easy task, and those who are able to repeatedly do so should be applauded. Turning a group of individuals into a team, and turning that team into a debate program that focuses on the history, legacy and improvement of an entire squad — that is a remarkable task worthy of taking notice.

(Nicole Serrano is a debate coach at Montgomery Bell Academy, TN and Secretary-Treasurer for the NDCA)

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The National Forensic League National Speech and Debate Honor Society Welcomes the following New NFL Programs:

- Northwest HS, MO
- Timberland HS, MO
- Broadwater HS, MT
- Norris Public Schools, NE
- Brewster Academy, NH
- Union County Voc-Tech Schools, NJ
- Pelham Memorial HS, NY
- Barberton HS, OH
- Beachwood HS, OH
- Lincoln HS, OR
- Merion Mercy Academy, PA
- Farwell HS, TX
- Belleville HS, WI
- Middleton HS, WI
- Riverside University HS, WI

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Rostrum
# NHL District Standings

(as of March 1, 2007)

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## NFL District Standings

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National Forensic League Employee of the Month Award

The National Forensic League would like to congratulate Diane Rasmussen on being our March EMPLOYEE OF THE MONTH. Diane has worked for the NFL for 25+ years! She started with the NFL when she was involved with a Ripon high school co-op program and has continued with the league ever since. Diane is responsible for NJFL (National Junior Forensic League), merchandise, shipping, inventory, some accounting and trophies at Nationals. Scott Wunn the NFL Executive Secretary said “You can always count on Diane. If you ask her to do something you know it’s going to be taken care of ... no doubt about it!” Diane’s 25 year commitment and dependability to the league are just a few reasons why Diane earned NFL March Employee of the Month! Please congratulate Diane when you see her!

Employee of the Month is awarded based on staff nominations.

Cartoon of the Month

Cartoon by Yilu Zhang from North Allegheny, PA. Featured Cartoonist Yilu is a junior and holds the Degree of Distinction. Yilu is coached by Ms. Sharon Volpe
Suffolk University
July 15–July 29, 2007
Boston... Where the Heart is!
Represent yourself!
Join the National Forensic League and develop the communication skills you’ll need to succeed in your career. Over the years, NFL members have become top journalists, media stars, CEOs, Supreme Court justices and U.S. presidents. As part of its commitment to education, Lincoln Financial Group is a proud sponsor of the NFL. To learn more, call 920-748-6206 and start to become a serious-minded achiever.

Serious-minded