

Rostrum

Volume 80

Issue 5

January 2006

**NFL Members Discuss
America's Role in the World**



**the
People
Speak
Project**

 UNITED NATIONS
FOUNDATION

2006 CDE National Debate Institute

July 15-31, 2006

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 2006 CDE National Debate Institute are now being accepted.

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

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

Name: _____ Phone Number: _____

Mailing Address: _____

School: _____ Number of Years in Event: _____

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

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Bill Forsythe, Senior Sales Consultant, Lincoln Financial Group

Eloquence can bring peace amid tumult and tragedy. The power of heartfelt words to heal was dramatically proven by Robert Kennedy in the immediate aftermath of Martin Luther King's assassination. Sadly, too few heard him. Cities across the country erupted in riots sparked by the Rev. King's death. Then, within two months, Kennedy was slain in what had become a sickening ritual of violence.

Other speeches he delivered were better crafted; others had more prestigious venues and received more extensive coverage. However, Robert Kennedy's impromptu remarks to a crowd of 1,000 in a low-income neighborhood of Indianapolis on the night of April 4, 1968 – only an hour after King was killed – showed calm can be wrought from chaos by a skilled and inspired speaker.

To fully appreciate Kennedy's achievement on that cold evening in a wind-blown empty lot ringed by tenements, you must reject the false memory the media has invented about the sixties. It was not the carefree era marketed to aging boomers as a daydream of idyllic youth. Stripped of nostalgic trappings, it was a fearful, tragic time, and 1968 was an especially tormented year in that season of madness.

President John Kennedy's assassination in 1963 was the first shattering blow, presaged by an ugly backlash to demonstrations for racial justice led by King. Upheaval over the war in Vietnam and racial unrest divided the nation by 1968. Robert Kennedy, attorney general during his brother's administration and elected to the Senate in 1964, was running as a peace candidate in the Democratic presidential primaries.

Kennedy, who had a strong following among minorities, was told of King's murder shortly before the Indianapolis rally. The crowd cried out in anguish when he said, "I have bad news for you, for all of our fellow citizens, and for people who love peace all over the world, and that is that Martin Luther King was shot and killed tonight."

Speaking extemporaneously, he continued, "Martin Luther King dedicated his life to love and justice for his fellow human beings, and he died because of that effort." He

recalled his brother's death by sniper fire, eerily similar to King's, and called on Americans to "replace the stain of bloodshed that has spread across this land" with "compassion toward one another, and a feeling of justice toward those who still suffer within our country."

"So I ask you tonight to return home, to say a prayer for the family of Martin Luther King, that's true, but more importantly to say a prayer for our own country. ... Let us dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and make gentle the life of this world."

There were riots in 110 cities that night, resulting in 39 deaths and 2,500 injuries, *but Indianapolis was not among them*. One man, on a quest for peace in a country torn by war and hatred, spared that city from rage with articulate reason.

Sources:

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

Robert Kennedy: His Life, Evan Thomas, Simon & Schuster, New York, 2000



The logo for Lincoln Financial Group, featuring a stylized 'L' inside a square followed by the word 'Lincoln' in a serif font and 'Financial Group' in a smaller sans-serif font below it.

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J. Scott Wunn

From the Editor

Dear NFL,

For the third consecutive year, the National Forensic League has participated in a joint project with the United Nations Foundation. This nationwide public debate initiative, entitled, "The People Speak: America Discusses Its Role in the World" has sparked thousands of debates and discussions between NFL high school students and adult members of the community.

This year, over 12,000 individual debates and hundreds of community discussions took place. Each debate and/or discussion probed the relationship between the United Nations and the United States and the role that each should play on key foreign policy issues such as terrorism, poverty and hunger, the environment, and weapons of mass destruction. The People Speak Project has been an excellent opportunity for the high school students of the NFL to reach out to the adult community and communicate important issues that impact our world.

I would like to personally thank those coaches and students that participated in the program this year. As honor society members, your participation in community outreach programs increases the visibility and support of forensic activities. Also, a special thank you goes to Liz Leach for her outstanding work in the National Office as the coordinator of this year's program.

Finally, I must thank Mr. Ted Turner, the founder of the United Nations Foundation, and Mr. Timothy Wirth, President of the United Nations Foundation, for their incredible support of NFL activities. It has been a pleasure for the members of the NFL to participate in such a wonderful project.

Sincerely,

Rostrum

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Sandy Krueger, Publications Director

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

Topics

January Public Forum Debate Topic:

Resolved: In the United States, public high school science curriculum should include the study of the Theory of Intelligent Design.

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

Resolved: The use of the state's power of eminent domain to promote private enterprise is unjust.

2005-2006 Policy Debate Topic

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

ELECTION OF NATIONAL OFFICERS

Election of nationals officers shall be conducted in even numbered years as follows:

- Any member coach with 5 years of NFL coaching experience may become a candidate for Executive Council by so advising the secretary in writing **before February 1, 2006 certified mail**.
- Present national officers whose terms expire on July 31 shall become candidates for re-election by filing written statement with the secretary **by February 1, 2006 certified mail**.
- No person may serve as a member of the Executive Council after his/her 70th birthday [Council Meeting, April 11, 1992, unanimous]
- Each candidate shall be allotted one column (unedited by the NFL National Office) in *Rostrum* to support his/her candidacy, due **February 1, 2006 certified mail**. Each candidate may include a photo to accompany the column. PLEASE limit columns to 400 words.
- Each chapter shall be mailed a ballot on which the candidates' names appear in an order drawn by lot and on which the chapter shall vote for four directors. Each ballot shall be worth as many votes as the chapter has active members and degrees on record in the National Office on May 1, 2006.
- Those candidates not elected to the Executive Council shall be designated as alternates in order of finish.

The Cover Photo

The People Speak Project 2005

February 2006 *Rostrum*

2006 National Tournament Preview

NFL Hall of Fame Nominations Due

Who is eligible?

A coach with **25 years** NFL Membership or **retired**.

Nominations must be postmarked no later than February 2, 2006.

Forward Nomination **AND** Coach Bio to:

Sandy Krueger
National Forensic League
P.O. Box 38
Ripon, WI 54971

or
email: nflrostrum@centurytel.net

L/D Debate Topics available by calling NFL Topic Hotline (920) 748-LD4U
or

Check the NFL Website News page at www.nflonline.org

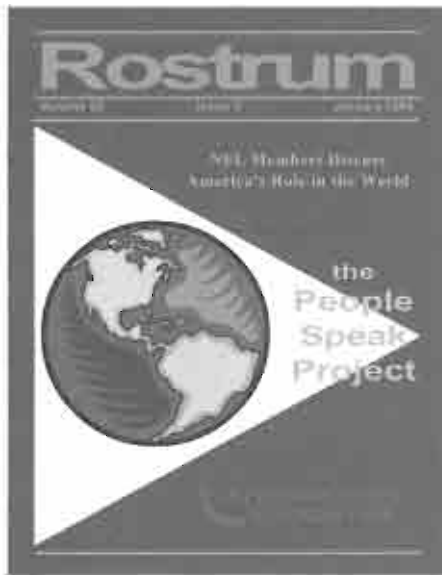
ROSTRUM



Volume 80, Issue 5

January 2006

Cover Story



The People Speak 2005

Page 16

Coach Profile: John M. Mazzucco

Page 22

Epistemology and Lay Judging

by Jesse French

Page 51

To the Future of Student Congress

by Patrick Muenks

Page 59

Brainstorming on the Hudson

by Jim Menick

Featured Topic

Pages 31-48

The People Speak Project 2005

by Liz Leach

Pictorial

Page 64

20th Annual MinneApple

Debate Tournament

In Every Issue

Page 3

Letter from the Editor

Pages 10

NFL Student Challenge

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VOLUME I

CX 101 Developing the Negative Position in Policy Debate Cross Examination

Instructor: Diana Prentice Carlin, University of Kansas

Addresses several key points in The Negative Position - reasons for use, ways to construct, how to use in a round, risks involved. Length: 53:00

CX 102 Constructing Affirmative Positions

Instructor: Greg Varley, Lakeland HS, NY

Winning suggestions for novice debaters in the basics of affirmative case construction by exploring these two issues: evaluation of the resolution and building a successful affirmative case. Length: 45:00

CX 103 A. Speaker Duties: The Conventions of Debate

Instructor: Bill Davis, Blue Valley HS, KS

For novice debaters - outlines the responsibilities of each speaker from 1AC to 2NR and the only three rules of debate.

B. Stock Issues in Policy Debate

Instructor: Glenda Ferguson, Heritage Hall School, OK

For novice debaters - gives background and applications of significance, inherency, solvency, and topicality. (Both topics on one tape) Length: 61:00

CX 104 Cross Examination - Theory and Techniques

Instructor: Dr. George Ziegelmüller, Wayne State University, MI

An in-depth study of the finer points of cross examination: asking factual questions, using directed questions of clarification, using questions based on tests of evidence, reasoning and preparing stock questions. Length: 48:00

CX 105 Advocacy - How to Improve Your Communication in the Context of Debate

Instructor: Dr. George Ziegelmüller, Wayne State University, MI

Recommendations for improving your speaking style. Length: 56:00

CX 106 "Unger and Company," Chapter 1

Moderator: Dr. James Unger, Georgetown University, Washington, D.C.

Top collegiate debate coaches "debate about debate" in a McLaughlin group format. Topics include Experts in Debate, Topicality, Judging, and Impact Evaluation. Length: 60:00

LD 101 Debating Affirmative in Lincoln Douglas Debate

Instructor: Pat Bailey, Homewood HS, AL

Marilee Dukes, Vestavia Hills HS, AL

Topics include designing affirmative strategy - considering the type of resolution, introductions and conclusions, establishing a value premise, rules for justifications and duties of 1AR and 2AR. Length: 56:00

LD 102 Debating Negative in Lincoln Douglas Debate

Instructor: Pat Bailey, Homewood HS, AL

Marilee Dukes, Vestavia Hills HS, AL

Topics include organizing the negative constructive, strategies and rules governing the negative rebuttal. Length: 58:00

LD 103 Cross Examination in Lincoln Douglas Debate

Instructor: Aaron Timmons, Newman-Smith HS, TX

Tips in conducting successful cross examination with student demonstrations and critique. Length: 48:00

LD 104 What are Values? And Applying Value Standards to Lincoln Douglas Debate

Instructor: Dale McCall, Wellington HS, FL

Detailed examination of value standards as they apply to LD Debate. Length: 52:00

INT 101 An Overview of Interpretation and the Qualities of an Effective Selection

Instructor: Ron Krikac, Bradley University, IL

Issues explored are definitions of interpretation and discussion of the characteristics of a winning national cutting. Length: 49:00

INT 102 Script Analysis

Instructor: Ron Krikac, Bradley University, IL

Script analysis including reading aloud, finding details, determining specific relationships and creating a sub-text. Many helpful suggestions and illustrations. Length: 35:00

OO 101 Coaching Original Oratory: A Roundtable Discussion 1

Moderator: Donovan Cummings, Edison HS, CA

Five outstanding coaches discuss various oratory strategies: appropriate topics, use of humor, involvement of the coach, reliance on personal experience. Length: 49:45

OO 102 Coaching Original Oratory: A Roundtable Discussion 2

Moderator: Donovan Cummings, Edison HS, CA

Five outstanding coaches discuss delivery techniques and strategies: importance of delivery, coaching delivery and gestures, improvement of diction. Length: 35:00

OO 103 Oratory Overview

Instructor: L.D. Naeglin, San Antonio, TX

Examines elements in winning orations that listeners and judges want to hear and see. Based on empirical data, an excellent look at judge analysis. Length: 1 hour 25 min

OO 104 Orator Introductions and Conclusions

Instructor: L.D. Naeglin, San Antonio, TX

A continuation of OO 103. By understanding judge and listener analysis, speakers can use information to create winning intros and conclusions. Length: 59:25

OO 105 Oratory Content

Instructor: L.D. Naeglin, San Antonio, TX

From examples of national competition, tips on how to support ideas successfully in oratory with humor, personal example, analogy, etc. Length: 56:20

EXT 101 Issues in Extemp: A Roundtable Discussion 1

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Outstanding extemp coaches discuss getting students involved in extemp, organizing an extemp file, using note cards and applying successful practice techniques. Length: 43:00

EXT 102 Issues in Extemp: A Roundtable Discussion 2

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Continuation of EXT 101. Topics covered include organizing the speech body, use of sources, humor, and use of canned or generic introductions. Length: 48:00

EXT 103 Championship Extemp: Part 1 - US Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

A critique of two US Extemp national finalists by a roundtable of outstanding extemp coaches. Length: 41:00

EXT 104 Championship Extemp: Part 2 - Foreign Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

A critique of two foreign extemp national finalists by a roundtable of outstanding extemp coaches. Length: 41:00

VOLUME II

CX 107 "Unger and Company," Chapter 2

Moderator: James J. Unger, The American University

This third chapter of "Unger and Company" contains several differing opinions about Presentation, Inherency, Structure, Generics, Counterplans, and Real World Arguments. Length: 59:00

CX 108 "Unger and Company," Chapter 3

Moderator: James J. Unger, The American University

This third chapter of "Unger and Company" contains several differing opinions about Presentation, Inherency, Structure, Generics, Counterplans, and Real World Arguments. Length: 58:00

CX 109 Introduction to Debate Analysis: Affirmative

Instructor: James Copeland, Executive Secretary, NFL

A clear and precise introduction to affirmative case and plan writing for novice debaters. Length 1 hour 12 min.

Tapes sold only to NFL member schools!
MORE TAPES, NEXT PAGE

Volume II (Continued from prior page)

CX 110 Paradigms

Instructor: Dr. David Zarefsky, Northwestern University
Renowned debate coach and theorist David Zarefsky presents his ideas on paradigms in argumentation. This lecture is required viewing for all serious debaters. Length: 54:10

CX 111 Demonstration in Debate and Analysis

Instructor: Greg Varley, Lakeland HS, NY
A detailed explanation of the step in a policy debate, from opening to closing. Using the final round debate from the 1992 NFL Nationals in Fargo, Coach Varley has produced a "winning" tape for novices and experienced debaters. Length: 2 hours

CX 112 Flowing a Debate

Instructor: Greg Varley, Lakeland HS, NY
Students view strategies for proper flowing of a debate in this talk by prominent coach Greg Varley. Length: 35:25

CX 113 Recruiting Roundtable

Instructor: Greg Varley, Lakeland HS, NY
Three outstanding coaches with different programs offer ideas for recruiting new members. Includes a great film that can be used as a recruiting tool. Length: 53:10

LD 105 How to Prepare for Your LD Rounds

Instructor: Dale McCall, Wellington HS, FL
A comprehensive discussion of preparations students need to undertake to compete confidently in LD. Length: 35:00

LD 106 Value Analysis in LD Debate

Instructor: Diana Prentice, University of Kansas
An examination of the value analysis by an outstanding debate coach. Length: 35:00

LD 107 LD Debate: The Moderate Style

Instructor Pam Cady, Apple Valley HS, MN
Provides invaluable advice on developing a moderate debate style. Two student debaters demonstrate. Length: 53:00

LD 108 Rebuttal Preparations

Instructor: Carol Biel, Chesterton HS, IN
Coach Biel moderates a group discussion with outstanding young high school debaters. Length: 55:00

INT 103 Interpretation of Poetry and Prose

Instructor: Ruby Krider, Prof. Emeritus, Murray State KY
Professor Krider offers a colorful and insightful exploration of the role of the interpreter of prose and poetry. Her lecture is divided into three parts: Catch that Image, Chat Chat Chat, and Make Us Believe You. Length: 85:00

INT 104 Critique of Interpretation

Moderator: Ron Krikac, Bradley University, IL
Three esteemed coaches analyse and critique performances in humorous and dramatic using examples drawn from national final rounds. Length: 59:25

INT 105 Introduction to Poetry Interpretation

Instructor: Barbara Funke, Chesterton HS, IN
Coach Funke shows how to choose a poem and how to establish commitments as a performer. Length: 56:20

INT 106 Characterization in Interpretation

Instructors Pam Cady, Apple Valley HS, MN
Joe Wycoff, Chesterton HS, IN
Cady teaches vocal characterization while Wycoff engages in a discussion on physicalization. Students who competed at the 1993 Nationals are used throughout the presentation. Length: 54:00

INT 107 Breaking the Ice

Instructor: Rosella Blunk, Sioux Falls, IA
How does one go about putting students at ease in a performance environment? Coach Blunk and her students offer fun and easy activities. Length: 34:25

GEN 101 Ethics in Competition

Instructor: Joe Wycoff, Chesterton HS, IN
Hall of Fame Coach Joe Wycoff speaks about ethics in forensic competition and other related topics in this entertaining and candid presentation. Length: 40:00

EXT 105 First Experiences

Moderator: L.D. Naeglin, San Antonio, TX
Former high school extemp speakers discuss how they got started and share advice they found invaluable. Length: 42:30

EXT 106 Expert Extemp: Advanced Techniques

Moderator: LD Naeglin, San Antonio, TX
Panelists detail skills and techniques they've learned. Length: 44:30

EXT 107 Expert Extemp: Speech and Critique

Moderator: LD Naeglin, San Antonio, TX
The panelists listen to an extemp speech delivered by Jeremy Mallory of Swarthmore College and provide an in-depth critique of his presentation. Length: 42:30

EXT 108 Advanced Extempore Speaking

Instructor: James M. Copeland, Executive Secretary, NFL
Covers the Basics of research, file building and outlining as well as advanced concepts: the rule of the 4 sevens, topic selection and attention factors. Length: 85:00

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Student Challenge

NFL Question of the Month

What is your favorite part of a speech/debate tournament? Why?



Visit the 'Student Resources' section of the NFL website

Michael from Nebraska

I love getting food from the student-run concession stands. Nothing gets me on fire like cold, greasy cheese fries.

Jessica from Ohio

My absolute favorite part about speech is hard to explain. It's that "feeling" when you walk into a school for your first meet, or catch the eye of an arch rival or a long-distance friend. It's being aware that you are part of this wonderful thing that brings out the best in you. My favorite part is the essence itself.

Heather from New York

My favorite part about the tournaments is that I can show all of the work that I put into preparing my speech, because a lot of my time is spent working with my speech. I also like hearing and seeing all of the other speeches people have picked out to perform.

Tera from Missouri

My favorite part of a speech and debate tournament is the experience. I love competing and I love the rush you get after a really intense debate round, but just being

able to celebrate your wins and learn from losses with your team, just knowing you have that support is the best part of tournaments for me.

Sean from Kansas

I find that the most enjoyable part would be the awards ceremony not to a whole tournament but to a finals round. It's always when I'm excited for another person, even though I usually fall short by a round, in debate.

Ben from Indiana

I have a tie. I love the early early morning bus rides to the tournaments when everyone falls asleep and it is as peaceful and quiet as you'll ever find. I also love the time between arrival and first rounds—when you get to catch up with debate friends from other schools.

Sean from Illinois

Without a doubt, my favorite part of a speech tournament is the waiting for the "POSTERS!" Ask any of my teammates and you will get the same response. "Sean gets WAY to nervous and excited for the final posters to be taped up." The combination of butterflies in my stomach and the beat-

ing drum (a.k.a my heart) in my chest, is BY FAR.. my favorite part of any speech tournament.

Tiffany from Idaho

I like receiving the ballots at the end because I can see where I can improve and what I need to keep up.

Molly from California

My favorite part of a speech/debate tournament is the awards ceremony. Whether you personally win or lose, it feels great to celebrate a win for any member of your team, and even for members of other teams. It is the best feeling to recognize the great accomplishments of those who deserve it the most. At the last tournament I attended, a member of our team won first place for her D.I. and our whole entire team jumped up out of our seats, screamed, clapped, whooped and gave her the biggest hug she ever received...that win was the best part of the whole entire day. Most participants work very hard for these competitions. We put in hours of writing and weeks of memorization as well as research and rehearsals. When the pressure of competing is lifted at the end of the day and your struggles and abilities are acknowledged and awarded, that is my favorite part of a speech/debate tournament.

Student Challenge



Jeffrey from Texas

My favorite part of a speech and debate tournament is the nights. After hours of tiring work, we all pile into a bus and head to a hotel where we are supposed to sleep to prepare for the next day. However, no one sleeps. We stay up almost all night goofing off and having fun. Returning the next day and winning without sleep makes the nights completely worth it.

Brenna from Montana

Meeting kids from all across the state that share your interests.

Robert from Colorado

My favorite part of a speech/debate tournament is getting to see everyone's own interpretation of their piece.

Nathan from Pennsylvania

My favorite part of a tournament is gathering together with other teams and playing different games and talking about each other's lives.

Jacob from Mississippi

My favorite part of the speech and debate tournament is sitting at the awards ceremony and hearing your event called up. I love standing in front of everyone as they call out the winners. Whether you got 1st or 5th, at least you made it to finals.

Robert from Nebraska

My favorite part of speech tournaments is the break between finals and awards. I can finally get some food and talk about some of the amazing speeches we've seen. I like to call it "team comradely hour".

Mayur from Arkansas

The opening of the speech. We can always sense the confidence in the person with his voice when he starts the speech. I also love the frying round when you try to corner the opponent by stating your doubts.

Louis from Alabama

My favorite part of a tournament is in between rounds. You meet new people, have fun, and prepare for your next debate.

Allie from Iowa

Being around my friends on the team. When together, something wacky always happens.

Drew from South Carolina

My favorite part of speech is the fact that it keeps me from making mistakes on the streets that would probably end or destroy my life.

Brittany from Indiana

The best part of speech is the fact that you cannot go to a tournament without learning something new. Also, it's impossible not to make new friends.

Ross from Ohio

My favorite part of a speech and debate tournament is the morning speech given by head coach Mr. Mazzucco. He always gives an amazing speech that drives every speaker to do their best! The morning speech is what binds the team together and prepares everyone for the hectic day ahead.

Whitney from New York

My favorite part of forensics is the opportunity to meet new people at the tournaments and the expression/discussion of

ideas and opinions about the current topics, and or general things going on in the world.

Anna from Missouri

The rush of being in front of complete strangers giving a piece that you have put your heart and soul into, and seeing the look on your judges face when they laugh and are interested. It is a big adrenaline rush.

Katie from Texas

It's great to go to a really competitive tournament and see all the other talented students. Not only is it entertaining to watch, it also helps me see where I need to improve and grow as an actress.

Lisa from Ohio

The people are definitely the best part of a speech/debate tournament (aside from winning, of course.) The people involved are really friendly and nice.

Brie from South Dakota

I love that on debate tournaments I get to meet new people who are interested in the same things I am.

Bridget from Missouri

My favorite part of a speech/debate tournament is meeting new people and improving all my skills and if I did bad go back out and try harder next time that's my favorite part of a speech/debate tournament.



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 - 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

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The Three Week Program: The Three Week curriculum balances improving students' debate technique through expertly critiqued practice rounds, along with in-depth discussion of the topic for the year and debate theory. 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. 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 2006.

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Faculty: The SNFI faculty is composed of current and former competitors and coaches from successful programs across the country. Initially confirmed staff for summer 2006 include:

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

Jon Sharp - University of Kentucky

Judy Butler - Augusta Prep

Corey Turoff - Head-Royce

Jessica Yeats - Idaho State

David Houska - Stanford Debate

Bruce Jordan (Parliamentary Debate) - Bentley School

Toni Nielson - Fullerton

Eli Anders - Harvard

Cyrus Ghavi - Emory University

Sara Apel - Texas/Emory Law

Bobby LePore - Stanford Debate

More faculty will be added soon. Check future issues of the Rostrum and our website for updated faculty lists.

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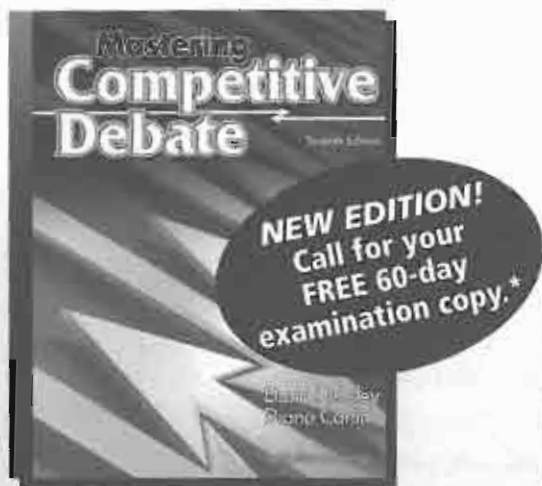
Rebecca Stellato, 2004 and 2005 Participant



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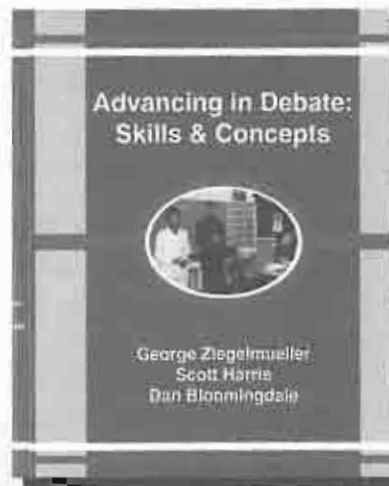
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July 9 - August 4

Two and Three Week Sessions

July 9 - 21 and July 22 - 28

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- Best Student/Staff Ratio - Our student/staff ratio never exceeds 8 to 1. A typical lab will have 20 debaters, led by 3 full-time faculty members.
- More Actual Debating - Every student at the Four Week SDI will leave having participated in at least eighteen full practice debates. Many students left last summer having given at least one constructive speech every single day of the camp.
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High-Quality, High-Value Instruction

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- Evidence Quality and Preparation - every student leaves the camp with a high quality affirmative in addition to in excess of 1000 pages of "core negative" case arguments, counterplans, critiques, and disadvantages. Highly organized and supervised argument research ensures that our students go home equipped with the ability to debate the upcoming topic, no matter the style of argument or debate.



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NDT Semifinalists: 2004, 2003, 2002, 2001, 1998, 1968 | CEDA Semifinalists: 2003, 2002, 2001, 1998

Coach Profile

Meet

Coach of the Month John M. Mazzucco

By Liz Leach
NFL Staff



John M. Mazzucco coaches at Austintown Fitch High School in Ohio. John earned his first diamond January 25, 2002.

What was your first NFL experience?

As a judge and first year teacher working with Ken Carano at Kent State University. Long involved, fascinated by the speech experience. When a position became available I was anxious to be more involved with forensics and applied.

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

I always wanted to be a teacher and was a frustrated actor. Being involved as a judge really got me started. My starting pay was \$320 a year as a coach.

What is your team philosophy?

I like kids to do their own personal best. Take their speech, one at a time and focus on the moment.

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

Our program begins mid-September with tryouts, clinics and oratory and then early October our program gets actively underway. Counting Saturdays, I spend 25-30 hours a week working with forensic students and this is above and beyond time spent in the classroom teaching.

What is your vision for the future of the NFL?

Because of public school government funding cuts, I foresee problems not just for NFL, but for the Ohio High School Speech League. My school does not allow selling tickets, or fundraisers; we have no gates, or no draw of crowds which can either reduce or destroy a forensic program. Budget cuts reduce the number of coaches, reduce the number of students a

forensic program can budget to maintain. School boards possibly facing bankruptcy.

What is exciting about being an NFL coach in the State of Ohio?

The camaraderie with other coaches. Even though we are competitive, we enjoy each others company. Thirty-one years ago as a young fellow, now a dinosaur, it is just as exciting for me then as it is now to share in the growth of my NFL students seeing them score their first points, be awarded their first trophy, to grow and mature from start to finish of a new season.

What's unique about Austintown Fitch's NFL chapter?

We offer diversity with a unique number of different backgrounds. Despite having a small program, we offer all events and what has become most popular in our school is LD and Public Forum. Our team won 8 state championships within the past 15 years despite financial constraints which caused cuts in the size of our program.

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

First, the eyes of the student. Their expression tells a lot. Their hand gestures. These are natural blessings brought in as competitive communicators. Of course their academic ability is important whether it be for theatre or forensics. Dedication is also important. Finally, a student who prioritizes their commitment to forensics the same as family commitment.

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

Hard for me to say. I competed in only one high school tournament and my school did not have much of a team, mainly high school theatre and community playhouse involvement, so I have no comparison.

What is your favorite memory from a National Tournament?

In 1997 in Minnesota, featured my 50th birthday. I tried to keep it very quiet, however my wife made sure to call Coach Carano. Coach Carano brought a cake and everyone was trying to find me. They were going up and down the elevator at the hotel with plans to surprise me. They finally located me and it WAS a surprise!

What is the greatest challenge as a coach today?

Balancing the books, and keeping them balanced. Staying competitive and not excluding a single student, especially students with less ability whose needs require special attention.

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

I have a lucky high school medallion that is found on my briefcase. Prior to the start of a tournament, the students and myself with hands out, heads back, greet the universe stating, "Hail Universe".

What's your favorite weekend tournament food item?

Pepperoni roll has a 15 year shelf life and I figure if I eat enough, I should live forever.

W O R K S H O P P R O G R A M

NFL ANNOUNCES SUMMER WORKSHOP SCHOLARSHIP PROGRAM FOR COACHES AND TEACHERS

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

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

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

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

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

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

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

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- Kris Barnett, Star Charter
- Josh Berrier, George Mason
- B.A. Gregg, Randolph-Macon
- Jeff Moscaritolo, Matt Friedman, Duval Bodden, Elliott Kashner and the GMU Forensics Team

...And numerous others.

CONTACT INFORMATION

Dr. Peter Pober

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In the Heart of the Nation - At the Center of Debate

Epistemology and Lay Judging

By Jesse French

"She didn't even flow! How can I win when I am debating in front of a judge who doesn't know how to judge LD?" Within the debate community "lay" judges are often considered to be less competent at judging Lincoln Douglas debate than coaches, experienced judges, and, even seasoned debaters.

In an attempt to prepare first time judges for their experience in adjudication an internet advice section jokes, "Regardless of your abilities as a judge, debaters you pick commensurate with their normal expectations--(we'll discuss speaker points later), while the debaters you drop will suspect that their pet ferret could have done a better job than you have."¹ The idea behind this statement seems accurate; often as debaters we question the ability and intelligence of those who take the time to judge us. In many speech and debate tournaments throughout the nation, inexperienced judges are only allowed to judge novice rounds. In a portion of annual tournaments, inexperienced judges may not judge.

In its description of Lincoln Douglas Debate, The Wikipedia Encyclopedia explains the situation of many "lay" judges. "In some regions or circuits tournaments with multiple divisions, inexperienced judges are most commonly placed in the Novice division, while the Junior-Varsity and Varsity divisions enjoy much more experienced judges."² A feeling that "lay" judges are less able to understand the current framework (paradigm?) of Lincoln Douglas argumentation and the philosophy presented in most Lincoln Douglas rounds seems to underlie this judge pool separation. The Wikipedia Encyclopedia elucidates, "Judging a Lincoln Douglas round can

be very difficult, especially for inexperienced judges. Not only are the questions intrinsically complex, but the typical debater uses argumentation and citation from writers of philosophy that the judge may not be familiar with. Additionally, Lincoln Douglas topics often involve issues where the judge has a strongly held opinion for or against the resolution."³ Some members of the speech and debate community disagree with the above views on lay judging. Some of these dissenting views have recently appeared in literature circulating through the forensic community.

In her *Rostrum* article, The Case Against Mutual Case Judging, Jenny Heidt argues that "middle of the road" judges who are less experienced are often abused by coaches and debaters.⁴ She expresses concern over incidents of students and coaches yelling at inexperienced judges. This concern over the treatment of our adjudicators is shared by Jordan Mayer in his piece, When Bad Ranks Happen to Good People.⁵ Mayer suggests that varied ballot results are to be expected in Lincoln Douglas Debate. Instead of criticizing judges, he urges coaches and competitors to engage in self reflection when a round is "dropped".

Heidt and Mayer's positions exemplify the existing disagreement to the common position within the Speech and Debate Community that inexperienced judges are incompetent and should therefore be regulated to a distinct facet of tournament judging pools. Such disagreement presents an epistemological question: Can we know whether current arguments and practices in support of judging pool separation at tournaments have a place in speech and debate competition? In the remainder of this article

Proper Communication

I will analyze this question (of how we know what we claim to know) by examining emerging ideas in epistemological thought. My analysis will explore whether contemporary epistemology provides a position from which judging pool separation can be supported or refuted.

The traditionally dominant epistemological theories of empiricism and rationalism tend to be reductionist and essentialist.⁶ For instance, when considering whether a table sitting in a class room was moving, an empiricist would be likely to base her answer on the centrality of experience in determining truth. She might conclude that the table was stationary because she was seeing a table at rest and did not hear any indications that it was coming into motion. A rationalist might disagree. As a rationalist, he would be likely to base his disagreement on the centrality of reason, or a specific idea set, to the discovery of truth. He might argue that the idea set of physics demonstrated an existence of moving molecules within the structure of the table and therefore conclude that the table was moving. In both the explanation of the movement or its lack of movement, truth is based on an essential quality, reason for the rationalist and experience for the empiricist.

Some of the emerging theories of epistemology reject such attempts to reduce reality to an essential set of ideas or experiences. Overdetermination is a burgeoning epistemology that is both non-essentialist and non-reductionist. These qualities are hinted at by Resnick and Wolff in, A Reformulation of Marxian Theory and Historical Analysis. "We may approach the subsumed class by noting first that the fundamental class process only exists by virtue of being the result

◆ *Lincoln Douglas Debate*

or site of the effect of all other processes. All the other non-extraction processes serve then as the conditions of existence of the fundamental class process..."We cannot say that surplus labor exists because only particular essential kinds of phenomena determine that existence... every process constituting the life of human beings must be thought as being the locus of the effect of all other processes."⁷ Rensick and Wolff's words depict a reality in which all phenomena exist in relation to each other. No single process, economic, political, or cultural can be concluded to be the central determinant of other processes.

In a non-essentialist, non-reductionist reality causation can be questioned; if every process is simultaneously the cause and effect of all other processes in society, a singular process can no longer be determined as the ultimate cause of another process. Louis E. Loeb gives an example of the way in which causation might be questioned in, "[Causal Theories and Causal Overdetermination](#)." "...A short circuit starts a fire in a house's kitchen. At the same time a cigarette starts a fire in the master bedroom. Either fire alone would have spread and destroyed the house completely in one hour. In one hour the house is completely destroyed...We are reluctant to say of either the short circuit or the cigarette ash that it caused the houses destruction."⁸ Loeb's example gives an idea of how an overdeterminist theorization of epistemology might question the assignment of ultimate causality; through an overdeterminist lens different phenomena are alike to Loeb's house, simultaneously the subject of an infinity of causes and effects. Therefore, just like Loeb's house, the ultimate cause of the phenomena that constitute reality is called into question.

Absolute truth is brought in to question when we begin to doubt ultimate causality. In doubting causality, what determines reality is questioned. For example, when asking what the truth of an

experience reading a book is, the answer might be that it is overdetermined. In other words, the reality of reading a book might not be simply the experience of seeing and identifying the words. It might also be the association with one's past experience that the words create. It could also be simultaneously created by the sunshine pouring through the window illuminating the pages in a new and unfamiliar way. These different possibilities represent different claims to truth; each one holds a different answer as to why your experience reading was the reality that it was. This rejection of an objective absolute truth is explained by Resnick and Wolff in relation to the non-essentialist and non-reductionist theory of Marxian Epistemology, "Marxist theory, specifically rejects the notion of two realms, objective and subjective, in which the later, the site of theory, aims and believes itself able to grasp the essential truth of the former. Instead, Marxist theory operates with a notion of theory or thinking as a constituent aspect of social reality."⁹ This statement makes clear the difference in how a rationalist or empiricist and a Marxist might view the described experience of reading. While a rationalist might claim that your processing each individual word on the page through the idea set of language was the essential objective feature or truth of your reality, an Marxist might claim that your subjective association with the words was just as important in constituting and explaining your reality.

Refusing to accept an absolute truth holds a consequence for daily actions and social relations. Acting in social situations to create change fails to exist as a struggle to convince others of the truth. In social situations claims of right and wrong lose their objective status. For the non-reductionist and non-essentialist overdeterminist, there is not an objective right and wrong. Rather, there are competing explanations of reality that exist as different claims to truth. Forwarding a truth claim you feel strongly

about is a matter of persuasion; through acting to share your particular reasons for accepting a given truth claim you create the possibility of others accepting your explanation of reality. Your persuasive action might have real world consequences. For example, past and current persuasion that the laws of physics accurately describe reality, have contributed to technological advances through the application of physical principles.

A view of reality as something that is composed of competing truth claims seems to intuitively make sense. The world that most of the people who will read this article inhabit contains many explanations of why things are the way they are. When making daily decisions and engaging in social action most of us do not base our decisions on multiple variate reductions that try to isolate an essential explanation of reality. Rather, many of us base our decisions on what persuades us. For those of us who decide in this way, the importance of persuasive ability is inescapable for those who want to create social change.

Having established the importance of persuasion to burgeoning non-reductionist, non-essentialist epistemologies it is time to return to the initial epistemological question of this article: can we know whether current arguments and practices in support judging pool separation at tournaments have a place in speech and debate competition? For those who accept a non-reductionist and non-essentialist epistemological position and are concerned about the extra-round value of debate, the answer seems to be no; by regulating "lay" judges to a separate novice pool we fail to expose debaters to opportunities to hone their persuasion skills. Through judging pool separation we encourage debaters to adopt one framework for argumentation that appeals to experienced judges but may not be persuasive to the average lay judged. Tim Averill seems to reflect these thoughts in his statement, "LD was created because when the sponsor of NFL-

(continued to page 28)

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Scott Deatherage, Director of Debate, Northwestern University

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OUR GUIDING PRINCIPLES

VB staff and students ought to be:

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- Believers in providing access to and empower those who wish to compete at any level

The Victory Briefs Daily

The Victory Briefs Daily is our community's most reliable and vibrant source of news, information, results, photos and discussions relevant to issues that face debate competition today. With special features, including a coaches column, a theory column and interviews, VBD has become the must go debate stop for debaters, parents and coaches.

As we are rolling out more websites to give free information to coaches, parents and competitors, we are always looking for paid columnists, volunteer correspondents and other contributors. If you are interested, please email Mike Bietz at bietz@victorybriefs.com.

The Victory Briefs Tournament

When: January 7 & 8, 2006

Where: The Archer School for Girls – Brentwood, CA

Known as the VBT@Archer, the Victory Briefs Tournament hosted by the Archer School for Girls, is one of the country's fastest growing tournaments. We try to provide debaters with a unique opportunity to debate in front of experienced critics eager to help each student improve in both debating skills and argumentation for the very important Jan/Feb NFL resolution. On the Friday prior to the tournament we also host two Round Robins – one for 12 of the country's top LDers and one for sophomores.

We hope you can join us in sunny Los Angeles!

The Victory Briefs DVD Series

The Victory Briefs DVD series started three years ago when a number of coaches and parents asked us for more LD teaching tools. Our series features debaters who have been successful on the local, state and national level. Each DVD features a full round on one of the NFL resolutions. This year we are also happy to offer an entire set of all 10 demonstration debates (from the list of 10 potential NFL resolutions for 2006) in a two DVD package. Purchasing this makes a great classroom tool as well as a way to teach skills on many different topic areas.

The Victory Briefs Handbook Series

The Victory Briefs handbook has always been our most popular product. Keeping in mind that it is more important for students to understand resolutions as opposed to simply finding cards, the Victory Briefs handbooks are organized in a way that give more topic overviews than any other brief-book available. Additionally, we have a wide-range of general knowledge debate and extemp books for you. If you are a teacher, student or parent just trying to learn about the activity, these are great guides for the beginning of each resolution or a debate career.

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

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The Victory Briefs Institute 2006

on the campus of the University of California, Los Angeles

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

www.victorybriefsinstitute.com

The Victory Briefs Institute at UCLA began in 2001. Since then, the institute has grown in both popularity and experience. We were built on the vision of dedicated debate educators desiring to bring fresh ideas and an innovative curriculum. Today, with the addition of a number of the top debate teachers in the country, over 700 students have been through our program. What is more, over 200 students have returned to VBI for a second, third, or even fourth time.

New for 2006

- A track designed for our returning and advanced students
- An advanced mentor program where students are guaranteed 1-on-1 instruction with 2-3 staff members of their choice on a daily basis
- A college-style system where students can choose from a wide-range of academic and debate theory drills and seminars

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

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

Congratulations to our 2005 VBI Alumni!

So far this year (as of 10/25/05), VBI Alumni have won the following tournaments:

Alief Elsik (TX), Grapevine Invitational (TX), Greenhill Classic (TX), Wake Forest Earlybird (NC), The Meadows Invitational (NV), The Mid America Cup (IA), The Vassar Round Robin (NY), Cal-State St. Mark's Heart of Texas Invitational (TX), Long Beach (CA), Liberty Bell @ UPenn (PA), Cal-State Northridge (CA), Hockaday (TX), Houston Memorial (TX), Big Bronx (NY), Bronx Round Robin (NY)

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

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

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



Tentative Staff for Summer 2006:

Vikrum Aiyer, Josh Anderson, Stephen Babb, Aracelis Biel, Mike Bietz, Tim Case, Chris Castillo, Tommy Clancy, Neil Conrad, Wesley Craven, Jon Cruz, Nathan Foell, Andrew Garvin, Petey Gil, Leah Halvorson, Ryan Hamilton, Justin Hinojoza, Jessica Huynh, Hirsh Jain, Victor Jih, Nermin Kamel, Ryan Lawrence, David Lebowitz, Amanda Liverzani, Michelin Massey, Larry McGrath, Adwait Parker, Daniel Sheehan, Joey Seiler, Max Stevens, Tara Tedrow, Min Zhang

◆ Lincoln Douglas Debate

-then Phillips Petroleum--came to see a national debate final round, it was so incomprehensible that the NFL had to come up with something which would communicate to an intelligent lay judge. LD has not remained true to that goal. The recent final of TOCs, as skillful as the students were, was not about the resolution but

about rules and ground."¹⁰ Averill's statement hints at a need to rethink current practices in Lincoln Douglas Debate. Having all Lincoln Douglas debaters speak in front of inexperienced judges would be one option for change. Considering this option would address the concerns of much of today's emerging epistemol-

ogy. In addressing these concerns, we would prepare Lincoln Douglas Debate participants to be persuasive actors in their daily social relations. (*Jesse French is a Truman Scholar and a former National Finalist in Domestic Extemporaneous Speaking. He wrote this article for the Scholars writing group at CDE Summer Institute.*)

Footnotes

¹How to Judge Lincoln-Douglas Debate: http://www.geocities.com/northeast4n6/judge_ld.html, Accessed July 23, 2005

²Lincoln Douglas Debate, http://en.wikipedia.org/wiki/Lincoln-Douglas_Debate, Accessed July 23, 2005

³Lincoln Douglas Debate, http://en.wikipedia.org/wiki/Lincoln-Douglas_Debate, Accessed July 23, 2005

⁴Heidt, Jenny, *The Case Against Mutual Case Judging*, debate.uvm.edu/NFL/rostrumlib/policy200305heidt, Accessed July 24, 2005

⁵Mayer, Jordan, *When Bad Ranks Happen to Good People*, ("The Rostrum Magazine", May, 2005)

⁶Stephen A. Resnick and Richard D. Wolff, *Knowledge and Class: A Marxian Critique of Political Economy*, (University of Chicago Press, 1987)

⁷Resnick and Wolff, *A Reformulation of Marxian Theory and Historical Analysis*, (*The Journal of Economic History*, Vol. 42, No. 1, 1982)

⁸Loeb, Louis, E., *Causal Theories and Causal Overdetermination*, (*The Journal of Philosophy*, Vol. 71, No. 15, 1974)

⁹Resnick and Wolff, *Marxian Epistemology: The Critique of Economic Determinism*, (*Social Text*, No. 6, 1982)

¹⁰"Interview with Tim Averill", www.victorybriefs.com, Accessed July 24, 2005

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UTNIF 2006

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CX AND LD DEBATE CAMPS

Sherry Hall, Harvard debate coach and the 2005 National Coach of the year has joined the UTNIF faculty for Summer 2006.

Stacy Thomas, Director of Forensics for the Hockaday School, will serve as the UTNIF LD curriculum director for 2006.

Brian McBride, Southern California, and
Jairus Grove, Harvard, will again direct the CX camps.

At the UTNIF, we have the best staff in the Nation. Students will receive face time with our instructors, not simply an afternoon of lectures or a meager four hour rotation.

CX Marathon	June 25 to July 13
Session 1 Experienced Seminar	June 25 to July 16
CX Plan II	July 17 to August 8
Session 2 Experienced Seminar	July 13 to August 8
CX Supersession	June 25 to August 8

UTNIF Director, Joel Rollins, PhD, 2002 National Debate Coach of the Year



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

Under the Direction of Melissa Maxcy Wade

The Emory National Debate Institute has been contributing to the education of high school debaters for twenty-nine years. The curriculum is steeped in the most fundamental aspects of debate: presentation, research, and critical thinking. An excellent combination of traditional argument and debate theory and an emphasis on current debate practice makes the Emory National Debate Institute one of the most successful 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.

Under the Direction of Jim Wade & Stephanie Jenkins

Experienced staff: Mr. Wade has been in the activity for over twenty years, and has served in his current position for eleven years. Ms. Jenkins is a former LD champion and is currently an Ivy League graduate student in philosophy. Other staff members include an array of the finest college coaches, as well as some of the top college debaters in the nation.

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.

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 College, Georgetown University, University of Iowa, University of Kentucky, Northwestern University, University of Michigan, Wake Forest University, Samford 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.

Under the Direction of Alysia Davis & Mike Davis

Experienced Staff: Mike Davis has over a decade of argumentation and debate experience teaching students for the highest level of debate practice and competition. He has received numerous teaching awards for his ability to teach and convey complex communication theories to students of all ages and backgrounds. Mike has received his PhD in Communications at the University of Georgia and is currently a visiting instructor for Georgia State University's Communications Department. 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.

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 be able to adapt to various types of critics. Students will have the opportunity to participate in numerous practice debates as well as a practice tournament during the institute

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The People Speak 2005



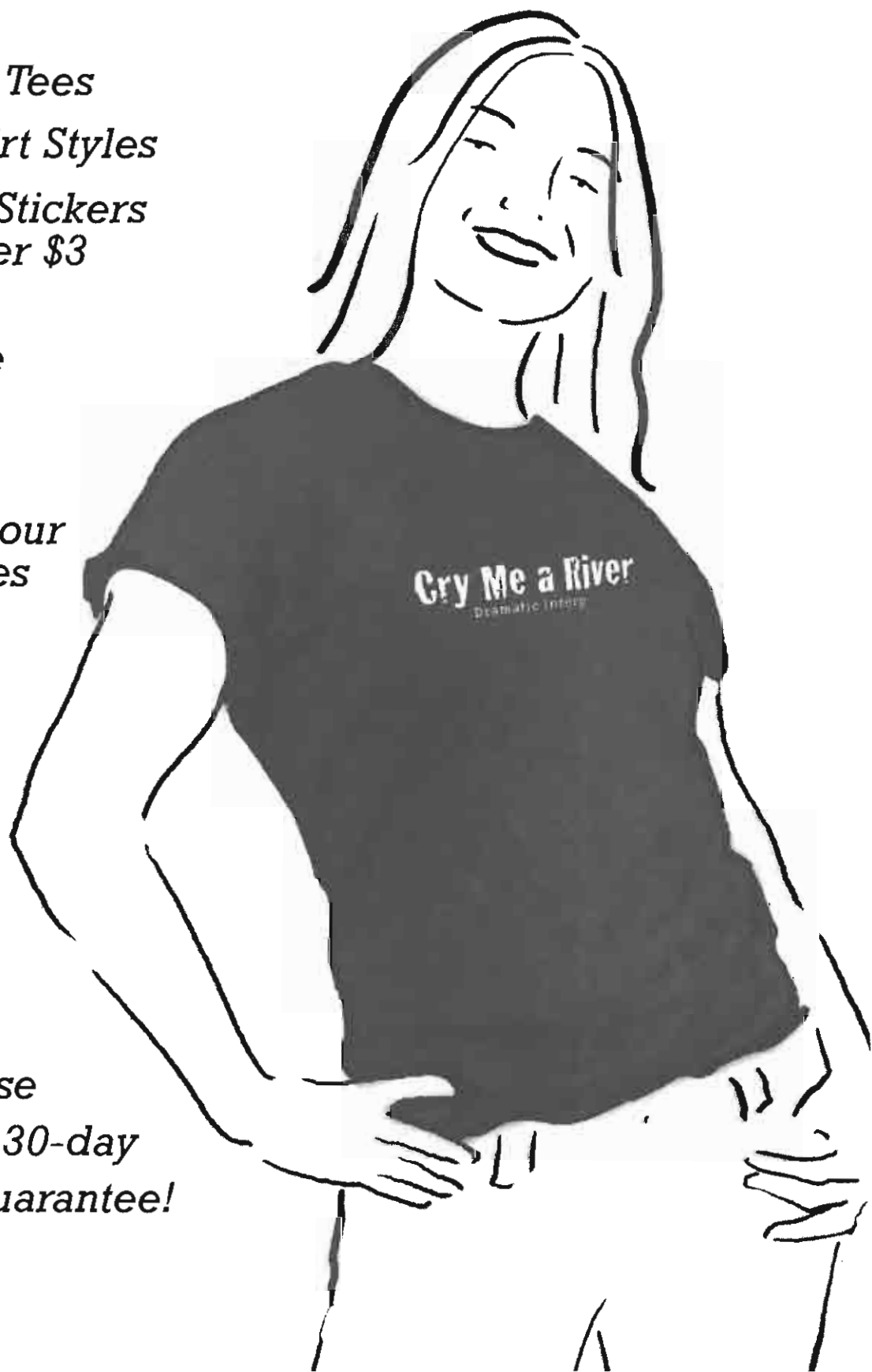
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People

the Speak

Project



Dear NFL Members,

As the 2005 the *People Speak* Project came to an end, the success of the project was clear. This year, NFL members held over 12, 300 debates in conjunction with the *People Speak!* The amount of events held in September through October of this year is more than twice the amount of events held last year.

The *People Speak* Project cannot be successful without the dedication of NFL members like you. Many schools who participated in the *People Speak* last year were joined by new schools this year in the *People Speak*. Several schools even hosted more than one event!

However, the creativity that NFL members brought to the *People Speak* Project is just as important as the dedication. Participants held debates with senior citizens, town hall meetings with parent organizations, interactive video conferences with students in Europe, as well as many other amazing public discussions!

For those involved, the rewards of the *People Speak* Project are self-evident. Speech and debate students were able to discuss issues of consequence with members of their communities. Community members were able to see firsthand just how amazing National Forensic League students are.

Thank you for making the *People Speak* Project 2005 a rousing success! More than 12, 300 events are simply amazing and it is due to you – the NFL members who participated. Thank you for your dedication to the *People Speak* as well as the creativity you brought.

Congratulations!

Liz Leach

People Speak

Alta High School, UT

September 7, 2005

Working with the Model UN team as well as the Political Awareness Club, the Alta HS debate team created a series of events spanning the entire year. The series will cover all four subtopic areas in *The People Speak*. The events have been structured in such a way that all the events feature an expert panel on the topic as well as a time for questions and answers from the audience. As a start to the series, the first event hosted by Alta High School was a panel on the role and actions of the United Nations.

Belton High School, MO

September 10, 2005

The Bel-Ray Sunrise Lions Club hosted an early morning presentation on Saturday, September 10 held at Carnegie Village. Thirty-seven members, including Belton Mayor Jim Odom and are State Representative Brian Baker, attended the *People Speak* debate. Sophomores Jessica Capps and Corey Lande supported the resolution: This House will ban nuclear testing. They were opposed by seniors Jackie Christiansen and Farrah Ford. The parliamentary style debate lasted one hour. Assisting the Lions Club members in asking the four debaters questions were senior Scottie Abbott, and juniors Peter Nygren, Emily Pfefer, and Kyle Scheel.

Belton High School, MO

September 12, 2005

The Belton Chamber of Commerce turned out forty-four members for a luncheon meeting and debate by the Belton debate squad. The *People Speak* presentation took place on Monday, September 12 at Carnegie Village. The resolution that senior Scottie Abbott and junior Kyle Scheel defended was "The United states should not engage in preventive war (first strike) without the consent of the United Nations." Speaking in opposition of the resolution were juniors Zach Dodson and Peter Nygren. The debate lasted 40 minutes.

Lyons High School, KS

September 13, 2005

Four Lyons High School students presented a demonstration debate at the Kansas State Fair on September 13, 2005. The event was videotaped and rebroadcast via the sound system.

Following the debate, audience members were able to ask questions about the format of the debate or about the current debate resolution.

All the high schools in the state were invited and the event was open to the public and heavily advertised in fair mailings.

Del Valle High Sch., TX

September 14, 2005

On September 14th Del Valle held an interactive video conference with a high school from Northern Spain. They had politicians from the US and Spain, as well as students discussing the European Union/Spanish relationship. The politicians and students also discussed Terrorism and Spain's role in Peace Keeping Operations.

Park Hill High Sch., MO

September 15, 2005

On September 15th Park Hill High School participated in *The People Speak* with the help of a Parent/Teacher Group. NFL members Mike Ito, Alex Jackson, Xavier Jackson, and Felicia Wong debated the following resolution: "Resolved that the Patriot Act should be repealed." After the debate, questions were taken from the audience on the debate. In the end, everyone involved became more aware of the relationship between the United States and the United Nations.

Belton High School, MO

September 15, 2005

The Belton Chapter of the American Association of University Women invited the Belton debaters to its Thursday evening, September 15th meeting held at Carnegie Village. Twenty-seven members listened to sophomores Stefani Marconett and Amy Wheeler defend the resolution: The United States should focus more on trade than war. In negation of the topic were junior Emily Pfefer and sophomore Leslie Byrd. Senior Scottie Abbott, junior Kyle Scheel, and sophomores Jessica Capps and Corey Lande quizzed the debaters with inquiries during the 50-minute presentation.

Talihina High Sch., OK

September 15, 2005

In September, Talihina High School hosted a panel of Choctaw Nation Health Care Professionals. They addressed a high school assembly audience at the Choctaw Nation Diabetes Center. The topic addressed was "Preventive HEALTH Measures Teenagers Can Use to Construct a Healthy Lifestyle."

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◆ People Speak

Early County High Sch., IA

September 15, 2005

We plan to establish a discussion event at our local Rotary Club. The Early County Debate Team will present issues and open the floor for discussion with our local civic leaders.

Spencer High Sch. & Okoboji High Sch., IA

September 17, 2005

Spencer High School and Okoboji High School debated "The War on Terror Cannot be Won Militarily" at the Clay County Fair, which is the largest county fair in Iowa. The event was promoted in all of the fair promotional material. The debate was held in a Public Forum style with questions and answers period after the debate to increase audience participation. Students Matella Smith, Caleb Stoeber, Seth Tracy, Maxwell Bolfinhouse, Jesse Meyer, and Ryne Matthews partici-



pated in the debate as well as interacted with the audience. Additionally, the debate was also filmed by the local cable channel and rebroadcast. This was performed in a 200 seat auditorium in order to accommodate the audience and film crew.

Benton High Sch., MO

September 19, 2005

The Benton High School speech and debate team held a panel discussion with an audience question and answer period



on September 19, 2005. The discussion focused on the topic of Poverty, Hunger, and Health.



Del Valle High Sch., TN

September 21, 2005

September 21st was the second interactive video conference held by Del Valle High School. In this conference, a high school and politicians from Venice, Italy were involved. The discussion topic was US/Italian relations since the US killing of the Italian Special Forces operative. Italian internal politics and Italian foreign policy towards terrorism were also discussed.

Alta High School, UT

September 21, 2005

The role taken by the United Nations is not always an easy one. As a result there are often nations that are frustrated with the United Nations from so reason. The United Nations, like any other large government-like body, is often the subject of criticism. However, it is that criticism that can impact the

◆ People Speak

effectiveness of the United Nations work. For those reasons, the Alta debate team with the Model UN team and Political Awareness Club held a panel discussion in conjunction with the People Speak on the many issues facing the United Nations.

Coronado High Sch., TX

September 22, 2005

Coronado High School speech and debate team members held a debate with Communications students from the University of Texas-El Paso and El Paso Community College students as part of the People Speak Project. The debate was on the topic of United States and United Nations Peacekeeping efforts in Africa.

Belton High School, MO

September 24, 2005

The Belton American Legion had 29 members listen to the thoughts of Belton debaters on Wednesday evening, September 24 at Carnegie Village. Seniors Sarah Greenwood and Jason Mast supported the issue, "Force should be used to protect human rights." Senior Latrice Collins and sophomore Trey Brock countered the arguments in opposition. During the 40 minute debate juniors Peter Nygren and Emily Pfefer spotted Legion members' questions with inquiries of their own.

Wauseon High Sch., OH

September 27, 2005

The People Speak event was held at the regular weekly Wauseon Exchange Club meeting. Students Olivia Bumb, Jennifer Van Pelt, and Evan Short made a timed presentation on a topic are chosen in advance from the suggested guidelines. Each student chose the area they wanted to address from the subjects at hand. The students were asked questions by the members of the Exchange Club as well as the other speech team members who were present. After each timed presentation, members of the Exchange Club were given time to respond concerning the issue at hand. Student speakers who were present in the audience got the questioning going when necessary. However, adult club members present were quite willing to make comments and ask questions on the topics which each of the three speakers had addressed.

The moderator for the day was the current Americanism chairperson for the Exchange Club, Mrs. Sandra Barber. In addition to being a member of the Exchange Club, she is an elected



official in our county, and was a delegate to the 2004 Republican Convention in New York.

The People Speak event hosted by Wauseon High School covered these topics:

- Should genetically modified food be offered to poverty-stricken nations?

- Can international organizations, such as the UN, better solve world conflict?

- Is it justifiable to drill for oil in the National Wildlife Refuge in Alaska? What are the consequences of our dependence on oil and other fossil fuels?



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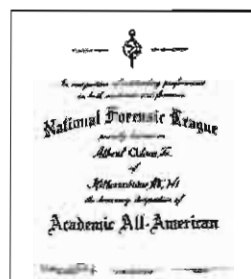
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◆ People Speak

Bloomfield High Sch., TN

September 27, 2005

The Bloomfield High School speech team recently hosted *The People Speak* 2005. This event was one of thousands of forum engaging Americans in discussions about how foreign policy effects their lives and communities.

Bloomfield High School chose to address the area of war and conflict due to close ties with the Crane Naval base. BHS students have a real concern about this area because their families and neighbors work for the military. World affairs are a real part of every day life in our area.

The event was completely organized and ran by NFL members. Students who participated in *The People Speak* project included: Tabitha Burton, Greer and Graham Gerni, Derek Parkes, Emily and Laura Riggins, Michelle Roark, and Courtney and Khristan Solliday.

Foothill High School, NV

September 28, 2005

Foothill High School held a parent's night with the highlight being the debate between two teams of two students and one adult from the community on September 28th. Students Johnny Amiri, Kostan Lathouris, Conor Fitzpatrick, and Joe Giorgione helped facilitate the discussion between the adults and students on three of five topics presented. The night was a huge success as everyone involved learned a lot as well as had a great time.

Del Valle High Sch., TX

September 28, 2005

September 28th presented an opportunity for an interactive video conference between students at Del Valle High School, local politicians, the Former President of Turkey and students from Turkey. They discussed the role of Turkey in the EU, Terrorism, and Middle Eastern Problems.

Coronado High Sch., TX

September 29, 2005

United States and United Nations Family Planning Efforts were discussed in a debate between Coronado High School speech and debate team members and Communications students from the University of Texas - El Paso and El Paso Community College.

Manchester Essex Regional High Sch MA

October 5, 2005

Manchester Essex completed their annual debate as part of *The People Speak* at Brooksby Village in Peabody, MA on October 5. NFL members Charles C Comenos and Dan Cellucci presented the debate. NFL members Jess Brown, Stephanie Colbert, Katie D'Angelo, Phil Gambino, Sarah Harrell, Arianna Jackson, Seth Katsoulas, Katie Markarian, Jenn Shea, Robin Smith, Erik Subatis, and Ethan Tieger observed along with 75 senior citizens to aid in the asking of questions.

Del Valle High Sch., TX

October 5, 2005

On October 5th, Del Valle High School held another interactive video conference. This conference was between high school students and politicians from both the US and Moscow. The main topic of discussion was the future of democracy in Russia.

Kearney Public High Sch., NE

October 7, 2005

During the month of October, student congress students from Kearney Public High School worked with a SIFE (Students In Free Enterprise) group at the University to do a demonstration debate with community members. The members of SIFE wrote bills dealing with local issues and the student congress students from Kearney HS debated these bills in congress style. After the debate, the members of the community in the audience asked questions of both the SIFE members and the student congress speakers.

Alta High School, UT

October 12, 2005

The United Nations is often considered the greatest accomplishment of the United States. The role played by the United Nations is often a tumultuous one, simply as a result of what they are asked to do. With that in mind, as well as the anniversary of the United Nations on October 24th, the debate team, Model UN team, and the Political Awareness Club of Alta High School held a panel discussion on restructuring the United Nations.



**Next Season
“ Begins ”
Here.**

Western Kentucky University Summer Forensics Institute

The 2006-07 season doesn't begin with the fall tournaments. Next season begins at Western Kentucky University. At WKU, we realize that becoming a great forensics competitor takes more than flash and style. It takes heart, substance and hard work to make national final rounds and master the activity. Held June 25-30, 2006, on the WKU campus in Bowling Green, Kentucky, the WKUSFI is an excellent choice, both for students who are only beginning their forensics careers and others who have already performed in national final rounds. At the WKUSFI, we take a hands-on approach to camp by combining structure with a relaxed, comfortable atmosphere that strikes a balance between educational and competitive interests while allowing students to learn at their own pace.

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judy.woodring@wku.edu
or phone (270) 745-6340.

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

People Speak

Coronado High Sch., TX

October 14, 2005

University of Texas-El Paso and El Paso Community College Communications students debated the topic of United States and United Nations arms control with student members of the Coronado High School speech and debate team as part of the People Speak.

Grand Rapids City High Sch., MI

October 24, 2005

Grand Rapids City High School held a *The People Speak* event with the World Affairs Council of Western Michigan on October 24th. The topic decided upon was Poverty, Hunger, and Health focusing specifically various aspects of the international AIDS crisis. Four students from Grand Rapids City spoke. Freshman John Barbatano opened the program with a brief introductory speech on the current status of United States AIDS policy. Juniors Noha Moustafa, Michael Schafer, and Sarah Oliai presented policy speeches on topics they had picked themselves in relation to the international AIDS crisis. Their topics included:

- The role of unilateralism – how US policy choices inter-



fere with the delivery of humanitarian aid, using AIDS policy in Uganda as an example

- The role of neo-colonialism in Latin America, and how US government and corporate policies have exacerbated poverty in Latin America

- The response to the emerging AIDS crisis in India on the part of India, the US, and NGOs.

The speeches were followed by a question and answer session with the audience, moderated by Grand Rapids City



Coach Bill Harris, lasting for approximately 15 minutes. Questions came from students in the audience as well as from members of the World Affairs Council. The questions ranged from specific comments about India, to consideration of the state of US aid relative to other nations. The World Affairs Council granted membership to all the participants in the program—as students they can attend for free.

Del Valle High Sch., TX

October 24, 2005

On October 24th, an additional video conference was held with Russian politicians and students. The topic of interest for this conference was Terrorism and the perception from Russia on the War on Terror.

Alta High School, UT

October 26, 2005

In a time where water is starting to be referred to as "blue gold" and levels of greenhouse gases strive towards all time highs, the environment is a topic generating a lot of discussion. The expert panel put together by Alta High School's debate team, Model UN team, and Political Awareness club generated a large volume of discussion as well as exploring the policies of the United States and the United Nations.

Wake Forest Summer Debate Workshops

6 Week Policy Project

The Fast Track is a six-week program for a select, limited group of Policy Project participants, led by **Ross Smith**, Wake Forest's debate coach. Students get the full benefits of the Wake Forest Policy Project, plus the chance to work closely with successful college and high school coaches. In the 1990's, *Ross Smith has qualified more teams to the National Debate Tournament Elimination Rounds and has had more top-sixteen ranked teams than any other coach this decade. He was named national judge of the decade and was second ranked nationally as college coach of the decade.* Applicants should have prior workshop experience, a demonstrated record of success, and the motivation and expectation to excel combined with debate experience which will allow them to comprehend and utilize this unique opportunity. Ross will be assisted by **Stefan Bauschard** and **Jane Munskgaard**. Limit: 16 students. Tuition: \$3700. June 18-July 29.

5 Week Sophomore Project

The Five Week Wake Forest Sophomore Project is a special program for rising sophomores that is directed by **Ed Williams** from Woodward Academy. This special 5 week program is designed to focus on the development of both basic debate skills and more advanced research and argumentation skills. The first week of the program is designed to accelerate student debating and argumentation skills so that they are fully-prepared to take advantage of the Policy Project curriculum, while maintaining a pace this appropriate to the students' level and ability. Limit: 32 students. Tuition: \$3600. Limit: 16 students. June 25-July 29.

4 Week Policy Project

The Policy Project curriculum is designed to prepare students for the rigors of national circuit debate. Other institutes have been playing catch-up in curricular design ever since we began the Policy Project. Now, while others are advertising shared evidence, early frequent practice, and other features we have long since refined, we are finding new ways to tailor the debater's experience to their specific needs. We aim to simply have the best overall group of debaters of any age and provide appropriate experiences for each of the ability levels. Sophomore, Junior, and Senior labs are available. Sophomore labs will work closely with the Sophomore Project and Junior and Senior labs will work closely with the Fast-Track. Limit: 32 Students. Tuition: \$3400. July 2-July 29.

3 Week Summer Debate Workshop

Team-taught laboratories, divided by experience level, allow each student to receive intensive individualized instruction as students are taught each phase of the debate process. Each lab of no more than eighteen students is led by two of the listed faculty members and is assisted by one Wake Forest debater. Laboratory-wide cases are not imposed, yet the students are taught to cooperate and function as true team members in the laboratory setting. There will be no lab fees. All labs will receive all of the evidence produced in the entire workshop and cooperation across labs in preparing cases and negative positions will be facilitated. The lab is seen as a place of continuing contact and teamwork, not as a competitive entity. Tuition: \$1875 Directed by **JP Lacy**, Wake Forest Debate Coach June 18-July 7.

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www.wakedebate.org

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Alex Lamballe, TOC Quarterfinalist, NFL Winner, 2004

Kevin Weick, NFL Winner 2004

Zach Brown, Glenbrooks Quarterfinalist, 2004

Josh Branson, NFL Winner, TOC Finalist, 2001, NDT Winner 2005

www.wakedebate.org

People Speak

Analy High School, CA

October 27, 2005

With over 230 school and community members in attendance, Analy High School's "The People Speak" event successfully met its goals of educating the public on the environmental and economic impacts of banning GMOs. A local ballot initiative to ban GMOs in Sonoma County inspired Analy High School to explore the precedent setting power of legislation regarding GMOs on the United Nations. *The People Speak* event at Analy High School received local newspaper and television coverage.

Coronado High Sch., TX

October 28, 2005

United States and United Nations relations with Cuba was the topic of discussion at the October 28th People Speak hosted by Coronado High School. University of Texas-El Paso and El Paso Community College Communications students discussed this topic with students from the speech and debate team.

Our Lady of the Elms High Sch., OH

October 30, 2005

Our Lady of the Elms High School held a *The People Speak* event on October 30 for a group of parents and members of the Social Action Club. Ten members of the Our Lady of the Elms speech team prepared research questions and discussion questions for the event. Aditi Gupta, Nicole Yahn, Danielle Hartley, Alexandria Williams, Lauren Jones, Helen Bulford, Elizabeth Wright, and Sara Nice served as table leaders for five small group discussion tables. The participants were divided so that students and adults were represented in all groups. After 40 minutes of discussion, table leaders spoke to the large group regarding their tables decisions and reactions. As each speaker concluded, questions were opened up to the audience. Discussions were lively and each participant thoroughly enjoyed the program. Additionally, each participant brought a non-perishable food item which was donated to a local Akron food bank.

Gabrielino High Sch., CA

November 4, 2005

Gabrielino speech and debate team members Steven Tan and Alice Okumura debated each other for the San Gabriel Coordinating Council. The Council, comprised of town leaders, listened to both four year debaters argue whether or not the US and UN should unite to help with world poverty and health issues. Both students presented arguments, cross examined each other and gave rebuttals. At the conclusion of the debate, the members were allowed to ask questions of the debaters.

Coronado High Sch., TX

November 5, 2005

In their last event of the People Speak 2005, Coronado High School hosted a debate on Environmental Efforts of the United States and the United Nations. Students from Coronado's speech and debate team debated the topic with Communications students from El Paso Community College and the University of Texas - El Paso.

Alta High School, UT

November 9, 2005

Having just weathered a deadly hurricane season, many Americans are wondering what caused the change. Alta High School's debate team with the Political Awareness Club and the Model UN team planned an expert panel on Global Warming. With the recent impacts of Global Warming, the United States and United Nations policies toward the environment are a hot topic of discussion.

Talihina High Sch., OK

November 11, 2005

On November 11, Talihina High School's speech and debate team hosted a panel from the State of Oklahoma Veterans Center. The topic discussed was "Under what conditions should the United States use Military force abroad."



People Speak

Bellarmino College Prep, CA

November 16, 2005

Bellarmino College Prep's speech and debate team will hold a foreign policy debate on November 16, 2005. The debate will focus on the War on Terrorism and WMDs.

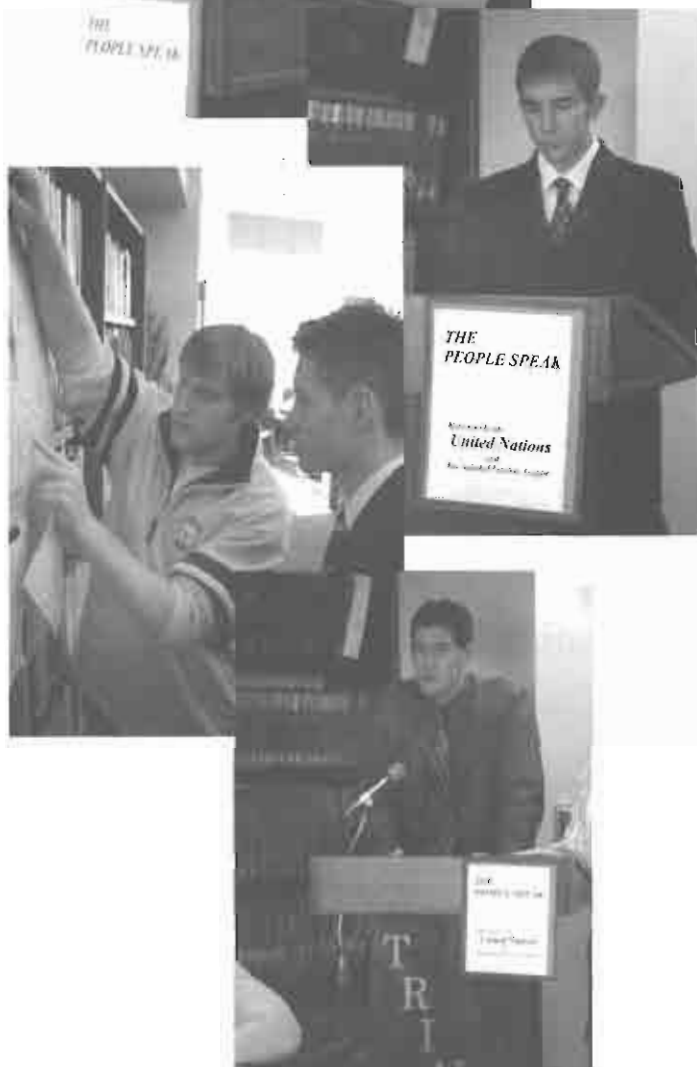
Pine Crest High Sch., NC

November 16, 2005

On November 29th Pinecrest debaters used a Student Congress format. Resolutions were distributed to local civic clubs and boards. Students researched a topic area and then presented opening arguments. The floor was then opened to the audience for a question and answer session.

Trinity High School, PA

November 14, 2005



Trinity High School speech and debate team held a series of debates with a parent organization on November 14. A number of speech team members participated including: Brenna Garda, Randall Dye, Megan Black, Alexandra Hauser, Ashely Grim, Andrea Dalton, Nick Nagy, Justin Page, Jeremy Clements, Preston Allison, Chelsea Hartzell, Ryan Bassi, Nikki Gillis, Bill Booher, and Jillian Kowcheck. The debates covered a number of topics revolving around the environment. Students debated and discussed topics including rainforests, recycling, and long wall mining. The event was well attended and both students and parents are looking forward to participating again next year.

The National High School Debate Institute At Northwestern University

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 - Jonathan Paul, Associate Director of Debate, Greenhill School
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<p>Northwestern University National Debate Tournament Top Speakers 2000 * 1999 * 1998 * 1996 * 1989 * 1973 * 1968 * 1966 * 1962</p> <p>Rex Copeland Memorial Award -- Top First Round At-Large 2005 * 2003 * 1999 * 1996 * 1988 * 1979</p>
--

People Speak

Talihina High Sch., OK

November 29, 2005

Talihina High School's speech and debate team hosted a town meeting style People Speak event with members of the Talihina High School FFA Chapter parents. The topic of the town meeting was "Making Rural Citizens more Energy Efficient and Environmentally Conscious." This event was held on November 29 as a way to discuss the environmental issues facing the people of Talihina.

Lakewood High School, FL

October 20, 2005

Lakewood Speech and Debate students participated in an intergenerational debate with the Point Brittany Residents Book Club and Current Affairs Club. The students and adults discussed a number of the topics supplied by the People Speak. The discussion was beneficial to both the students and the adults involved. Speech and Debate members Ted Riquelme, Pierce Timba, Jerry Gray, John De Sousa, John Correa, and Lauren Jensen asked questions, assisted with registration and hospitality, and coordinated the completion of paperwork.

Valley Regional High Sch., CT

November 30, 2005

As they did last year, the debate team will select topics from the NFL given materials. They will then prepare 7-10 minute speeches and present them to our audience. The audience will then break into 4 groups as designated by the NFL 4 subject areas to be discussed. Our debate team will act as moderators for each group with a teacher-supervisor overseeing. All groups will have time to share their thoughts and opinions on the topics. After, a small coffee and tea and cookies session will bring the entire group back together.

Audience will be invited community members from: Board of Education, Lion's Club, Rotary Club, Local Library heads, and parents.

Lakewood High School, FL

November 10, 2005

Students from Lakewood High School in Florida traveled to Stetson University College of Law to participate in the People Speak project. The students hosted a panel discussion on a variety of topics relating to the People Speak. The panel consisted of local experts, law students, and members of the Lakewood Speech and Debate team. Lakewood students Christopher Estoch and Ronald Overing were featured speakers on the panel while fellow students assisted with cross-examination, registration, hospitality, among other duties.

Alta High School, UT

November 30, 2005

In a joint effort between the Alta debate team and the Political Awareness Club as well as the Model UN team, a the People Speak event was held on November 30th. The event was a panel discussion with a series of experts as well as students on the panel. Although this is the last Alta event that is in the People Speak timeframe, the debate team has organized events through May 24, 2006.

Valley Regional High School, CT

November 22, 2005

A community forum was held on the evening of November 22nd by members of the Valley Regional High School speech team. The People Speak event was advertised in all three local newspapers. This led to a great turnout for the team's event which was a learning experience for both the students and the adults involved. Eleven team members participated in the event. Between students Elly Field, Martha McMorran, Sam Levenson, Caitlin Callahan, Beryl Foster, Emily Brown, Arielle Burke, Mike Kapernaros, Jasseigh Ingraham, Lauren Bisacky, and Rebecca Borton speeches were presented on each of the topic areas provided for the People Speak project. The different topics were then discussed and questions asked by the audience members as well as the students not presenting on that topic area.

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JUNE 30 - JULY 17, \$1845

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JUNE 30 - JULY 13, \$1685

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

30-ROUND POLICY DEBATE PROGRAM: No other program in the country offers students the opportunity to improve as quickly and extensively: each student is guaranteed the opportunity for 30 full-length debates with extensive post-round critiques. Such concentrated and directed practice allows students to make improvements in argumentative sophistication and technical proficiency that normally take a semester or longer. The 4:1 student:staff ratio ensures that each student will receive individualized feedback from every instructor one of NDI's world-class instructors.

POLICY DEBATE NOVICE PROGRAM: The curriculum of the Novice Program is designed to help introduce students with little to no experience to policy debate. Through lectures, small group discussions and classroom activities students will master the critical thinking and public speaking skills necessary to succeed. Students will learn to apply their knowledge in debate rounds through multiple critiqued practice debates and argument drills and will graduate prepared to compete during the 2006-2007 debate season.

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

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To the Future of Student Congress

Personal Perspective

By Patrick Muenks

I have competed in Student Congress for four years, I have had my fair share of negative feedback about the event in general. Most stems from the repetitiveness of the event and the speeches there in. Every speech that is given is exactly like the one that precedes it and as a result, there is little or no growth in the round. I feel that this can be adequately addressed and solved by changing the fundamental way most students think about the speeches given in Student Congress.

In order to solve any problem, it first needs to be identified. Right now a large majority of students that compete in Student Congress are very intent on giving prepared speeches. These "canned" speeches are usually characterized as being repetitive, too smooth, and ignoring what has been said in the chamber. I believe that most of the stigma that surrounds Student Congress is that it is an event described as a symphony of three-minute oratories. Students are not looking at what the event is.

I attended the 2005 National Student Congress and was privileged to have conversations with several of the members of the tournament staff who have coached and have overseen the event of Congress for quite some time. One person in particular was Mr. Keller, also known as "Mr. Congress". In our conversation he told me that one change from your local tournament to the national scene is that the event itself changes and evolves as the session or sessions proceed. The argumentation on the legislation becomes more of a debate round than what most

would think of as a typical session of student congress. I interpreted this to mean that every speech in the round has an impact on what you should say about the legislation being discussed. I have developed a few ways for turning Student Congress into what it should be, a legislative debate that evolves as the sessions continue.

The first, and one of the most important things that needs to be done is to read the legislation given to you. While you may be excited to see something like, "Repeal the Patriot Act," on a coversheet noting the legislation that you'll be debating, pulling the speech that let you win the last tournament and saying what you prepared is a huge mistake. Nearly every piece of legislation that you come across is unique. You should sit down and take the time to read it and understand what the bill is advocating, or what justifications are given to enact a "Be it Resolved" clause.

The next place that one needs to look to is the problem of "canned" speeches which is in the way that one prepares or researches for the tournament. I've noticed that a lot of competitors research and collect evidence at the time they receive their legislation. They are content with that once they've found the points they feel are necessary to make. This is the first major mistake. In a congress round, your evidence should be as current as possible dealing with the cleavages that are plaguing the legislation in the status quo. While your evidence that was passed down to you by graduating seniors may have worked for them,

chances are that evidence is outdated or there is a more recent article that can give you the same analysis. I can't tell you how many times I have heard students use the same statistics over and over again in a round. Not only do competitors complain about the reuse of evidence, but judges who are on your circuit will also tire of hearing the statistics that you used over 3 months ago.

Speech structure is another common concern. In structuring a good congress speech, there are a couple of key elements. First is a good introduction that is on point with the legislation at hand. I would also encourage you to refer to the legislation and to some of the other things said by representatives in the round. The introduction should also include a preview of your points that you plan on making in the session. I'm not discouraging you from creating a creative introduction but make sure though that these "catchy introductions" are on point and there is a clear line behind your attention getter and the legislation that you're debating.

One of the best ways to effectively implement this is to practice giving introductions and timing yourself. A good introduction should be no longer than thirty seconds. If you are looking for something original, try finding a statistic that is an attention getter. For example; if you're talking about the problem of electronic waste, "The Kansas City area alone improperly disposes of over 200,000 computers a year. This is about 5,000 tones, the equivalent of 60 Boeing 737 jetliners, full of

Duino, Italy

STAFF:

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

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

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

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

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

For further information contact:

Eric Di Michele (212) 288-1100, ext. 101,
edimiche@regis-nyc.org

Nina Watkins, IDEA (212) 548-0185,
nwatkins@idebate.org



Additional Staff will be added in the spring and will be posted on our website: www.idebate.org



idea

2006 International Summer Speech and Debate Institute

LOCATION:

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

DATE: June 30 – July 14, 2006

Lincoln-Douglas Debate & Speech Track

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Parliamentary Debate Intensive Workshop

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PRICE: \$1,500 USD

Institute Director: Eric Di Michele:

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

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Lincoln-Douglas Debate

LD at SMFI is intense, with more individualized attention than you will find at more expensive camps. Our staff focuses on broadening knowledge of philosophy and debate theory, anticipating the direction of NFL topics and strengthening speaking skills. Participants receive year-long access to the web-based DebateAddict research system. The LD workshop is led by Tyler Unsell, director of forensics at Ruskin High School in Kansas City, Missouri, a successful veteran competitor, coach and debate clinician.

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Student Congress

lead, mercury, cadmium and other materials that can end up in the landfills and potentially poison our water supplies." *Electronic Garbage Gets Dumped, Kansas City Star 3/29/05.*

If you want to create your own unique analogies as attention getters, I would sit down and really study what you're going after. Make it clever but not cheesy, off the wall but very on topic. Remember, it's an attention getter, not a punch line. As to both of these suggestions, I would rotate them after a tournament or two just to make sure that your introductions stay fresh.

The body of the speech also needs to be addressed. For this I would like to recommend a number of things to do before the speeches even start. I would suggest making a precedence chart to keep track of who has spoken, in what order, and how many speeches each Congress person has given. It also sounds good to judges if you are keeping track of who has spoken and that you can answer a question dealing with speech order or as to the number of speeches a representative has given.

Next, I would actually flow the speeches in the round. That's right, I said flow a Student Congress round. Use a legal pad and write out the round on paper. To start, record the name of legislation at the top of the sheet so that you know what you're discussing. When someone stands to speak on the legislation, in the left hand margin, write their name, their code, whether they are in affirmation or negation, and finally keep a running tab on the number of speeches.

This information becomes invaluable during the session. First, it allows you to address the speaker by their name. This makes you look more professional than simply addressing the person as "speaker" or "representative". Second, it makes it much easier to determine the number of speeches given in the round. While the person is speaking, use three or four lines and record the main points of their speech. Whether it's a huge statistic, a rhetorical question, or a main point that just

seems overly focused on, doing this will give you an excellent road map to track the development of the argumentation that is going on in the round.

The benefits of flowing a round are immense. In addition to the previous reasons, it allows you to follow the evolution of the arguments in the round. It shows you where the Congress feels the most important issues are. Also, if there is a discrepancy on the issue of precedence, it's much easier to "point of order" that "Representative Smith gave the 74th speech of the round. It was a speech of affirmation and he stated that these points." The largest benefit however is that it will help you create a very well structured congress speech.

Regarding the main structure, there are a few ways that one can go about formulating their main points. There are, however, a few key points that should be in every speech. First, there should be some clash in your speech with others. By clash, I don't mean simply reading a piece of evidence and thinking you're going to be clashing with the opposition. Read a piece of evidence, provide analysis or both, and show everyone why your side of the legislation should be the one adopted. Just like in a debate round, you must uphold your side of the argument and you must disprove theirs. Give impact to your evidence and to your arguments. When you refer to the other members of your session, I would use your flow chart to make sure that you use the representative's name when referring to a point that they made.

As stated earlier, by knowing your fellow representative's names and using them, it shows that you respect them and that you're paying attention to what is going on in the round. The key to doing this successfully is to make sure that the point of clash that you decide to use is something that is currently being debated. For instance, something I wouldn't reference would be a point stated over 5 speeches ago; quite simply, fifteen minutes of debate

has occurred since the last time that point was discussed. I would use a point that has been a constant site of contention and seems to be something that remains unresolved. While it may be tempting to drive home a point that your fellow representatives have effectively proven, it shows your skills much better if you debate something that still isn't resolved. Make sure that the analysis that you give is unique. Too often I've seen students restate analysis and it looks as if they cannot come up with anything on their own. Even if your analysis is similar, find a way to make it unique, through evidence or simply your own logic.

The last key thing is that you must have a certain finesse when you debate in a Student Congress session. Unlike other debates where going for the jugular may be the way to go, Student Congress requires that you keep decorum when you argue. You are a Representative as well as a debater.

Other ideas for main points are to be prepared with a fair number of main points that can be used. While debated points need to grow throughout the round there also must be an injection of new arguments into the round to simulate that debate. I would suggest bringing anywhere from eight or ten evidence cards for each side of the legislation. This a lot of preparation but as *The Incredibles* put it, "Luck favors the prepared". At any rate, having more than three points of analysis gives you a good chance of having a new point to interject when you decide to speak. This will add flavor to the round and gives the other students in the round a new argument to think about. When presenting it, do not pre-write your point; having it on an index card works great and simply reference it; do not read it. Another suggestion is to practice short term memorization and simply reference the card before you stand to speak. Using either of these suggestions gives you credibility because you aren't simply reusing points seen in previous speeches. Make sure that you're familiar with your index cards

Student Congress

and evidence and that you don't turn all of your points into new ones. Remember to clash with previous arguments that advanced throughout the debate.

The last thing I would recommend is to enhance points previously made by representatives. This requires that you to pay close attention to what has been going on in the round. This makes flowing that much more important. First, make sure the point is expandable, and second, make sure that your extension on the issue is something that will add to your credibility and the credibility of the argument. An example of this could be on a topic dealing with the death penalty. The previous speaker on your side stated that the Constitution and Supreme Court support your position on the death penalty. To expand that point, you could say, as Representative Smith pointed out earlier, the Constitution and Supreme Court support the death penalty. Specifically the case *Greg vs. Georgia* held that the death penalty does not violate the 8th Amendment. Also the Constitution, under the 5th Amendment, grants the states the

power to administer the death penalty. To do this effectively is simple to learn but hard to master. My advice is to practice this as much as possible, both in and out of tournaments. Make sure that the extension that you're advancing is going to be worth your time.

Over the last few pages, I've discussed alternatives to pre-written and memorized speeches. There is a place for such speeches, perhaps during the first affirmative and parts of the first negative. I would suggest that the author of the speech read the legislation thoroughly and then base their speech on what is written. Make sure that it is well researched and structured and that you will be able to answer questions based on your speech.

On the first negative, I would suggest that either one or two of your points be unique to your speech. I would clash with the point that you feel is the most central to the affirmative position. After that, remember that you are setting the ground work for future negative speakers so giving them a foundation for their assertions is important as well.

I sincerely care about this event.

I hope some day to have a debate class of my own, teach students, and change their lives through debate the way mine was changed. This event holds a special place with me and that is why I'm so dedicated to doing my part to really show what this event is capable of being. I don't think it's that difficult to establish Student Congress as an event that is one of the most respected events in the NFL. While there is criticism surrounding this event, a large amount of it stems from the repetitiveness of the speeches and points in the event. I believe that can be changed by the way students research and prepare for the event and most importantly, how they execute their speeches in the Congress round. I will in no way say that these suggestions are the only answers but I believe that this will serve as a round map for erasing the stigma of "canned" speeches in Student Congress.

(Patrick Muenks is a graduate of Park Hill South, MO, and is currently enrolled at Washburn University. Mr. Muenks placed 4th in the National House of Representatives in 2005.)



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Brainstorming on the Hudson

Knowing the Real Issues

By Jim Menick

At Hendrick Hudson our LD team meets once a week, at night, for an hour and a half. In that time, we do everything that there is to do. We cover how to debate, we do skill exercises, we hear enthralling lectures from the coach about Rights, Morality, and the Evils of Fast Food, we decide on the best nicknames for team members. And, once in a while, we talk about the resolutions.

There are a variety of academic benefits to be derived from LD, one of which is the study of its subject matter. The list of all the possible resolutions for this calendar year, for example, includes judicial activism, separation of church and state, jury nullification, government regulation of industry, property rights of drug companies, progressive taxation, limiting science, censorship, and the—unfortunately vague—conflict of community vs. national standards. There's a lot of meat on those bones, and even where the areas of discussion are similar—the court topics, for instance—the content of the discussion is quite different. As coach I get to lead the brainstorming on the topics; it's one of my favorite things to do, but it is not necessarily easy. So I have some rules to make sure that we actually derive the hoped-for academic benefit from studying the subject matter.

The process begins with research—my research. First of all, I've got to make sure that I understand the background of the topic. Usually the conflict of the resolution is clear, as is the context, and what I need to do is get some data to back up my instincts. I like deep background on a resolution, because I believe that the more debaters know what they're talking about, the better off they are in a round. With the separation of church and state (SOCAS) topic, for instance, I dug up Jefferson's famous letter to the Danbury Baptists, the First Amendment, and a handful of meaningful

Supreme Court cases: the US having coined the concept of SOCAS, parochial approaches seemed a good starting point. But of course, the topic was not only about the US, so I threw in some data on "good guy" countries that do not have SOCAS, viz., Finland and the UK. In addition, I listed a few areas for students to find their own data, general conflict areas such as creationism, the Pledge of Allegiance, and the 10 Commandments monuments, plus some ideas off the top of my head, like "Protect the church from the state, not vice versa?" I plugged all of this into an email and sent it out to the team. The seeding had begun.

After the background is mailed, at the first meeting to brainstorm a topic (and there may only be two such meetings, plus a little bit of updating after that, for a total of, if we're lucky, a couple of hours), the first thing I do is ask the students what the resolution is and write it on the board. Occasionally they don't all agree on what the wording is, and we may have our first discussion. Make this a rule: Whether you are a coach or a student, if you don't know what the resolution is, letter for letter, you're not ready to discuss it. This is because discussing it letter for letter is the best way to begin.

Next, we analyze the wording. Here we're mostly interested in underlying sense, usually of phrases. "Strict separation of church and state," for instance, is one phrase, a common usage. It is one verbal unit all by itself, not requiring further reduction. "To better protect civil liberties," "community standards" and "national standards" were the phrases at issue in March-April. "US immigration policy," "restrictions on the rights" and "democratic ideals" are starting points in September-October. What is US immigration policy? Are we talking about guarding borders or busting illegals at Wal-Mart? What rights do non-citizens

have? What rights *should* they have?" What are democratic ideals?

Add to this the niceties of the resolution's "evaluating" words, which should take secondary position in discussing the background of the topic—the background must always come first—but which may ultimately determine the grounds of the debate: the word "consistent" in the immigration topic, for instance, or the word "strict" in SOCAS.

So now the brainstorming begins. The topic is written (correctly) on the board, and we begin talking about it. Let's make another rule: we are not talking about "what to run." You don't come to understand a topic by first making arguments about it. Before you contemplate arguments, you need the facts. You need the data. You need to understand the context. I don't care what you're going to run. I don't care what arguments you heard at institute, or what you ran three years ago as a novice. So I will cut off any discussion of arguments. We are going deep here. We are going to understand the thinking of the people who framed the resolution. What was going on in their minds? Why this topic? Why is it deemed debatable? Sometimes the wording of a resolution is less than sparkingly clear, and our discussion might turn up wording flaws, but those are not what we're worried about here. We want data. We want facts. We want understanding.

Not to put too fine a point on it, but I already know the data, I know the facts, I know what the resolution folks were thinking. Or at least I think I do. How about another rule: I am the coach, and I know what I am talking about, and I am going to make sure that we spend most of our time talking about the right stuff and not going off on some ridiculous tangent. This is a balancing act with yet another rule, that there are no bad ideas in a brainstorm. The no-bad-

Lincoln Douglas Debate

ideas concept comes from business brainstorming, and it is not meant literally—of course there are bad ideas, and except for the poor schmegeggy spouting them, all of us know them when we hear them—but it is true that hearing a bad idea can generate a good idea, plus we don't want to inhibit the free flow of ideas in a lively discussion. Think marketplace of ideas here, but with a governing board of trade. I'll let any ideas that arise float around, but I will direct things where I want them to go if I deem it necessary.

Which brings us to another rule: one conversation at a time. This is difficult. If everyone is bursting with ideas, everyone starts talking at once—not good. With twenty or so people trying to contribute, control is required. And I have to keep an eye on people who aren't visibly contributing. It's one thing for a student to be taking it all in, and another thing altogether for that student not to be able to get a word in edgewise because the big-mouths won't shut up. Plus there's the perceived (sometimes misperceived) wisdom of the older kids compared to the younger kids. I do want my varsity students to be heard because they are the veterans. But newbies have something to offer too. It is the coach's job to make sure that all voices are heard as much as possible in the correct balance.

And here's one of the fun things. As a rule, there is an initial team bias toward one side of a resolution. The immigration topic is the perfect example of this, where

everyone immediately believed that the negative was better, or, in some cases, categorically correct and inarguable. You can't restrict people's rights just because they're not citizens. Given that these poor huddled masses can't vote, yadda yadda yadda. So this is what I love doing: being prepared with a line of questioning that quickly and efficiently gets everyone to agree with the "wrong" side. I picked Norway for this instance. I began my imaginary cross-examination: Norway is a virtual socialist state in many ways; for one thing, they have universal health care. Imagine that one night you snuck into Norway. Does that mean that the next day you are entitled to a free medical checkup? Maybe get a few cavities filled? Get some new eyeglasses? No? Okay, then you probably wouldn't feel that you're entitled to a free education. Or that if you had a baby, that baby should be Norwegian with full entitlement to all the rights and privileges of being Norse. But you're saying that if some Norwegian sneaks into the US illegally, we instantly make him an American, give his dubiously American children free education, and probably give him an iPod and an SUV to boot, just so he'll fit in better. By this point, the team is ready to close the borders completely. Of course, sometimes this requires that I play the (right- or left-wing) bad guy, taking extreme positions not only far from my own beliefs but far from the realm of the debate. But unless the team can see both sides of the argument, they can't argue both

sides. So maybe there's a rule here too: be prepared to shake 'em up a little bit.

After this sort of brainstorming discussion, I believe that the team now has an idea of what the resolution is about. It is not about running so-and-so or critiquing the concept of such-and-such; the resolution is about what the resolution says it is about. And this brainstorming may be the first time they've ever given it any real thought. What are the issues involved in this controversial subject? That's why this resolution was chosen, to inform high school students on an important area of controversy. That is where the academic value lies, in knowing about and studying that area of controversy, and being prepared to argue both sides of it. You could, of course, unearth some bizarre argument from some obscure French flaneur and run every single debate on every single topic and maybe even win a few rounds doing it, but you're probably better off knowing the real issues involved and debating them. That's why most of us are here. That's why I'm here. Every coach has to ask, am I doing my best academically for my team? Bringing your team to an understanding of a complex and important controversy is good evidence that you are.

(Jim Menick has coached debate at Hendrick Hudson High School since 1996 and is Chair of the New York State District. By day, he is Deputy Editor of Reader's Digest Select Editions)

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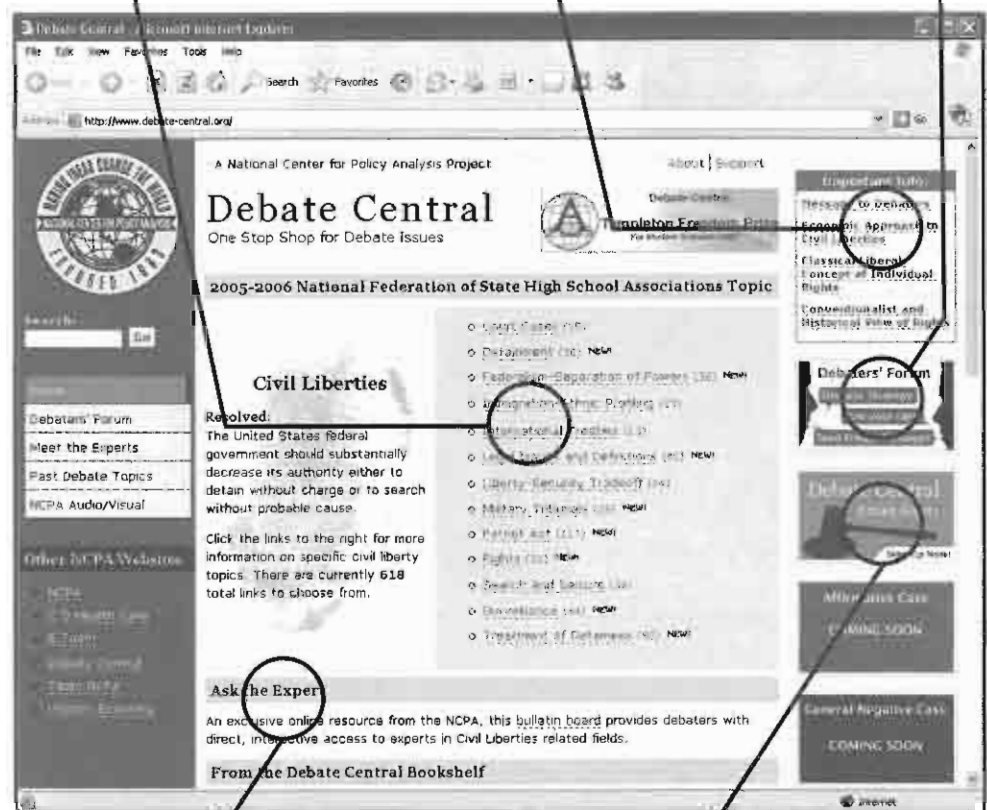
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(left) Judges R. J. Pellicciotta and Steve Schappaugh (right) wait for ballots



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(Left to right) Amy Felkner Ferreria and Anne Grcbensky
Past AVHS debaters return to help in Judges' Lounge



(left) Mike Burton and Zach Prax (right)
Tabbing November Results



(left to right)
Steve Estenson, John Fisber & Virginia Kruse
Waiting for ballots



Beena Koshy, past debater (left) pictured with Cberian Kosby, past debater and Tournament Director in Pam Cady Wycoff's absence.

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