

Rostrum

February
2007

Volume
81



Issue
6

8th Diamond Coach Richard Young
Buhler High School, Kansas

2007 CDE National Debate Institute

July 15-31, 2007

University of New Mexico

Flagstaff, AZ



Extemporaneous Speaking National Institute

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

Lincoln Douglas Debate National Institute

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



Policy Debate National Institute

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

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

Public Forum Debate Institute

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



Applications for the 2007 CDE National Debate Institute are now being accepted.

Mail this form along with a \$95 application fee to: CDE, PO Box Z, Taos, New Mexico 87571
Application fee is completely refundable if not accepted to the camp. Visa and MasterCard are accepted.

Name: _____ Phone Number: _____

Mailing Address: _____

School: _____ Number of Years in Event: _____

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

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

MARQUETTE UNIVERSITY DEBATE INSTITUTE

JULY 22 – AUGUST 4, 2007

The Marquette University Debate Institute offers nationally competitive programs for all levels of debate experience. Successful high school and college coaches work with students in state-of-the-art research facilities to develop excellence in all areas of debate competition. Check us out at www.mudebateinstitute.com



Two Week Policy Program – The classic two week debate program, including intensive research, lab skill work with accomplished coaches, and a practice tournament.
(Residential - \$1150, Commuter- \$900)

One Week Policy Program – A shortened program including intensive research, and lab skill work.
(Residential - \$850, Commuter - \$700)



NEW!

One Week Public Forum Program – A new addition to the MUDI program! Students will develop skills and receive coaching valuable in this fastest growing form of debate.
(Residential - \$750, Commuter - \$600)

DEBATE INSTITUTE

For more information about the programs or the institute, please visit:

www.mudebateinstitute.com

Bobby's 'politics of the spirit'

Bill Forsythe, Lincoln Financial Group

Robert Kennedy endures in our national consciousness as the questing knight of American politics. Nearly 40 years after his assassination, Bobby, as legions of youthful supporters affectionately knew him, remains a fascinating figure. He was the subject of a 2006 film recalling the day he died and is the charismatic standard by which prospective presidents are measured: Of the potential candidates in 2008, only Barack Obama rates a comparison to Bobby.

One speech in particular illustrates Bobby's magnetism and philosophy, an address to an economic club in Detroit on May 5, 1967. Writing only one year after the June 4, 1968 assassination, journalist Jack Newfield described the speech as "one of the clearest statements of Kennedy's politics of the spirit." Indeed, his words retain their power and relevance as consumer culture threatens to overwhelm our society and sense of self.

"Let us be clear at the outset that we will find neither national purpose nor personal satisfaction in a mere continuation of economic progress, in an endless amassing of worldly goods," Bobby began. "We cannot measure national spirit by the Dow Jones Average, nor national achievement by the gross national product.

"For the gross national product includes air pollution and advertising for cigarettes, and ambulances to clear our highways of carnage. It counts special locks for our doors, and jails for the people who break them. The gross national product includes the destruction of the redwoods and the death of Lake Superior. It grows with the production of napalm and missiles and nuclear warheads ... and the broadcasting of television programs which glorify violence to sell goods to our children.

"And if the gross national product includes all this, there is much that it does not comprehend. It does not

allow for the health of our families, the quality of their education or the joy of their play. It is indifferent to the decency of our factories and the safety of our streets alike. It does not include the beauty of our poetry or the strength of our marriages, the intelligence of our public debate or the integrity of our public officials. It allows neither for the justice in our courts, nor for the justness of our dealings with each other.

"The gross national product measures neither our wit nor our courage, neither our wisdom nor our learning, neither our compassion nor our devotion to country. It measures everything, in short, except that which makes life worthwhile; and it can tell us everything about America – except whether we are proud to be Americans."

The masterful speech was largely forgotten in the turbulence of the era. His impassioned words on the Senate floor condemning "this horror" in Vietnam stirred controversy that same spring, and the tireless campaign for the Democratic presidential nomination that transformed him into a folk hero consumed the rest of his short life. The quietly profound remarks in Detroit, however, demonstrate why Bobby earned admiration accorded few in the political arena.



Lincoln
Financial Group®

Sources:

Robert Kennedy: A Memoir, Jack Newfield, E.P. Dutton & Co., Inc., New York, 1969.

In Love With The Night: The American Romance with Robert Kennedy, Ronald Steel, Simon & Schuster, 2000.

"Early 'Maybe' from Obama Jolts '08 Field," *The New York Times*, Dec. 4, 2006.

National Forensic League

William Woods Tate, Jr.,
President
Montgomery Bell Academy
4001 Harding
Nashville, TN 37205
Phone: 615-269-3959
TATEB@MONTGOMERYBELL.COM

Don Crabtree
Vice President
Park Hill High School
1909 6th Avenue
St. Joseph, MO 64505
Phone: 816-261-2661
crab@ponyexpress.net

Bro. Rene Sterner FSC
Delone Catholic High School
140 South Oxford Avenue
McSherrystown, PA 17344
Phone: 215-233-2911
sternerlasalle@yahoo.com

Harold C. Keller
2035 Lillie Avenue
Davenport, IA 52804
Phone: 563-323-6693
HCKeller@aol.com

Glenda Ferguson
Coppell High School
185 W. Parkway Blvd.
Coppell, TX 75019
Phone: 214-496-6100
gferguson@coppellisd.com

Kandi King
San Antonio-Churchill HS
12049 Blanco Road
San Antonio, TX 78216
Phone: 210-442-0800, Ext. 352
kking@neisd.net

Pam Cady Wycoff
Apple Valley High School
14450 Hayes Road
Apple Valley, MN 55124-6796
Phone: 952-431-8200
PAM.WYCOFF@DISTRICT196.ORG

Tommie Lindsey, Jr.
James Logan High School
1800 H Street
Union City, CA 94587
Phone: 510-471-2520 Ext. 4408
TOMMIE_LINDSEY@NHUSD.k12.CA.US

Pamela K. McComas
Topeka High School
800 W. 10th
Topeka, KS 66612-1687
Phone: 785-295-3226
pmccomas@topeka.k12.ks.us

Timothy E. Sheaff, Alternate
Dowling Catholic HS
West Des Moines, IA 50265
Phone: 515-222-1035
tsheaff@dowling.pvt.k12.ia.us

NFL Awards an 8th Diamond

Richard Young

25,566 Points

November 11, 2006



Richard Young, a most deserving coach, was recently awarded his 8th Diamond. Mr. Young currently coaches at Buhler High School in Kansas where he has been coaching Debate and Speech since 2003.

Prior to coaching at Buhler, Richard has served several schools in the state of Kansas including Topeka West, Highland Park, Great Bend, Stockton, Hutchinson, and Little River.

Richard's NFL accomplishments include receiving the NFL Service Key award three times, elected to the NFL Hall of Fame in 1992, and he and his debate squad were recognized as one of the top five in the nation.

In "Training Students for Leadership", he has coached over 150 individual speech students to national tournaments with national finalists in Extemporaneous Speaking, Lincoln Douglas Debate, Policy Debate and two national champions in Student Congress and maintains a proud record of coaching more debate teams to the national tournament than any coach in the state of Kansas.

Mr. Young was instrumental in the idea and design of the NFL Coach's ring and presented NFL 750-1000 point degree and pin, which passed at the Minnesota Convention. Richard started the Debate Coaches' Invitational Tournament in Kansas, and the Novice State Tournament in Kansas along with coaching ten KSHSAA Debate Champion teams and played an influential role in getting the number to KSHSAA tournaments increased from five to eight in Kansas.

Richard was elected to the Kansas Teachers Hall of Fame in 2002, Kansas Debate Coaches Hall of Fame in 2003, West Kansas NFL District Hall of Fame in 1995 and in 2006 to the Kansas Speech Communication Association Hall of Fame. He also was recognized as outstanding Speech Teacher in Kansas, in 1972 and 1988 and was awarded the KU Master Teacher Award in 1989 and 1998.

Among the many accomplishments Richard Young, has served in several leadership roles in serving the KSHSAA as liaison and co-spokesperson. He has also authored two texts, Debate Coaches' Guide and Practical High School Debate.

Congratulations Richard Young! We are proud to have you as a member of the NFL Family.

Rostrum

Official Publication of the National Forensic League

P.O. Box 38

Ripon, Wisconsin 54971-0038

(920) 748-6206

J. Scott Wunn, Editor and Publisher

Sandy Krueger, Publications Director

(USPS 471-180) (ISSN 1073-5526)

The *Rostrum* is published monthly (except for June-August) each year by the National Forensic League, 125 Watson St., Ripon, WI 54971. Periodical postage paid at Ripon, Wisconsin 54971. POSTMASTER: send address changes to the above address.

Subscription Prices

Individuals: \$10 for one year
\$15 for two years

Member Schools:

\$5 for each additional
subscription

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

Topics

February Public Forum Debate Topic:

Resolved: The costs of
legalized casino gambling
in the United States
outweigh the benefits.

January/February Lincoln Financial Group/ NFL L/D Debate Topic

Resolved: The actions of
corporations ought to be
held to the same moral
standards as the actions of
individuals.

2006-2007 Policy Debate Topic

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

2007-2008 Policy Debate Topic Africa

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

There is perhaps no issue more timely and critical than the status of people living in poverty in Sub-Saharan Africa. While world attention has once again focused on this crisis, attention has not translated to sufficient action. Despite the promise of the G-8 to end African poverty, the World Development Movement calls the current solutions "a disaster for the world's poor." The public health problem in Africa is an essential topic, with current research and a wide array of potential solutions for both affirmatives and negatives to consider. Potential affirmatives on this topic include access to education and pharmaceuticals for AIDS, public health education of women and direct aid, and nutritional information -- since it relates to public health. Negative ground will be preserved with a strong array of specific and broadly applicable arguments, including whether the United States is the best agent to engage with Sub-Saharan Africa as opposed to, for example, other African nations or the European Union or Asia. There are critique-based arguments of development, and the idea of colonialism. And there are a myriad of economic and international cooperation arguments and disadvantages. The resolution is confined by public health initiatives, since that encompasses much of the education and nutrition ground on which last year's potential topic was focused. Given the important dimension of this problem for this and generations to come, there is no better topic for the brightest of our students to tackle. Debating this topic would provide students a unique opportunity to advocate solutions for people too often ignored in our policy discussions and debates, and give Africa the significance it deserves.

The Cover Photo

8th Diamond Coach Richard Young

March 2007 *Rostrum*

WKU Regional Office

Topic Release Information

L/D Debate Topics available by calling NFL Hotline ((20) 748-LD4U
or

Check the NFL Website "Home" Page at www.nflonline.org

L/D Topic Release Dates:

August 15 -- September/October Topic
October 1 -- November/December Topic
December 1 -- January/February Topic
February 1 -- March/April Topic
May 1 -- National Topic

Public Forum Topic

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

West Coast Publishing

Policy Evidence Package

- **Affirmative Handbook** (Over 170 pages; Africa affirmatives, answers to DAs, CPs)
- **Negative Handbook** (Over 170 pages, Africa disadvantages, CPs, answers to cases, definitions, more)
- **Kritik Handbook** (Over 150 pages, Africa specific kritiks and answers to those kritiks)
- **Fall E-mail Supplement** (Over 240 pages, updates, answers and new National Service cases, DAs, CPs)
- **E-mail Supplements** (Over 200 pages of update on the latest Africa arguments throughout the season)
- **PolicyFiles** (web page with above evidence plus key backfile evidence and all our theory blocks!)

LD Evidence Package

- **NFL LD Supplements** (Ten 25+ page topic analysis, aff. and neg. case plus 25+ pages evid. on each NFL LD topic)
- **UIL LD Supplements** (Two 50+ page books with topic analysis, aff. and neg. evidence on each UIL LD topic)
- **PhilosopherFiles** (All of our West Coast Philosopher-Value Handbooks on a web page)
- **LDFiles** (formerly "ValueFiles" includes the current and previous West Coast LD Supplements on a web page)

Extemp-Parli-Congress-Turner Package

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

Online Training Package

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

Debate Textbook Package (Breaking Down Barriers)

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

Debate Prepbook Package (Breaking Down Barriers)

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

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

IE Textbook Package (Breaking Down Barriers)

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

Additional Texts to Consider

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

Visit **www.wcdebate.com**

From West Coast to you!

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

Whitman National Debate Institute



Policy, LD, Public Forum, Parli

July 22 - August 9, 2007 (3 week Policy or LD Session)

July 22 - August 2, 2007 (2 week Policy or LD Session)

August 3-9, 2007 (1 week Public Forum or Parli Session)

1. Individual attention

4 to 1 staff to student ratio and the vast majority of your time will be spent in small labs with four to six people, not in huge faceless lectures and oversized classrooms.

2. Practice debates and drills

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

3. Evidence and Arguments for Success

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

4. Beautiful location and housing

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

5. Family feel with a great staff

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

6. Transportation to and from the airport

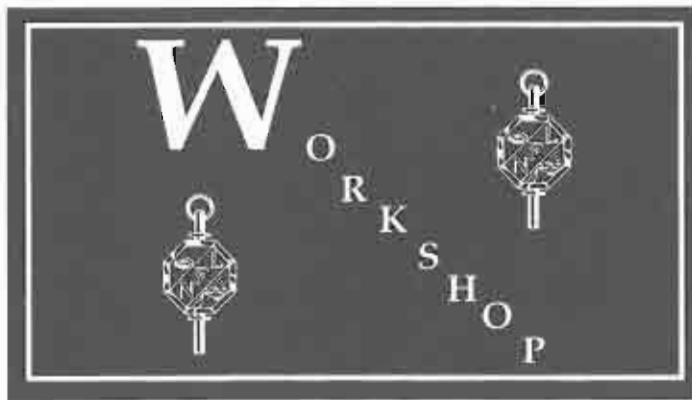
Whitman is easily accessed via plane or bus and we have a shuttle to and from the Pasco and Walla Walla airports.

7. Cost Effective

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



ONLINE REGISTRATION FORMS, SEE OUR STAFF, AND MORE INFO AT:
www.whitman.edu/rhetoric/camp/



NFL ANNOUNCES SUMMER WORKSHOP SCHOLARSHIP PROGRAM FOR COACHES AND TEACHERS

The NFL will once again be offering a scholarship program that will provide free and reduced tuition to NFL coaches who would like to participate in a summer coach workshop program. Many summer workshop programs have graciously provided tuition discounts and full paid scholarships for the summer of 2007. These contributions, along with a financial investment from the NFL, will allow teachers and coaches to receive full and partial scholarships to many of the nation's finest summer programs where they can learn from the nation's top experts in speech and debate.

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

WHO CAN APPLY? Any forensics teacher or coach of any level of experience may apply.

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

WHEN DO I HAVE TO APPLY? Applications must be received by April 15th, 2007.

WHERE DO I APPLY? To apply, go to the NFL website at www.nflonline.org under the "Coaching Resources" section and fill out a Coach's Summer Workshop Scholarship Application Form and return it to the NFL National Office by April 15th, 2007.

For more information, email nfl@nflonline.org or call 920-748-6206.

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

NFL

SUMMER WORKSHOP PROGRAM FOR COACHES AND TEACHERS

Scholarship Application

Name: _____ Phone: _____

School: _____ Phone: _____

School Address: Street _____ City _____ State _____ Zip _____

Fax: _____ Email: _____

Please check all boxes that best describe your educational needs:

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

Please expand on your educational needs below:

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

*Please indicate if you would consider attending if only a partial scholarship were available.

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

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

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

Current Participating Summer Programs

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

CDE

Dates: July 15 - July 31

Location: University of New Mexico- Albuquerque

Scholarships Available: 2 Full Tuition Room and Board/ 2 Partial Tuition Only Scholarships

Programs: Extemp, Policy, PF, LD and Interp

Website: www.cdedebate.com

Baylor

Dates: July 8 - July 15

Location: Baylor University, Waco Texas

Scholarships Available: 2 Full Tuition Room and Board Scholarships

Programs: Policy, LD, and Coaches Instruction Workshops

Website: www.baylordebate.com

National Debate Forum

Dates: July 21 - August 4

Location: Emerson College, Boston, MA

Scholarships Available: 1 Full Tuition, Room and Board, 2 Partial Tuition Only Scholarships

Programs: LD Debate

Website: www.nationaldebateforum.com

National Speakers Forum

Dates: June 29 - July 13

Location: University of Central Florida, Orlando Florida

Scholarships Available: 2 Full Tuition, Room and Board, 2 Partial Tuition Only Scholarships

Programs: All Events except Policy

Website: www.nationalspeakersforum.com

Liberty

Dates: June 24 - June 30

Location: Liberty University, Lynchburg, VA

Scholarships Available: 2 Full Tuition, Room and Board, 2 Partial Tuition Only

Programs: Policy and LD Debate

Website: www.liberty.edu/debate

George Mason University

Dates: August 1 - 5

Location: George Mason University, Fairfax, VA

Scholarships Available: 2 Full Tuition, Room and Board/ 2 Partial Tuition Only Scholarships

Programs: Individual Events

Website: www.gmuforensics.org/gmif

Sacred Heart

Dates: July 16 - 18, 18 - 20, 23 - 25 or 25 - 27 (can go to one or all sessions)

Location: Sacred Heart National Speech and Debate Institute, Suffolk University, Boston, MA

Scholarships Available: 2 Full Tuition, Room and Board

Programs: All Speech, LD, Congress and PF

Website: www.sacredheart-hs.org

University of North Texas

Dates: June 24 - July 7

Location: University of North Texas, Denton, TX

Scholarships Available: 4 Full Tuition, Room and Board Scholarships

Programs: Policy, LD Debate, and Student Congress

Website: www.meangreenworkshops.com

IDEA Youth Forum

Dates: July 23 - August 5

Location: Czech Republic

Scholarships Available: 5 Full Tuition, Room and Board (Must pay for own travel expenses)

Programs: All Debate

Website: www.ideaouthforum.org

Current Participating Summer Programs

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

IDEA Duino Italy

Dates: July 2 - July 21

Location: Duino Italy

Scholarships Available: 3 Full Tuition, Room and Board (Must pay for own travel expenses)

Programs: LD and Teaching Debate

Website: www.idebate.org

Whitman

Dates: July 22 - August 9

Location: Whitman, Walla Walla, WA

Scholarships Available: 2 Full Tuition, Room and Board

Programs: Policy, LD, Parliamentary and PF

Website: www.whitman.edu/rhetoric/camp/index/htm

Michigan State Spartan Debate Institutes

Dates: July 8 - 13

Location: Michigan State University, Lansing Michigan

Scholarships Available: 2 Full Tuition, Room and Board, 2 Partial Tuition only Scholarships

Programs: Policy/Cross Examination Debate

Website: debate.msu.edu

Championship Debate Group

Dates: July 29 - August 3

Location: Concordia University, Austin, TX

Scholarships Available: 4 Partial Tuition only Scholarships

Programs: Policy and LD Debate

Website: www.championshipgroup.com

Victory Briefs

Dates: July 14 - July 27

Location: University of California, Los Angeles, CA

Scholarships Available: 2 Full Tuition, Room and Board Scholarships

Programs: LD Debate

Website: www.victorybriefs.com

Forensic Forum

Dates: July 30 - August 12

Location: Clovis West, Clovis CA

Scholarships Available: 20 Tuition Scholarships

Programs: All events

Western Kentucky University

Dates: June 24 - June 29

Location: Western Kentucky University, Bowling Green, KY

Scholarships Available: 3 Full Tuition, Room and Board Scholarships

Programs: LD, Interp, Extemp, Oratory, and All Interp

Website: www.wku.edu/forensics

Midwest Debate

Dates: July 9 - July 20

Location: Park University, Kansas City, MO

Scholarships Available: 2 Tuition Only Scholarships

Programs: Policy, PF and LD Debate

Website: www.midwestdebate.us

University of Kentucky

Dates: June 22 - July 15

Location: University of Kentucky, Lexington, KY

Scholarships Available: 5 Tuition and Room Scholarships

Programs: Policy and LD Debate

Website: www.uky.edu



The Schwan Food Company has grown from a one-man, one-truck operation to a global leader in the frozen-food industry.

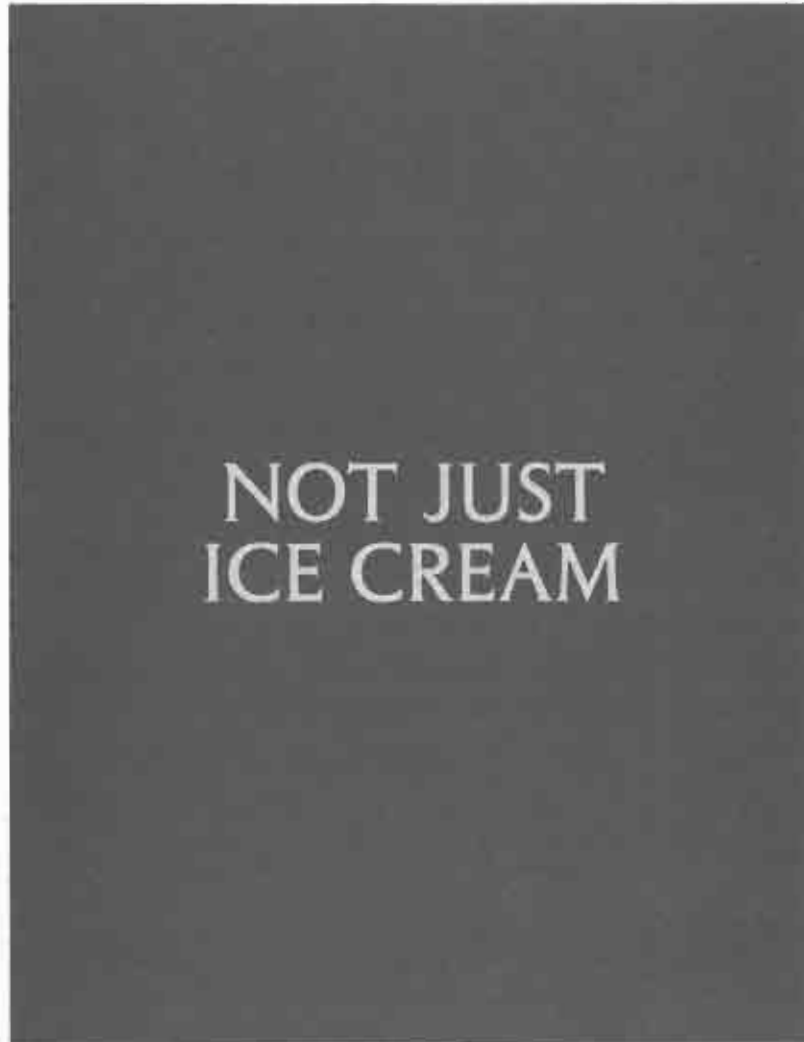
The SCHWAN FOOD COMPANY™

© 2006, The Schwan Food Company. All Rights Reserved.



Proud to
support

The SCHWAN FOOD COMPANY



One of the largest, branded frozen food companies in the world, to many *The Schwan Food Company*, is the yellow truck that has delivered delicious ice cream and other fine foods to their door for more than 50 years.

You can find Schwan food brands in your grocer's freezer or schools, hospitals, restaurants and cafeterias.

For more information on the brands of
The Schwan Food Company
visit

www.theschwanfoodcompany.com

For the theatre classroom!

Perfection Learning offers you a wide selection of drama texts and classroom resources.

Basic Drama Projects

8th Edition, ©2004

by Fran Averett Tanner, Ph.D.

A drama text for a fast-moving, project-oriented beginning drama course

Based on input from hundreds of drama teachers across the nation, this book features a complete dramatic project in every chapter; new chapters on musical theatre, sound, stage to film, movies, and TV; and features such as Theatre Then & Now and Career Focus sprinkled throughout.

An Annotated Teacher Edition and Resource Binder are also available.

Raising the Curtain: Activities for the Theatre Arts Classroom

©2006

An energetic theatre resource book

Written for the theatre arts instructor, *Raising the Curtain* features hundreds of on-your-feet, hands-on activities for the novice to advanced theatre student. Eleven chapters address improvisation, stage fright, playwrighting, mime and movement, and much more! A perfect companion for *Basic Drama Projects*.

Drama for Reading & Performance: Collections One and Two

©2000

NEW plays by distinguished playwrights will revive your language arts or drama classroom!

The two anthologies feature intriguing full-length plays by award-winning, contemporary playwrights and authors—many never before anthologized. Each features 17 to 19 one- to three-act plays in multiple dramatic forms.

The comprehensive Teacher Resources have everything you need to involve students in a literary study or a performance.

Collection One—Middle school and high school, 340 pages.

Collection Two—High school, 440 pages. (Some plays have adult themes.)

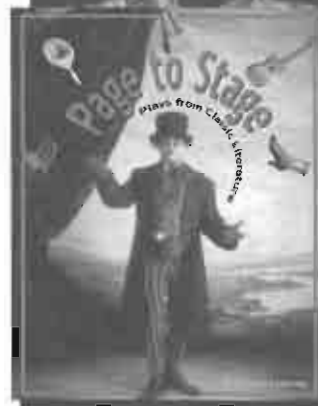
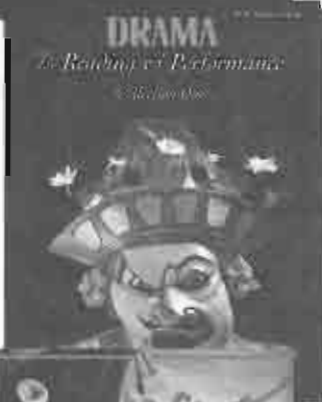
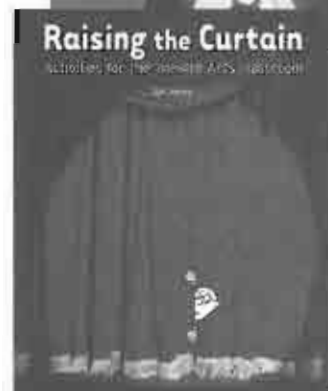
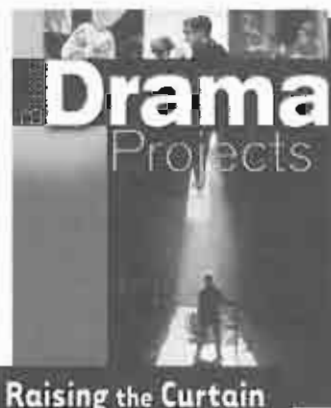
Page to Stage: Plays from Classic Literature

©2002

A collection for the drama or literature classroom

All 17 plays in this anthology are adaptations of well-known short stories, novels, or myths, such as *Frankenstein*, *Animal Farm*, *The Veldt*, and many more. Each can be performed in a classroom or used to provide students with a deeper, richer understanding of the original text. The flexible design allows the plays to be used before reading, after reading, or as a substitute for the original literary format.

A Teacher Guide provides plot summaries, teaching suggestions, tips for a performance, media resources, Internet sites, and quizzes.



Perfection Learning®
Perfect for *your* Classroom

Call customer service or visit our Web site today for a FREE catalog and product samplers!
phone: (800) 831-4190 • fax: (800) 543-2745 • web: perfectionlearning.com

Featured Alumnus: Nicole Lowrance

“Go grab some wall!”

Nicole Lowrance found the NFL like many of you did...by accident. She got her start at West Lake HS in Austin, Texas. She was coached by Ron Dodson and will never forget her high school experiences or with him.

Nicole was active in the theatre at her high school and decided she wanted to attend tournaments. So, her freshman year she took a class. From that point on, Dodson had her enter every speech event. He actually had to negotiate placement because she was in so many events. He taught his students from the beginning that if for some reason you had some free time, you better keep busy...so go grab some wall and keep practicing!

Nicole said she was so scared her first tournament, but it was so great because of the networking and friendships that were formed at each tournament. Beyond friendships Nicole said she really learned how to be professional and poised. “We worked just as hard as any other group on campus...as far as I’m concerned we were an athletic event!”

Nicole was very successful with the NFL in high school, which catapulted her into the Julliard School for Drama. She said, “I never would have gotten into it without the NFL...it was great going to classes and actually recognizing other students who I competed against in the NFL.” She went on to say, “you can always tell who the NFL’ers were...they have an iron clad mind...they just got it!” The ambition and drive that she gained at such a young age were what made her feel prepared for Julliard.

After Julliard, Nicole went to New York and has been successful in finding jobs ever since. She said the great thing about auditioning is that she’s had so much practice with it already. “First you have the audition which would be considered prelims, then your first call back— semi’s and your second call back which is— finals. If you get first place, fantastic you landed the job!” The NFL taught Nicole that you can shrug off rejection because there will be another “tournament” in your future!

Nicole did have some advice for up and coming successes like herself, “follow your passions, the only way you get where you are going is to be well prepared when the opportunity happens...so work hard and be ready.” Also, “you’re not going to win every time but keep doing it...it’s worth it!”

My conversation with Nicole was upbeat and very insightful. She was grateful for all Rob Dodson had done for her and the lessons he had instilled in her! Nicole is another testament on how coaches can affect the lives of NFL students in so many ways. I’m sure this won’t be the last we hear of Nicole. Her sights set on TV and film next. I am sure with her determination and passion we can look forward to seeing her on the big screen!



National Summer Institute In Forensics



- General Institute
- Returnee Program
- Kritik Lab
- Senior Philosophers
- 3rd Week Option
- Year round instruction
- Access to Best of Iowa
- Institute Blog
- Elective Lecture Series

2 week program
June 25—July 8, 2007

3 week program
June 25—July 15, 2007

Iowa offers an innovative curriculum. Iowa recognizes and teaches a diversity of styles, including the more traditional Lincoln-Douglas debate as well as more contemporary approaches such as policy debate arguments, alternative philosophies, and kritiks. Unlike many institutes that teach a single style of debate, Iowa offers a marketplace of ideas. The General Institute curriculum addresses the traditional approach to LD with a tiered lab structure making this curriculum appropriate for novices and varsity debaters. The Returnee Program provides advance instruction in theory and political philosophy building on a student's previous institute experience. The Kritik Lab explores alternative strategies as well as theoretical approaches to address and successfully compete against alternative styles of argumentation. The Senior Philosophers provide new visions to debaters through discussion and advance readings on contemporary debate praxis and philosophy. The 3rd Week Option debates two additional LD topics providing at least 6 rounds of experience on each as well as a comprehensive lecture series on each topic. Iowa provides students with choices. **Iowa has a lab that's right for you!**



Save \$150

Enroll by May 1, 2007 and
save \$150 on tuition costs.

THE UNIVERSITY OF IOWA

National Summer Institute in Forensics
c/o Paul Bellus, Director
B12 International Center
Iowa City, Iowa 52242
www.iowadebate.com

Phone: 319-335-0621
Fax: 319-335-2111
E-mail: paul-bellus@uiowa.edu



Make this summer an Iowa summer!

NATIONAL SUMMER INSTITUTE IN FORENSICS

**Save
\$150**

Dates: June 25—July 15
Tuition Cost: \$2,200.00
Application Deadline: April 1
Enrollment Announced: April 12

Apply by February 1, 2007

Iowa Policy Summer

Director/Lab Leader: David Hingstman, Professor at Iowa; Director of Debate at Iowa; PhD. Northwestern; J.D. Harvard; A.B. Princeton. Coached 2 NDT Champions and 5 NDT Top Speakers.

This program is limited to 30 students entering their **Senior or Junior** year of policy debate. A selection process will be used to determine acceptance of applicants. Iowa's staff to student ratio promises the one-on-one instruction needed to gain the advantage on the highly technical argument issues challenging debaters today. With the diversity of debate philosophies among our staff, we will develop a wide set of possible strategies on the topic throughout the institute. Iowa provides students with new visions about debate by exploring assumptions and concepts of contemporary debate praxis and rediscovering theory as the basis of refutation and competitive success. Our goals are to improve your skills, increase your knowledge, and help you acquire the strategic sense needed for competitive success. The outstanding performance of previous Iowa Summer participants proves that our formula will work for you!

Lab Instructors

- Jason Regnier, PhD candidate at Iowa; Coach at Iowa; CEDA National Champion, 3 time NDT First Round at Large.
- Brian Severson, Coach at Iowa; NDT elims participant; Coach winner of Emory Barkley Forum.

Guest Lecturers

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

FOR APPLICATION MATERIALS AND PROGRAM INFORMATION CONTACT:

National Summer Institute in Forensics
c/o Paul Bellus, Director
B12 International Center
Iowa City, Iowa 52242

Phone: 319-335-0621
Fax: 319-335-2111
E-mail: paul-bellus@uiowa.edu





The Harker School

2007 West Coast Finals

March 2-4, 2007 • San Jose, CA

This is the last TOC-qualifying weekend of the 2006-07 Season!

The Harker School is pleased to announce the Howard and Diana Nichols Invitational, a TOC qualifier at the Finals level in both Policy and Lincoln-Douglas Debate.

Please join us on the West Coast for a weekend that includes excellent judging, fine dining, and stellar awards - all emblematic of the Harker tradition.

We will also be hosting a round robin in LD Debate on Thurs., Mar. 1, 2007.

Look for us at Joyoftournaments.com in December!

For more information, e-mail Matthew Brandstetter at Matthewb@harker.org or call 408.345.9235.



HARKER
Est. 1893 • K-12 College Prep

500 Saratoga Ave
San Jose, CA 95129
408.249.2510
www.harker.org



SHOW ME FORENSICS INSTITUTE AT TRUMAN STATE UNIVERSITY

SMFI speech & debate

Public Forum Debate

July 8-22, 2007

Lincoln-Douglas Debate

July 8-22, 2007

Individual Events

July 8-15, 2007

July 8-22, 2007 (extended option)



For more information and registration visit:

<http://forensics.truman.edu/SMFI>

660.785.5677 or kminch@truman.edu

Meet Elizabeth Carter

by
Sandy Krueger, NFL Publications Director



Elizabeth Carter coaches at
Pinecrest HS, NC

What was your first NFL experience?

An absolutely terrifying Saturday, when as a totally inexperienced coach, I took five totally inexperienced students to a tournament at Massey Hill Classical School—and none of us really knew what to expect. The outcome was gratifying: a first place in dramatic interp and a second place in Congress. It was just enough to make us all want to do it again!

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

As the daughter of a teacher and a school superintendent, I always insisted that I would never be a teacher. My junior year in college, I realized that I was headed toward being a starving writer and decided to do the education courses as security.

What is your team philosophy?

Everyone succeeds by helping one another.

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

About 10 hours per week plus the Saturday tournaments. We practice after school three days a week for two hours each day plus I spend a lot of time doing community

programs, out of class instruction, and simply "talking" with students.

What is your vision for the future of the NFL?

It would be wonderful to see every high school emphasize public speaking through the auspices of the NFL. My kids thrive on the spirit of competition. I'd like to see judging become more consistent across the country. It is so disappointing to attend a regional or national tournament and find that expectations vary so greatly.

What is exciting about being an NFL coach in your State?

It is rewarding to develop friendships with teachers and coaches from other high schools. This gives us a chance to share curriculum concerns, team controversies, and general "teacher-speak". I also enjoy developing rapport with students from other schools, being able to give constructive criticism, and seeing how students improve from one competition to another.

What's unique about your High School as an NFL chapter?

Our chapter receives absolutely no funding from the schools, yet we do not charge any fees for student competitions. Along with the help of

my students and parents, I do a massive amount of fund-raising to keep this program afloat. I do not have an assistant coach and I do not get a stipend for coaching this team. We are unique in that I must handle all concerns for a very fast growing program.

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

I look for outgoing students who are good listeners. Although I prefer that students take one of my speech classes, our team is not closed to those willing to work after school.

Were you an NFL competitor? If so, how has the NFL changed since you competed?

My high school did not offer speech and debate, but it wouldn't have mattered to me if it had. I would never, never have gotten up in front of a group and done what my speech kids do as routine competition. I far preferred the written word and served as editor of both my high school and college newspapers. My first teaching jobs actually included newspaper and yearbook journalism, not speech.

◆ *Coach Profile continued*

If you have attended a National Tournament, what is your favorite memory from a National Tournament?

The National Tournament in Philadelphia was my third year coaching and the first time I had students place into Nationals. Two of my favorite students, Meagan Anderson and Sarah Berk, competed in Duo, and together we had a wonderful time, both within the

competition and through the usual tourist route in Philadelphia. We finished our week saluting one another at The Melting Pot before returning home. Nothing will ever compare with that very first big time experience.

What is the greatest challenge as a coach today?

A coach's greatest challenge is to avoid overload. It is so easy to sink

beneath the demands of a very active program. When going to tournaments Saturday after Saturday, the stress on home and family is intense, and it's difficult to maintain enthusiasm in the classroom as well.

What's your favorite weekend tournament food item?

My favorite is the Krispy Kreme doughnuts that sometimes surface at breakfast. I first look for the raspberry-filled, then I work to limit my intake!

WHAT KIND OF FUND-RAISING KEEPS A DEBATE PROGRAM AFLOAT?

I've become pretty efficient at grant-writing, getting good support from local educational foundations and youth support groups. This usually generates large dollar amounts and is the basis for our traveling program. We sponsor our own tournament yearly and also generated funds by hosting districts last year and our state tournament this year in March. A really well-organized parent support team can make a major profit selling concessions from donated goods.

I try to involve students in fund-raising as much as possible, and we look for creative ways to do so. A "sumo-wrestling" tournament this fall involved them all. We also have raffled off a week of catered lunches for a student here at school, the privilege of a prime parking space, and tickets to ballgames. We're currently operating a coffee cart selling coffee and hot chocolate before school. It's quite a popular item for both students and teachers.

All advanced students take part in presentations to civic groups (Lions Club, Kiwanis, Rotary, etc.) within our community and this usually generates contributions of both time and help from group members.

This past summer, advanced students also planned, publicized, and carried out our first middle school speech and debate camp, learning a lot about themselves and younger minds as well. A fee of \$100 was charged for each student attending the weeklong event; we met from 9 a.m. to 4 p.m. each day. The camp was open to students in 5th through 8th grades.

Of course, our best sponsors are the professional members of our community and the parents and grandparents of debate team members. They are generous beyond belief.

--by Elizabeth Carter



SUMO TOURNAMENT

Spanish teacher Aaron Bisonette jumps in to show his support of the Pinecrest Debate Team.



◆ Student Challenge

If Your New Year's Resolution Could Change Some Aspect of the World, What Would It Be? Why?

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

Kevin from New York

If I had to change any aspect of the world, I would stop the nuclear weapons buildup in other countries. Ex: North Korea, Iran. Instead of testing nuclear weapons, the world could fund for either nuclear fission reactors or even better, fusion reactors. If we could achieve that goal, we could get power and electricity 10 million times greater than a chemical reaction. Also, little fuel is needed to create a fusion or fission reaction. The world has to stop creating WMD's and start funding for alternate energy sources. Ex: Fusion/fission reactors.

Cathy from Oregon

The Ozone Layer.

Michael from North Carolina

Although we would like to say it's gone, racial discrimination is still here. As a New Year's Resolution, I wish that I could stop different types of racial discrimination and racial profiling in order to bring a sense of togetherness and equality around the world.

Jocelyn from California

One aspect that I would change would be the corruption in the world, because with it we stand still and we don't progress like we say we do. In that I find that what matters the most is to have a world free from

oppression and tyranny, so that we are free to make a better society for generations to come.

Daniel from Indiana

My New Year's resolution would be to treat those around me with more respect. Think about WHY they do what they are...as opposed to just assuming they're doing it because they WANT to.

Kim from Missouri

When asked the question if my New Year's resolution could change some aspect of the world, I would have to say war. War does not help out with conflicts in a way they way at least my parents taught me. My parents taught me that you should not get in a fight with someone and you should just work it out instead. I strongly believe that working out problems through good communication is much better than going to war and loosing the lives of fellow humans. By eliminating war, the United States government would be able to use their funding on something better for example, better education for citizens who would not get the funds otherwise. That is why I believe that if I could change one aspect of the world, I would eliminate war.

Marissa from Ohio

If I could change anything about the world, I would have to say that it would be ignorance. If there wasn't ignorance between people of different races and any

other differences, the world would be so much more peaceful and tolerant.

Stacy from Montana

My New Year's resolution would change the way that women are perceived in society. If women only knew how profound their impact on the way the world works could be, then perhaps the world would open up its eyes. The United States has done a fairly adequate job of promoting women's equality, but in the majority of countries around the world, women are not treated as equals. My New Year's resolution would create more of a balance between men and women around the world.

Anna from Arkansas

My New Year's resolution would be to change the way people from different economic and ethnic backgrounds act and feel towards each other. I would do this because the world has much diversity of people and we need to learn to appreciate each other for who we are and where we are from. Also, I feel it would cut down on the hatred and hostility between the countries of the world.

Bethany from Pennsylvania

My New Year's resolution follows an old story I once read. Her life goal was to "make the world a better place," and this is my same goal. To achieve this goal, one would find community service to do and help the community. But more than that, I will do my best to set an example and treat

Student Challenge

others how I want to be treated and better. "Give a man a fish, he will eat for a day; teach him how to fish, he can feed himself for a lifetime." In the same way, I will show kindness to others and hopefully they will follow. The world is somewhat cruel, and I hope my ideas will help.

Jonathan from Texas

If I could change one aspect of the world, it would be poverty. Poverty is the worst part of society and should be eliminated so everyone on the earth could be equal. With poverty, equality does not exist and people can never escape the pain from being poor. So if I could change one aspect, I would change poverty, because it would change all the other aspects of the world.

Jessi from Colorado

To make a lot of new friends when I move and to participate in all Debate events! By that I mean every tournament!!!

Travis from Utah

I would stop the way everyone turns a blind eye to the problems in the world. We can't possibly ever hope to stop all of the problems, but if we take a step and try to help, instead of turning a blind eye, that is the best thing to do.

Sam from Washington

I would probably change the peace in the world. Less violence among students, co-workers, and also between countries.

Kim from Oregon

If my New Year's resolution could change any aspect of the world, I would like it to be proper basic education for everyone, because ignorance and people lacking an education is the cause for many worldly dilemmas.

MJ from Pennsylvania

Place more hospitals in places that really need them (i.e. poor countries in Africa, India, etc.). However, I neither have the money nor the resources to pursue this dream, but I can still hope.

Joseph from Missouri

I would resolve to give more of myself to help all those in need in many different aspects of life. Whether it be a poor beggar or a family in need, I would strive to give them my time, effort and prayers.

Nathan from Pennsylvania

I would change the fact that places are going to war over land and I would somehow create a new piece of land for one of the country's fighting.

Sadia from California

My New Year's resolution would be to make sure that in everything I do, I would make sure there is no miscommunication. If we think about it, the root to most problems is miscommunication. Two people argue because they see different sides of a situation. If this problem was taken care of, everyone would be a lot happier.

RJ from Ohio

My New Year's resolution would be to get my school started in a "Spencer-a-Child" foundation. My goal would be to adopt a child for each homeroom in my school and run a competition to raise most money for these children. My grandmother said that she would take the top three winners and match their money raised to donate to the foundation we have chosen. A dear friend of mine, former Miss Teen USA, Allie Laforce, also said she would help get the school involved with this charitable event. By using my grandmother's philanthropy, my classmate Allie's fundraising techniques, and my great ideas, I plan on making many kids happy next Christmas.

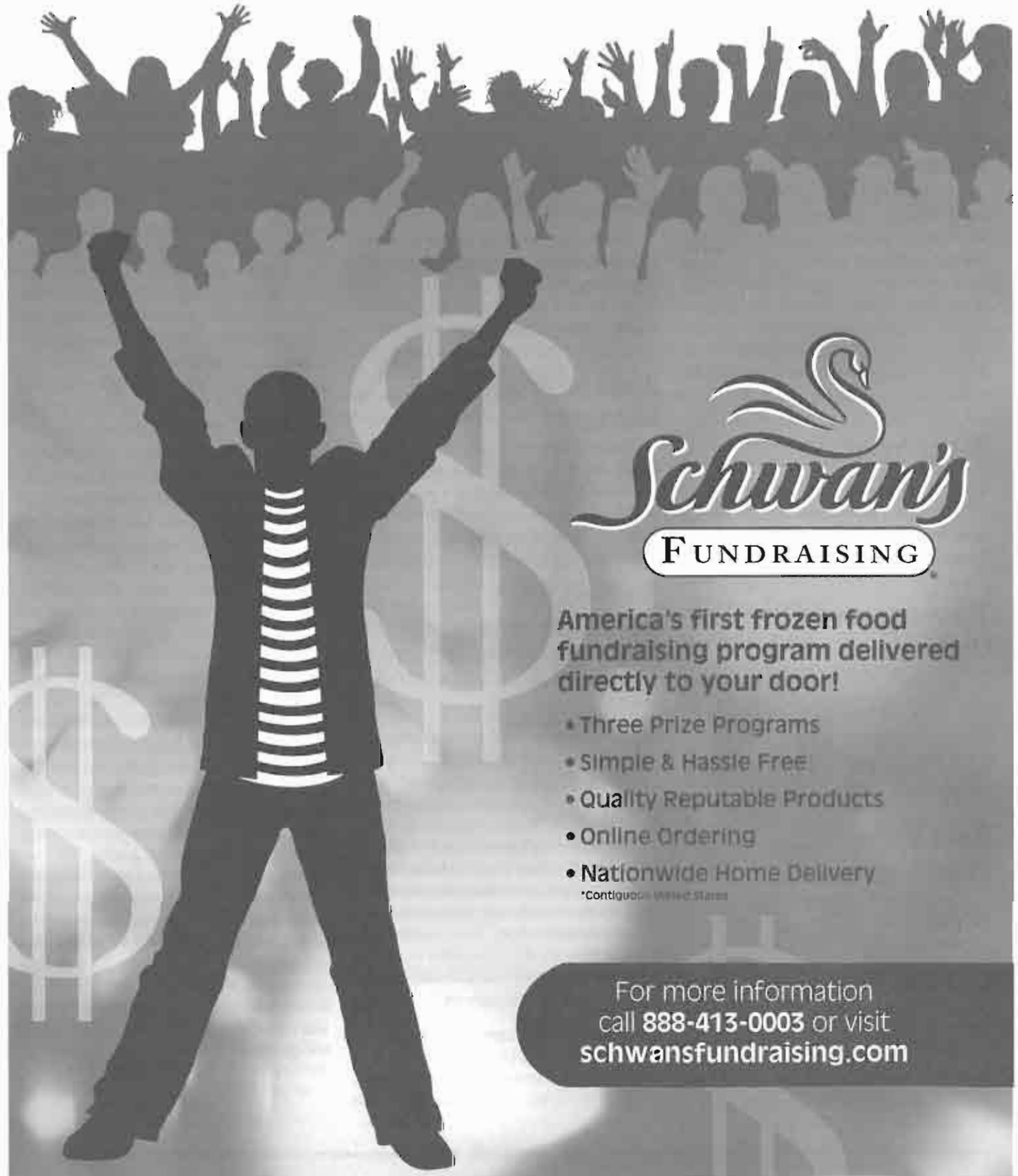
Matthew from North Carolina

If I could change any aspect of the world we live in today, then I would choose to eliminate the single force that, in my opinion, has devastated our society beyond all reaches of the imagination. This force is ignorance. Ignorance has thoroughly infiltrated every aspect of society, that its influences have become almost sublime in our everyday decisions. Ignorance has fueled almost all of the conflicts of history.

The lack of understanding or the lack of attempting to understand, triggers an aggression in the human brain that only rationality can overcome. Racism is created when one group doesn't understand the cultures or practices of another, and therefore takes aggression against that group. Religious wars are led by the dogmatism and irrationality spawned by ignorant leaders. All other wars in general are spurred by the tendency of man not to wish to coexist with the ideals of another. Even today, our ignorance with global warming could lead to the downfall of our precious environment. If I could get the world to wake up and see everyone else as they are, and get rid of ignorance once and for all, then the world would be a better, safer world for all.

Looking for the perfect fundraiser?

COMPLETE MEALS • PIZZA • APPETIZERS • ICE CREAM • COOKIES



Schwan's
FUNDRAISING

America's first frozen food
fundraising program delivered
directly to your door!

- Three Prize Programs
- Simple & Hassle Free!
- Quality Reputable Products
- Online Ordering
- Nationwide Home Delivery

*Contiguous United States

For more information
call **888-413-0003** or visit
schwansfundraising.com

Get IR Done

By
Spencer Rockwell

International Relations and Critical Theory in Extemporaneous Speaking

Extemporaneous speaking is recognized as the event in which competitors have seven minutes to discuss particular current events and their national or worldly implications. Participants and observers, though, often find themselves asking if there is an overarching theme to the actions and actors that are addressed in any given round, and what that theme is. International Relations (IR) Theory and Critical Theory (CT), because of both their analytical complexity and widespread applicability, are certainly appropriate ways to fill the "gap," and have, as a result, become favorite studies for those in the event. IR theory helps establish underlying causes, connections, and even solutions to many of the problems that participants are challenged with during the year. Like anything in an extemporaneous speaker's toolbox, however, IR and CT do have limited powers. A discussion on when and how they are best utilized, thus, can maximize the potential of such a challenging but, if mastered, impressive aspect of the event.

To be sure, the only way to use International Relations Theory and Critical Theory to the best of your ability is to create a common understanding of what the theories are and include. NFL Debate Champion Steve Mancuso and former University of Michigan debater Jason Hernandez write, "International Relations Theorists take what they know about the world and create theories that rationalize the phenomenon known as world politics...[IR Theories] explain past and current events based on the data they can assemble." Obviously, the compilation of such data is, to some extent, what extemporaneous speakers already strive to achieve; IR however, deepens the thought and gives both context to the actions of world leaders, governments, and societies and can provide a

fundamental framework or theme to tie the speech together. Going beyond an analysis of the events, and examining the concepts that are materialized in an increase in suicide bombings in Afghanistan adds a level of depth that most news articles don't reach.

Of course, meaningful discourse on or inclusion of IR mandates the mention of Critical Theory. Mancuso and Hernandez continue,

Critical International Relations Theory developed as alternatives challenging...dominant paradigms. [CT] is an interdisciplinary endeavor, combining political science, international relations, sociology, history, psychology and other fields to formulate different theories of world politics.

As if a seven-minute speech needs to cover anything beyond the intricacies of global politics and economics, an integration of CT expands the base of knowledge that extemporaneous speakers can use to formulate their opinions and analysis. Many coaches and judges expound on transcending the traditional boundaries of the event and including analysis that is not just deeper, but that is also broader, in the interdisciplinary method of Critical Theory. Any speaker, for instance, knows how difficult a speech on Israel and Palestine can be, given their history and the inability to truly capture the psychological nature of the conflict without having been directly involved. One could easily talk about the collapse of the Palestinian Authority and the rise of Kadima - realism, a conventional International Relations theory, could then add theoretical context to the speech. Clearly, though, taking into account the scarred psyches of the regional population as well as CT like the Complex Interdependence Theory (put simply, Joseph Nye's

concept of the interdependence between states, societies, and even international regimes²) adds a more composite and critical analysis that does not just skim the surface of the IR field, but delves deeply into the amalgamation of thought on the basic premises and motives of the actors within the speech. The paradox, however, is that CT also necessitates a discourse on its general efficacy - particularly when it *should* be applied to a speech.

Although IR and CT can be so generally applied, they are not always the best option for extrapolating on a given question. "Critical Theories takes a more expansive course, incorporating actors like Non-Governmental Organizations, transnational corporations and factors like domestic politics into their explanation of world politics. CT appeals to a number of non-quantitative fields to analyze world politics," state Mancuso and Hernandez. Obviously, international extemporaneous speaking automatically lends itself to the use of International Relations and Critical Theory. An analysis of international political economy on a topic addressing reform of the Bretton Woods Institutions would certainly impress a judge (if applied correctly, of course) and even more importantly, deepen a general understanding for actions and reactions across the global economy. One theory, liberal institutionalism, may help a speaker to explain the above topic, as well as multilateral trade agreements, international environmental policymaking, or the World Health Organization. Thus, while IR and CT can be applied in a very topic specific manner, they also help to conceptualize trends and establish connections between events, people, and ultimately topics. Nonetheless, theory, like any other external utility of extemporaneous speaking, is only useful in some situations.

Extemporaneous Speaking

While the above institutions can certainly be discussed under the auspice of liberal institutionalism, some topics don't warrant the time (much is certainly needed) to fully explicate on theory. There may be too much quantitative, direct, or event specific analysis that must be mentioned in the body of the speech. If you drew the topic, "What economic and political priorities should guide the next Mexican president?" neither International Relations nor Critical Theory would be the most efficient way to give a complete answer, given the time it would take to expound on a selected theory in addition to the case-specific scrutiny the topic requires. This is largely because even experienced judging pools will most likely require a certain extent of explanation. The question of when to use IR or CT in a round, of course, can only be answered by oneself after considering your answers, feelings, and knowledge of a topic.

How to use International Relations and Critical Theory in order to maximize their effectiveness is, fortunately, a big more general. John Hopkins University professor Francis Fukayama illustrated the ability of IR and CT to reinforce historical connections in a February New York Times article: "The way the cold war ended shaped the thinking of supporters of the Iraq War, including younger neoconservatives like William Kristol and Robert Kagan, in two ways."³ Though the example is specific, its most important implication is broad: the past influences the current and the future, and tracking trends in history - a predominant task in the establishment of IR and CT - helps us to develop both understanding of what the theme of today is and predictions for what the future may hold. On some topics, historical analysis is in fact necessary - and thus, international relations

theory builds the relationship between "then" and "now." Connections, however, are certainly not limited to historical examination; ultimately, IR and CT are best used in conjunction with one another, to establish networks of trends, thoughts, and events. Some topic questions necessitate areas of analysis that appear quite unrelated, which makes IR and CT important to creating a theme that fits the pieces of the answer together. Theory can expand the discourse in a given speech, not by adding depth, but also by presenting differing, alternative, and possibly (though surely more risky) contrasting points of view.

Even with these clear benefits, though, IR and CT cannot and should not be used all the time, and caution in using theory should not be thrown to the wind. Theorist Oli Holsti is right to point out that international relations theories can act as colored lenses, allowing one to only see the events completely relevant to the stated theory itself. For example, "An adherent of realism may completely disregard an event that a constructivist might pounce upon as crucial, and vice versa."⁴ Thus, carefully placing International Relations and Critical Theory is just as important as keeping them relevant and choosing the right topics on which to utilize them. Although typing, in some instances, completely separate events together requires some commonalities to be established and some judicious generalizations to be made, the risk of over-generalizing for the sake of inserting IR into a speech is one not worth taking. Another risk is the bias that may derive from only recognizing one aspect of IR or CT. Admittedly, this can be quite difficult to avoid because of the limited amount of time speakers have to confront such complex analysis. But in rounds where the judging pool

is more advanced (for example, outrounds at major national tournaments, or NFL Nationals) using IR and CT correctly is not enough, a speaker must use it well. The paradox, however, once again invites a topic by topic approach to deciding not only when, but also how to use IR and CT best.

Neither International Relations Theory nor Critical Theory are new to high school forensics, much less high school extemporaneous speaking. Yet while the extemporaneous community has recently become a buzz about this useful tool, few have facilitated discussion about its particular uses and the opportunities it both presents and takes advantage of. In an event where even the most experienced of judges can feel as if the problems and solutions within a topic area are insignificant and have no direct effect on their lives, IR and CT aid in providing the impetus for their interest. However, if misused or over applied, theory may hurt a speaker. Thus, carefully selecting the topics on which to use IR and CT, and avoiding sweeping or hasty generalizations and major biases is critical. If used well, though, International Relations and Critical Theory can become the most impressive characteristic of the event of events.

(Spencer Rockwell attends Palisade High School, CO, and wrote this article as part of the Scholars' Program at the CDE Institute)



¹Hernandez, Jason and Mancuso, Steve. "Critical International Relations Theories: Applications to the Russia Topic." Rostrum. October 1998. 19 July 2006. <<http://www.nflonline.org/rostrum>>

²Beavis, Mark. "The IR Theory Knowledge Base." The IR Theory Web Site. 7 Jan 2006. 19 July 2006. <<http://www.irtheory.com/know.htm>>

³Fukayama, Francis. "After Neoconservatism." New York Times. 19 Feb. 2006. 19 Jul 2006. <<http://www.nytimes.com/2006/02/19/magazine/neo.html>>

⁴Global Oneness. "International Relations - International Relations Theory." The Global Oneness Commitment. 19 Jul 2006. <http://www.experiencefestival.com/a/International_relations_-_International_relations_theory/id/1399849>

Liberty Debate Institute

<http://www.liberty.edu/debate>

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

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

Workshop Features

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

Elite Performance Lab

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

Dates and Prices

One Week Policy Labs & Coaches' Workshop	June 24-June 30	\$525
One Week Lincoln-Douglas Labs	June 24-June 30	\$525
Two Week Policy Labs	June 24-July 7	\$895
Three Week Elite Performance Policy Lab	June 24-July 14	\$1395
Two Week Home School Labs	July 1-July 14	\$895



For a brochure or more information, contact:

Michael Hall, Institute Director

Liberty University

1971 University Boulevard

Lynchburg, VA 24502

(434) 582-2080 • mphall@liberty.edu • www.liberty.edu/debate



KENTUCKY LD

"Where the Road to the TOC Begins and Ends"

Three-week, July 22-July 15, 2007

Two-week, June 22-July 8, 2007

Benefits of the LD Workshop

- **KNDI** maintains a very low faculty-to-student ratio, which ensures a high quality of instruction tailored to the debater's needs.
- **KNDI** prioritizes improvement of communication skills for each debater. From outlining cases to organizing the 2AR, we emphasize the importance of how the speaker transmits the message.
- **KNDI** stands behind the notion that debate is an event with a strong educational benefit. We discourage the notion that the event is about the trophy and encourage healthy self-betterment.
- **KNDI** has a well-developed academic curriculum that includes top-notch classical and contemporary philosophical instruction in lectures, seminars, and small group discussions as well as strategic technical training in small lab groups, individual office hours, and extensive stop-and-go practice debates.
- **KNDI** believes that the academic integrity of each debater depends on sound research skills. As such, debaters will sharpen skills in developing argumentation from a well-informed, well-prepared standpoint.

questions: Contact J. W. Patterson @jwpatt00@uky.edu

<http://kndi.org>

<http://www.uky.edu/Provost/ChellgrenCenter/Debate>

Application Deadline: May 15, 2007

2007 STAFF

Our staff members are chosen for their excellent teaching skills, strong academic credentials, deep understanding of LD strategy, and exemplary character. This year's staff members include:

Jason Baldwin, M.A., winningest debater in LD history, accomplished debate coach and author of numerous articles on LD, Philosophy Ph.D. candidate at Notre Dame, twelve-time Kentucky staff member;

Patrick Mahoney, Champion debater, Strake Jesuit College Prep., Houston; only junior to clear at the 2006 TOC; winner of Greenhill, Wake Forest & University of Texas tournaments; finalist at Bronx & Grapevine; semi-finalist St. Mark's, Stanford & Victory

Briefs; in the bid round or better of thirteen TOC qualifying tournaments 2005 & 2006.

Chase Martyn, (pending) TOC debater from Florida, webmaster of LD debate.com, third-year Philosophy student at Grinnell College, four-time Kentucky staff member,

Jim Miller, M.A., 2007 LD Coordinator, experienced LD debater and coach with an established record of success, currently coaching at Battle Ground Academy (TN), two-time KNDI alumnus;

Cynthia Woodhouse, LD coach Iowa City West; former LD staff, University of Iowa; Kentucky Institute staff 2006.

J.W. Patterson, Ph.D., institute director with more than forty years of experience, founder and director of the TOC, member of the Communications department at Kentucky.

UNIVERSITY OF KENTUCKY

"Where the Road to the TOC Begins and Ends"

2007 POLICY INSTITUTES

THREE WEEK

June 22 - July 15, 2007

TWO-WEEK

June 22 - July 8, 2007

ONE-WEEK

June 22-July 1, 2007

2007 STAFF

(more to be added)

DAN DAVIS: Director of Debate, Northside High School, GA; NDT finalist; Kentucky Institute Staff 1998-2001; University of Michigan Institute staff 2003-2006.

JACK EWING (pending): Former champion debater, Bishop Guertin High School; Kentucky Institute Fellow 2005; currently champion debater, West Georgia State University.

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

BLAKE JOHNSON (pending): Champion debater, University of Oklahoma; 1st place

winner at Harvard & Wake Forest Universities, 2006; Institute Staff, University of Texas, 2006

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

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

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

2006 INSTITUTE FELLOWS

(with Instructor Jon Sharp relaxing on Institute Director J. W. Patterson's courtyard)



Pictured above are the 2006 Kentucky Fellows (from left to right): Karina Piser, John De La Merced, Bon Koo, Jonathan Warsh, RJ Gilglio, Matt Fisher, Michael Fields, Bill Gerath, Kathy Bowen, Corbin Coskey, and Dayton Thorpe.
Bottom Row (from left to right): Kyle Davis, Jon Sharp, and Jamie Berk.

For Institute information & scholarship application contact:

Dr. J. W. Patterson, Director of Debate

jwpatt00@uky.edu

Web Site: <http://www.uky.edu/Provost/ChelgrenCenter/Debate>



THE IVY SCHOLARS PROGRAM

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

YALE UNIVERSITY, NEW HAVEN, CONNECTICUT

JULY 22 – AUGUST 5, 2007

YALE UNIVERSITY OFFERS TWO UNIQUE AND CHALLENGING PROGRAMS FOR
ACADEMICALLY SUCCESSFUL LINCOLN-DOUGLAS DEBATERS AND LEADERS FEATURING:

- ✓ **Debate instruction by many of the nation's most talented and successful coaches**
- ✓ **Grand Strategy and leadership training from leading experts and practitioners**
- ✓ **Lectures by Yale University professors, fellows, and researchers**

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

Studies in Grand Strategy for High School Student Leaders: This program is modeled after Yale's elite graduate-level training program in strategic leadership. A limited number of competitively selected student leaders will study the masters of strategy whose works span 2,500 years. In addition to learning from Yale's scholars, students will work with Yale graduates who are in leadership positions in government, business, and public service organizations. Other sessions will focus on college success and leadership skills development such as networking, etiquette, presentation skills, and organizational and facilitation skills.

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

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

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

Early decision deadline is March 2, 2007. Regular application deadline is May 1, 2007.

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

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

www.yale.edu/ivyscholars

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

Forensics Participation as Gifted and Talented Education

Clear Evident Success Rate

By
Robert C. Carroll

Any person who has ever had contact with or participated in forensics, either as a contestant, a coach, or a judge, has noticed that the activity tends to attract students very different from those in the regular classroom. As both a regular classroom teacher, a former contestant for eight years, a coach for seven, and a current judge and writer, I would best describe those students with an aptitude for or an interest in forensics as exceptional. In the literature of education in general, and specifically in the literature of exceptional students, forensics participants could best be characterized as students with gifts or talents. Indeed, forensics itself could possibly be categorized as a component of gifted and talented education (GATE). This paper seeks to describe forensics as an activity for adolescent children with exceptionalities through an examination of each of the three major components of GATE.

The major components of GATE vary from author to author, just as the rules and standards of forensic events vary from state to state, but three components are common to all the literature reviewed. These common components are acceleration, enrichment, and mentorship. Each of these components will be examined in turn to gain a better understanding of its role in educating the gifted and talented. All authors, however, agree upon and note the difference between gifted (superior intellect) and talented (unusual ability) and argue that well-designed GATE programs must address both, and not one or the other (Karnes & Collins, 1981). It is useful to note that forensics is a program for both the intellectually gifted, who usually, but not always, gravitate towards the debate and limited preparation public address

events, and the creatively talented, who are more prominent in interpretation and prepared public address events. Forensics, therefore, is a well-designed activity, because it addresses both aspects of GATE.

Forensics itself can best be described as competitive debate, public speaking, and the oral interpretation of literature. Forensics is an outgrowth of those societies, which came into existence during the Renaissance, but reached their full fruition in the Enlightenment, such as the salons of Voltaire, and were dedicated to the pursuit of better public discourse about politics, science, arts, and literature. Although the activity is European in origin, and although debating and speaking organizations currently exist in every developed democracy, parliamentary or congressional, around the globe, forensics has evolved into a truly and uniquely American activity, offered at high schools and colleges across the country at both the secondary and postsecondary level.

Acceleration

Acceleration is generally defined as allowing a student to progress through the regular curriculum at an increased rate, often moving as fast as he or she desires. One method to achieve acceleration is what Karnes and Collins (1980) term "independent study," because it allows a gifted student to move at his or her own pace, a crucial step in the intellectual development of his or her vast potential. Other authors noted the need for a gifted student to be occasionally challenged by a more rapid pace, lest he or she become bored, and even disruptive, in the regular classroom (Delisle, 1992; Eby & Smutny, 1990; Feldhusen, 1991; Greenlaw & McIntosh, 1988; and Laycock, 1979). Another method to obtain

acceleration is through "compression," where several students are allowed to study interrelated subjects together at an extremely quickened pace (Greenlaw & McIntosh, 1988; Tuttle et al, 1988). Regardless of the rationale or method, most authors agree that accelerated learning is the first functional requisite for a successful GATE program.

Acceleration is achieved in forensics through both independent study and compression. For independent study, a coach often gives a student a stack of articles on solar energy or several pieces of literature and asks him or her to read through them and offer an opinion, with the intent of writing a policy debate case or cutting an interpretation manuscripts. The student is then given as much or as little time as needed to complete the task, with an eye on finishing sooner rather than later. Thus, a gifted and talented student is allowed to pace him or herself; developing a personal timetable. For compression, a coach often brings several students together to either examine the philosophical assumptions of the contract theorists of Hobbs, Locke and Rousseau and the response of Hume, Kant and Hegel, or to discuss the motivation of the principle characters in the dramas of Behan, Friehl and O'Connor, often covering an entire gamut of topics in one day. Hence, students are allowed, even encouraged, to move as quickly as possible, both individually and with their peers, mastering several tasks in rapid sequence and often multiple tasks simultaneously.

Enrichment

Enrichment is usually defined as allowing a student to move beyond the regular curriculum to specialized study, often undertaking whatever he or she wishes. One method to achieve enrichment is what



A Non-Profit Summer Forensics Institution

For 16 years, SNFI's students have outperformed their competition and set the gold standard in speech and debate.

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

SNFI is unique among many. Built upon a long history of education and competitive success, SNFI teaches students to excel in forensics by thinking critically and arguing persuasively under the steady hands of our renowned, experienced instructors. You are encouraged to join this tradition.

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

▶ **A precision-guided academic curriculum led by seasoned experts.**

- SNFI's one-of-a-kind program emphasizes learning, practice and execution to teach students *how* to debate, not merely *about* debate
- SNFI's flagship instructional tool is a program of 10 guaranteed, expertly critiqued practice debates that offers students real-time feedback and one-on-one interaction with the entire world-class SNFI faculty
- SNFI offers a unique Historical Colloquium lecture series that treats the key philosophers and their work in the appropriate historical contexts to consider the story of philosophy and, more importantly, why it matters for LD

▶ **The most experienced and successful faculty in the activity. Period.**

- While other camps advertise the "celebrity status" of their instructors, at SNFI we know that there is a difference between being a good debater in high school and being a good *teacher* at camp
 - That's why SNFI has developed the unique Regents Program to ensure that lab leaders are not only former champions and standout coaches, but are also trained professionals
 - SNFI's administration is led by Dr. Michael Major, a 20 year LD veteran, directing a team that includes the champions of the MBA Round Robin, The Barkley Forum, St. Marks, The National Tournament of Champions, NFL Nationals, and countless other state and national competitions
- SNFI's nationally recognized staff includes many of the most successful instructors on the planet, like Cherian Koshy (Apple Valley), Seth Halvorson (Columbia), Dan Meyers (Meadows), Allison Pickett (UNC), Jason Fernandez (MBA), Colin Goodson (Apple Valley), and former competitors who know the ins-and-outs of the modern debate landscape, including Kelsey Olson (Loyola), Josh Fulwiler (Tulane), Ranjeet Sidhu (UCLA), Bryan Cory (UT Austin), Larry McGrath (Cal), and Petey Gil (U of Chicago)
- With a student:faculty ratio of about 6:1, SNFI ensures that students receive considerable faculty attention

▶ **An educational and above all fun summer at Stanford, one of the world's top universities**

SNFI. The way debate camp *ought* to be.

LD/IE 2-Week Session: July 29 - August 11

LD Third Week Session: August 11 - August 18

For more information, please visit us on the web @

www.snfiled.org

Stanford National Forensic Institute Policy Debate 2007

July 22- August 11

August 11- August 18

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

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

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

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

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

Jon Sharp - U. of Kentucky

Judy Butler - Augusta Prep

Jessica Yeats - Idaho State

Jacob Polin - UC Berkeley

Bobby Lepore - Stanford

Jenny Herbert Creek - Stanford

Matt Fraser - Stanford/Head Royce

Janelle Rivard - U. of Georgia

Toni Nielson - CSU Fullerton

Beth Schueler - Whitman College

Cyrus Ghavi - Emory University

Doug Dennis - St. Francis H.S.

Erik Holland - Stanford/USC (CA)

Condy Creek - UC Berkeley

Mima Lazarevic - USC (CA)

Three Week Program

Accelerated program

July 22 - August 11, \$2975

Core Program

July 22 - August 11, \$2275

Extended Week

August 11 - August 18, \$1260

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

Katherine Leung, 2006

SNFI Participant



Phone: 650-723-9086 • Web: www.snfi.org • Email: info@snfi.org

Karnes and Collins (1980) label "advanced study," because it allows the gifted and talented student to select his or her own path, rather than follow the paths selected by others, a necessary step in refining decision-making skills. Another, more controversial method, is what Greenlaw and McIntosh (1988) term "grouping," where a small class of exceptional students examines several different topics that are "deliberately interwoven" in an integrated fashion, not studied "piecemeal or fragmented", because gifted children are "especially adept at seeing relationships" (185). Such a method also forces the gifted child to confront the "smartest kid in the class" syndrome, a situation where he or she is accustomed to always being the quickest learner in the room and suddenly must deal with the fact that there are other children equally as able, if not even more skilled (Greenlaw and McIntosh, 1988: 186). Such a scenario, while potentially unpleasant, is mandatory for the social development of the child, as he or she must learn to relate to and work with peers. Thus, enrichment is the second functional requisite for a credible GATE program.

Enrichment is achieved in forensics through both advanced study and grouping. For advanced study, students are often able to access information unavailable in the conventional classroom. Walters and LoGiudice (1985) note that gifted and talented students require a unfettered access to literature to create a foundation for an excellent education in the humanities, a point echoed by Sheeley (1989b). This examination of literature is something that is strongly encouraged in forensics, especially in the interpretation events. Stanley (1989) notes that gifted and talented students require an introduction to formal logic and argumentation to build critical thinking skills, something that many receive only in forensics, especially in debate and public address events. For grouping, a coach may hold a workshop with several students on a weekly basis and

introduce several topics simultaneously, as opposed to sequentially, such as common themes in the Beat literature or logical fallacies and their consequences, encouraging students to share ideas and opinions and cooperate for mutual self-improvement, thereby improving recognition, retention, critical thinking, and problem solving skills.

Mentorship

A mentor is defined as a "person of high competency who takes a special interest" in the development and achievements of a gifted or talented child (Coleman, 1985: 293). A mentor is also a "person the child admires who provides a role model in some area of human endeavor and who stimulates and respects the child" (Sheeley, 1989a: 294). As Berger (1989: 58) explains, "One of the most valuable experiences a gifted student can have is exposure to a mentor who is willing to share personal values, a particular interest, time, talents, and skills. When the experience is properly structured, and the mentor is a good match for the student, the relationship can provide both mentor and student with encouragement, inspiration, new insights, and other personal rewards." A mentor exerts a far greater influence on his or her protégés than even he or she might realize (NSSEGT, 1979).

Due to expertise in a particular field of study, allowing direction of instruction or studies as rapidly or as in depth as the student desires, and because he or she is often the first person a gifted and talented child encounters whose knowledge and skills surpass his or her own, a mentor is more valuable to the gifted and talented child than for other children. Gould (1979) argues that for a gifted and talented student, the greater variety of mentors available to assist the protégée, the better; thus, while a teacher could function as a mentor, a mentor need not be a teacher. Because of a frequent lack of positive role models, a mentor has an even greater influence on minority children (Bernal, 1979; Cooke & Baldwin, 1979) and young

women (Callahan, 1979; and Van Tassel-Baska, 1989). Therefore, mentorship is the third and final functional requisite for an effective GATE program.

Although forensics delivers both acceleration and enrichment, perhaps its greatest success is providing a mentor-protégé relationship for young minds. Unlike the classroom teacher, who, at the secondary level, works with a gifted and talented student only one hour per day, five days a week, for an academic year, the forensic coach works with the same student for up to three hours per day, for as many as five days per week, for the duration of that student's academic career. Because of his or her experience in forensics, a coach qualifies as someone with a high degree of competency and a special interest, hence meeting the definition of mentor set forth by Coleman. Likewise, because he or she works with the student in more situations than those usually found inside the classroom, he or she also serves as a role model to that student, thus meeting the definition of mentor set forth by Sheeley. In the structured environment of forensics, with a rigorous practice and competitive schedule, it is also possible to meet Berger's definition, as the coach and student most certainly share values, interests, time, talent, and skills and a mutual respect and admiration. While many forensic coaches are teachers, and most Director of Forensics are required to be, many assistant coaches are lawyers, doctors, businesspeople, and community leaders, which greatly expands the variety of mentors available, fulfilling Gould's requirement. These people are involved simply because they wish to contribute something back to the activity that helped develop their own intellect and talents and to guide young people who remind them of themselves when they were that age (Kay, 1992).

The ability of forensic coaches to serve as mentors for minority youth and young women is clearly evident in the success rate for female and minority contestants at the National Forensic League National Speech and Debate Tournament since 1994 (Table 1).

Table 1- Minority and Female National Champions at the National Forensic League National Speech and Debate Tournament Since 1992.

	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Minority	5	3	3	3	5	3	3	4	3	5
Female	3	5	5	7	7	5	4	2	7	9

Note: From 1992 to 1995, the NFL awarded championships in 14 events, including top debate speaker, with policy debate counting twice (one for each debater), for a total of 16 champions. From 1996 to 1999, the NFL awarded championships in 15 events, with duo interpretation now also counting twice (one for each interpreter), for a total of 18 champions. Since 2000, the NFL has awarded championships in 16 events for a grand total of 19 champions.

Including forensic activity and success on a college application can ease the process for those gifted and talented students whom, for whatever reasons, under-achieved in the classroom. Forensics, as any co-curricular activity, demonstrates "depth of commitment, personal initiative, originality, leadership ability, and evidence of a social conscience" (Berger, 1989: 94). Personal initiative cannot be emphasized enough, as many authors recognize that at some point in their maturation, gifted and talented students must assume responsibility for actualizing their own potential, a procedure Karnes and Collins (1981) refer to as "self-nomination." According to Gallagher (1985), who himself quoted a recognized expert mentor in the fine and performing arts, "True happiness comes from the development of a person's potential; my students are here not because they are forced to be here, but because they want to be here" (259). For the first time in their lives, these students are allowed to choose what they want to learn, albeit within extensive parameters, rather than that which has been chosen for them.

In conclusion, forensics can most definitely be considered gifted and talented education. In a recent take on the changes surrounding GATE, Hertzog (1998) noted

three trends: (1), that the gifted education specialist is more of an advocate for the gifted than an instructor of the gifted; (2), that the gifted and talented are now perceived as students whose needs are not being met by the general curriculum; and (3), that gifted education is now defined as programs and services and not students. These trends would seem to bode well for forensics. First, forensic coaches have long been advocates for their programs and the most successful are often the best cheerleaders. Second, many students whose needs are not met by the general curriculum have "self-nominated" themselves for forensics since 1925 and many more will continue into the future. Third, gifted and talented has long been the term used to describe the activity of forensics rather than the participants within that activity. With the need to find an affordable alternative to separate programs continuing to increase, forensics appears to be a viable form of gifted and talented education for the foreseeable future.

REFERENCES

- Berger, S.L. (1989). *College planning for gifted students*. Reston, VA: The Council for Exceptional Children.
- Bernal, E.M. (1979). The education of the culturally different gifted. In A.H. Passow (Ed.), *The gifted and the talented: their education and development*. Chicago, IL: National Society for the Study of Education.
- Callahan, C.M. (1979). The gifted and talented woman. In A.H. Passow (Ed.), *The gifted and the talented: their education and development*. Chicago, IL: National Society for the Study of Education.
- Clark, G., & Zimmerman, E. (1984). *Educating artistically talented students*. Syracuse, NY: ARTS Publishing.
- Coleman, L.J. (1985). *Schooling the gifted*. Menlo Park, NJ: Addison-Wesley.
- Cooke, G.J., & Baldwin, A.Y. (1979). Unique needs of a special population. In A.H. Passow (Ed.), *The gifted and the talented: their education and development*. Chicago, IL: National Society for the Study of Education.
- Cooper, C.R. (1996). Integrating gifted education into the total school curriculum. *School Administrator*, 52(4), 8-15.
- Delisle, J.R. (1992). *Guiding the social and emotional development of gifted youth: a practical guide for educators and counselors*. White Plains, NY: Longman Publishing.
- Dixon, B., Meyer, J., & Hardy, A. (1986). *Reaching the gifted: a resource book for affective development*. Toronto, ON: Ontario Institute for Student Education Press.
- Eby, J.W. & Smutny, J.F. (1990). *A thoughtful overview of gifted education*. White Plains, NY: Longman Publishing.
- Feldhusen, J.F. (1989). Thinking skills for the gifted. In J.F. Feldhusen, K. Sheeley, & J. Van Tassel-Baska (Eds.), *Excellence in educating the gifted*. Denver, CO: Love.
- Feldhusen, J.F. (1991). Effects of programs for the gifted: a search for evidence. In W.T. Southern & E.D. Jones (Eds.), *The academic acceleration of gifted children*. New York, NY: Teachers College Press.
- Fox, L.H. (1979). Programs for the gifted and talented: an overview. In A.H. Passow (Ed.), *The gifted and the talented: their education and development*. Chicago, IL: National Society for the Study of Education.
- Fulton, D. (1992). *The challenge of the able child*. London, UK: David George Press.
- Gallagher, J.J. (1985). *Teaching the gifted child*. Boston, MA: Allyn & Bacon.

Getzels, J.W. (1979). From art student to fine artist: potential, problem finding and performance. In A.H. Passow (Ed.), *The gifted and the talented: their education and development*. Chicago, IL: National Society for the Study of Education.

Greenlaw, M.J. & McIntosh, M.E. (1988). *Educating the gifted: a sourcebook*. Chicago, IL: American Library Association Press.

Gould, M.J. (1979). Teachers and mentors. In A.H. Passow (Ed.), *The gifted and the talented: their education and development*. Chicago, IL: National Society for the Study of Education.

Hertzog, N.B. (1998). The changing role of the gifted educator. *Teaching Exceptional Children*, 30(3), 39-43.

Karnes, F.A., & Collins, E.C. (1980). *Handbook of instructional resources and references for teaching the gifted*. Boston, MA: Allyn & Bacon.

Karnes, F.A., & Collins, E.C. (1981). *Assessment in gifted education*. Springfield, MA: Charles C. Thomas Publishing.

Kay, J. (1992). *The value of forensics*. Kansas City, MO: National Federation of Interscholastic Speech and Debate Associations.

Keating, D.P. (1979). Secondary school programs. In A.H. Passow (Ed.), *The gifted and the talented: their education and development*. Chicago, IL: National Society for the Study of Education.

Kegley, S. (1984). REAL: a philosophy of gifted/talented education to live by. *Roeper Review*, 6(4), 230-231.

Kerr, B. (1991). *The handbook for counseling the gifted and talented*. Alex-

andria, VA: American Association for Counseling and Development.

Laycock, F. (1979). *Gifted children*. Glenview, IL: Scott, Foresman & Company.

National Student Symposium on the Education of the Gifted and Talented. (1978). *On being gifted*. New York, NY: Walker & Company.

Renzulli, J.S., & Purcell, J.H. (1996). Gifted education: a look around and a look ahead. *Roeper Review*, 18(3), 173-178.

Sanborn, M.P. (1979). Counseling and guidance needs of the gifted and talented. In A.H. Passow (Ed.), *The gifted and the talented: their education and development*. Chicago, IL: National Society for the Study of Education.

Schack, G.D. (1996). All aboard or standing on the shore? Gifted education and the education reform movement. *Roeper Review*, 18(3), 190-197.

Sheeley, K. (1989a). Facilitators for the gifted. In J.F. Feldhusen, K. Sheeley, & J. Van Tassel-Baska (Eds.), *Excellence in educating the gifted*. Denver, CO: Love.

Sheeley, K. (1989b). Arts and humanities for the gifted. In J.F. Feldhusen, K. Sheeley, & J. Van Tassel-Baska (Eds.), *Excellence in educating the gifted*. Denver, CO: Love.

Stanley, M. (1989). *Introduction to logical analysis: principles of clear thinking for gifted high school and junior college students*. Manassas, VA: Gifted Education Press.

Torrance, E.P. (1979). Unique needs of the creative child and adult. In A.H. Passow (Ed.), *The gifted and the talented:*

their education and development. Chicago, IL: National Society for the Study of Education.

Tuttle, F.B., Becker, L.A., & Sousa, J.A. (1988). *Program design and development for gifted and talented students*. Washington, DC: National Education Association.

Vail, P.L. (1979). *The world of the gifted child*. New York, NY: Walker & Company.

Van Tassel-Baska, J. (1989). Gifted girls. In J.F. Feldhusen, K. Sheeley, & J. Van Tassel-Baska (Eds.), *Excellence in educating the gifted*. Denver, CO: Love.

Van Tassel-Baska, J. (1994). *Comprehensive curriculum for gifted learners*. Boston, MA: Allyn & Bacon.

Walters, M.E. & LoGiudice, J. (1985). *Foundations of humanities education in gifted students: differential curriculum for educational excellence*. Manassas, VA: Gifted Education Press.

Wheatley, G.H. (1989). Instructional methods for the gifted. In J.F. Feldhusen, K. Sheeley, & J. Van Tassel-Baska (Eds.), *Excellence in educating the gifted*. Denver, CO: Love.

(Robert C. Carroll is a former contestant for and graduate of Homewood-Flossmoor (IL) High School and Bradley University. He has earned masters degrees in both public administration (University of Kentucky) and education (Saint Xavier University) and has coached with Homewood-Flossmoor and Merrillville (IN) high schools.)

Website Up and Running

The 2007 National Tournament Host Committee website is up and running.
Check it out!

www.kansasnationals2007.com

Wake Forest University

Debate

Where *every* debater is #1

POLICY PROJECT JULY 1 – JULY 28

The POLICY PROJECT is a competitive 4-week program designed for students with two or three years of high school debate experience.

SOPHOMORE PROJECT JULY 1 – JULY 28

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

Learn the skills necessary to advance the causes you are passionate about!



WAKE FOREST
UNIVERSITY

For additional information about the institutes and how to apply:

www.wakedebate.org
336-758-6392



ROSS SMITH,
Faculty Institute Director

Activism

ADVOCACY SKILLS IN ACTION

June 17–June 30, 2007

PROGRAM DESCRIPTION

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

Fundamental Advocacy Skills

- research
- argument analysis
- spoken and written communication

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



A one-of-a-kind
summer program for
high school students
who want to make
a difference!

Email your questions and extended
booklet/application requests to:
advocacy@wfu.edu

FAST TRACK JUNE 17 – JULY 28

The FAST TRACK is a six-week program designed for a select, limited group of experienced debaters. The group will receive much individual and highly focused attention.

Email your questions and extended
booklet/application requests to:
debate@wfu.edu

The Samford University Debate Team *presents*

The 33rd Annual Samford Debate Institute

Offering instruction in Policy Debate, Lincoln-Douglas Debate, Public Forum Debate, and Coaching.

Sunday, 24 June 2007 to Saturday, 7 July 2007

- **Residents: \$1000 + \$50 deposit**
- **Commuters with meal plan: \$825 + \$50 dep.**
- **Commuters without meal plan: \$600 + \$50 dep.**
- **Teachers: \$200 + \$50 deposit (housing additional)**



Why come to Samford?

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

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

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

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

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

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

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

Samford University Debate

800 Lakeshore Drive
Birmingham, AL 35229
Phone (205) 726-2525
www.samford.edu/debate



July 15 – 28, 2007



WHY CHOOSE BRADLEY?

- **Bradley's summer camp creates winners.** Take a look at our numbers:
 - 95% of campers were breaking during the regular season
 - 65% were in regional finals
 - 45% competed in their state tournament(s)
 - 20% were in national outrounds
 - **Bradley's forensics team is the most successful team in the nation's history.** We can give your student a sense of the forensics team experience, based on our tradition of excellence.
 - **We focus on process over product.** While most camps send students home with a single polished product, we send students home with a process they can use to make all their products polished.
- Additionally, you will see award-winning performances from Bradley's speech team in a variety of different events from the high school and college level.
- **Compare our price.** We are affordable, at \$850 for two weeks of coaching, instruction, room and board, and there are NO hidden charges or add-ons.
 - **Our coaches travel, judge, and coach on a national circuit.** They know what other judges are looking for and can help you create it.
 - **We're the right size.** Our team of top high school and college coaches will give you the personal attention you require, and teach you everything you need to know to obtain the results you want in forensics competition. You will find that at Bradley, we're the right size.

WANT MORE INFO?

Lee Ann Kriegshauser: Continuing Education
(309)677-2377; leeann@bradley.edu

Dan Smith: Institute Director
(309)677-2439; dan@bradley.edu

Or visit www.bradley.edu/continue

CONTINUING EDUCATION
BRADLEY
UNIVERSITY



The Spirit Makes the Master

WESTERN KENTUCKY UNIVERSITY

7 TIME NATIONAL FORENSICS ASSOCIATION LD NATIONAL CHAMPIONS

3 TIME NATIONAL FORENSICS ASSOCIATION IE NATIONAL CHAMPIONS

3 TIME AMERICAN FORENSICS ASSOCIATION IE NATIONAL CHAMPIONS

2 TIME NATIONAL HONORARY COLLEGIATE NATIONAL CHAMPIONS

7 TIME INTERNATIONAL FORENSICS ASSOCIATION CHAMPIONS

6 TIME DELTA SIGMA RHO IE NATIONAL CHAMPIONS

18 TIME KENTUCKY FORENSICS ASSOCIATION CHAMPIONS

Success is a Result of Something Bigger

For more information visit: www.wku.edu/forensics

WESTERN KENTUCKY UNIVERSITY

SIMPLY THE BEST
NO ARGUMENT THERE

HEY JUNIORS AND SENIORS!

If you're looking for the best collegiate debate program in the nation, look no further than Western Kentucky University. Be it Lincoln-Douglas Policy Debate or Parliamentary Debate, for over 90 years Western Kentucky University has championed the qualities and principles of collegiate debate.

COME SEE WHAT IT MEANS TO BE A
CHAMPION!

Visit our website
www.wku.edu/forensics

Or contact the Director of Debate, Glenn Prince
Glenn.prince@wku.edu



UTNIF 2007

UTDEBATECAMP.COM

DEBATE

ANNOUNCING THE NEW SURVIVOR'S PROGRAM!!!

A six week long program designed for the best of the best to become even better. The SURVIVOR'S program brings together the best minds from both sides of the debate spectrum. Imagine what it will be like to learn from Sherry Hall of Harvard and Bill Shonahan of Fort Hays State University. You may just get your wish. Come learn what it is like to be a part of the super-group version of a national championship college debate team, including:

SHERRY HALL

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

BLAKE JOHNSON

Oklahoma superstar in the running for TOP team in the COUNTRY. Winner of both the Harvard and Wake Forest tournaments.

JAIRUS GROVE

Harvard Debate Coach, International Relations Fellow, Johns Hopkins University, NDT semifinalist, 2nd speaker @ 2000 National Debate Tournament, former Director Chicago Debate Commission.

SPEND YOUR SUMMER AT THE UTNIF AND GET HARVARD EXPERIENCE AT A TEXAS PRICE!

PERSONAL TRAINING, NOT LONG LECTURES.

Unlike many camps you will not have to learn to sleep through hours of lectures nor will you be left in the library for hours on end to fend for yourself. You will be the focus of your lab leaders and the entire staff of the UTNIF. We believe in small groups and practicum based skills work.

WE BELIEVE IN TESTING YOUR SKILLS.

We will give you the opportunity to implement everything you learn through intense debates judged by highly qualified lab leaders.

YOU WILL BE DEFINING THE FUTURE OF DEBATE.

We do not believe in cookie-cutter arguments. You will master agent counterplans, but you will win your first tournament on arguments developed here and nowhere else.

USE ONE OF THE NATION'S TOP TEN RESEARCH LIBRARIES

There is not a topic which you can exhaust in one summer at the University of Texas library system, which holds over eight million volumes.

TAKE HOME THE INSTITUTE IN YOUR POCKET.

We offer you the ability to take home all of the evidence produced from both sessions of the camp in a digital format that costs less money than checking a tub.



SUMMER 2007 POLICY DEBATE PROGRAMS

EXPERIENCED SEMINAR STAFF

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

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

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

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

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

MARATHON STAFF

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

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

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

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

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

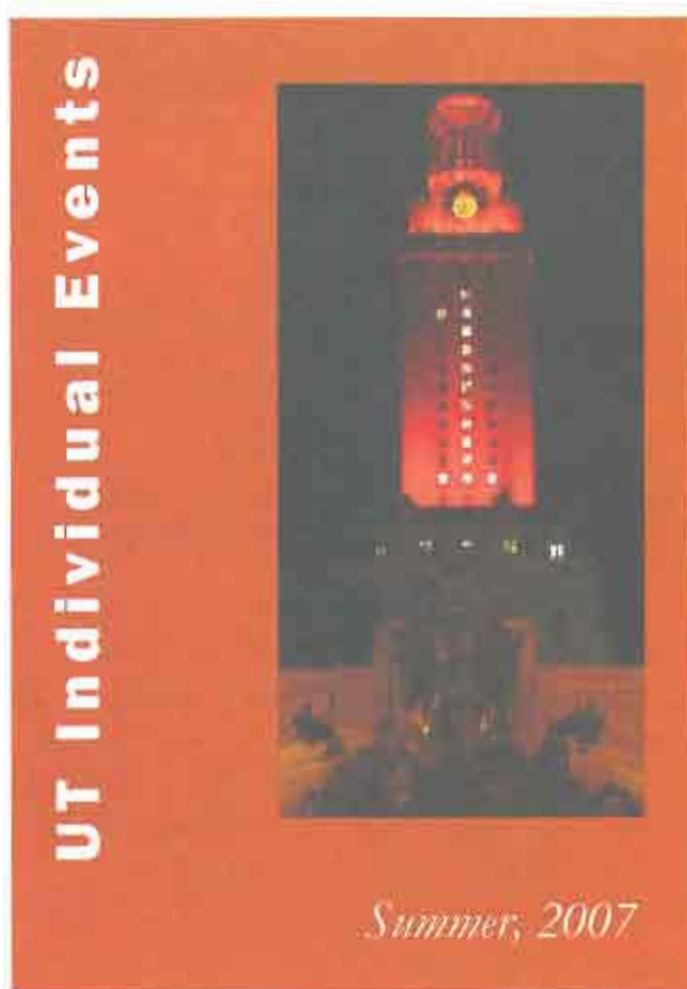
Laura NATHAN, Editor-in-chief INTHEFRAY magazine, NDT qualifier for UT, former coach of the Kinkaid School

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

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

PROGRAM DATES

Survivors		Experienced Seminar	
June 24-August 7		Session 1:	June 24-July 15
Marathon		Session 2:	July 12-August 7
June 24-July 12		Supersession:	June 24-August 7
Plan II		Novice Seminars	
July 16-August 7		Session 1:	June 27-July 7
Marathon + Plan II	June 24-August 7	Session 2:	July 20-August 1



University of Texas National Institute in Forensics

We invite you to join us for the **14th Annual UT National Institute in Forensics**, and to come and see why UTNIF continues to be one of the largest and most accomplished summer forensics programs in the country. Just a few reasons why our students keep coming back year after year: incomparable education, superior resources, unmatched faculty, reasonable rates, tremendous alumni, and best of all— your summer in Austin, Texas!

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

www.utspeech.net

Is it the camp?

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

Passion... Elegance... Excellence

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

Some projected core faculty members for 2007:

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

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

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



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



EMORY UNIVERSITY

Emory National Debate Institute • Barkley Forum

June 10-23, 2007 • Emory University, Atlanta, Georgia

Under the Direction of Melissa Maxcy Wade

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



Features of the Lincoln-Douglas Division

Under the Direction of Mario Herrera & Tye Tavaras

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

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

Features of the Policy Division

Under the Direction of Bill Newnam

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

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

Features of the Public Forum Division

Under the Direction of Alysia Davis

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

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

Coaches Workshop

Under the Direction of Jim Wade

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



For an application, write or call:

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

Phone (404) 727-6189 • email: ENDI2007@gmail.com • www.emory.edu/BF • FAX (404) 727-5367

GMIF 2007

George Mason Institute of Forensics
Creating
Great Minds in Forensics

July 19 - August 2, 2007


<http://www.gmuforensics.org/gmif>



Extemp

- Extempers will be directed by Jason Warren in conjunction with Jimmy Ficaro, Michael Chen and Adam Johnson, Director of the MBA Round Robin
- Attend Lectures by notables like James Carville and Chuck Todd
- A new Extemp Scholars program offering theory and discussions for extremely advanced students
- Classes including World Affairs, Economics, and Political Theory

Oratory

- 
- Orators will attend a performance like D.C.'s premier political satirists The Capitol Steps
 - Tour Washington, D.C. and the National Monuments
 - Attend Lectures including Argumentation, Topic Selection, and Verbal and Non-Verbal Delivery

Interp

- Interpers will attend live performances at the Kennedy Center like the Reduced Shakespeare Company's *All the Great Books (Abridged)*
- Select Pieces from our Extensive Script Library
- Participate in a Workshop in Movement, Rhythm, and Sound led by Two Slam Poetry National Champions
- View Performances by Past and Present National Champions

Contact Information: Dr. Peter Pober

PHONE: (703) 993-4119 **FAX:** (703) 993-1096

E-MAIL: ppober@gmu.edu **WEBSITE:** <http://www.gmuforensics.org/gmif>

GEORGE MASON UNIVERSITY

GMIF Dates:

July 19-August 2, 2007

Extended Session:

Aug. 2-5, 2007

Coaches' Symposium:

Aug. 1-5, 2007



Look what GMIFers are accomplishing this year:

Wake Forest Invitational

Champion in Original Oratory: Katherine Clayton
Plus 10 other final and semi-final placings!

Yale Invitational

Champions in Duo Interpretation:
Eric Leist & Kevin Frawley

Plus 28 other final, semi-final, and quarter-final placings!

University of Pennsylvania's Liberty Bell Classic

Champion in Dramatic Interpretation: Aditya Basheer
Champion in Oral Interpretation: Kevin Frawley
Champion in Original Oratory: Anthony Francomacaro
Plus 32 other final, semi-final, and quarter-final placings!

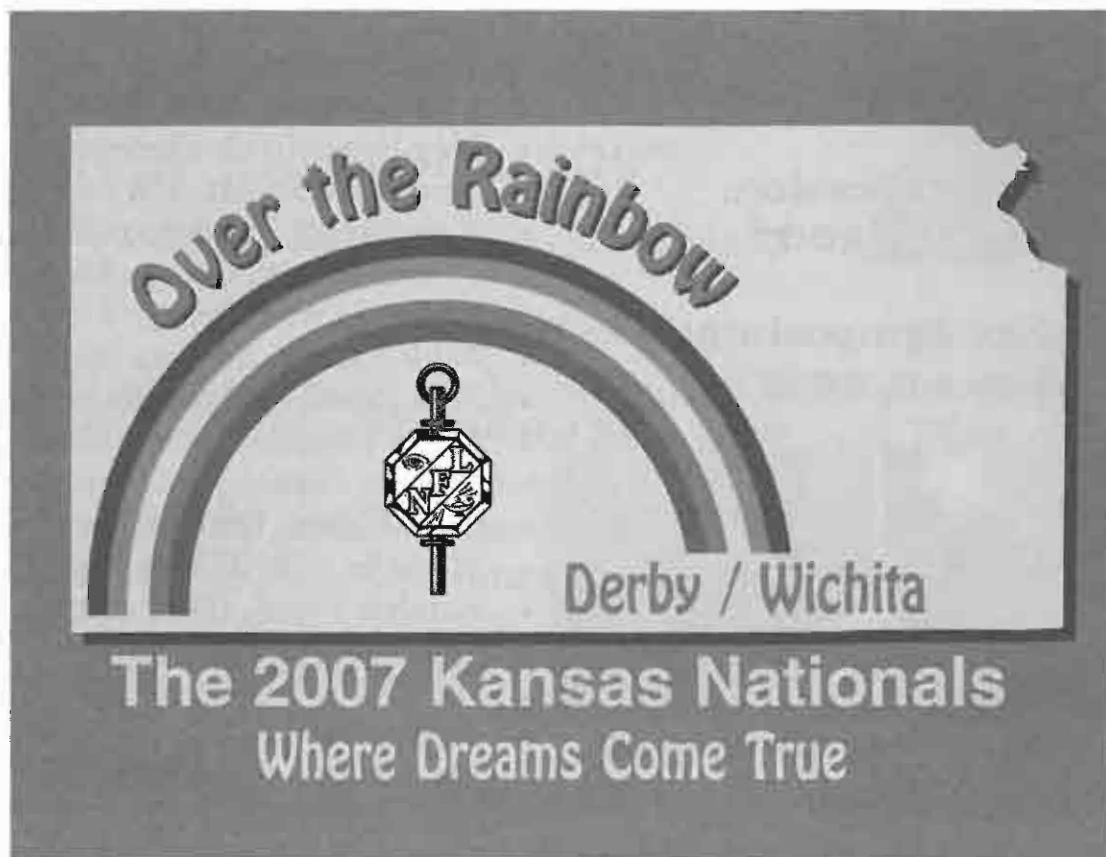
3rd Annual Patriot Games Classic

Champion in Original Oratory: Anthony Francomacaro
Champion in Impromptu: Grant Diamond
Champion in Dramatic Interpretation: Eric Leist
Champion in Prose Interpretation: Eric Leist
Champions in Duo Interpretation:
Eric Leist & Kevin Frawley
Champion in Humorous Interpretation: Eric Leist
Plus 47 other final, semi-final, and quarter-final placings!

Faculty Includes:

- Debbie Simon, Milton Academy
- Tony Figliola, Holy Ghost Prep
- Brandon Cosby, Ben Davis H.S.
- Stacy Endman, Ben Davis H.S.
- Meg Howell, Albuquerque Academy
- Casey Garcia, Mt. San Antonio
- B. A. Gregg, Randolph-Macon
- Jimmy Ficaro, George Mason
- Michael Chen, George Mason
- Ashley Mack, Arizona State
- Paul Davis, Arizona State
- Jason Warren, George Mason
- C. Ryan Joyce
- Mike Hilkin, Univ. of Northern Iowa
- Michelle Hill, Illinois State
- Katelyn Wood, Illinois State
- Kris Barnett, Star Charter
- Joe Ferris, Seton Hall
- Jeremy Hodgson, George Mason
- Matt Johns, Seton Hall
- Roslyn Terre
- Jud Lewis, Eastern Michigan
- Ryan Hubbell, Arizona State
- Jessica Watkins, Univ. of Evansville
- Rikki Goldenberg, Wesleyan Univ.
- James McGraw, St. Joseph's Univ.
- Merry Regan, Univ. of Texas - Austin
- Mark Banks
- Plus, Al Bender, Duval Bodden, Rebekah Chatellier, Sophia Chumpitaz, Mickey Cox, Matt Friedman, Tyler Fruge, Rowena Gasmen, S. R. Hilliard, Chrissy Kendall, Jeff Moscaritolo, Becky Shuster, and the rest of the GMU Forensics Team!





Welcome to Derby and Wichita! We plan to provide you with a relaxed atmosphere, Midwest hospitality and a host of opportunities to experience Wichita's theatres, museums and attractions.

To learn more, please visit our website at

www.kansasnationals2007.com

Derby/Wichita Nationals

Tournament Sites



Century II—Student Congress



Wichita East—Policy and LD

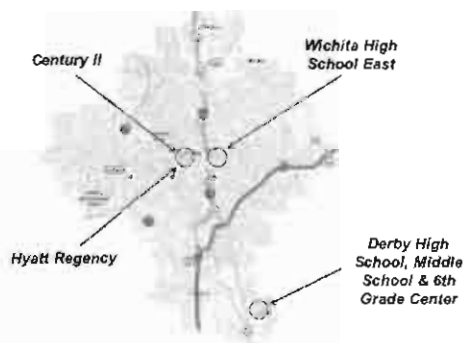


Hyatt Regency—Student Congress



Derby HS—Individual Events

2007 Kansas Nationals
Tournament Sites



Derby MS—Public Forum



2007 KANSAS NATIONALS

Derby/Wichita, KS

TENTATIVE SCHEDULE AND VENUES

Subject to Change

Contest Venues

Derby High School/Middle School/Elementary School in Derby

Wichita High School East, Hyatt Regency Wichita, and Century II Convention Center in Wichita

<u>Date/Event</u>	<u>Time</u>	<u>Location</u>
<u>Sunday, June 17th</u>		
Tournament Staff Registration	8am-8:30am	Hyatt Regency/Century II CC
Tournament Registration	8:30am-4pm	Hyatt Regency/Century II CC
Tab Room Meetings	9am-3pm	Hyatt Regency/Century II CC
New Coaches and Schools Reception	10am-11am	Hyatt Regency/Century II CC
District Chair Reception and Meeting	Noon-3pm	Hyatt Regency/Century II CC
Late Registration (not recommended)	4pm-6pm	Hyatt Regency/Century II CC
<u>Monday, June 18th</u>		
All Main Event Speech and PFD	9am-6pm	Derby Schools Complex
Debate (Policy and LD)	9am-6pm	Wichita HS East
Student Congress	9am-6pm	Hyatt Regency Wichita
<u>Tuesday, June 19th</u>		
All Main Event Speech and PFD	9am-6pm	Derby Schools Complex
Debate (Policy and LD)	8am-6pm	Wichita HS East
Student Congress	8am-6pm	Hyatt Regency Wichita
Schwan's Party	6pm to 9pm	Location TBA (Sedgwick County Zoo)
Supplemental Re-Registration	7pm	Schwan's Party
<u>Wednesday, June 20th</u>		
All Main Events Speech	8am-5pm	Derby Schools Complex
Policy, LD, Public Forum	8am-6pm	Wichita HS East
Supplemental Events	8am-6pm	Derby Schools Complex
*Rd 7/8 Qualifiers Supplemental Re-Reg.	Noon-1:30pm	Derby High School Cafeteria
Re-registration-Consolation Events	4pm-7pm	Derby High School Cafeteria
	4pm-7pm	Wichita HS East Cafeteria
<u>Thursday, June 21st</u>		
All Main Events Speech	9am-Noon	Derby High School
Policy, Public Forum, and LD	9am-8pm	Wichita HS East
Supplemental and Consolation Events	9am-7pm	Derby High School
Duo, Dramatic, and Humorous Finals and Schwan Coach Diamond Ceremony		
	4pm-9:30pm	Hyatt Regency Wichita Convention Hall
<u>Friday, June 22nd</u>		
Main Event, Supp, and Cons Finals	8am-5pm	Hyatt Regency Wichita Convention Hall
National Awards Ceremony	6pm	Hyatt Regency Wichita Convention Hall

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



A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS

The “Sunflower State” will be an excellent location for the 2007 LFG/NFL National Speech and Debate Tournament. To make planning a little easier, the National Office is happy to provide a preliminary overview of the tournament. Please keep in mind that all logistics are tentative and subject to slight changes.

Sunday Registration

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

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

There will be three venues used for the preliminary competition. The Derby Schools Complex (High School, Middle School, and Elementary School) will host the preliminary rounds of all six main event speech events (HI, DI, Duo, OO, IX, USX, and Public Forum). The Wichita High School East complex will host preliminary rounds of LD, and Policy Debate). The Hyatt Regency Wichita and Century II Convention Center will host the National Student Congress.

All main event preliminary competition on Monday and Tuesday will occur between 8am and 6pm on Monday and Tuesday. This year, eliminations rounds 7 & 8 will occur on Tuesday afternoon at 2pm and 4pm.

The Schwan Party will take place at the Wichita Sedgwick County Zoo in the early evening on Tuesday. Students will re-register for the Wednesday supplemental events at the Schwan Party.

Wednesday (Elimination Rounds/Supplemental Events)

All debaters (Policy, LD, and Public Forum) who qualify for elimination Round 9 will compete at Wichita High School East on Wednesday. All main event speech competitors (HI, DI, DUO, OO, USX, IX) and those students re-registered for supplemental events (Expository, Commentary, Prose, and Poetry) will compete at Derby High School on Wednesday. The Hyatt Regency Wichita will host the semi-finals of the National Student Congress.

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

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

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

On Thursday evening, attendees will enjoy the national final rounds of Humorous Interp., Dramatic Interp., and Duo Interp, as well as the Schwan Coaches’ Diamond Ceremony at the Century II Convention Center’s Convention Hall.

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

The remaining Main Event final rounds (Original Oratory, U.S. Extemp, International Extemp., Lincoln-Douglas, Policy, and Public Forum) will be held throughout the day on Friday at the Century II Convention Center’s Convention Hall. All Supplemental Event and Consolation Event final rounds will also be held in the Mary Jane Teall Theater at the Century II Convention Center.

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

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



Lions, and

*Join us for the
Schwan's Party – June 19, 2007
Sedgwick County Zoo*



The **SCHWAN**
FOOD COMPANY™

SCHWAN's and



Bears, Oh My!

**IMPORTANT!! CONSIDERATIONS WHEN SELECTING AND RESERVING
HOTELS AT THE KANSAS NATIONALS
PLEASE READ BEFORE SELECTING LODGING**

1. All schools should stay at one of the NFL recommended hotels. The NFL has negotiated the lowest rates available at these properties for our members and has chosen them for their convenience in tournament preparation. The NFL will not be able to assist a school that incurs issues with a hotel outside of the NFL block or a reservation made outside the block.
2. When calling hotels, all coaches must mention the NFL National Tournament Block to receive the posted rate. **All room reservations made from NFL block rooms are subject to an automatic two-night non-refundable deposit per room to avoid double-booking.** Although this policy may be slightly inconvenient it makes it fair for all schools attempting to book at specific hotels by eliminating early overbooking causing blocks to show as full only to have vacancies at a late date.
3. All hotel properties are easily accessible and are less than 20 minutes from the Derby Schools and less than 10 minutes from both Wichita East and the Hyatt and Century II venues.
4. The Congress Headquarters Hotel is the Hyatt Regency Wichita. This hotel is located in downtown Wichita and is connected to the Century II Convention Center. All congress competition will take place in this hotel and the Century II.
5. It is recommended that coaches go to the website links provided on the hotel spreadsheet to determine which hotel fits the needs of their program. All hotels on the list are convenient to the tournament venues.
6. Key Travel Times to Note:
Hyatt Regency Wichita to Derby School Venue (15-20 min)
Hyatt Regency Wichita to Wichita High School East Venue (10 min)
Most Hotels to High Schools (15-20 min)
Most Hotels to Wichita High School East (5-10 min)
7. PLEASE LOOK AT A MAP! Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Derby /Wichita area to get a better perspective on the logistics of travel. The key to a less stressful week is to seriously consider following the above lodging suggestions provided by the National Office.

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

~~Register Your Qualifiers for Nationals~~

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

Nationals - Hotel Information

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

*Identifies blocked NFL rooms

Nationals - Hotel Information

Hotel Name	Rate	Phone	Address	Websites	Amenities
Hampton Inn	\$73.00	316-686-3576	9449 East Corporate Hills	www.hamptoninn.com	CB, L, W
Holiday Inn Select	\$72.00	316-681-7131	549 South Rock Rd.	www.ichotelsgroup.com	F, IP, OP, H, L, W, R, S
Comfort Inn East	\$71.00	316-686-2844	9525 Corporate Hills	www.choicehotels.com	CB, IP, H, W
Days Inn Park City	\$70.00	316-832-1131	901 East 53rd St.	www.daysinn.com	CB, W, F
Holiday Inn Express Northeast	\$70.00	316-634-3900	7824 East 32nd St.	www.HIExpress.com	W, IP, H, CB
Northrock Suites	\$69.00	316-634-2303	7856 East 36th St.	No Website	CB, F, L, OP, IP
Clubhouse Inn & Suites	\$69.00	316-684-1111	515 South Webb Rd.	www.clubhouseinn.com	CB, W, OP, H
Kansas Inn	\$68.00	316-269-9999	1011 North Topeka	No Website	CB, F, L
Comfort Inn South	\$59.95	316-522-1800	4849 South Laura	www.choicehotels.com	CB, OP, W
Wichita Inn North	\$59.00	316-636-2022	3741 North Rock Rd.	No Website	W, CB, L
Wichita Inn Airport	\$59.00	316-943-2373	6335 West Kellogg	No Website	CB, S, L, W
Wichita Inn East	\$59.00	316-685-8291	8220 East Kellogg	No Website	CB
Econo Lodge Airport	\$45.00	316-722-8730	600 South Holland Ln.	www.choicehotels.com	CB, S, L, H, OP, W
Super 8	\$45.00	316-686-3888	527 South Webb Rd.	www.super8.com	CB, W, L
Scotsman Inn West	\$43.00	316-943-3800	5922 West Kellogg	www.scotsmaninnwichita.com	CB, L

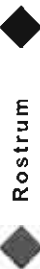
Amenities Key:

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

Advanced Booking

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

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



Rostrum

◆ *National Tournament Travel Arrangements*



Proudly supports the
National Forensic League

Meeting, Incentive & Group Travel

*Large or small, from Board meetings to
Sales meetings, we can service your needs worldwide! We provide
airline discounts for travel to each
National Forensic League Tournament.*

*Call (866) 341-7672 to book
your Wichita flights with us!*

Leisure Travel

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

Corporate Travel

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

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

FCm BANNOCKBURN

Nationals - Vehicle Rental Info

Avis

Book at: 1-800-331-1600 or

www.avis.com

Rate Code: B159261

Daily
Weekly
Weekend Daily

Hertz

Book at: 1-800-654-2240 or

www.hertz.com

Rate Code: CV#04140001

Daily
Weekly
Weekend Daily

Budget

Book at: 316-946-4891

Rate Code: NFL

Daily
Weekly
Weekend Daily

Enterprise

Book at: www.enterprise.com

Rate Code: 51E6924 (Pin# NFL)

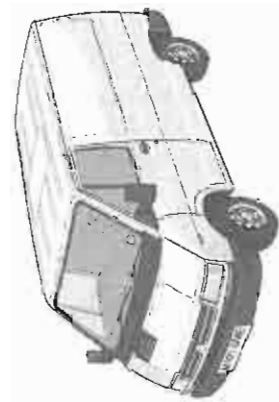
Daily
Weekly
Weekend Daily

Economy Compact Midsize Full Size Full Size 2-Door 4-Door Premium Towncar SUV Minivan Convertible 12 - Passenger Van

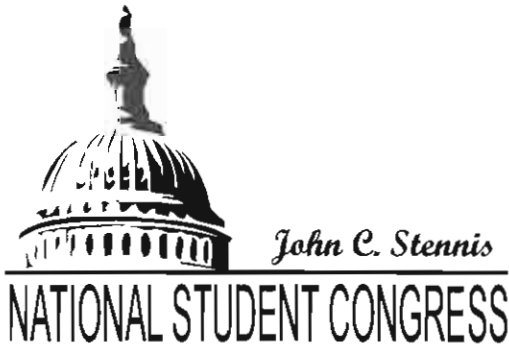
\$ 38	\$ 43	\$ 47	\$ 50	\$ 53	\$ 58	\$ 72	\$ 72	\$ 72	\$ 72	\$ 135
\$144	\$160	\$175	\$191	\$206	\$216	\$307	\$307	\$307	\$307	\$590
\$ 30	\$ 33	\$ 34	\$ 36	\$ 40	\$ 43	\$ 72	\$ 72	\$ 72	\$ 72	\$ 127
\$ 52	\$ 53	\$ 54	\$ 55	\$ 59	\$ 64	\$ 78	\$ 81	\$ 78	\$ 78	NA
\$174	\$190	\$205	\$221	\$231	\$272	\$331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

All prices are with the NFL National Tournament Discount.

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



Harold Keller Public Service Leadership Award



The first Harold Keller Public Service Leadership Award will be presented to a former Student Congress competitor during the National Forensic League's 2007 National Tournament in Wichita, Kansas. The award will recognize an individual who has best applied lessons learned through participation in Student Congress to become an effective leader in his or her community, state, or nation through public service. The award will recognize a former competitor who has achieved success through public service leadership in government, education, or the non-profit sector. The Harold Keller Public Service Leadership Award was established to honor Harold Keller, who for nearly 30 years has been the driving force behind the John C. Stennis National Student Congress. **To nominate an individual for the Harold Keller Public Service Award, complete this form and supply two letters of recommendation. Only completed nominations received at the Stennis Center for Public Service by February 16, 2007, will be considered.**

Nominee's Name _____

Current Position _____

Street Address _____

City _____ State _____ ZIP _____

Phone _____ Fax _____ E-mail _____

When did the nominee participate in Student Congress and what school did he or she represent?

YEAR(S) ATTENDED	NAME OF HIGH SCHOOL	LOCATION OF HIGH SCHOOL (CITY, STATE)
------------------	---------------------	---------------------------------------

Citation

In no more than three sentences, summarize the reason for presenting this award to your nominee. If your nominee is selected, the award citation will be based on your summary.

Narrative and Vita

Please attach a one-page narrative description of the significant aspects of the nominee's background including education, career, and contributions through public service leadership.

Harold Keller Public Service Leadership Award

Your Signature _____ Date _____

Your Name (Please Print) _____

Title _____ Name of School _____

Street Address _____

City _____ State _____ ZIP _____

Phone _____ Fax _____ E-mail _____

IMPORTANT

Before mailing be sure all necessary material is included. Remember, only completed nominations received by February 16, 2007, will be considered.

- | | |
|---|--|
| <input type="checkbox"/> Full contact information for nominee | <input type="checkbox"/> Letters of support from two individuals |
| <input type="checkbox"/> A concise summary citation | <input type="checkbox"/> Your signature and contact information |
| <input type="checkbox"/> One page narrative and vita | |
-



Mail this nomination form with supporting materials to:
REX G. BUFFINGTON, II
STENNIS CENTER FOR PUBLIC SERVICE
BOX 9629
MISSISSIPPI STATE, MS 39762
Tel: 662.325.8409

**ONLY COMPLETED APPLICATIONS RECEIVED BY FEBRUARY 16, 2007,
WILL BE CONSIDERED FOR THE 2007 AWARD.**



Featured Cartoon of the Month



Cartoon by Yilu Zhang from North Allegheny, PA. Featured Cartoonist Yilu is a junior and holds the Degree of Distinction. Yilu is coached by Ms. Sharon Volpe



MERCHANDISE OF THE MONTH

National Forensic League Beanie

This hat is perfect item to stay warm while looking cool.
Constructed from 100% acrylic, is available in
3 colors with a contrasting trim.

Navy with a cream trim

Gray with a black trim

Pink with a white trim

\$8.00



Order online today !
www.nflonline.org

A Modest Defense of Truth

By Jason Baldwin

In the past few years, I have spoken with many Lincoln-Douglas debate coaches troubled by various trends they observe in debate. Among the trends they find most troubling is the disappearance of the resolution from debate rounds. Part of the solution to this problem, I have suggested, is to make explicit the understanding of burdens that has until now been widely shared but only implicit. Specifically, I have endorsed a rule to the effect that the affirmative has a burden to prove the resolution true, and the negative, to prove it false. My purpose here is not to defend that burden scheme *per se*. Instead, I want to respond to a tendency I have observed among debate coaches to reject talk of truth and falsehood wholesale, as having no place in debate. My goal is to convince you that the concepts of truth and falsehood are not only innocent in academic debate, but indispensable to it. I proceed in two stages: First, I argue that three activities required for debate presuppose the reality of truth. Second, I respond to a few likely criticisms of my position.

I. Why Truth Is Indispensable to Debate

Among the activities necessary for genuine debate are asserting, reasoning, and clashing. I will not argue for this claim; I am simply claiming that any activity that did not involve asserting, reasoning, and clashing would not count as debating. Asserting is making claims (supported or not), reasoning is tracing the logical relationships among claims, and clashing is denying or refuting the claims of another. Each of these activities presupposes the reality of truth and falsehood. Most basically, every assertion is an assertion that the world is some way as opposed to other ways, that some possible state of affairs really is the case. A declarative sentence

can be asserted only as true. To see that this is so, consider the incoherence of a speaker who says, for any declarative sentence *P*, “*P*, but the sentence ‘*P*’ is false.” Such a speaker blatantly contradicts himself, and he does so because the assertion “*P*” is equivalent to the assertion “The sentence ‘*P*’ is true.” The bottom line: no one who is in the assertion business (as all debaters necessarily are) can avoid treating some sentences as true and others as false.

Less obviously, the activity of reasoning commits one to the reality of truth and falsehood. Reasoning just *is* the tracking of consistency and probability relationships among sentences, and consistency and probability are relationships between the truth values of sentences (the two basic truth values are true and false). Here is an example: Suppose I reason deductively from the two premises (1) If *P*, then *Q*, and (2) *P*, to the conclusion (3) *Q*. My reasoning is valid because (1) and (2) logically imply (3). But what does it mean for (1) and (2) to logically imply (3)? It means simply that if (1) and (2) are *true*, then (3) must also be *true*. Inferences can be deductively valid (or invalid) only if their component sentences can be true or false (I say *can be* true or false only to indicate that one need not know the actual truth value of a sentence to check the validity of an inference in which it figures). And the same thing goes, *mutatis mutandis*, for inductive reasoning: an inductive inference traces the probability of truth values rather than their consistency, but all reasoning is about the truth and falsehood of sentences.

Finally, clashing with another speaker is possible only if sentences are true or false. You and I cannot clash unless we disagree about the truth of some proposition. There is really nothing else for clash (in the debate sense) to be. If one of us refuses to treat a proposition as true or false,

The Distinction Between Truth and Falsehood

there is no way for us to clash over that proposition—and if we don’t clash over any propositions, we do not clash at all, and so we do not debate.

In sum: Debate requires asserting, reasoning, and clashing; and each of those activities requires that we treat sentences as true or false. So debate requires that we treat sentences as true or false. If this argument is sound, then no friend of debate should shy away from the concepts of truth and falsehood.

II. Why Truth Is Innocent

Now I want to respond to three common objections to the propriety of truth-talk in debate:

Objection 1: Talking about truth is dogmatic and arrogant.

Reply 1: This is really more of an *ad hominem* than an objection, but I think it cuts to the heart of many people’s reluctance these days to talk about truth. To see why it should not deter you, consider several stances a person or group could take toward the truth:

- (1) There is such a thing as truth.
- (2) I have beliefs about what is true.
- (3) I have reasons or arguments to support the truth of my beliefs.
- (4) I know what the truth is.
- (5) I believe only truths.
- (6) I believe all truths.
- (7) I believe all and only truths.
- (8) I know what the truth is, and you have no right to disagree.
- (9) I know what the truth is, and I will coerce you into accepting my beliefs.

I trust that all of us reject (8) and (9). Statements (6), (7), and (8) also look unre-

alistic for mere mortals. But (1)-(3) (and in some contexts [4]) seem wholly unobjectionable. So there need be nothing arrogant or viciously dogmatic about affirming truth(s) as such.

Objection 2: Making truth claims stifles discourse, and debate is all about encouraging the free play of ideas.

Reply 2: The truth behind this objection is that debate should be a forum for the free exchange and testing of arguments. But the objection goes too far in assimilating arguments to discourse or ideas. A debate round is not a toastmasters meeting or an open-mike coffeehouse or a talk-therapy session. One can exchange discourse or ideas without asserting, reasoning, or clashing, but one cannot debate without doing these things, as I explained above. Not only does making truth claims not stifle that form of discourse that is debate, it is positively essential to it.

Many debate coaches envision debate as a free marketplace of ideas in the classical liberal sense. The metaphor comes from Justice Holmes's dissent in the 1919 case *Abrams v. United States*, in which he wrote:

But when men have realized that time has upset many fighting faiths, they may come to believe even more than they believe the very foundations of their own conduct that the ultimate good desired is better reached by free trade in ideas—that the best test of truth is the power of the thought to get itself accepted in the competition of the market, and that truth is the only ground upon which their wishes safely can be carried out.

For Holmes, then, the marketplace of ideas was not an end in itself. Its justification lay solely in its contribution to the search for truth. Likewise, John Stuart Mill, in his unparalleled defense "Of the Liberty of Thought and Discussion" in *On Liberty*, argued for free expression not because truth claims are irrelevant or oppressive, but precisely because free expression is the surest

route to truth. Mill summarizes his argument in these famous lines:

But the peculiar evil of silencing an expression of an opinion is that it is robbing the human race, posterity as well as the existing generation—those who dissent from the opinion, still more than those who hold it. If the opinion is right, they are deprived of the opportunity of exchanging error for truth; if wrong, they lose, what is almost as great a benefit, the clearer perception and livelier impression of truth produced by its collision with error.

If there were no distinction between truth and falsehood, or if the distinction did not matter, free expression would lose its point for both Holmes and Mill.

Objection 3: When you speak of Truth, you're making a controversial metaphysical claim about the fabric of reality. But much postmodern philosophy rejects such categories altogether, and so you really are excluding some kinds of argument by framing burdens in terms of truth.

Reply 3: I don't know what "postmodern philosophy" is, and I don't know what it would mean to reject the categories of truth and reality. I suppose I could point out that if postmodern philosophy rejects these categories in any way that does not amount to claiming that some statements or other are *false*, postmodernism's rejection is going to look more like an attempt to change the subject than like a serious engagement with anyone who employs such categories, and it will leave all the claims I make in this essay intact. Following Aristotle (and almost everyone else in the intervening 2,300 years), I believe some such categories are indispensable for thinking anything at all and for navigating the world in even the most rudimentary ways. Whatever postmodern philosophy is, if it really and truly makes no truth claims, then it has nothing to contribute to debate, since the concept of debate, as I explained above, is tied to activities of asserting, reasoning,

and clashing that presuppose the reality of truth.

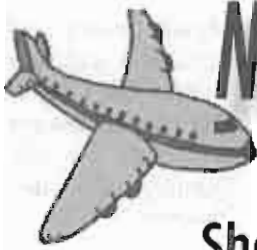
I'll gladly acknowledge that there are sophisticated philosophical theories about the nature of truth. But I don't have any philosophically loaded concept in mind when I speak of truth. I'm talking about humdrum, ordinary truth—the property that such statements as "There's snow on Mt. Everest," "I have two kidneys," and "Water is H₂O" possess, and that such statements as "AIDS is caused by an evil spirit," "14 is a prime number," and "Wombats lay eggs" lack. I have never met anyone of normal intelligence who did not understand the distinction between truth and falsehood and use it routinely (which is not to say self-consciously). It's that basic concept of truth (not Truth-with-a-capital-T, whatever that's supposed to be) that I claim is indispensable to debate.

And that completes my modest defense of truth. I hope it persuades you. If so, you should be open to thinking and talking about debate burdens explicitly in terms of truth and falsehood. And, of course, if I have failed to persuade you, you can dispute what I say—but only by making some truth claims of your own.

(Jason Baldwin (jbaldwin@nd.edu) is a Ph.D. candidate in philosophy at the University of Notre Dame, a popular LD workshop teacher, and a frequent contributor to this magazine.)



Take the whole team to Nationals
(for less than the cost of one handbook!)



NFL's Greatest Hits - Vol. 6



Show every student what it takes to win!

1st & 2nd place National Winners from 1998 - 1999 - 2000
Oratory - U.S. Extemp - International Extemp

1999 & 2000 National Tournament final rounds of LD

Available in DVD or VHS

Only \$49.95 per event video

Examine winning intros
Watch body language
Identify oratory topics
Consider the use of humor
Compare speech structures



Got questions? Need more info? Ready to order?
Order forms & info available @

www.dalepublishing.us

Dale Publishing Co. - PO Box 347 - Independence, Mo. 64051 - Fax 816-350-9377



A Camera on Congress

Real-life examples of NFL Parliamentary Procedure
Watch complete debate on pieces of legislation
Give students a real-life "sense of congress"

- **Filmed on location at the NFL 2006 Nationals**
- **Morning Session of the House - 2 hours**
- **Afternoon Session of the Senate - 2 hours**
- **Does NOT include ALL speeches**
- **A four DVD set with MINIMAL editing**

The congress format will be much easier to explain with the aid of this new DVD. The DVD menu format allows teachers to instantly show students examples of various instructional concepts:

Bills & Resolutions	Chamber decorum
Authorship speeches	Various motions
Parliamentary maneuvers	Use of evidence
Amendments	Presiding officers

Download legislation debated in this video at www.dalepublishing.us

Only available in DVD format

\$49.95

Dale Publishing Co.

Fax - Purchase Order - Check - Credit Card
More info at

www.dalepublishing.us

Increasing Access to Debate

Eliminating Barriers

by
Alexander McCobin and Lilly Deng

Debaters often argue in round that inequality and discrimination are basic harms that we should confront. Judges are told that voting a certain way on a resolution will mitigate these harms, and coaches encourage students to use arguments like these because they are persuasive and legitimate concerns. However, all too often our debate community ignores these principles of equal opportunity discussed in a resolutorial context by propagating discriminatory policies and attitudes within the community itself.

While this problem occurs at a number of different levels, this article will focus on what we believe is one version of discrimination in our community that can be readily fixed. While the problem has been around for years, our desire to write this article was sparked by the Lincoln Douglas Education Project (LDEP) release of its suggestions for tournament policies, which included this recommendation:

"3. Do not admit unaffiliated entries, and require that each student be accompanied by an adult (over 21) chaperone. Even if liability were not a major concern, unsupervised students are literally unaccountable to coaches, administrators, or other adult authority figures. When concerns arise about a student's practices or her influence on other competitors, it is essential that judges and coaches be able to discuss the situation with a responsible, educationally committed adult."

Our argument is that denying entry to tournaments by unaffiliated students and creating requirements for either a parent or

minimum age chaperone erects unnecessary barriers to participation. Rather than propagate exclusive barriers, leaders in our community should adopt policies that increase access to debate while providing for student safety.

We'll begin by discussing the issue of school sponsorship. Students travel unaffiliated for many reasons: their school may not have a debate team, their team may not travel beyond the local circuit, their school may not be able to afford to pay for their travel, their coach may not prioritize national tournaments or attending tournaments more than once a topic, or perhaps the school does not want to take liability for the student using its name. Unaffiliated status says nothing about the student herself, her character, her training or her professionalism. In most states, public schools are not able to deny a student's competition in debate tournaments. However, they are under no obligation to allow students to compete under the school's name. For those not lucky enough to have supportive school districts, the choice is often between debating unaffiliated or not debating at all.

But even students permitted to debate under their school's name may still have problems bringing a chaperone over the age of 21. A rigid chaperone requirement creates a difficult barrier to debate that only the financial fortunate can afford. For example, a parent would have to miss a day of work, purchase food, finance their own transportation and find a place to stay during the tournament, since (some) tournaments only house competitors. This can easily inflate the cost of attending a tournament by hundreds of dollars. While tournaments may provide fee-waivers for entry fees, they certainly don't pay chaperones'

hotel fees or transportation expenses. The added stress of judging at a high school debate tournament provides a further disincentive for parents to chaperone their students as their introduction to the debate world can be both overwhelming and intimidating. Advantaging students who come from families with greater financial resources is certainly not the intent of the LDEP or any tournament director advocating this policy, but it is a direct consequence of its implementation. Only those students who can hire the college coaches and pay for the extra plane ticket to Texas even get to compete. The resulting message is that if a debater can't afford to bring another person to a tournament, they don't deserve to be there.

The standard justification for extensive chaperone requirements is that students without such chaperones are liability concerns or represent safety risks. However, bearing in mind that there is no historical precedent where any tournament has been sued by a student without a 21 year old chaperone, we have several reasons why directors should not dwell on this, though. First, there are many informal checks by others. Parents are much more protective than any tournament director. They would doubtfully let their child travel to a tournament and stay in a foreign city unless they were confident in their child's maturity and the safety of her surroundings. But more so, if liability were so important, tournaments could create waivers of liability, which are standard practice in most activities nowadays and turn informal checks into formal ones.

Second, students who travel without a coach have immense personal responsibility and accountability, to a degree we would say is greater than students from

organized teams. Independent students who take it upon themselves to make their own travel arrangements, register for tournaments, hire a judge, and manage themselves show that they are not only educationally-driven, but also deeply financially invested. As such, there are strong disincentives for independent students to attend tournaments and then waste away their debate futures on childish or illegal behavior. In fact, we would be willing to go so far as to say that most instances of improper behavior have come from students on well-established teams with a plethora of examples readily available in every competitor's mind, coach's memory and even *Rostrum's*¹ publication. Even at the educational level, students are continually accountable without a coach. They are accountable to judges who can deny them the ballot, to the norms of the community and their reputation for any truly inappropriate tactics, and if need be to the tournament they are at that is capable of disqualifying them if necessary. They care about what others think and listen to the concerns of other coaches. Any unaccountability is a universal problem rather than unique flaw of students who cannot bring a chaperone with them.

Finally, we would like to posit several alternatives that are more inclusive of those unable to spare hundreds of extra dollars each weekend while guaranteeing their safety and responsibility. Tournament directors do not need to propagate such rigid chaperone requirements. Simple requirements that the chaperone is over 18 or in the city area rather than attend the tournament with the student can accomplish the goal of a safe tournament environment. Consider allowing independent students to bring recently graduated students as chaperones, since these former debaters can not only house the debater for free, but also can provide discounted judging services and help the student out. And finally, consider not requiring a chaperone. Be willing to evaluate a student's individual case based on their circumstances from sources you trust. Waivers of liability would be a welcome development if used to help students attend tour-

naments. This is subjective and will require more work on the directors' parts. But it promotes education, strengthens our community, and helps students in ways one may not appreciate or even conceive.

If such chaperone requirements persist, though, coaches can help students from other schools by letting the students to list them as chaperones to be able to attend. In traveling to tournaments, we often used other school coaches as our chaperones. Other teams would in a sense adopt us for a tournament and make us feel welcome and accepted to help us compete. We readily thank those coaches who let us put their names down on registrations to save us the expense of bringing someone else, thereby letting us attend tournaments. They understood the value of debate and supported us when our own schools either could not or did not.

All we ask of the members of our community is to not harm students who do not deserve it. It is unnecessary to make it more difficult than it already is for students without teams or resources to engage in debate. We have founded a non-profit organization called Perspectives to help students access debate who don't have the financial or school support to be actively involved, by providing students with low-cost summer instruction and travel scholarships to attend tournaments. Chaperone regulations would hinder our ability to give meaningful scholarships for determined students to gain exposure and compete.

In this article, we have outlined our case to eliminate barriers to participation, while also suggesting alternatives to chaperone and affiliation requirements that maintain student safety. We encourage the community to consider how particular policies and attitudes affect not just the small segment of independent students, but how it reflects upon the debate community as a whole. To help improve our community's accessibility and dedication to education, we need to consider the most supportive means for independent students.

¹ Figliola, Tony. "Hotel Etiquette." *Rostrum*. March, 2002.

(**Alexander McCobin** is a rising junior at the University of Pennsylvania studying philosophy and economics. He debated for four years at Central York High School and qualified to NFL's, CFL's and TOC's. He is now an LD coach, director of the Penn Liberty Bell Classic and a Co-Founder of Perspectives Debate, Inc., a non-profit organization that promotes high school debate in the mid-Atlantic region through its summer program, the Philadelphia Debate Institute, and by awarding travel scholarships. He can be reached at amccobin@sas.upenn.edu.)

(**Lilly Deng** is a student at Harvard College. She competed for Perkiomen Valley High School (PA) in for four years, qualifying to the CFL and NFL National Tournaments, and credits her success to her debate coach, Gary Heidt. Since competing, she has co-founded Perspectives Debate, Inc. Aside from debate, Lilly is a Founding Partner of Smart Women Securities, a Harvard-based organization that educates undergraduate women on investing and financial markets. She can be reached at ldeng@fas.harvard.edu.)

CONSIDER NFL WEBSITE LINK ADVERTISING

- exposure to high volume website
- high targeted audience
- flexible way of advertising
- your website is a link to success
- instant exposure
- guaranteed direct drive to your website
- one click to your individualized business website

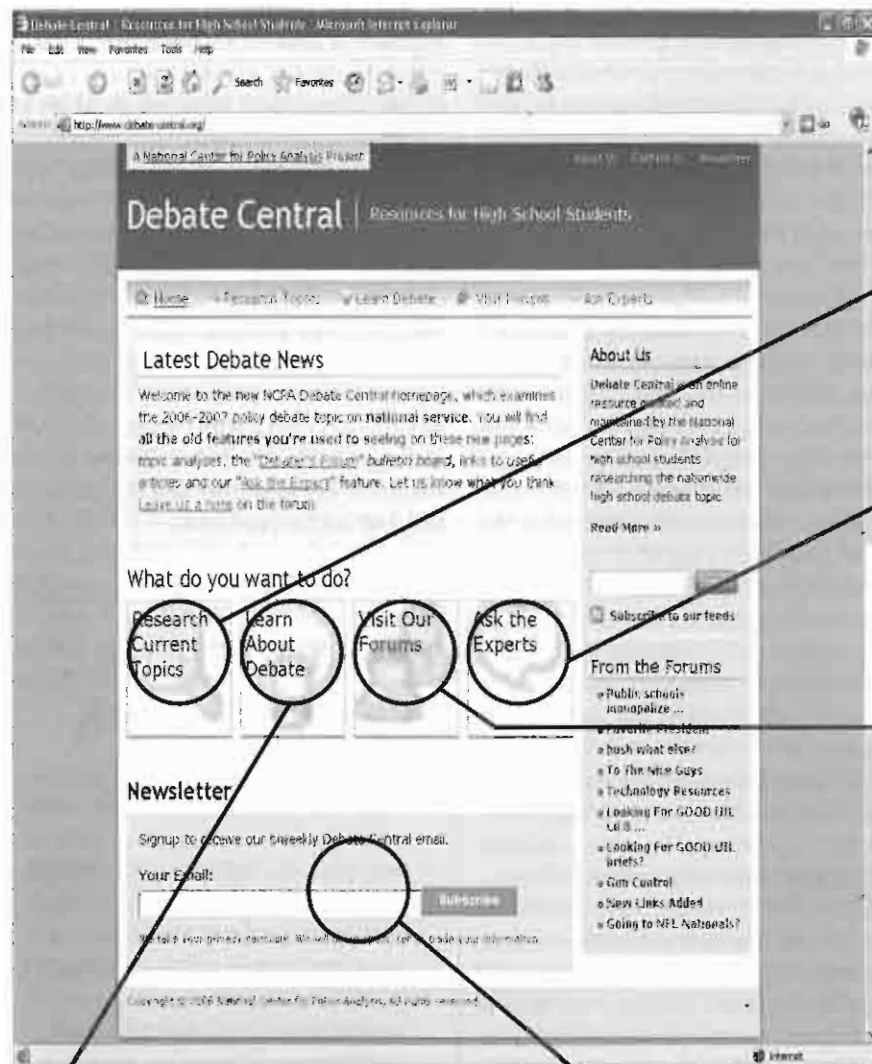
Want to know more...

Contact Sandy at
nflrostrum@centurytel.net

www.Debate-Central.org

A special project of the National Center for Policy Analysis

NCPA's Debate-Central.org is your one-stop-shop for materials on C-X and Lincoln-Douglas debate topics. It is ideal for both new and seasoned debaters. All our material is provided for you at no charge.



More than 2,000 organized links to articles, essays, studies and other resources.

A special topic analysis, materials and research from public policy experts.

A debater's forum bulletin board where you can communicate and share ideas with other debaters.

Evidence cards cut and ready to be used in rounds.

A special newsletter where you can be notified about the latest additions.

Debate-Central.org is sponsored by the National Center for Policy Analysis, a non-profit public policy research institute based in Dallas, Texas. The NCPA seeks free-market solutions to public policy problems.

National Center for Policy Analysis Corporate Office: 12770 Coit Road, Suite 800, Dallas, Texas 75251,
Phone: 972 386-6272, Fax 972 386-0924

Popularizing Debate

By T. Russell Hanes

An Equity Strategy

Miller, Joe. *Cross-X*. New York: Farrar, Straus, & Giroux, 2006. \$26.

Joe Miller started as a journalist looking for signs of success at Central High School, a troubled inner-city school in Kansas City, Missouri. He found the debate program. His new book is bringing welcome attention to debate: the press gives *Cross-X* glowing reviews, including Amazon's "top ten non-fiction books of the year" (see <http://www.crossxbyjoemiller.com> for a list of reviews). He spins a good yarn, and curious parents who are unable to attend a tournament will enjoy it. It would not be surprising if it became a movie soon.

Miller chronicles the 2002-03 season of coach Jane Rinehart, debaters Marcus Leach and Brandon Dial, and other Central debaters as they tour the national CX circuit. By incremental steps, he leaves his journalist role behind, becoming an advocate, assistant coach, and in later seasons, a coach himself. While the book is written for a general audience, he also has ideas that may be of interest to the debate community. Coaches and debaters will find his perspective to be both thought-provoking and controversial.

Miller notes that the percentage of schools participating in debate has been declining for decades, beginning back in the 1970s. (As just one example, Gary Fine notes a precipitous drop from 50% of all Minnesota high schools down to 10% that competed in debate from the 1960s to 1990s.)¹ Miller implies that the national-circuit style, which caught on at the high school level in the 1970s, caused this decline. He criticizes several practices, arguing that the kinds of research used in debate can turn kids away (especially minority students who feel no connection to academics and political pundits) and positing that unrealistic impacts (such as nuclear war or genocide) distance debaters from the real-world activism debate should foster. Instead, Miller advocates the use of

poetry, song lyrics, and personal narratives as alternative kinds of evidence and moves his teams to a narratives style.

On the one hand, Miller presents a valid concern. If a coach finds that a certain style connects with a student—especially if it is a student from a group currently under-represented in the debate community—then it is reasonable for the coach to support that student's needs and wants. Students ought to feel personally invested in both the substance and style of their arguments. As James Gee notes, students always begin learning about a subject in their "primary discourse" (conversational language emphasizing an intimate connection), but education can help move them into "secondary discourses" (academic languages that abstract and publicize an issue)—and our society gives much greater credibility to secondary discourses.² The detachment might be greater in secondary discourses, but coaches ought to help students close that argumentative distance. Narratives are best if used as a bridge between personally relevant stories and academic research. Based on his descriptions, this is exactly what Mr. Miller did as a coach.

On the other hand, this analysis applies only to the retention of students. His analysis can say nothing about the retention of programs, and on this issue, neither his explanation nor his solution squares with the facts. Why did speech-only programs also decline to roughly the same degree? Why have LD and PF, both of which explicitly rejected the national-circuit style, not reversed the decline in NFL membership? A better explanation is that the 1970s saw the emergence of the back-to-basics movement, which cut co-curricular speech classes, hired new teachers of "basic" subjects while superannuating teachers of "extras" such as art and debate, and generally denied the place of rhetoric in the liberal

arts canon. Programs folded, and never returned. The national circuit emerged in response to these events but did not cause them, despite what Miller posits.

Neither a new style nor a new format will address the root causes of declining NFL membership. Miller blames the debate community for creating exclusionary norms around the activity, which is unfair because many of the pressures that limit participation to a few well-to-do schools were given to the debate community by inequalities in the education system as a whole. The style of debate may affect which students participate—and increasing participation, especially minority participation, is important to consider—but style does not affect how many schools participate. There are substantive problems facing debate programs that no amount of new rules are capable of solving. After all, the rules only determine what happens in the round, not what the school district and principal do before the tournament. In other words, I believe Miller overestimates how many real world inequalities can be rectified with a new debate style or theory.

However, the question whether or not Miller's particular diagnosis is true is less relevant than his passion for raising these issues explicitly. He is at his strongest when he says that educational inequality is something that debate coaches need to confront: that few under-funded public schools participate is a real, moral challenge. Coaches of good faith may disagree about what an ideal debate round looks like, but all coaches can agree that a student at a high school without an NFL program is at a serious educational disadvantage. The terrible irony is that students most in need of engagement in education (through exciting extra-curricular activities like debate) are the least likely to have such options available. What is needed from coaches is collective

Book Review

action to address one of the substantive inequalities in education—to give more students the opportunity to participate in the NFL through their school.

Currently, only 9% of high schools are members of the NFL. The current NFL strategy is passive, serving only schools that chose to join, which has led to this situation. I think Miller underplays how core a problem this is: reforming the community (making it more populist) is less urgent than expanding it (making it more populous). The new strategy must be active,

bringing in new schools—horizontal proliferation—and helping small programs grow bigger—vertical proliferation. This unified effort might use the “regional office” model being developed at Western Kentucky University or the Urban Debate League model. Because small programs have fewer resources than established ones, and because new schools are more likely to come from minority communities than current members, any new strategy must be, by definition, an “equity” strategy. To be blunt, equity issues are survival issues

for the debate community. Miller’s perspective is a valuable contribution, and *Cross-X* is worth discussing.

(**T. Russell Hanes** received his M.S. in Communication Studies from Portland State in 2006. He has helped both the NY and southern California Urban Debate Leagues, winning the IMPACT Coalition’s Legacy Award (2000) for volunteerism. He has helped organize three non-profit debate workshops in Oregon, and he donated *Debating Policies* to the NFL community. He thanks his wife for her editing help.)

¹ Fine, Gary Alan. *Gifted Tongues: High School Debate and Adolescent Culture*. Princeton, NJ: Princeton University Press, 2001. Pg. 234.

² Gee, James Paul. “What is Literacy?” *Rewriting Literacy*. Eds. Candace Mitchell and Kathleen Weiler. New York: Bergin & Garvey, 1991. Pg. 3-11.

WWW.DEBATECHAMPS.COM

“The One Stop High School Speech & Debate Spot!”

- ★The Best Speech and Debate Website
- ★Free Student and Coach Chat Web Forums
- ★Free Advice Blogs on Forensics
- ★Free Articles and Videos on All Speech and Debate Events
- ★Easy Link Access to NFL Manuals and NFL Point Entry
- ★Free Local and National League Website Links
- ★Comprehensive Invitational Schedules & Links
- ★A Web Store Selling Only Products You Need Rather Than Products That Turn Out To Be Overpriced Duds
- ★Most Importantly, True High School Speech and Debate Champions As Founders and Contributors to the Site

Also visit us on Myspace: www.myspace.com/debatechamps or
Email us at: DebateChamps@yahoo.com

◆ Affiliates - Welcome!

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

Greenway High School	AZ
Central HS - West	CA
Palos Verdes Peninsula HS	CA
The King's Academy	FL
Newell-Fonda HS	IA
Schaumburg High School	IL
Prairie Heights HS	IN
Lakeview Public School	MN
North HS, Minneapolis	MN
Patrick Henry HS	MN
South HS, Minneapolis	MN
Washburn HS	MN
David City HS	NE
Brooklyn Technical HS	NY
Dominican Academy of NY	NY
Southeast HS	OH
Beaver Area HS	PA
Magnolia High School	TX
Robinson High School	TX
Prince William Home School	VA
Lake Champlain Waldorf School	VT
Republic School District	WA
Vincent High School	WI
Wausau West HS	WI
Winneconne High School	WI

**ADD THE NFL LOGO
TO YOUR CLASS RING**



Your class ring is an expression of who you are. It represents the interests, the fun, the events, the studies, the sports, the recognition, and the common ground that shape your unique group. Now you can express your NFL pride by putting the NFL logo on your class ring. Contact your local Herff Jones representative or the NFL office for more information.

The IDEA National Junior Forensic League National Tournament

**Sponsored by the National Forensic League and the Middle School Forensic League
Hosted by Brentwood Middle School**

June 29 - July 1 Greeley Central High School - Greeley, Colorado



Debate Format:

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

Speech Events

Section A

Humorous Interpretation
Dramatic Interpretation
Prose
Poetry

Section B

Duo Interpretation
Impromptu Speaking
Extemporaneous Speaking
Original Oratory

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

In scheduling your arrival, please note:

- Debate events begin on Friday morning and continue through Sunday.
- Speech events begin Saturday Morning and continue through Sunday.

Registration Fees:

School Registration Fees will be \$125

Registration will be \$30 per student for up to two events, \$20 per entry in each additional event. Registration fees include all applicable IDEA and NJFL membership fees.

A full tournament manual will be released on February 1, 2007.

Registration will open on March 1, 2007.

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

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

UNIVERSITY OF NORTH TEXAS



Why **YOU** should be in Denton for the Mean Green Workshops

- ✓ Unbelievable staff! Period.
- ✓ Incredible student-faculty ratio: **4 to 1** with **231** students in 2006!
- ✓ Library system designated a major research library by the U.S. Department of Education (5.5 million cataloged holdings)!
- ✓ Computer lab access at one of *US News & World Report's* "Most Wired" universities, including wireless access in every building on campus!
- ✓ New housing facilities for 2007 with Residence Director **Kandi King!**
- ✓ The only national level institute in the North Texas area!

Policy Debate

Director: Dr. Brian Lain, University of North Texas

Scholars Sessions:	June 24-July 14, \$2400
Kritik Lab:	June 24-July 14, \$2100
Two Week Session:	June 24-July 7, \$1400
Skills Session:	July 14-July 21, \$800
(1 on 1 coaching; 18 rounds in '06. For <u>all</u> levels!)	

Lincoln-Douglas Debate

Director: Aaron Timmons, Greenhill School

Two Week Session:	June 24-July 7, \$1400
Three Week Session:	June 24-July 14, \$2100

Student Congress

Director: Cheryl Potts, Plano Senior High School

Two Week Session:	July 1-July 14, \$1400
--------------------------	------------------------

Watch for updates on our website! No Application Fees!

www.meangreenworkshops.com

For more information write Institute Director **Jason Sykes** at:

director@meangreenworkshops.com

**MEAN
GREEN**

Rumsfeld, Khalilzad and Concerns Over Recycling Debate Arguments from Topic to Topic

by Frank Seaver

While testifying to the 9/11 Commission, Donald Rumsfeld made the following point:

I used to think one of the most powerful individuals in America was the person who could select the annual high school debate topic. Think of the power—to set the agenda, and determine what millions of high school students will study, read about, think about, talk about with friends, discuss with their teachers, and debate with their parents and siblings over dinner.¹

Of course, we know that this statement simplifies the situation. As NFL and NDCA members, we enjoy the opportunity to vote in a democratic fashion for next year's topic. Yet, the real power in setting the agenda for high school students to think and discuss for the school year lies less with what topic is chosen than with how this topic is taught. Collectively, high school coaches and high school debate institutes play an extremely important role in determining and guiding the issues at the heart of the annual debate topic.

Rumsfeld is right about one thing: the ability to influence the issues that are discussed on the high school debate topic is a great power. As educators, this is a responsibility the entire debate community needs to take more seriously.

Currently, we are in the middle of exploring a topic that questions the value of promoting national service. One of the central arguments defending the ideal of national service is how this commitment nurtures a stronger sense of civic engagement in its participants. As educators, we all

agree that one of the important goals of our efforts is to instill in young people a sense of the importance of being an informed and engaged citizen. Yet, when it comes to fulfilling our responsibility to satisfy this endeavor, we may fall short.

What is my evidence? Rather than building my case through a probable tedious examination of anecdotes, please afford me the leeway to make some generalizations from impressions I have garnered over the last twenty years of my personal debate experience (from a "national circuit" perspective and all that means, good and bad) while still understanding that I recognize that there are many exceptions to this broad observation.

When thinking about a new debate topic, I sense that too often we collectively look to previous arguments sets to determine what issues are appropriate for the new topic. This practice opposes a research paradigm that privileges delving deeper into the literature native to the new debate topic to determine the key issues at play. There is nothing wrong with an overlap of similar arguments from year-to-year. However, a problem develops if, as a community, we enter into a syndrome where we too often recycle old arguments rather than discover the more relevant and pertinent new arguments.

We also continue to recycle old evidence, which is a manifestation of this same syndrome. I will indulge in one example—the continued reliance on the Khalilzad evidence to support US hegemony good arguments from his 1995 *WASHINGTON MONTHLY* article.⁴ Last summer, for the eleventh year in a row, every

summer debate institute that I am aware of produced this evidence again as part of its evidence set. Yet, this article assumes (a) national security threats that dramatically changed after 9/11; (b) a forward deployment base strategy that was completely altered after 9/11; (c) a concern about US troops being kicked out of US bases stationed in foreign countries that has been subsequently directly addressed in Rumsfeld's "lilly pad" strategy of establishing more American bases abroad with fewer troops assigned to each base; (d) peacetime and how the United States then, rather than during a period where we have around 150,000 troops fighting a war in the Middle East. While I understand why this is popular evidence—in very few words it references seven major war scenarios from which U.S. hegemony could provide protection, thus facilitating debaters to efficiently advance this line of argument—there comes a point where evidence is simply outdated.

Unfortunately, I suspect that at least 75% of the affirmative cases that defend US hegemony at the NFL and NDCA Championship Tournaments will rely on this Khalilzad evidence to help make their case. Worse, the quality of this Khalilzad evidence has taken on mythical proportions. Literally, "Khalilzad" has become a warrant—as in a debater claiming "our plan produces a net advantage in military readiness, this distinction is critical, pull Khalilzad" (to provide an anecdote, this was the rationale in a post round critique I listened to from the panel of judges of an extremely complicated late elimination round at one of the most competitive national tournaments of this season). As "Khalilzad" has become a warrant for debaters and judges

NACA Coaches' Corner

in our community, I cannot help but wonder how many of us have read that actual article, particularly if you were not involved in debate when that particular Washington Monthly issue was published.

There are plenty of defenses for American Hegemony post 9/11. They are just not really represented in what Khalilzad was arguing in 1995. It seems that via repetition, our debate community has been ingrained to believe that saying "Khalilzad" necessarily continues to provide pertinent reasons to defend U.S. military power. I wonder how Khalilzad, currently the U.S. Ambassador to Iraq, would feel about his eleven-year-old article being used as the ultimate rationale to defend U.S. hegemony in the post-9/11 world? I wonder whether or not Donald Rumsfeld would feel that high school debaters are really learning about American foreign policy considerations as they relate to our military? Is the debate community living in a fantasy world, pretending the real world is something it is not merely because it is convenient to retain these repeated assumptions?

This is just one example, of course. There are many more. I think we are all familiar with this syndrome where old affirmatives are recycled and repeated when they come close to fitting under a new debate resolution. Repealing Don't Ask, Don't Tell has been a popular affirmative on past high school topics and, for our current national service topic, it seemed to be the most popular affirmative at summer debate institutes and early fall debate tournaments. However, if one were to pick up a book dedicated to national service such as the collection of essays that appear in both *NATIONAL SERVICE: PRO AND CON*³ and *UNITED WE SERVE*⁴, they would find zero references to the Don't Ask, Don't Tell policy. Is DADT a popular affirmative because it remains relevant to the national service question, or is it popular because many of the teachers on the national service topic decided it was important since they were already familiar with the issue?

To be fair, I understand that it makes some strategic sense to utilize battle-

tested arguments that have proven to be successful. I understand that some issues remain salient despite the changing of a debate topic. I understand that sometimes it is hard to discover new, good arguments. And, I really understand that it is already hard enough to be a teacher who is overworked and underpaid and to expect them to do all this work learning about some boring new debate topic gets a little old after awhile. But, on the other hand, I worry about what is lost when students do not get the chance to read and talk about timely and important issues when we settle for recycling old debate arguments. I wonder what false impressions we perpetuate – and this certainly includes my own – when we begin to presume that an issue remains static from the last time it was researched heavily.

Certainly, part of the problem lies in the tendency to presume that previously established arguments represent conventional wisdom. The danger is that this conventional wisdom chills debate and fresh perspectives. Todd Gitlin, Professor of Journalism and Sociology at Columbia University, has analyzed the role and responsibility of the public intellectual post 9/11. Interestingly, he expresses concern over how the repetition of basic talking points – whether it is from media pundits to even the Bush Administration – insidiously creates an environment where a free flow of ideas becomes less likely to occur:

The public sphere is less a theater of debate than a theater of repetition, professionalized into the imperative of staying "on message." Politics has taken more than a leaf from the advertising manual of driving the point home by pounding in a Unique Selling Proposition – it has taken the whole book. Talk radio and punditry excel in podium pounding, not argument ... Presidential speech can skirt logic and evidence without evident penalty ... President Bush spoke the words "either you're with us or with the terrorists ninety-nine times. To state what ought to be obvious: the

repetition of such remarks is not an argument. It is a declaration meant to stop an argument. Declamation by fiat presumes that an argument has already been made and won.⁵ (117)

Unintentionally, I suspect that the power of the recycled argument has similar power through its presumption of credibility. Rather than "declamation by fiat," I suggest that the "perceived previous success of a debate argument" creates a situation where the debate community "presumes that an argument has already been made and won" – thus, giving it presumption when looking to identify the issues to be developed in a year's new debate topic.

The role that high school summer debate institutes play in this situation is significant. Institutes have enormous influence on the issues that will then be discussed during the upcoming season. Most high school debate programs do not have the luxury of a full time debate coach that has the time as well as the expertise to research independently and dissect the debate topic. The arguments a debater develops over the summer at debate institute are most often the arguments that this debater will then use throughout the year. However, I am not sure that this is a controlling factor that institutes keep in mind when they set their topic content agendas. Early debate institutes with the pressure to initiate arguments on the debate topic first are most likely to look to the past and recycle old issues. Furthermore, debate institutes that start later in the summer then feel obligated to address what they see as the evolving conventional wisdom and investigate these issues that are already being upheld as important to the new topic. I do not mean to belittle the intentions or efforts of coaches and teachers working at debate institutes. Doing so requires very hard work that often requires teachers to dedicate twelve hour days to their students. Rather, my point is that there are structural factors at play that create disincentives for all the actors involved to invest the time and energy to deconstruct the current issues on a new debate topic. Unfortunately, these fac-

NDCA Coaches' Corner

tors undermine the educational experience of our students and detract from the overall mission we embrace to promote the civic engagement of all the participants in our community.

We are not just debate coaches. We are critical representatives of higher education. The stakes are high. Professor Gitlin addresses the importance of our mission in our unique historical moment:

In sum, higher education has the burden of advancing the intellectual and moral side of citizenship. This obligation pits education against the noise of the media and against the pettiness, parochialism, and corruption of propaganda and politics. It deepens the educational mission. It enrolls higher education in the defense of the society's highest values. It is not a mission that can be offloaded onto any other

institution. It is partisan only in the sense of a commitment to improve the common life.⁶ (121)

Can we do better? Identifying a problem is not enough. As members and participants of the National Debate Coaches Association and the National Forensic League, one thing that we can do is foster more structured dialogue within our community before the new season starts. In the upcoming months, the NDCA will be establishing a blog that we hope will provide the foundation for significant discussions and debates about the pertinent and strategic issues at play in the 2007-2008 debate resolution. We invite everyone to take part in this endeavor – from high school debate coaches to the Directors of high school debate institutes. The better the dialogue that we can muster, the more enlightened our community will become. This will produce better summer debate institutes, better educational experiences for our stu-

dents, and better debates to begin the year. Hopefully, that foundation will evolve into even better and more sophisticated debates by the end of the year. Certainly, this is not the only thing that can be done. But, let's re-prioritize the importance of how we determine the inevitable collective wisdom that will be considered conventional.

As a community, we have just voted on next year's topic. The true power to guide minds in the way that Rumsfeld described now rests in our hands as the debate community goes about deliberating, analyzing and determining what this new debate topic is really is all about.

(**Frank Seaver** is Director of Forensics at Woodward Academy and Vice President of the National Debate Coaches Association. He can be emailed at Frank.Seaver@woodward.edu for information about the NDCA Topic Blog or for specific cites regarding the arguments referenced in this column.)

¹ Rumsfeld, Donald. "U.S. Secretary Of Defense Donald H. Rumsfeld's prepared statement for delivery to the national commission on terrorist attacks upon the United States." 23 Mar 2004. Journal Star Online. 7 Jan 2007. <http://www.pjstar.com/news/AP_WIRE/hold/rumsfeld.html>.

² Khalilzad, Zalmay. "Losing the Moment? The United States and the world after the Cold War." *Washington Quarterly*. 18(2).

³ Evers, Williamson H. *National Service: Pro and Con*. 1st. Stanford: Hoover Press. 1990.

⁴ Dionne, E.J., Drogosz, Kayla Meltezer and Litan, Robert E. *United We Serve: National Service and the Future of Citizenship*. 1st. Washington DC: Brookings Institution Press. 2003.

⁵ Gitlin, Todd. *The Intellectuals and the Flag*. New York: Columbia University Press. 2006.

⁶ Gitlin, Todd. *The Intellectuals and the Flag*. New York: Columbia University Press. 2006.

The IDEA National Junior Forensic League National Tournament

June 29 - July 1, 2007

Greeley Central HS Greeley, Colorado

Sponsored by the National Forensic League and the Middle School Forensic League
Hosted by Brentwood Middle School

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

National Forensic League Third Employee of the Month Award



The National Forensic League would like to congratulate Jackie Oakes on being our January EMPLOYEE OF THE MONTH. Jackie has worked for the NFL for 17 years! Jackie is an Associate Secretary and has many responsibilities in the office. Jackie is in charge of processing National Tournament entries, supplying materials for district tournaments, working with all District Chairs across the country and most importantly keeping Executive Director Scott Wunn in line as his secretary. Jackie is always there when you need her and her generosity towards others is noticed on a daily basis. Jackie's commitment to the NFL and to the people around her is why she was chosen for January's Employee of the Month! Please congratulate Jackie when you see her!

Employee of the Month is awarded based on staff nominations

Student Challenge of the Month

Go to "Student Resources" and check out the Student Challenge Question of the Month.
We'd love to hear from you.

If you have an ideal question that you'd like students to reply to, email
Jackie Oakes at nfl@nflonline.org

NFB District Standings

(as of January 2, 2007)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	217	Blue Valley North HS	555
2	+1	East Kansas	168	Shawnee Mission East HS	478
3	-1	East Los Angeles (CA)	164	Gabrielino HS	557
4	+2	Sunflower (KS)	157	Wichita East HS	304
5	--	Kansas Flint-Hills	156	Washburn Rural HS	375
6	--	Show Me (MO)	154	Belton HS	404
7	+2	Illini (IL)	152	Downers Grove South HS	358
8	-2	Heart Of America (MO)	148	Liberty Sr HS	543
9	+2	Calif. Coast (CA)	146	Leland HS	595
10	--	New York City	145	Regis HS	391
11	-7	Central Minnesota	144	Coon Rapids HS	368
12	+1	San Fran Bay (CA)	141	James Logan HS	595
12	--	Southern Minnesota	141	Edina HS	366
14	--	Northern South Dakota	140	Watertown HS	316
15	+2	Nebraska	136	Millard North HS	302
16	-2	West Kansas	134	McPherson HS	308
17	-1	Ozark (MO)	130	Central HS - Springfield	457
18	+1	Rushmore (SD)	126	Sioux Falls Lincoln HS	342
19	-1	Florida Manatee	125	Nova HS	474
20	+5	Northern Ohio	119	Howland HS	202
21	-1	Eastern Ohio	114	Perry HS	293
22	-2	Inland Empire (WA)	113	Central Valley HS	183
23	+10	Montana	112	Flathead Co HS	296
23	-1	South Texas	112	Bellaire HS	726
25	+1	Northern Illinois	111	Glenbrook South HS	351
26	-4	Northwest Indiana	109	Munster HS	407
27	+8	Utah-Wasatch	106	Sky View HS	279
28	--	North East Indiana	104	Chesterton HS	508
29	-1	New England (MA & NH)	103	Manchester Essex Regionals HS	270
30	-2	Arizona	102	Desert Vista HS	338
31	-3	Rocky Mountain-South (CO)	98	Denver East HS	229
32	+13	Sundance (UT)	97	Bingham HS	246
32	-8	Great Salt Lake (UT)	97	Skyline HS	210
34	--	South Kansas	96	Fort Scott HS	206
35	+1	Florida Panther	95	Jupiter HS	229
36	+2	Golden Desert (NV)	94	Green Valley HS	274
36	+3	Nebraska South	94	Lincoln East HS	282
36	-8	Tarheel East (NC)	94	Pincrest HS	225
39	-12	Eastern Missouri	93	Pattonville HS	224
39	-2	Carver-Truman (MO)	93	Neosho HS	326
41	+8	Hole In The Wall (WY)	91	Cheyenne Central HS	226
42	+6	Carolina West (NC)	88	Myers Park HS	295
43	-2	Southern California	87	La Costa Canyon HS	319
44	-3	Idaho	86	Eagle HS	210
45	-2	Pittsburgh (PA)	85	North Allegheny Sr HS	228
45	+3	Northern Wisconsin	85	Appleton East HS	263
47	-4	Georgia Northern Mountain	84	Henry W Grady HS	176
47	-8	New Jersey	84	Ridge HS	280
47	-1	Sierra (CA)	84	Sanger HS	268
50	-1	Deep South (AL)	83	The Montgomery Academy	289
51	+10	Southern Wisconsin	82	Marquette Univ. HS	173

NFL District Standings

(as of January 2, 2007)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
52	+4	Northern Lights (MN)	79	Moorhead Sr. HS	166
52	-3	Hoosier Crossroads (IN)	79	Brebeuf Jesuit Prep. School	166
52	+7	Rocky Mountain-North (CO)	79	Rocky Mountain HS	206
55	+1	Central Texas	77	Sandra Day O'Connor HS	242
55	-1	North Oregon	77	Westview HS	213
57	-5	Tennessee	76	Montgomery Bell Academy	175
57	+2	Valley Forge (PA)	76	Truman HS	146
59	-7	North Dakota Roughrider	75	Fargo South HS	151
59	+4	Colorado	75	Cherry Creek HS	257
61	-7	Space City (TX)	74	Alief Taylor HS	187
61	+9	Western Ohio	74	Sylvania Northview HS	117
61	-5	South Carolina	74	Mauldin HS	313
64	+2	Lone Star (TX)	73	Plano Sr. HS	255
65	+2	West Iowa	72	Dowling Catholic HS	248
65	-4	Michigan	72	Portage Northern HS	183
67	+6	Colorado Grande	71	Canon City HS	147
68	+2	Mississippi	70	Oak Grove HS	175
68	-4	East Texas	70	William P Clements HS	162
70	--	West Los Angeles (CA)	69	Fullerton Joint Union High	239
71	+4	West Oklahoma	67	Norman HS	213
71	+4	New York State	67	Scarsdale HS	160
71	+2	Hoosier Heartland (IN)	67	Connersville Sr. HS	167
71	-4	Georgia Southern Peach	67	Starrs Mill HS	158
71	-4	East Iowa	67	West HS - Iowa City	207
71	+18	Chesapeake (MD)	67	Woodrow Wilson HS	107
77	--	Heart Of Texas	66	Carroll HS	183
77	+6	Wind River (WY)	66	Worland HS	150
79	-2	North Coast (OH)	65	Gilmour Academy	179
79	-15	Western Washington	65	Gig Harbor HS	257
79	-2	Sagebrush (NV)	65	Reno HS	228
79	+7	Mid-Atlantic (MD & VA)	65	Randolph Macon Academy	244
83	+4	Puget Sound (WA)	64	Snohomish HS	128
83	-6	New Mexico	64	Albuquerque Academy	164
83	-1	Louisiana	64	Teurlings Catholic HS	162
86	-9	Florida Sunshine	63	Academy of the Holy Names	156
86	-3	South Florida	63	Michael Krop HS	146
86	-3	North Texas Longhorns	63	Colleyville Heritage HS	212
86	+3	Kentucky	63	Rowan County Sr HS	168
90	-2	Big Valley (CA)	61	Lodi HS	156
91	-2	Tall Cotton (TX)	60	Seminole HS	125
92	-3	East Oklahoma	58	Jenks HS	166
93	+5	South Oregon	56	Ashland HS	144
94	-5	Greater Illinois	55	Belleville West HS	128
94	-5	LBJ	55	Princeton HS	190
96	--	UIL (TX)	54	Lindale HS	160
97	-1	Pennsylvania	52	McKeesport Area HS	127
98	-9	West Texas	52	Americas HS	111
99	--	Gulf Coast (TX)	51	Gregory Portland HS	171
100	--	West Virginia	50	Wheeling Park HS	72
101	--	Hawaii	45	Kamehameha Schools	135
102	--	Capitol Valley (CA)	44	Granite Bay HS	123
103	--	Maine	39	Lewiston HS	74
104	--	Iroquois (NY)	34	The Family Foundation School	78
105	--	Pacific Islands	29	Harvest Christian Academy	57

In Memoriam

NFL Hall of Fame member Dr. Jane W. Eldridge passed away on December 28, 2006. She is survived by her husband, Billy H. Eldridge. Graveside service was held on Saturday, December 30, 2006.

Dr. Eldridge was a seven diamond coach who coached students to twenty-six national tournaments and received the National Student Congress Trophy in 1981, served as District Chair and earned the District Chair Gold Award. In addition, she earned three Distinguished Service Plaques, was awarded the District Trophy four times and the Sweepstakes Award three times. She co-hosted national tournaments in 1967 and 1988.

Jane had students advance in finals five different times and in 1980 one of Jane's students was recognized as Most Outstanding Representative and again had students in 1977 and 1981 recognized as Outstanding Representatives.

Dr. Jane Eldridge was admired for her professionalism as an educator and coach of high school public speaking and was recognized for her accomplishments locally, regionally and nationally.

In 1988 Jane was inducted into the National Forensic League Hall of Fame. She was also elected to the Tennessee Teachers' Hall of Fame, Coaches' Hall of Fame of The Tennessee High School Speech and Drama League and elected as a member of The Barkley Forum at Emory University. Among Jane's dedicated accomplishments she was a member of the Clayborn Chapter 8 of the Order of the Eastern Star and the Tennessee Mu Chapter of Alpha Delta Kapp Teachers' Sorority.

We extend our heartfelt sympathy to the family and friends of Dr. Jane W. Eldridge.



Dr. Jane W. Eldridge
Nashville, TN

THE JULIA BURKE FOUNDATION IS SEEKING NOMINATIONS FOR THE 2007 JULIA BURKE AWARD

Policy debaters, coaches and judges are invited to nominate one individual no later than **MARCH 15**. Any policy debater who is eligible, or expected to be eligible to compete in the Tournament of Champions may be nominated for the award. Nominations should include the name and school of the nominee, the reasons for the nomination preferably including examples and anecdotes, and the identity of the person submitting the nomination.

Nominations should be submitted to The Julia Burke Award Committee by e-mail to:
Marilyn_Burke@JuliaBurkeFoundation.com or CallmeHuls@aol.com

Sacred Heart National *Speech & Debate Institute*

www.sacredheartperformingarts.com

Congratulations **Shadman Zaman**,
The Glenbrooks Varsity Lincoln-Douglas
Champion

*Offering only the very best instruction from a
nationally recognized faculty in
Lincoln-Douglas Debate, Public
Forum Debate, Original Oratory,
Dramatic Interp, Humorous Interp,
Duo Interp, Prose/Poetry,
Extemporaneous, and
Student Congress*

Suffolk University
July 15-July 29, 2007

Boston . . . *Where the HEART is!*



Take a stand!

Join the National Forensic League and develop the communication skills you'll need to succeed in your career. Over the years, NFL members have become top journalists, media stars, CEOs, Supreme Court justices, even U.S. presidents. As part of its commitment to education, Lincoln Financial Group is a proud sponsor of the NFL. To learn more, call 920-748-6206 and start to express your inner cool.



Too cool



Lincoln
Financial Group®

Hello future.™

2005 National Forensic League/Lincoln Financial Group® National Tournament qualifiers in a historic neighborhood of Philadelphia, home of Lincoln Financial Group.

Lincoln Financial Group is the marketing name for Lincoln National Corp. and its affiliates.

© 2005 Lincoln Financial Advisors Corp.
CRN200509-1003025