YOU DIDN'T BREAK AT NATIONALS?

Anton Ford
Twice a National Champion.
Twice an L.D. Trophyist, CDE Alumnus

Isaac Potter
2000 National Champion
Twice a CDE Alumnus

Jesse French (pictured) and Mark Royce
2002 National Champions

Team Debate
World Champions
Twice

Ami Arad
CDE Alumnus

Jennifer Rotman
CDE Alumnus

Lincoln Douglas National Champions

- Since 1994 over thirty percent of the top finishers at Nationals have been CDE alumni.
- CDE is the only camp to ever have its students from the same school close out L.D. final round at Nationals.

Josh Levine
Twice a CDE Alumnus, now National College Extemp Champion

Team Debate Champions

- In 1990 CDE alumni were the first college team to win the world for the U.S.
- In 1994 the U.S. won the world high school championships for the first time.
- 4 National Championship Teams have been CDE alumni

Geof Brodak and Bill Herman
Both CDE Alumni
1999 National Debate Champions

Winthrop Hayes
CDE Alumnus
National Champion
THEN YOU DIDN'T GO TO CDE!

Michael Shumsky
1st Extemp, NFL Nationals
CDE Alumnus

Geof Brodak
2nd in L.D. at College Nationals
CDE Alumnus

David Applegate
National Champion
CDE Alumnus

Courtney Meyer
2nd U.S. Extemp
CDE Alumnus

Joseph Jones
NFL National Champion
CDE Alumnus

Jill Van Pelt
1st Impromptu
CDE Alumnus

CDE is now accepting applications to its 2004 Camp
(July 19 - August 3 at Northern Arizona University in Flagstaff, Arizona)
Lincoln Douglas and Extemp $1,325\(^{th}\); Team Debate $988\(^{th}\). Application fee $95. Send fee or inquiry to:
CDE, P.O. Box Z, Taos, NM 87571.
Phone 505-751-0514, Fax 505-751-9788. MasterCard and Visa accepted.
E-Mail at bennett@laplaza.org

Visit the CDE WEB SITE today. www.cdedebate.com
Free Lincoln Douglas Blocks Free C. X. Case and Blocks
FREE Internet Links for Extemp, CX, and L.D.
FREE Summer Camp Information
Contest

Your speech could win $2,000 and qualify you for Nationals.

In turbulent times, it is easy to be stampeded into making unwise financial decisions... and follow the crowd in a panic. That’s why it’s important to have a sound financial strategy now more than ever.

The Lincoln Financial Group® Video Speech Contest gives you an opportunity to learn about the advantage of retirement planning and compete for a scholarship for your future education and qualify for Nationals at the same time.

What are the prizes?

- The first-place winner will receive a $2,000 scholarship
- The second-place winner will receive a $1,000 scholarship
- Both winners will qualify for expository speaking at the 2004 NFL National Tournament in Salt Lake City, UT.
- Video excerpts from the winning speeches will be online at LFG.com.
- Coaches of each winner will be awarded a $500 honorarium.

What’s the topic?

Taming the Bull and the Bear... the importance of a sound financial strategy

Who’s eligible?

You are – if you are a high school speech student and a member of the National Forensic League.

How does the contest work?

- You must prepare an original expository speech no more than five minutes in length. No props permitted.
- The speech must be videotaped – production quality will not be part of the judging. Lincoln will retape the winning speeches, if necessary, for the excerpts on LFG.com.
- Only one videotaped speech per school may be submitted. If several students in your school wish to participate, a local school elimination should be held.

When’s the deadline?

All entries are due to Lincoln Financial Group on or before March 26, 2004.

Entries should be mailed to:
Lincoln Financial Group
NFL Video Speech Contest
1300 S. Clinton St. – 6H05
Fort Wayne, IN 46802

Include with your videotape a typed transcript of your speech and include the name, address and phone number of the student, coach and school.

Who’s judging?

A panel of judges from Lincoln Financial Group will select the winners. Judges’ decisions are final. Winners will be contacted by April 30, 2004 and will receive their awards at the 2004 NFL National Tournament in Salt Lake City.

Who is Lincoln Financial Group?

Lincoln Financial Group is a diverse group of financial services companies, all dedicated to helping make the financial world clear and understandable so you can make informed decisions to help meet your financial objectives. As the NFL’s overall corporate sponsor, Lincoln funds the national tournament and provides $88,000 in college scholarships and awards.

JANUARY: Remembering Albert S. Odom

2004 - 2005 POLICY DEBATE TOPIC
Please vote for one topic.

Reminder: Only Chapter Schools Have Voting Rights.

The area that receives the most votes will be the 2004 - 2005 Debate Topic and Resolution.

**ISRAEL**
Resolved: That the United States federal government should substantially change its foreign policy toward Israel.

**UNITED NATIONS**
Resolved: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operations.

NAME: ___________________________________________________________________
SCHOOL / STATE: _________________________________________________________

Ballots must be received by fax or mail by No Later than January 7, 2004
National Forensic League, Box 38, Ripon, WI 54971-0038
Fax: (920) 748-9478

(The deadline date for voting is established by the National Federation Debate Topic Committee)

Public Forum Debate Ballots
Newly revised ballots available through the NFL Store, www.nflonline.org or fax (920) 748-9478, attn Diane with PO order.

December Public Forum Debate Topic  (Ted Turner Topic)
Resolved: That Congress should repeal the No Child Left Behind Act.

January/February 2004 Lincoln Financial Group L/D Debate Topic
Resolved: A government's obligation to protect the environment ought to take precedence over its obligation to promote economic development.

2004 Policy Debate Topic
Resolved: That the United States federal government should establish an ocean policy substantially increasing protection of marine natural resources.

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.
The NFL Executive Council held its Fall meeting in Salt Lake City, Utah, Sept. 26-27, 2003. All members including alternate Leslie Phillips, were present.

President Billy Tate called the meeting to order at 8:50 a.m., September 26, 2003.

**Public Forum Debate (Ted Turner)**

President Tate conducted an informal consideration of the rules of Ted Turner Debate by a committee of the whole.


**Passed: 9-0**

Add to the official ballot and rules that the final speech, previously known as “Last Shot” should be entitled “Final Focus.”

Add to the official rules that the “Final Focus” is a persuasive final restatement of why your team has won the debate.

Add to the rules that the use of Community judges is strongly encouraged. (However, there is no specific rule against any type of judge.)

The official ballot should state that new arguments in the final speech are to be ignored.

Add to the rules that the coin toss should take place in front of the judge(s) of the round.

Moved by Belch, seconded by Ferguson “The event just passed be called “Public Forum Debate”.


Moved by Sferra, seconded by Keller “At the Salt Lake City National Tournament, “Public Forum Debate” will be called “Ted Turner Public Forum Debate”.

**Passed 8-0. Abstain: 1 Aye: Sferra, King, Ferguson, Keller, Tate, Crabtree, Roberts, Sterner. Abstain: Ted Belch**

**Double Entry**

Moved by Sferra, seconded by Sterner “Eliminate double entry at the National Tournament”.

**Passed: 8-1. Aye: Crabtree, Roberts, Sterner, Sferra, King, Ferguson, Keller, Tate. Nay: Belch**

Moved by Sferra, seconded by Belch “Replace rule 7 of the District Tournament Manual with: "Autonomy" as a heading with the following points of clarification:

a. The District Committee may limit entry to one event at the District Tournament.

b. District Committee may choose to allow double entry at the District Tournament with the following guidelines:

1. The District Committee is allowed autonomy in terms of double entry; however, no triple entry is allowed at the District Tournament.

2. Students can only enter one team event at the District Tournament.

3. If a student qualifies in a team event and a solo event, the student must attend Nationals in the team event [Policy, Duo, Public Forum].

4. A student who is double entered in two solo events at the District Tournament must determine in advance, in writing, signed by the student, coach, parent/guardian, and principal the solo event that he/she will enter at the National Tournament.” [Sample form @www.nflonline.org]

**Passed: 9-0**

This allows each District Committee to determine what form of double entry is appropriate for their specific district. Districts can limit District entry to 1 event, or allow a large range of non-traditional double entries (i.e. LD/Policy, IX/USX, DI/HI, PF/LD, PF/DI, etc.) This decision is now up to the individual district with the above guidelines (no triple entry, no doubling between team events, mandated team attendance if double qualified with a solo event, and predetermined National entry if a student double qualifies in a solo event.)

**National Final Round Judges and Ranks**

Moved by Sferra, seconded by Roberts “Each final round panel will consist of 11 judges made up of the following: no more than 3 sponsor judges, 1 local nominee, and at least 7 prominent coaches (senior diamond and national champion coaches or coaches nominated by the district chairs). The 2 highest rankings and 2 lowest rankings for each competitor will be dropped. Tie breaking rules will remain the same.

**Passed: 6-2-1**


**Heiteen Petition**

Moved by Roberts, seconded by Sferra “Accept the request of Jan Heiteen to change her official coach membership date to June 18, 1978.”

**Passed: 9-0.**

Decision based on written documentation that Ms. Heiteen coached a student at the 1978 Nationals.

Moved by Ferguson, seconded by Belch “Direct the National Secretary to revisit the official rules manual and report to the council at the Spring Meeting in 2004 with recommendations.”

**Passed 9-0.**

The council seeks input from coaches and district chairs on rule changes.

**U.S. State Department Grant**

The council was briefed on the International Exchange Grant
by the US Department of State and the potential schedule of events for the summer of 2004.

The council was also informed of the recent cooperation between the UN Foundation on its “The People Speak” project.

Use of Electronic Devices in Extemp and Debate

Moved by Ferguson, seconded by Roberts “Judges be allowed to use a computer to take notes during all competition at the District and National Tournaments while judging.”

Passed: 8-1. Aye: Crabtree, Roberts, Sterner, Belch, King, Ferguson, Keller, Tate. Nay: Sferra

Moved by Belch, seconded by Ferguson. “Debaters be allowed to use computers during rounds for note taking purposes and the retrieval of information saved to the computer’s hard drive, computer disk, or compact disk prior to the beginning of the round.”

Failed: 2-7 Aye: Belch, Ferguson Nay: Crabtree, Roberts, Sterner, Sferra, King, Keller, Tate.

The potential for debaters using wireless access to contact coaches and "support personnel" during the round and the uneven playing field created if teams cannot afford laptops were concerns. The council seeks additional input on this issue.

National Tournament Location and Administration

The council instructed the National Secretary to make site visits to places submitting complete bid packets by February 1, 2004.

The council encouraged the National Secretary to explore various methods of convention planning for the National Tournament.

The council recessed for the day at 6 p.m. on Friday, September 26th. The council convened at 8:40 a.m. on Saturday, September 27th, 2003

Salt Lake City Nationals

Frank Langheinrich and David Smith made a presentation to the council about plans for the Salt Lake City Nationals. The council was extremely impressed with the preliminary work of the Salt Lake City Host Committee.

Budget

The council considered an official request from Dr. David Cheshier of Georgia State University for additional monetary funds for extra expenses incurred at the Atlanta Nationals.

Moved by Roberts, seconded by King. “The NFL pay Dr. David Cheshier on behalf of Georgia State University $5098 for additional expenses incurred at the Atlanta Nationals.”

Passed: 9-0

Moved by Sferra, seconded by Crabtree “To accept the proposed National Tournament Budget.”

Passed: 9-0

Moved by Roberts, seconded by Sterner “To accept the proposed National Honor Society Budget.”

Passed: 9-0

Moved by Keller, seconded by King “To accept the personnel budget”

Passed: 9-0

The council commended the excellent work of the NFL Office staff during the past year.

Entry Quotas

Moved by Keller, seconded by Sferra “Allow every school to enter two teams in Public Forum Debate in addition to that school’s district entry quota. (as published on page TD-2 of the 2003 District Tournament Manual) Schools may enter more than two Public Forum Debate teams, however, the additional teams will count against that school’s district entry quota.”

Passed: 9-0

The council instructed the National Secretary to solicit input from the membership concerning adjustments to district entry quotas. The council agreed to address the issue at the Fall Meeting in 2004.

Moved by Roberts, seconded by Sferra “Add an additional degree for 1500 points but place a cap of no more than 750 points in any one category (debate, speech, group speaking).”

Passed: 9-0

Moved by Sterner, seconded by Belch “To name the new degree ‘Quintuple Ruby’”.

Failed: 0-9

Moved by Sterner, seconded by Belch “To name the new degree ‘Degree of Premier Distinction’”

Passed: 9-0

The council instructed the National Secretary to implement the new degree system as soon as possible.

The seal for the new degree "Premier Distinction” is black and a fifth ruby will be awarded for placement in the NFL key or pin. [Secretary Wunn is pleased to announce that the new system is now available for your use.]

Publications and the Internet

Moved by Roberts, seconded by Crabtree “Set Rostrum distribution at four per member school”

Passed: 8-0-1 Aye: Crabtree, Roberts, Sterner, Belch, Ferguson, Phillips (for King), Keller, Tate. Abstain: Sferra

[The Rostrum is now online monthly at www.nflonline.org. Schools may request extra Rostrum copies]

Teacher Training and Education Assistance

The council requested that the National Secretary review the existing programs and policies of teacher training and education assistance sponsored by the NFL.

The council viewed the new “Power of Speech” video produced by Lincoln Financial Group and commended them for their contribution to the NFL.

The council agreed to hold the Spring Meeting in Chicago, IL on April 4-5, 2004.

President Billy Tate adjourned the meeting at 4:30 p.m. September 27, 2003.
The Gift of a Lifetime…
by Kevin Leahy, Regional Vice President, Lincoln Financial Group

You can see the terror on their faces. Heart pounding, palms and forehead sweaty, an ever-growing lump in the throat as the moment of truth nears. You can almost hear their knees knocking with terror as their innermost fears are put on display for all to see. It is all they can do to not run out the room as they begin to do battle with their fear of public speaking! It is a well-known fact that for many individuals, public speaking is one of the greatest fears. But fear is all but absent in the NFL.

Fear, what fear? You thrive on the opportunity to speak in front of others. You welcome it. You relish the opportunity to showcase your public speaking skills while having your audience (and more importantly, the judges!) hanging on your every elegant, eloquent, articulation. This is more than a talent; this is an awesome gift – one that will last your entire lifetime!

Some people run at gold medal speeds, others can throw a baseball 90 mph. There are those rare few who are capable of scoring a perfect 1600 on the SAT, or those that sing like angels. I can think of countless times in my life when I wish I had one of such talents. Now, I am so appreciative of the gift that I did receive, the gift that all NFL members have – the gift of skilled communication. I do not remember the first realization of this gift, nor did I recognize what it truly meant. I didn’t really have a true perception of the gift during my days participating in my high school speech/debate club. At that time, the club was just fun for me. Over time, I began to develop a real appreciation for skilled oration/communication, and I would like to offer you some perspective of the power effective communication skill beholds beyond NFL competition.
**Wonders in the workplace**

Nothing opens doors in the workplace better than being able to clearly and persuasively communicate. No matter what career path you ultimately choose, the speaking skills you are developing today will have a positive impact. Think about it – success in most professions has a direct relationship with good communication skills. This is true everyday for all of us at Lincoln Financial Group. Think of the best teacher you have ever had, the doctor you felt most comfortable with, or the most capable attorney. The best all have one thing in common – they communicate well. People who speak well and articulate intelligently are perceived as more capable, and their ideas and positions are better received. Underneath, the well-formed words, effective communicators exude confidence – a trait that can pay large dividends in the pursuit of success in the workplace.

**The power to reach people**

It is not a coincidence that the power to reach people is a common trait shared by many of our greatest leaders. History is full of examples of great religious, political, and social leaders making their mark through effective communication. Over time their words changed history for the better, and have become the ideals of our country. From “I have a dream”, to “Winning isn’t everything, it’s the only thing” to “Tear down that wall Mr. Gorbachev”, we are inspired to believe and accomplish great things. Your involvement in the NFL can take you to such inspirational greatness. Lofty thinking perhaps, but high aspirations have to start somewhere. For you, it might begin by using your communication talents to become involved in student government, or to lead a charity drive, or to become more involved in events at your place of worship.

**There’s no place like home**

I cannot think of a better place for you to share the gift of communication than at home with your family and loved ones. This is where the gift can also become a curse! Shakespeare said, “words are like swords”, and from experience, I can recall innumerable times that I have used the power of my words in the worst way with people I love. I only wish that there were rules to follow at home like there are in the NFL! The strongest families and friends are those that communicate and share. I have learned that it is essential to use the gift of communication in a non-manipulative way with caring and loving intent. The ability to communicate with buddies, boyfriend/girlfriend, parents, (and eventually your spouse and children) is where the gift truly shines.

In closing, I would like to congratulate you for seizing the opportunity to improve upon your communication skills through the NFL. I truly believe that the talent for speaking is an awesome gift – one that will continue to reward you for the rest of your life.

Lincoln Financial Group®
"Extempers can leave and go to the prep room,"
The hostess said to us, leading us to our doom.

The lot of us sat at the library tables.
Going over our mags, our quotes and fables.

They called my number "X322."
I came to the table and joined in the queue.

He gave us our envelopes and said to us,
"Draw!"
The topics this round concerned Government
and Law.

The first was on the Budget, the second on War,
But the third was the best, on the plight of the
poor.

I told the man the number of the topic at hand.
I sat back at the table and went to work and,

I thought about drugs, prostitution and more,
In my magazines I found statistics galore.

I memorized the figures and stood near the wall.
I spoke to the cabinet, and stated my gall.

At "The state of the homeless, it is a crying
shame"
With more of these topics I could gain much
fame.

After twenty or thirty minutes had passed,
The prep monitor said the second speakers at
least,

"Go to your room, X322."
It was marked on the map as room 40U.

I entered the room and scoped out the judge.
I remembered him somehow, but had forgotten
the grudge.

"How can the homeless be helped?: I said.
I remembered my outline and from memory read,

My speech that I wished would go on, if wordy,
For 6 at least, but I hope seven thirty.

I finished my speech with my grand design
To home all the homeless, and the government
malign.

I looked at the judge and he gave me a smile.
I knew I had suddenly passed the first trial.

One round was gone, with three more to go.
At the end I wished I would win, place, or show.

This process that all the extempers go through.
Was repeated twice more, with topics anew.

The nervous stares the judges gave me,
The queasy stomach, and the battered knee.

And the food I ate at the forensic tourny.
By the time finals came they would need a gurney.

But the finals came around and the hostess once
more,
Announced that we faced our final door.

Extempers can leave and go to the prep room,
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The lot of us sat at the library tables.
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least,
Many argue that extemporaneous speaking is the most educational event in forensics, offering harmonized training in critical thinking, argumentation, research, and oral communication. Every weekend, thousands of students from the middle school to college compete in forensics competitions where extemporaneous remains a mainstay. Extemporaneous, as its moniker implies, celebrates the quality of mind, instantaneity, and invention.

The competitive product, however, often falls short of the ideal. The event’s educational goals rightly include organization, analysis, and delivery—the foundation criterion of judges rating—but there is often a spark missing with robot like contestants and mechanical speeches.

Most would grant that the praxis of competitive speaking is conducted within a set of “unwritten rules” yet very little research and no quantitative research has been conducted on “rules” governing the importance of analytic and organizational elements in extemporaneous speaking. The study reported below examines event expectations, how evaluative criteria interact, and the role of judging in restraining competitive practice. The experimental design was conducted at two national level speech tournaments where judges viewed two extemporaneous speeches and responded to a questionnaire regarding the speeches.

This essay begins by reviewing the rational for the extemporaneous speaking contest and the importance of organization, delivery and analysis to the contest event. Additionally, the study defines the “organization convention” and discusses normative behavior compliance.

The Extemporaneous Speaking Contest

In the extemporaneous speaking contest speakers diligently prepare, making sure, almost with a fill-in-the-blank mentality, that the ingredients match the formula. They then hasten off to deliver their speech to a waiting judge, an individual armed with the round crucible—The Ballot—complete with criterion. Standard ballots in the extemporaneous speaking contest typically list delivery, analysis/content and organization as areas for evaluation. Of these evaluative measures arguably the pillar criterion is organization, which serves as the primary focus of this study.

Organization

Crawford outlines the prevailing organizational philosophy in competitive extemporaneous speech organization when he writes:

Orientation is the function of devising the receiver-centered purpose statement, stating the organizing question, and proposing a minimum of three parallel responses to the organizing question (main idea). The product of this is a powerful logical overview of the total message which can best be called a speech skeleton.3

This predictable form is designed to give the judge a type of intellectual road map via clear numeration, signposting and parallelism. Prescriptive conceptions of organization find easy pedagogic justification when, as Barrett notes, “Speech instructors emphasize organization . . .because they know that clarity and orderly unfolding of parts of the message are essential to effectiveness in communication”.4 Empirical studies indicate that unorganized speakers are perceived as “uninformed”5 less persuasive6 and even less liked than the organized speaker.7 Data also shows that clear organization is important to message learning and retention.8 In short, the arrangement/organization of a speech is one of the “most addressed” and important aspects of a speechmaking.9 With this kind of backing it is indeed reasonable that organization is a central pedagogical goal among forensics coaches.
Delivered and Analysis

Delivery and analysis (invention) are the other major evaluative aspects emphasized in extemporaneous speaking and are interrelated with organization. Delivery can be thought of as use of voice, stance and gesture that do not distract from the argument. Organization aids delivery when speakers are able to stay on course without "repeating themselves, or wandering aimlessly from point to point." 11

The practical importance of the extemporaneous speaking contest is furthered by the centrality of analysis in the event. A speaker’s ability to construct an argument is essential to the success of a speech. Buys hints at the analysis/organization relationship when he advises that “you must be able to present your basic speech outline and support each part with evidence drawn from experience and authority."12 The importance of analysis in the modern extemporaneous speaking contest is underlined by Preston when he noted that “specific” and “general” analysis are the second and third most commented upon issues on judges ballots, with support for that analysis fourth. 13

Delivery, organization, and analysis are clearly vital to a successful speech. They form the acronym D.O.A, which in medical terms stands for “dead on arrival.” As a competitive speaker, it is assumed that not living up to norms in these areas would result in a competitive fatality, leaving many speaker and coaches fearing to deviate from the conventions.

Organization Convention

Among forensics educators there exists a prescribed style of organization in extemporaneous speaking contests. The “formula” of organization falls into what Tom Preston calls the “unwritten rules” or norms.14 Preston goes on to write, “Conventions such as signposting, following the structure outlined, reviewing the (preferably three) points...” govern the event as strongly as any written rules. The organization convention can be summed up more precisely: a numbered preview of the main points, clear transitions from point to point, numbering of the main points in the body of the speech and a numbered review of the main points in the conclusion.15 The convention stands as a hyper-form of organization. Thus the reasoning seems to go that, if organization is important, the more a speech is organized (or perhaps the more apparent the organization) the better it will be.

This strict organization also interacts with delivery and analysis. In the service of organization, delivery has become more formal. Transitional walking, planned gesture and stronger vocal signposts, for example, are conventions that serve the ends of highlighting organization. Analysis is often little more than, “According to Newsweek, January, 2003,” followed by a quote or a statistic. The norm here is the form of the front-ended organization of the citation. In fact it seems that organization trumps the other factors.

Speeches that fail to function within the conventions are an anomaly, their deviation readily apparent. This is the main trepidation of the forensics coach—the fear that the performance of your competitors be perceived as outside the “acceptable” structure. Too often individuals who attempt to move beyond the norms in the forensic setting are criticized for taking the risk and a paralysis sets in for the event. 16

Certainly not all individuals that buck the norms are castigated. In most cases though we want people to fit in and when confronted with violators of norms we seek to reduce or eliminate the perceived discrepancy between a deviant action and the norms that it violates. Robinson and Kraatz call our attempts to cognitively bring these deviants back into the normative fold, a neutralization strategy. 17 In the forensic environment, the marginalization or neutralization of a deviant is the purview of the judges and is noted in their ballots, ranking and ratings. Judges use sanction as the means to oblige competitors to comply with the standing norms of “excellence.”

The relationship of criterion and judges to competitive norms argued above, however, remains largely speculative. Accordingly this research was designed to assess if competitors who use the “conventional” organization technique (1) receive superior overall ratings, (2) are perceived as having superior organization, (3) are perceived as having superior delivery, and (4) are perceived as having superior analysis when compared to speakers that give a speech absent the organization convention.

Judging

This study not only examines whether the conventional or unconventional organization is perceived as superior, but asked if there are evaluative differences resulting from a judges understanding or knowledge of the conventional organization pattern.

In competitive speech contests, judges signal their approval or disapproval of the speakers’ ability to conform to these prescribed rules in two ways. First, judges provide a rank (the ordinal placement of a competitor in round of 5-7 peers) and second, judges provide a rating (most often a Likert-type scale: 1 being superior to 5 being poor or a percentage: 100% being superior to 50% being poor, scores can fall anywhere within this range). Ratings are defined on most judging ballots as the relation of that speaker to other speakers in general; how far plus or minus is this speaker from the average contestant?18

Not all judges know or use the formulaic convention as a criterion for speaker ratings. Many judges are persons with limited training in contest judging or limited current experience and are not familiar with the norms. Some have recommended that inexperienced judges should not be allowed to judge contest speaking, claiming that decisions would be based on random factors or only on delivery. Yet, these studies have failed to demonstrate a substantial difference in the decisions among more or less experienced judges.

We reasoned that judges that has been in the forensic activity for a longer period of time would have a better understanding of the normative conventions of a speaking event. The result would bet that they would prefer conventional organization technique more than low experience judges. The corollary would follow that judges of greater experience will be more punitive in their scoring of the unconventional speech.

Study Design

To explore these questions three methodological choices were made. First, data was gathered at actual speech contests with bona fide speech judges. Second, the speeches the judges viewed were “authentic”: a replication of a championship extemporaneous speech. Finally, the tournaments supplied large and diverse judging pools.

The subjects studied were judges at The National Earlybird Forensics Tournament, an invitational, held at Wake Forest University in September 1999 and the Santa Clara University Invitational, held in December 1999. The Earlybird Tournament is the season opening tournament drawing schools for thirty-five states.
The Santa Clara University is a major California state tournament, drawing schools from across the state of California. The utilization of two large tournaments on two coasts provided a cross-section of judges. Sixty-six judges participated in the study, forty-four judges from the Earlybird Tournament and twenty-two judges from the Santa Clara Invitational. Thirty-three were male and thirty-two female, with one not indicating.

### Procedures

Judges were recruiting utilizing a convenience sample drawn from the judge waiting pools at both tournaments. Participating judges were randomly assigned to one of the two treatment groups and then assigned to smaller viewing groups of approximately six participants. Participants were asked to watch a video taped speech and were asked to treat it as if it were part of a normal extemporaneous speech round. Each treatment group watched a seven-minute speech (video tape viewed on a television monitor) with either the conventional organization pattern or with conventions removed. After viewing a speech, judges were given a questionnaire that contained a four item (overall rating, organization, delivery, analysis), 7-point Likert scale measuring the perceived quality of the speech. The questionnaire also provided an open-ended question, affording judges the opportunity to include qualitative comments about the speech.

The speech the judges viewed was taken from a transcript of the 1997, National Forensic League national championship speech in domestic extemporaneous speaking. Two versions of the speech were recorded utilizing an experienced former competitor to deliver the prepared transcripts. The conventional speech was verbatim from a transcript, containing a numbered preview, clear transitions to points/summary statements, numbered points in the body of the speech, and a numbered review of the points in the conclusion. The unconventional speech was adapted from the original transcript with the overt organization features removed so that the speech did not have a numbered preview, clear transitions to points/summary statements, numbered points in the body of the speech, or a numbered review of the points in the conclusion. No changes were made in the fundamental organization or substantive elements of the speech. In total, 128 words were removed from the original speech transcript for the unconventional speech.

### Results

The following section provides the results of the statistical analyses performed on the data provided from participant’s questionnaires. Two demographic questions were indicators of judge experience with extemporaneous speaking (years judged and rounds judged). Not surprisingly, as judge experience increased, the number of rounds judged in the last 5 years also increased (p < .01).

The years involved in extemporaneous speaking were significantly correlated with differences in rating the speech. As the participants’ years involved in extemporaneous speaking increased, overall quality, speech delivery and organization were assigned poorer ratings.

A number of significant results were found in relation to the questions asked. The first concerned overall impression of the speeches and revealed that judges did give significantly better overall rating score to the conventional speech (Table 1). Additionally, results indicated that the largest mean difference between individual speech factors was reported for the organization of the speech (Table 1). The stimulus speeches were arranged the same way except for the absence or presence of the conventional organization prompts, yet participants viewed the conventional speeches organization as excellent and the unconventional speech as just being average.

<table>
<thead>
<tr>
<th>Speech Factor Ratings</th>
<th>Conventional Organization Means <em>(n=33)</em></th>
<th>Unconventional Organization Means <em>(n=33)</em></th>
<th>t-test Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Rating</td>
<td>2.15, <em>(SD= .90)</em></td>
<td>2.79, <em>(SD=1.02)</em></td>
<td>t= -2.63, p= .011*</td>
</tr>
<tr>
<td>Organization</td>
<td>1.66, <em>(SD=1.02)</em></td>
<td>3.09, <em>(SD=1.47)</em></td>
<td>t= -4.59, p= .000*</td>
</tr>
<tr>
<td>Delivery</td>
<td>2.24, <em>(SD= .90)</em></td>
<td>2.64, <em>(SD=1.05)</em></td>
<td>t= -1.63, p= .108</td>
</tr>
<tr>
<td>Analysis</td>
<td>2.00, *(SD=1.00))</td>
<td>2.76, <em>(SD=1.34)</em></td>
<td>t= -2.94, p= .012*</td>
</tr>
<tr>
<td>Total Speech Score</td>
<td>8.06, <em>(SD=3.43)</em></td>
<td>11.27, <em>(SD=3.99)</em></td>
<td>t= -3.51, p= .001*</td>
</tr>
</tbody>
</table>
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The “total speech score” statistic was used to test if judges of high experience would give poor ratings to the speech that failed to comply with the conventional organization norms. Judges with three years involvement or less in extemporaneous speaking contests were placed in the low experience group (N=31) and judges with more than three years of experience were placed in the high experience group (N=35), this served as a median split (Table 3).

Results also pointed to a strong positive correlation among all the speech rating factors (Table 2). Since all four single item factors were highly correlated they were summed to create a fifth factor, Total Speech Score. This rating was highly correlated with all of the individual speech score factors. The correlation analysis points to a strong relationship between speech factors where one evaluative category has a strong effect on how another is perceived. For example, this correlation matrix indicated that if a speaker is perceived to have poor delivery, s/he are thought to have poor analysis, overall speaking skills and organization. Furthermore, if that speaker is thought to have good organization, that speaker was thought to have good delivery, analysis and overall speaking ability.

The “total speech score” statistic was used to test if judges of high experience would give poor ratings to the speech the failed to comply with the conventional organization norms. Judges with three years involvement or less in extemporaneous speaking contests were placed in the low experience group (N=31) and judges with more than three years of experience were placed in the high experience group (N=35), this served as a median split (Table 3). For judges that viewed the speech with the conventional speech organization elements, years involved in extemporaneous speaking contest had no effect on total speech score. The results were different in the unconventional organization group, the low experience judges total speech score rating was lower (perceived as better) than experienced judges (Table 3). Low experience judges scores increased 1.58 points for the total speech score when viewing the unconventional speech. High experience judges scores increased 4.41 points for the total speech score when viewing the unconventional speech. A contrast effects weighted ANOVA suggested that a large portion of the variance in total speech scores is explained by the experience model ($F (1,62) =16.67, p <.05, \eta^2 = .21$).

Qualitative Comments

This study also examined the contents of qualitative comments made by participants. 28 Sixteen participants provided written comments for the conventional speech and twenty-one judges provided comments on the unconventional speech. The comments were examined for whether they related to delivery, analysis, organization and overall impression. Additionally, comments were examined for differences in experience level (High/Low). Participants that provided written comments for the conventional speech were equally split with regards to experience level (High=8/Low=8). Nine of the sixteen subjects in this condition made comments on the speaker’s delivery. Of the nine judges that commented on delivery, six judges had negative feedback and three provided positive comments. Some of the negative delivery comments included, “speaker lacked passion,” “used repetitive ges-

<table>
<thead>
<tr>
<th>Table 2: Speech Factor Correlation Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factor</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Overall Rating</td>
</tr>
<tr>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Delivery</td>
</tr>
<tr>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Analysis</td>
</tr>
<tr>
<td>Pearson Correlation</td>
</tr>
</tbody>
</table>

** indicates correlation is significant at the 0.01 level; Sig. (2-tailed), N=66

<table>
<thead>
<tr>
<th>Table 3: Comparison of Total Speech Scores, Experience and Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Speech Score Means</strong></td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>Low Experience</td>
</tr>
<tr>
<td>8.06</td>
</tr>
<tr>
<td>SD=3.34, N=17, (-1)</td>
</tr>
<tr>
<td>High Experience</td>
</tr>
<tr>
<td>8.06</td>
</tr>
<tr>
<td>SD=3.62, N=16, (-1)</td>
</tr>
</tbody>
</table>

Planned contrasts in parentheses
structures,” “seemed stiff,” and “vocally too much on the same level.” Participants that provided positive delivery feedback we even more abbreviated, for example, “good delivery,” “excellent delivery,” and “well articulated.” There was no discernible difference in delivery comments based on experience level.

Seven subjects in the conventional speech groups provided comments on analysis. Three judges provided negative responses regarding analysis and all three of those judges were in the high experience category. The negative analysis comments included, “Some of the logic of the speaker was based on opinion,” “not enough statistics in the 1st point,” and “introduction point was unimportant.” In the same condition group, four judges provided these positive comments on the analysis in the speech, “excellent use of refs. and quotes,” “facts were well supported with data,” “speech with good sources,” “well thought out,” and “excellent analysis.” Of the four judges that provided positive analysis feedback, two were high in experience level and two were low in experience level.

In the conventional organization condition only two judges made comments on the organization of the speech. Both judges made positive comments about the conventional organization and both judges were in the low experience level. One of the judges provided these comments, “Intro, three points of analysis, signpost, summarizing conclusion were all present. Well Done!” The judge provided a near word-for-word regeneration of the conventional organization paradigm and praised the speech for compliance. On the other hand, experienced judges provided no praise or comments for the conventional organized speech in regards to its organization.

The results of the content analysis for the unconventional speech groups comments were more dramatic. Of the twenty-one participants that wrote comments for the unconventional speech twelve were in the high experience group and nine were in the low experience group. Of the twenty-one judges in this group, fourteen (8 high experience/ 6 low) wrote comments on the delivery of the speech. All fourteen judges delivery comments were negative in content and those comments were not significantly different in content from the negative delivery comments provided by the judges in the conventional speech group.

Judges in the unconventional group also contributed comments with respect to the analysis. Three judges in the unconventional condition provided positive feedback regarding the speeches content. The positive comments included, “documentation was impressive,” “10 unique sources,” and “good use of quotes and evidence.” All three of the judges that gave positive analysis comments were in the high experience group. Only one, low experience judge wrote negative comments on the unconventional speeches analysis and that comment was merely a request for more analysis. This informal reading of comments did not reflect the more negative ratings analysis found in judge’s assigned measures. A number of possible explanations are available, including that judgments of analysis operate independently from organization, yet even as there were no negative written comments ratings nonetheless were penalizing.

The judges in the unconventional group who commented on the organization of the speech provided the most extensive written feedback. Seven judges opted to comment on organization and all seven judges provided negative feedback. Six of the seven judges that commented on the poor quality of the unconventional speeches organization were high in experience and three of those six were individuals that had made positive assessments of the unconventional speeches analysis. One judge commented, “Lack of sign-posting and clear answer to topic weakened the overall presentation.” Another judge provided a detailed explanation of how the speech should be organized, “Points to be covered should be outlined or numbered advising us why tobacco companies should be punished. Then each area should be develop and supported. Finally, in the summary or conclusion, a recap or review points again would be helpful to tell the folks what you told them.” This same judge stopped the experimenter as he handed in his questionnaire and said, “This is not an extemp speech. You need to have a numbered preview and review.” One of the other high experience judges that praised the speeches content went on to write, “However, the lack of structure in the body made it difficult to follow. “The one low-experienced judge that penned negative comments wrote, “points jumped around.” Overall, the organization comments by the judges in the unconventional group demonstrate a dramatic negative impact on high experience judges overall impression of the speech. One high experience judge in the unconventional group wrote, “Could win a “local tourney”- would get nowhere at state or nationals. Knows nothing about economics.” The judge that wrote the previous comments was a high experience judge from the California sample. These comments are ironic when the speech is a transcript of the National champions final round speech and that speaker was also the California State champion.

Discussion

Convention Strength

The initial questions that prompted this research was, “is there an organization convention in extemporaneous speaking contest and if there is one how strong is the convention?” The data gathered in the study points to a very strong organization convention governing the extemporaneous speaking event. For the participants that viewed the conventional speech, their total speech score ratings indicated that speech would be considered an excellent speech. For the participants that viewed the unconventional speech, their total speech score ratings indicated that speech would be considered an average speech. Even with delivery and analysis factors being controlled for, the conventional speech scored stronger ranking in every area of evaluation.

Each factor (delivery, organization, analysis and overall impression), except for speech delivery, was significantly adversely effected by not complying with conventional organization techniques. Delivery was rated as being poorer and was approaching a significant level (p=.108). The largest difference between means of speech factor was in regards to organization. The conventional speech had a mean organization score of 1.67 (Superior Organization) and the unconventional speech had a mean organization score of 3.09 (Average Organization). One factor that could explain the drop in all the score is the speech factors Pearson’s correlation analysis. Table 2 indicates that all of the speech factors were highly correlated. That is, if a speaker has a major error in any one area this would invite more “disciplinary” scores in the other areas. The major error in a speech factor area in this study would be the absence of the organization convention.

Finally we asked “is there a normative organization convention associated with experience levels of judges?” Using experience and treatment condition as independent variables and total
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* 2000 CEDA Finalists * 1999 NDT Quarterfinalists * 1999 CEDA Semifinalists * 1998 NDT Semifinalists * 1998 CEDA Quarterfinalists *
* 1997 CEDA Finalists * 1996 CEDA Seasonal Champions * 1995 CEDA National Champions * 1994 CEDA Finalists *
speech score as a dependent variable the conventional element was brought to light. When looking at speech factors, judges differed very little based on experience when viewing the conventional speech. For the speech factors of delivery and analysis, high

experience judges saw the conventional speech as being slightly better than low experience judges. The differences were pronounced when looking at experience level and the unconventional speech. High experience judges analysis scores jumped from a mean of 1.93 to a mean of 3.05 based on treatment condition; where low experience judges went from a mean analysis score of 2.06 to a mean score of 2.36. These findings are most profound when looking at total speech score. Judges that viewed the conventional speech did not differ in total speech score based on experience level (M = 8.06). Yet, there was a profound difference in total speech score based on experience for participants viewing the unconventional speech. Low experience judges gave the unconventional speech a mean total speech score rating of 9.84 and high experience judges gave the unconventional speech a mean total speech score of 12.47, a significant and substantial increase. These results provide a strong foundation for the argument that a normative convention is present. Since judges of high experience are well versed in the conventional elements of speaking contest, it follows that the high experience judges would recognize the violation of the unwritten rule and express negative score to bring about speaker compliance with the norms of the event.

The qualitative comments that the judges wrote also provide strong evidence for the presence of a normative organization convention governing the extemporaneous speaking event. Of the judges that watched the conventional speech, no judge of high experience wrote any comments on organization and only two low experience judges provided comments and those comments were positive. In the unconventional group six high experience judges penned extensive negative comments on the organization of the speech and only one low experience wrote comments about the lack of organization. These numbers are important, in that they suggest the norm. High experience judges did not comment on the organization of the conventional speech because it was normal. As judges we do not traditionally offer comments for the norm but rather comment on the "exceptions to the rule."

The convention although not written in a rulebook does exist in a written form, judges ballots. Judges ballots serve as the primary teaching tool in forensics. Peters notes that, coaches most often take their students ballots and directly interpret the comments to their competitors, thereby instructing students on what they need to do to be competitively successful.1

Where do we Go From Here

The study findings can be seen as further support that competitors and coaches seeking success at the highest level have little choice but to follow the convention. As former coaches, we admit coaching the convention. Yet an important impact for this study came from the realization that we have become bored with the convention, finding the best competitors artificially constrained. There are, of course, strong reasons for a pedagogy grounded in "conventional" organization, yet there also is a value to periodic reflection and encouragement of more creative, fluid and innovative organizational patterns.

However intrinsic current conventions, they undoubtedly evolved for commendable reasons. Certainly reaching "organization structure" is grounded empirically and in theory. There are, however, a myriad of organization patterns and unlimited numbers of variations within basic forms. The "formula" is easy to teach and appropriately acceptable when training novice debaters. It also provides a definable, "objective" measure for judges to reference. Yet these justifications, be they organic or imposed, must in an important role in the evolution of "best practices."

Critical readers of this essay should not conclude that questioning current conventions is a "subversive" argument against organized presentation, informed analysis, or lively delivery. The argument, in fact, quite the opposite. When the "excellent" speech translates to three points of analysis, recipe citations, and synchronized delivery, then perhaps we are not teaching as much as we could.

This study served as a pre-test, exploring the very real ceilings that exist when those willing to risk innovative approaches. The results indicate that "business as usual" invites punishment rather than praise for top-line competitors. It may be time to rethink the powerful but stifled organizational conventions. The structure of the "rethinking" necessary would arise through discussions and experimentation within the exempt community. Some initial thoughts include requiring judges to disclose their criteria before rounds. Like debate today where judges are asked if they like speed, philosophical critique arguments and the like, event judges would disclose their level of experience, style preferences. While admittedly imperfect, this would allow the truly extemporaneous speaker an opportunity to better tailor his/her speech to the tastes of the evaluator as well as find those instances when it is safe to venture beyond "three points of analysis." It also would encourage judges to reflect on the nature of the enterprise in which they are engaged.

Additional steps for the future could include more research, writing and forums for coaches to explore why we teach and coach certain techniques. Coaches need to talk more about why they do what they do. The conventions act as stealth "rules" that must be discussed by the larger forensic community.

Finally, conventionalists should be given to how the community can retain the obvious advantages of formula-based instruction for less experience competitors while at the same time reflecting the repressive upper limit. One construction would be to purposively establish contrasting criteria for experience competitors designed to reward experimentation and originality.


1 Crawford, R.


3 Bateman, J. M. (1992), Speaking to America, Fort Worth, TX: Harcourt, p. 86.

4 Szapary and Stuart.


The use of the same speech against a number of confounds: 1) word choice; 2) number of sources; 3) source quality; 4) topic bias; and 5) argument choice. Message protocols were performed to determine if judges could identify the absence or presence of the conventional elements. Twenty judges at the 1998 California High School State Speech Championship (Stockton) were randomly split into two groups of ten and given a written transcript of either the conventional or unconventional speech. The present study indicated that judges were able to identify the absence or presence of the convention (p<.05).

Three different statistical tests were performed to examine the differences between the two conditions and the relationship between speech factors. Pearson's correlation coefficients were employed to look at the relationship between variables to determine if there were significant relationships between the dependent variables and the Santa Clara Invitational for all variables. Finally, a contrast effects weighted analysis of variance (ANOVA) was performed to explore the differences between high and low experience judges, across conditions for their total speech score rating.

For all of the demographic factors, there was no significant difference between the participant at the Early Bird Tournament (n=1) and the Santa Clara Invitational (n=2). Additional, text and face-to-face analysis failed to indicate any difference between tournament and speech factors or induction factors.

The results indicate that the delivery conditions between the two speech were compared and were not a factor in judges perceived difference in the two speeches.

Most of the judges in the tournament settings are not required to provide written comments. Of the participants in the study, 37 provided written comments.

"The time is a critical one for a criterion-based measure used by Paden, D., et al. (1998)". Communication 22, 66-66.

"The study of debate at Wake Forest University since 1977. His teaching and research specialization is in the area of argumentation and political communication. Louden is a past president of the American Forensic Association."

(Thomas J. Priester, M.A., Wake Forest University, 2000) is a doctoral student at the Dept. of Speech Communication at the University of Georgia. He is the former co-chief at Danville-Monte Vista High School and Humboldt State University, and is a former director of the Stanford National Forensic Institute. He has judged the final rounds of the East Coast at NFL National and has worked the prep rooms at NFL National on numerous occasions.)

Brian J. Householder, M.A., Wake Forest University, 2000. This is an experimental study of speech organization upon college students' speech. Monograph, 16, 292-301.
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Mr. Harold (Max) McQueen's teaching career began in 1965-1966 at Logansport High School, (IN) and from there Ben Davis High School from 1966-2003 where Mr. McQueen holds the position of Speech Communication Department Chairperson and as Director of Forensics through 2004.

In both 1975 and 1993, Mr. McQueen was host of the National Forensic League National Tournaments.

Mr. McQueen has coached national finalists in Boys Extemp, Prose, Expository and Extemp Commentary.

Additional contests Mr. McQueen's team has participated in include: State Champions and Finalists in American Legion Oratorical, Optimist International, Voice of Democracy, Sons of the American Revolution, Knights of Pythias and others.

Mr. McQueen's wife, Jeanne has been active in forensics and has judged over 38 years. Mr. and Mrs. McQueen have two children, Jennifer who was an NFL member/competitor and a son, Matthew. Mr. and Mrs. McQueen are proud grandparents of three granddaughters.

Mr. McQueen and Harold Keller (a/k/a Mr. Congress) were classmates at Indiana State University.
FIFTH DIAMOND COACHES

Leona K. Hansen
Blackfoot HS, ID
March 12, 2001
13,274 Points

Leona K. Hansen is in her 37th year of coaching forensics at Blackfoot High School (ID) and has served on the NFL District Committees for 33 years. In addition, Leona has served as District Chair of the Idaho District in 1982-83, 1989-90, 1995-96, 2000-01, 2001-02, and 2002-03. Among Leona’s remarkable coaching record, she received the District Chair Bronze Award in 2001 and the District Chair Silver Award in 2000.


Leona Hansen has also served in the following capacities: five times selected to judge the NFL National Tournament Final Rounds; served as member of the 1990 San Jose Nationals; served as chairperson of the 1991 Glenbrook Nationalists; served on both the Dramatic Interpretation and Duo Interpretation Tabulation Committees; and a member of the 2001 Oklahoma City Nationals.

Leona K. Hansen received the Distinguished Service Key Award in 1992, received the Distinguished Service Plaque Award in 1992 and Second Citation in 1999. In addition, the Leading Chapter Awards were awarded in 1970, 1987 and 2001.

Cheryl V. Ryne
Friendswood HS, TX
November 13, 2002
13,088 Points

Cheryl V. Ryne’s dedication and commitment to NFL and her students is revealed through her forensic coaching record. Cheryl had two NFL National Champions, two students placed second, coached 60 National Tournament qualifiers of which 47 attended Nationals, two NFL National Chapter Excellence Awards and through her leadership proudly coached National Qualifiers in every event.

Cheryl coached several state qualifiers, in addition thirteen state champions. Received two Sweepstakes Traveling Trophies awarded in 1987 and 1997 and two District plaques awarded in 1986 and 1988. In addition, Cheryl’s chapter received the Leading Chapter Award in 1986 and 1994.

Attending sixteen National Tournaments, Cheryl Ryne has served in the National Tab Room thirteen times, served as District Chair of South Texas District, one year, and served on both East and South Texas District Committees.

In 2000, Cheryl was awarded the Texas Excellence Award for High School Teachers. (This group selects ten teachers a year to honor from both public and private schools.)

Lois Gorne
Federal Way HS, WA
December 3, 2002
13,665 Points

Lois Gorne has been coaching forensics at Federal Way High School for twenty-nine years. During that time her team has won twelve (Individual Events) State Championships and five second place State Sweepstakes Awards; four State Lincoln Douglas Champions and numerous individual event champions. Other accomplishments include receiving the Leading Chapter Award in 1983, 1993 and 2001; Largest Chapter Award in Western Washington District in 2000 and in 2001 Lois received the Distinguished Service Key Award.

Federal Way received the NFL Leading Chapter Award three times and through Lois’ leadership qualified 88 students at 20 National Tournaments.

Lois, currently serving the NFL Western Washington District, has served several terms on the NFL Western Washington District Committee and has been the President of the Washington State Forensic Association since 1994.

Another one of Lois’ passions is directing the theatre program at Federal Way; this fall marks her 30th major production. Lois is the Assistant Director of the Mt. Baker State Leadership Camp and has been on staff for 24 years. In 1996 Lois was awarded the NFHSDA Outstanding Speech/Drama/Debate Educator Award, Section 8.
FIFTH DIAMOND COACHES

February 8, 2003

Daniel Tyree
Plymouth HS, IN

NFL Hall of Famer, Don Tyree, began his coaching career at Manchester High School in 1976-77. From there he moved to Knox High School, IN for two years, 1977-79. From 1979-000, Mr. Tyree coached at Plymouth High School, (IN).

Mr. Tyree’s accomplishments include the following: chartering with NFL, coaching 43 Indiana individual state champions, attended nineteen National Tournaments of which 78 of his students qualified for Nationals, and coached 120 National Qualifiers. Daniel coached four Indiana Speech State Team Championships, and several NCFL National Finalists. In addition, Dan coached Founders Award Teams for NCFL and coached School of Excellence Teams for NFL.

Don has served as NFL District Chair from 1991 through 2000, currently a member of the Indiana Speech Coaches Hall of Fame and was elected to the National Federation Executive of the Year.

Mr. Tyree received the Silver NFL District Chair Award in 1996 and Gold NFL District Chair Award in 1997; Largest Chapter Award in 1990, and 1993-94, and the Leading Chapter Award in 1989, 1995 and 2000.

February 22, 2003

John S. Tredway
Ashland HS, OR

16,428 Points

John S. Tredway, now retired, taught 30 years at Ashland High School, Oregon. John lives in Venice, Florida where he currently runs the USA Youth Debates, dedicated to helping students learn foreign affairs through goodwill debates. Upon directing the USA-Cuba Youth Debate in January and December, 2000, Mr. Tredway was awarded the “Innovator in Education” award. Currently John is working with the Embassy of Prince in Washington on the FRANCE-USA YOUTH DEBATES for 2004.

During Mr. Tredway’s NFL coaching career, he coached more than 100 students to the NFL National Speech Tournament in all events. During his coaching career from 1990 to 2002, he coached students earning thirteen consecutive NFL District Sweepstakes. And from 1990 to 2002 coached the Ashland team to ten state sweepstakes titles.

February 23, 2003

Steven Davis
Jay M. Robinson HS, NC

13,000 Points

Mr. Steven Davis began his coaching career at Shiocton Mission East HS in Kansas in 1987. During his 37 year coaching career, Mr. Davis has coached in 8 different states including his current home at Jay M. Robinson High School in North Carolina.


Mr. Davis has been a recognized leader of the NFL. He received District Service Plaques in 1977, 1999 and 2003. Furthermore, he served as District Chair in 1975-88 and 2000-03. In 2002, Mr. Davis received a Bronze District Chair Award for his outstanding leadership. Additionally, Mr. Davis was recognized by his peers for his commitment to the NFL by being inducted into the NFL Hall of Fame in 1999.
FIFTH DIAMOND COACHES

Douglas Tschetter
Milbank HS, SD

April 21, 2003

Douglas Tschetter began his coaching career in 1976 at Hightmore High School (SD) two years; then in 1978, moved to Milbank (SD) where he has since been teaching and coaching as Head Coach, Oral Interpretation, Debate, Individual Events and Student Congress.

Douglas was named South Dakota Coach of the Year in 1991, 1996 and 2003. He received the Distinguished Service Award from the Speech Communication Association of South Dakota and was the South Dakota winner of the National Federation of Interscholastic Speech and Debate Award.

Milbank Chapter received the District Trophy in 1987 and 1998 and the Leading Chapter Award in 1987 and 1998. Milbank has been a consistent member of the 200 Club since 1991.

Douglas Tschetter has served as Chairperson of the Speech Communication Association of South Dakota, Upper Dakota Forensic League, and the South Dakota High School Activities Association Speech Advisory. Douglas currently serves the NFL Northern South Dakota District Committee and has served on the several terms, As the NFL National, Douglass worked the Tab Roxen for Policy Debate and Public Forum Debate. Douglas has coached students to the National Tournament in LD/PU Debate, Student Congress, Humorous and Dramatic Interp. Milbank has enjoyed success at the State Tournaments throughout the years.

I value the NFL as a great honorary organization for young people. It offers a motivation for participation and compliments them for success as well. I am proud to be on the local chapter and part of a district that values friendly competition.

During Mr. Tschetter’s high school years, he was an NFL competitor from Doland High School (SD).

Ted W. Belch
Glenbrook North HS, IL

May 1, 2003

Ted W. Belch is the most successful Debate Coach in NFL history, with five National Championships (1981, 1987, 1996, 2000, 2001), a second place in 1996, and a fourth place in 2000. He began his coaching career in 1970 at High Point Andrews (NC), continued at Walter Panas (NY) for seven years and has been in the Glenbrook School District for the last 24 years. His successful NFL career is attributed to his dedication and leadership to both the NFL and his students.

During Mr. Belch’s career, he has attended 28 National Tournaments and 90 of his students qualified for Nationals. Mr. Belch’s schools have had national finalists in CX Debate, International Extemp, Poetry, Student Congress, and Humorous Interp. His chapter received the Leading Chapter Award in 1985, 1994, and 1998 and was recognized as a leader in new member enrollment in 1973, 1977, 1995, 1999, 2000, 2001, 2003, and 2003. Currently, he is on the District Committee for the Northern Illinois District and has held the District Chair or Committee positions in 1972-73 (Carolina) 1976-80 (New York State), and 1982-2003 (Northern Illinois). He received the gold District Chair Award in 1989 and 1997. In 1996, Mr. Belch won the Best Chair Communications Award for his witty and sparkling personality.


Mr. Belch is currently a member of the NFL Executive Council and has been on the board serving as a Councilperson or Alternate from 1991-Present.
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    - Low Frequency Active Sonar
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    - Over-fishing/Tradable Permits

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- **2nd Negative Casebook:**
  - 100+ pages
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Each update will feature 30+ pages of negative evidence against popular cases, with an emphasis on the cases requested by subscribers via our email address.

- Updates sent:
  - October 15
  - November 15
  - January 15
  - February 15

All handbooks edited by Eric Morris, Director of Forensics at Southwest Missouri State University, formerly coach at Kansas State University, University of Kansas and Missouri Southern and former co-director of KU JIP program. As a debater, Eric competed in the final round of the CEDA National Tournament. He has coached debaters to winning the national championship of college debate.

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FOURTH DIAMOND COACHES

Dr. Elizabeth L. Ballard
Norman HS, OK
October 7, 2002  10,657 Points

Leslie Phillips
Lexington HS, MA
October 24, 2002  17,090 Points

Allen Janovec
Norfolk HS, NE
November 25, 2002  10,051 Points

Rebecca Pierce
Parkway South HS, MO
February 13, 2003  10,038 Points

Martha L. Kennedy
Redland HS, CA
March 22, 2003  17,542 Points
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TRIPLE DIAMOND COACHES

***Harriet Medlin
Brentwood HS, TN
Nov. 25, 2002  6,083 Points

***Karen S. Finch
Blacksburg HS, VA
December 5, 2002  6,620 Points

***Carl Wangsvick
Fort Collins HS, CO
January 21, 2003  6,002 Points

***Glenda Ferguson
Creekview HS, TX
January 28, 2003  6,089 Points

***Virginia Landreth-Etherton
Rowan County Sr. HS, KY
February 1, 2003  6,275 Points
TRIPLE DIAMOND COACHES

Judge Stan Austin  
Wheaton North HS, IL  
February 4, 2003  
6,286 Points

David L. Watkins  
Nesho HS, MO  
February 15, 2003  
14,759 Points

Beverly A. Ruff  
Papillion-LaVista HS, NE  
February 19, 2003  
6,033 Points

Joni Anker  
Eagan HS, MN  
April 8, 2003  
6,107 Points

David B. Moulton  
Perry Meridian HS, IN  
May 9, 2003  
6,023 Points
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Varsity Lincoln-Douglas Debate

SHN guarantees all of its students an 8:1 student/faculty lab ratio—this guarantees every student the individual attention he/she deserves. Too, students will receive a minimum of twelve critiqued debate rounds, instruction in traditional and electronic research methods, topic analysis on proposed 2004-05 NFL Lincoln-Douglas resolutions.

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SHN’s novice program is designed especially for new debaters or debaters with limited experience. It’s unique 8:1 student/faculty lab ratio guarantees every student individual and personal attention. Students will receive lectures in Lincoln-Douglas applications and strategy, philosophy, instruction in traditional and electronic research methodology, and topic analysis on proposed 2004-05 NFL Lincoln-Douglas resolutions. New debaters will receive a minimum of 8 critiqued debate rounds.

Individual Events

SHN offers instruction in Original Oratory, Humorous Interpretation, Dramatic Interpretation, Duo Interpretation, Prose/Poetry, and Extemporaneous Speaking. Students are guaranteed an 8:1 student/faculty lab ratio. Too, labs and lectures are led by quality staff. Interpretation Event pieces will receive a minimum of 8 cuttings and performance critiques; Oratory will receive a minimum of 12 drafts and performance critiques plus instruction in traditional and electronic resources; Extemporaneous Speaking will receive current event lectures plus instruction in traditional and electronic resources—numerous critiqued speeches, GUARANTEED!

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Four 3 day Seminars and Coaches Workshop TOTALLY FREE!

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MISSION STATEMENT

Sacred Heart National Speech & Debate Institute, a program of Sacred Heart High School, was founded in 1997 as a private educational program for the purpose of speech & debate excellence. In 2003, the decision was made to open its doors to the national speech and debate community.

Its purpose is as follows:

- To provide any child the opportunities to succeed in forensics;
- To provide every child qualified instruction in a positive learning environment;
- To effectively prepare students not only for leadership, but for life;
- To provide a safe, fun, educational experience; and
- To develop a community committed to responsibility, respect for the integrity of others, and a sense of honor and ethical conduct... success is a process, not an event.

CONFIRMED FACULTY & STAFF

Mark J. McNeil, Managing Director, Director of Residential Life, Director of Individual Events
Beena Koshy, Director of Debate
J. Michael Lackman, Director of Congressional Debate
Cherian Koshy, Curriculum Coordinator
Joe Schoenig, Curriculum Consultant and Seminar Specialist
David Singh, Seminar Specialist
Dan Chaparian, Congress Lab Leader
Ariel Schneller, Extemp Lab Leader
Jessica Vaitkus, Administrative Assistant
Jennie Silvia, Girls Dorm Counselor
Ashley Amorello, Girls Dorm Counselor
Nick Stanton, Boys Dorm Counselor
Josh Doty, Boys Dorm Counselor
Matthew Cavanaugh, Interpretation Lab Leader
Tom Finley, Interpretation Lab Leader
Lydia Nelson, Interpretation Lab Leader
Steffany Oravetz, Debate Lab Leader
Robert J. Duquette, Health Care Coordinator
DOUBLE DIAMOND COACHES

**Michael D. Amstutz**
Vermilion & Edison HS, OH
May 21, 2002  3,777 Points

**Brian Hayenga**
Des Moines North HS, IA
October 7, 2002  3,023 Points

**Debbie Johnson**
Round Rock HS, TX
October 21, 2002  3,467 Points

**Susan M. Hittson**
Chrysler HS, IN
November 5, 2002  3,018 Points

**Dana Hale**
Cameron & Lathrop HS, MO
November 21, 2002  4,102 Points

**Glenda L. Sullivan**
Dickson County HS, TN
December 8, 2002  3,135 Points

**Doug McCownaha**
Corvallis HS, MT
January 6, 2003  3,373 Points

**Steve Meadows**
Danville HS, KY
January 16, 2003  3,676 Points

**Kirby A. Voitz**
Fort Wayne North Side HS, IN
January 16, 2003  3,418 Points
**Nancy Groves**
Pueblo East HS, CO
January 22, 2003 3,011 Points

**Jacquelyn Langston**
Blue Springs HS, MO
January 26, 2003 3,939 Points

**Bill Healy**
Bellarmine College Prep, CA
January 28, 2003 3,023 Points

**Greg Adkins**
Flathead County HS, MT
January 29, 2003 3,054 Points

**Richard D. Brown**
Millard South HS, NE
January 31, 2003 3,121 Points

**Gail A. Chastain**
Mercy HS, CA
February 3, 2003 3,009 Points

**Lynne M. Buskle**
Centerville HS, OH
February 3, 2003 3,050 Points

**Martin Glendinning**
Edmond North HS, OK
February 15, 2003 3,058 Points

**Mark E. Stucky**
Moundridge HS, KS
February 25, 2003 3,176 Points
DOUBLE DIAMOND COACHES

**Rachel K. Leach**
Gresham-Burlow HS, OR
March 22, 2003 4,494 Points

**Sharon A. Strong**
El Camino HS, CA
March 24, 2003 3,083 Points

**Bonnie S. Barker**
Nashville Overton HS, TN
March 28, 2003 3,005 Points

**Jennifer Bergan**
Denel School, SD
April 3, 2003  3,023 Points

**Andrew G. West**
Myers Park HS, NC
April 7, 2003  6,508 Points

**David W. Wilt**
Hastings Sr. HS, NE
April 9, 2003  3,143 Points

UPDATED 2004 NFL MANUALS

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An Invitation to Join the

NDCA
NATIONAL DEBATE COACHES ASSOCIATION

WHAT IS THE NDCA?

The National Debate Coaches Association provides Debate coaches with avenues for professional development, regardless of region or pedagogical style. We offer a wide array of support activities and services, designed to promote the continuing education of debate coaches, and to strengthening debate nationwide, in all its diverse forms.

WHAT DOES THE NDCA DO?

The Barton Scholars Program
This scholarship program exists to honor the legacy of Phyllis Barton by enabling debate coaches to attend summer institute instruction.

NDCA Web page
Basic web page information is available to the public, and includes Judge philosophies and the monthly calendar of tournaments and contacts, nationwide. NDCA members have private access to on-line discussion forums and discussion list. Visit the web page now at www.theNDCA.com

Theories and Practices Journal
The NDCA is sponsoring a new on-line academic journal focused on current theories and practices in competitive debate.

Annual National Convention
NDCA hosts a one-day convention, which features presentations on debate theory and practices, team administration, and topics relevant to coach education and retention. The convention is open to the public, but NDCA members receive free convention registration.

Involvement in the Topic Drafting Process
The NDCA is officially represented in the National Federation topic selection process, and NDCA delegates to the topic meetings have been powerful voices at those meetings, representing the community of coaches most directly affected by decisions made there.

Newsletter
Members receive newsletters through the year containing news and information about debate events and personalities, and are invited to contribute news items and columns.

SHARE THE WEALTH

The NDCA membership represents most of the very best and brightest debate educators across America. The collection of knowledge, innovation, and experience represented in this group is second to none. Lesson plans, essays, and useful suggestions from the members will be shared on the NDCA website.

NDCA Membership Application Form

Provide the information requested here, and mail with a dues check made payable to the National Debate Coaches Association to:
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Name: ____________________________

School: __________________________

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Home Address: ____________________

Phone Number(s): __________________

Email Address: ____________________

Principal’s Name: __________________

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☐ Home  ☐ School

This membership application form is for:

☐ Annual ($25)  ☐ Lifetime ($250)

Other Information

☐ I look forward to planning a presentation for the convention.

☐ I will send tournament information for the calendar

☐ I will send teaching materials for the website.

☐ I will send updates from my region for the Newsletter.
SINGLE DIAMONDS

*Jennifer Larue
Delu HS, CO
May 21, 2002
2,126 Points

*Lisa Leiker
Parsons HS, KS
May 21, 2002
2,245 Points

*Mark Regler
Stockdale HS, CA
May 21, 2002
2,731 Points

*David Gay
Bozeman HS, MT
November 28, 2002
1,567 Points

*Carol Helmick
Lisbon HS, OH
December 1, 2002
1,559 Points

*Laura Raeder
Sioux Falls Roosevelt HS, SD
December 7, 2002
3,516 Points

*Jim Menick
Hendrick Hudson HS, NY
December 8, 2002
1,528 Points

*Dale Kurth
Burlington Community HS, IA
December 10, 2002
1,869 Points

*Nancy G. Marcus
Jackson HS, OH
December 11, 2002
1,895 Points

*Walter D. Cook
Fort Wayne Northrop HS, IN
December 12, 2002
1,508 Points

*Brenda Bondreau
Bishop Carroll HS, KS
December 16, 2002
1,505 Points

*David R. Long
Southern Lehigh HS, PA
December 18, 2002
1,526 Points
*Brian G. Bowen
Thunder ridge HS, CO
January 12, 2003  1,502 Points

*Richard Rettig
Perrysburg HS, OH
January 13, 2003  1,504 Points

*Marilyn A. Hauber
Davis Sr. HS, CA
January 16, 2003  1,537 Points

*Donald E. Hendrixson
Moses Lake HS, WA
January 16, 2003  1,593 Points

*Travis Springfield
Klein HS, TX
January 16, 2003  1,595 Points

*Lynette Williamson
Ana HS, CA
January 16, 2003  1,632 Points

*Michael Pazziani
Los Alamitos HS, CA
January 21, 2003  2,124 Points

*Eileen De Bruno
La Reina HS, CA
January 26, 2003  1,506 Points

*Scott Allen
Kingswood HS, TX
January 27, 2003  1,524 Points

*Kathy Elerick
Cordell HS, OK
January 27, 2003  1,550 Points

*Adam Burns
Duluth-Glyndon-Felton HS, MN
January 28, 2003  1,519 Points

*Susan Spitz Hennenberg
Orange HS, OH
January 29, 2003  1,631 Points
SINGLE DIAMONDS

Sarah C. Moore
Salisbury R-IV HS, MO
February 2, 2003  1,624 Points

Linda J. Hebert
Roseville Area HS, MN
February 4, 2003  1,521 Points

Keith Pittman
Asheville HS, NC
February 9, 2003  1,507 Points

Debora K. Marsh
Dexter/Birmingham Senholm HS, MI
February 11, 2003  1,684 Points

Teri M. Asher
Coeur d'Alene HS, ID
February 17, 2003  1,775 Points

Melinda C. Welch
Bountiful HS, UT
February 21, 2003  1,536 Points

Jami Bruton-Davis
Cassville HS, MO
February 22, 2003  1,822 Points

Jim Ryan
Norman HS North, OK
February 27, 2003  3,466 Points

Mark J. McNeil
Sacred Heart HS, MA
March 2, 2003  2,113 Points

Jerome Robinson
Granada Hills HS, CA
March 3, 2003  1,505 Points

Antoinette Baskerville
Barringer HS, NJ
March 4, 2003  1,506 Points

Linda Nielsen
Nesho HS, MO
March 5, 2003  1,592 Points
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- More than 725 organized links to online articles, essays, studies, and other resources.

- NCPA topic analysis, arguments, and Affirmative and Negative case material.

- An “Ask the Expert” bulletin board where debaters can submit their own questions.

- Information and links about other debate topics: Lincoln-Douglas and Home School.

NCPA’s High School Debate Web site contains research and analysis about major issues debated in high schools nationwide. The site is well organized, providing easy access and rapid data retrieval. It is ideal both for beginners and seasoned debaters.

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SINGLE DIAMONDS

*James A. Combs
Lafayette HS, KY
March 7, 2003  1,526 Points

*James (Jay) Fore
Lafayette HS, KY
March 7, 2003  1,547 Points

*Fawn Tenenbaum
Palm Beach Lakes HS, FL
March 10, 2003  1,662 Points

*Mary R. Bond
Turner HS, KS
March 20, 2003  1,511 Points

*Cheryl Potts
Plano Sr. HS, TX
March 23, 2003  2,109 Points

*Claire G. Nichols
Lausilier HS, GA
March 31, 2003  1,580 Points

*Richard (Rick) Purrington
Eastview HS, MN
April 9, 2003  1,953 Points

*Valentin Jimenez
L.V. Hightower HS, TX
April 14, 2003  2,722 Points

*Timothy J. Sweeney
Thorridge HS, IL
May 6, 2003  1,502 Points

*Bruce Miller
Bishop Guerlin HS, NH
May 12, 2003  1,500 Points

*Ron Richards
Broad Run HS, VA
May 13, 2003  1,595 Points

*Scott Black
Warren Central HS, IN
May 15, 2003  1,543 Points
Most of us teaching debate classes at the junior high or senior high level want to find ways to truly engage as many different students in a day's activity as possible. The Lincoln-Douglas debate days have been particularly vexing to me, because only two members of the class are usually stakeholders in the day's events. This past semester, I added a little peer coaching to the Lincoln-Douglas debate days and was pleased with the impact of the coaching and with the opportunity to at least double the number of involved parties in any given class period.

Debate is taught as a semester elective at our junior high. In the eighteen week class, we invest eight weeks in policy debate and eight weeks in Lincoln-Douglas debate, adding a two week murder trial unit around midterm. (We reenacted a murder trial using parts of the documentary film _The Thin Blue Line_, the account of a Dallas, Texas murder case.) The debate training begins with Lincoln-Douglas competition.

At the beginning of the Lincoln-Douglas unit, I allow students to do a preferential vote on the topic, letting them choose one from among eight or ten recent high school Lincoln-Douglas topics. After a couple weeks of instruction and research on the class resolution, the debate tournament begins. We do one Lincoln-Douglas debate per day. This past semester I began assigning students to be peer coaches, working with their classmates for a few minutes before the debates. I assigned the person going "tomorrow" to be the peer coach for the student debating that same side of the resolution "today." Thus, the affirmative person on the day two schedule would coach the affirmative person debating on day one of the tournament, and the negative person from day two would coach the negative person from day one. The peer coaches have about eight to ten minutes to help prepare or polish the debaters before the actual competition.

I give the peer coaches quite a bit of freedom as to how they help that day's debaters. Peer coaches sometimes spend their time looking over the case for their "peer coach," they sometimes listen to an actual presentation of the intro, value premise, value criteria, and justification arguments of their debater, or sometimes just help the debater organize evidence and thoughts that might be useful in addressing an opponent's arguments. During the time that the two peer coaches are working with their charges, I offer a mini-lesson to the rest of the class, answer questions stimulated by the previous day's debate, or do a little individual coaching.

Once the debate starts, the peer coach watches and flow the round, as do the other members of the class. The peer coach also fills out a short form that is returned to "his" debater at the end of the hour. The form asks the peer coach to answer the following questions on the sheet and then to give the sheet to the debater that he's coaching:

1. **Persuasion.** On which issue was the debater most persuasive?

2. **Use of language.** Which of the debater's points was expressed most clearly?

3. **Clarity.** Did the debater do good line-by-line rebuttal? Did the debater answer the opponent's arguments directly?

The peer coach concludes by telling the debater when he or she did best in the debate. The coach signs the form, and hands it back to the debater he's been coaching. Each student in the class is coach for the person debating the day before who debates. Obviously the person debating on the first day is peer coach for the student competing on the last day of that round.

There were several purposes for the peer coaching. First, some brain research seemed to indicate that what students learn in the first ten minutes of class tends to "stick better," and also that when students talk with each other about their work, they tend to learn the work better and apply lessons from the work consistently. I was hoping that both the student coach and the student debater would benefit from discussion of cases and arguments. I was also hoping that the debating of the peer coach would improve after the peer coach had worked with someone else on a debate. And, finally, I was hoping that the moral support provided by the coaches would encourage the competitors.
The experiment is obviously in its infancy, but I have been pleased with the effect of the peer coaching on the two debate classes. I have been teaching this class for fourteen years at the junior high level, and observed this year that a lot more students did a fundamentally sound job. It was not so much that a few students rose to heights never achieved in the class before, as that a much higher percentage of students in the class did their first two Lincoln-Douglas debates more competently. All parts of the speech were included, students seemed more confident as they approached rebuttals, and class members seemed to understand arguments better and thus defend their positions more cogently.

I was also pleased with the students' personal reaction to the peer coaching. Each student was peer-coached for his first two debates. On one occasion I forgot to assign peer coaches. Students debating that day quickly asked, "Where is my coach?" Students questioned about the peer coaching on the last day of class were supportive of it. It was not unusual at all to observe a student leaving class with his peer coach, and competitors really seemed to appreciate "having someone in their corner" as the debate progressed. While some students were probably better coaches than others, I observed that even students with a little lower work ethic on general class assignments took their coaching to heart. We have both 8th and 9th graders in the debate class, and I also noticed that the relationships between the two classes warmed more quickly with the addition of the peer coaching.

Students eagerly read the peer coaches' notes and it was good to see that they kept the notes (as opposed to depositing them in the trash basket as they left class!), I'm convinced that the encouragement offered by peers meant a lot to the students and I feel that more students doing well in the debates increased both class morale and the intensity of the tournament debating. It was also interesting to observe that students just naturally started gathering around the tables of the two-person debate teams when we switched from Lincoln-Douglas debate to Policy debate. The desire to coach seems to have been instilled, and that can't be bad. All of us need encouragement, but I suspect that we never need encouragement more than we do when we start junior high or senior high school debate!

(Neil Coulter has been coaching for the past sixteen years at Mountain Brook Junior High [AL] and previous to that as a coach for ten years at Samford University.)
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Where allowed, these silver and ruby cords may be worn with cap and gown at graduation ceremonies to signify the graduate has earned NFL membership. Silver is the color of the student key and Ruby the color of NFL’s highest degrees. Silver and ruby colors will not conflict with the cord colors of the National Honor Society.

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If you want to do Lincoln-Douglas debate well, you must research. Many LD arguments contain among their premises empirical claims (claims about how the world is, was, or will be) which require expert support. Moreover, the best arguments on virtually any LD resolution have already been developed by scholars writing in books and journals, and you must research to understand their conclusions. Fortunately, research is also an invaluable skill which will be required and rewarded in college and in many of the careers debaters are likely to pursue.

Unfortunately, debate is the only place to learn research in many high school curricula. And many students are (it seems) now led to believe that surfing the internet is an acceptable substitute for traditional library research. This is a dangerous lie, but it is not our subject; we will take for granted that library research is an essential skill for LD students and for aspiring scholars in all fields.

Our goal here is to guide LD students through the stages of a library research process we have refined with many generations of debaters (including ourselves). This process is ideal for tackling LD resolutions, and some of the details are adapted to the particulars of our event; yet the basic format applies to any large research project. This article is the second of two on research in LD. The first, published in last month's Roundup, addressed coaches on how to teach research. This article addresses students on how to do research. Each article is self-contained, and we have repeated information from the earlier article below where we thought it would be helpful to students.

1. Presearch

Research work begins before you arrive at the library of your choice. Your most important task is to compile a list of words and phrases ("keywords") that you will use to search library catalogs and databases. The resources you will confront in a typical library are enormous, and all but a tiny fraction of them are irrelevant to your topic. You must use the library's catalogs (probably electronic, possibly card) to find that tiny fraction of useful resources, and you will need keywords to use the catalogs.

Think of a library catalog as if it were the index of a very big book. You know the book contains information you need, but the information is confined to only a few pages. Those pages will be listed under one or a few headings in the index, but you are unlikely to find the proper heading on your first try. The indexer of the book doesn't classify its contents exactly the way you would. To use the index successfully, you must be flexible and resourceful. You must be able to generate many synonyms and different combinations of words related to the subject you're researching in order to find the index headings which will lead you to the pages you need.

If you try to generate this sort of keyword list for an LD topic while you're actually in the library searching their catalogs, you will probably experience a form of "researcher's block," and you will almost certainly overlook important words and ideas which will come back to haunt you after you have left the library. Instead of wasting valuable time in the library thinking of all the topic-relevant terms to look up, start a running list of keywords before you go to the library.

Ideally, you can brainstorm with your teammates about possible search terms on the resolution. These terms may be words and phrases from the resolution itself, but you should also include synonyms, authors, historical events, and anything else related to the topic which you might want to look up in the library. It's a good idea to consult your parents or some older teachers who may remember relevant examples of resolutions or conflict which occurred before your time.

Do not try to decide which specific arguments you want to research at this stage; it is foolish to choose your case arguments until you have surveyed the range of arguments made by authors knowledgeable about your topic. Your goal now is simply to compile the terms that will lead you to resources in the general area you are researching.

Here is an example of an initial keyword list on the 2003 NFL National Tournament resolution, that "Reha-
bilitation ought to be valued above punishment in the U.S. criminal justice system”; rehabilitation, punishment, crime (criminal justice system). deterrence, retribution. Emmanuelle Kant, utilitarianism, rationalism, punishment, Michel Foucault, desert, penology, freedom/determinism. This list does not represent the full range of sources and ideas you would ultimately confront on this resolution. Rather, these are the kind of terms you might be able to generate before you researched the topic, and if you used them to search a library’s catalog, you would quickly find many relevant resources to the resolution.

Besides compiling your keyword list, you should also care for several details before you set out for a library. You should try to find the best library available for your work. A large city or county library is better than a small high school or community library; a college or university library is better yet. Chances are that you live within an hour’s drive of a solid university research library. If you can, do it. It is well worth your time to designate a Saturday when you may have several friends to travel together. But whatever library you plan to use, you should call ahead to be sure they are open when you want to go and also to see if there are any restrictions on who may use the library. If you have easy Internet access, you may want to do some preliminary catalog searching (see below) before you arrive at the library.

When you are ready to go, be sure you have your keyword list, some notepaper, a dark pen, your library card, and money for photocopies. You should expect to make at least 50-100 copies, and most libraries charge $10 or so for each one.

II. Library Day One: Preliminary Research

Your goal on this first library trip is to leave with several photocopied chapters or articles relevant to your topic. Very rarely will you find a book by a single author which is relevant in its entirety to an LD resolution. For example, consider the possible 2004 resolution that “In the U.S., the use of race as a deciding factor in college admissions is just.” Even if you expand the scope of your research to include affirmative action generally, you will find few books written strictly on the justice of affirmative action. Books on affirmative action may have a chapter or two on its justice, and collections of essays on justice may have a reading or two on affirmative action. (We are assuming what should be obvious: The claim that affirmative action is just or unjust is much more specific than the claim that it is good or bad, desirable or undesirable.)

Moreover, if you did find an entire book on the justice of affirmative action in U.S. college admissions, you would probably discover that the core of the book’s argument was contained in one or two of its chapters. This is because most academic monographs (books by a single author on a single subject) begin life as a series of separate articles in academic journals. Professors are under pressure to produce books, so they frequently cobble together their old journal articles on a common theme into a “new” book. Your research time is usually best spent homing in on just those sections of a book which directly address the topic you’re debating.

But how do you find those chapters and articles? Begin by searching the library’s electronic book catalog using terms from your keyword list. If you are searching with very general keywords (e.g., “capital punishment,” “foreign aid,” “immigration”), use the catalog’s title-search function. Title searching will yield a manageable list of results which are closely related to your subject. If you are searching with more specific keywords (e.g., “reverse discrimination,” “nuclear deterrence,” “deinstitutionalization”), a title search may turn up very few results. In that case, try a keyword or subject search. These searches usually turn up many, many titles, most of them irrelevant. Of course, if you have names of authors on your keyword list, you can find them using an author search.

As you scroll through the results of these various searches, you are looking for book titles which sound promising. When you see a promising title, do two things. First, jot down the beginning of the title’s call number. You do not need to worry about all the decimals at the end of a Library of Congress call number if the number is “JC 4712:3867 R72 1997.” You need only write down “JC 4712.” When you come to another relevant title, write down its basic call number if it’s different from those you’ve already noted, or put a check next to the number it shares with a previous title (a large library will have many books under “JC 4712.”)

Second, read the complete catalog listing to see under what subject(s) the book has officially been classified. When you see a subject listing which is clearly relevant to your resolution, add it to your keyword list. You can then search the catalog using the same headings the catalogers used.

With most LD topics, you will discover that three or four areas of the library have high concentrations of relevant books (i.e., call numbers with many checks). For example, on the aforementioned affirmative action topic, books on race, justice, constitutional law, and higher education will be shelved in four different areas of the library, but all of these are important subjects in the debate.

Notice what you are not doing during this initial catalog search: You are not writing down information on specific “must find” books and authors. Instead, you are identifying the sections of the library where the relevant books reside. Do not spend more than 30 or 40 minutes on this initial catalog search. It is very easy to waste lots of time on a computer trying to complete the perfect search; do not be tempted. You will do your specific searching in the stacks where books are shelved.

Now you can head to the main stacks to look for books in the call-number areas you have listed from your catalog search. If JC 4712 turned up many promising search hits, peruse all the titles you find at JC 4712. Do not pull them all down from the shelf; just scan the spine of each book, and pull down only those titles which seem possibly relevant to you. Some of the titles you find will be familiar from your catalog search, but other important books will be new discoveries. Also be sure to scan a few books in the adjoining call-number sections, since those are likely to be on related subjects.

You should perform a mini-search of each book as you pull it off the shelf. Look at its table of contents to see if any of the chapters sound useful. Flip quickly through the book to be sure that it is not simply a collection of outdated statistics or personal anecdotes. You do not need to pass final judgment on the book at this point, but you can save yourself (and librarians) a lot of work by discovering that most of the titles that look promising on the shelf are actually useless for your purposes. If a book is clearly irrelevant, put it back exactly where you found it. (Never, however, reshelve books which you have taken out of the stacks to examine with more care. Leave books you actually use on the shelves where you use them; librarians prefer to reshelve these books themselves.)

When you have retrieved what appear to be the relevant books from a given section, take them to a table and look...
through them more carefully. At this point you are deciding what, anything, to photocopy from each book. Begin by skimming the book's preface or introduction. Here you will usually find a clear statement of the problems the author is addressing and his basic position or thesis. Often these are short sections that also contain a chapter-by-chapter summary of the book's contents. This summary, in combination with the table of contents, can help you determine which chapters are the best candidates for photocopying. Although you are mainly looking for arguments for or against your resolution, do not neglect chapters which provide historical overviews of your subject. Understanding the historical origins of a controversy will increase your credibility as a speaker and may also suggest some of the strongest arguments.

You should turn to any chapters or articles which look promising and give them a quick flip-through before committing to copy them. Do not attempt to read the chapter! Instead, read the chapter's first and last paragraphs (here the author will likely be previewing and summarizing the chapter's contents), and flip quickly through the chapter, noting any subheadings and reading occasional sentences to check for topic-related language. Any charts or visuals can also help to give you a quick sense of what the chapter is really about. You will often find that a chapter with a great-sounding title is a dud, and you will also sometimes find that an irrelevant-sounding chapter contains a superb subsection on some facet of your topic.

Finally, check the book's index for keywords from your list. Entries with spurs of continuous pages (e.g., "184-88") are more promising than entries with single or only scattered pages (e.g., "117, 162, 205").

When you locate any section of a book you wish to copy, mark the place with a slip of paper. Do not dog-ear pages of library books. Once you have accumulated several good sections of books, head to the copy machine.

Photocopying for research purposes is not as simple as it might seem. It is easy to go home with flawed or incomplete copies. Begin by copying the front and back of the book's title page, and also any page which provides information about the author's background and qualifications. You must be able to provide complete bibliographical information if you quote an author in a debate. If you do not know (and state) the qualifications of your authors, you might as well be quoting your little brother.

On the first page of actual text you copy, check the margins of the copy to see that nothing is cut off along any edges. If you have any doubts, shrink the copy size to 92% or so; this will make it easy to copy without checking each page as it comes out. Also check the darkness of the machine and adjust as necessary.

In addition to the publication information and chapter text, you should also always copy any endnotes matched to the chapter and any bibliography or list of references at the end of the book. This information will be vital to your future research and will often yield better evidence than the book from which you originally took it. After you have copied the material you need from each book, sit down and flip through each set of copies to be sure you have not skipped anything (like author information) or missed any pages in the chapters you intended to copy. It is very easy to turn two pages instead of one at the copy machine, and it readily slips to go back to the library to find a single missing page.

This point, you have achieved the goal of the first library trip: you have found and copied relevant chapters or essays on the resolution. Your next work will be done at home as you read through the sections you have copied. But before we get there, we should call your attention to several types of library resources beyond the standard monograph (book by a single author).

First and most obviously are periodicals—magazines, newspapers, and academic journals. The standard library catalog will not search periodicals. It will tell you if the library subscribes to a particular periodical, but you will have to use a more specialized (and probably web-based) database such as FirstSearch, JSTOR, InfoTrac, or EBSCOhost to locate specific articles. The skills needed to search these databases are basically the same needed to search an electronic library catalog. Note that many electronic databases do not track journal articles going back more than 10 or 15 years. You may want to search the old-fashioned printed versions of the Philosopher's Index, Humanities Index, or Reader's Guide to Periodical Literature if these are available in your library. (We have often found better articles using these paper resources than their faster online counterparts.)

Whereas your search for books used the catalog only to find promising areas of the library, periodical searching uses the catalog to find specific articles. When you locate an article you'd like to retrieve, you will have to figure out in what format, if any, it's available. Different libraries receive different periodicals in different formats. More recent issues are probably shelved loose in one area. Older issues will be bound and shelved separately or may be on microform or microfiche. Some periodicals may be available only online through special library subscriptions; for example, articles in journals indexed by JSTOR can be printed from .pdf files.

Usually periodical articles relevant to a debate topic will be scattered among various journals and magazines in several disciplines (e.g., law, political science, philosophy). But sometimes you will find a specific journal which regularly publishes articles relevant to a topic. For example, on the past LD resolution that "The possession of nuclear weapons is immoral," the Bulletin of the Atomic Scientists has published many pertinent articles. In the case of such a periodical, it may be worth it to flip through the tables of contents of all the issues owned by the library, most of which will probably be bound (four issues per year compose one volume for most scholarly journals).

The library's reference collection is a second type of non-monograph resource you should not overlook. Reference departments house a variety of subject-specific dictionaries, encyclopedias, and bibliographies which may contain useful articles and further research leads. For example, on the aforementioned rehabilitation-versus-punishment topic, the Encyclopedia of Crime and Justice contains valuable articles on—guess what—"Rehabilitation" and "Punishment." Applicable to many LD resolutions are the articles found in the Encyclopedia of Philosophy, the Encyclopedia of Ethics, and the Encyclopedia of Applied Ethics. The articles in such reference volumes often give an overview of major arguments on both sides of an issue, usually written by an important scholar in the field. They also provide a bibliography of essential books and articles which you can use to guide your further research. They are one of the best sources of fair definitions, since they are written to provide authoritative, even-handed introductions of their subjects. In fact, you may want to start your shelf-work in the reference section, after you've performed your initial catalog search but before you start pulling books from the main stacks.

A third type of non-monograph resource is the edited anthology. An anthology is simply a collection of articles and essays by
Lincoln-Douglas Debate (Sessions 1 and 2)
Victory Briefs is proud to announce the third annual vbi@ucla summer debate institute. Because we believe that we can serve the needs of all of the students that want to come to VBI (regardless of their other summer plans), and because we believe there are very good pedagogical reasons for keeping the size of the entire institute manageable, we are pleased to announce that we will be hosting two sessions.

Session 1 - The Choice of Champions
VBI has quickly become one of the preeminent summer debate programs in the country. Over the past two years, over 300 students have chosen the camp for their summer debate instruction. Session 1 provides an extensive focus on strategy, adaptation, and thinking. Technique isn’t something that happens upon you—the best learn it from somewhere. We think the staff we’ve put together at VBI is diverse enough to teach you how to translate those skills into success in front of any judge. At VBI@UCLA, we are dedicated to giving students a broad range of instruction in both theory and practice. Last summer, many of the country’s top returning debaters chose VBI@UCLA. We do not claim to make champions. But we are the place champions—and those who aspire to become champions—choose to go.

Session 2 - Because Debate Doesn’t have a Preseason
The second session was created to provide a second opportunity to attend camp, for those who have commitments earlier in the summer and for those who desire a two more weeks of VBI. In Session 2, we will teach the skills of debate in the context of the actual September/October resolution. We are dedicated to helping students prepare specifically for the resolution that is used at many of the year’s most important invitationalis. We expect that students will return home ready to debate for or against any number of strategies or positions. Get a head start on your competition. Remember, debate does not have a preseason.

Policy Debate (Session 1 Only)
Ready for an alternative to the run-of-the-mill policy debate camp? Ready for a return to the qualities that make policy debate a truly valuable and worthwhile activity? Consider attending VBI. The policy program is designed specifically for beginning and intermediate debaters, and is dedicated to skill improvement through hands-on instruction. Being a smaller camp, we will be able to provide critical one-on-one instruction to guarantee that each and every debater leaves with the fundamental tools necessary to pursue a successful debate career. Students should expect to come ready to research, but unlike other institutes, our primary interest is not to produce evidence in mass amounts. Rather, our aim is to produce a thinking debater. Students are led down the path toward engaging, communicative debates, exemplified by classic and effective argumentation. This is not to say students will not be able to answer complicated and confusing arguments, but instead we do not promote such argumentation as the only way.

“VBI went well beyond my expectations. It taught me how to compose a tight, structured argument that didn’t sound formulaic. It helped me overcome problems with dexterity that I had been dealing with for 3 years. In two weeks, I made the transition from novice to varsity.”

Extemporaneous Speaking (Session 1 Only)
We invite you to consider VBI—a camp that, in its third year of success and continuing growth, looks to help another group of students become better thinkers, speakers, and finally, extemporers.

Perhaps you may be wondering, “why extemp camp?” After all, there are very few such camps of any renown dedicated to the event. The idea of an extemp camp is relatively new. Yet extemp is an event, like policy or Lincoln-Douglas debate, that requires intense research, reading and analysis of current events, as well as long-term preparation. Thus the camp environment, with an intense two weeks of researching current events, filing articles, delivering practice speeches and breaking down the extemp process, all the while surrounded by other eager and interested staff and students could not be more perfect.

So why VBI? The answer lies in the diversity of our extemp curriculum. Unlike other extemp camps, VBI does not limit its emphasis to the top, elite extempers in the nation. In fact, our individually-tailored curriculum was created to provide high-quality education to students with broad ranges of experience and skill. Thus, we can guarantee that nowhere else in the nation will a student get more individualized, tailored, quality education. So join us in Los Angeles!

“1 have no doubt that VBI is the best camp. It is also the most enjoyable camp. VBI respects its students and is filled with people who will actually listen to you.”

Find out more at www.victorybriefs.com, or feel free to contact us at 2718 Wilshire Blvd., Santa Monica, California 90403, (310) 453-1681, FAX (208) 248-9801, email: info@victorybriefs.com.
different authors which have been published as a single book. Some anthologies contain original contributions, not published elsewhere, while other anthologies pull together previously published articles. In a sense, anthologies are not a separate resource, because you will encounter them on the shelves mixed in with all the other books. You can treat an essay in an anthology just as you would a chapter in a monograph.

But in another sense, anthologies can be the best possible resources. The editor of an anthology has saved you the trouble of finding and skimming separate books by all the contributing authors. For example, if you confronted the past LD resolution that “Government limits on the individual’s right to bear arms in the United States are justified,” you would certainly want to research the Second Amendment. You could spend a full afternoon in a law library hunting down individual journal articles and court decisions, or you could look at a copy of the anthology Gun Control and the Constitution edited by Robert J. Cook. Cook has gathered several major Supreme Court decisions plus the most important law journal articles on all sides of the issue together in a single book.

If you find an anthology closely related to your topic, you will probably want to copy several essays from it. Be sure that for each essay you get full bibliographic information for that essay as well as for the anthology as a whole. In particular, do not confuse the editor of the anthology (whose name will appear on the book’s spine and title page) with the author of the essay (whose name will appear in the table of contents and on the first page of the essay).

In addition to scholarly anthologies on specific topics, you should be aware of two other types of anthologies which sometimes come in handy. The first are series such as Opposing Viewpoints or (better) Taking Sides. These series collect current articles from popular periodicals on controversial issues. You may be able to find a book in such a series relevant to your topic. These books tend to pair up authors against each other in a simple pro-and-con format, much like a debate round. The downside is that the articles included are usually short and not very deep. However, there are some exceptions, and you may also be able to get leads for further research from bibliographies in such anthologies.

The second type of non-academic anthology is a collection of readings on a variety of controversial moral and political questions edited into a textbook. Courses on modern ethical dilemmas or a common offering in most colleges, and publishers have provided anthologies specifically geared to those courses. Because such anthologies cover many issues, they rarely have more than three or four articles on a single subject. But they are usually substantive readings which are excellent sources for debate arguments. Capital punishment, abortion, affirmative action, and economic inequality are examples of the topics often represented in such books. Two examples of such anthologies are Ethics in Practice edited by Hugh LaFollette and Morality in Practice edited by James P. Sterba. You can find most of them at the Library of Congress call number JS 1012. It’s a good idea to check these anthologies for readings on each new debate topic.

III. Reading
As you read the chapters, essays, and articles you have found on your first library trip, your top priority should be to learn about the topic you are debating. You do not need to search immediately for the arguments you will use in rounds. If historical overviews or reference articles are among your finds, begin by reading those sources. They will give you the background to understand better the more concentrated arguments you will read elsewhere.

Of course, arguments and evidence are the ultimate goals of your research, and you should be alert to their presence from the beginning. This is not an article on how to read argumentative prose or how to spot good evidence, so we will not dwell on those important subjects. However, we do offer one warning: Be careful to distinguish an author’s own arguments and conclusions from arguments and conclusions he summarizes but rejects. Academic writers often take great care and many pages to explain the views of their opponents. If you were to read only a single randomly selected paragraph or page of many academic books, you might credit the author with views exactly opposite to those she really holds.

To make things even more difficult, academics rarely trumpet their conclusions with clear topic sentences, their “signposting” is very subtle. Often their true positions become clear only in light of a careful reading (or several careful readings!) of entire chapters or articles.

We have heard countless students quote authors as support for positions the authors do not really hold. Most of these students were not being deliberately unethical, but they were being unethical nonetheless. They had failed to read their sources carefully, and so they were unwittingly misrepresenting those sources to their own advantage. Again, prefaces and introductions of books and the concluding paragraphs of chapters are usually good places to look for clear statements of an author’s own conclusions. But there is no reliable substitute for careful reading, and you are responsible to quote sources honestly and accurately.

Beyond reading for background, arguments, and evidence, you should be reading this first batch of chapters with an eye to further research. If you found the very best sources on your first library trip, you probably just got lucky. But the sources you did find can point you to the best sources, if you will let them.

You should keep four separate lists as you read. First, you should list the major arguments you find. Second, you should list relevant-sounding books and articles which are cited by the authors you are reading. (You will need the chapter’s endnotes and/or bibliography to find these other sources; thus the importance of copying them.) When the same book or article is cited by several of your sources, you know it is likely to be especially important or authoritative. Here you are relying on experts in the field rather than hit-or-miss catalog searching to guide your further research.

Third, list the most important authors on your subject. These will often, but not always, be the people who wrote the books and articles on your second list. They are the authors mentioned most frequently by name in the sources you have found so far. If everyone writing on your subject feels compelled to defend or attack the views of (say) Peter Singer, you had better get a firsthand look at Peter Singer’s arguments. Fourth, list the “camps” you discover. A camp is a set of arguments promoted together, generally by a well-defined set of authors. Identifying camps will switch to start giving you a sense of what arguments can fit together to create a unified case position.

IV. Library Day Two:
Topic-Specific Research
To tap into the best resources on your topic, you must plan to make further library trips beyond the initial search described
above. Only after reading those initial sources and compiling your argument, source, author, and camp lists are you in a position to research your topic knowledgeably.

For now, you can set aside your argument and camp lists. Your goal on this library trip is to track down items from your source and author lists. You are no longer performing general catalog searches; your searches should be fast and specific—author and title searches rather than subject or keyword searches. You should probably expect to find more periodical sources on this trip than you did on your first one.

Your procedure for reviewing and copying sources is the same as on the first library day. Proceed to the indexes, and quickly skim chapters, to help you decide what is worth copying and what is not. Always copy the endnotes and bibliographies of your sources, and always copy complete publication information, including author qualifications.

You should process this material in the same way you processed the material on your first trip. Supplement and refine your four lists as you read these additional sources. You may need to repeat this second research day several times as you continue to add new sources and authors to your lists. There is no rush to add new sources and authors to your list. You are more likely to find interesting and usable evidence at this point, if you are prepared to produce briefs from your research, now is the time to start. You should also have a much better sense of the strongest arguments on your topic and how they relate to each other.

V. Library Day Three: In-Depth Investigation

If you completed the first two phases of library research carefully, you now have a solid basic grasp of the topic you will be debating. Up to this point, you needed to keep a very open mind, reading whatever seemed important based on your preliminary brainstorming or on the opinions of the authors you discovered. If you had committed yourself to certain arguments before completing both of those earlier library cycles, you would have chosen in ignorance.

Now you have earned the right to make informed decisions about which arguments you want to pursue as your own.

You have been compiling two lists—the argument list and the camp list—which you have not yet used in the library. Use these lists to generate a new keyword list. This list will be similar to the one you created before your first library trip, but this time, the list is based on your choices about which arguments you want to pursue and the evidence you have uncovered. This library trip will help you further narrow your understanding of the terminology of the field. You are trying to become an expert on the arguments you will actually use in debate rounds.

When you use this new keyword list to search the library's catalogs and periodical databases, you are no longer looking for general areas of the library. You are searching for specific books and articles on particular arguments. This means you should write down complete titles and authors with call numbers (for books) or volume and page numbers (for journals). When you locate these items in the stacks, you can scrutinize them more carefully before copying them. You are familiar enough with the topic area and with the basic shape of the arguments to be able to judge the value of a given source for your purposes. Perhaps you are looking specifically for the way to refute a certain objection to an argument, or for current statistics to back up a crucial empirical premise in an argument. You can skim potential sources before copying to see if they answer the questions you are now asking. As always, you are looking for complete chapters, essays, and articles to copy, and as always, you should be sure to copy the bibliographic and publication information, not just the text in which you are interested.

Once you have read up on the specific arguments of your choice, you are in a good position to develop your cases. Because you want to craft a coherent position and not just a laundry list of unrelated or even incompatible points, you should use your list of cases to see which arguments are frequently discussed together in the literature. You need a cluster of arguments (including offensive and defensive arguments) for the case and rebuttals on each side. Be wary of combining arguments which are never combined by authors you have read. If it has never occurred to experts in the field to use certain arguments together, this may be because the arguments rely on contradictory premises or even different understandings of major terms and concepts. Such inconsistencies can wreak havoc in a debate case.

Your team may have its own norms about the formatting and use of evidence. This article is not about those norms, but we will say briefly that you should be scrupulously accurate in cases and rebuttals when describing what your sources say. Do not exaggerate what a source claims or proves, and do not adopt the pompous habit of referring to every quoted assertion as someone's “analysis.” Never quote or paraphrase a source of which you do not have a photocopy on hand. Evidence can be challenged, and if yours is, you must have it available for inspection. Always include the author's qualifications before reading a quotation; otherwise the words you quote have no more credibility than your own words.

If you have researched as thoroughly as we have recommended, you will know much more about the resolution than most of your opponents know. You will have encountered most of the best arguments on both sides already, and you will know how to attack and defend them. You will be able to speak knowledgeably about the history of the subject and to explain professional jargon and concepts using language your audience can understand. You will have expected support for most of the controversial claims you made in debate rounds, and you will be able to recognize when an opponent is making an unanswerable claim or misrepresenting a major author in the field. There are tremendous advantages. They will not by themselves guarantee debate success, but they greatly improve your chances.

The temptation to stop researching once competition on a topic begins is very strong. But if you want to be the best debater you can be, you must resist this temptation.

VI. Library Day Four: Reactive Research

After the first three library “days,” you are well acquainted with the major authors and arguments on your resolution, and you know the arguments you are using in great detail. But knowing your arguments is not enough. You must know your opponents' arguments as well.

Reactive research starts at the first tournament (or maybe even your first practice rounds) on a topic. During the competition, you need to make a final list: the reaction list. This list includes every important argument and source that was not on your original lists. No matter how good your pre-competition research efforts have been, you will almost always find that other debaters have found arguments you have not anticipated. Even if you do not think these arguments are strong, you should plan to research them further. Arguments which sound weak in the mouth of a weak opponent may prove much stronger in the original sources.
which may in turn lead you to further sources and arguments.

You need to collect as much information as possible on all the new arguments you hear to help you research them before your next tournament. Take careful notes on evidence during speeches, and talk to people between rounds to learn about their research. Sometimes it is worth asking for source information in cross-examination to help you track down the original. (As icing on the cake, such source questions sometimes elicit embarrassingly ignorant responses from opponents.)

Armed with your reaction list, return to the library and proceed as you did on the second and third "days": look up specific authors and titles when possible, and selectively track down sources on unfamiliar arguments. Again, you want to copy relevant chapters and articles.

As you read this material, find out whether it was quoted correctly by your opponents. Distressingly often, you will find that an opponent misrepresents an original source. Even students who do not blatantly misrepresent a source will often quote it without understanding the source's obvious weaknesses. (This danger is especially acute for students who buy all of their evidence through the mail and never examine original texts for themselves.) If a source is making empirical claims, study the method by which those claims were derived; such claims often sound much less impressive if you understand (and can explain) the facts behind them. Again, pay attention to the notes and bibliography where these authors acknowledge their own sources and the writings of their critics.

Continue reactive research as long as you are competing on a topic. You may even want to pursue long-term reactive research on some arguments after a resolution has expired. Philosophical positions which might be applied to many resolutions but which are unfamiliar to you are good candidates for such research.

Conclusion

We have outlined a very structured and specific strategy for library research. This strategy has worked well for LD students of all experience levels, and it includes practice in many of the research skills any high school student should acquire in preparation for college and beyond. But you will obviously have to adapt this process to your schedule and local circumstances. Different stages of the process may be more or less efficient depending on the resolution. Different libraries will lend themselves to different research emphases. Your level of debate interest and other academic demands may lead you to adopt a more or less ambitious version of our pattern. However, we hope the pattern provides a useful starting place.

(Scott Robinson is Assistant Professor of Political Science at the University of Texas at Dallas. You can find his text on LD at www.assprof.com.)

Juan Baldwin is a doctoral student in Philosophy at Notre Dame. Many of his past Rostrum articles are available on the NFL's online archive. Together, Robinson and Baldwin oversee the LD curriculum of the Kentucky National Debate Institute (www.kndi.org).

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- Ideas on Coaching Techniques?
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Email Sandy at nfirostrum@centurytel.net
The Crestian is a TOURNAMENT OF CHAMPIONS bid at the QUARTERFINALS level in Lincoln-Douglas Debate. Information for this tournament will soon be found on the Joy of Tournaments website, www.joyoftournaments.com, so keep on the lookout.

Please join us for intense Speech and Debate competition and top-notch hospitality in the SOUTH FLORIDA SUN while the rest of the nation freezes in the dead of winter!

We offer at least five (5) rounds of Policy Debate, breaking to the appropriate elimination bracket. Jason Hernandez, former Director of Debate at the University of Michigan, will be running Policy Debate tabulation on Rich Edwards’ Tab Room on the PC.

We offer six (6) rounds of Lincoln-Douglas Debate, breaking to the appropriate elimination rounds. Jason Wysong, Debate Coach at the Trinity Preparatory School (Orlando, FL) will be running LD tabulation on the Rich Edwards program as well.

We offer six (6) rounds of Individual Events, breaking to the appropriate elimination bracket. We will be offering competition in US Extemporaneous Speaking, International Extemporaneous Speaking, Humorous Interpretation, Dramatic Interpretation, Duo Interpretation of Literature, Oral Interpretation, and Original Oratory. Leo Williams (Belen Jesuit Prep, Miami), Beth Goldman (JP Taravella HS, Coral Springs, FL) and Mary Schick (Krop HS, Miami) will be running IE tabulation on the Rich Edwards program.

We offer Student Congress competition as well. Lisa Miller, Director of Forensics at Nova HS (Ft. Lauderdale, FL) will be running the tabulation for this event.

The tournament is undergoing SEVERAL changes in format which will improve its efficiency.

For more information about the tournament, or if you are interested in judging, you may contact me at

See you in SUNNY SOUTH FLORIDA in the dead of winter!

Ernie Querido
Director of Forensics
The Pine Crest School
******
Donus D. Roberts
Wattertown HS, SD
29,192

******
Ron Underwood
Woodstock HS, GA
39,297
Jane Edridge
Goodpasture HS, TN
22,962
Richard Young
Buhler HS, KS
22,424
Roger Brannen
Manhattan HS, KS
19,815

****
Donald Crabtree
Park Hill HS, MO
27,965
Ron Carr
Sarasota Riverview HS, FL
22,480
David Johnson
Hobbs HS, NM
20,123
Richard B. Soiitlow
Bronx HS Of Science, NY
19,100
Denis R. Edmonds
Jordan HS, UT
18,685
Frank Skerra
Mullin HS, CO
17,642
Gregory J. Cullen
Alhambra HS, CA
17,384
A. C. Ely
Shawnee Mission South HS, KS
17,009
William S. Hicks
Brebeuf Jesuit HS, IN
16,941
Harold M. McQueen
Ben Davis HS, IN
16,806
Renee Stemer
La Salle College HS, PA
16,544
Ralph E. Bender
Centerville HS, OH
15,502
Dale McCall
Wellington HS, FL
15,203

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Randy Pierce
Pattonville HS, MO
18,764
George Brady
Blue Springs South HS, MO
17,800
Kenneth A. Carino
Austintown Fitch HS, OH
16,864
Carl F. Greco
Truman HS, PA
16,456
John S. Tredway
Ashland HS, OR
16,428
Gary G. Harmon
Topeka HS, KS
15,308
Donald L. Smith
Salt Lake City East HS, UT
14,715
Carl Swanson
Sioux Falls Lincoln HS, SD
14,696
Lee D. Allo
Grand Rapids HS, MN
14,526
Lydia Esslinger
Syracuse HS, NY
14,425
James Menchinger
Portage Northern HS, MI
14,271
Harold Carl Keller
Davenport West HS, IA
14,000
Lois Gome
Dover Hill HS, WA
13,926
Tod W. Beisch
Glenbrook North HS, IL
13,683
Douglas Tschetter
Millbank HS, SD
13,600

DIAMOND KEY COACHES
(Points on record August 20, 2002)

Lewiell Sharp
Gold Hill HS, CO
13,325
Harlan M. Shuck
Moorehead HS, MN
13,225
Donald N. Belanger
Benton HS, LA
13,195
Cheryl V. Ryne
Friendswood HS, TX
13,090
Daniel Tyree
Plymouth HS, IN
13,070
Steven Davis
Jay M Robinson, NC
13,058
Sandra Maguire
Miramar HS, CA
13,024
Pamela K. McCooes
Topka HS, KS
13,024
Gaye Brent
Leland HS, CA
13,024
Steven Wood
Free State HS, KS
18,683
Lawrence HS, KS
19,830
Martha L. Kennedy
Redlands HS, CA
17,866
Leslie Phillips
Lexington HS, MA
17,720
Mary Patricia Plumb
Academy of the Holy Names, FL
17,300

Ruin C. Wycoco
Apple Valley HS, Minn
18,583
Diane Mastromord
Youngstown Mooney HS, OH
15,021
Mark Harris
Reynoldsburg HS, OH
14,621
Terese E. Sparkman
Kokomo HS, Ind
14,600
Paul Gieringer
Marshall HS, MO
13,959
Judy Kroll
Brookings HS, SD
13,475
Charlene Bratt
Alva HS, OK
13,373
Randall McCulloch
Albuquerque Academy, NM
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Bill Jordan
Springfield Glendale HS, MO
12,160
Darnel Hohmpiugh
Pleasant Valley HS, KS
12,147
William W. Tate
Montgomery Bell Academy, TN
12,024
Bill Davis
Blue Valley North HS, KS
12,017
Michael E. Stark
North Fitzhugh HS, NY
12,017
Shirley Keller-Firestone
Homestead HS, CA
12,017
Jesse Robb
McKeeport Area HS, PA
12,017
Julie Shellen
St Clair HS, MI
12,017

Brian H. Pellet
Stevens Grove South HS, IL
12,154
Timothy C. Avellini
Meridian High School, CA
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Wayne Avery
Wichita East HS, KS
11,808
T. W. Oglesby
Westwood South HS, IN
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Kenny Barfield
Mars Hill Bible School, AL
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Terry Peterson
Millard North HS, NE
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James Harville
Belleville College Prep, IL
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Lincoln Record
Fort Wayne Northrop HS, IN
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John N. Revazro
Niles McKinley HS, OH
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Ronald Steinhorst
New London HS, WI
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Sarah K. Ried
San Fran Lowell HS, CA
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Rockburn HS, MO
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S. L. Chandler
Archbishop Riordan HS, CA
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Academy of the Holy Names, FL
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Allen Janecox
Northfield HS, NE
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Rebecca Pierce
Parkway South HS, MO
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Elizabeth L. Bollard
Mariners HS, OK
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John S. Turner, Jr.
Etna HS, WA
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Bob J. Siefert
Logansport HS, IN
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Eric D. Michel
Regis HS, NV
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Ruth B. McAllister
Riverdale HS, SC
15,000
David L. Wettig
Neosho HS, MO
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Michael W. Burton
Eastlake Catholic HS, WA
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Kim R. Mass
Sioux Falls Lincoln HS, SD
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Donna Butterfield
Springfield Hillcrest HS, MO
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Peggy Beissel
Cherry Creek HS, CO
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Doug Campbell
San Gabriel HS, CA
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Robert Jackson
North Kansas City HS, MO
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Daniel H. Durbin
Logansport HS, IN
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Jan Hefton
Signature School, IN
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Beth Goldstein
Taravella H, FL
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Cynthia A. Burgstall
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Stan Magee
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Larry C. Sulliber
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Kendall King
San Antonio Churchill HS, TX
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Joy Stubbs
Houston Bellevue HS, TX
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Linda S. Box
Ladies Horton Watkins HS, MO
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Peggy Darch
Parkway West HS, MO
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David M. Gonzales
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Koel Trujillo
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Pauline T. Mounville
Shawnee Mission East HS, KS
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Lori J. Peterson
Valley Center HS, KS
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Deborah Bentix
Mount Pleasant HS, MI
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Michael Patterson
Guymon HS, OK
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Joanne Brittain
Columbia City HS, IN
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Gregory Varley
Lafayette HS, NY
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Raymond Hahn
Cathedral Prep School, PA
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Shorty L. Shumaker
Blue Springs HS, MO
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Jeanne Devilliere
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Ann C. Stepp
Benn Davis HS, IN
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Westminster Schools, GA
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Stanley Lewis
O’Hara East HS, KS
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Ed Dimmer
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Kathy Martin
Dillworth Glenrock Felton HS, MN
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A. H. Dorfman  
Half Hollow Hills HS East, NY  
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Syndi Sr HS, NC  
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Gail A. Riddle  
South View Sr HS, NC  
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Sandra L. Martin-Brook-Smith  
Sorota Vista HS, CA  
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Constance Leyendecker,  
Convent of the Visitation, MN  
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Robert Marks  
James Logan HS, CA  
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Todd Sohlman  
Raymore-Peculiar HS, MO  
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Shawn Crain-McKenzie  
Bethel HS, TX  
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Sherry Whitecomb  
Kokomo HS, IN  
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Suzanne Whittaker  
New Iberia HS, LA  
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Deborah Larsen  
Mansfield HS, OR  
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Diane M. Ridgeway  
Arapahoe HS, CO  
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Pamela Schuett-Tatton  
Glenbrook South HS, IL  
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Rebecca Voger  
Derby HS, KS  
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Chris Reifler  
Blue Valley HS, KS  
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Thomas Williams  
Howland HS, OH  
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Eric Simione  
Youngstown Boardman HS, OH  
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Susan Nekeshaw  
Averett HS, MO  
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Amy Walker  
Kennebunk HS, ID  
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Leslie Robinson  
Jerden HS, UT  
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Annette J. Hughson  
Southside HS, SC  
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Steven Bartholomew  
River City Stevens HS, SD  
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David Williams  
Newton HS, KS  
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Scott Wynn  
Iowa City West HS, IA  
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David Abell  
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Carol Brown  
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Cindi H. Baumbach  
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Joanne Cuneo  
Hoboken HS, TX  
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Tony Rosenberger  
River Valley High, AZ  
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LeAnn Richards  
Edmonson Comptech HS, CA  
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Ken Troyer  
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Todd W. Werling  
Eastview HS, MN  
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Timothy E. Strawh  
West Des Moines Dowling HS, IA  
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Brandon Cosby  
Signatures School, IN  
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Mike Warning  
Sawannah HS, MO  
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Tracy L. Martin  
Red Mountain HS, AZ  
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Kimberly Cuervas  
Reno HS, NV  
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Donna M. Riff  
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Nancy E. Wedgeworth  
Springfield Parkview HS, MO  
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A. J. Smith  
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Richard M. Betske  
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Simon Navarro  
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Russ Tidwell  
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Bill Evans  
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Kirk Alderson  
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Cochran HS, SC  
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Kellie Harris  
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Kenneth J. Church  
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Charles Sloc  
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Bemidji HS, MN
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Jamee Taylor
Dixie HS, MN
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Leland Taylor
Frazee HS, MN
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Debora Ziegler
Guthrie HS, MN
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Michael Ziegler
Sartell HS, MN
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Nathan Ziegler
St. Cloud Tech HS, MN
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Dennis R. Mayo
Clarke Community HS, IA
1,745
Bryce Hatch
Centennial HS, CA
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Sara Donnell
Irwin HS, PA
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Debra Joy Holm
La Porte North HS, IA
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Eric Everding
West Ridge HS, CO
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Charlotte Joyner
San Antonio Churchill HS, TX
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Larry W. McCarty
Tom Moore HS, TX
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Susan H. Saxon
Evans HS, GA
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Frederick H. Taylor
North Allegheny Sr HS, PA
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Susan Hermensberg
Orange HS, OH
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Karen M. Pyron
Dulles County HS, ID
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Karen S. Grueninger
Middletown HS, OH
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Jason P. Neffler
Great Falls HS, MT
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Mark Balk
Brophy College Prep, AZ
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Jeri Swatlin
Bellville HS, OH
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David Gay
Bozeman HS, MT
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Mike Freeland
Jackson HS, OH
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Randy Hemphil
North Hills HS, MN
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Brian Sams
Roswell HS, NM
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Steve Thompson
Shabazz HS, WI
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Kris Hecht
Wellington Sr HS, KS
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Kellard Townsend
Indio North Central HS, IN
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John Fisher
Mound View HS, MO
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Scott Ford
Monmouth Academy, ME
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Sarah C. Moore
Keystone Oaks HS, PA
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Travis Springfield
Kiel HS, TX
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Henry West
Gig Harbor HS, WA
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Pam Townsend
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Brian Greffe
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Mountain Brook HS, AL
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Carol Helms
Lisbon HS, OH
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Sharon E. Smith
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Claire C. Nichols
LaGrange HS, GA
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Northwest HS, TX
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Kenneth P. Grodell
The Donnelley School, GA
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Dianne Dickerson 1,648
Spirit Lake HS, IA
Bob Groover 1,647
Rosemount Sr HS, MN
Bret Haggard 1,645
Washburn Rural HS, KS
Richard Rottig 1,644
Perry HS, OH
Marilyn Heuber 1,642
Danish HS, CA
Winfred K. Graham 1,642
Kalispell HS, HI
David R. Long 1,642
Southern Lehigh HS, PA
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Englewood HS, CO
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Branson HS, MO
Judith Rawls 1,634
Air Academy HS, CO
Diane Roca 1,628
Stokeyton St Mary's HS, CA
Judith A. Meis 1,623
Walhert HS, IA
Jan Macklin 1,622
Benilde St Margaret's School, MN
Michael Tillmann 1,618
Cottage Grove Park HS, MN
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Maurice M. DeMahon 1,600
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Linda Hebert 1,602
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Harold P. Mullinax 1,590
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Jeannie Cunningham 1,590
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Linda Nielsen 1,587
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Anna M. Tarr 1,576
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Scott Black 1,576
Warren Central HS, IN
Amy L. Kimura 1,573
Kamehameha Schools, HI
Becky Sharp 1,573
Golden H, CO
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Muskogee HS, OK
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Hickman Mills HS, MO
Greg Brown 1,573
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Fayetteville HS, AR
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William C. Thomas 1,573
Denver Lincoln HS, CO
Michael Wellborn 1,582
Creighton Preparatory School, NE
Ron Richards 1,580
Brook Run HS, VA
Lisa Nourish/Cooney 1,556
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Virginia W. Cavaney 1,557
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Roger McCafferty 1,557
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B. William Grier 1,554
Whitehouse HS, AK
Anne Jones 1,553
Conley HS, OR
Kim Bentley 1,553
Green HS, SC
Vicki J. Browne 1,550
St Petersburg HS, FL
Robert White 1,550
Shaker Heights HS, OH
Holly Wiestman 1,548
Coffman HS, CA
Rod Daghast 1,548
Duluth East HS, MN
George Savarese 1,547
Mt Lebanon Sr HS, PA
Tim Sawyer 1,545
Torrington HS, IL
Bruce Miller 1,544
Mount Gilead HS, OH
Bishop Guertin HS, NH
Daniel L. Pecorari 1,543
Manteo HS, TX
2004 Nationals
Mark your Calendar
Beehive Nationals
June 13-18, 2004
Salt Lake City, Utah
### NFL's Top 50 Districts
(as of November 3, 2003)

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IMPRESSED BY STUDENT ACCOMPLISHMENTS

Interview by Patti Killburg, Head Point Recorder

Jackie Oakes is the Associate Secretary and Office Manager of the Honor Society of the National Forensic League. Jackie has an Associate Degree as a Technical Support Specialist. She joined the staff of the National Office in 1990 as a point recorder. She attended her first National Tournament two months later in San Jose selling merchandise.

Jackie has worked on site at thirteen National Tournaments. However, her work with the National Tournament starts back in the office where she processes every National Registration form submitted, making sure that all signatures, required information, event pieces, judge cards and finances are included. She oversees the processing of the entry so that the documentation is ready for each school at the beginning of the National Tournament.

In her early years, Jackie focused her efforts in merchandise, degrees, and end of day computer records backup procedures. She also assisted in the financial area when needed. The Rostrum was her next venture. She typed articles sent to the office and created page and advertisement layouts. As the National Forensic League grew she was asked to help the Associate Secretary and Office Manager, Marilyn Haggan, with different daily tasks. When Marilyn retired Jackie took over the Honor Society Office Manager job. With the NFL website, Jackie’s responsibilities have expanded in helping coaches get online. “After 13+ years working for the National Forensic League, I have helped work in every department and position in the office except for National Secretary.”

Jackie’s hobbies include crocheting, needlepoint and reading. Jackie is seldom seen at home without a book in her hand.

Jackie has been married to her husband Mike for 28 years. They enjoy their Harley Davidson motorcycle and ride each year to raise money for Muscular Dystrophy and Breast Cancer. She also enjoys her hummingbird and butterfly garden. Her one “child” Estoria, is a Shetland Sheepdog.

“When I began at the office, I had never even heard of forensics. But I have met so many new coaches and students over the years. What the students do amazes me. The students are so open to learning and impress me with their accomplishments.”
I Want To Tell You A Story

By~ Harold C. Keller

I want to tell you a story. It's a true story and I do hope you'll read it and learn something. It all started a long time ago, you know, the once upon a time back in Pittsburgh, P.A. Anyway, I met Albert Odom there. Albert Odom was the Director of the National Congress and since I had a student seated in the Senate, I was awed by the very presence of this man, Mr. Albert Odom, with a capital M, the Director of the NATIONAL Student Congress. He was a giant in my eyes, and still is, as far as that goes. I still cherish the picture I have of Mr. Odom with my student Doug Sigmil. That was a long time ago, way back in 1976, more than a quarter century ago. To think of the years that Albert Odom was an integral part of the NFL. It's amazing!

Since then, Albert Odom and I have become friends and oh, the stories he has told me. For example, he told me about this one Coach who is always getting in trouble. The Coach is a prominent one, and some of the trouble... well, I'm getting away from my story. I do have a tendency to digress. I'd love to tell you about this Council Member that Albert had some inside information on, but that doesn't have anything to do with this story either. And the story he told me about Jim Copeland, mercy me. But that's also another story. I must stay on the topic. He even has one about Scott Wunn that would cause you to smile. But that's also another story.

Anyway, to make a long story short, and this is the truth, Albert Odom knows and has shared a lot of stories with me. Maybe sometime I can write some of his stories. Why, I think he has one for somebody, or even many bodies, in every state of the Union. He's been around the NFL block for many a year, as we old timers' well know. But his story telling time is coming to an end. Albert has terminal cancer. He's now living in an assisted living facility and I know he would like to hear from you and maybe you can share a fond NFL story with him. Just a card would also be nice if you don't have a story to share.

Albert Odom's real story rests in his many years of contribution to the NFL. It is a time to remember and express affection because, as Albert has always reminded me over these many years, it is the word to the living that counts. And now you know the story I'm telling. It is a true story, true but sad.

After service in World War II, Albert Odom graduated from college and started his educational career in Albany, New York, coaching and teaching English at Albany High School, NFL Chapter number one. In his relatively short coaching career, Mr. Odom had nine students qualify for the National Tournament. He served as the Associate NFL Secretary in Ripon for 25 years and worked as an Associate Secretary Emeritus for another ten years. Mr. Odom is a Diamond Key Coach and he was inducted into the NFL Hall of Fame in 1984. He has served the League under all of the Executive Secretaries.

Mr. Albert Odom passed away on Tuesday, November 11, 2003. We sincerely regret that we were unable to publish Mr. Keller's article in an earlier issue. It is with a heavy sadness that we do remind all of our readers to heed Mr. Odom's words of wisdom, "It is the word to the living that counts."
DEBATE IS ALIVE AND WELL
IN MANY PARTS OF THE WORLD

Mary Furlong is a former
(4th Diamond NFL) coach at Delone
Catholic High School in
McSherrystown, (PA), which is part
of the Valley Forge NFL District.

I have just returned from Lusaka,
Zambia where I served for over two
years as a volunteer Educational Advi-
sor for training teachers in a two-year
weekend course.

Because the number of teachers who
graduate from college each year are outnum-
bered by the number of teachers who die
from HIV/AIDS, there is a program to re-
cruit and train teachers.

In early 2002, I was asked to join the
newly formed National Debate Council and
ended up serving as National Secretary un-
til my return in August. We organized a regu-
lar league for secondary schools in Lusaka,
the capital of the country. There are future
plans in 2004 to take the program to four
other provinces and the remaining four in
2005.

In July, 2003, one of my personal joys was
recruiting community school teachers in organizing
a debate tournament for 7th and 8th grade students
from 20 community schools (community schools
are for children who come from extreme poverty
and whose families can’t afford to send the chil-
dren to the government schools that charge fees
and require uniforms). With few materials other
than local newspapers and the Bible, the students
researched, organized and spoke eloquently on the
impact of AIDS on the younger generation.

In 1995, I had a Fulbright in Malaysia and
judged several debates at the college level. De-
bate is alive and well in many parts of the world.

With care,
Mary Furlong
Excellent, Awesome, Outstanding, Terrific, Exceptional... These are just a few ways Lincoln Financial Group describes the young men and women in the National Forensic League. The NFL helps high-school students develop a vital leadership skill: communication. That’s why our company is a proud sponsor of the NFL. Prepare to take your place among today’s leaders. Call 920-748-6206 to ask about joining the National Forensic League.