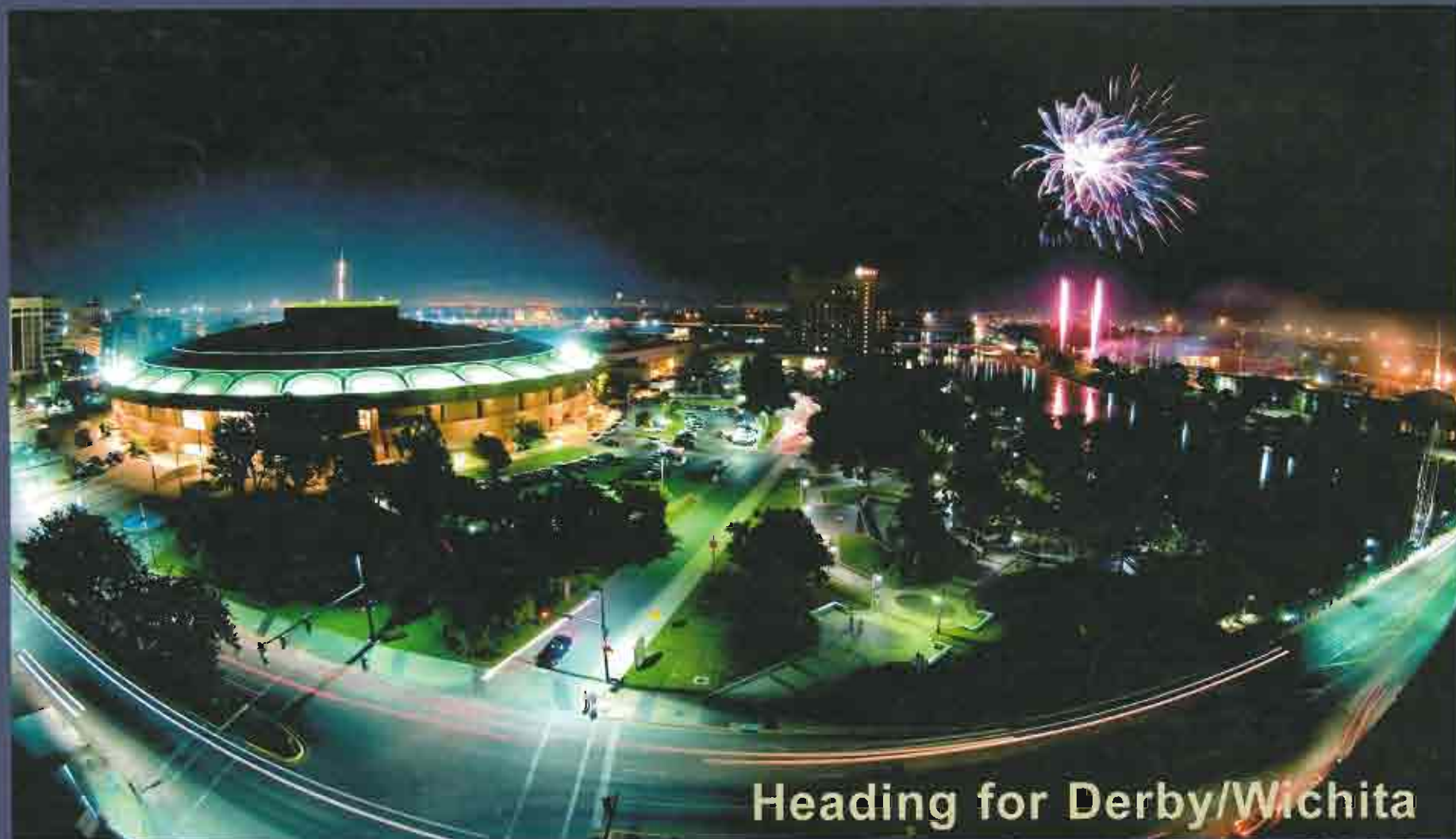


Rostrum

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 provide optimal training: Foreign Extemp, Domestic Extemp, and Generic Extemp. Most of all, campers will get the tried and true methods that have proven themselves priceless at countless regional tournaments and national championships.

Lincoln Douglas Debate National Institute

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



Policy Debate National Institute

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

the standards of policy, but also prepare for the latest trends in argumentative structure.

Public Forum Debate Institute

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



Applications for the 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



WESTERN KENTUCKY UNIVERSITY

2007 SUMMER FORENSIC CAMP

June 24-29, 2007
Western Kentucky University

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



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<http://www.wku.edu/forensics/sfi>

photo by Benjamin Robb

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 inocked 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 hurt 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.



Lincoln
Financial Group®

Sources:

Keeping Faith: Memoirs of a President, Jimmy Carter, Bantam Books, 1982.
The Presidency of James Earl Carter, Burton Kaufman, University Press of Kansas, 1993.

Jimmy Carter: In Search of the Great White House, Betty Glad, W.W. Norton, 1980.

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Phone: 515-222-1035
tsheaff@dowling.pvt.k12.ia.us



J. Scott Wunn

From the Editor

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 close in 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
J. Scott Wunn

Rostrum

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\$15 for two years

Member Schools:

\$5 for each additional
subscription

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

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 human 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 ((20) 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

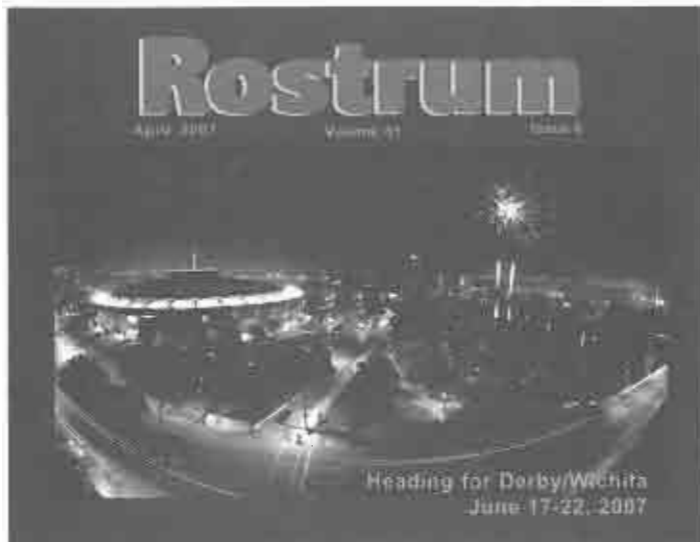
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Photo by Darren Decker

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Employment Opportunities



West Coast Publishing



THE ULTIMATE PACKAGE

- **SAVE HUGE AMOUNTS OF MONEY**
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All West Coast products are now electronic to lower your costs and to make them accessible at all times to you.

Policy Evidence Set

- **Affirmative Handbook** (Over 170 pages; Africa affirmatives, 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 for each 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 chock-full of step by step instructions, advanced tips, examples and more on extemp, impromptu, oratory, expository, interpretation and more IEs!



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 Meiches (NDT Octas), Matt Schissler (NDT First Round), Dana Randall (CEDA Elims), Sam Allen (CEDA Elims), Candi Kissinger (CEDA Elims), Jeff Buntin (NDT Octas), Nicholas Thomas (4 time NFL LD), Joe Allen (TOC LD Quals), Katherine Preston (VBI, 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.

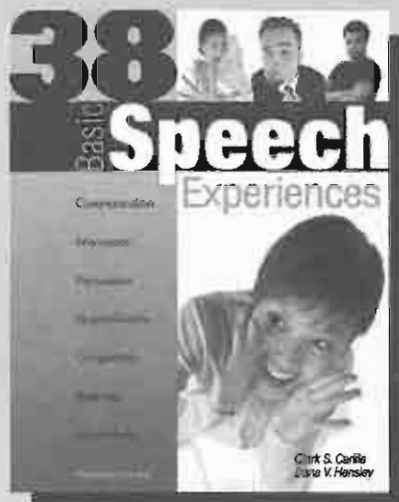
7. Cost Effective

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

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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.

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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 Shalmon, 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.

IF 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); Carol Barella (Bingham High, UT); Josh Bentley (Lone Peak High, UT); Chris Cooke (Idaho State); Gus Eyzaguirre (Michigan State); Micah Heaton (Idaho State); Cody Henrichsen (Riverton High, UT); Ryan Hoglund (Rowland 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, NM); Scott Odekirk (Idaho State); Mike Shackelford (Pepperdine, CA.); Marianne Young (Lagan 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, refutation, rebuttal reworks, 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, refutation, 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**

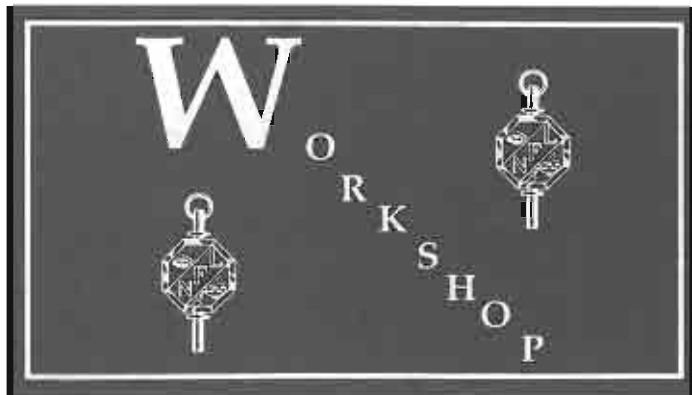
COACHES WORKSHOP

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



NFL ANNOUNCES SUMMER WORKSHOP SCHOLARSHIP PROGRAM FOR COACHES AND TEACHERS

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.

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

Please send this form to:
hschristensen@nflonline.org
 *Send by April 15th

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

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/summercoachscholarships 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.baylordebatec.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
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Scholarships
Programs: Policy, LD Debate, and Student Congress
Website: www.meangreenworkshops.com

IDEA Youth Forum

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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.ffi4n6.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
Scholarships Available: 2 Full Tuition Room and Board Scholarships
Programs: Policy Debate
Website: www.northwestern.edu



July 15 – 28, 2007

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◆ *Technique of Improvisation*

5 Days in New Haven

A place for the VIEWPOINTS in Competitive Speech

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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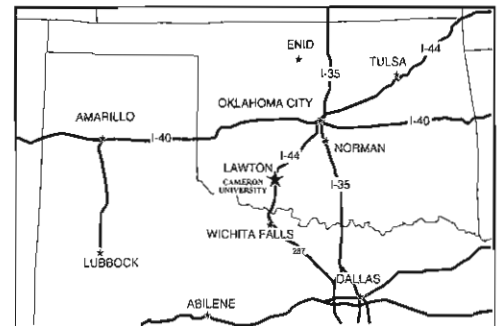
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Technique of Improvisation

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 on 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.

It should be said here that Ann Bogart is considered a 'caution' and her VIEWPOINTS have been under fire by some members of the theatrical community. I think probably by those who aren't secure enough to allow the active participation of actors in a collaboratively creationary process. No matter—I've seen first hand its fruits: performers who were basically "empty vessels" offer, excusing the "Ode on A Grecian Urn" overtones, something full of life and living, breathing moments. Think how many times, you, as an audience member—theatre, speech, or otherwise—have walked away from a performance thinking only about the "empty vessel" that



Danielle Ohrenberger demonstration

offered you nothing. The common language of The VIEWPOINTS, for actors and directors, allows for the ultimate message of the spectacle to be organically inspired. The product is always full of life . . . an honest, truthful moment to be "decoded and interpreted" by its audience. After all, "Beauty is truth and truth beauty."

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—spin 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



Danielle Ohrenberger demonstrates moments of her "flipbook" in the Suffolk University seminar.





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Technique of Improvisation

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 coaches speech &

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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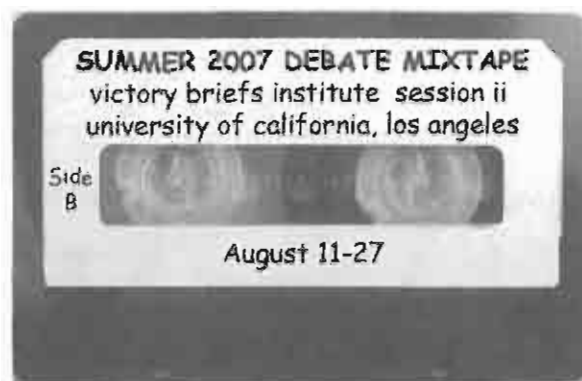
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3 week session: July 14 - August 3

Session II: University of California Los Angeles

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In conjunction with session I: July 14 - July 27

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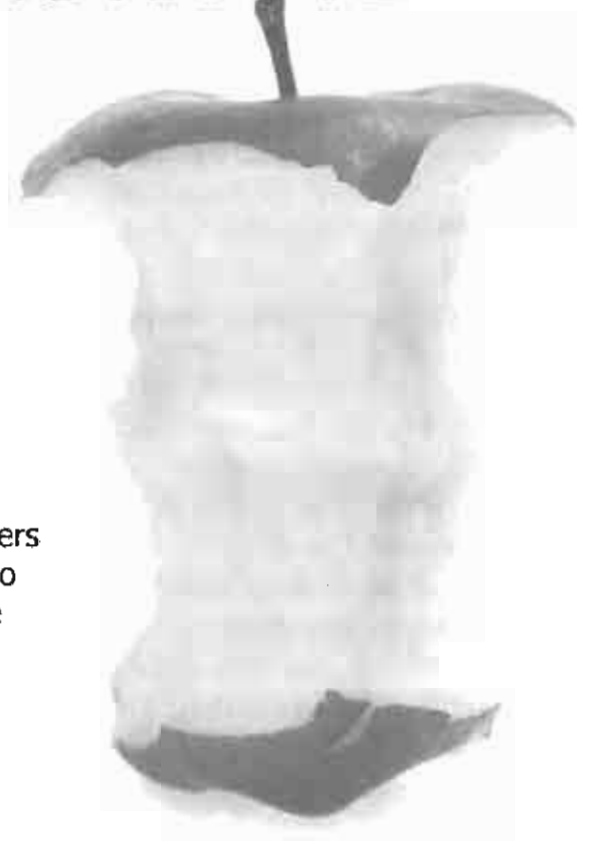
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Meet Don Pogreba

Don Pogreba coaches at
Helena High School, MT.
Don is a 1st Diamond Coach.

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.

◆ *Coach Profile continued*

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

Distinguished Service Award

By Don Crabtree

By-Law No. 14 of the National Forensic 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 Forensic 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 forensic and debate education.

By-Law No. 14 found on page CBH-5 of the Constitution By-Laws History document that 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 <i>The Rostrum</i>	3
Managing District NFL Tournament or Congress.....	1-3
Holding a Tournament for 10 schools.....	1
Directing Tournament for 10 schools.....	1
Service at National Tournament.....	1-3
Article for the <i>Rostrum</i>	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 from the date of service."

So where does one find these mysterious "Citations?" (Often referred to as the "pink sheets.") They are available on the NFL website under the "Coaching Resources" tab, 'Chapter/Affiliate Forms' or, you can contact the National Office and request them. They are easy to complete and require the signature of your Chapter president and your principal or superintendent.

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 Forensic League coaches should feel free to contribute our skills, ideas and time and to the National Forensic 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 Forensic 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 ennobles 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 behold, 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).



Comprehensive resources for Policy, L-D, Public Forum, and Extemp



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Turner, Extemp, evidence file
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our site. Hundreds log-on
every day. Thousands have
purchased individual
products and site-wide
subscriptions. We have
established partnerships with
leading debate workshops



www.planetdebate.com

Our offerings, which originally focused exclusively on Policy
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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?

Visit the 'Student Resources' section of the NFL website for future question(s) posed.

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.

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.

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.

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.

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!

Jake from Colorado

I've got to go with Stanley Tucci (A Midsummer Night's Dream, Undercover Blues, The Terminal, Shall We Dance?). He has played more diverse roles than there are spines on a hedgehog. If we could get Mr. Tucci on our team, I wouldn't complain!

Alicia from South Dakota

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

Student Challenge

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 Interper! Eddie would also 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 bachelors 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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Guest Lecturers

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- Jane Munksgaard, NDT Elims and First-Round Bid
- Jason Patil, Coach NFL, TOC, CFL Champions and Top Speakers
- Andy Ryan, NDT Champion and Top Speaker, TOC Champion
- Scott Varda, Coach at Iowa

FOR APPLICATION MATERIALS AND PROGRAM INFORMATION CONTACT:

National Summer Institute in Forensics
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B12 International Center
Iowa City, Iowa 52242

Phone: 319-335-0621
Fax: 319-335-2111
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 individuals on staff 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 and the actual 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 faculty. 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 academics, 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.)

e-mail:lddep@hws.edu

The Lincoln-Douglas Education Project

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GOVERNMENT SUBSTANTIALLY INCREASING
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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.

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PATRICK MAHONEY: Champion debater, Strake 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.

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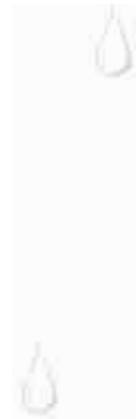
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Dan LUXEMBERG, Harvard University, NDT Semi-Finalist, qualified to the NDT as one of the sixteen top ranked teams in the country TWICE. A former UTNIF alum, we are proud to have Dan on board with us this summer.

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 ALBINIAK, 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

PROGRAM DATES		
Survivors	Experienced Seminar	
June 24-August 7	Session 1:	June 24-July 15
Marathon	Session 2:	July 13-August 7
June 24-July 12	Supersession:	June 24-August 7
Plan II	Introduction to CX Debate	
July 16-August 7	July 20-28	
Marathon + Plan II	June 24-August 7	

UT Individual Events



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Summer, 2007

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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.

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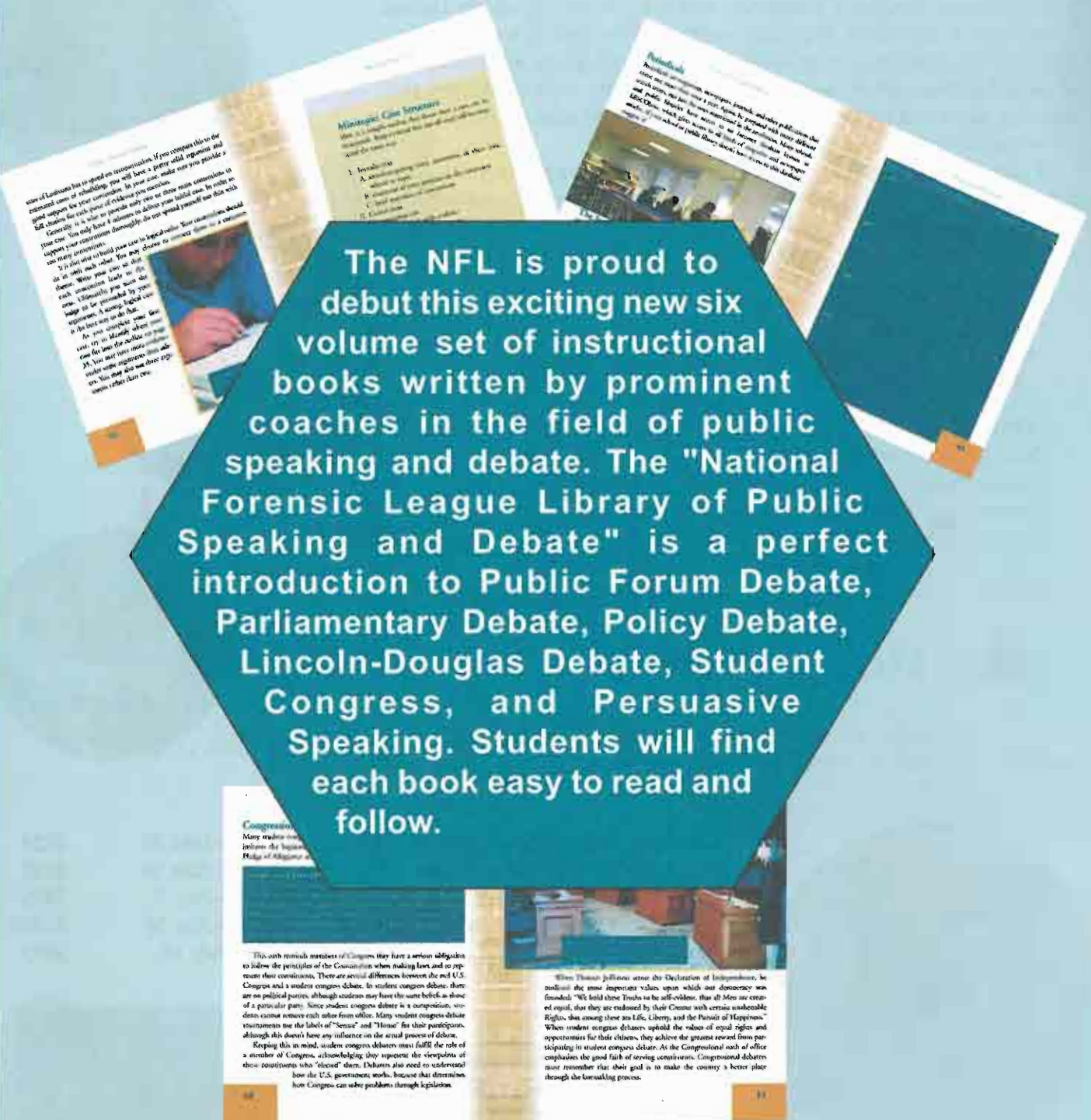
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>> SNFI's one-of-a-kind program emphasizes learning, practice and execution to teach students how to debate, not merely about debate.

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- 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), Petey Gil (U of Chicago), Prashant Rai (UCLA) and Ranjeet Sidhu (UCLA).

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www.snfiled.org

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 rounds 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 Turoff - 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 Nielson - CSU Fullerton

Beth Schueler - Whitman College

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Doug Dennis - St. Francis H.S.

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Condy Creek - UC Berkeley

Mima Lazarevic - USC (CA)

Three Week Program

Accelerated program

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Core Program

July 22 - August 11, \$2275

Extended Week

August 11 - August 18, \$1260

"Yes, I would recommend this camp to other students. The lectures, labs and seminars were great...we had a great support system and worked hard while having fun."

*Katherine Leung, 2006
SNFI Participant*



2007 Dates & Prices
July 29 - August 11
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Stanford National Forensic Institute Individual Events



The SNFI Individual Events program offers a comprehensive program which accounts for regional differences in style, content, and judging. Students will have the opportunity to work with coaches and national champions from around the nation. The Institute is designed to provide a strong technical foundation in an enjoyable atmosphere, students at all levels of experience will be accommodated.

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The Two Track System of Placement allows advanced students to focus on specific events at an accelerated pace, while also ensuring that the beginning to intermediate level students advance at a more relaxed pace while participating in and learning about a variety of different events. This ensures that upper level competitors leave camp prepared to immediately step into high level tournament competition. Seminars are designed to cater directly to areas of student interest. Workshops are provided to instruct new competitors in basic speaking techniques, and novice workshops meet the needs of both new competitors and those solely interested in improving general speaking skills without the intention of later competition.

Team Instruction provides students who are involved in a recently formed Forensics team basic techniques on student coaching. We teach students of all levels how to coach themselves during the course of the year to maximize their competitive experience and success. The research facilities unique to the Stanford campus provide an excellent resource for the creation of a comprehensive script library. Institute staff has on hand hundreds of scripts both to assist student, and to serve as example material. Resource packets are provided specifically for this group.

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A Do-It-Yourself Summer Debate Workshop

Personalized Independent Debate Study

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 pursued 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

Stanford National Forensic Institute

2007 Parliamentary Debate Program

August 11 - 18, \$1150

2007 Public Forum Debate Program

August 5 - 11, \$1150

"I have never had a real debate coach to teach me debate theory. Since the institute filled this gap in my knowledge, it was extraordinarily useful."

*Sky Ritchie
2006 SNFI*

Parliamentary Debate Participant

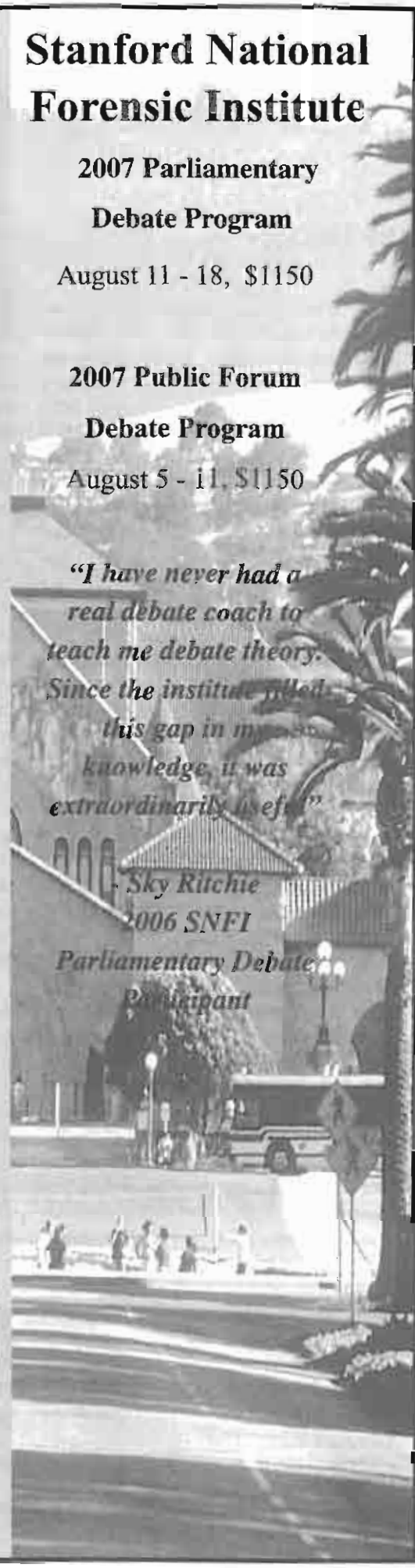
The Stanford **Parliamentary Debate** program brings the same professionalism to parliamentary debate that SNFI has brought to Policy debate and Lincoln-Douglas debate for the past 16 years. Serious student of parliamentary debate wanting to take their activity to the next level are encouraged to attend, 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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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 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 Eth-*

ics 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 under what 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 ineditations 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 indices 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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July 8-22, 2006

(Also offering sessions in Public Forum Debate and Individual Events)

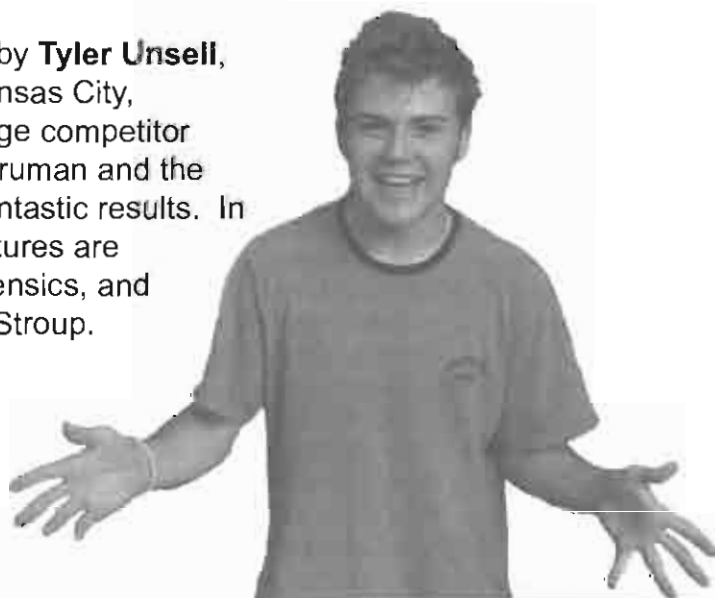
Being successful in Lincoln-Douglas Debate requires commitment.

At SMFI we are committed to developing the skills students need for successful debate careers. If you are a student in SMFI's Lincoln-Douglas Workshop you can expect to work hard. The rewards will be nothing short of amazing.

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The Lincoln-Douglas Debate Workshop is directed by **Tyler Unsell**, Director of Forensics at Park Hill High School in Kansas City, Missouri. A highly successful high school and college competitor in his own right, he has directed LD workshops at Truman and the University of Kansas for several years producing fantastic results. In addition to talented college preceptors, Unsell's lectures are supplemented by **Dr. Kevin Minch**, Director of Forensics, and Associate Directors Shane Puckett and Kristopher Stroup.

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THE IVY SCHOLARS PROGRAM

- *Academic Programs for Lincoln-Douglas Debaters*
- *Studies in Grand Strategy for High School Student Leaders*

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JULY 22 – AUGUST 5, 2007

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Ivy Scholars Program for L-D Debaters: This innovative program combines college-level non-credit academic study in ethics, international relations, public policy, and economics with championship-level coaching and development in Lincoln-Douglas debate. A limited number of competitively selected high school students will learn from members of Yale's world-class faculty, distinguished fellows, and recent government practitioners on a wide range of issues facing national and international leaders.

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.

The student-to-instructor ratio is among the best of any national high school academic program at only 5-to-1 and is set in a collegial, learning-friendly culture of excellence.

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.*

Application deadline is May 1, 2007.

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:

www.yale.edu/ivyscholars

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

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 resolutive impact (often due to lack of resolutive 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 resolutive 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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Comprehensive Curriculum: The Spartan Debate Institute is known for its *all-inclusive curriculum* and attention to *personal skills growth*. Students receive more *high quality* evidence and practice debates than anywhere else. Tournaments conclude each session, and SDI students receive exclusive access to our Evidence CD.



Spartan Sophomores: With a select group of no more than 24 participants, this program is open to students entering their second year of debate (grades 9-11). Led by Will Repko, MSU's two-time NDT champion head coach, it places heavy emphasis on the development of debating and speaking skills, with a particular focus on practice debating.



5th Week Strategy Forum: Entering its second summer, the SDI Strategy Forum is a *one-of-a-kind* experience in debate instruction. A select group of students will work with senior institute staff and MSU's multiple-NDT-winning coaches preparing specific negative strategies against the *top cases* from other institutes. Admission will be limited.

FOUR WEEK INSTITUTE:
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JULY 8 - JULY 20 (\$1050)

APPLICATION DEADLINES: MAY 14 (4/5); MAY 25 (2/3)

[HTTP://DEBATE.MSU.EDU](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 hallows 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.)

NJFL Tournaments

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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 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.

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.

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South Kansas Chair



Lois Pierson
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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 than 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*



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

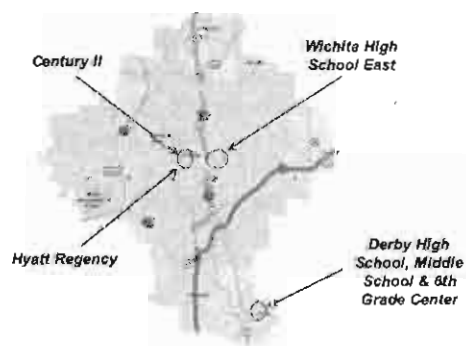


Hyatt Regency—Student Congress



Derby HS—Individual Events

2007 Kansas Nationals
Tournament Sites



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 nfl@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.

~~Register Your Qualifiers for Nationals~~

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

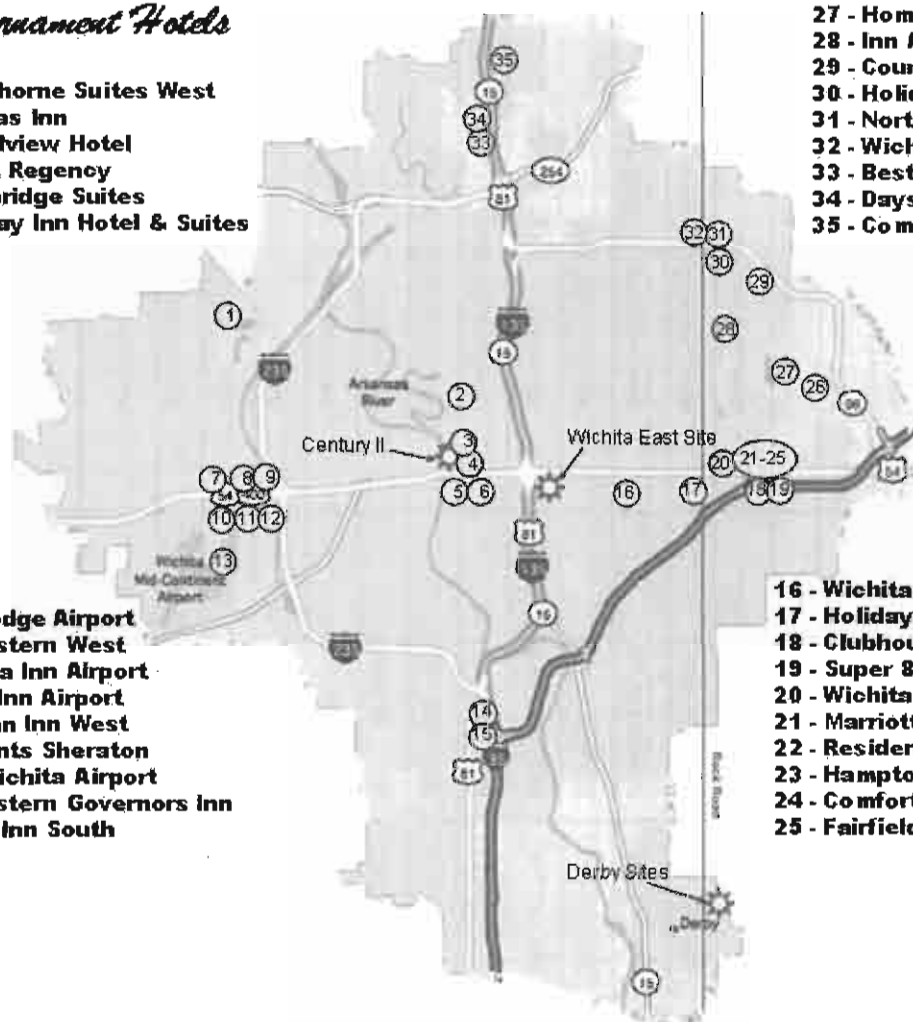
Hotel Map

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



- 16 - Wichita Suites
- 17 - Holiday Inn Select
- 18 - Clubhouse Inn & Suites
- 19 - Super 8 Motel
- 20 - Wichita Inn East
- 21 - Marriott Wichita
- 22 - Residence Inn
- 23 - Hampton Inn
- 24 - Comfort Inn East
- 25 - Fairfield Inn

Nationals - Hotel Information

Hotel Name	Rate	Phone	Address	Websites	Amenities
Residence Inn At Plazzio	\$99.00	316-682-7300	1212 North Greenwich Rd.	www.marriott.com	OP, H, L, F, CB, W
Homewood Suites	\$99.00	316-260-8844	1550 Waterfront Pkwy	www.homewoodsuites.com	CB, L, F, IP, W, H
Inn at Tallgrass	\$95.00	316-684-3466	2280 North Tara Cir.	www.theinnattallgrass.com	CB, W, F, OP, H, L
*Hyatt Regency - Wichita	\$94.00	316-293-1234	400 West Waterman	*Congress/Tournament Hotel www.hyatt.com	R, IP, H, F, S
Broadview Hotel - Downtown	\$92.00	800-362-2929	400 West Douglas Ave.	www.broadview-hotel.com	W, R, OP, S, F, L
Residence Inn by Marriott	\$92.00	316-686-7331	411 South Webb Rd.	www.residenceinnwichita.com	CB, L, OP, H
Courtyard by Marriott - Wichita East	\$85.00	316-636-4600	2975 North Webb Rd.	www.marriott.com	W, IP, F, H, L
Cambridge Suites	\$85.00	316-263-1061	711 South Main	www.cambridge-suites.com	OP, F, CB, W, L
Hilton Wichita Airport	\$81.00	316-945-5272	2098 Airport Rd.	www.wichitaairport.hilton.com	F, IP, H, S, R, W
Holiday Inn Hotel & Suites	\$81.00	316-269-2090	221 East Kellogg	www.ichotels.com	R, OP, H, F, W
La Quinta Inn Airport	\$79.00	316-943-2181	5500 West Kellogg	No Website	IP, H, R, F, CB, S, L, W
Marriott Wichita	\$78.00	316-651-0333	9100 Corporate Hills	www.marriott.com	IP, OP, H, R, F, S, L
Four Points Sheraton	\$76.00	316-942-7911	5805 West Kellogg	www.starwoodhotels.com	CB, W, S, OP, F, L, R
Wichita Suites	\$76.00	316-685-2233	5211 East Kellogg	No Website	CB, F, OP, L
Fairfield Inn	\$76.00	316-685-3777	333 South Webb Rd.	www.fairfieldinn.com	CB, OP, F
Best Western Governors Inn	\$75.00	316-522-0775	4742 South Emporia	www.bestwestern.com	OP, F, L, W
Comfort Inn North	\$75.00	316-744-7711	990 Connolly Ct., Park City	www.choicehotels.com	CB, W, F, L, IP
Best Western North	\$75.00	316-832-9387	915 East 53rd St. North	www.bestwestern.com	CB, IP, H, W, L, F, R
Hawthorne Suites (West) <i>*Special Notes: National Forensic League NFL</i>	\$75.00	316-729-5700	2405 North Ridge Rd.	www.hawthorn.com	CB, F, L, S, W
Best Western West <i>*Special Notes: National Forensic League NFL</i>	\$75.00	316-942-5600	6815 West Kellogg	www.bestwestern.com	CB, IP, H, F, L, S, R, W

*Identifies blocked NFL rooms

National's - Hotel Information

Hotel Name	Rate	Phone	Address	Websites	Amenities
Hampton Inn	\$73.00	316-686-3576	9449 East Corporate Hills	www.hamptoninn.com	CB, L, W
Holiday Inn Select	\$72.00	316-686-7131	549 South Rock Rd.	www.ichotelsgroup.com	F, IP, OP, H, L, W, R, S
Comfort Inn East	\$71.00	316-686-2844	9525 Corporate Hills	www.choicehotels.com	CB, IP, H, W
Days Inn Park City	\$70.00	316-832-1131	901 East 53rd St.	www.daysinn.com	CB, W, F
Holiday Inn Express Northeast	\$70.00	316-634-3900	7824 East 32nd St.	www.HIExpress.com	W, IP, H, CB
Northrock Suites	\$69.00	316-634-2303	7856 East 36th St.	No Website	CB, F, L, OP, IP
Clubhouse Inn & Suites	\$69.00	316-684-1111	515 South Webb Rd.	www.clubhouseinn.com	CB, W, OP, H
Kansas Inn	\$68.00	316-269-9999	1011 North Topeka	No Website	CB, F, L
Comfort Inn South	\$59.95	316-522-1800	4849 South Laura	www.choicehotels.com	CB, OP, W
Wichita Inn North	\$59.00	316-636-2022	3741 North Rock Rd.	No Website	W, CB, L
Wichita Inn Airport	\$59.00	316-943-2373	6335 West Kellogg	No Website	CB, S, L, W
Wichita Inn East	\$59.00	316-685-8291	8220 East Kellogg	No Website	CB
Econo Lodge Airport	\$45.00	316-722-8730	600 South Holland Ln.	www.choicehotels.com	CB, S, L, H, OP, W
Super 8	\$45.00	316-686-3888	527 South Webb Rd.	www.super8.com	CB, W, L
Scotsman Inn West	\$43.00	316-943-3800	5922 West Kellogg	www.scotsmaninnwichita.com	CB, L

Amenities Key:

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

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



Proudly supports the
National Forensic League

Meeting, Incentive & Group Travel

*Large or small, from Board meetings to
Sales meetings, we can service your needs worldwide! We provide
airline discounts for travel to each
National Forensic League Tournament.
Call (866) 341-7672 to book
your Wichita flights with us!*

Leisure Travel

*Personal travel near or far...from a weekend away to an extensive
international trip, we have the experience to plan and execute your
trip flawlessly.*

Corporate Travel

*Meeting the travel needs of all organizations with locations world-
wide and flexible travel management
programs, we can provide a full range of services to you and your
company.*

FCm Bannockburn Travel Solutions
2101 Waukegan Road
Bannockburn, IL 60015
(800) 227-1908



Nationals - Vehicle Rental Info

Avis

Book at: 1-800-331-1600 or
www.avis.com
Rate Code: B159261

Hertz

Book at: 1-800-654-2240 or
www.hertz.com
Rate Code: CV#04140001

Budget

Book at: 316-946-4891
Rate Code: NFL

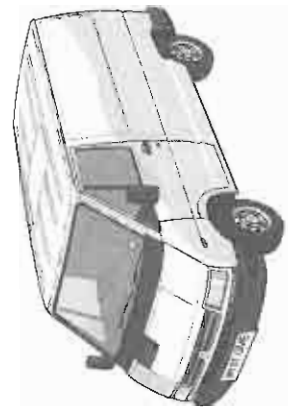
Enterprise

Book at: www.enterprise.com
Rate Code: 51E6924 (Pin# NFL)

	Economy	Compact	Midsize	Full Size	Full Size	Premium	Towncar	SUV	Minivan	Convertible	12 - Passenger Van
				2- Door	4- Door						
Daily	\$ 38	\$ 43	\$ 47	\$ 50	\$ 53	\$ 58	\$ 72	\$ 72	\$ 72	\$ 72	\$ 135
Weekly	\$ 144	\$ 160	\$ 175	\$ 191	\$ 206	\$ 216	\$ 307	\$ 307	\$ 307	\$ 307	\$ 590
Weekend Daily	\$ 30	\$ 33	\$ 34	\$ 36	\$ 40	\$ 43	\$ 72	\$ 72	\$ 72	\$ 72	\$ 127
Daily	\$ 52	\$ 53	\$ 54	\$ 55	\$ 59	\$ 64	\$ 78	\$ 78	\$ 81	\$ 78	NA
Weekly	\$ 174	\$ 190	\$ 205	\$ 221	\$ 231	\$ 272	\$ 331	\$ 331	\$ 339	\$ 331	NA
Weekend Daily	\$ 21	\$ 24	\$ 27	\$ 31	\$ 33	\$ 46	\$ 66	\$ 66	\$ 68	\$ 66	NA
Daily	NA	\$ 28	\$ 29	NA	\$ 35	\$ 79 (SUV)	NA	\$ 69/\$39*	\$ 79	NA	\$ 129
Weekly	NA	\$ 165	\$ 169	NA	\$ 189	\$ 390 (SUV)	NA	\$ 340/\$229*	\$ 390	NA	\$ 590
Weekend Daily	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Daily	\$ 27.90	\$ 29.70	\$ 32.84	\$ 34.64	\$ 37.52	NA	NA	\$ 62.10	\$ 71.10	NA	NA
Weekly	\$ 152.10	\$ 161.10	\$ 170.10	\$ 179.10	\$ 188.10	NA	NA	\$ 314.10	\$ 296.10	NA	NA
Weekend Daily	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

All prices are with the NFL National Tournament Discount.

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

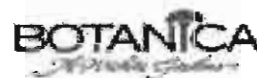


WICHITA AREA ATTRACTIONS



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 Impressionist 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.360wichita.com



360WichitaTM
wichita's visual directory



Supporters of Kansas National's

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Kathleen Taylor
Sue Watson
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East Kansas NFL District
Jabara Carpet Outlet Inc.
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Reach Learning Center
Southeast of Cherokee High School
Three Trails NFL District

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Derby High School
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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)

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Cargill
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International Debate
Education Association



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 NATIONAL FOUNDATION FOR ADVANCEMENT IN THE ARTS (NFAA)

The IDEA National Junior Forensic League National Tournament

**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@idebate.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: EDMONT 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 16TH ANNUAL



METROPOLITAN FORENSICS INSTITUTE

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, & Dario 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@shu.edu. Direct any questions to David Yastremski or Prof. Catherine Zizik at (973) 761-9759.



400 South Orange Avenue • South Orange, NJ 07079 • www.mfionline.org



Red Hawk Forensics Institute

July 12 - July 15, 2007

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



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

Visit Us Online:
www.ripon.edu/rfi

Your Season, Your Choice

Nebraska Debate Institute



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 Dunmire 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.

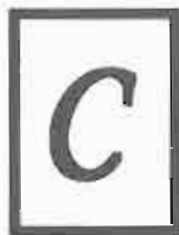
FRED ROBERTSON, DIRECTOR
CELL PHONE: 402-709-9217
SCHOOL EMAIL: FDROBERTSON@MPSOMAHA.ORG
EMAIL: ROBERTSONF1@EXCITE.COM
MAKE CHECKS PAYABLE TO
NEBRASKA DEBATE INSTITUTE
MAIL TO
FRED ROBERTSON, NEBRASKA DEBATE INSTITUTE,
5710 S. 176TH AVE.,
OMAHA, NE 68135

Visit our website at

http://www.nscta.info/images/ndi/ndi_flier1.html

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Heidi Christensen
Alumni Director

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

Three Generations of Coaches

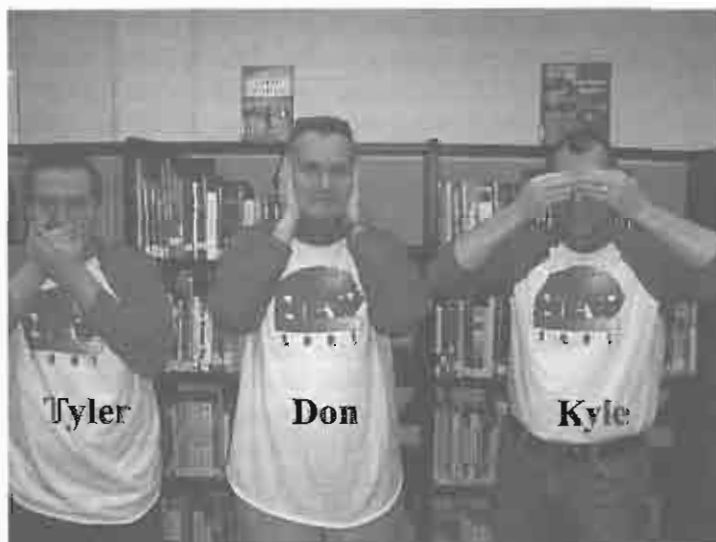


Photo taken at
2007 Park Hill/Park Hill South
Forensic Tournament

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 a 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 *uberdebate* 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 factor 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.

◆ NDCA Coaches' Corner

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)

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

Campbell Hall HS	CA	Northwest HS	MO
Gunn Sr. HS	CA	Timberland HS	MO
Oakland Military Institute	CA	Broadwater HS	MT
St. Monica Catholic HS	CA	Norris Public Schools	NE
Sultana HS	CA	Brewster Academy	NH
Estes Park HS	CO	Union County Voc-Tech Schools	NJ
Cab Calaloway School of the Arts	DE	Pelham memorial HS	NY
Sequoyah HS	GA	Barberton HS	OH
Knoxville HS	IA	Beachwood HS	OH
Caldwell Sr. HS	ID	Lincoln HS	OR
Elk Grove HS	IL	Merion Mercy Academy	PA
John Hersey HS	IL	Farwell HS	TX
Indiana Academy	IN	Belleville HS	WI
Crest HS	KS	Middleton HS	WI
Atholton HS	MD	Riverside University HS	WI
Bishop LeBlond Memorial HS	MO		

NFB District Standings

(as of March 1, 2007)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	241	Blue Valley North HS	584
2	--	East Kansas	187	Shawnee Mission East HS	485
3	+1	East Los Angeles (CA)	185	Gabrielino HS	647
4	-1	Heart Of America (MO)	172	Liberty Sr HS	629
4	+2	Show Me (MO)	172	Belton HS	444
4	+2	Kansas Flint-Hills	172	Washburn Rural HS	399
7	+4	San Fran Bay (CA)	169	James Logan HS	667
8	+1	Sunflower (KS)	168	Wichita East HS	343
9	+1	Calif. Coast (CA)	167	Leland HS	660
10	-5	Northern South Dakota	165	Watertown HS	366
11	+5	Central Minnesota	158	Eastview HS	496
12	--	Southern Minnesota	155	Eagan HS	415
13	--	Illini (IL)	153	Downers Grove South HS	416
13	+6	Ozark (MO)	153	Central HS - Springfield	492
15	-9	New York City	152	Bronx HS of Science	457
16	--	Northern Ohio	151	Boardman HS	283
16	-1	Nebraska	151	Millard North HS	362
18	-2	West Kansas	148	McPherson HS	317
19	-5	Rushmore (SD)	145	Sioux Falls Lincoln HS	364
20	--	Northwest Indiana	144	Munster HS	466
21	--	Florida Manatee	138	Nova HS	532
22	+2	Northern Illinois	134	Glenbrook South HS	389
23	+3	Utah-Wasatch	132	Sky View HS	334
24	-2	Eastern Ohio	131	Perry HS	338
25	-1	Montana	123	Flathead Co. HS	315
26	+3	Nebraska South	122	Lincoln East HS	350
27	-4	South Texas	121	Bellaire HS	769
28	+4	Sundance (UT)	120	Bingham HS	277
29	+1	Inland Empire (WA)	119	University HS	224
30	-2	New England (MA & NH)	118	Manchester Essex Regional HS	316
31	-4	North East Indiana	117	Chesterton HS	541
32	+7	Eastern Missouri	116	Pattonville HS	408
32	+3	Great Salt Lake (UT)	116	Skyline HS	244
34	--	Arizona	114	Desert Vista HS	401
34	-3	Hole In The Wall (WY)	114	Cheyenne East HS	263
36	-1	Carver-Truman (MO)	111	Neosho HS	373
37	-5	Rocky Mountain-South (CO)	110	Denver East HS	229
38	+3	Idaho	109	Hillcrest HS	292
38	+6	Pittsburgh (PA)	109	North Allegheny Sr HS	299
40	-2	Florida Panther	106	Lake Highland Preparatory	264
40	-1	South Kansas	106	Fort Scott HS	235
42	-5	Tarheel East (NC)	101	East Chapel Hill HS	255
43	--	Sierra (CA)	100	Sanger HS	311
44	-2	Carolina West (NC)	99	Myers Park HS	326
45	+2	Deep South (AL)	97	The Montgomery Academy	314
45	+3	Northern Wisconsin	97	Appleton East HS	303
45	+1	New Jersey	97	Ridge HS	325
45	-1	Golden Desert (NV)	97	Green Valley HS	316
49	+4	Northern Lights (MN)	95	Moorhead Senior HS	208
50	-1	Colorado	94	Cherry Creek HS	364
51	-1	Southern California	89	La Costa Canyon HS	335
52	-1	Western Ohio	88	Sylvania Southview HS	128

NFB District Standings

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
53	+9	Southern Wisconsin	87	Brookfield East HS	198
53	+4	Hoosier Crossroads (IN)	87	Kokomo HS	187
53	+7	Colorado Grande	87	Canon City HS	186
53	+2	North Dakota Roughrider	87	Fargo South HS	173
57	+12	Wind River (WY)	86	Worland HS	180
58	-5	Central Texas	84	Ronald Reagan HS	269
59	-2	Lone Star (TX)	83	Plano Sr HS	279
59	+3	South Carolina	83	Mauldin HS	336
59	-2	Tennessee	83	Montgomery Bell Academy	179
59	+15	Valley Forge (PA)	83	Truman HS	157
63	-11	West Iowa	82	Dowling Catholic HS	269
63	-3	Rocky Mountain-North (CO)	82	Rocky Mountain HS	240
65	--	Hoosier Heartland (IN)	81	Connersville Sr HS	184
66	-4	East Texas	80	Dulles HS	192
66	--	North Oregon	80	Westview HS	228
68	+1	North Coast (OH)	79	Gilmour Academy	267
68	-13	Georgia Northern Mountain	79	Henry W Grady HS	193
70	-1	Mississippi	78	Oak Grove HS	182
71	+8	West Oklahoma	77	Norman North HS	253
72	+6	New York State	76	Scarsdale HS	197
73	+1	North Texas Longhorns	75	Colleyville Heritage HS	217
73	+8	Chesapeake (MD)	75	Woodrow Wilson HS	127
75	-9	Michigan	74	Portage Northern HS	185
75	-1	Kentucky	74	Rowan County Sr HS	195
77	-11	Heart Of Texas	73	Carroll HS	201
77	-8	Space City (TX)	73	Alief Taylor HS	199
79	--	New Mexico	72	Albuquerque Academy	187
79	+10	West Los Angeles (CA)	72	Fullerton Joint Union HS	257
79	+16	Louisiana	72	Teurlings Catholic HS	185
79	-5	Puget Sound (WA)	72	Kamiak HS	174
83	-1	Western Washington	71	Gig Harbor HS	298
83	-14	East Iowa	71	West HS - Iowa City	221
83	+3	Florida Sunshine	71	Academy of the Holy Names	161
86	-4	Greater Illinois	70	Belleville West HS	146
87	-1	Sagebrush (NV)	69	Reno HS	251
88	-6	Tall Cotton (TX)	68	Seminole HS	135
89	+2	UIL (TX)	67	Lindale HS	177
89	+2	East Oklahoma	67	Jenks HS	219
91	-3	Big Valley (CA)	66	Lodi HS	185
91	--	West Virginia	66	Wheeling Park HS	95
93	-4	Georgia Southern Peach	65	Starrs Mill HS	189
93	-2	Mid-Atlantic (MD & VA)	65	Randolph Macon Academy	258
95	+2	South Oregon	64	Ashland HS	173
95	-13	South Florida	64	Michael Krop HS	161
97	-1	Pennsylvania	62	Bellwood-Antis HS	132
98	--	LBJ	59	Princeton HS	205
99	--	West Texas	55	El Paso Coronado HS	119
100	--	Gulf Coast (TX)	52	Gregory Portland HS	189
101	+2	Hawaii	51	Kamehameha Schools	156
102	-1	Maine	49	Poland Regional HS	84
103	-2	Capitol Valley (CA)	48	Granite Bay HS	136
104	--	Iroquois (NY)	44	R L Thomas HS	129
105	--	Pacific Islands	25	Harvest Christian Academy	74

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



Yilu Zhang 2010/11

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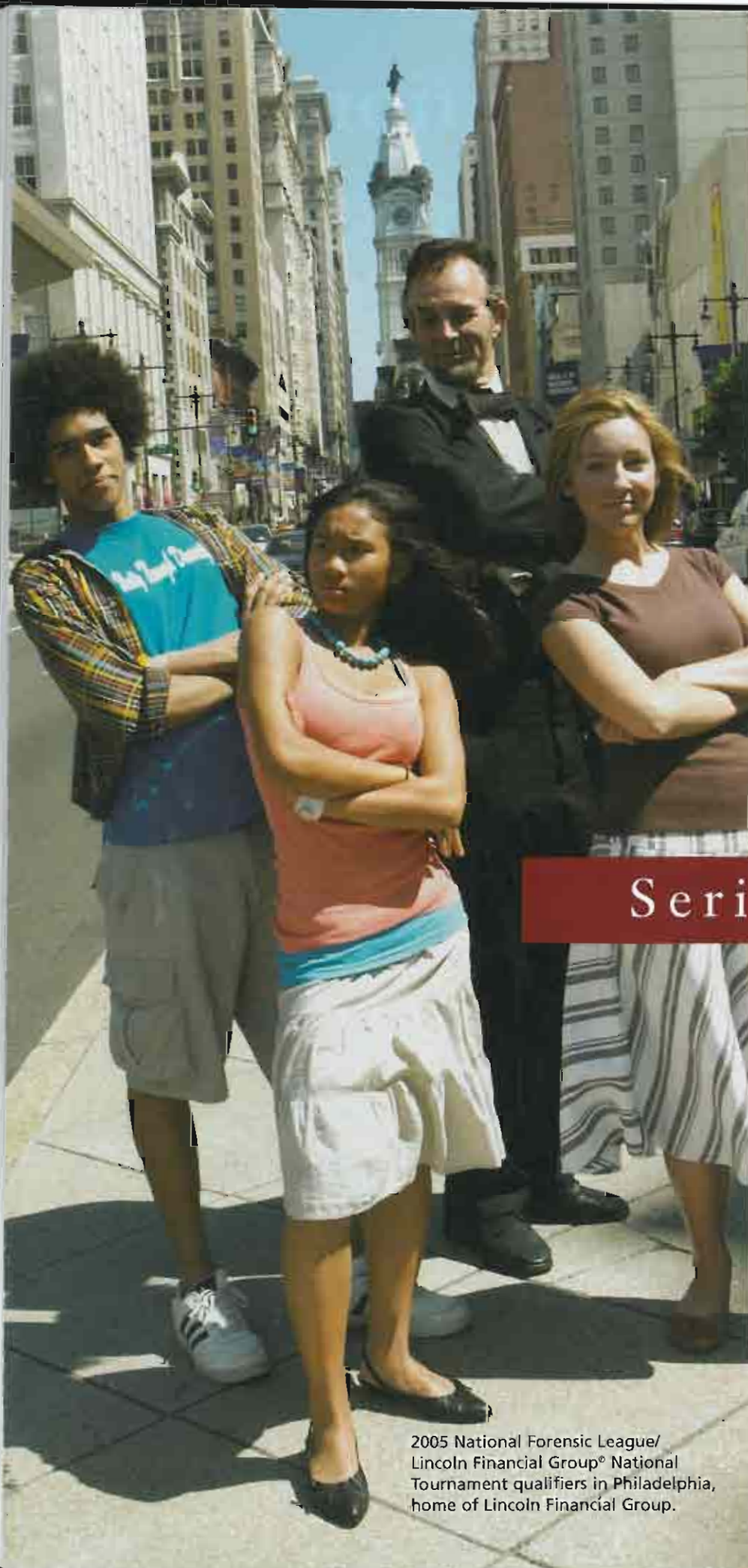
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