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PROFESSOR ALFRED "TUNA" SNIDER, GUEST EDITOR

Recently one of the most powerful and successful money managers on Wall Street appeared on "Wall Street Week" the popular PBS show. The old gentleman, who in his time had managed billions of dollars, pooh-poohed the internet and ranked its invention equal to as the invention of air conditioning! NOT! The internet is literally changing the world. And it is especially changing the world of debate.

On line research is replacing trips to the library and handbooks. On line chat and listserves allow communication between debaters over wide geographic distances. Moreover debates themselves are going online.

Marilyn Thames: An Appreciation

Elsewhere in this Rostrum is the announcement that former nationally prominent speech and debate coach and current NFL National Tournament Director of Operations Kenneth Thames was elected to the NFL Hall of Fame. We would be remiss if we did not also celebrate the contributions of Ken's wife, Marilyn.

In his eulogy to Lanny Naegelin in St. Louis the great James J. Unger spoke glowingly of "Team Naegelin" - Lanny and BJ - who shared their love of speech and their work.

Indeed Ken and Marilyn are "Team Thames". Ken, long disabled by a back injury which requires constant medication and therapy, could simply not do all the computer programming, scheduling, room assignments, judge assignments, and schedule changes without the expertise and quiet competence of Marilyn.

And when Ken is not physically able to perform his many tasks during Nationals Week, Marilyn smoothly steps in with her considerable knowledge and training to guarantee a successful tournament.

NFL and its national tournament could not be so successful without "Team Thames" and its MVP, Marilyn.

John Hires: In Memoriam

Just days after NFL President Billy Tate notified John Hires that he had been elected to the NFL Hall of Fame, John died unexpectedly, of a heart attack.

Mr. Hires was one of NFL's greatest coaches: Four Diamonds, coach of two national champions, many years district chair, students qualified to 21 nationals, four Leading Chapter Awards, 18 district plaques, and four district trophies.

But what made John especially great was the opportunities he gave to so many students. Never one to coach the "Star System", John (and his faithful assistant Jan Heitzen) ran the fourth largest NFL chapter in the nation, 551 members and degrees. His former students like Connie Link know just how much impact one great teacher, like John Hires, can have on the life of a student.
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THE FORENSIC INTERNET: BEGINNERS WELCOME
by Alfred C. Snider

Pardon the basic nature of this piece. My assumption is that you either know all of this and can go on, or you do not know all of this and have been afraid to ask. If you have built a web page before you probably don’t need to read this essay. However, if you know very little about the world wide web and want to build a web page, this is the essay for you!

One piece of advice - try the free stuff first. Find out what works and what doesn’t and then spend money later. Use as many freebies as you can. There are lots of them.

WHAT IS THE WORLD WIDE WEB?
It is a loose network of computers which are all connected together into one huge system. You send “packets” of information bouncing around this global network, and it comes to an address you specify from a place you specify. A web page is simply a page of information offered to everyone in the world from some address.

WHAT IS A URL?
It is a “universal resource locator,” or an address. A URL is an address on the web where there might be some content you may want to look at. When you find a web page which interests you and you might want to go back, you simply bookmark it or label it as one of your favorites.

WHAT IS HTML?
It is hypertext markup language, or a simple way to write web pages so that anyone can look at them easily. Every web page has “source code,” the words in the text plus some commands (or tags) to layout the page, display graphics, or supply other design functions. Every word processor, for example, has hidden “format codes” which layout your document. Likewise, every web page has html code which lays out the document. When you build your web page you will do it using html code, but you probably won’t really need to see it, just like you don’t really need to see the formatting commands on your word processing documents.

Alfred C. Snider

WHAT IS A BROWSER?
A browser is a piece of software you have on your computer which allows you to locate, visit, view, remember, and print out the various web pages you examine. It remembers where you go and displays web pages according to your preferences. It allows you to merely “click” on things on the screen in order to make things happen. If the world wide web is programming, then your browser is like your television set.

Most people use one of the popular browsers, like Netscape or Internet Explorer, but I urge people to try other browsers like Opera for PC and iCab for Macintosh. Your first browser is likely to be free, but you will have to upgrade it every so often as the technology of the web advances. Learn how to use your browser, as it is your most important tool in enjoying and using the web.

Your browser will also allow you to download things from the web, things like software, graphics, ideas from other people about how to build a web page, and manuals you might need. Try looking under the “View” pull down menus and select “source” while you are looking at a favorite web page, and you will see the html code revealed.

WHAT ARE THE COMPONENTS OF MY WEBPAGE?
You will have text on your web pages, and you can just type that text in when the time comes. Some parts of the text will be headings while others will be content. Some text will be underlined (and most often blue), and if you click on that part of the text it acts as a “link” to another page, but on a relevant subject. Links are what the web is all about, as every page has links to other related pages and resources.

There will be graphics on your web pages as well. There are a number of formats for graphics, but most often they are either.gif or.jpg images. These are information protocols which produce high quality images with a minimum of information, thus allowing a lot graphic content to flood into your browser very quickly. Graphics can be illustrations, drawings, pictures, designs, headings, or any number of things. Some of these graphics, like gif documents, can be crudely animated to give movement to the web pages look. Any graphics can also be a link, or the links can be “mapped” on the image, so when you click on different parts of a picture of a tree, you learn about the different parts of the plan, for example.

It is also now possible to put slide shows, sounds and music, and video on to various web pages through the use of helper applications and special html code.

HOW CAN I GET A WEB PAGE BUILDER?
Remember, try the free stuff first. I advise people to start with Netscape Communicator because it is free and the web page builder is clean and easy to use.

GET NETSCAPE COMMUNICATOR

Download it, open it up, and start experimenting right away. Just try things out, and consult a manual only when you have to. Manuals are for finding out the nonobvious things about a piece of software, you can teach yourself the basics by just pushing buttons and picking options. Type some text on the screen and then work with it, changing its size, font, layout, and anything else you can think of. Type the name of your favorite web page and try to
create a link to it in your sample document. Finally, try importing a graphic image into your sample document. Once you can make some sample documents that work, it is time to start building your web page.

READY TO GO!
Build a web page that does something: for your speech and debate team, for your friends and family, as a tribute to your favorite artist or musician, or even just a personal “here is who I am.”

You need a plan. Take a piece of paper and sketch out your ideas. Look at the web pages of others which you like (you can even borrow some of their design ideas/code). Don’t be afraid to make a very simple web page to start with.

Write your text carefully in a word processing program. Check for spelling and grammar. You don’t need to show your spelling errors to the entire world.

Choose some tools for graphic design. Remember, free tools are good!

FREE WEBMASTERTOOLS
http://www.guarding-our-earth.com/webmasterlinks.htm
Find yourself some graphics and art which you can use in your design. There are lots of freebies out there!

MIKEY’S ANIMATED GIF COLLECTION
http://www.geocities.com/SoHo/1085/netCREATORSICON PAGE
http://animatedgifs.simpleset.com/

ANIMATION CREATIONS
http://animationcreations.com/animated/gifs_index4.htm
Don’t be afraid to take a few pictures yourself, and then you can find someone with a scanner and turn them into .gif or .jpg images which can go on your web page — you and your friends can be the stars!

Now use your browser to look at your page. See how it looks. Make changes. Try using a simple graphics program to make your own banners and headings. Print it out and show it to people, get their input on your efforts. Parents will probably feel that it is both good and mysterious what the children are doing building web pages, so looking at the result will make them feel a lot better.

Now it is time to get that page on the web! If your school has a server, try to use it. Many internet accounts also come with free web page hosting. Or, you can use any of the free hosting spots which exist on the web, although many will show advertisements to your visitors, but that’s why it is free!

EZARTS FREE WEBPAGE LISTINGS
http://www.ezart.com/freesite.htm

WEBSITE HOSTING INFORMATION
http://www.whatsonthe.net/webhostingmks.htm

FREEDOMWORKS FREE WEBHOSTING
http://www.freedomworks.net

FREE WEBSITES AT MAXPAGES
http://www.maxpages.com/

NETSCAPE WEBSITE CENTRAL

NOW SHOW PEOPLE YOU ARE ON THE WEB AND START IMPROVING
Give people your URL so they can check out what you have done. However, this is only the beginning. Web sites which stay the same are boring and people don’t come back to them. The secret to having a good web site is to keep working to improve it.

UPDATE the information so it doesn’t stay static, change the material and the graphics, make it a living document.

FIND NEW MATERIAL, look for new information and new ideas, things which will keep people occupied at your site.

TRY NEW TECHNIQUES, learn new html tricks, discover animated images, join groups of related sites, exchange links with other sites, contact people who have sites you like and learn from them.

CONTENT, CONTENT, CONTENT, is all important. The information superhighway shouldn’t be just links to links to links, it needs to have destinations and things people can use and/or enjoy.

REMEMBER, THIS IS PUBLIC, and anyone could see your web page, so try and be sensitive to those from other areas, countries, cultures, and/or political views who might visit. It is best to behave yourself in what your web pages do, because they have your name and contact on them.

VOLUNTEER YOUR ABILITIES, find a group or charity or club that needs a web page and help them build one. Build your family a web page, or perhaps a web page for a family business. Share what you have learned.

WARNING:
This article does not endorse or guarantee any service, software, or web site. Always investigate for yourself before trying anything on the internet.

(Professor Alfred C. Snider, Edwin Lawrence Professor of Forensics, University of Vermont
Outstanding college debater at Brown University, Third place 1972 National Debate Tournament, 29 years as college coach, has qualified teams for the elimination rounds at both CEDA Nationals and the National Debate Tournament, originator of gaming paradigm, 1993 National Coach of the Year, one of the most widely published debate theorists in the world. Director and Founder of World Debate Institute. System Operator of Debate Central [http://debate.uvm.edu].
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USING INTERNET RESEARCH IN COMPETITIVE DEBATE

by Jackie Massey

As a competitive debater, and now a coach, I was always under the impression that it was possible to find someone that makes almost any argument that might be needed in a debate. The challenge is to find where it was written, and make it usable for a debate format. The ability to utilize the globally connected Internet makes the possibility of finding any piece of evidence needed almost absolute. The Internet is a large place, but that just means it takes time to see it all. Your eyes may get itchy or screen burnt, but the results of a comprehensive search for “that” card will almost always be successful.

Material Evaluation for Evidence Use

The restriction on material that is available on the Internet is non-existent, which means you must be very careful when selecting evidence from the Internet. There are some criteria that you should take into consideration when looking for useful debate evidence. The two main issues are author and date of publication. Some of the issues concerning “what is good research” are very debatable. There are different opinions concerning the legitimacy of using research without posted dates or author(s). The best research material prevents you from having those debates. If you find material that you think is very important, but feel like more information is needed, you can e-mail the person responsible for the site. I have noticed extreme success with e-mail. Many times you can get more information than the material you ascertained on the Internet. Every attempt should be made to document as much information as possible concerning the author(s) and date of publication.

One important issue concerning Internet research is the distinction between when the research was actually produced and when it was put on the Internet site. It is important to look for research that provides a specific date, stating when it was published or produced. The date of publication should be found somewhere on the publication, or maybe on the previous page that provided you the link to the article or publication. Whenever the date is not available, one alternative is to register the date in which you download the article. Some people in the debate community do not consider this method legitimate.

It is good to find documentation on the qualifications of the author(s). The beginning of the article may provide a brief description of the authors’ qualifications, or the qualifications may be found at the end of the article. Sometimes the authors might be a research group, or the material of a specific organization.

The researcher should find as much information as possible about the author(s) on the web-site. Look around the site in the different links and connectors for possible descriptions of the author(s) or organization. A web-site that provides you with the author(s), their qualifications and the date of publication can be a good source for debate evidence.

Researching the World Wide Web

Whenever you sign-on and go online, you have an infinite number of research materials just a click away. There are numerous ways to find these materials. For better clarification, I have focused on three different methods.

The first method involves the use of search engines. The program that runs your web-browser usually has a place at the top of the screen where you click “SEARCH”. After clicking the “SEARCH” button you should be taken to a page with a list of the different search engines. These search engines include Lycos, Yahoo, Goto, Netscape, Hotbot, Looksmart, Snap, About.com, and Google. If you do not have the “SEARCH” option, you can take the search engine above and follow with “.com” (i.e. Yahoo.com) and you should be taken to the search page of the engine. The search engines serve the purpose of looking through millions of Internet web-sites to find locations that meet the criteria or term you listed for your search. When using the search engines, you can use simple search terms like “privacy”, or you can use more complicated search terms like “privacy and medical records”. The search engine will then list the web-sites in order of relevance to the topic entered. Some engines are more effective with the use of the complicated search than others. With the “and” search the first locations listed should be the sites that include both terms, then the sites will change over to only include one part of the search. The engine will provide you with a list of links that you can click-on to find information concerning your search. When clicking on the link, you may have to browse the site for a moment to find the information relevant to your search. The search engines do not always find the same links with the same search. Some search engines are better than others for finding certain types of material. The use of the search engines allows researchers to find unique ideas, perspectives, and publications.

The second method involves the use of Think Tanks or Research Organizations. There are many global organizations that are focused on providing research and information to the public concerning many global issues. The Internet has provided a unique opportunity for people to access this information. One way of finding these think tanks is to use the search engines listed above by typing in “think tanks”. The engine will give you a list of links that connect you to these sites. There are some sites
that attempt to have comprehensive links to these “think tanks”, and from there you can choose the organization that is related to your research interest. These think tanks offer you numerous articles and publications that are available in full-text, so they can be downloaded and utilized immediately as debate evidence. The think tanks are also very effective in qualifying their research and the author(s) of the material.

The third method of finding information is the use of “other links”. Whenever you read a book or magazine article, many times you will find a web address that is listed to help you find more information for a related topic. This address could be the beginning in a chain of possible resources for debate evidence. Links are found at the bottom of magazine and newspaper articles or in the back of books. Many advertisements are making notice of a web-site so people may find out more information about the company or organization. There are a significant amount of web-sites that provide you links to other places of similar content. Some web-sites serve the purpose of providing articles or publications, while others serve the purpose of listing many links to these articles or publications. The use of the various links that can move you from one Internet site to another is a key part of the Internet experience. This is the fundamental notion of surfing.

**Transferring From Web-Site to Evidence**

There is a significant amount of material available on the Internet that could be utilized in competitive debate rounds. One basic criterion for turning the information into evidence is to accurately document the full citation for the material. This involves the (1) author, (2) date of publication, (3) web-site address, (4) date of download, (5) title of article or publication and (6) any qualifications about the author or organization. By documenting these six components, you have provided an adequate citation to allow others to find the information.

There are people who read and download a significant amount of information, but never get the information assembled into useful evidence for debate. The possible useful information rests in an electronic file while they lose debates. There are also people who are very efficient at turning information into evidence briefs. These are the people who have something to say about everything. There are two basic methods that can be utilized for the purpose of making the research useful in debate rounds. Some people prefer to print the publication directly from the web-site. Then the material would be ‘cut and taped’ on evidence blocks as historically performed. This method is preferred by some, because they have no control over a disc going blank or a hard drive crashing. Those types of things do happen. Others view this process as slow, tedious, and involving more paper waste.

The use of word processing is the most efficient way to turn your Internet research into functional debate evidence. There are a couple of ways to use the word processor. The first method would be to download the article in html or text format, just as it exists on the Internet. Some have complications with this method because of the appearance of quigley, (©) or alien characters. People who have substantive knowledge of computer format and software are more capable of using this method. The second method is to use a word processing program, like Microsoft-word, and use the copy/paste method. This would involve opening up a window for your word processing, and pasting the copied material from the web-site onto your word processing document. The material would be blocked and organized in the word processing document. The application of a full citation on each piece of evidence is now just a click away. It is also easy to erase the parts of the document you do not need, which saves a significant amount of paper in the long-term.

Through the use of the Internet, there are thousands of places that can help the competitive debater find the important and unique perspectives that are not published in the mainstream media. There are an infinite number of perspectives on different topics that the Internet can provide. Sometimes it may take hundreds or thousands of clicks to get to that perfect article. But when you read an article and picture yourself winning debates with the article, the time spent can be logged as educational and successful.

*(Professor Jackie Massey, Debate Coach, University of Vermont)*

*Has qualified teams for the National Debate Tournament, and has qualified teams for the elimination rounds at both CEDA Nationals and the National Debate Tournament. Faculty at World Debate Institute for three years.)*

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INTERNET DEBATING:
A NEW AGE DAWNS
by Alfred C. Snider

INTRODUCTION
It is a hackneyed phrase these days that the internet is changing the world and “bringing the world together.” While this is often spoken in the news and in our schools, it is not often spoken in the halls of competitive debate. Many of us are so engrossed in the all-consuming realities of competition, getting to the next tournament, researching the next topic, and keeping space open for the rest of our lives that we have not noticed the changes that the internet can bring to the actual practices of debating itself.

This piece attempts to bring these issues into the forefront by sharing recent events, introducing existing technology, and outlining the short term and long term possibilities these events and technologies provide. This piece is based mostly on my own personal experience and work in this area, but it is clear to me that one of this would have been possible without the active support of my home institution (the University of Vermont), my friends and associates in the technical and debate communities, and donors and supporters who have made so much of my work possible (such as the World Debate Institute, Apple Computing, and PeoplesForum.com to name just three). None of this has been a solitary journey, as even the methods needed to explore internet debating have brought me together with many others as an inherent part of the process.

The language of this piece assumes that readers are familiar with internet “lingo” already or have read my companion piece, “The Forensic Internet: Beginners Welcome” (Rostrum, June 2000).

HISTORY
I have been at the University of Vermont since 1982, and in the early 1990’s I became involved with Macintosh computers and I instantly saw great potential for personal computing and the internet to change my career as a debate coach and teacher of rhetoric, argumentation, and persuasion. I began to use email extensively in 1993, and in 1995 I started a debate internet site I called “Debate Central.” The way debaters used email exploded when various debate email listservs became the preferred mode of instant communication in our community, and I rode along on that explosion. Our internet site grew from a simple text (“gopher”) server into a full-fledged text and graphic world wide web server (http://debate.uvm.edu). My involvement with internet matters grew by leaps and bounds, but I was frustrated by our confinement to simple text and static pictures because the process of debating is inherently oral, live, and dynamic.

Spring, 1999 – Streaming Media Meets Debate Central
In 1998 I became aware of the potential to “stream” audiovisual signals through the internet. I saw the potential of this technology to bring our oral, live, and dynamic activity onto the internet. I strongly supported my university’s decision to acquire and operate a “streaming media” server (in fact, I actively lobbied for it). I soon learned that it wasn’t quite as easy as all that. In fact, I simply didn’t have the computer power available to even prepare pieces of tape for streaming. I was able to use a machine maintained by our Computing and Information Technology department, and I encoded my first piece of video. We have been doing a weekly television show as part of our public debate activities all through the late 1980’s and 1990’s, so this was logically a first choice. Terry McKnight, Andy Ellis, and I recorded an edition of our “Flashpoint” television show in the usual way (at our local public access cable television studio maintained by Adelphia Cablevision) on the subject of “Internet Debate,” and we speculated about the potential for this medium. The video is still available and predicts many of the events and developments to follow, although none of us ever thought at the time how quickly things would move. This piece of video was then “encoded” for internet streaming and served by our university’s server with a link that originated at Debate Central.

During that Spring other pieces of video were encoded and streamed, and we began to build up a library of available offerings. Not waiting for reality, we formed an entity called Debate Central Broadcast Network (DCBN) and began to look into how we could expand our offerings.

One of the great lessons of the internet is that it is all just an empty show without content. My website experience had shown me that while many people rushed to build “debate” websites in the latter half of the 1990’s, they were often just a spot with a few pictures and links to more links with very little real content. As far as debate was concerned, the information superhighway was really full of a lot of on ramps and off ramps but with very few real destinations worth going to and staying at. My experience with Debate Central had shown me that content was the most important factor. Most of those sites no longer exist today, because content accumulation and updating is a difficult and not very flashy effort. Thus, in expanding our streaming media offerings I knew that we first needed to find some strong content.

Fortunately, the World Debate Institute offered an ideal source of such content. The Summer of 1999 was the 17th for the World Debate Institute, an intensive residential Summer program for college and high school debaters which features some of the finest lecturers and teachers connected to the debate activity. It provided an ideal source for content.

Summer, 1999 – World Debate Institute, First Live Events
I prepared for a rush of new content by purchasing a Mac G3 450 Mhz computer with an Iomega Buz drive for video media processing. In the weeks before the World
Debate Institute I processed a number of video pieces for streaming, but it wasn’t the real “hard” debate instruction content I wanted.

Andy Ellis and I began to prepare for WDI 1999 as the first real “online” debate institute. We acquired a digital video camera to capture our content and we arranged with our university’s Media Services department to use a computer of theirs for “live” streaming of WDI events. As the days passed and the clock ticked towards the beginning of the session we tried to prepare the technology for the opening session. We had a pre-WDI faculty training session we wanted to capture and an opening keynote speech we wanted to webcast live. Just hours before WDI 1999 began we finally determined that all the pieces were in place and it was actually going to work. This pattern would be repeated in the months to come.

While the opening session and the keynote speech by Jim Wade were both webcast live, there wasn’t much of an audience, and that wasn’t a problem for us. We wanted to see if it would work before we tried to attract a larger audience. Debaters know that it is better to make a fool of yourself in front of a small audience than a large audience. Once we determined that the technology was working (I could sit across the street in my office and watch the lectures going on in our main space in the Royall Tyler Theatre) we began to announce events and encourage a global audience to watch.

While we webcast many events, certain events were of more importance than others. These included:
- A lecture by Kate Shuster, one of American debate’s greatest teachers and lecturers, deconstructing the study of international relations.
- Our 200th “Flashpoint” show, featuring many of the people who had been such a big part of the show during its history.
- A British format four team debate on “This house would regret the trade blocs,” which was reacted to by viewers from around the world, who liked the technical quality but said that many of the American accents were too thick.
- A grand finale debate featuring an international composition of both parliamentary and policy debaters, including former national champions, on “This house would post the ten commandments in public schools.” The debate featured floor speeches and a large live audience.
- The awards assembly for both the college and the high school programs. This was particularly important to me because I later got word that parents, watching many hundreds of miles away, saw their son receive awards. That impressed me with the power of this new medium.

One of the other important events which took place at WDI 1999 was networking. Jethro Hayman, a WDI faculty member and alumni of the University of Vermont and now the debate coach at Cornell University, became very interested in these technologies and we made an agreement to pursue them in the coming semester. Marc Whitmore, a WDI faculty member and a graduate of St. Andrews University in Scotland and the newly named coordinator of debating for the English-Speaking Union in the UK (a group which coordinates debating in the British Isles and in many countries around the world) also expressed strong interest, and we agreed to pursue the possibilities in the months to come.

Andy Ellis and I tried a live webcast from my office to an office in another part of the same building, reasoning that the distance wasn’t important as long as it went through the internet. Once we were webcasting, I stole a line from Alexander Graham Bell and said, “Andy, come here, I need you.” We both laughed.

During the Fall we held several technical meetings to arrange for the next steps in the evolution of our use of these technologies. Wesley Wright, Andy Ellis, and I met with Deb Tufts and Eric Zelman of Apple to pursue a way to achieve our goals of a webcast distance debate. Apple agreed to supply us with a G3 computer and the necessary software so that the University of Vermont could use QuickTime technology. It became clear that QuickTime was the preferred technology for such events because it is the only existing system which allows for two audiovisual windows to be open at the same time. The idea was to create a web page with two QuickTime windows in it—one for each team.

March, 2000 – Vermont vs. London, First International Distance Debate

If we had tried to downplay our efforts so far, that stage was a part of the past. Our next effort was to create a truly global event and to publicize it for a much larger audience. Marc Whitmore approached the leaders of the English-Speaking Union about staging such an event and gained their approval. The ESU was able to obtain sponsorships from Burson-Marsteller (the world’s largest public relations firm) and Andersen Consulting. They lined up a series of notables to be at the event and we decided on a Spring, 2000 Trans-Atlantic
event.

In Vermont we began organizing our side of the event. We gained a patron in PeoplesForum.com; an internet site designed to promote debates and discussion about important issues and ideas (http://peoplesforum.com). Lance Brown and Edite Lehrman of PeoplesForum.com were visionary in their willingness to get behind this groundbreaking event, thus guaranteeing for themselves and their firm an important place in global debate history. With PeoplesForum.com providing support and Apple Computing providing us with equipment, software, and technical advice, we moved ahead. Vermont U.S. Senator Patrick Leahy, often known as the “Cyber Senator,” and independent member of the U.S. House of Representatives Bernard Sanders indicated their willingness to support this effort and give welcome messages from Washington.

In Europe LiveTX.com (a company dedicated to streaming video) had demonstrated their abilities by webcasting from the deserts of Mongolia using much the same technology and hardware we would be using. They agreed to promote the debate as well as provide a server solution on their side of the Atlantic.

In Vermont we beefed up our server capacity and acquired various bits of hardware and software we would need. I personally agonized over the possible disasters which could befall us while perched so precariously on a global stage, including loss of connectivity between London and Vermont (we can’t have a debate if we can’t see and hear each other) and the swapping of our server capacity among other things. Wesley Wright of the University of Vermont and Joe Hazard of Apple Computer tried to assuage my fears as well as head them off in the real world.

Eight days before the debate we conducted a technical test and after some minor difficulties Marc Whitmore and I were able to wave at each other and say hello. We felt great after the test, and began to believe that it was really going to happen.

The event took place on March 14, 2000 at 1 PM Eastern time, 1600 hours Greenwich Mean time. The Vermont event featured greetings from Leahy, Sanders, and Vermont Vice Provost Jane Lawrence. The London event featured T. J. Dowling of the US Embassy, Lord Watson of Richmond, Vernon Ellis of Andersen Consulting, Alex Allan the E-Envoy of the UK government, as well as many other notables. The topic was, “The dinosaurs never see it coming: an exploration of the promises and perils of advanced technology.” The focus of the proposition was that rapidly advancing technology threatens to render the unadaptive extinct. The proposition team, representing the University of Vermont, consisted of Aaron Fishbone, Rae Lynn Schwartz, Helen Morgan, and Sarah Jane Snider. The opposition team, representing the English-Speaking Union, consisted of James Probert, Sebastian Isaac, Jos Lavery, and Sarah Monroe.

The event was fraught with tension. Eight minutes before it was scheduled to begin there was still no connection with London. In a teleconference seminar room in the basement of the Waterman building at the University of Vermont, with NBC and CBS cameras rolling, with University and Apple Computer representatives watching pensively, I stood at a podium and said over and over again, “Hello London, can you hear me?” Suddenly with five minutes to go, the picture from London came up on a projection video screen in front of us and it was beginning.

The debate was a huge success. Email came in from Brazil, Portugal, Australia, New Zealand, and all over America. Figures indicated that over 8000 computers were watching the event. The video was somewhat pixelated and didn’t always match up with the audio, but the sound was excellent and the attending audiences on both sides of the Atlantic seemed well pleased. The major problem experienced by those watching the event was a problem with making sure that the QuickTime plug-in was properly installed in the receiving computers, but from our end it worked and worked well.

The Chronicle of Higher Education put it this way:

“Participants uniformly declared the event a success, suggesting that it opened a door to live, low-cost international communication of all sorts.

Alfred Snider, a professor of forensics at Vermont, noted at the event’s end that images of the Vermont team were captured and Webcast largely with relatively unsophisticated equipment—a digital camera and an Apple PowerBook computer linked to an Apple Macintosh server. The streaming-media software, he said, cost about $200.”
national Debate Tournament from the Marriott Hotel. The Board of Trustees of the NDT, as well as the NDT Committee and the NDT Director, Don Parson of the University of Kansas, graciously agreed to allow us to attempt the webcast. Linda Collier of the University of Missouri at Kansas City, the NDT host, was of great assistance to us. We started testing the webcast during the quarterfinal debate, and it did not go well. For some reason the audio was terrible and continued to break up. Changing the settings improved things marginally during the semifinal debate, and even after continued communication with Wesley Wright in Vermont things did not get much better. Finally, as the final round approached we managed to get a steady audio signal, but it wasn't quite up to the quality we had a week earlier at the CEDA finals. The NDT webcast took place and both audio and video were steady, but for some reason the quality of the CEDA webcast was not reached. We speculate that it was the nature of our connection in Kansas City, but only additional experience will allow us to determine these things. Replication should lead to improvement.

The decision was announced after midnight and we carried it live. I later heard that groups of supporters back home were glued to their computers during the debate and when it was announced.

TECHNICAL BACKGROUND

This is a preliminary look at available hardware and software. Debate Central is currently developing hardware and software package information, in cooperation with the manufacturers, which will be available at a number of different price levels. Please be aware that this is a very fast changing field and information may become dated quickly. Consult Debate Central for updates.

What follows is a simplified explanation of how this is all accomplished. It is a bit more complicated than this, but with the help of a few manuals and good old-fasioned trial and error it can be done. After all, we did it, and although we have some expert advisors none of us are computer or Internet experts. I encourage people to realize that it is possible to teach yourself how to accomplish these things, and once you have learned how to open these doors you remain open to you after that. You may remember how difficult riding a bicycle looked when you were very young, or how imposing your first computer looked, but rest assured that it is not an insurmountable barrier. Debate Central looks forward to offering advice and support documents as these efforts move forward.

Receiving - QuickTime, RealPlayer, & Media Player

Anyone wishing to receive streaming audiovisual signals should probably have at least these first two pieces of software installed on their computers. A sound card is also required for PCs, and all recent Macintosh computers come with sound capabilities. They are both quite serviceable and have different advantages and disadvantages, but those come into play when deciding which format to send messages out in as opposed to which format to receive messages in. Many sites use RealPlayer and many use QuickTime, and a wide number of popular sites use both for the same offering so that you have a choice. If you wish to open to receiving a full spectrum of new media offerings I would encourage having both. Both are available either as "free" players or as low cost items to purchase.

RealPlayer is available from RealNetworks. As of this writing it is in version 7. It can receive both audio only as well as audiovisual streams. The viewing window is available in the original size the message is being sent in or as a double size window. On some systems it can even offer a full screen picture, but this is usually fairly grainy and pixelated, so is not that useful. It comes with a number of preset channels and you can add or subtract channels as you wish. It is available in both PC and Macintosh versions. When you use Internet Explorer as your browser it downloads a very small file (with the suffix "ram") which, when clicked, brings up the viewing window, unless the player has actually been embedded in a specific web page. When you use Netscape Communicator as your browser it opens the window immediately after you click on the link for the audiovisual signal. [RealPlayer http://www.real.com/player/index.html]

QuickTime is available from Apple Computer. As of this writing it is in version 4.1. It can receive both audio only as well as audiovisual streams. The viewing window is scalable to the size you wish. It comes with a few preset channels and you can add or subtract channels as you wish. It is available in both PC and Macintosh versions. It seems to work equally well with Internet Explorer and Netscape Communicator. [QuickTime player http://www.apple.com/quicktime/]

You might also want to investigate Windows Media Player, but it tends to tell your browser when you install it to use only it to receive audiovisual signals, and thus makes it difficult when you wish to view signals in other formats. Many of our viewers who get the "plug in not properly installed" message for QuickTime are having problems because Media Player has tried to keep QuickTime out. However, it is popular and available. [http://www.microsoft.com/windows/mediaplayer/en/download/Macintosh.asp for Macintosh and http://www.microsoft.com/windows/mediaplayer/en/default.asp for PC]

At Debate Central we currently use RealPlayer for our pre-recorded offerings and QuickTime for our live offerings, for reasons explained below. At some point we will make a decision between the two, and right now we prefer QuickTime because Apple has offered superior technical assistance and support and it has a superior interface. But, this field is changing very quickly and the major corporate players are acting with vigor, so one never knows what things will be like even a few months from now.

Serving - QuickTime Streaming Server & RealServer

If you have a server and wish to start serving your own audiovisual content you can use the above formats. The University of Vermont main computer systems offer only QuickTime and Real, so that is our experience. Debate Central utilizes Macintosh machines to author and serve, so our reported experience here is moderated by that.

QuickTime Streaming Server runs on any G3 or G4 Macintosh running system OSX. It has shown itself to be powerful and reliable. It can serve a few hundred streams at a time. Copies of it are available for your inspection. Because it is an open code system it can be ported over to other servers, such as those of Sun Microsystems, but this takes considerable computer expertise. [Apple QuickTime Streaming Server http://www.apple.com/quicktime/servers/]

RealServer can be run from PC systems and can serve a limited number of streams, and the initial "free" version should work well as a start up system. Higher level serving software can be a bit more expensive. [http://www.realnetworks.com/products/basicserver/info.html]
Microsoft Media Server is also available but I have no direct experience with it. [http://www.microsoft.com/windows/windowsmedia/en/technologies/tools.asp]

I urge college and universities to ask their main computing departments to install either QuickTime or Real systems. A QuickTime system could be installed by individual programs for a few thousand dollars investment in hardware and software.

Authoring and Producing – QuickTime Pro & RealProducer

Audiovisual content can be produced and encoded for internet streaming in several different ways, but they all begin the same way. You have an audiovisual signal (either from a camera or a videotape) which you must first digitize. You will need a fairly powerful computer (I use a Macintosh G3 450 Mhz) with a video capture card or device. The new line of iMacs are ideally suited for this, but audiovisual enabled PCs are also capable of this function. You will need a capture program. I use Adobe Premiere currently, although I am anxious about Adobe’s iMovie. You play your source material into your computer and “capture” it in digital format. Current camcorders and VHS players can be used as input devices. Then, the files are “saved” onto your hard disk, almost always in the QuickTime format, with the suffix “mov.”

Please be aware that these files take up lots of hard disk space, even when captured at fairly moderate quality and screen size. These lower quality settings are acceptable because the quality of streaming media isn’t that high to begin with, and as one UK speaker in the Vermont-London debate put it, “this isn’t television.” A 30 minute capture may take up one whole gigabyte of hard disk space. This means that for most of us, you capture a video file, encode it, and then dump the original captured file after it is encoded because they are simply too large to keep around.

Once a file is captured it needs to be encoded in a format suitable for streaming. Which format you encode for depends on how you are going to serve the content. If you are serving them for RealPlayer you will need to use RealProducer, and if you are serving for QuickTime you should use QuickTime Pro. In both cases you launch the encoding software, point towards the captured file on your hard disk, indicate the quality settings, and tell it to start encoding. At the end of the encoding process you will have a file suitable for streaming.

These files are much smaller than the originally captured file. For example, a one gigabyte 30 minute video file is usually reduced to a ten megabyte file by RealProducer. These files, as well as QuickTime files, can be either streamed over the internet or distributed on CD-ROMs.

These files can then be mounted on the server you will be using. Links to these files can be added to your web pages or player windows can be embedded in your web pages as you see fit. Then, these files are ready to be watched by anyone in the world with an internet connection and the proper player installed.

Distance Debate Webcasting – Sorenson Broadcaster & QuickTime Streaming Server

There are fewer current options if you wish to have a real time interactive distance debate. QuickTime is the only player which allows you to have two audiovisual windows open at the same time so that not only can each team see the other team but observers can see both windows at once with a different team in each one.

Each team will need a copy of Sorenson Broadcaster. This excellent piece of Macintosh-only software is small but extremely powerful. Each team will need to have a camera and microphone to capture the action, that needs to be connected to a Macintosh computer with a video capture card or device. That computer will be running Sorenson Broadcaster [http://www.svision.com/products/SorensonBroadcaster/] which will encode the signal on the fly and then send it over an internet connection (even a dial up connection to an internet service provider) to a QuickTime Streaming Server. That server will then serve the two received signals to one web page with two windows in it, one for each team. Then, viewers from anywhere in the world who have QuickTime installed need only load that web page and watch the debate. This is the system we have successfully used for both the Vermont-Cornell debate and the Vermont-English-Speaking Union debate. We know that it works. Other systems may work, but we know of no others which support two windows at once.

Remote Webcasting – Sorenson Broadcaster & RealProducer

Finally, it is possible to webcast from a remote location. This involves a camera and microphone, once again linked to a computer with video capture capability. PCs can run RealProducer for live capture and then through an internet connection send it to a RealServer at a home base location. Macintosh computers can run Sorenson Broadcaster for live capture and then through an internet connection send it to a QuickTime Streaming Server at a home base location.

To illustrate this process, I will describe the configuration used to webcast the CEDA and NDT final rounds. We have a Sony Digital Video camera (although just about any video camcorder would do) which we link to a Macintosh G3 Powerbook. Our specific Powerbook uses an Irez Capsure PCI card which automatically digitizes the signal and this keeps the load off of the Powerbook processor. The Capsure card is popped into the PCI slot on the Powerbook and the RCA connections from the camera are attached (yellow video connection into the Capsure card, red and white left-right sound connection to the “Sound In” slot in the rear of the computer using an adapter which comes with the Capsure card). Then, we launch Sorenson Broadcaster and set it for video and audio sources, quality settings, and network destination (where you will be serving the signal from, usually your server at a home location). We would then start up our internet connection. Sorenson Broadcaster would then be used to “save” our settings as a “.sdp” file (Sorenson Data Protocol). This file would be sent by email to the home base server we are using, and once it is mounted there it is ready to serve your remote signal. Then you simply push the “Broadcast” button on Sorenson and you are webcasting. Anyone with an internet connection and QuickTime installed on their computer should be able to watch your signal, either directly through the QuickTime player or through a web page with a QuickTime window which you design and offer from your home server.

SHORT TERM POSSIBILITIES

Demonstration Debates & Events

In the months ahead webcast events and debates as well as internet distance debates will remain demonstration projects. By that I mean that people need to be introduced to the technology and its results so that they can begin to understand its uses and potential as well as, perhaps more importantly, realize that it is within their financial and technical capacity.

To this end we are currently seeking exploratory partners in the United States
and abroad who are interested in this pioneering work. So far, the only schools with demonstrated distance debate capacity are Cornell University and the University of Vermont, but we expect that this number will grow rapidly. The World Debate Institute in the Summer of 2000 will feature many webcast events between July 15 and August 11. There are also plans for a possible intercontinental internet debate between WDI in Vermont and the International Debate Education Association summer workshop in Ustron, Poland. WDI will also feature a workshop on internet debating.

In the Fall of 2000 Cornell University and the University of Vermont will be scheduling more internet debate debates, and hopefully others will join us.

Creation of a Network of Schools

By utilizing the current server system at the University of Vermont and other schools which have streaming servers or are willing to install them, it should be possible to create an initial network of schools interested in internet debating. These schools could affiliate together in a flexible fashion to begin participating in the initial “breakout” of these techniques. Once aware of each other these schools can begin scheduling debates and events between themselves, whether using our server as available or using servers made available by other members of the network.

Interested schools and groups can contact me at asnyder@coo.uvm.edu for further information.

Creation of a 24/7 Webcast Facility

In the late Spring and early Summer of 2000 Debate Central will be launching a 24-hour a day seven day a week webcast facility. This facility, channel, or network (new concepts may require new vocabulary) will webcast audiovisual streams to anyone connected to the internet who wishes to watch.

Programming will consist of debates, instructional sessions, events, and panel discussions about current issues. Content will be sought from the debating community at large and will be added to webcasts after review. It will not be “Debate TV” but it will come as close to it as is currently possible.

Watch for it at http://debate.uvm.edu/docn.html

The First Internet Debate Tournament

In the Fall of 2000 an effort will be made to stage the first internet debate tournament. Teams entering will agree to participate in four debates on the college policy debate topic as well as supply a judge for two debates. Each debate will be judged by a critic watching the webcast and casting a ballot as usual, but then providing critique of the debate which will also be webcast. After the four preliminary debates there will be an appropriate number of elimination rounds with three judges in each.

Unlike existing debate tournaments this one need not occur on a single weekend, or on weekends at all. When Team A meets Team B with Judge C they will be assigned a webpage (instead of a room) and will negotiate a time for the event. The time will be publicized for those interested in watching. They will merely be required to hold the debate within a given period of time (one week) for example, with the entire tournament taking from five to six weeks.

After this tournament is held we will attempt to organize a webcast college parliamentary debate tournament, a high school policy debate tournament, and a high school Lincoln-Douglas debate tournament.

These events should surely demonstrate both the promises and problems of this technology, and based on this experience we can move forward as seem warranted.

LONG TERM POSSIBILITIES

Things are changing so rapidly that it is risky to look too far into the future in terms of technology dependent matters such as these. However, the prospects are so exciting that it is difficult to resist the temptation to speculate. Please forgive my exuberant rhetoric, but these are possibilities and dreams, not concrete plans.

Regularization of Internet Debating

Internet debating could become a regular event. It is clear that it will never replace “live” and “in-person” debating but, it can add an exciting new element to debate competition. My prediction is that it will become additive to current debating practices, and in the process allow more individuals to participate. Schools who cannot afford an extensive travel budget will be able to compete after a modest, one-time expenditure. Isolated and rural schools will be able to debate without the rigor of travel. Those who must work on weekends will be given an opportunity to participate in debates at times which are convenient for them. Even coaches, often worn out by travel, may be revitalized by a debate activity which no longer demands sacrificing weekends and logging so many miles.

Leagues and organizations may recognize internet debates as special categories for recognition, or may even treat them like any other debates for purposes such as season-long sweeps and individual and school “points.”

A Global Internet Debating Community

Internet debating has the potential to break down the tyranny of distance. This distance has made it very difficult for students from different parts of the nation to debate against each other, and virtually impossible for students from different parts of the world to debate each other. With internet debating there is no physical difference between debating a team from the other side of town or the other side of the world, but when students from different countries and different cultures begin debating against each other the differences will be huge. When we learn to talk to each other and listen to each other and, of course, be judged and critiqued by each other, there is a chance for growing global understanding. Internet debating can help create a feeling of community, global internet debating may, in some small way, create a feeling of global community.

The Global Citizen Podium

These technologies have been discussed in reference to their application to debates and debating. However, there is more that may come of it. If citizens, not just students but citizens, can climb on a globally available podium to speak their minds a new form of discourse might emerge. Where we now must depend on news channels and the talking heads of newscasters to evaluate events and developments, in a future scenario citizens might be able to talk directly to each other about events, reporting can come from citizens “on the ground” at the places where the events are taking place, and reactions and ideas can come from a global audience.

In April, 1999 we recorded an edition of our weekly television show, Flashpoint [187] where Andy Ellis, Terry McKnight, and I discussed a future scenario much like the conflict in Yugoslavia which was going on at the time. In this future, internet webcast scenario, instead of just hearing from a few news sources, citizens could watch a myriad of webcast events where citizens from China, Russia, Africa, Europe,
Fiji, and all parts of the world could "join the debate" about what should be done and how governments and individuals should behave. The topic "should NATO intervene?" might be debated by many teams from many nations, bringing many more perspectives to light.

If democracy requires a participating and vocal citizenry, increased audiovisual connectivity may, in some small way, contribute to a growing trend towards "real" global democracy.

FACILITATING STEPS
These developments are not centralized, but take place one person at a time and one school at a time and one debate at a time. Your involvement is critical to the advancement of these possibilities. I urge you to get involved.

Watch & Demonstrate
You can begin by loading QuickTime and RealPlayer onto your Internet connected computer. Watch the media of all sorts (news, art, entertainment) but also watch future webcast debates and debate events and instruction already available on the various websites. Show these to your friends, teachers, and coaches, and discuss the possibilities with them. One of the problems with this technology is also a problem with this article — words simply do not convey the reality of it, people need to watch and see in order to grasp what it may mean. Watch for yourself and then show others.

Join the Debate & the Network
Encourage your school to get involved. If you have an appropriate computer in your home use that to get involved. Show this article to a teacher, administrator, or parent, and try and put the technological pieces together. Contact us and become a part of the hopefully growing network of Internet debaters and schools. If you can watch an Internet debate you are not that far away from being in one. Most schools have cameras, and once you are able to plug that into a computer with a video and audio card you are just a few pieces of inexpensive software away from being in a live distance debate.

Young people today are much more acutely aware of the potentials of the Internet and computers than many adults are. Realize this and try and show those in other generations the way.

There is a new debate future coming. I hope to "see" you there!

REFERENCES TO MENTIONED DEBATE WEBSITES
Debate Central
http://debate.uvm.edu
English-Speaking Union
http://www.esu.org
LiveTX.com
http://www.livetx.com/
National Forensic League
http://debate.uvm.edu/nfl.html

TECHNICAL REFERENCES
Apple Computer
http://www.apple.com/
QuickTime player
http://www.apple.com/quicktime/
QuickTime server
http://www.apple.com/quicktime/servers/
QuickTime Authoring
http://www.apple.com/quicktime/authoring/
Sorenson Broadcaster
http://www.s-vision.com/products/sorensonbroadcaster/
RealPlayer
http://www.real.com/player/index.html
RealProducer
http://www.realnetworks.com/developers/index.html
RealServer

(Professor Alfred C. Snider, Edwin Lawrence Professor of Forensics, University of Vermont
Outstanding college debater at Brown University, 1972 National Debate Tournament, 29 years as college coach, as qualified teams for the elimination rounds at both CEDA Nationals and the National Debate Tournament, originator of gaming paradigm, 1993 National Coach of the Year, one of the most widely published debate theorists in the world. Director and Founder of World Debate Institute. System Operator of Debate Central [http://debate.uvm.edu].

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Phone: 802-238-8345 mobile, 802-656-0097 office, Fax: 802-656-4275

DEBATE CENTRAL: http://debate.uvm.edu/
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(Berube from page 19)
using Internet debating as an adjunct to the current structure. While this may seem prudent to a debate educator, it may seem like an unnecessary perk to a high school or college administrator. Also, even if a few tournaments were retained, the Internet debate training for them may be weakly transferable at best. As well, resolving disputes over which travel tournaments to retain in the Internet debating world would be knotty.

Most importantly, the interpersonal dynamic of face-to-face ("meatspace") debating would be lost. On-line interaction has begun to be seriously studied recently. Psychologists and sociologists are learning that on-line behavior is different than "meat" behavior. To date, we have anecdotal support relating to aggressive behavior such as flaming, Net-terrorism as play, and Net-dependency leading to socio-neurotic isolation and despondency. The contest debating community may be a queer one, but at least, it is a public organization with teachers, managers, directors, coaches, critics, and participants communicating with each other.

Contest debating is an activity that teaches students that the person with whom you disagree has value. Ideas do not make someone a pariah except in the most egregious circumstances. The ritual resolution of each debate is the handshake, a moment when "meat" meets "meat", a powerful tactile experience. The realization the hand in your grasp belong to a person with a family and with fears and hopes much like your own makes disagreement more an alternative to violence.

In conclusion, before celebrating the transition from "meatspace" to cyberspace, we may need to address two primary questions. (1) Is the technology sufficiently developed to accommodate us? And (2) are we sufficiently developed to accommodate it? My point of view, at this time, is negative on both fronts.

(Professor David M. Berube, Director of Debate, University of South Carolina
World's most widely published debate theorist, guru of high tech arguments, publisher of more college debate handbooks than anyone in history. Coach of the Year for 1994. Faculty at World Debate Institute for over 15 years)
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THE DOWNSIDE OF INTERNET DEBATING

Although once proclaiming an end to meatspace (defined as person to person interaction in a shared physical space) and suggesting contest-debating use the Internet as a forum for competition, I retain many reservations. These remarks will be further explicated in a paper to be presented at the International Debate Education Association Conference in Budapest this October. Simply put, my job here is to play the “devil’s advocate”. By considering some of these arguments, a stronger case for Internet debating might be fashioned. In other words, I am a cautious fan.

First, it may be impractical. Technology associated with Internet communications develops very quickly. When I have the opportunity, I try to watch ZDTV to learn about new software, hardware, etc. By the time new software is installed, we learn new updates are already available. Unsurprisingly, technologies supporting Internet debating are very embryonic.

There are various problems. For example, varying baud transmission rates make real-time video nearly unattainable for the commercial user and real-time audio largely unlikely. Connection speeds and clutter results in annoying buffering delays. The quality of hardware on the receiving end, such as processing speeds, contributes to the difficulty as well.

In addition, contest-debating prizes quickened delivery and this exacerbates the problem. The activity is not designed for unspecialized spectators, so debaters do not tend to accommodate the Internet audience by adapting to the technological limitations.

Current deficient technology might make moving to this format problematic, since early failures might discourage experimentation. Especially of concern is the clamor of the advocates for this new format when so little feedback has been assessed. As I watched the national intercollegiate championships in “meatspace” and in cyberspace, there wasn’t a case to be made that the Internet debate was anything close to the real thing. Furthermore, a premature commitment to Internet debating might stall its birth. Tout it when it should be touted and not before.

Second, it may be inadequate. Consider one caveat. Contest debating includes the exchange of documents as well as speaking. Except for some sophisticated and expensive teleconferencing programs; document attachment is a serious problem. One end would need to attach a file and send it appended to the data stream or send it separately altogether (the first is nearly impossible and the second inconvenient without a second parallel connection). Send the documents subsequent to a request would delay the progress of the round. Whether interest can be sustained in rounds completed within a time frame exceeding current rounds remains unknown. Of course, as rounds last longer and longer, debaters may break a round to solicit a document as a delaying tactic in order to return to research while the round is occurring. Indeed, waiting for document delivery might provide a window for research updating. While this may favor programs with deep research staffs, it would probably produce more informed debates (maybe a final extension to the plan disclosure process). In response, Internet debating might ban the exchange of documents, but that would seem excessive. Of course, debaters and critics make mistakes regarding debates especially in less than ideal situations like online transmission. Documenting evidence read into a debate allows the validation of claims. We know all texts are texts both oral and transcribed. The oral text of the debates remains incomplete if the perusal of documents is restricted to notation and recall. Just one potential drawback.

Third, it may be unsatisfactory. Leveling the playing field is a popular metaphor for this experiment, but the entry fee into this club remains expensive. The minicam most of us can install on top of our monitors is inadequate for Internet debating. To record audio-visual data, a digital camcorder is necessary and they can run from $1,000 to much more expensive. The software currently used that takes the digital moving picture and audio and packets them for broadcasting is wedded to Apple products and Apple Quick-Time which while adequate for streaming video is seriously challenged by continuous broadcast in real time. The lack of coherence between video and audio broadcasting makes sustained viewing and attention incredibly difficult. Additionally, without some way to reduce the speaking rate, the nearly incomprehensible chatter in a live debate become mostly gray noise when broadcasted over the Internet.

On another level, many people in the contest debating community are not comfortable with Internet and computing technology and they are mostly the senior citizens of contest debating. Ageism has been a serious problem in contest debating for some time. Often times, senior directors and coaches are driven from the activity because they are denied their own space. While expense is a serious consideration, another more insidious one is technological discrimination.

Fourth, it may be counterproductive. Contest debating programs have been seriously challenged by institutional neglect. Internet debating may become the excuse for restricting all tournament debating related travel. Simply put, school systems may decide the debate and individual events programs should compete on-line rather than via expensive travel to other campuses. It is important to understand that the tournament format is only sixty years old, and it supplanted the single college team against single college team competitions in the 30s and early 40s. The rationale: contest tournaments were more efficient. A similar argument might be made about Internet debate versus tournament debating.

Finding some middle ground might be in order. The compromise might involve (Berube to page 17)
FORENSIC EMAIL LISTSERVS: THE OPPORTUNITY AND CHALLENGE OF EMAIL COMMUNICATION

by

Alfred C. Snider

The diverse forensic community is being brought together through the internet. Many debaters, coaches, and interested others are using the various "listservs" actively (CX-L, eDebate, Parli, APDA, CUSID, IE-L, etc.). A listserv is an email robot that forwards mail. Thus, when I send a message to eDebate@list.uvm.edu I send it to over 1100 college debaters, coaches, and their friends. If I belong to the eDebate list, I receive every message sent to that list. It is like every speech and debate person just got a free printing press to talk to many, many other forensic enthusiasts. This new communication environment has been a challenging one for those who are well schooled in disagreement, criticism, and disputation. For people interested in communication, sometimes our listservs have been noisy and impolite. Nevertheless, as we often believe that the answer to bad speech is good speech, listservs have become more and more important in facilitating information flow throughout the forensic community. Invitations, results, news, and ideas all circulate rapidly through these groups.

This short essay will introduce you to some of the various forensic listservs (certainly not all of them) and how you can subscribe to them. We will also then look at communication guidelines which can improve your participation in these groups.

INTRODUCTION TO A FEW LISTSERVS

There are a number of lists not in this compendium, simply because I do not know about them. Please help me construct a more complete list by letting me know what I am leaving out, contact me at asnider@zoo.uvm.edu.

HIGH SCHOOL DEBATE - POLICY AND LINCOLN-DOUGLAS

CX-L is the main policy debate listserv I am familiar with. It has been, perhaps, the most turbulent of the listservs. It now operates on a verification and "introducer" system. You need to supply a valid ID or be recommended by someone in order to be signed on. This helps to screen out false names and advertisers.

Jordan Buchanan, the list-owner of CX-L put it this way on 19 May 1998:

"In order to post messages to the CX-L, it is necessary to verify the name you used to subscribe to the list with. We believe that having a firm, real-world identity associated with each subscription to the mailing list encourages people to use the forum in the most educational and responsible manner possible. Currently, there are three ways to verify your identity: 1. Simply ask an "introducer" to verify your name and e-mail address. The introducer must be a person that already knows you and can establish that your name and e-mail address go together. Here is a current list of introducers: [list removed]. If you don’t know any existing introducers, you can make a photocopy of your school ID, drivers license, or other reasonable photo ID. Write your name and address on this paper and send it to me.Fax: (914) 271-4292 (include cover sheet with my name) Mail: Jordyn A. Buchanan 120 Spring Valley Road Ossining, NY 10562. People that verify their identity by mail and would like to become introducers, should also include their phone number. If you do this, you automatically become an introducer. 3. If your e-mail address is issued by an organization that maintains a central directory of names and e-mail addresses accessible through the Internet, simply inform jordyn@edebate.net of its location. This directory can be used to verify your name."

The Lincoln-Douglas listserv is LD-L. It is a loosely structured but very active list. Here is some information from a welcome message of theirs:

"LD-L is a majordomo list server devoted to High School Lincoln-Douglas Debates. Any postings on Lincoln-Douglas Debate, or on issues relating to Lincoln-Douglas Debate, or may be of interest to the high school LD community is welcome. As listowner, I hope to take as little a role as a moderator-type as possible. LD-L is an unmoderated list. No censorship exists, messages go straight from your keyboard to the terminals of the world.

In order to post a message to LD-L simply send a message to:

ld-l@world.std.com

To add yourself to this mailing list, send the following command in email to "majordomo@world.std.com" with the following command in the body of your email message:

subscribe ld-l [youremail@address]

INDIVIDUAL EVENTS

There is a college individual events listserv offered by Cornell University. You can contact this address to subscribe or get information.

owner-IE-L@cornell.edu

If high school students would like to start an individual events listserv they should feel free to contact the author at asnider@zoo.uvm.edu.

COLLEGE POLICY DEBATE LISTSERV

eDebate, hosted by the University of Vermont, is the major college policy debate listserv. Here is a bit of its welcome message:

"Welcome to eDebate An Email List Dedicated to Intercollegiate Policy Debate. eDebate is open to anyone who wishes to subscribe. The list is unmoderated, meaning that anyone is free to post about anything, with only community pressure to focus the discussion and decide what is relevant on an intercollegiate debate list. The University of Vermont debate program is kind enough to sponsor the list and maintains its web accessed archives. And Jamey..."
Dumas, now of England, is the manager and is responsible for the day to day running of the list.”

Anyone can subscribe by going to http://list.uvm.edu/archives/edebate.html

COLLEGE PARLIAMENTARY DEBATING LISTSERVs

There are three in North America and they serve three different organizations.

PARLI is the listserv of the National Parliamentary Debate Association.

"For those interested in subscribing to the parliamentary debate (Parli-L) mailing list… Dr. Robert Trapp at Willamette University is the sponsor of the list. To subscribe, send an e-mail to: listproc@willamette.edu"

In the body, type
Sub Parli your first and last name
You’ll then receive an e-mail with information about the list."

APDANET is the listserv of the American Parliamentary Debate Association.

APDAnet carries discussions about university-level debating in the United States. You can send a message to the APDAnet mailing list by addressing it to: apda@pucc.princeton.edu

CUSIDNet is the listserv of the Canadian University Society for Intercollegiate Debate.

How to Subscribe to the CUSIDNet Mailing List: “Send a message to: cusid-request@anadas.com

In the body of the message (NOT the subject line!), enter the following text: subscribe yourid@yourinternetcompany.com

(Replace the sample email address with your email address.)"

One other interesting listserv is the one which serves the World Universities Debating Championship.

You can send a message to the WORLDSnets mailing list by addressing it to: worlds@anadas.com

THINGS TO THINK ABOUT IN LISTSERV PARTICIPATION

Listservs can be very useful, allowing the easy exchange of news, ideas, and information. On the other hand, they can lead to vicious and vexing arguments, or "flame wars" between those who disagree with each other on any number of points.

This section shares some advice that has been offered by various parties.

The eDebate list advises the following:

➡️ Think before you post. Should your message only go to a few people, or should it go to the entire list? Can you find an answer to your question without posting to the entire list? Is this a message that you want archived forever for everyone to see?

➡️ Don’t be afraid of posting. The list works because people post. It doesn’t matter whether you coach at Harvard and won CEDA Nats, or if you’ve just gotten home from your first tournament and don’t care who coaches in South Carolina. One of the wonderful things about the list is that anyone’s voice is welcome.

➡️ Who are you replying to? The list is set so that most email programs default to replying to the sender of a message. But, every so often, someone manages to send a message to the list (up to 1,000 people) that was meant for a private audience (like team strategy and research assignments).

➡️ E-mail is a tricky medium. Just like any other medium one can become very adept at communicating persuasively, humorously, and effectively. But it also easy to misinterpret another’s message or to fail to get across what you really mean. Relax and take time before you reply, and make sure you think twice about how you are putting what you want to say.

I have personally been one of those challenged by email listserv participation. Based on my personal experience (not all of it good) as well as a survey of other standards for proper netiquette, here are some pointers which are worth considering.

1. Keep the welcome message you received.
It will answer a lot of questions and provide you with an explanation of the list’s policies. Then, you won’t have to ask unnecessary questions.

2. When you first arrive, lurk and learn.
Lurking is when you subscribe to and read a list before you begin to participate. This does not mean that you should not participate early and often, but that you should observe carefully how the list operates. You can learn the conventions, the characters, and the subjects involved. If you have questions, ask the list owner or someone who seems cooperative. Ideally, most of your basic questions will be answered in the FAQ. After lurking briefly, begin participating at a level comfortable for you, but watch out for becoming too involved too fast.

3. Post properly.
Learn which messages go to the list processor and which go to the list itself so that you do not clutter the list. Make sure your subject line is clear and easy to understand. If you are commenting on an ongoing thread (subject being discussed by several people over time) make sure it is identified. Make sure your subject headings are descriptive...people may decide whether to read a posting or not based on your subject heading. When you are commenting on something already said, summarize briefly what it is you are talking about for your readers in order to give them context.

4. Avoid unnecessary text.
Don’t post just to say, “Me, too!” Quote only relevant material from a message you are responding to, not the entire message. Every byte you send out costs people time and money. If you have a document or a lengthy posting let people know that you have it and that it is available. Then, they can ask for it individually instead of everyone getting it when you post it.

5. Text lacks non-verbal components.

Much of what we communicate we do non-verbally, especially expression of intention, things like humor, sarcasm, satire, etc. If you intend to communicate these things, make sure to use tagging [examples: :-) :P :) :) :-( ] Likewise, when you write a response you are not aware of how the person at the other end is reacting to your message. Thus, caution is advised.

6. Respond to people, not typed words.
While mediated by technology, we are all still human beings...imperfect, incompletely informed, but worthy of dignity and respect. Our typed words tend to be much harder edged than our interpersonal relations would be. We may respond to words instead of to people, and thus are often more critical and judgmental. Our words can be more threatening, and the responses we read can seem to be more critical and judgmental than we feel they should be. Take this into consideration. Before posting an angry message, hold onto it for a few hours and then read it again later...if it seems appropriate then, go ahead and send it.
7. There is more to do than disagree...even for debaters.

The listserv is not a debate between two sides competing for ballots and points. Because of the disputational nature of the debate activity, the focus often tends to be on criticism and disagreement. Realize that it is possible to come to agree with people who have different ideas and to appreciate constructive criticism. Do not be afraid to have your mind changed on some issue and to publicly admit that this has happened, even if you would never do that in a competitive debate. In a general forum like this we "win" when we "learn" from the ideas of others. You will not be assigned affirmative or negative, so do not be afraid to openly look at both sides of an issue, analyzing objectively arguments which are not your own or necessarily in agreement with you. Many debate professionals are proud to attempt to be objective judges in the debate round, so we should also be proud of recognizing better arguments on the list.

8. Spam NOT!

Spamming means broadcasting a message over lists and newsgroups to which it is not directly relevant. Examples of bad spam in our past: the cookie recipe story, chain letters, used computer equipment sales, a hoax about corporations donating money based on how many e-mail messages they received, etc. If you must spam, prepare to get flamed.

9. Flame and be flamed.

Flaming is verbal abuse of someone. Criticism of ideas becomes a flame when it involves a personal attack on the individual. The least way to not flame is to be careful you are characterizing the idea (wrong, illogical, factually incorrect, flawed, etc.) and not the person (evil, stupid, ignorant, dishonest, liar, etc.). Flaming is part of the internet, but if you flame people expect to get flamed back. Of course, if you are a flamer, you cannot complain about getting flamed with any credibility.

10. Be nice to newbies.

A newbie is someone who is new to the internet or new to the list. Help them out, answer their questions, offer them backchannel advice if they want it. Complaint about short, meaningless posts by newbies only multiplies the problem. Be patient and realize that we were all newbies once.
Allendale-Fairfax High School is in rural South Carolina near the Georgia border about eighty miles from Columbia and a similar distance from Charleston.

The Allendale-Fairfax program typically has about 30-35 members, the school and team is mostly African-American; chapter enrollment is less because students are not "enrolled" until they qualify for the second degree (Honor). Normally Allendale-Fairfax High School attends 10-13 tournaments a year mostly in South Carolina's low country, hosts an invitational attended by 20-25 Georgia and South Carolina schools and indulges in one venture to a national invitational such as Harvard or Stanford. Because of attendance policies, they have usually been unable to attend the District meet.

Allendale-Fairfax is not a typical NFL chapter school. Allendale County schools were declared in a "state of emergency" last summer and taken over by the state (making the current policy topic particularly germane!). The region is mired in poverty, a quarter of the population never made it beyond the 9th grade. The average household income is just over $13,000 and over 93% of the student body qualifies for "free lunch."

Despite the many socio-economic conditions within the school district, Allendale-Fairfax is proud of the fact that "Forensics" can function in trying circumstances.

Allendale-Fairfax celebrated May Rostrum covergirl Allison P. Thomas, NFL member 1,000,000! But it is Tyisha Barker, member 1,000,001 who will lead NFL into the next millennium.

**Allison P. Thomas**
NFL Member 1,000,000

Allison P. Thomas is a sophomore in her first year in Forensics. Allison is currently ranked first in her class and is also involved in a wide variety of other activities including softball, volleyball, J.R.O.T.C., band and National Beta Club.

Consistent with team policy, Allison was enrolled when she acquired enough NFL points for the second degree. Allison's primary event to date has been Congress with a secondary interest in Extemporaneous Speaking.

**Tyisha D. Barker**
NFL Member 1,000,001

Tyisha is a sophomore at Allendale-Fairfax High School. She ranks second in her class trailing Allison P. Thomas.

Tyisha plays interscholastic basketball and softball, and also active in track and J.R.O.T.C.

Tyisha has attempted several NFL events, faring most successfully in Children's Literature.

*(Photos provided by Joe Siren)*
HALL OF FAME
CLASS OF 2000

William (Billy) Tate, Jr.
As coach at Selma (AL) and Montgomery Bell Academy (TN), Mr. Tate has earned four diamonds. Billy has served on the National Executive Council as a Councilor, Vice-President and President. He has co-hosted the National Tournament 1980 and 1985. Under his direction MBA and Selma students have qualified to 24 National Tournaments where Billy has coached a Superior Senator and second and third place debate teams. His schools have earned the Leading Chapter Award four times, the District Tournament Trophy three times, and the Sweepstakes Plaque three times. Billy has served as District Chair four terms and has earned the Distinguished Service Key and Distinguished Service Plaque - second honors.

John Hires
John has coached students to 20 National Tournaments. He coached a National Champion in Humorous Interpretation (1982) and in Prose Reading (1995) as well as 14 finalists and 7 semifinalists. Downers Grove-South is a current contender for the Pi Kappa Delta/Bruno E. Jacob Memorial Award. John has coached three students who participated in Super Congress including a Superior Senator. Under his direction Downers Grove-South has won the Leading Chapter Award four times, the District Sweepstakes Plaque 17 times, the District Tournament Trophy four times. John earned the Gold District Chair Award three times, and served in the National Speech Tab Room.

Robert Brittain
Robert Brittain from Columbia City HS has earned the Triple Diamond Award. He has coached 37 students to 18 National Tournaments. At the National Tournament his students earned 2nd place in Extemp, 4th place in L/D and 4th place in Extemp Commentary. He has also coached a Superior Representative. Robert has served as a National Congress Official for many years. Under his direction Columbia City High School has earned the Leading Chapter Award twice, the District Sweepstakes Plaque twice and Tournament Trophy twice. He has earned the Distinguished Service Key and Plaque. Robert has served as District Chair 16 years and earned the Gold Chair Award.
Kenneth Thames

Ken Thames coached at Homestead (WI) HS where he qualified three students to Nationals and at Milwaukee-Marquette HS where he qualified 38, including a first and second place in Oratory, a second place in Debate, a first place in Boys Extemp, five National Sweepstakes Team Championships and the Pi Kappa Delta/Bruno E. Jacob Memorial Trophy. Permanently disabled from a serious auto accident and now retired, Ken has spent the last fifteen years with his wife Marilyn as the Director of Computer Operations for the NFL National Tournament. Ken developed the programs to computerize all preliminary scheduling and all judge scheduling. He also developed computerized results. Even though he is in pain from his back injury, he works 16-hour days during nationals week to make sure all computerized applications run smoothly.

Maybelle Conger

Elected to the Hall of Fame by a vote of the "Old Timer's" Committee, Miss Conger coached from 1937 to 1962 at Oklahoma City-Central. In 1949 her team won the National Cumulative Sweepstakes Trophy (now called the Pi Kappa Delta/Bruno E. Jacob Trophy).

Miss Conger joined NFL in 1937 and earned diamond #96 in March of 1952. In those years after reaching the then diamond key total of 1,000 points a coach needed to start over at zero. By 1962 she had recorded an additional 1142 points.

National Championships coached by Miss Conger included first in Humor in 1940 and first in Dramatic in 1941.

Hall of Fame Doyenne Charline Burton recounts that many of Miss Conger's students became speech coaches - a lasting legacy.
CIVICS IN THE CLASSROOM

In this 4th article of the "Civics in the Classroom" series, we can now talk meaningfully about the kinds of positions in "the government" and how they are filled—since the previous articles have made it clear that:

- Our country has three levels of government--federal/national, state and local—which affects the type of work and kinds of job opportunities available.
- Each level of government is divided into three major branches--executive, legislative and judicial--providing a further breakdown of kinds of positions and ways of filling them.
- Altogether, the public--or government--employment sector is so large and varied that it makes little sense for young people to overlook it when thinking of career opportunities.

Executive Branch

The most logical place to start in analyzing the public sector work of world is to recognize that the huge majority of the millions of positions are located in the executive branches of the federal, state and local governments; and that the number at the state and local levels far exceeds that at the federal level.

If one's interest is in such fields as education, law enforcement, social work and community services, you will find that town, city, county and state departments and offices throughout the country employ a wide variety of professional, technical, administrative and clerical personnel. Most of these entry level and journeyman positions in public educational institutions, hospitals, police/fire departments, etc., are filled through appointments based on various types of qualification rating systems. The higher level positions often also take into account partisan political considerations. And of course a few jobs at the top (e.g. state governor, city mayor, county executive, etc.) are filled by public elections.

In the federal/national government, the some 2.5 million civilian jobs in the executive departments and agencies (including the U.S. Postal Service) are similarly filled under the so-called civil service merit system based on appointment of persons meeting and rated under qualification standards. Only about 3,000 of these positions are filled by political appointees bearing such titles as department secretary, under secretary, commissioner and agency director. And only two positions--President and Vice President—are filled by election.

The occupations in the executive branch of the federal government are legion: hardly any job title exists which is not found somewhere in this vast and varied employment scene. (And one must not forget that the same is to a large extent true of the military part of the executive branch, with about 2 million uniformed personnel in a myriad of occupational fields). From physical and natural scientists, engineers, doctors and lawyers to photographers, writers, investigators and planners—all and more are working in federal departments and agencies, from entry level to senior executive level jobs, and with only some 10 percent located in the Washington, D.C. area.

It is unfortunate that most people apparently think that most federal government civilian jobs are filled through politics or who-you-know. That certainly was true in the 19th century. But after the assassination of President Garfield by a disappointed job seeker and since 1883, when Congress passed the Civil Service (or Pendleton) Act setting up a merit appointment process based on meeting published qualification standards, these jobs were gradually shifted into this non-political category. For many decades by now, some 90 percent have thus been covered.

Also, states and many local governments have similar merit systems for various job categories, although at these two governmental levels there are still appreciable numbers of positions filled outside the merit system.

Legislative Branch

It goes without saying that when it comes to this branch in the three levels of government, the main actors (i.e. U.S. representatives and senators, state legislators, city councilmen, etc.) are elected by the public based on political parties. The various aides and staff/committee assistants working for the elected officials generally obtain their jobs through political appointments. However, even in this legislative setting there are often some administrative/technical positions filled on the basis of merit/qualification rating. In addition, at the federal/national level there are several quite large legislative agencies (e.g. the Library of Congress, General Accounting Office, and Congressional Budget Office) where the great majority of positions are filled in a merit system fashion.

Judicial Branch

As for this third branch, at the federal level all judges are appointed by the President (with the advice/consent of the Senate); while at the state and local levels one finds a mixture of both appointed and elected judges. But here again there are generally support/administrative positions where often the employment method is a form of merit system.

Thus as we said in the beginning of these articles, it makes no sense to speak of "government employment" in some generic sense, as though all the millions of different jobs somehow partake of a sameseness. Understanding that behind the word "government" in our country lie three structural/political levels plus three substantive branches in each level—it becomes obvious that one needs to qualify and specify what exactly one is referring to when talking public sector employment.

Most people seem to think of a vast colorless bureaucracy (primarily of clerks and paper pushers) when thinking "government." That concept is very far from reality as it excludes the elected legislators, the whole judicial system, as well as all the professional/scientific/technical managerial positions which constitute the bulk of jobs in the executive branches.

Future articles will explore historical and other reasons why in the United States there are such strong feelings and basic controversies about the subject of government and employment therein.

(Professor Lorentzen contributes a bi-monthly column)
DISTRICT TOURNAMENT RESULTS

(continued from May, 2000 Rostrum)

Carolina West

CX —
Mohit Kumar and Chris Lanson, Westchester
Graham Shalvoy and Jessica Brunner, North
Medford
DUO —
Geoff Wester and Scott Eastland, Providence
James K. Ault and Christopher McVay, South
Guildford
OO —
Krista High, Myers Park
Amalburga Perissi, Myers Park
USX —
Larry Shaheen, Providence
Christopher A. Henry, Southeast Guilford
FX —
J. D. Shippman, Providence
Chris Dickson, Providence
DI —
Kelci Davis, North Medford
Christopher Moore, South Medford
HI —
Corey Howard, North Medford
Daniel Stoeve, Myers Park
LD —
Kara Vey, North Medford
Rubert Rutledge, Myers Park
Chris Hudd, Southas Guildford
Plaque — Myers Park
Trophy — East Medford

Valley Forge

CX —
William Pheanis Jr and Michael McCann, La Salle
College
Matt Jordan and Jeremy Bennett, Danville
DUO —
Karen Benzel and Trista Hershey, Oxford
Mercy Academy
Theresa Venglarik and Elise Paulowski, Gwynedd Mercy Academy
OO —
Jackie Jackson, Pennsylvania
Randall Powell, Sprainton
USX —
Kim Curren, Dallastown Area
Pennington, N.J. St. Joseph Prep School
FX —
Matthew Dave, Southern Lehigh
Matthew Pashak, St. Joseph Prep School
DI —
Barbel McClard, Sprainton
Clayton Duran, Sprainton
HI —
Richard Powell, Sprainton
Michael Berberich, Sprainton
LD —
Keith McDermott, Danville
Davis Francis, Danville
Plaque — Danville
Trophy — La Salle College

Northwest Indiana

CX —
David Tomaskowski and Christopher Ren, Penn
Ashley Porter and Kevin Cain, Munster
DUO —
Ethan An and Sarah Elmhirst, Plymouth
Garrick Aplin and Sam Hawth, Plymouth
OO —
Nina Bielma, Munster
Ethan An, Plymouth
USX —
Bari Sterletti, La Porte
Philip Kneghemans, Plymouth
FX —
Adam Wescott, Munster
Emma Dou, Northfield
DI —
Kate Georgean, Plymouth
Kate Tyree, Plymouth
HI —
Nicole Pellegino, Munster
Lenny S. Weiss, Munster
LD —
James Rebeco, Munster
Philip Kneghemans, Plymouth
Plaque — Munster
Trophy — Northfield

Osark

CX —
Dustin Paul and Clark Quigley, Springfield-Cleen-
dale
Adam Toth and Ancy Schaffel, Kickapoo
Brian Muegge and Becky Thomas, Greenwood
Lab School
DUO —
Tyler Moore and Blais Kellner, Kickapoo
Haley Smith and Melissa Boomer, Reede Springfield
OO —
Susan Cowgill, Bolivar R-1
Jessica Clendenning, Kickapoo
USX —
Jenifer Darnell, Springfield-Hillscrest
Bryan D. Fisher, Springfield-Springfield Central
FX —
Brian Muegge, Greenwood Lab School
Emily Stahlman, Springfield-Hillscrest
DI —
Hannah Duff, Springfield-Cleen-dale
Tracy Harlow, Springfield-Hillscrest
HI —
Cameron Mendle, Kickapoo
Eric Colman, Springfield-Parkview
LD —
Graham Ingalsbe, Springfield-Cleen-dale
Meredith Burner, Springfield-Cleen-dale
Bryan D. Fisher, Willow Springs
Plaque — Kickapoo
Trophy — Springfield-Cleen-dale

New England

CX —
Alex Sturevant and Nick Ench, Longfellow
Gina Puc and Melissa Clark, Hampshite
DUO —
Cammy Fischman and Peter Dodd, Sacred Heart
Kate Menchou and Laura Phillips, Milton Academy
OO —
Samuel Cohen, Milton Academy
Jessica Reid-Knows, Shrewsbury
USX —
Elizabeth Finzka, Milton Academy
Harry Long, Milton Academy
FX —
Inbal Alon, Needham
Joseph Bowes, Sacred Heart
DI —
Liz Myers, Milton Academy
Michael B. Krynicki, Milton Academy
HI —
Greg Hildreth, Catholic Memorial
Jennifer S. Smith, Milton Academy
LD —
Peter Myers, Needham
Michael Wassemann, Needham
Plaque — Lexington
Trophy — Lexington

Orange Blossom

CX —
John Bowers, St. Andrews School
Tal Rappaport, Saint Andrews School
Tim Caise and Vanessa Rosato, Wellington
DUO —
Joe Gallagher and Greg Whitside, Trinity Prep
School
Brittany Filer and Aasia Winter Wilson, Derryfield
School of the Arts
OO —
Evan Phanion, Trinity Prep School
Claire McDonnell, Derryfield School of the Arts
USX —
Jon Sprague, Trinity Prep School
DI —
Jeremy Blox, Succasunna
LD —
Jennifer Newman, Trinity Prep School
Meg Ford, Derryfield School of the Arts
Plaque — Trinity Prep School
Trophy — Succasunna

Tahoe East

CX —
Peter Johnston and Eddie Moss, Chapal Hill
DUO —
Gary Regors and Lindsay Yost, South View Sr.
Charity Bees and Chastity Schwen, 71st
OO —
Anthony Strike, Massay Hill Classical
K McKenna, Pine Forest Sr.
USX —
Joshua Deering, Byrd Sr.
David Kline, Pine Forest Sr.
FX —
Sona Gupta, Terry Sanford
Kevin Bagley, South View Sr.
DI —
Scott Hurley, Byrd Sr.
Robert McKeehan, 71st
HI —
Isaac West, 71st
Jennie Diefenbach, Pine Forest Sr.
LD —
Michael Pothier, East Chapel Hill
Rebecca Chasnoff, Enite
Plaque — South View
Trophy — 71st Sr. HS

Greater Illinois

CX —
Emily Smith and Lauren Reilly, Pontiac Town-
ship
Jackie Ayer and Deanna Kimmel, Pontiac Town-
ship
DUO —
Ben Eberts and Rachel Simpson, Belleville-East
Joanne D'ottavolotti and Ben Thomas, Pein Community
OO —
Anita Koons, Heyworth
Jon Melhorn, Pein Community
USX —
Eloise Heweg, Pein Community
Jon Massman, Heyworth
FX —
Matt Oster, Harrisburg
Ciff Reeder, Central
DI —
Lindsay Nave, Heyworth
Jessica Bedin, Heyworth
HI —
Danny Shannon, Pein Community
David Stone, Crystal Lake-South
LD —
Lisa Haseneyer, Freeport
John Schneider, Belleville-East
Plaque — Belleville-East
Trophy — Belleville-East

Heart of Texas

CX —
Christopher J. Vaughn and Brian Peterson,
Pfuguel
Allison Buca and Rachel Perez, Midway
Cory Smith and Amy Desil, Midway
DUO —
Jackie Efrenson and Lauren T. Worsham,
Westlake
Jenny Kato and Chris Menier, Westlake
OO —
Grace Faris, Westlake
Ian Robertson, Pfuguel
USX —
Ian Robertson, Pfuguel
Andrew Malo, Bryan
FX —
Ala Klam, Bryan
Aishe Anderson, Bryan
DI —
Ashelani Harker, John B. Connally
HI —
Mark L. Bledsoe, Bryan
Michael C. Deleon, Westlake
Alex Mardonado, Westlake
LD —
Joy Selmer, Westwood
Sheilat Patton, Westwood
Tommy Clancy, Westwood
Plaque — Westlake
Trophy — Westwood

East Los Angeles

CX —
Eric Phece and Robert Uriarte, Damien
Patrick Geocas and Tim Westmore, Damien
DUO —
James Clark and Daniel Torres-Rangel,
Gabrielo
Arthur J. Alvarez and Allison K. Mac, Schurr
OO —
Sarah Pineau, Rowland
Ryan Konoske, Gabrielo
USX —
Gabby Venz, Schurr
Cali Huang, San Marino
FX —
Frank Wu, San Marino
Pearlme K. Kiy, San Gabriel
DI —
Natalie Sakai, Gabrielo
Aleke Kwan, San Gabriel
HI —
Lisa Agerine, Schurr
Tommy Kang, Schurr
LD —
Shenee Pang, Rowland
Sarah Pineau, Rowland
Plaque — Gabrielo
Trophy — San Gabriel

New York

CX —
Michael Bierz and Alexander Marepolo, Lake-
land
Kate Opgenhein and Andrew Wheeler,
Port Chester
DUO —
Brian Ardis and Stephen Di Nardo, Iona Prep
School
Andrew Simon and Elizabeth M. Klamasiewiz,
Monroeville
OO —
Andrew DeFoss, Iona Prep School
Stephen Di Nardo, Iona Prep School
USX —
Robert Mayer, Scarsdale
Gregory Bronan, Scarsdale
FX —
John B. Horgan, Christman Brothers Academy
Brendan Batsellin, Pleasantville
DI —
Lea Jacobs, Scarsdale
Rasouli Aas, Lutheran School
HI —
Elaia Cohen, Scarsdale
Halle Benson, Monroeville
LD —
Blaine McPhills, South Glens Falls
Noah Grobowitz, Hendrick Hudson
Plaque — Monroeville
Trophy — Newburgh Free Academy

New Jersey

CX —
Purzel Vold and Jennifer Chang, Bergenfield
Brad Fields and Chris Patrick, Bergenfield
DUO —
Elisa Lu and Lisa Paizitsm, Montville
H. P. Smith and Matt Sadwetz, Randolph
OO —
Maraal Usfe, Monvlie
Melanie Wolfs, Montville
USX —
Kamely Reilly, Millburn
Lauren Sidlans, Freehold Township
FX —
Gilbert Lee, Biggsweiner-Panison Reg.
Tim Wilcox, Hanover Park
DI —
Jack Moren, Bradford-Radn Reg.
Kerry Ernst, Montclair Kimberley Academy
Gregory Sars, Ocean Township
HI —
Alex Chen, Montville
Robert Scherzer, Montville
LD —
Barbara Allen, Science
Maria Kudikof, Bergenfield
David Silo, Freehold Township
Plaque — Montville
Trophy — Bergenfield

North Oregon

CX —
Chesla Jarvis and Jessica Gaals, Beaverton
 Kara Borden and Jeremy Kenn, Tualatin
DUO —
Tim Greve and Ashrali Horne, Gresham-Barlow
Thomas McCloskey and David Metzger, Forest
Grove
OO —
Jessica Geils, Beaverton
Shur Ayan, Clackamas
CALLOWAY COUNTY HIGH SCHOOL
MURRAY, KENTUCKY

Calloway County High School located in Murray, Kentucky, is looking for a high energy person with excellent skills in coaching and debate, knowledge of television station management, and ability to teach oral communications.

The position requires a valid Kentucky Teaching Certificate in speech or English. The salary would be based on the district salary scale plus a stipend of $6,500 for coaching. Assistant coaching positions are available for the head coach to use in acquiring additional help. Calloway County High School has won 12 state championships and has placed numerous individuals in related fields. Interested individuals should contact:

Calloway County High School
% Randy McCallon, Principal
2108 College Farm Rd.
Murray, KY 42071
Phone (270) 762-7374, ext. 100, 103, or 104
Fax (270) 762-7380
E-mail address mccallonr@calloway.k12.ky.us

DI --
Jonathan Chavez, Creekview
Emmet Etuk, Newman Smith
HI --
Amy Windle, Denton
Jessica Cause, Grand Prairie
LD --
Virginia Garmand, Hackett School
Trung Pham, Newman Smith
Plaque -- Coleyville-Heritage
Trophy -- Coleyville-Heritage

Gulf Coast

CX --
Marnie Davidson and Jared Holmes, Gregory-Portland
DUO --
Jennifer Frank and Sandra Mendez, Gregory-Portland
Ranae Smith and Mark Moms, Gregory-Portland
OO --
Jennifer Frank, Gregory-Portland
Brian Wells, Gregory-Portland
USX --
Jens Lasley, Gregory-Portland
Jim Callaway, Gregory-Portland
FX --
Sergio Martinez, Bishop
Andrew Garcia, Hargraves HS South
DI --
Brian Wells, Gregory-Portland
Kendra Tedder, Brazoswood
HI --
Marco Ramirez, Gregory-Portland
Breanne Flores, Bishop
LD --
James Lasley, Gregory-Portland
Noam Azeem, Nikhi Rowe
Plaque -- Gregory-Portland
Trophy -- Hargraves HS South

Tail Cotton

CX --
Brad Knapp and Clayton Brown, Amartillo
Tommy Duckworth and Ryan Roquefort, Cassis Sr.
DUO --
Elisabeth Ooi and Walter Cafita, Amartillo-Texas
Becca White and Candidce Mann, Amartillo
OO --
Clayton Brown, Amartillo
Ryan Amurillo, Midland-Lee
USX --
Robin Cook, Roosevelt
Mall Vanderberg, Cooper
Westin Price, Milestone
FX --
Everett Moran, Midland-Lee
Kevin Nargi, Cooper
DI --
Dane Fierst, Trinity Christian
Kia Rusch, Amartillo
HI --
Zach Evans, Clayton
Brian Bell, Lubbock

DI --
Damon Siny, Hereford
Allison Huchet, Sprague-Lakehead
Pleasant -- Amartillo
Trophy -- Odessa Sr.

Michigan

CX --
Dan Grimm and Sean Van Horn, Brother Rice
David Balmain and Chenin Kistof, Portage-Central
DUO --
Jory Wood and Blake Whitty, Portage-Central
Rachel Chetterton and Colin Woodsale, Portage-Northern
OO --
Katie Murray, Portage-Central
Angela Bishop, Portage-Central
USX --
Andy Shalt, Portage-Northern
FX --
David Balmain, Portage-Central
DI --
Meghan Dill, Portage-Central
HI --
Greg Lipton, Portage-Northern
LD --
Andrea Hopkins, Kalamazoo Central
Amar Assani, Portage-Northern
Plaque -- Portage-Northern
Trophy -- Portage-Northern

Alaska

CX --
Michael Jacobs and Lucas Knowles, Sitka
DUO --
Keith Taylor and Nila Urga, Whitehorse
OO --
Steven Selvaggio, Whitehorse
USX --
Pete Jensen, Chevak
FX --
Steven Selvaggio, Whitehorse
DI --
Lisa Shnedal, Whitehorse
HI --
Yanni Ashman, West Anchorage
LD --
Pete Jensen, Chevak

Big Orange

CX --
John Wu and Assad Foster, Los Alamitos
DUO --
Julie Kim and Danielle McRorie, Cypress
OO --
Ray Ibara, Cypress
Ivan Chen, Esperanza
USX --
Ruby Jam, Cypress
Alien Lin, Esperanza
FX --
Ivan Chen, Esperanza
DI --
Katrina Villaneuva, Cypress

HI --
Jackie Chang, Esperanza
Jason Bodwitz, Cypress
LD --
Michael Ho, Esperanza
Plaque -- Esperanza
Trophy -- Esperanza

Lone Star

CX --
Asher Holm and Jordan Plattsches, The Greenhill School
Rajeev Bracken and Della Senfillis, The Greenhill School
DUO --
Courtney Crawford and Mait Robinson, Duncanville
Kelley Doan and Brian Hostenbeke, Plano Sr.
OO --
Jason Warren, Plano Sr.
Tori Thompson, The Colony
USX --
Amy Morath, The Colony
Rick Cotter, Plano Sr.
FX --
Jason Warren, Plano Sr.
DI --
Matt Underwood, Dallas-Hightland Park
Eric Stella, Dallas-Hightland Park
HI --
Danny Zimmer, Duncanville
Amy Lindeman, Plano
Orli Goshall, Grapevine
Chris Henson, Plano
Pasque -- Grapevine
Trophy -- Plano Sr.

West Texas

CX --
Sam Siegel and Sean Schaefer, El Paso-Cornado
Thomas Mendez and Jimmy Suerent, El Paso-Cathedral
DUO --
Jeremy Guiard and Frank Rivera, El Paso-Cornado
OO --
Emiliano Rodriguez, Shelly-Jefferson
Mariin Asgari, Bel Air
USX --
Taron Johnson, Andress
Kati Ambrler, Shelly-Jefferson
FX --
Tony Quiros, El Paso-Cornado
DI --
Michael Hill, El Paso-Cornado
Adriana Alman, Riverside
HI --
Erik Singh, Turges
LD --
Taron Johnson, Andress
Emiliano Rodriguez, Shelly-Jefferson
Plaque -- El Paso-Cathedral
Trophy -- Loreto Academy

West Los Angeles

CX --
Ben Green and Kenneth McDaniels, Amato Grande
Justin Whitaker and Brandon Turner, Amato Grande
DUO --
Arthur Piluka and Sheila Shayan, Cleveland
David Ross and Leslie-Ante-Huff, Cleveland
OO --
Sarah Garber, Cleveland
Clare Robbins, Sherman Oaks CES
USX --
Joshua D. Schein, Cleveland
Julie Mandelc Norton, Cleveland
FX --
Kevin Kuriyan, Sherman Oaks CES
Scott Kleinrock, Sherman Oaks CES
DI --
Valerie Berkovitch, Cleveland
Ennio Neve, James Monroe
HI --
Eddie Walsvee, Cleveland
Matthew Toschi, Cleveland
LD --
Briagel Kuran, Sherman Oaks CES
Timothy Gintoli, Loyola
Trophy -- Sherman Oaks CES
Trophy -- Amato Grande

South Texas

CX --
Michael Cohen and Matthew Emmer, Houston-Bellaire
Katie Remhart and Kim Chen, A & M Consolidated
Kris McAlpine and Terry Peng, Houston-Bellaire
DUO --
Christian Osiem and Alonso Moore, B. F. Terry
Don Wise and Shelley Wilson, B. F. Terry
OO --
Gonzalo Castillo, B. F. Terry
Claudia McColter, Westfield
Jessica Silva, Houston-Nimitz
USX --
Amanda Knight, Friendswood
Matthew Emmer, Houston-Bellaire
Annmarie Jayappa, Clear Lake
FX --
Hung Nguyen, Deep Park
Corlado Castillo, B. F. Terry
Troy Holland, Bay City
DI --
Cory Griffin, Westfield
Claudia McColter, Westfield
Donald L. Fields, St. Thomas Episcopal School
HI --
Barrett Goldsmith, Friendswood
Gabriel Lawrence, Houston-Nimitz
LD --
Seth Marando, S. F. Austin
Stevie Casma, Friendswood
George Dinhvietshv, Westfield
Julia Jones, Friendswood
Plaque -- Houston-Bellaire
Trophy -- Deer Park
May 11, 2000

James M. Copeland,  FAX 1-920-748-9478
National Secretary
National Forensic League (NFL)
P.O. Box 38
Ripon, WI  54971-0038

Dear Mr. Copeland:

The results of the year 2000 NFL Executive Council Election are below. The number of valid ballots counted is 639. The candidates' totals are listed in descending order. This letter is also being mailed (hardcopy) today.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 William Tate, Jr.</td>
<td>49,275</td>
</tr>
<tr>
<td>#2 Donus D. Roberts</td>
<td>48,166</td>
</tr>
<tr>
<td>#3 Frank Sferra</td>
<td>48,142</td>
</tr>
<tr>
<td>#4 Kandi King</td>
<td>37,170</td>
</tr>
<tr>
<td>Mike Burton</td>
<td>27,960</td>
</tr>
<tr>
<td>Les Phillips</td>
<td>26,974</td>
</tr>
<tr>
<td>Robert Littlefield</td>
<td>20,226</td>
</tr>
<tr>
<td>Darrel Harbaugh</td>
<td>19,164</td>
</tr>
</tbody>
</table>

Sincerely yours,

James T. Hecht, Ph.D., M.P.H.
President
JTH/ceh
Heyworth Junior High School, IL

Summary: The Heyworth Hornets have competed in two literary competitions and two high school novice speech tournaments. In addition, two of the members were eligible to compete in the local high school varsity tournament. Brittney Lower, grade 8, won first place in humorous interpretation at the Varsity Tournament.

Accomplishments: Increasing enrollment has been a major boost. The Heyworth Hornets currently have 23 speech team members, eleven of whom qualified for NJFL.

Details/Comments: Chapter membership this year totalled eleven. Chapter President is Brittney Lower and the Chapter Adviser is Christine Gregory.

St. Joseph Hill Academy - Elementary School, NY

Summary: This has been a very productive year for the Forensic Team with a Chapter membership of 14. The team competed in seven different speech competitions, five of them sponsored by the Elementary Catholic Forensic League of the Archdiocese of New York. In addition to the speech skills learned, they also found a wealth of new friends.

Accomplishments: In addition to speech competition, the major accomplishment has been the formation of the Storytellers Club. With an overwhelming response of volunteers for the Storytelling Program, the eighth graders decided to continue the enrichment sessions. Two students participated in each kindergarten class alternating the reading of a story. Afterwards there was time for questions regarding the selection.

Details/Comments: You must qualify for the Storytelling Service by receiving a score of 90 or above on the most recent science exam. The time allotted is usually 25-30 minutes on Tuesday and Thursday mornings. Often the children are read fantasy stories such as Cinderella, The Lion King, Beauty and the Beast and Rugrats Adventures.

Richland Junior High School, ND

Summary: Chapter projects included:

Richland Junior High School NJFL participants spoke to younger elementary classes. Students did Storytelling for K-3 library hour once a month. Additional activities included, competing at three speech festivals and also did mythology reports for eighth grade English class.

Accomplishments: The Richland Junior High School NJFL Chapter added seven new members. The degrees and membership awards were presented at a special ceremony for 6-8 grade. Also, the Chapter promoted a Readers Theater program for summer. Chapter membership was 25. Chapter President is Amy Reinhart. Chapter Advisers is Jean Hoecer.

Details/Comments: One of the members earned the right to represent Richland Junior High School at the North Dakota State Class B Speech Tournament.

Troy Middle School, PA

Summary: Chapter members participated in the following presentations: Poetry, Duo, Prose, DJ, Impromptu and Original Oratory.

Chapter membership totals 21. Chapter Adviser is Nancy Cummings.

Accomplishments: This new chapter's main accomplishment was to attract young members and sustain the current ones.

Details/Comments: Does membership in the NJFL carry over to NFL? Please explain point and fee carryover?

Your Voice Was Heard...As you read in the June, 1999 Rostrum, the Executive Council passed the approval of allowing 10% (max. 10) student points earned through NJFL to go on their record once they become members of the National Forensic League.
CHAPTER ACTIVITY REPORT

Leakesville Jr. High, MS

About the students pictured above:

Chapter President, Roun McNeal, has spoken to over 25,000 students this year as a National Jr. Beta Club officer. He also serves as Co-host on a local television talk show, and has enjoyed speaking to many schools and civic organizations. NJFL skills really helped him in these endeavors.

Chapter Vice President Megan Smith used the speaking skills she acquired as a NJFL member to get elected as a state officer in Mississippi Jr. Beta. Speaking to over 4,000 students at the State Convention was very exhilarating.

Jennifer Cooley, LJJ chapter secretary, has spoken at several schools around the state of Mississippi as a NJFL member. The kindergarten through fourth graders especially loved her poetry interpretations on Read Across America Day.

"At LJJ, we’re proud to be part of the NJFL. We’re glad to be rewarded for speaking. NJFL is a great organization, and we feel very honored to be our state’s first NJFL chapter."

Summary: The Leakesville Jr. High NJFL members participated in many speaking activities this year. Chapter President Roun McNeal spoke to over 25,000 students this year as a national officer in the Jr. Beta Club. All members were involved in a program to read to elementary students.

Accomplishments: The Leakesville Jr. High Chapter is proud to be Mississippi’s first NJFL member. Getting other students interested in speaking in front of an audience has been very gratifying. With some coaching from current NJFL members, a 5th grader (future member) at Leakesville won 1st place in a statewide speech competition comprised of 5th - 9th graders.

Details/Comments: Many students have heard a teacher ask them to stop talking. At Leakesville Jr. High, we’re glad that we get the chance to talk more. Being a part of the NJFL is a great honor for us, and working on our public speaking skills has been of benefit to us all.

Chelsea School, VT

Summary: Various oral reports given in classes have been recorded. One student also competed in drama interp and has achieved membership.

Accomplishments: The Chelsea School currently has two teachers who are now recording projects for points. Some of the students who had enrolled last year acquired advanced recognition, in addition, one new student this year qualified for membership. Total Chapter membership is five. Chapter Adviser is M. Childs.

North Allegheny Middle School, PA

Summary: Each student during the fall semester was introduced to all categories of competitive speech events. Several sessions were held to research and select pieces for individual students. The second semester focused on development and perfecting performance in the individual events and preparing for competition. Many of the students in the Chapter were involved in school activities/projects that involved speaking. Whenever possible, the students were encouraged to participate in presentations and performances.

Accomplishments: All active members attended a competition for 7 - 12 graders at Geneva College. Several students also competed in a Freshman/Sophomore Tournament in the District. All eighth grade students have committed to continuing their participation in Forensics when they enter high school in the fall.

Details/Comments: "Many of the students in the chapter were involved in school activities/projects that involved speaking. Whenever possible, he students were encouraged to participate in presentations and performances.

St. Anthony School, Guam

Summary: St. Anthony School NJFL members have participated in weekly morning announcements. Members have conducted debates within the school’s speech and debate club and have participated in the in-school Youth Month Oratorical contest as well as the island-wide contest. Chapter membership totals 14.

Accomplishments: The chapter’s major accomplishment this year was its participation in the school’s Youth Month oratorical contest in April.

Details/Comments: The weekly meetings started off as one-hour in length and was changed to thirty minutes because of schedule changes. The limited time deterred us from doing more activities. This is a growth area to be worked on next year.

Los Altos Speech Kids, CA

Summary: The main project was running the Pleasant Valley School District elementary (Grades 4 - 6) and Primary (K - 3) Speech Tournament. The NJFL team did two assemblies to introduce the program at eleven schools and also coached younger kids five afternoons after school.

Accomplishments: First place team in the Camino Real Speech LoLeague - a two county league (Los Angeles/Ventura) - 14 schools.

The Championship Tournament was held May 1, 1999 at Pasadena City College in Pasadena, CA.

Details/Comments: Almost 600 elementary students competed in March and the judges were 7th and 8th graders Speech Kids (NJFL members). During the month of May, 1999, 1058 primary kids competed in Congress and once again the Speech Kids served as judges.
La Junta Middle School, CO

**Summary:** The La Junta Chapter team attended one speech meet within their area and sponsored a mini-tournament. "We were very excited to get started and are looking forward to next year."

**Accomplishments:** One major accomplishment was getting the NJFL Charter.

**Details/Comments:** "Wish we knew of more schools in our area that had NJFL programs so that we could schedule more meets." 

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Canterbury Middle School, IN

**Summary:** Sixty-two students in grades 6 - 8 earned NJFL points, and fifteen 5th graders joined them in competition in five interscholastic meets. Canterbury hosted a meet November 7, 1998; 10 schools and 340+ students competed. The NJFL officers assisted in setting up the meet and organizing it. Student speakers presented eight chapels.

Chapter President, Nikki Perry and Chapter Adviser is Lea Anne Bernstein.

**Accomplishments:** A speech banquet held involved 80+ speakers and family members. The Canterbury Middle School team won a trophy at five meets. High School speakers mentored in regular discussions. Thirty new members joined NJFL.

**Details/Comments:** Please include 5th graders in NJFL!!

Henry McNeal Turner Middle School, GA

**Summary:** This year the Debate Team consisted of 26 energetic students that wanted to learn the art of arguing. The topic of how to increase academic achievement in secondary schools' brought forth many strengths and some limitations. These young minds were constantly at work on how these problems could best be solved. Students were presenting evidence to validate their arguments and promote their objectives, as well as develop their critical thinking skills. The art of debating has increased their academic abilities in the following areas: reading comprehension, research skills and making inferences. Debating has been promoted in all core classes.

**Accomplishments:** Children are now able to speak with confidence, clarity and read with fluency. During the school year, a mock debate was presented for the PTSA. The parents were so impressed that they literally placed their children in our hands.

Students competed in nine tournaments during the school year. They have gained NJFL points for continuous participation. The team has won both the Team and the Speaker awards.

**Details/Comments:** It's an awesome task showing young people another way of solving the problems at hand. In this day and time our young people are confronted with conflicts daily. They are hungry to learn new ways to handle disagreements. Debating offers the opportunity to see both sides of the argument. Debating allows them to see a win-win situation. The students are taught to draw a T-square and list the pros and cons. Eventually, these strategies provide the individuals with effective solutions for handling future conflicts. This also plans seeds in our young people to develop positive decision making skills. Debating removes violence and promotes understanding and respect of another person's opinions. Ms. Donna Murrell Speed says, "I am always thankful for the opportunity to cast pearls of wisdom to young developing minds of our future. They are gaining the knowledge to put them ahead on a playing field called LIFE."
CHAPTER ACTIVITY REPORT

Ribet Academy, CA

Summary: Ribet Academy, located in Los Angeles, California, is pleased to be a participant in the National Junior Forensics League. In one short year, a junior speech team was created with 27 students who compete in tournaments Ribet Academy hosts.

Accomplishments: Currently, four schools in Eastern Los Angeles have joined the recently-named Southern California Junior Debate League. The school sponsors one debate tournament each quarter and the students have a fantastic time. On March 31, 2000, Ribet Academy hosted a debate tournament that had 97 entries in eight different speech and debate events. Ribet Academy will be hosting the championship tournament in May, where they plan to expand to ten different events.

Details/Comments:
If you are a middle school in the Los Angeles area and would like to join the Southern California Junior Debate League, please call Charmien LaFramenta at (323) 344-4330 or you can reach her through email at claframenta@ribetacademy.com. We would love to have you join!

St. Jude School, IN

Summary: Competitions for 1999-2000 school year were as follows: Canterbury Middle School, November 6, 1999; Brebeuf Preparatory School, December 4, 1999; Eastwood Middle School, December 11, 1999; Perry Meridian Middle School, January 15, 2000; Carmel Junior High, February 26, 2000 and Quest for Excellence at Roncalli High School, February 26, 2000.

Accomplishments: Canterbury Middle School had 15 of 26 participants place third, finishing in the top 6; Brebeuf Preparatory School placed second in Catholic Schools, fourth in Overall; Eastwood Middle school had 17 of 21 participants place third, finishing in the top 6; Perry Meridian Middle School had 20 of 24 participants place second, finishing in the top 8; Carmel Junior High had 15 of 22 participants place first, finishing in the top 8; Roncalli High (Quest) placed first in Duo and third in Dramatic.

Details/Comments: At the INPEA Convention in Indianapolis in November, 2000, Coach Carolyn Meisberger will be presenting "Competitive Speech. The St. Jude Speech Team and I are in the process of preparing a video of the team in each of the competitive categories. I will use the video as part of my presentation." The team is also helping other area schools to establish teams for competition.

Tennessee School for the Blind, TN

Summary: During the 1999-2000 school year, the Junior Forensic league at Tennessee School for the Blind has actively participated in the Metropolitan Nashville Middle School Forensic League.

Accomplishments: At the final competition, the team received a trophy for this year's special achievement.

Monte Vista Middle School, CA

Summary: Monte Vista is a charter school of the Camino Real Speech League. This league involves public and private schools in Los Angeles and Ventura Counties. The group hosts six tournaments during the school year and an annual Championship tournament, hosted by Pasadena City College under the leadership of Crystal Watson.

Monte Vista students select Speech as a year-long elective in seventh and eighth grade. "This year we are a small, but MIGHTY TEAM." CRSL awards speakers with trophies, medals, and certificates throughout the year. It is understood that any award, is an invitation to championships in May.

For the last four years, NJFL certificates, seals, and gold pins have been added to the teams end of the year awards.

Monte Vista's "Mighty Team"

Accomplishments: Monte Vista has been very successful in the Camino Real Speech League over the last ten years. We are proud to announce that again this year, we have a Most Versatile Speaker, Tiffany Anderson. Tiffany has won an award in every category she has entered this season. Another proud student is fellow Gold Medalist, Jonathan Avila, who has won awards in six categories. Please meet eighth grader, Amy Compton, the 1999-2000 Speech Club President.

Tiffany Anderson

Jonathan Avila

Amy Compton
continued

Monte Vista Middle School, CA

Details/Comments: NIFL offers incentives and rewards to the student that participates in Public Speech, but may not be winning at each tournament. "The participation portion of the NIFL program, encourages students to try harder and gives them a chance to be recognized for their efforts," states Monte Vista Speech Coach, Mrs. Pat Craig.

Monte Vista is proud to announce that the response to last years article in the Rostrum prompted three schools to call for more information about the Monte Vista League. One school joined and plans to become more active in league activities next year.

Mountain Brook Jr. High School, AL

Summary: This has been a busy year for the Mountain Brook Jr. High School, Alabama Chapter. They have continued to hold debate tournaments within the speech and drama classes, and some of their members have participated in the Alabama Junior United Nations Assembly. They have also added two events: The first is the reenactment of the Dallas Texas murder trial of Randall Adams featured in the docudrama The Thin Blue Line. The docudrama featured interviews of all witnesses. The students then divided into legal teams representing the counsel and witnesses for the prosecution and defense. Three students were sent to the library while the docudrama was being watched to do debate research. When the students returned, they became the jury for the ensuing trial. After the verdict, "we showed the students the end of the docudrama, which revealed the culprit.

Students also participated in the community dates held at Samford University. Dr. Mike Janus and Ben Coulter do an excellent job of bringing in teams from many of the public schools in Birmingham for two after-school debates at the end of each month.

Details/Comments: Later in the semester, students from Mountain Brook Junior High will be traveling back to Samford to have two of their teams critiqued by the Samford coach or debaters. Following that, they will visit the Samford debate complex and eat at the Samford University food court. That day gives the students a feel for what college debate life is like!

"Thanks for all you do to encourage debate!" Skip Coulter

Mountain Brook Junior High (AL) students

Bunche Middle School, GA

Summary: Making History! The Ralph J. Bunche Middle School Debate Team with a forty member squad is the largest and most successful team in the history of junior high urban debate. Undoubtedly, much of the team's success can be attributed to high energy recruiting efforts and committed team members.

Details/Comments: In addition to hosting a debate tournament in October and sponsoring a service learning project in their elderly community in February, the Bunche Debate Team also held a debate lock-in in March. Debating all night long, Bunche debaters showcased their talents before administrators, parents, and peers. Not content to rest on their current successes, the coaches, Evelyn Mobley and Yvette Walters are already actively recruiting members for next year's competition. If you have not witnessed the Bunche Debate Team in action, you have really missed a treat. Unquestionably, the team is awesome!
QUAD RUBY STUDENTS
(AS OF MARCH 31, 2000)
(continuation from May, 2000 issue)

NEW YORK
CHAMINADE
WILLIAM NEWMAN
CANISIUS
CRAY BUCKI
CHRISTIAN BROTHERS ACADEMY
JOHN B. HORGAN

OHIO
CARROLLTON
MIKE CURRY
YOUNGSTOWN-BOARDMAN
BRET KIRALY
JIM CHIMENTO
WARREN-KENNEDY
LEO MEERE

OKLAHOMA
NORMAN
JOE T. CROCKER
JENNS
RICKIE McILVAIN
SAPULPA
MILLY COOPER
SCOTT PRITZ
ALVA
ERIC STRoud
JERALD BRADT
NICHOLAS BRADT
CASCO HALL DEP/RONAX M. SHAH

OREGON
ROSEBURG SR
KATIE C. BYERS
MATT BROWN
SPENCER SMITH
ASHLAND
ANDY HOWE
POPPY ALEXANDER
SKYE MATTIESON
TARA ANDERSON
BEAVERTON
MAHMAD AL-MATAHARI
REBECCA PAXSON
GRESHAM
SEAN POWSON
CLACKAMAS
CAMERON DOWNING
GRESHAM-BARLOW
KIM MUKOS
TRACY ECKRICKSON
WOODBURN
CHRIS GORMAN

PENNSYLVANIA
DERRY AREA
SAM HAMILTON
Baldwin
LAURA BERES
BETHEL PARK
ALLISON HAHN
RENEE POULTUS
BELLE VERNON AREA
ERICKA SKIRIRAN
TRUMAN
COLLINS IHOF
JENN RICHARDS
Pennsburg
TOM COLEMAN
LA SALLE COLLEGE
MICHAEL MCCANN
RAYMOND SHAY
BEL-WOOD-ANTIS
TRAVIS MOCK

SOUTH CAROLINA
BOB JONES ACADEMY
Laurie MEHUS
RUTH HINDMAN

SOUTH DAKOTA
WATERTOWN
AUBREY RIEBELKORN
CHRIS BARTLT
DAVID REDLINGER
DON LARSON
EDDIE GERRISH
SHANE LAUSENG
MITCHELL
KIT REYN
NIKHIL BHAT
VERMILLION
JON SPADER
VICKI LICI
YANKTON
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MATT AMERICAN
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STURGIS-BROWN
JESSICA ZELBER
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BROOKINGS
IAN STOREY
JOHAN JOHANSEN
MILBANK
CRAG HUA GAARD
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JACK HOSTLER
DEUEL SCHOOL
MARIA GRUENER
MIRAH FAUCET
SIOUX FALLS-ROOSEVELT
SARA LOMMEL

TENNESSEE
COOKEVILLE
ALEXANDER TAYLOR
MONTGOMERY BELL ACADEMY
ADAM JOHNSON
HAMBLEN HS WEST
EDDIE ASHLEY
HUNTERS LANE
JOHN HICKS

TEXAS
SILVAJEFFERSON
EMILIANO RODRIGUEZ
MICHELLE CONROY
AMARILLO
JOHN STEED
DEER PARK
HUANG NGUYEN
SANTANINO-CHURCHILL
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Call (717) 334-6254, extension 1212
<table>
<thead>
<tr>
<th>Rank</th>
<th>Change</th>
<th>District</th>
<th>Ave. No. Degrees</th>
<th>Pi Kappa Delta/Bruno E. Jacob Trophy Contender</th>
<th>Rounds</th>
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<td>- -</td>
<td>Northern South Dakota</td>
<td>206.00</td>
<td>Brookings</td>
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<td>Sioux Falls-Washington</td>
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<td>189.72</td>
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Oak Grove Jr. High School, MS

Summary: The Oak Grove Chapter of the National Junior Forensic League has been very busy this year. In speech class, they learned to organize speeches such as Impromptu, Demonstration, TV Commentary, Persuasive and Informative. Other class activities included Mock Trial, Congress, Drama, and Advertising.

Students had an opportunity to attend Forensic Competitions. Daniel Murin, the Captain, has placed at numerous competitions against high school students. Furthermore, he attended Model United Nations, where he won Best Country Dress and Best Country Display.

(Daniel Murin wins Best Country Dress and Best Country Display at Model United Nations)

(Stephen Fletcher presenting his Demonstration speech)

(Kady Morgan holding script for TV Commentary, Tyler Blakenship filming)

(in action)

(Ashley Samuels using the computer to research and write her speech)

(NFL & NJFL students working the marriage booth at Fall Festival to raise competition fee money)

(Brett Hopkins, Lauren Carpenter, Carly McKenzie by tournament postings)

(NJFL member Melanie Daniels hangs out with NFL member, Justin Lovette. "What comradery!")

(Students researching local newspaper)

(Garrett Dickerson and Blake Hester Proud of the "Forensic Corner")
FORUM
debate and i.e.

August 5-13, 2000
University of San Diego

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For more information, contact Kourtney Kennedy (858) 689-8665 or e-mail forum@axnet.net
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Just ask anybody. Members of the National Forensic League are strong. Strong enough to stand their ground, with something to say. Some call them opinionated. That’s true enough. Who isn’t? The difference is they have the guts to get up there and tell it like it is. Do you? For more information about the National Forensic League, talk with members or call 920.748.6206 for an earful.

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