

Rostrum

Volume 80

Issue 7

March 2006



Honor

Inside this issue:

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- National Tournament Hotel Information
- District Standings

2006 CDE National Debate Institute

July 15-31, 2006

University of New Mexico

Albuquerque, NM



Extemporaneous Speaking National Institute

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

Lincoln Douglas Debate National Institute

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



Policy Debate National Institute

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

the divisions of Team Debate is to develop an environment in which students can learn the standards of policy, but also prepare for the latest trends in argumentative structure.

Public Forum Debate Institute

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



Applications for the 2006 CDE National Debate Institute are now being accepted.

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

Name: _____ Phone Number: _____

Mailing Address: _____

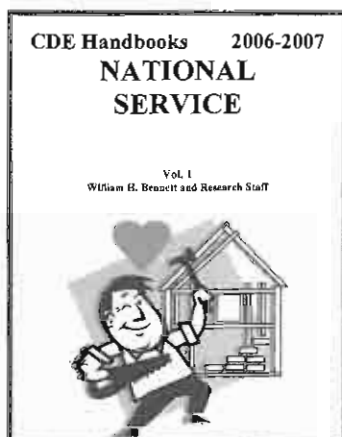
School: _____ Number of Years in Event: _____

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

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

CDE

CDE DEBATE HANDBOOKS FOR 2006-2007: Compulsory/National Service



CASE SPECIFIC BLOCKS

on:
Expand Corps
Senior Citizens go to work
Environmental work
Military
The Draft
Civic Service
Border Patrol, Drugs, and
Anti-terrorism
Religious, Gender, and
Racial Tolerance
Fight Poverty
Infrastructure & or
Public Works
Literacy
Malnourishment/Hunger
Caring For The Elderly
Natural Disaster Relief

DISADVANTAGES

Federalism
Career Path Disruption
Serve the Corrupt-
Authoritarianism
Crime
Violence
Cost/Deficit
Bush (Political) both ways
Charity Damage
Siphon off Military
Recruits
Increase Arms Race or
Hegemony
Opportunity Costs
Worker Shortages
Growth both ways
Conservative Backlash
Ecocentric Worldview
Oil Prices

COUNTERPLANS

Volunteerism
States & Local
NGOs
Int'l Organizations
Study
Exclusion (Amish, 7th Day,
Aboriginal)

KRITIKS

Ethical Egoism
Objectivism
Statism
Communitarianism
Native Americans

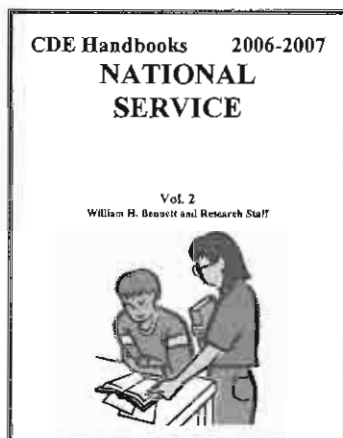
SOLVENCY ATTACKS

Bureaucracy
Infrastructure
Enforcement
National Guard Model
Open Checkbook
Education base
Not cost-effective
Unimportant labor
Mismatch: supply vs. demand

TOPICALITY ATTACKS

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Federal government
A
Comprehensive
Comprehensive Program
Mandatory

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TESTIMONIALS

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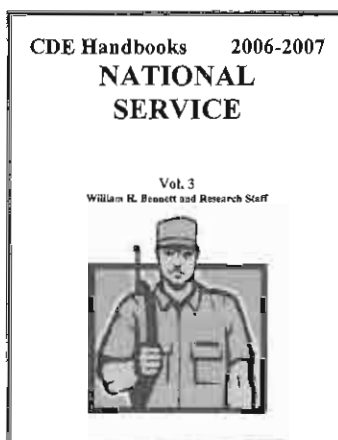
"I wouldn't go a year without CDE." — V. Zabel, Deer Creek

"So much more complete than all the other handbooks that I don't see how they stay in business." — J. Dean, Texas

"These are the best handbooks I have ever seen." — Coach, Highland Park H.S.

"Of the 700 plus pages in your 3 books there wasn't one thing we didn't end up using; we discarded or gave our novices most of the handbooks we bought from other companies." — Jen Johnson, Florida

"Your generic blocks are really good. I get bothered by how much duplication all the other handbooks have, its like they're all written by the same person." — John Denton-Hill



- NATIONAL CAMP SURVEY ranks CDE Handbooks "the best in the nation."
- Texas-based speech newsletter finds CDE Handbooks and Affirmative Cases Book the biggest, most complete, and best debate books available.
- The ROCKY MOUNTAIN EDUCATION Survey looked at CDE, Paradigm, DRG, Squirrel Killers, NTC, West Coast, Eastern, Michigan, Dale, Communican, and Harvard. They rank CDE best in every category except editing.

\$30.00 each, set for \$79.00

- | | |
|---|-------|
| <input type="checkbox"/> Handbook set | \$79 |
| <input type="checkbox"/> Kritik, 4th ed. | \$39 |
| <input type="checkbox"/> Affirmative Cases | \$47 |
| <input type="checkbox"/> Really Big Theory Block Book | \$45 |
| <input type="checkbox"/> Internet Research Book | \$47 |
| <input type="checkbox"/> Team Debate Package | \$215 |
| <input type="checkbox"/> Topic Debate Video | \$49 |

Mail to:

CDE, P.O. Box Z, Taos, (NM) 87571

Phone: (505) 751-0514

Email: bennett@cdedebate.com

Name _____

Mailing Address _____



The essence of leadership



**Aimee Hugdahl,
Associate Regional Vice President,
Key Accounts, Lincoln Financial Group**

It is fitting that Lincoln Financial Group is named in honor of a great American leader. Our company can directly attribute more than a century of success to leadership. From Arthur Hall at the founding in 1905 to Jon Boscia today, each person at the helm has decisively guided the organization's growth. All were inspired by the example of the man whose family granted us permission to call ourselves "Lincoln."

When you think of great national leaders like Abraham Lincoln, what sets them apart? What qualities did they possess to so profoundly shape the nation's destiny? Was it their intelligence, keen intuition or experience? It was all of these and something more: an extraordinary ability to inspire:

- Abraham Lincoln authored and delivered speeches that redefined the country's founding principles, most notably in the Gettysburg Address commemorating one of the most devastating battles of the Civil War. His Emancipation Proclamation declared an end to slavery.
- John F. Kennedy sounded a ringing call to action in his inaugural address with the famous phrase, "Ask not what your country can do for you; ask what you can do for your country."
- Martin Luther King Jr. wrought positive change for generations to come with his soul-stirring "I Have a Dream" speech.

As these great American leaders have shown, a single, memorable speech can help secure a person's place in history. The ability to convey a message, to communicate effectively in a public forum, is the essence of leadership. To great leaders like Lincoln, Kennedy and King, it was an art form.

With this in mind, Lincoln Financial Group is proud to be the national corporate sponsor of the National Forensic League. First, our commitment to education is a tradition nearly as old as the company itself. Second, we realize that the development of public speaking and communication skills are vital as young people prepare meet the challenge of leadership in the years ahead.

Our affiliation with the NFL began in 1994 with the sponsorship of the Lincoln-Douglas debate, and we have been the national corporate sponsor since 1998. Today, we support the NFL through sponsorship of the annual speech and debate tournament, coach training, student gifts, and college scholarships for Lincoln-Douglas Debate winners. Our Lincoln Financial Group Refreshers at district tournaments allow students and coaches to grab a snack, beverage and gift between rounds. Our representatives also enjoy judging the competition, presenting awards and encouraging your efforts.

The benefits of your membership in the NFL can last a lifetime. Even as today's students are honing their skills and competing in tournaments, their predecessors are playing key roles in the social arena. NFL alumni include U.S. presidents and other political figures, CEOs and other business leaders, Supreme Court justices, media moguls, and a number of prominent actors, actresses and entertainers.

Their success shows that in almost every endeavor, speech is the basic tool of creation. Our company's namesake, Abraham Lincoln, knew words had the power to change the world, and made eloquence a lifelong pursuit. Whether your circumstances are humble, as his were, or graced by fortune, any aspiration to leadership begins with developing your gifts as a communicator. The NFL offers you that opportunity.

National Forensic League

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

Don Crabtree
Vice President
Park Hill High School
7701 N. W. Barry Road
Kansas City, MO 64153
Phone: 816-741-4070
crabtree@parkhill.k12.mo.us

Bro. Rene Sterner FSC
La Salle College High School
8605 Cheltenham Avenue
Wyndmoore, PA 19038
Phone: 215-233-2911
sternerlasalle@yahoo.com

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

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

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

Ted W. Belch
2017 Plaza De Cielo
Las Vegas, NV 89102
Phone: 702-579-9055
tbelch@cox.net

Kandi King
San Antonio-Churchill HS
12049 Blanco Road
San Antonio, TX 78216
Phone: 210-442-0800, Ext. 352
kking003@neisd.net

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

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



J. Scott Wunn

From the Editor

Dear NFL,

This month's cover of *Rostrum* is highlighted by a single word... "Honor".

This noble concept is defined in so many ways. Some consider honor to mean respect or esteem. Others believe that honor is a strong sense of right and keen moral judgment. In the National Forensic League, honor is most often referred to as special recognition given to a student or coach for superior scholarship or excellence in forensic activities.

No matter how it is defined, the term "honor" promotes an obligation to conduct ourselves in a manner which reflects the stability and nobility of our organization. The organization itself has an obligation to hold fast to its rules and traditions, yet possess a willingness to change for the benefit of the NFL mission. The coaches, students, and parents of the NFL have a duty to abide by the manners of conduct that our outlined in the NFL Constitution. The leaders of the organization are responsible for policy making that supports the tenets of this 80 year old educational society.

In understanding the tenets of the NFL, we need look no further than our emblem, the key. It symbolizes the unlocking of the powers of expression. The shape of the main part of the emblem is octagonal, which symbolizes the many angles from which a question must be studied. The eye symbolizes the light which study will throw upon all questions. The lamp designates knowledge.

Our organization is only as strong as the character of its members and the "honor" with which we experience it.

Sincerely,
J. Scott Wunn

Rostrum

Official Publication of the National Forensic League

P.O. Box 38

Ripon, Wisconsin 54971-0038

(920) 748-6206

J. Scott Wunn, Editor and Publisher

Sandy Krueger, Publications Director

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

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

Subscription Prices

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

Member Schools:

\$5 for each additional
subscription

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

Topics

March Public Forum Debate Topic:

Resolved: That big box retailers benefit the communities in which they are located.

March/April Lincoln Financial Group/ NFL L/D Debate Topic

Resolved: Juveniles charged with violent crimes should be tried and punished as adults.

2005-2006 Policy Debate Topic

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

2006-07 NFL Policy Debate Topic

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

Submit Articles for Publication

The NFL Office is always looking for well-written articles by both NFL coaches and students. Please consider contributing feature articles, editorials, pictorials, and special interest stories to the NFL. All articles should be sent to:

Sandy Krueger, NFL Publications Director

Email address is: nflrostrum@centurytel.net

The Cover Photo

"Honor"

Submit Your Public Forum Topic Ideas for Consideration



Go to www.nflonline.org

to share your ideas for good

Public Forum Debate Resolutions

with the National Topic Selection Committee.

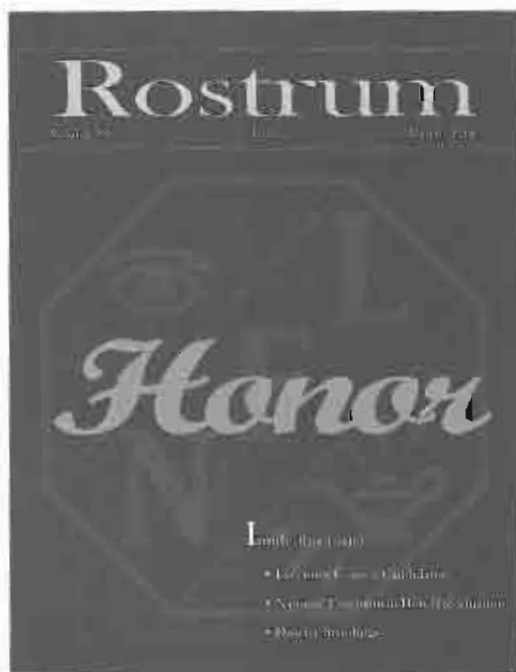
ROSTRUM



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Letter from the Editor

Whitman National Debate Institute

Policy and LD

July 23 - August 3, 2006 (2 week session)
July 23 - August 10, 2006 (3 week session)

Hosted by Whitman College, home of four 2005 CEDA Nats elim teams and the 2005 NPDA Finalists!

Why Whitman's camp?

1. **Individual attention:** 4 to 1 staff to student ratio and the vast majority of your time will be spent in small labs with four to six people and a staff member, not in a lecture room with 100 people; not in a lab with 12 to 16 people with two staff members.
2. **Practice and drills.** You engage in 8 drills and 10 policy or 20 LD debates with clear feedback and re-dos in just the first two weeks. These begin on the second day of camp, so you improve day after day—not just at the very end when it is too late.
3. **Research.** You won't go home with a few paltry pieces of evidence and you won't spend endless hours as a research slave. Our unique staff jump-started research program gives you the tools to produce high quality evidence in large volumes. In 2005, we produced over 5800 policy and 1050 LD pages (on all ten NFL LD topics). Each debater receives prints of files they choose plus electronic versions of all of the files.
4. **Instruction diversity.** You won't get stuck in one lab with one or two lab leaders you might not work with best. We rotate labs so you work with many if not all of our staff. And you'll work with them one-on-one, not just listening to them lecture.
5. **Beautiful location.** Whitman College is located in the Walla Walla valley at the foothills of the Blue Mountains in southeast Washington. Easily accessed via two airports as well as Greyhound, the campus is the home of our nationally recognized liberal arts school with beautiful brick buildings, grass fields, trees, and rolling streams. Modern, comfortable classrooms feature fast wireless Internet access with multiple computers and an excellent library.
6. **Family feel.** People at our camp feel connected, not isolated. Whether you are shy, into sports, critical, outgoing, whatever, you'll find your niche. We have a delicious picnic, movie night, ultimate Frisbee, a live concert, and more fun activities. We make an effort to reach out to students, to build up community, and to give people space to be who they are.
7. **Transportation to and from the airport.** Our safety certified driver will pick you up at and take you back to the Walla Walla airport free of charge or to the Pasco airport or bus station for a \$20 fee each way. Check our web page for details.



Questions? Want a full brochure?

E-mail Jim Hanson at hansonjb@whitman.edu

ONLINE REGISTRATION FORMS AND MORE INFO AT:

www.whitman.edu/rhetoric/camp/

Register by May 1 to avoid higher fees.

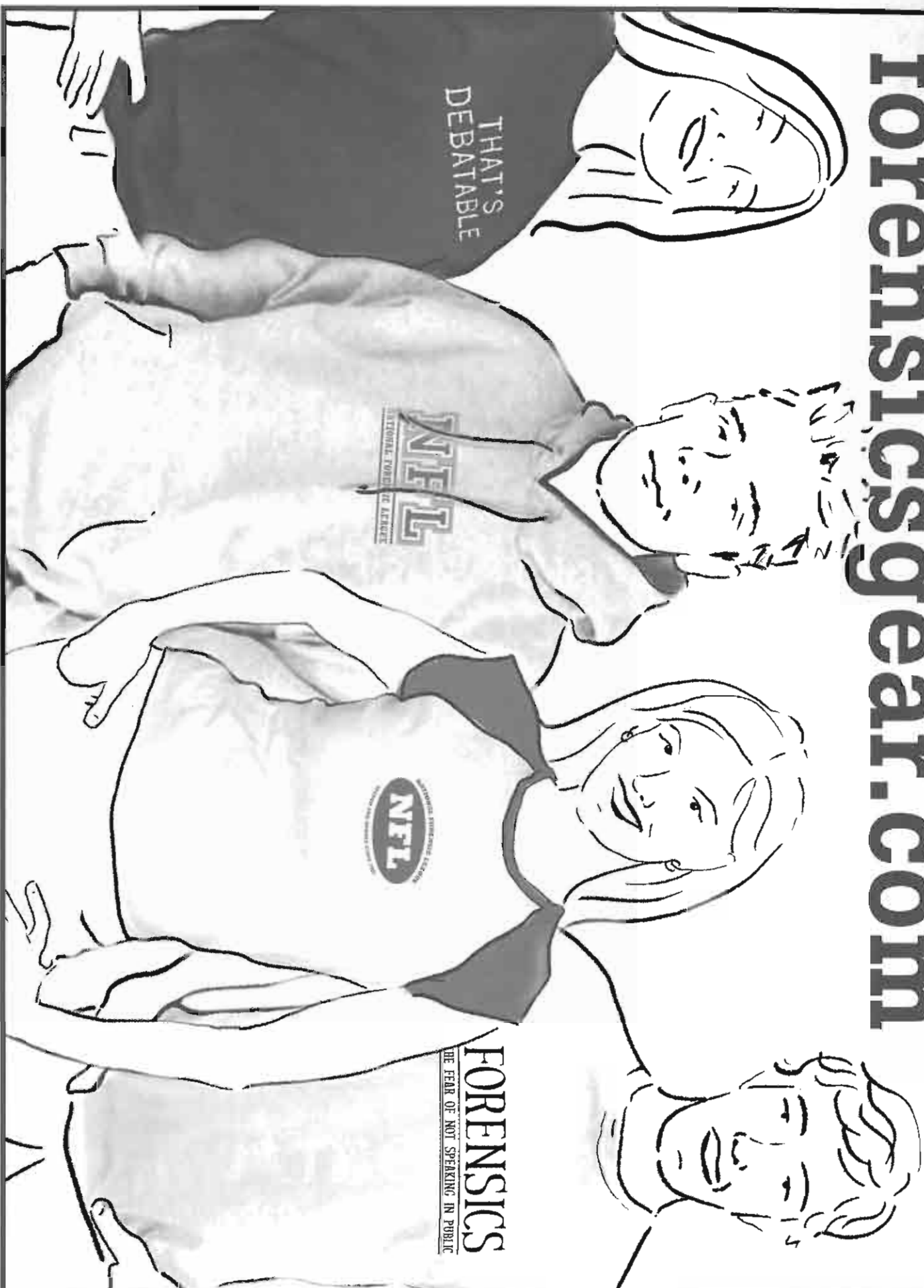
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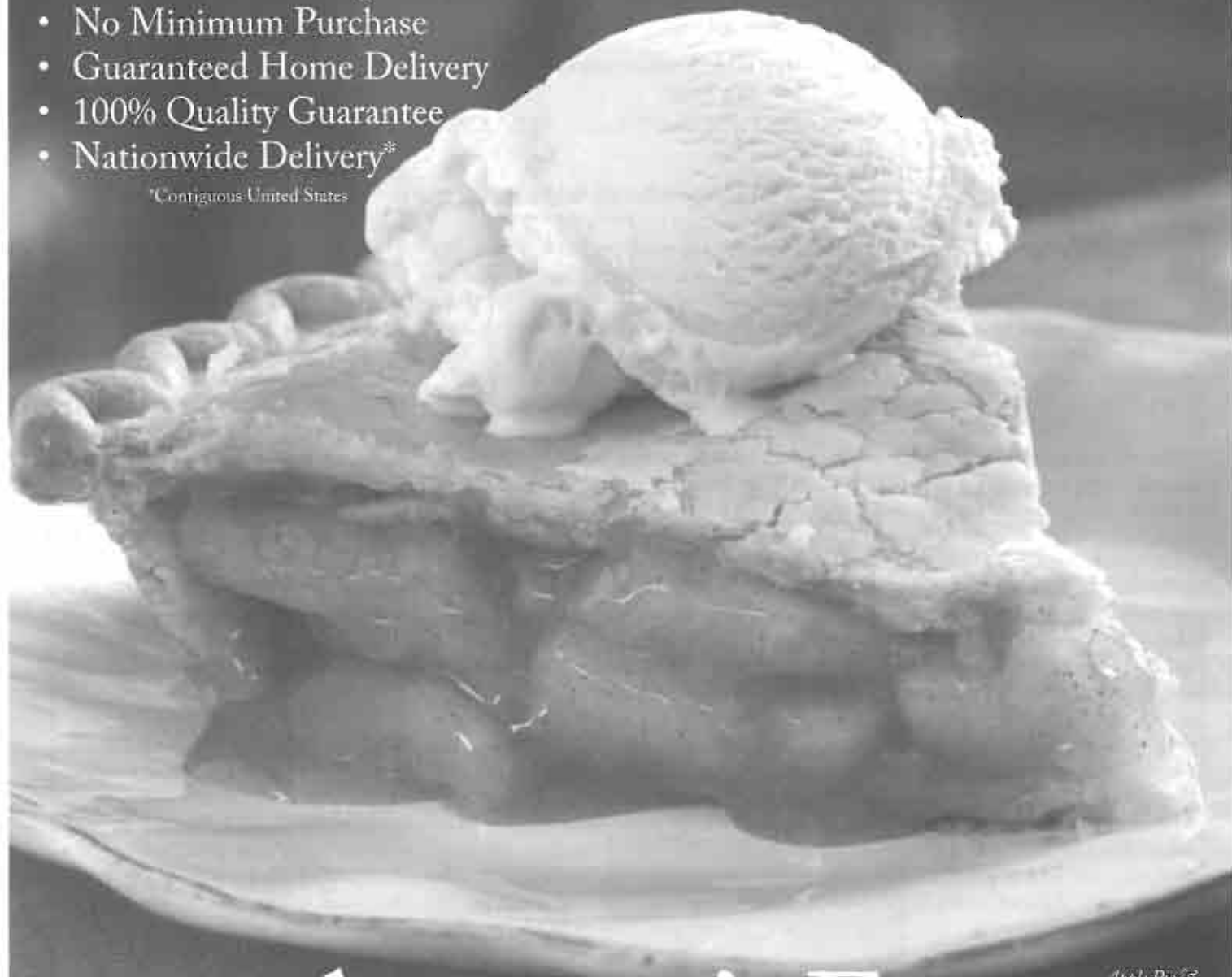
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◆ Coach Profile

Meet

James W. Rye III

By Liz Leach
NFL Staff



James W. Rye III coaches at The Montgomery Academy in Montgomery, (AL). James is a double diamond coach.

What was your first NFL experience?

My first encounter with the NFL was in 1985 when Betty Gunn, the longtime coach at Mountain Brook High School, approached me after a production of L'il Abner in which I played Evil Eye Feagel. She said she was looking for someone who wouldn't mind making a fool of themselves for the Forensics Team. Who could refuse such an offer? After my first tournament, I was hooked and have been making a fool of myself ever since.

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

I had always planned on becoming an attorney, and at the end of my undergraduate work at the University of Alabama, I decided to take a year off before going to law school. My plan was to tour Europe for a year and naturally my dad would pay for it. My dad had a different idea for my "year of self-discovery" – go to work. The very next day an administrator from The Montgomery Academy (who at the time happened to be the husband of NFL legend Gloria Robinson) called me wanting to start a team – I thought that sounded like a great thing to do for one year. Fifteen years later, I am still plugging away.

What is your team philosophy?

The development of life skills surfaces as our focus/philosophy. The truth is that winning a trophy pales in comparison to conquering the fear of making a presentation to a group of people.

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

Too many to count, but worth every second.

What is your vision for the future of the NFL?

The NFL has made tremendous strides towards expanding opportunities to multitudes of students throughout the country. However, these effects will go nowhere fast without coaches. The biggest challenge facing the NFL revolves around finding adults willing to take on the responsibility of coaching. We face a massive shortage in the coming years as the "baby boom" coaches retire. I would like to see the NFL become more involved in identifying individuals who want to go into coaching and matching them with schools that want programs.

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

Exciting is a great word to use when describing forensics in Alabama. We have a lot of coaches new to NFL and they are thirsty for knowledge in their desire to help their students. We have a tremendous cooperative spirit – everyone is so nice! The best example of this involves a unique program in our state call SpeakFirst. This program was started two years ago by a tireless individual named Stephen Black who wanted to provide speech and debate to inner-city students in Birmingham. Coaches statewide have supported these students by waiving entry fees, providing educational

materials, and free workshops for the students. Throughout their first year, not one of the 10 students won an award, but they kept working. At the first in-state tournament this year, several SpeakFirst students won awards. You could feel the entire coaching community applaud this huge achievement for the individuals as well as the program. Alabama is also perhaps the only state in which the State Legislature has money set aside to help fund our students who qualify for NFL Nationals. OH! One more thing! The Entire State Of Alabama Is Fired Up About Hosting The 2009 NFL National Tournament!

What's unique about The Montgomery Academy as an NFL chapter?

Despite having only 270 pupils in our entire high school, we have a team this year of over 90 students – and this is without a speech requirement for graduation.

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

"If you can breathe, you can compete" is my motto. I am a firm believer that every student can benefit from being involved in forensics, regardless of their raw talent. In fact, the ones that lack a natural gift for gab are the ones that need this activity the most.

What is your favorite memory from a National Tournament?

My favorite memory has nothing to do with an award or honor – it is the 1999

◆ *Coach Profile*

James W. Rye III

Nationals in Phoenix, Arizona for 2 reasons. One, in my opinion, it serves as the model of how a tournament should run – the facilities and the hospitality were amazing. Second, myself and the 3 students with me at nationals had a great time. From going to our first major league baseball game in a collapsible dome stadium to tubing down the Salt River, the four of us really bonded and remain close to this day. The relationships that are formed, whether with other coaches or with students, become the most important aspects of this activity.

What is the greatest challenge as a coach today?

Striking a balance between coaching and personal life. The fact that I am still single suggests that I am still in search of this balance. If there are any interested ladies, email me at howpitiful.com.

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

It's all about the bow tie!

What's your favorite weekend tournament food item?

Depends on the tournament. When in New Orleans, the lobster tail at G.W. Fins; when in Atlanta, the spring rolls at Phuket; when in Tuscaloosa, a slab of ribs at Dreamland. At most tournaments and in most cities, we are eating on the run at a place I call Chez Wendy's. As for me personally, a 12 oz. Mountain Dew and a Goo-Goo Cluster and I am good to go – I call it the Dew & Goo diet. The Dew & Goo also cures all ailments.

**Coach
"Honor"**

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**Diamonds can be added
\$18 per diamond**

ANNOUNCING

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Residential Cost: \$2850
Commuter Cost: \$2270

Stanford National Forensic Institute 2006 Accelerated Program



The Three Week Accelerated Program: The Accelerated Program provides the same high quality seminars and lectures of the Policy Debate Core Curriculum, but with an incredible student to staff ratio of 4:1. This allows the Accelerated Program to guarantee tremendous personal attention to students during argument construction and discussion while allowing the second half of camp to focus on in-round technique and strategy. Accelerated students will debate 20 rounds during the course of the program, allowing debaters to hone their technical and strategic capabilities. Accelerated students may also apply to the Swing Lab, a special program within the session, provided they have previously attended at least one debate institute during the summer of 2006. Accelerated students will receive all arguments produced at camp on disc, as well as an additional paper copy of all negative arguments and their own affirmative.

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



The Swing Lab: The Swing Lab curriculum focuses on **Expertly Critiqued Debates**. Swing Lab scholars will participate in a rigorous series of at least a dozen practice debates beginning on the second day of the camp, with an emphasis on stop-and-go and rebuttal rework debates. The Swing Lab program provides intensive instruction in **Research, Argument Construction, and Advanced Technique**. The kernels of arguments which are produced by other institutes will be used as a starting point. These arguments will be used by program participants to construct detailed positions which will include second and third level extension blocks, new cases, disadvantages, kritiks, counterplans, and in-depth case negatives. Scholars will be immersed in **Advanced Theory** through seminars that offer unique and rival views on a variety of issues including fiat, competition, intrinsicness, permutations, kritiks, presumption, extra-topicality, the nature of policy topics, and many other issues from the cutting edge of current theoretical discourse. The Swing Lab will be directed by jon sharp. Admissions to the Swing Lab are selective and solely at the discretion of the program directors.



Faculty: Initially confirmed Accelerated Program staff for summer 2006 include:

Matt Fraser - SNFI Program Director; Program Director, Stanford Debate	Toni Nielson - CSU-Fullerton
Robert Thomas - SNFI Academic Director; Policy Coach, Stanford Debate	Eli Anders - Harvard University
jon sharp - University of Kentucky	Erik Holland - USC
Judy Butler - Augusta Prep	
Sara Apel - Texas/Emory Law	
More TBA	

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

The Three Week Core Program: The Core curriculum focuses on preparing students for the upcoming topic and increasing overall debate knowledge through lectures and seminars on the topic and debate theory, directed library and online research, lab sessions, and expertly critiqued practice debates. This balanced approach is available to students of all levels of experience at a reasonable price, while maintaining the high quality of instruction that SNFI is known for. Special advanced and novice sessions are both available to Core participants. Students will work with each other and the faculty on argument construction to create a core set of evidence available to all SNFI students on paper and disk.

"I specifically recommend SNFI because you can't get a staff like this all at once anywhere else. The instructors have so much experience and they are willing to share it unconditionally."

Rebecca Stellato, 2004 and 2005 SNFI Participant

The Four Week Program: The Four Week Program is fully integrated with the Three Week programs, but adds an additional week which focuses on the skills needed to jumpstart your season. Students are guaranteed to get 10 fully critiqued practice rounds in the final week and to participate in very small group workshops to write sophisticated frontlines to a variety of positions. The 4:1 student to staff ratio guarantees that everyone debates at once and that seminars are truly personalized. Four Week students are welcome to apply to the Swing Lab or enroll in either the Accelerated or Core programs for the first three weeks of camp for the first three weeks of the camp. A one week Parliamentary Debate program is held concurrently with the Fourth Week of the Session.

Faculty: Initially confirmed Core Program staff for summer 2006 include:

Matt Fraser - SNFI Program Director; Program Director, Stanford Debate

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

Cyrus Ghavi - Emory University

Corey Turoff - The Head-Royce School

Jessica Yeats - Idaho State University

Bobby Lepore - Stanford Debate

Shunta Jordan - Pace Academy

Dan Veroff - Edgemont High School

Bruce Jordan (Parliamentary Debate) - The Bentley School

More TBA

Stanford National Forensic Institute

2006 Policy Debate

Dates and Prices

Core Program

July 22 - August 11, \$1985

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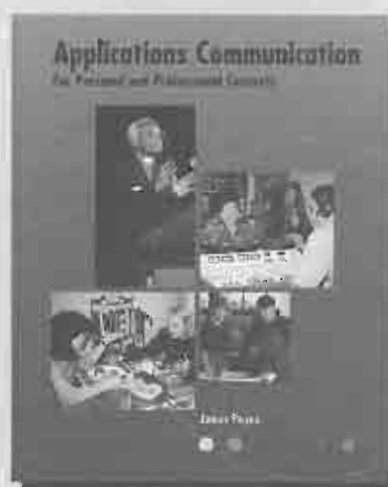
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What was your New Year's Resolution? Why?

**Justyna from
Illinois**

As the 2005 school year came to an end, I realized that in the midst of all my accomplishments, a plague of procrastination infected me. No matter the subject, no matter the project, I procrastinated. For this reason, my New Year's Resolution is to be less of a procrastinator.

**Rachael from
South Carolina**

My New Year's Resolution is to get 42 points before school gets out. I would like to reach 90 or 100 points before the next New Year.

**Adam from
Nebraska**

My New Year's Resolution for speech is twofold. The first part is to have as much fun at practice and competition as possible. The second part is to buckle down and get ready for district competition. I am sure that I can accomplish my resolution!

**Javon from
Kansas**

My New Year's Resolution is to be better than I was last year in every thing I have done and everything I will do.

**Jules from
Indiana**

To communicate better.

**Jenifer from
Texas**

Get a full scholarship to University of Texas by winning UIL state in policy debate, because I really want to go to University of Texas, because of their great law program, and my family cannot afford it.

**Billy from
Florida**

Look at the stars at night...because there is nothing more relaxing

**Kammeron from
Idaho**

My New Year's Resolution was to get a better job.

**Amanda from
Ohio**

My New Year's Resolution is to focus on my school work because I have been letting too many things get in the way and my grades are slipping.

**Danielle from
Missouri**

My New Year's Resolution was to prepare for Congress. I usually get too caught up in CX to care at all about it. I will break, I will place, and I will win.

**Josie from
Colorado**

It want to get organized. My room/locker/backpack look like a tornado wiped through them..<cry/whimper,cry>so depressing.

**Jennifer from
Montana**

My New Year's Resolution was to be myself. Every other year I have tried to impress someone by changing who I am. Whether it was my teachers,

Challenge

of the Month



Visit the 'Student Resources' section of the NFL website

friends, or family members, I have never been my true-self. That is why I am going to be myself this year without worrying about impressing anyone.

Nick from California

My New Year's Resolution this year is to try and become more open to other types of debate. Last year I just did Parliamentary Debate, but I think I need to become more open and try new things. I think that will help me more after high school. My goal is to eventually become a politician so I am now trying to focus on Congress Debate.

Lauren from Virginia

My New Year's Resolution was to recruit more members to the Chantilly Forensic Team. I shamelessly plugged the Debate and Forensic Team until I

recruited at least ten people! That makes me feel good to see more people enjoy my hobby: FORENSICS!

Braden from Nevada

My New Year's Resolution was to prepare my hardest to win at my State Tournament this year. It has been a goal of mine for a long time and now that I am a junior, I am going for the gold!

Alexis from Oregon

- 1) Lose ten pounds so I can fit into my dress for our Sadie Hawkin's dance.
- 2) Study for SAT's and PSAT's so I can get accepted to William & Mary.
- 3) Maintain a 4.0 GPA even with Advanced Placement United States History.
- 4) Work to be a better person
- 5) Listen to Trudi (debate coach)

Becky from Ohio

My New Year's Resolution was to become a healthier eater. Originally I had wanted to just lose weight. Then I realized that losing weight would be only one benefit of eating healthier. I decided to focus on eating healthier in general so that I could only improve my self-esteem but also the status of my health.

Sara from Texas

Do each of my events with zest and enthusiasm.

Marie from Utah

My New Year's Resolution was to do better in school and to become healthier than I have been.

The Championship Debate Group

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For Further Information Contact:

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540 North Lake Shore Drive, Suite 316

Chicago, IL 60611

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National Debate Tournament Champions

2005 * 2003 * 2002 * 1999 * 1998 * 1995 * 1994 * 1980 * 1978 * 1973 * 1966 * 1959 * 1958

Cross Examination Debate Association National Champions

1997

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On The Campus Of Northwestern University

Instructors for the Five Week Zarefsky Seniors Program:

- **Scott Deatherage, Director of Debate, Northwestern University**
Coach of NDT Champions: 2005, 2003, 2002, 1999, 1998, 1995, 1994

- **Josh Branson, Senior Debater, Northwestern University**
National Debate Tournament Champion, 2005
- **Chris Lundberg, Assistant Director of Debate, Northwestern University**
Coach of Three National Debate Tournament Championship Teams

Instructors for the Four Week Zarefsky Juniors Programs:

- **Kevin Hamrick, Associate Director of Debate, Northwestern University**
Curriculum Director, Northwestern University Summer Debate Programs
 - **Michael Antonucci, Associate Director of Debate**
Lexington High School, Massachusetts
- **Tristan Morales, Assistant Director of Debate, Northwestern University**
National Debate Tournament Champion, 2003, 2005
- **Jonathan Paul, Associate Director of Debate, Greenhill School**
National Debate Tournament Champion, 2002
- **LaTonya Starks, Assistant Director of Debate, Northwestern University**
Former Executive Coordinator, Chicago Debate League

Instructors for the Four Week Zarefsky Sophomores:

Kenda Cunningham, Director of Debate, Georgetown University
Former Director of Debate, Carrollton Sacred Hart High School, Florida

Noah Chestnut, Assistant Director of Debate, Caddo Magnet High School
Senior Debater, Northwestern University

Half a Century of Champions and Counting!!!

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

NFL ANNOUNCES SUMMER WORKSHOP SCHOLARSHIP PROGRAM FOR COACHES AND TEACHERS

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

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

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

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

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

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

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

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

NFL
SUMMER WORKSHOP PROGRAM
FOR COACHES AND TEACHERS
Scholarship Application

Name: _____ Phone: _____

School: _____ Phone: _____

School Address: Street _____ City _____ State _____ Zip _____

Fax: _____ Email: _____

Please check all boxes that best describe your educational needs:

- ☐ Program Development (Fundraising/Lesson Planning/Team Management, etc.)
- ☐ Individual Events Education and Coaching
- ☐ Lincoln-Douglas Debate Education and Coaching
- ☐ Policy Debate Education and Coaching
- ☐ Student Congress Education and Coaching
- ☐ Public Forum Education and Coaching

Please feel free to expand on your educational needs below:

Please give a brief explanation of your financial needs:

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

Please refer to the back of this application for the list of participating summer programs and their corresponding dates and locations.

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

Please send this form to:
(SEND BY APRIL 15TH)

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

CURRENT PARTICIPATING SUMMER PROGRAMS

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

University of Kentucky

Dates: June 23-July 9, 2006
Location: University of Kentucky, Lexington, KY
Scholarships Available: 3 Full Tuition/Room/Board Scholarships
Special Note: Must Assist with Dorm Supervision, LD and Policy
Website Address: www.uky.edu/studentaffairs/deanofstudents/debate

Miami Debate

Dates: June 25-July 15, 2006
Location: Miami University, Oxford, Ohio
Scholarships Available: 4 Full Tuition/Room/Board Scholarships
Special Note: Policy Debate
Website Address: miamidebate.blogspot.com

National Debate Forum

Dates: July 22-August 5, 2006
Location: Emerson College, Boston, MA
Scholarships Available: 1 Full Tuition/Room/Board and 2 Tuition Only Scholarships
Special Note: Lincoln Douglas Debate
Website Address: www.nationaldebateforum.com

National Symposium for Debate

Dates: June 26-July 10
Location: Grinnell College, Grinnell, IA
Scholarships Available: 2 Full Tuition/Room/Board and 2 Tuition Only Scholarships
Special Note: Focus on Lincoln Douglas Debate
Website Address: www.nsdebate.com

Baylor University

Dates: July 9-16, 2006
Location: Baylor University, Waco, TX
Scholarships Available: 1 Full Tuition/Room/Board and 2 Partial Scholarships
Special Note: All Events
Website Address: www.baylordebate.com

Florida Forensics Institute

Dates: June 29-July 13, 2006
Location: Ft. Lauderdale, FL
Scholarships Available: 2 Full Tuition/Meals with partial Lodging
Special Note: All Events
Website Address: www.ffi4n6.com

Liberty University

Dates: June 25-July 1, 2006
Location: Liberty University, Lynchburg, VA
Scholarships Available: 1 Full Tuition/Room/Board and 2 Partial Tuition Only Scholarships
Special Note: Policy and LD Debate
Website Address: www.liberty.edu/debate

MORE ON NEXT PAGE

Forensic Forum

Dates: July 29-August 12, 2006
Location: University of San Diego, San Diego, CA
Scholarships Available: 10 Full Tuition and Full Meal Scholarships (Lodging not Covered, but discounted)
Special Note: All Events

CDE

Dates: July 15-31, 2006
Location: University of New Mexico, Flagstaff, AZ
Scholarships Available: 1 Full Tuition/Room/Board and 3 Tuition Only Scholarships
Special Note: Extemp, Policy, Public Forum, and LD

The Championship Group

Dates: July 23-July 28, 2006
Location: Austin, TX
Scholarships Available: 2 Tuition Only Scholarships
Special Note: Policy and LD Debate
Website Address: www.thechampionshipgroup.com

Midwest Debate

Dates: July 10-21, 2006
Location: Park University, Kansas City, MO
Scholarships Available: 1 Full Tuition/Room/Board Scholarship
Special Note: Policy, LD, and Public Forum
Website Address: www.midwestdebate.us

Victory Briefs Institute 2006

Dates: July 2-15, 2006
Location: University of California, Los Angeles, CA
Scholarships Available: 1 Full Tuition/Room/Board Scholarships & 1 Tuition Only Scholarship
Special Note: Lincoln Douglas Debate
Website Address: www.victorybriefs.com

University of North Texas

Dates: June 25-July 15, 2006
Location: University of North Texas, Denton, TX
Scholarships Available: 3 Full Tuition/Room/Board Scholarships and multiple partial scholarships
Special Notes: Policy, LD, Student Congress, and Public Forum
Website Address: www.meangreenworkshops.com

Dartmouth Debate Institute

Dates: July 16-August 6, 2006
Location: Dartmouth College, Hanover, NH
Scholarships Available: 1 Full Tuition/Room/Board Scholarship
Special Note: Policy Debate
Website Address:

George Mason University

Dates: August 2-August 6, 2006
Location: George Mason University, Fairfax, Virginia
Scholarships Available: 1 Full Tuition/Room/Board and 1 Tuition Only Commuter Scholarship
Special Note: Individual Events
Website Address: www.gmuforensics.org/gmif

COUNCIL ELECTION

SIX SEEK COUNCIL SEATS

The biennial election which will choose four directors to the NFL Executive Council, elect a council alternate, and establish an order for other alternates, will take place in April of this year. The four elected directors will each serve a four year term. The alternate's term is two years.

All seats are not up for election. Councilors William Woods Tate, Jr., Kandi King, Pam Cady Wycoff and Tommie Lindsey, Jr. were elected in 2004 to four year terms and their seats will require election in 2008.

Ballots will be mailed to chapters on April 3. Chapters not receiving a ballot by April 10 should contact the national office. The deadline for returning ballots is May 1st (postmark). The number of votes a chapter may cast is based upon total members and degrees on record as of May 1. The count will be done by Dr. James Hecht of Credentialing Services; all ballots will be mailed directly to him. No ballots should be sent to the national office nor will national office personnel or candidates see any ballots.

The order that candidates appear in this March *Rostrum* and the order that candidates appear on the ballot were determined in separate drawings conducted by NFL Comptroller Carol Zanto. Statements and pictures were furnished by the candidates and not edited.

For more information consult the NFL Constitution [Article VII B] and the NFL Chapter Manual [XI: NFL Elections]

Results will be posted at www.nflonline.org on May 15, 2006

COUNCIL CANDIDATES

Ted W. Belch

I have been honored to serve the forensics community as a member of the NFL Executive Council for 16 years; I am asking to be returned one last time. I have the time, energy, and expertise to represent the League to sponsors and potential supporters, research and act on the issues you find most important, listen to your concerns and criticisms, and devote myself to the organization that has been part of my life for the last 36 years. I want to host one last NFL Nationals in Las Vegas in 2008 and leave this organization in 2010 a little better than I found it.

Over the years I have championed or supported duo interp, storytelling, and public forum debate. I have written and implemented rule changes for Policy, Lincoln/Douglas, and Interpretation and clarified online research. I was a supporter from the beginning of the NFL's presence on the "information superhighway", online credit card usage, and electronic point entry. As chair of the Future Nationals Committee, I visit and inspect all future sites for the National Finals. I continue to be committed to financial security for the NFL and recognize the necessity for varied monetary resources. I support the sponsorship of our League, yet don't believe that we should "sell out" to anyone.

I believe we have accomplished a great deal in the 16 years that I've served, but I think there's still room for improvement. Even though our website is excellent, we need to address problems in point recording and server capacity. This summer we will meet in Ripon to scrutinize all our events, their rules, and their relevance to our stated goals; if changes need to be made, I'm prepared to support them. We must examine our Districts structure, how and how many we qualify to the National Tournament, and the costs and length of our June convention. We must stop offering lip service to coach education and retention and develop programs that will address this problem. We must concentrate on seeing the "forest" and not just the "trees" within it.

Those who know me know that I'm willing to listen; I may not always agree with you or what you want me to do, but I think long and hard before every decision. My first priority is to this League and how it can flourish in the 21st century. My phone number and e-mail address are on the first page of this magazine; if you want my honest opinions and beliefs, contact me at any time. I appreciate your consideration and would be grateful for your support.



Glenda Ferguson

This is the last time I will run for NFL office. Consequently, I would love to be re-elected! I have one overwhelming reason for wanting to serve one more time – Coach Education.

For years we have been "talking the talk" about helping our coaches receive the training that they need, but very little has been done about it. Now, that is beginning to change and I want to make sure that the program is not only entrenched but that it expands. The NFL office has been great about putting lesson plans online, but that is not enough. We are developing the scholarship program through the universities and colleges beginning this summer. That is a great beginning, but it is not enough. I have other ideas which I believe will be implemented when the funds become available. Obviously I can't publicize those now, but they involve one-on-one sharing and regional programs. We also need to develop coach advocacy programs. We need to hear your ideas about how the NFL can help you with your coaching duties and then GET SOLUTIONS FOR THOSE PROBLEMS.

We do a lot for our kids as we should. However, without confident, competent coaches (in all areas) who aren't worked nearly to death, there aren't going to be a lot of kids to compete. I believe that every successful program begins with the coach. I am helping, and want to continue to help, in that area.

I think that the NFL office as well as the Council as a whole is more responsive and more cognizant of coach requests. We have all told you that we will listen, and I believe that happens. I am confident that the current attitude will continue.

We have a good beginning in this area. Please help me to continue to help you by giving me one of your four votes this spring. I would appreciate it a great deal.



COUNCIL CANDIDATES

Tim Sheaff

This year, my eldest son became a member of the NFL, twenty-three years after his father did.

When I became an NFL member as a student at Dowling Catholic High School, I could hardly foresee that I would be a candidate for the Executive Council. In asking for your support this year, I wanted to give you an idea of why I am running and share with you my vision for the future.

Not unlike all of the other candidates for the Council, I have served my district, state, and the NFL in many capacities. Throughout my tenure as the West Iowa district chair, member of the Iowa High School Speech Association Debate Committee, and the Iowa High School Forensic League Executive Council, I have discovered that through positions of leadership, I can help the most students and coaches. In the same way, the NFL provides leadership in numerous areas to promote the values of growth, diversity, and community.

I know that we all share a commitment to service. I'm sure many of you know me as the Master of Ceremonies at the NFL National Tournament, an honor that I enjoy with all of my heart because I am able to meet many of the thousands of students and coaches that make the NFL so incredible. I believe that all of us decided to become coaches for many of the same reasons. We believe in giving back, we believe in this community and this activity, and we believe in our students and their potential. My commitment is personal not only because of my son but because I understand that each NFL member is a son or daughter that deserves the very best we can offer.

I believe that, as a member of the Council, I can help make life a little bit easier for us as coaches by anchoring the NFL in the same strong core principles that we believe in and give the membership the tools they need to succeed. I believe that strong leadership can encourage greater participation, diversity, and unity. I believe that personal commitment means that we need to understand and appreciate different perspectives. If you believe in these values and this vision, I respectfully ask for your support for the Council.

Together, I believe we can bring about positive change in our classrooms, in our communities, and in all our children.



Don Crabtree

Respectfully, I ask for your continued support as a member of the National Forensic League Executive Council.

I have coached all individual events and all types of debate for thirty-five years. I have taught at a small private school and for the last thirty years at a large suburban public school.

I have had the honor to receive the Schwan's "Sixth" Diamond coach award and nine "Distinguished Service" awards. I was also honored to be elected to the NFL Hall of Fame in 1998. In 1993 and 1994, I served as your host for the two Kansas City Nationals. I share these accomplishments not to impress you, because many of you have received far more prestigious awards. I share them to let you know my deep and loving commitment to this organization! Those of you, who know me, know that I am a hard worker. There is no job too small or too large that I won't attempt if it helps our students and the National Forensic League.

I worked very hard in 1995 to help establish Duo Interp as a national event; I started the National Interp Cutting List five years ago to benefit our schools and our students. It was my hope that by publishing this information, we would all be able to access the same materials if we so desired. Each year I try to present at least two articles worthy of publication for the Rostrum. I am involved!

I am very concerned about involving new coaches in this wonderful activity. Likewise, the council must be proactive in retaining the great coaches we now have. We must do more for coach recruitment, retention and education!

I firmly believe and practice open communication. Each coach has the right to be heard in a courteous, professional manner. Since 1996, my work in the ombudsmen's room has given me the opportunity and insight to put that theory into practice. I practice open-communication, informed decision-making and due process at all levels. Our membership must have better opportunities to be informed and be involved in the council's decision making process.

I ask for your continued support and promise to represent you and your students in the highest professional standards possible. Please allow me to continue to work hard and tirelessly for NFL, for you and most importantly, your students!



COUNCIL CANDIDATES

Pamela McComas

As a five-diamond coach of both debate and speech, I have been coaching since 1978. I teach at an inner city high school of 2100 students at Topeka High. I currently serve as district chair of the Flint Hills NFL District for eleven terms. At the National Tournament, I actively serve as a Tournament Official. For the past twenty-seven years, I have coached over 170 students to nationals with five national champions. Other outstanding accomplishments include earning the Leading Chapter Award three times, Sweepstakes Trophy award five times. Distinguished Service Key (1985) and Distinguished Service Plaque (1987, 1992, and 1995). My peers have recognized me as an outstanding coach by receiving the District Chair Bronze Award in 1993, the District Chair Gold Award in 1994, 1998, and 2000.

For the past two years, you elected me to serve as the Alternate to the Council. During this time, the NFL Executive Council undertook some huge projects--establishing a current mission statement, launching an Alumni initiative, hosting a national district chair conference, developing and implementing short and long-term goals for the league, as well as, for the Councilors. Having been an active participant in these projects, I would like to continue to have the opportunity to serve all coaches in completing what has been begun. I know what coaches are concerned about on limited budgets, inner-city schools, fighting to keep their programs afloat, etc. I am committed to listening to all concerns from all coaches. That is how change can happen!

I am excited and ecstatic with how progressive the NFL is becoming in being proactive to coaches' concerns and issues. I want to continue in the ability to be responsive and proactive. I look forward to serving you in the future.



Harold C. Keller

Even though I am a retired classroom teacher with 39 years of teaching and related NFL learning experience, many have asked that I again place my name in nomination for a position on the NFL Council. There is a philosophical part of me that believes these positions ought to be held by active classroom NFL Coaches, but many have suggested that I, Harold Keller, can bring a voice of experience, of integrity, and of reason and tradition to the table of deliberations. They have also suggested that since I have no personal agenda, only seeking that which is in the best interest of the League, I can be even more objective in my decisions. I appreciate their voices of confidence and encouragement. Consequently, I leave the decision to you.

I have encouraged other Coaches to seek a Council position. You have several superior candidates to choose from. My credentials are typical, including having coached students to the National Tournament, having served as a District Chair for many years, and having served on the National Council. My peers elected me to the NFL Hall of Fame and my many students earned me the Fifth Diamond. I have been honored and recognized with other honors presented in our organization. Many refer to me as "Mr. Congress," an honorary title given to me for my role in the development of and the advancement of Student Congress.

As more time has become available in my retirement, I have been able to visit many states and Districts. I have had the opportunity to advance forensics in several foreign countries. I am appreciative of the opportunities offered for "giving back" to the forensic community and I would hope that as long as the good Lord and the NFL constituents will it, I might be allowed to continue to make a contribution. My ultimate goal for the League is to help make it a most valuable educational organization for students and teachers.

All candidates offer unique qualifications. My record is documented in the NFL Council minutes and in the contributions I have offered. My motto of hopefully being important in the life of a child and "Student's first" is foremost in my code of conduct.

If you feel that my experience has a significant value and a place on the Council, I would appreciate one of your several votes.





OUR GUIDING PRINCIPLES

VB staff and students ought to be:

- Fundamentally sound and strategically brilliant
- Rhetorically persuasive and adaptable
- Humble and teachable
- Respected and contributing member of the community
- Believers in providing access to and empower those who wish to compete at any level

The Victory Briefs Daily

**** NEW: www.victorybriefsdaily.com**

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

We are always looking to expand our offerings to include results for all forensics activities. For months people have been clamoring for inclusion beyond LD. If you are interested, please email Mike Bietz at bietz@victorybriefs.com.

Saturday6AM

**** NEW: www.Saturday6AM.com**

Saturday6AM is the latest in the Victory Briefs Network of websites. The site, named to honor the dedication of all the forensics coaches who forego sleeping in on the weekend to bring their students to tournaments, provides free resources for coaches, teachers, administrators and parents.

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Framing the Debate

Creating a More Appealing Possibility

By Dixie Waldo

As participants in the debate community, coaches, judges, and competitors experience shifts in trends that may lead to innovations in style and sophistication of argument, but that also give rise to gamesmanship and deception in rounds. A primary concern of this coach and debate critic centers on the apparent movement in debate away from arguing the specifics of the resolution to instead attempting to find an argument to which one's opponent will be unable to respond. This results in a win on the technical grounds that one's opponent did not adequately respond to outlandish arguments, rather than a win on the merits of a particular side of the resolution. Frustration results when a debate ballot must be decided based on the debaters' discussion of tangential arguments on the flow rather than on arguments that seem more relevant to the resolution.

Of late in LD rounds, the focus of argumentation has moved from the actual resolution to what has been deemed "The Framework." This term seems to mean something between a filter through which one should hear the arguments and an effort to debate the issues at a higher level through the use of a particular perspective, such as Rawlsian justice or Lockean social contract. More recently these theoretical perspectives are those of avant-garde philosophers such as Zizek and other favorites. Such "framework debates" seem to distance the debate from the resolution into a theoretical discussion of differing philosophical perspectives, an idea which has merit in a different forum; however, it seems that the debaters advocating these frameworks rarely have a complete understanding of the theory and are merely using the framework as a strategy to either drag their opponent off course (the dreaded "time-suck") or to intimidate their oppo-

nent who may not be as well-read (or well-carded).

Theory and philosophy inherently inform our perspectives on issues, and a debate which exposes these implicit ideas is warranted. However, when the activity of debate becomes more about the manipulation of technical skills (such as rate of delivery, uniqueness of arguments, and complexity of thought) as opposed to a frank discussion of the resolution, it seems that debate is no longer as much a conversation as it is a game. Coaches are left to decide whether to teach students to stick to the fundamentals or to play this new game. Debates between competitors from each camp are not pleasant to watch, nor does it seem these debates are satisfying for either debater.

Debate is about more than winning rounds. And so, I propose that debaters take a step back and join me in a radical notion from the world of literary performance. In forensic performance events (dramatic, humorous, duo, etc.), "framing" a performance sets the boundaries through which the audience will perceive the performance. The performer and the character(s) whom s/he embodies are seen through this frame, which is communicated through the teaser, the introduction, the attitude and posture of the performer, and the skill with which the world of the text is created for the audience. The rhetorical value of the performance is as important as the textual source from which it is created. And performers must suspend their judgment of the characters in the text in order to sell their performances. In debate rounds, debaters also function as performers, advocating a given side of the resolution regardless of their personal views.

Skilled critics in the performance world can evaluate and compare perfor-

mances regardless of their personal views on the material being performed. Frequently, performance competitors receive comments concerning whether or not they as actors meet the demands of the literature. Critics in debate, however, may critique the performance aspects of debate through speaker points while evaluating arguments independently of their presentation. However, students rarely value the high-point-loss in debate, and the low-point-win results in frustration if speaker points are crucial to breaking into elimination rounds.

And this is why the framework debate is important. The seamless blend of rhetorical appeal with substantive argument is what debaters ought to pursue. There are some arguments that for some critics are more appealing than others because they just "inake sense." Arguments that don't make sense to some critics make sense to others. The interesting thing is that reading someone's paradigm on the NDCA website or attempting to discern the matrix of argument preference in a paradigm book will rarely help debaters determine which arguments will make sense to which critics. As a result, debaters resort to relying on stereotypes when encountering critics: lay judges, college judges, coach judges. Further, judges on the local and national circuits become preferred not due to quality, but rather due to predictability or familiarity. Judges willing to listen to the spread are preferred by speed demons. Traditionalists will prefer judges who want to hear the value-standard debate. This negatively impacts the activity by discouraging students from pursuing the essential skills necessary for persuasion, as students are drawn into the politics and status that have overtaken the national circuit, as opposed

(continued to page 34)



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to debating in an effort to understand the merits of a given position and to persuade a reasonable audience to a given point of view. It seems to me that students ought to advocate the resolution in a way that reflects their own viewpoints, and that is grounded in sound logic. Debate judges would prefer to vote for a particular side of the resolution because the arguments make sense, not because they were confused by the debate but don't want to appear ignorant or inept.

Given that the most recent LD topics have been about US politics, it is only natural that the arguments of late have focused on whether or not the affirmative or negative positions have any real-world impacts or any potential to solve the problems of the status quo. In debates concerning US immigration policy and judicial activism, the framework debates that I have heard rely on obscure philosophical theorists or classic political traditions regarding the role of government and its institutions with regard to rights protection. Framing the arguments around the essential conceptions of "who deserves the protection of government" is an excellent way to derive arguments to support a particular side; the use of obscure, difficult to understand, or overly complex theories is where debaters err. I am not saying that all LD debates should revolve around social contract theory or the philosophical underpinnings of the traditional philosophers. But, I don't believe that it is reasonable for someone to explain Nietzsche in 15 seconds and convince me that because nihilism is alive and well, there is a link to denying immigrants rights. This is a ridiculous example, but it illustrates the problem debaters can create for themselves by making outlandish arguments that don't seem to make sense. They may confuse their opponent and the judge in the process.

My new advocacy for the framework debate is the byproduct of my annoyance with the obscure, the overly complex, and the flavor-of-the-month-philosopher combined with extensive reading of George Lakoff's works on metaphorical understanding and a background in the rhetoric of performance. It seems to me that in order to frame a debate, you need to understand

how people "see." Metaphor is the key to understanding. Lakoff argues that we have clear metaphors by which we live, and that our notions of the world are built on two clearly understood family metaphors: the Strict Father model and the Nurturant Parent model. In his book *Moral Politics: How Liberals and Conservatives Think*, Lakoff reveals the most deep-seated differences between progressive and conservative thought as they extend from these metaphors.

Since these metaphors implicitly form our views of politics, and are grounded in notions of what is moral or immoral, debaters wishing to successfully frame a debate need to articulate positions expressly in these terms. Judges do not separate themselves from their politics or their real-world experiences as they listen to argumentation. Rather, judges listen to see whether or not the argument makes sense, which in turn is rooted in metaphors. For example, in *Moral Politics*, Lakoff discusses how liberals conceptualize governmental regulation as the protection of those who cannot protect themselves, while conservatives see governmental regulation as interference with the pursuit of self-interest by people trying to make a living. Depending on the judge's moral viewpoint, then, one of these arguments will be more appealing than the other in the course of the debate. The interesting twist is that, according to Lakoff, most individuals understand and appreciate *both* the nurturant parent and the strict father, and these two metaphors will compete for primacy, depending on the issue and the way in which the debate is framed. So the debater's job is to articulate the argument in such a way that it makes sense to the judge, in spite of her politics.

I believe that creating arguments rooted in metaphorical thinking enables students to consider their own points of view on issues. Part of debate is developing your own moral compass so that you can challenge your own ideas and morals and come away with a more solid understanding of why you believe what you believe. Novices who balk at topic positions because their basic beliefs are challenged are experiencing this at an intuitive level. Novices must still be taught to step away

from their personal responses in order to argue both sides of a resolution; however, more mature debaters may wish to consider their own metaphorical conceptions of the world and government as they decide which arguments to make with regard to resolutions. By framing different arguments with different compelling metaphors, debaters may experience less cognitive dissonance (that disquieting sense of schizophrenia) as they debate each side of a resolution.

Which brings me to the application of the tools of metaphor and morality in the debate. Let's consider the January-February 2006 topic: *Resolved: The use of the state's power of eminent domain to promote private enterprise is unjust*. No doubt our conceptions of justice are rooted in the notion of what is fair. But fair to whom? I am sure that conceptions from Nozick and Rawls, as well as the opinions of Scalia and Ginsberg, are already written into current cases on the topic. But the deeper question is, why are we drawn to the logic of Nozick or Rawls, Scalia or Ginsberg? Why does the central notion of economic fairness mean for some that the government should do what is necessary to strengthen the economy, while for others it means that the government should protect the interests of all citizens regardless of economic status? If one believes that poverty is a blight that can be eradicated, the issues related to poverty eradication become centered on whether the individuals living in poverty are responsible for their own circumstances, and whether the solutions offered will solve for the cycle of poverty, or solve the blight by moving those individuals elsewhere and, in effect, conceal the issue. The topic is difficult because traditionally liberal viewpoints become seemingly conservative on this topic. The answer lies in going to the deeper level concerning individual rights versus state power, and in the notions of what would be best for society as opposed to individual property holders.

Framing the debate on the state's power of eminent domain is ultimately rooted in one's conception of the role of government in the market, and in the no-

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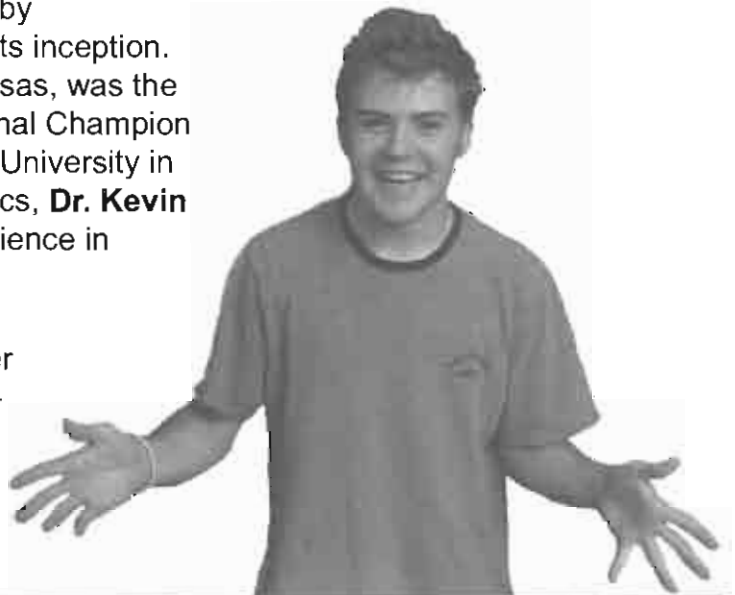
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tion of economic justice. If you frame the debate in terms of the "nurturing parent," it becomes a responsibility to solve the problem of poverty through the use of eminent domain as a tool to promote private enterprise in mixed-use development. The government, then, has a responsibility to regulate the private enterprises so that the individuals displaced, and not just the private enterprises, benefit from the taking of their property. And the creation of private enterprises to increase the tax base will generate revenue for the government to meet the needs of its citizens, provide more and better services, and improve the economic well-being for all. However, the use of eminent domain displaces the socio-economically disadvantaged who may be unable to remain in the redeveloped area due to a lack of resources. If those individuals are priced out of the market, it defeats the claim that the government is using its authority to provide benefits for all citizens, including the poor.

If you frame the debate in terms of the "strict father" mentality, it becomes an abuse of governmental power to take an individual's property for redistribution to a private enterprise. Redistribution of wealth is a violation of the conservative viewpoint that the taking of property is a financial harm, and therefore, punishment. However, the same conservatism supports the notion that if model citizens were working hard enough, they wouldn't be in poverty, and if government is a business, it shouldn't be taking a loss. Therefore, it is a justifiable governmental action to appropriate

property for development in an effort to turn a profit. The challenge for Lincoln-Douglas debaters is that the topic explicitly forces the debate into the moral realm by requiring a discussion not of what is more or less profitable, but of what is more or less just. Justice is not void of morality.

Therefore, developing an "overview" that "burdens" your opponent may be a way to drag your opponent into a debate over irrelevant issues; however, it skirts the true purpose of any debate—to discuss the relevant issues. Rather than an effort to confuse an opponent (and probably the judge) with a philosophical diatribe about some arcane theoretical position that is impossible to understand in literally a minute of explication, an honest attempt to address the philosophical underpinnings that lead to pragmatic decisions will make debates more interesting, and ultimately might generate an agreement about what is or is not just in the exercise of state power.

Regardless of the topic, framing debate is about more than setting a trap for the opposition. It is about understanding how the opposition sees the world and either working within that conception to point out the flaws, or reframing to create a more appealing possibility. If you believe that debate is about education and facilitating learning, you operate from a nurturing parent perspective. If you believe that debate is about winning at all costs and rewarding students who do so, the strict father model informs your perspective. Your rejection or acceptance of my arguments is completely grounded in the way you see the

world of debate. However, in the final analysis, rounds come down to what makes sense to the listeners. And our thinking is rooted in our metaphorical understanding of debate, culture, education, politics, government, and everything else in our world.

(**Dixie Waldo** coaches forensics at John H. Guyer High School in Denton, Texas. President of the Texas Forensic Association, Waldo holds a Master's Degree in Communication Studies, Radio/TV/Film, and Political Science from the University of North Texas. She also teaches AP Psychology, Government, Economics, and Theatre.)

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CONTACT INFORMATION

Dr. Peter Pober

PHONE: (703) 993-4119

FAX: (703) 993-1096

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STAFF:

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

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

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

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

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

For further information contact:
Eric Di Michele (212) 288-1100, ext. 101,
edimiche@regis-nyc.org
Nina Watkins, IDEA (212) 548-0185,
nwatkins@idebate.org



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

Willamette University Mock Trial Summer Institute

Developing Next Year's Champions

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Contact:

Robert Trapp, Director of Forensics, Willamette University
(trapp@willamette.edu)

Aaron Fishbone
(afishbone@gmail.com)

.... More details soon!

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NEW 3rd week option: July 10-July 17, 2006

Grinnell College, Iowa

Cost: \$1,750 for 2 weeks, \$2,625 for 3 weeks

Exciting Staff Additions!

Look online to see
the latest faculty list.



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for
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NSD

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NSD Summer Institute

- 4:1 student to teacher ratio
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- NFL National LD Champion Coach on staff

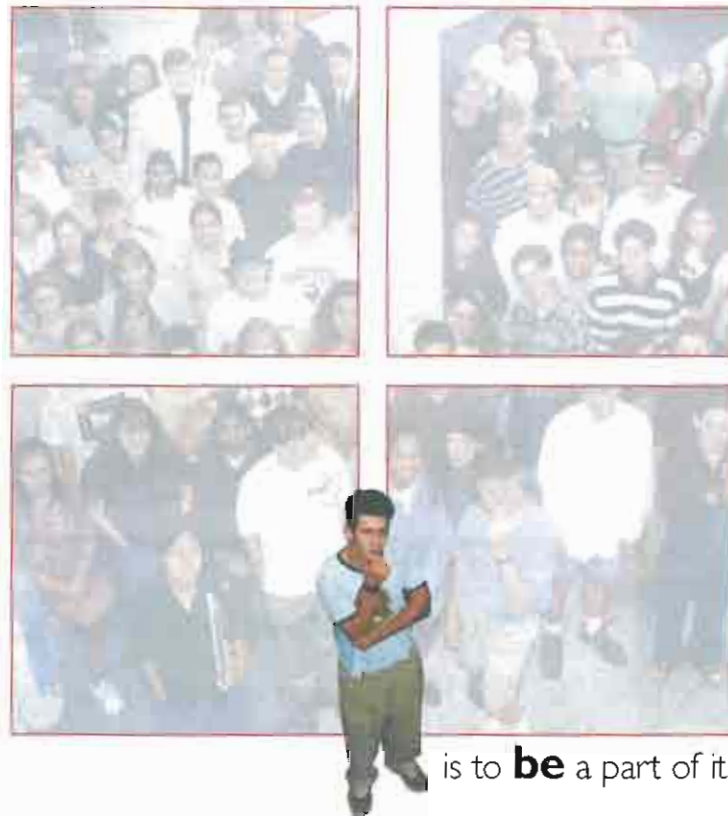
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 - 95% of campers were breaking during the regular season
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Want more info?

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

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

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and State Championships***

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- ***2005 Alumni Have Over 50 TOC Bids***

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For more information and registration visit:
<http://forensics.truman.edu/SMFI>
660.785.5677 or kminch@truman.edu



Next
Season

Begins
Here.

Western Kentucky University Summer Forensics Institute

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

Costs for the camp are kept to a minimum: \$300 for in-state students and \$600 for out-of-state students. Our intensive, one-week program features some of the nation's best college and high school

forensics coaches along with members of the 2005 International Forensics Association World Champion team, 2005 National Forensic Association-LD championship team, and the 2004 American Forensics Association and National Forensics Association-IE national champion WKU Forensics Team.

The WKU Institute offers personalized, intensive study in the four forensics areas:

Debate: Lincoln-Douglas
Public Address: Original Oratory
Interp: Prose, Poetry, HI, DI, Duo and Solo Acting
Limited Prep: Extemp and Impromptu

The deadline for application is June 1, 2006.

For more information, please contact:

Judy Woodring, Director of Forensics
judy.woodring@wku.edu
or phone (270) 745-6340.

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



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-- but --

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SPARTAN DEBATE INSTITUTES



Superior Faculty: Our instructors represent a cross-section of the finest collegiate and high school coaches. With multiple NDT, TOC, NFL and state championships, our faculty is among the most accomplished that you'll find anywhere. Additions this year include *Dr. Scott Harris* of the University of Kansas and *Jon Paul Lupo* of Emory University.



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



Instruction Levels for All Students: The SDI is committed to providing instruction for students at *all levels* of the activity. Our lab groups range from pure novices all the way up to national circuit champions. Students are placed with faculty who gear their teaching for the *unique age* and experience level of their group.



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

FOUR WEEK INSTITUTE:

JULY 9 - AUGUST 4

FIFTH WEEK STRATEGY FORUM:

AUGUST 4 - AUGUST 13

THREE WEEK INSTITUTE:

JULY 9 - JULY 28

TWO WEEK INSTITUTE:

JULY 9 - JULY 21

[HTTP://DEBATE.MSU.EDU](http://debate.msu.edu)

MICHIGAN STATE UNIVERSITY DEBATE - A TRADITION OF EXCELLENCE

The Experienced Seminar

This curriculum is designed for more competitive debaters desiring a more rigorous orientation. The "Experienced Seminar" program is modeled after the teaching methods employed by our own college programs. Students who are accepted for the program will work as a team researching both sides of the topic, sharpening both their knowledge of the topic and debate in a cooperative and interactive seminar-style environment. Group seminars will be held regularly on recent advancements in critical theory, the philosophical underpinnings of the topic, and in-depth explorations of the public-policy slice of the resolution. With our well-balanced staff, we have one of the best policy curriculums in the country. Sherry Hall, Sarah Holbrook, David Breshears, and Jonah Feldman will lead the students to scour the topic for the most successful policy strategies.

THE EXPERIENCED SEMINAR Lab One:

David BRESHEARS,
Sarah HOLBROOK,

University of Texas, 3 time NDT first round recipient, Jesse Jones outstanding scholar
2000 and 2001 CEDA National Champion, previously at the Stanford and Berkeley camps, the word "outstanding" does not do her enough justice
NDT Elimination Round debater from Michigan U, Former Harvard Debate Coach & now UT Debate Coach

Jonah FELDMAN,

THE EXPERIENCED SEMINAR Lab Two:

Sherry HALL,
Brian MCBRIDE,
Jairus GROVE,

Harvard Debate Coach, NDT Champion Coach, 2005 National Debate Coach of the Year
University of Southern California, 3 time first round recipient, coach 2003, 2002 & 1999 NDT champions
International Relations Fellow, Johns Hopkins University, NDT semifinalist, 2nd speaker 2000 NDT, former Director Chicago Debate Commission

Dan LUXEMBERG,

Harvard University; NDT Semi-Finalist and has qualified to the NDT as one of the sixteen top ranked teams in the country TWICE; a former UTNIF alum.

The Marathon

We offer full on debates, with complete affirmatives and well-researched negative strategies. Imagine **five different affirmatives to choose from**, all of them researched by a staff of college debaters and coaches who have written some of the most successful arguments ever. Now imagine receiving all five affirmatives as you check in on day one. Students will receive introductory theory discussions to make sure everyone has a grasp of the basics. These theory discussions we call "Pods." Each student will receive practicums on debating Topicality, Kritiks, Counterplans 1 and Counterplans 2. Once students have rotated through these initial four theory seminars they will then have the ability to sign up for electives where they choose topics which best fit their needs and interests. After the first week, we'll have a tournament, then we'll break into research groups and you students will test out there new skills in the library producing their own arguments and filling holes, and then we'll end with a rematch. That's right, a **SECOND TOURNAMENT!!** If you want to learn debate by debating the topic, this institute is for you.

The Super Session

SUPER SESSIONers get to experience the INTERSESSION where some of most critically minded work occurs. We treat the intersession like we treat our own college courses on debate. Students will be exposed to some of debate's more recent critical innovations, we'll have practice debates galore, refine our blocks, and even witness a lab leader grudge match or two. The INTERSESSION is a time to hear from the ENTIRETY of the institute staff about their own special knowledge about the topic and debate practices. For those who want the extended EXPERIENCE SEMINAR we offer the "EXPERIENCED SEMINAR SUMMER SURVIVORS FELLOWSHIP" which allows students to spend six weeks with the best, most advanced debate staff in the Nation.

The Debate Staff

Teddy ALBINIAK,
Paul FLAIG,
Ricky GARNER,
Martin GLENDINNING,
Nate GORELICK,
Claire MCKINNEY,
Laura NATHAN,
Brian PETERSON,
Joel ROLLINS,

San Francisco State University via Redlands. NDT (National Debate Tournament) quarterfinalist
Northwestern University, NDT first round recipient, coaches at Bronx Science Academy, NY
Former NYU debater, 2003 CEDA National Champion, PhD Student at SUNY Buffalo
Director Edmond North High School, NDT elimination round qualifier
Harvard via NYU, 2003 CEDA National Champion, PhD Student at SUNY Buffalo
Director Brooklyn Urban Debate League, assistant coach for the Kinkaid School, Plan II honors
Editor-in-chief INTHEFRAY magazine, NDT qualifier for UT, former coach of the Kinkaid School
University of Chicago, NDT qualifier, coaches for Galveston-Ball HS, Plan II honors
PhD, Director University of Texas, 2001 National Debate Coach of the Year





UNIVERSITY OF TEXAS
NATIONAL INSTITUTE IN FORENSICS 2006

UT DEBATE

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The UTNIF would like to welcome Harvard Debate Coach SHERRY HALL & announce the return of the University of West Georgia's SARA HOLBROOK!

WHY SHOULD YOU SPEND YOUR SUMMER AT THE UTNIF?

* **No other camp can offer you the balance between policy debate and critical innovations.** JUST CHECK OUT OUR STAFF.

* **6,240 pages of top quality, PROVEN tournament-winning evidence.**

* **Personal Training Vs. Long Lectures.** Unlike many camps you will not have to sleep through hours of lectures nor will you be left in the library to fend for yourself. As the FOCUS of your lab leaders and the entire staff of the UTNIF, you will be immersed in small groups and practicum-based skills work.

* **We believe in testing your skills.** We will give you the opportunity to implement everything you learn through intense debates judged by highly qualified lab leaders.

* **When you come to the UTNIF you will be part of defining the future of debate.** No cookie-cutter arguments here. You will master agent counterplans but you will win your first tournament on arguments developed here and NOWHERE else.

* **One of the Top Research Libraries in The Country.**

There is not a topic which you can exhaust in one summer at the University of Texas Library System.

* **We have the MOST AFFORDABLE six-week program in the country!** Don't take our word on it. Check it out for yourself.

* **The ability to take home ALL OF THE EVIDENCE** produced in BOTH sessions of the camp in a digital format that costs less than checking a tub.

PLAN 1

Marathon

Experienced Seminar

Novice

June 25th - July 13th

June 25th - July 16th

June 28th - July 8th

PLAN 2

Marathon

Experienced Seminar

Novice

July 17th - August 8th

July 13th - August 8th

July 21st - August 2nd

SUPERSESSION

June 25th - August 8th

Marquette University Debate Institute

July 22 - August 5, 2006



Entering our 27th year, MUDI has a tradition of providing our students with excellent opportunities for both topic research and skill advancement. The competitive achievement of students who attend MUDI, along with the wide national draw of the institute, speaks to our ongoing success.

Through proven theory and skill development techniques, MUDI equips students with the tools they need to be successful at all levels of policy debate. Our research facilities are first rate, featuring a new state of the art library on campus. With top notch faculty, who bring both competitive and coaching success, the Marquette University Debate Institute offers one of the best values you will find among all summer debate institutes. In addition, all students receive the full MUDI evidence set regardless of the program they attend.

Regent Program

July 22-August 5, 2006 - Only \$1050

Over two weeks students will receive a series of topic lectures, engage in intense research on the resolution, learn strategies, develop debate skills, and participate in a practice tournament at the end of the second week.

Scholastic Policy Program

July 22-29, 2006 - Only \$750

The one-week version of our program. The same topic lectures and strategy development as the Regent program, without the skill work and practice tournament at the end of the second week.

NEW! Novice Scholars Program

July 22-August 5, 2006 - Only \$1050

The Novice Scholars program offers a topical lecture series and evidence work designed to meet the needs of students going into their first or second years of debate. Students in this program will gain knowledge from topical lectures designed for the entire institute, from lectures specifically designed for beginning debaters, and from guided research on the year's topic. See website for more details.

*Commuter options available. See website for details.

For more information go to: www.mudebateinstitute.com

University of Missouri Kansas City *Summer Debate Institute*

Apply Online Today!

<http://www.umkc.edu/debate/summerinstitute.htm>

2006

July 23-August 5

Features

Hundreds of pages of evidence before the Institute even begins!

DVD including all group lectures and evidence.

Diversity of Curriculum: Our team of instructors have experience in a variety of high school debate styles including Missouri/Kansas style and national circuit style.

Low student to instructor ratio: Our team taught labs guarantee that the student/teacher ratio will be 8:1 or better.

Focus on Performance: Because we provide pre-camp evidence, we focus on improving your delivery style and execution. By combining research and presentation exercises, you leave the camp ready to compete and win.



Cost

Residential

\$875

Commuter

\$475

Winning Tradition

Winning Commitment



New for
**2006 Missouri-Kansas
Scholars
2006**

UMKC is teaming with Kansas University and Missouri State University to offer a new and exciting camp option. By creating a lab that has continuity between the camps, we have created a four and seven week option for a greatly reduced price compared to other long-term camps. A limited number of people will be admitted to the Scholars Lab. The students will have top lab leaders that will be able to focus on research and skills development.

Check out the website for more information:

<http://umkc.edu/debate/summerinstitute-mokanscholars.htm>

<http://www.umkc.edu/debate/summerinstitute.htm>

Debaters, are you looking for a challenging summer debate workshop, one with an awesome faculty and a very innovative curriculum – a place where you can truly reach your potential?

Coaches, are you tired of sending your students to summer workshop and having them come home worse or no better than before, with a nearly useless set of evidence?

If so, then you should be considering the Miami University Debate Institute – it's the ideal summer experience for you and your students.

We're located in one of America's coolest mid-Western college towns - Oxford, Ohio. We are sponsored by one of the nation's "Public Ivy" colleges, Miami University, and its Debate Team.

MIAMI!

APPLY NOW.

RED HAWK

June 25 to July 15

MIAMI SCHOLARS

June 25 to July 29



THE MIAMI DEBATE INSTITUTE

Oxford, Ohio

Begun in the summer of 2005, designed and directed by long-time debate coach and institute director, Steve Mancuso, the Miami Institute offers you **two highly-acclaimed debate programs**.

The Red Hawk is a 3-week workshop designed for debaters of all experience levels, ranging from top varsity to novice. The program features skills and topic analysis developed by individualized instruction. Admission is on a first-apply basis.

The Miami Scholars is a five-week institute for seniors, juniors and sophomores with a selective-admissions process. Priority will be given to early applicants. **NEW**, a new 5-week program for sophomores: **The Miami Sophomore Scholars**.



Innovation. Last summer we offered topic-loaded **flash drives**, individualized **argument clinics**, and a camp blog. For 2006 we'll expand on those features plus **podcasts**, **vodcasts** and more!

Faculty. The strength of our workshop is the talented, diverse and enthusiastic teaching staff. Our faculty has coached college and high school national champions and top speakers. They have taught dozens of TOC, NFL and NCFL national champions at past summer institutes. Our faculty members include TOC and NDT Top Speakers.



So why choose Miami this summer?

Sure, we offer you the **outstanding faculty**, the **state-of-the-art instructional methods**, with the enormous resources of **Miami's fully wireless campus**, and a **proven track record of success**.

Most importantly, we integrate these academic virtues into an **exceptional quality-of-life** for you: comfortable **air-conditioned** dormitories and classrooms; an **award-winning food service**; convenient, large athletic fields; plus a very **cooperative, humane learning environment**.

Please visit our web site and blog – give serious thought about where you want to be this summer. Be a part of the **2006 Miami Debate Institute**.

Miami institute participants are each provided a customized **flash drive** pre-loaded with topic analysis, primary sources and articles, a "How to Debate" textbook, theory articles, an index of the workshop electronic reserve, and more.

Each participant receives an easy-to-use pdf-formatted comprehensive **evidence CD** that compiles all the files from every lab group at the Miami Debate Institute, at no extra charge.

Ideas are shared across labs, as is the evidence production, emphasizing the strengths of each lab leader and reducing redundant and overlapping assignments. This creates a more educational, stress-free and productive environment. We want you to have a good time in Miami.

"The main thing that made **Miami** really good was the staff. They were always available and eager to answer my questions.

After lab I would spend hours with my lab leaders working on blocks and theory arguments."

-- Lee Reed, IL



CURRICULUM AND FACULTY

Miami Debate Institute

The 2006 Miami Faculty

Alan Coverstone – **Montgomery Bell Academy**
Coached FIVE teams to the 2005 TOC, including the First and Third Speakers. Emory Gold Key.

Dan Fitzmier – **Augustana College, IL**
Coached four NDT Champion teams. Was the TOC Top Speaker & CEDA National Champion.

Todd Lantz – **University of Iowa**
Rare 4-time qualifier for the NDT. Iowa State HS Champion, and 2-time TOC Qualifier.

Steve Mancuso – **Miami University, OH**
Coached 25 teams to NDT Elimination Rounds. NDT Top Speaker, Copeland Award.

Michael Risen – **Montgomery Bell Academy**
Coached two teams that closed out 2005 NFL Nationals. Qualified 5 teams to 2005 TOC.

Nicole Serrano – **Lexington HS, MA**
Coached late elim round teams at Greenhill, Glenbrooks, St. Marks. Debated at Dartmouth.

Sarah Spring – **Wake Forest University, NC**
3-time National Debate Tournament qualifier, two times reaching the elimination rounds.

Paul Strait – **George Mason University**
Two-time NDT qualifier. ADA National Champion. Coached several teams to the NDT.

Tara Tate – **Glenbrook South High School**
Coached the 2005 NCFL National Champions. Coached GDS, Glenbrooks, MBA Champs.

Brett Wallace – **George Washington University**
TOC semi-finalist. Won Northwestern tournament. NDT octa-finalist as soph. Twice ADA Finalist.

2006 Miami Guest Lecturers

Sherry Hall – **Harvard University**
Coached numerous NDT Champions, finalists, tournament winners, and Top Speakers.

Chris Lundberg – **Northwestern University**
Coached NDT and CEDA national champions at Northwestern and Emory.

Dallas Perkins – **Harvard University**
Coached numerous NDT Champions and Top Speakers, including 2005 NDT Top Speaker

Reserve your place this summer.
Apply now. There's no application fee.

miamidebate.blogspot.com

"Miami put together a fantastic institute. My experience working with the staff was better than I could have imagined. The lectures, mini-workshops and practice rounds make me feel very prepared to succeed. I look forward to returning to Miami next summer."

— Eli Jacobs, Centerville High School

Finalist – The Glenbrooks
First Place – Michigan Round Robin
Finalist – Greenhill Round Robin
First Place – Miami Round Robin



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No application fee.

ACCOMPLISH ANYTHING

Miami Debate Institute

Graduates from the first-ever 2005 Miami Debate Institute have achieved tremendous competitive success. Centerville (OH) debaters **Alec Wright** and **Eli Jacobs** have reached the finals of The Glenbrooks tournament and the Greenhill Round Robin, and they won First Place at both the Miami and Michigan Round Robins.

Abe Corrigan of Glenbrook South (IL) reached the octa-finals of the Greenhill tournament, semi-finals of Georgetown Day and Michigan and won the New Trier tournament. **Will Sears** and **Sam Caporal**, of Lexington (MA), each reached the late elimination rounds at Greenhill, and Sam was fifth speaker and semi-finalist at the Glenbrooks.



Several other 2005 Miami grads from Ohio, Kansas, Georgia and Florida reached the elim rounds of the Wake Forest Early Bird, St. Marks, Greenhill and The Glenbrooks tournament.



UDL students may receive scholarships and discounts to attend the Miami Debate Institute. Please see our web site and the NAUDL for complete information.

Contact: e-mail us at debate@muohio.edu -- our ground mailing address is:

Steve Mancuso, Director
Miami Debate Institute
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In *Is America #One?*

John Stossel travels around the globe and compares the quality of life in the U.S. with the rest of the world. Using New York City, Hong Kong and Calcutta as examples, Stossel considers the reasons for the wide disparity in wealth. Valuable economic analysis for students in speech and debate (esp. Extemporaneous Speaking).



Free Loaders questions how some people and businesses in America get something for nothing. John Stossel takes a critical look at both corporate and personal dependency, and examines the consequences for the economy. When benefits are concentrated and costs disbursed, special interests lobby for transfers. Excellent background and overview for wide range of Extemp topics.



John Stossel openly questions *Greed* as a motivation. Are we all greedy? How much is enough? In search for answers, Stossel discovers that in order to get money from people, you generally have to provide value in return. He examines how the profit motive has spurred accomplishments. A provocative introduction to the role of self-interest in the economy.



Are We Scaring Ourselves to Death?

reports both that we are exposed daily to dangerous-sounding chemicals and technologies. And that we now live longer than ever! John Stossel takes an honest look at many widely-reported dangers--including concerns Stossel himself aired as a consumer reporter. He considers the issue of actual and perceived risk with a studio audience. Valuable introduction to environmental risks.



John Stossel Goes to Washington

and turns the idea of "consumer reporting" on government itself. We are all consumers of government services, so why not ask if things can be done better? Stossel starts by taking a look at taxes and learns Americans pay more in taxes than in food, clothing and shelter combined. Stossel's investigation finds some

federal programs have trouble even keeping track of their funds, much less spending them wisely. Explores how we can make sense of government spending and the powerful influence of special interests on federal policies and priorities.

→ Contact Greg Rehmke: GRehmke@aol.com.
Or visit www.EconomicThinking.org/speech

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Numerous Finalists and
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Directed by David Kraft
July 22-August 5th**

*New Location
Suffolk University in Boston*

Application and Program Information located at
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The International Debate Education Association
and Willamette University are pleased to announce the first annual



International Tournament of Champions for High School Parliamentary Debate

Willamette University - Salem, Oregon / May 26- 28, 2006



72 teams will be invited to participate in this tournament.

The tournament will feature 6 preliminary rounds. All teams with records of 4-2 are guaranteed to clear into elimination rounds.

Rounds will begin at 1:00pm on May 26st and run through the early afternoon of the 28rd.

Teams arriving on the morning of the 26th are welcome to attend a parliamentary debate workshop at Willamette University hosted by the university's forensics program.

Costs:

Registration fee for this tournament is \$50 per team and will include dinner on the 26th and the 27th, lunch on the 27th and an awards brunch on the 28th. Registration fees will be waived for participants hailing from outside North America.

Housing:

Housing for this tournament is available in Willamette dormitories (singles and double rooms are available) for a modest fee.

In addition, blocks of rooms will be reserved at nearby hotels.

Further details and application information are available at www.idebate.org

Applications will be accepted through April 1, 2006 or until all 72 spots have been filled.

For more information please contact:

Robert Trapp (trapp@willamette.edu),
Noel Selegzi (nselegzi@idebate.org), or
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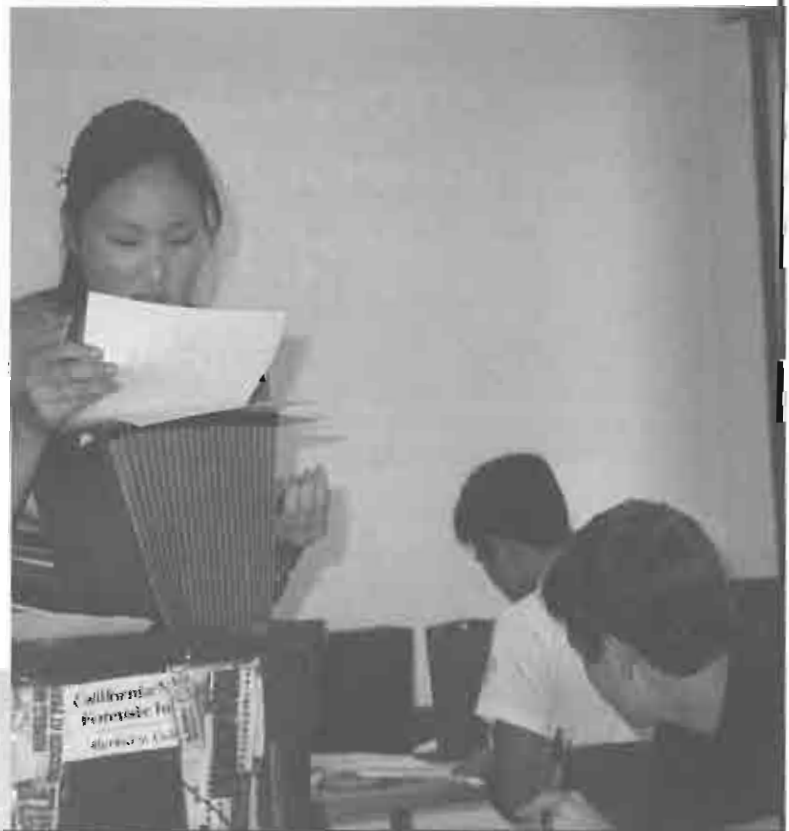
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The Math Behind Breaking at Tournaments

By Greg Malis

What Will It Take To Break?

In the years that I have coached and judged, I do not have many instances in which my experience as a math teacher comes directly into play – maybe the logic of an argument or the use of statistics in a debate round or a public address event, but certainly not regular applications of algebra, geometry, or calculus. Where math comes more into play is in tournament administration, primarily in pre-tournament work, such as tournament finances or managing judge requirements and room usage.

This article is about a specific application of math that can be used during a tournament by every competitor and coach. *What will it take to break? What does my debate record or my cumulative total of ranks need to be to reach the elims?*

Debate Application

Debaters often construct the “record triangle.” It is probably more common at larger tournaments, but it can be universally applied to almost any tournament. To demonstrate, assume that a tournament has 80 entries and there are 5 prelims. The “record triangle” for this tournament looks like:

	80	
Round 1	40 40	
Round 2	20 40 20	
Round 3	10 30 30 10	
Round 4	5 20 30 20 5	
Round 5	2.5 12.5 25 25 12.5 2.5	

From this chart, one concludes that at the end of five rounds, there are expected to be about 2 or 3 contestants with a 5-0 record, 12 or 13 contestants with a 4-1 record, 25 with a 3-2 record, 25 with a 2-3 record, 12 or 13 with a 1-4 record, and 2 or 3 at 0-5. Hence, if a tournament will break to octo-finals, then all of the 4-1's or better are expected to clear, but among the 3-2's, only the highest seeded will reach the elims. Each row is constructed by assuming that half of the teams in each bracket will win and half will lose. For example, at the end of Round 1, there will be 40 teams that are 1-0 and 40 teams that are 0-1. So, at the end of Round 2, half of the 1-0's will be 2-0 and half of the 0-1's will be 0-2. This explains the “20” that appears as the first number and the last number in the Round 2 row. The middle number (40) is calculated by combining half of the 1-0's that are expected to lose, making them 1-1, with half of the 0-1's that are expected to win, making them 1-1 as well. Hence, at the end of Round 2, the triangle predicts that there will be 20 2-0's, 40 1-1's and 20 0-2's. Repeat this process to construct every row. These are only estimates, but over the course of the entire history of debate, it proves to be reliable according to probability theory's law of large numbers.

Each tournament will have its own triangle, depending on the number of entries to put at the top of the triangle and the number of rows to create (corresponding to the number of prelims). However, as a math teacher, who defines mathematics as the science of finding and applying patterns, constructing the “record triangle” each weekend frustrates me. If one knows

the pattern, no tournament-specific triangle needs to be constructed. The result will be the same EVERY time. All one needs is knowledge of Pascal's Triangle and small powers of 2 (2, 4, 8, 16, etc.). An algebra 2 or pre-calculus student who has worked on “binomial expansion” or “combinations/permutations” is likely to be familiar with Pascal's Triangle. It looks like:

	1	
Round 1	1 1	
Round 2	1 2 1	
Round 3	1 3 3 1	
Round 4	1 4 6 4 1	
Round 5	1 5 10 10 5 1	
Round 6	1 6 15 20 15 6 1	
Round 7	1 7 21 35 35 21 7 1	

Here is how it applies to debate. If there are five prelims, read the numbers in the Round 5 row. These numbers are numerators for the proportion of competitors with a specific record. The denominator of the proportions is all the same. In this case, it will be 32 (found by calculating 2 to the fifth power – because there are five prelims). So, the proportions and their corresponding records from the Round 5 row are:

1/32	5/32	10/32	10/32	5/32	1/32
5-0	4-1	3-2	2-3	1-4	0-5

To find the expected number of teams with a specific record, simply multiply the
(continued to page 62)

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Email: jwpatt00@uky.edu

Tournament Applications

appropriate proportion by the number of teams in the tournament. Hence, if there are 80 teams, then the expected numbers of teams in a particular bracket are:

- 5-0: $1/32 \times 80 = 2.5$
- 4-1: $5/32 \times 80 = 12.5$
- 3-2: $10/32 \times 80 = 25$
- 2-3: $10/32 \times 80 = 25$
- 1-4: $5/32 \times 80 = 12.5$
- 0-5: $1/32 \times 80 = 2.5$

Note that these numbers match exactly the expected count of teams in each bracket when the first "record triangle" was constructed. The "elegance" of using Pascal's triangle is that the proportions remain the same in every tournament. At the end of the fourth round at every tournament, it is reasonable to expect 1/16 of the entries to be undefeated, 4/16 of the field to be 3-1, 6/16 of the field to be 2-2, etc. Observe that the numerators come directly from the fourth row of Pascal's triangle and the denominators are all 16, which is 2 to the fourth power. At the end of the fifth round at every tournament, it is reasonable to expect 1/32 of the entries to be undefeated, 5/32 of the field to be down 1, etc. Hence, the only triangle that ever needs to be constructed is Pascal's triangle.

The only "challenge" is to remember how to construct Pascal's triangle (or you can just copy it in this article and keep it with you). To calculate a row in Pascal's triangle, you only need the preceding row. The top row (with no Round number to the left of it) is always "1". The next row (corresponding to Round 1) contains two 1's. Every row starts and ends with a 1. The middle numbers are found by adding the two numbers "above" them in the preceding row. For example, to construct the row for Round 2, start with a 1 and end with a 1. The middle number is 2, which you get when adding the two 1's in the row above it. To construct the Round 3 row, start with a 1 and end with a 1. The middle numbers of 3 and 3 are found by adding the 1 and 2 in the first and second positions of the Round 2 row and then adding the 2 and 1 in the second and third positions of the Round 2 row. Repeat this process to construct the entire triangle.

This process makes some assump-

tions that need to be considered. First, the primary assumption is that every debater or team has an equal chance of winning. Since not all teams are, in fact, equally good, not all judges view a debate the same way, and not all topics are unbiased, then the assumption of having an equal chance of winning is flawed. Again, I count on the law of large numbers to conclude that, over the course of time, the effect of any one of these variables on the predicted proportions will be neutralized by the effects of the others. Further, the process assumes that power-matching opponents of equal records against each other begins in Round 2. I doubt any tournament ever powers as early as Round 2. Most either never power or start powering in Round 3 (maybe Round 4 for larger tournaments that offer 7 or 8 prelims). However, my unscientific compilation of tournament results (essentially my personal recollection of roughly 300 debate tournaments I have attended) suggests that a tournament that has fewer than expected teams that are "down 1" in one year could just as easily have too many the next. Hence, the law of large numbers saves the day again. The only variable that seems to consistently have an effect on the distribution is in the larger tournaments that have three or more preset rounds and start powering in Round 4 or later. In that case, Pascal's triangle produces a good guess but less reliable. The margin of error in this last scenario is still rather small. One would still predict that all of the undefeateds and all of the "down 1's" are going to break. It is just a matter of how many "down 2's" will break. Pascal's triangle will come fairly close to predicting the correct number almost every time. Use it and I hope it helps.

Speech Application

The math in this process is based on concepts from "combinatorics," otherwise known as "counting principles" as well as the statistical ideas of means, standard deviations, and use of the bell curve. The charts and explanations to follow will outline predicted proportions of the competition that have a particular rank total at the end of the prelims.

If there are two prelims, the expected

proportions of the field with a specific rank total are:

Table A

Total	Proportion
2	1/36
3	2/36
4	3/36
5	4/36
6	5/36
7	6/36
8	5/36
9	5/36
10	3/36
11	2/36
12	1/36

Notes on Table A:

1. Only ranks 1-6 are assumed. However, if there are only a few sections with 7 competitors in a room, it is still fairly valid.
2. Numerators in the proportions are from the number of ways to get a total. For example, there are four ways to have a total of 5 (1+4, 2+3, 3+2 or 4+1).
3. Denominators are all 36 (6 to the 2nd power). Use 6 because it is the assumed poorest rank and use 2nd power because there are 2 rounds.

Add a third prelim, the expected proportions become:

Table B

Total	Proportion
3	1/216
4	3/216
5	6/216
6	10/216
7	15/216
8	21/216
9	25/216
10	27/216
11	27/216
12	25/216
13	21/216
14	15/216
15	10/216
16	6/216
17	3/216
18	1/216

Notes on Table B:

1. Again, only ranks 1-6 are assumed, and again, a few sections of 7 will not affect the numbers significantly.
2. Numerators from number of ways to get a particular total. For example, there are 10 ways to get a total of 6 (1+1+4, 1+4+1, 4+1+1, 2+1+3, 2+3+1, 1+2+3, 1+3+2, 3+1+2, 3+2+1, or 2+2+2).
3. Denominators are all 216 (6 to the 3rd power). Use 6 because it is the assumed poorest rank and use 3rd power because there are 3 rounds.

Tournament Applications

So, if there are 60 contestants in a category, then you can find the expected number of contestants with a particular total by multiplying the proportion by 60. Using Table B, we expect to find to find maybe 1 contestant with a total of 3, maybe 1 with a total of 4, maybe 2 with a total of 5, about 3 with a total of 6, about 4 with a total of 7, and about 6 with a total of 8. Although these are very rough estimates, the real issue is how many are expected to have a certain *total or less*, since all of those with low totals are expected to break. Essentially, the proportion of the field in a range of totals is more important than those with a specific total. Additionally, it is statistically more reliable to predict the number that is expected to earn a total of 8 *or less*. In this case, just add the numerators of the corresponding proportions for rank totals 3 through 8. The sum is 56, so expect 56/216 of the 60 competitors to get an 8 or less. The result is about 16. Therefore, if the tournament will break to semis and will use two sections of 8 contestants, then a total of 8 should be good enough. However, if semis will involve only about 12-14 contestants (sections of 6 or 7 in the semis), then an 8 would not likely be good enough.

Table B predicts that about 10 contestants (35/216 multiplied by 60) will have a total of 7 or less. If 10 have a total of 7 or less and 16 have a total of 8 or less, then either a tie breaking procedure (such as speaker points or reciprocal fractions) will be needed to get the number that break as the desired 12 or 14. Otherwise, the director will break fewer than ideal or more than ideal. With this knowledge, contestants and coaches who do not administer their own tournaments may have a better understanding as to why the number of contestants that break in one event may vary considerably from the number of contestants that break in another event.

Again, this process makes some assumptions, some of which were noted to the right of the two tables. First, similar to the debate application, the procedure assumes that all competitors are as likely to earn a 1 from a judge as a 6. Clearly, this is flawed since some speakers or performers are just better than others. Second, many tournaments put as many as 7 or 8 contestants in the majority of rooms. Third, my experience suggests that judge variability is less of a factor in speech than debate, but it is a factor nonetheless and impacts

the assumption I made. Fourth, sectioning procedures also need to be considered. The randomness of room assignment, speaker position, and, ultimately, judge's ranking may also be affected by factoring in double entered contestants, opposition in previous rounds, and speaker position in previous rounds when sectioning a prelim. There are also tournaments that also try to factor in regional balance (larger tournaments), selection title (if the name of the piece is known in advance), and subtotal of ranks ("power matching" by distributing the powers into different rooms). Lastly, some tournaments cap the worst rank a contestant can earn from a judge. For example, if there are 6 contestants in a room, judges may be permitted only to rank contestants 1-5, so two contestants will earn a 5. Also common are the tournaments that cap the worst rank at 6 and convert all 7's or 8's to 6's. Again, from my experience, the law of large numbers suggests that very few of these factors will matter in the long run. The only ones that should make a significant difference statistically are the "longer sections" and "converted ranks" employed by various tournaments.

Just to complete the process by addressing some of the flaws in my assumptions, a few more tables follow.

Table C (3 prelims, ranks 1-7)

Total	Proportion
3	1/343
4	3/343
5	6/343
6	10/343
7	15/343
8	21/343
9	28/343
10	33/343
11	36/343
12	37/343
13	36/343
14	33/343
15	28/343
16	21/343
17	15/343
18	10/343
19	6/343
20	3/343
21	1/343

Table D (4 prelims, ranks 1-6)

Total	Proportion
4	1/1296
5	4/1296
6	10/1296
7	20/1296
8	35/1296
9	56/1296
10	80/1296
11	104/1296
12	125/1296
13	140/1296
14	146/1296
15	140/1296
16	125/1296
17	116/1296
18	104/1296
19	56/1296
20	35/1296
21	20/1296
22	10/1296
23	4/1296
24	1/1296

Table D (4 prelims, ranks 1-6)

Total	Proportion
4	1/1296
5	4/1296
6	10/1296
7	20/1296
8	35/1296
9	56/1296
10	80/1296
11	104/1296
12	125/1296
13	140/1296
14	146/1296
15	140/1296
16	125/1296
17	116/1296
18	104/1296
19	56/1296
20	35/1296
21	20/1296
22	10/1296
23	4/1296
24	1/1296

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Tournament Applications

Table E (4 prelims, ranks 1-7)

Total	Proportion
4	1/2401
5	4/2401
6	10/2401
7	20/2401
8	35/2401
9	56/2401
10	84/2401
11	116/2401
12	149/2401
13	180/2401
14	206/2401
15	224/2401
16	231/2401
17	224/2401
18	206/2401
19	180/2401
20	149/2401
21	116/2401
22	84/2401
23	56/2401
24	35/2401
25	20/2401
26	10/2401
27	4/2401
28	1/2401

Table F (3 prelims, 6 speakers, convert 6's to 5's)

Total	Proportion
3	1/216
4	3/216
5	6/216
6	10/216
7	18/216
8	24/216
9	28/216
10	30/216
11	33/216
12	25/216
13	18/216
14	12/216
15	8/216

Note that if you compare Table F to Table B, you see some significant changes in the totals of 7-15. Since only 9.3% of the field is expected to have a total of 6 or less (and tournaments normally more than 10% of the field break to elims), the increased proportions in totals of 7 or 8 become important.

In the end, there is no easy formula to calculate what it will take to break at a speech tournament. There are too many variables to consider. However, these tables provide a good basis for a reasonable estimate as to what it will take to clear. Test them with tournaments you attend and hopefully they will prove to be helpful to you.

The only way I have found to generalize all tournaments with a single process (similarly to the debate application) is to take advantage of some more advanced statistics concepts, involving means, standard deviations, and a bell-shaped curve (known as the "normal curve" in more formal statistics vernacular). Rather than go into great detail, a procedure is outlined below (you will need a calculator, ideally a TI-83 or TI-84, which students of yours probably have):

1. Calculate the mean:

- A. Average the numbers starting with 1 and ending with the assumed poorest rank. For example, if most

rooms have 6 competitors, then the average of all integers from 1 to 6 is 3.5. If most rooms have 7 competitors, the average is 4. If most have 8 competitors, the average is 4.5.

B. Multiply your average from Step A by the number of prelims. This is the mean, the average of all possible totals.

2. Calculate the standard deviation:

- A. Multiply the number of prelims by 2.9166666, if the poorest rank is 6.

Multiply the number of prelims by 4.6666666, if the poorest rank is 7.

Multiply the number of prelims by 6, if the poorest rank is 8.

- B. Calculate the square root of the number from Step A. This is the standard deviation. Estimate to at least 4 decimal place accuracy.

3. Use the following keystrokes on the calculator:

- A. 2nd button, followed by VARS button

B. Scroll down to find "normalcdf". Hit "enter"

C. After the left parenthesis, type "1", followed by a comma (above the "7" key), followed by the highest total ranking you want to check, followed by another comma, followed by the mean from Step 1B, followed by another comma, followed by the standard deviation from Step 2B, followed by a right parenthesis (above the "9" key). Hit "enter"

For example, if you want to find the expected proportion of contestants with a total of 7 or less in a tournament with 3 prelims where there are typically 7 contestants per room, calculate:

mean = $4 \times 3 = 12$
 std dev = $\text{sqrt}(3 \times 4.6666666) = \text{sqrt}(14) = 3.7417$
 So, $\text{normalcdf}(1, 7, 12, 3.7417) = 0.089085$

This last number represents the proportion of the field that is expected to have total ranks of 7 or less.

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July 16-29, 2006

"Sun Country Forensics Institute is a great experience for debaters at all levels, novice to national caliber would benefit from this institute."

Dan Shalmon, Assistant Director of Debate, Harvard University and NDT Runner-up 2004

THE PROGRAM — The Policy, LD and Public Forum programs offer an interactive learning environment for students of all levels (beginning, intermediate, advanced). **Learning is targeted to both national circuit debaters and regional competitors.** The instructional staff includes accomplished collegiate and high school coaches as well as current collegiate debaters who are former NFL, Catholic and TOC Notional qualifiers.

OPPORTUNITY — Choose either Policy Debate or Lincoln-Douglas Debate or Public Forum and receive instruction and practice in individual events for no additional cost.

EXPERIENCED STAFF — Stan Banks (Bingham High, UT); Coral Barella (Bingham High, UT); Amy Bullock (U. of Oregon); Brie Coyle (Whitman U., WA); Marilee Eyre (Beaver High, UT); Cody Henrichsen (Riverton High, UT); Ryon Hoglund (Rowland Hall, UT); LeAnn Hyer (Davis High, UT); Richard Jaramillo (Bingham High, UT); Kami Kirk (Lane Peak High, UT); Kirk Knutson (the Meadows, NV); Scott Mansfield (Lehi High, UT); Dave Marquardt (U. of Richmond, VA); Mary McConnell (Juan Diego High, UT); Rob Roake (Idaho St.); Leslie Robinett (Hillcrest High, UT); Mike Shackelford (Pepperdine, CA); Tricy Toyler (Weber St., UT)

CURRICULUM

POLICY — Lectures focus on the topic, debate theory, unique and rival views of positions, and "cutting edge" argumentation. Labs focus on research, position briefing, refutation, rebuttal reworks, delivery, and practice.

LD — Lectures focus on philosophy, values, criteria development, and several relevant topics. Labs focus on affirmative and negative case construction, delivery, research, and practice.

PUBLIC FORUM — Lectures and labs focus on current events, crossfire cross examination skills, argumentation, clash, refutation, persuasion, and practice.

IF — Lectures and practice for all NFL events.

12 CRITIQUED ROUNDS

RESEARCH FACILITIES

Dixie State College features a "state of the art" computer lab.

- Each student will have **full time internet access** including **LEXIS-NEXIS** and **EBSCO**.
- The institute library will contain over 300 books from the University of Utah Library.
- **All evidence is shared.**

COLLEGE CREDIT — Each student will receive three (3) hours of **transferable** college credit (COMM 2020).

ATMOSPHERE — SCFI provides a safe environment where students will feel connected to the staff and other students.

COST

\$585 includes **room** (apartments, air conditioned, pool) and **board** (lunch and dinner)

Fly in/out of Las Vegas, NV

\$335 for commuters (no room and board)

Lab Fees (maximum): Policy **\$65** / LD **\$35** / Forum **\$25**

COACHES WORKSHOP

July 16-22, 2006

Coaches will receive **lesson plans** and **training** for Policy debate, LD debate, Public Forum and all NFL individual events.

COST

\$345 includes room and board • **\$215** for commuters

Check us out on the web:
www.ripon.edu/academics/commplus/rfi
or call us at (920) 748-8152

Choose from
1 of 3 tracks:

Hosted by

Ripon College
Ripon, WI

- Public Address: Develop a topic, argument, and presentation from start to finish
- Limited Prep: Focus on developing your extemporaneous and impromptu speaking skills
- Interp: Learn strategies for selecting pieces, cutting to time, blocking, and performing

Students:
Get a jump on
your competition year!



CHECK OUT THE 2006 Thursday July 20, 2006
-to-
Sunday July 23, 2006



FORENSICS INSTITUTE

Calling all Coaches...

Are you ready for a coaches' clinic
that fits both your needs and
your busy schedule?



Basic Track

The Basic Track includes coaching essentials, scheduling priorities, team management, and all of the advanced track events.



Advanced Track

The Advanced Track is an intensive experience to help experienced coaches expand their abilities beyond the basics.



RIPON
— COLLEGE —

Tournament Applications

4. Multiply the proportion found in Step 3 by the number of contestants to get the expected number of contestants with a specified total ranking or less.

In the above example, if there were 50 contestants in the field, then about 8.91% of 50 or 4.5 contestants are expected to have a total ranking of 7 or less. Therefore, expect about 4 or 5 contestants. If you were to use Table C, you would add the proportions corresponding to totals 1 through 7 to get 35/343. If you were to multiply 35/343 by 50, you would get 5.1, so you would expect 5 contestants to have a total of 7 or less.

Although this last series of steps to perform on a calculator may not appear simpler than using various tables, it is probably easier than re-constructing the appropriate table for a tournament or carrying the tables with you.

Final notes on the last procedure: the use of the normal distribution to estimate the proportion of contestants in a range of values is a bad estimate if there are two prelims. It works fairly well for three or more. Additionally, the normal distribution approach also does a poor job if there are "converted ranks." In these two cases, a table would be more reliable.

Conclusion

Just remember that all of these formulas and tables merely estimate what it will take to break at a particular tournament. It is based on well-established mathematical theories in the areas of probability and statistics, but, when a theory is applied in practice, unexpected results may occur. However, in a typical tournament, the estimates will be fairly reliable.

(**Greg Malis** is a double diamond coach with 14 years teaching and coaching experience. Currently, he is an assistant coach for both the debate team and speech team at Glenbrook North HS, IL.)

THE JULIA BURKE FOUNDATION IS SEEKING NOMINATIONS FOR THE 2006 JULIA BURKE AWARD

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

Committee by e-mail to: Marilyn_Burke@JuliaBurkeFoundation.com or CallmeHuls@aol.com



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

The Scholars Program will take place alongside the established Emory National Debate Institute, under the Direction of Melissa Maxcy Wade. Those who enter the Program will have access to the entire faculty of the ENDI. However, the Scholars Program contains a number of additional features designed specifically to benefit the advanced debater.

Great value: Scholars will pay the same price as other students at the Emory National Debate Institute. We are a nationally competitive institute at a discount price!

Phone: (404) 727-6189 • email: christy.bradley@emory.edu • www.emory.edu/BF • FAX: (404) 727-5367



Under the Direction of Melissa Maxcy Wade

[illegible]

Phone: (404) 727-6189 • email: christy.bradley@emory.edu • www.emory.edu/BF • FAX: (404) 727-5367

Howdy!



Cindi Timmons
Colleyville Heritage HS
Co-Host



Jane Boyd
Grapevine HS
Co-Host

On behalf of the Grapevine-Colleyville ISD and the Lone Star and Longhorn NFL Districts we are pleased to welcome you to the 2006 Bluebonnet Nationals. Texas last hosted this event in 1984 at Trinity University in San Antonio; it hasn't been in the metroplex in over thirty years when it was held at Southern Methodist University in 1974. Since the first national tournament in 1931, Texas has produced over 115 National Champions, over 30 from this area alone. For each competitor, the 2006 Bluebonnet Nationals represents the pinnacle of years of hard work and preparation. We are eager to make this week memorable for all competitors and their coaches and to showcase our proud state.

Everything is bigger in Texas. Joining the Lone Star and Longhorn NFL Districts are schools from the other eight districts in Texas. Forensics has a long history in our state. As a matter of fact, our state league was a debate organization before sports, the performing arts, and academics were added. Schools and coaches actively involved in creating a memorable week have formed the Bluebonnet Club. We are proud to have them join us.

The history of Texas explains its reputation; we've been part of an empire and then formed our own republic. Six different flags have flown over the state. The largest state in the continental U.S., Texas measures over 800 miles from north to south and over 770 miles from east to west. It offers every type of landscape and urban setting you can imagine. But while we're big, we're known for our hospitality and our ability to have fun - you're in for a great week.

Our state is big, but the tournament venues are easy to manage and close together. Hotels are within 5-15 minutes of DFW Airport. The tournament sites are 10 minutes from the hotels and are either next door to each other or just a few miles away. The opening ceremony is at Six Flags, about a 20 minute drive from the hotels and the finals on Thursday and Friday are conveniently located at the Hyatt Regency DFW Airport Hotel. Parking is plentiful and free. The six schools being used provide enough competitive spaces for a leisurely schedule and plenty of time to look around and enjoy your visit.

You can even bring the family. Different childcare options are available so that your spouse and kids can come too. There are fun and affordable activities for all ages. Join us at the opening ceremony at the original Six Flags amusement park on Sunday, enjoy our student lounge Monday and Wednesday evening at the DFW Hyatt, explore historic Main Street in Grapevine or head over to Dallas or Ft. Worth for even more adventure. All of our hotels are in the mid-cities area and you have easy access to shopping, restaurants and attractions in Arlington and Irving as well. There is plenty to do!

We look forward to seeing you in June!



Host Schools

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Information will be available on the NFL Website
www.nflonline.org

- National Registration Forms
 - Hotel Lists
 - Tentative Schedules
- Travel and Lodging Recommendations
 - Direction Venues
 - Restaurants and Sites
- Tournament Photo Archive

2006 National Tournament Hotels

Hotel Name	Rate	Phone	Special Notes	Address	Amenities	Website
Marriott *DFW Airport North	\$95	972-929-8800	Block Code: NFL	8440 Freeport Parkway, Irving	L,R,F,IP	www.marriott.com
Holiday Inn Express Grapevine	\$92	817-442-5919	Congress Hotel	309 State Hwy 114 West, Grapevine	OP,CB,F,W,S,L	www.choicehotels.com
Hyatt DFW Airport	\$92	800-233-1234	Block Code = 2-NFL	International Parkway @ DFW Airport	OP,F,R,S	www.dallas.hyatt.com
Holiday Inn Arlington	\$89	817-640-7712		1507 N Watson Road, Arlington	OP,CB,F,W,S,L,R,IP	www.hotelarlington.com
Wingate Inn-DFW Airport	\$89	972-929-4600		8220 Esters Blvd, Irving	OP,CB,F,W,S,L	www.wingateinn.com
AmeriSuites Grapevine	\$89	972-691-1199		2220 Grapevine Mills Circle West, Grapevine	CB, OP, S, F	www.amerisuites.com
Sheraton Grand DFW Airport	\$89	800-345-5251		4440 West John Carpenter Freeway, Irving	OP,F,S,R	www.starwoodhotels.com
Crowne Plaza Suites - Arlington	\$89	817-394-5000		700 Avenue H East, Arlington	F	www.crowneplaza.com/arlingtonsuite
Quality Inn & Suites DFW Airport North	\$49-82	972-929-4008		4100 W John Carpenter Freeway, Irving	CB, OP, F, W, L,	www.choicehotels.com
Holiday Inn Select DFW Airport North	\$79	972-929-8181	Ask for in-house department	4441 Hwy 114 at Esters Blvd, Irving	OP,F,W,S,R	www.holiday-inn.com
Harvey Hotel DFW Airport	\$72	972-929-4500		4545 West John Carpenter Freeway, Irving	F,S, L,R, IP	www.dfwaitport.harveyhotels.com
Best Western	\$70	972-870-0530		5050 W John Carpenter Freeway, Irving	OP,CB,F,S,L,IP	www.dfwinnsandSuites.com
Super 8 Grapevine	\$65	817-329-7222	Ask for Lee or Maria	250 East State Highway 114, Grapevine	OP,CB,S	www.grapevinetxsuper8.com
Fairfield Inn DFW	\$64	972-929-7257		4800 John Carpenter Freeway, Irving	CB,L	www.marriott.com
Days Inn Irving	\$62	972-621-8277		4325 West John Carpenter Freeway, Irving	OP,CB,F,S,L	www.daysinn.com
Comfort Inn DFW North	\$58	972-929-5757		5000 West John Carpenter Freeway, Irving	OP,CB,F,W,S,L	www.choicehotels.com
Sleep Inn - DFW Airport	\$52	972-929-8888		4770 Plaza Drive, Irving	CB, F, W, L, IP	www.choicehotels.com
Red Roof Inn DFW Airport	\$49	972-929-0020		8150 Esters Blvd, Irving	CB,S,L	www.redroof.com

*DFW (Dallas Fort Worth)



Advanced Booking

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

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

OP= Outdoor Pool

CB=Complimentary Breakfast

F= Fitness Facility

W= Whirlpool

S= Shuttle

L= Laundry Facilities

R= Restaurant

IP= Indoor Pool

IMPORTANT!! Considerations When Selecting and Reserving Hotels at the Bluebonnet Nationals

By 2006 Nationals' Committee

**Please Read Before
Selecting Lodging**

1. All schools should stay at one of the NFL recommended hotels. The NFL has negotiated the lowest rates available at these properties for our members and has chosen them for their convenience in tournament preparation.
2. When calling hotels, all coaches must mention the NFL National Tournament Block to receive the posted rate. All room reservations are subject to an automatic two-night non-refundable deposit per room to avoid double-booking.
3. All hotel properties are easily accessible and are within 10 minutes of every Monday-Friday competition venue. Also, the opening ceremony held at Six Flags Over Texas in Arlington (see page 84) is less than 20 minutes from all hotel properties.
4. The Congress Headquarters Hotel is the Hyatt Regency DFW. This hotel is located on the airport property. All Congress competition will take place in this hotel. All NFL schools and guests will receive free in and out toll privileges throughout the week.
5. National Tournament Registration, as well as all Thursday and Friday final round competition, and the National Awards Ceremony will take place at the Hyatt Regency DFW Airport.
6. It is recommended that coaches go to the website links provided on the hotel spreadsheet to determine which hotel fits the needs of their program. All hotels on the list are convenient to the tournament venues.
7. Key Travel Times to Note:
Hyatt Regency DFW to Grapevine High School Venue (5-7 min)
Hyatt Regency DFW to Colleyville-Heritage High School Venue (10 min)
Colleyville-Heritage HS Venue to Grapevine HS Venue (5-7 min)
Most Hotels to High Schools (10 min)
Most Hotels to Six Flags Over Texas (approx. 20 min)
8. PLEASE LOOK AT A MAP! Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Grapevine/Colleyville/Irving/Arlington area to get a better perspective on the logistics of travel. The key to a less stressful week is to seriously consider following the above lodging suggestions provided by the National Office.

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

~~Register Your Qualifiers for Nationals~~

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

A Brief Overview of the Tournament Logistics



**Please Read Before
Selecting Lodging**

By 2006 Nationals' Committee

The "Lone Star State" will be an excellent location for the 2006 Lincoln Financial Group/NFL National Speech Tournament. To make planning a little easier, the National Office is happy to provide a preliminary overview of the tournament. Please keep in mind that all logistics are tentative and subject to slight changes.

Sunday (Registration and Opening Ceremony)

This year, the tournament registration and NFL vending EXPO will take place on Sunday, June 18th from 8:30am to 3pm at the Hyatt Regency DFW Airport. At 3:30pm, the local host committee has planned an incredible opening ceremony at Six Flags over Texas in Arlington. Students will enjoy music entertainment and lots of games, rides, and fun. Teams that are interested in attending the opening event should refer to the registration materials provided to order the discounted admission tickets.

Monday and Tuesday (Preliminary Rounds/Schwan Party)

There will be three venues used for the preliminary competition. The Colleyville-Heritage High School complex will host the preliminary rounds of all six main event speech events (HI, DI, Duo, OO, IX, and USX). The Grapevine High School complex will host the preliminary rounds of all three debate events (LD, Policy, and Public Forum). The Hyatt Regency DFW Airport will host the National Student Congress.

All main event preliminary competition on Monday and Tuesday will occur between 8am and 6pm on Monday and Tuesday.

The Schwan Party will take place near the two high schools (TBA) in the early evening on Tuesday. Students will re-register for the Wednesday supplemental events at the Schwan Party.

Wednesday (Elimination Rounds/ Supplemental Events)

All debaters (Policy, LD, and Public Forum) who qualify for elimination Round 7 will compete at Grapevine High School on Wednesday. All main event speech competitors (HI, DI, DUO, OO, USX, IX) and those students re-registered for supplemental events (Expository, Commentary, Prose, and Poetry) will compete at Colleyville-Heritage High School on Wednesday. The Hyatt Regency DFW Airport will host the semi-finals of the National Student Congress.

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

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

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

On Thursday evening, attendees will enjoy the national final rounds of Humorous Interp., Dramatic Interp., and Duo Interp, as well as the Schwan Coaches' Diamond Ceremony at the Hyatt Regency DFW Airport Ballroom.

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

The remaining Main Event final rounds (Original Oratory, U.S. Extemp, International Extemp., Lincoln-Douglas, Policy, and Public Forum) will be held throughout the day on Friday at the Hyatt Regency DFW Airport. All Supplemental Event and Consolation Event final rounds will also be held at the Hyatt Regency DFW Airport.

On Friday evening, the National Awards Assembly will be held at the Hyatt Regency DFW Airport.

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

2006 BLUEBONNET NATIONALS

Grapevine/Colleyville, TX
TENTATIVE SCHEDULE AND VENUES
Subject to Change

Contest Venues

Grapevine High School Complex, Colleyville-Heritage High School Complex, Hyatt Regency DFW Airport

<u>Date/Event</u>	<u>Time</u>	<u>Location</u>
<u>Sunday, June 18th</u>		
Tournament Staff Registration	8:30am-9am	Hyatt Regency DFW Airport
Tournament Registration	9am-4pm	Hyatt Regency DFW Airport
Tab Room Meetings	9am-2pm	Hyatt Regency DFW Airport
New Coaches and Schools Reception	10am-11am	Hyatt Regency DFW Airport
District Chair Reception and Meeting	Noon-2:30pm	Hyatt Regency DFW Airport
Opening Ceremony	3:30pm	Six Flags Over Texas, Arlington, TX
Late Registration (not recommended)	4pm-6pm	Hyatt Regency DFW Airport
<u>Monday, June 19th</u>		
All Main Event Speech	9am-6pm	Colleyville-Heritage HS Complex
All Debate (PF, Pol, LD)	9am-6pm	Grapevine HS Complex
Student Congress	9am-6pm	Hyatt Regency DFW Airport
<u>Tuesday, June 20th</u>		
All Main Event Speech	9am-6pm	Colleyville-Heritage HS Complex
All Debate (PF, Pol, LD)	9am-6pm	Grapevine HS Complex
Student Congress	8am-6pm	Hyatt Regency DFW Airport
Schwan's Party	6pm to 9pm	Location TBA
Supplemental Re-Registration	7pm	Schwan's Party (Location TBA)
<u>Wednesday, June 21st</u>		
All Main Events Speech	8am-5pm	Colleyville-Heritage HS Complex
Policy, LD, Public Forum	8am-6pm	Grapevine HS Complex
Supplemental Events	8am-6pm	Colleyville-Heritage HS Complex
*Rd 7/8 Qualifiers Supplemental Re-Reg.	Noon-1:30pm	Colleyville-Heritage and Grapevine HS
Re-registration-Consolation Events	4pm-7pm	Colleyville-Heritage Cafeteria
<u>Thursday, June 22nd</u>		
Re-registration-Consolation Events	7am-8am	Colleyville-Heritage Cafeteria
All Main Events Speech	9am-Noon	Colleyville-Heritage HS Complex
Policy, Public Forum, and LD	9am-8pm	Grapevine HS Complex
Supplemental and Consolation Events	9am-7pm	Colleyville-Heritage HS Complex
Duo, Dramatic, and Humorous Finals and Schwan Coach Diamond Ceremony		
	4pm-9:30pm	Hyatt Regency DFW Airport Ballroom
<u>Friday, June 23rd</u>		
Main Event, Supp, and Cons Finals	8am-5pm	Hyatt Regency DFW Airport Ballroom
National Awards Ceremony	6pm	Hyatt Regency DFW Airport Ballroom

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

UNIVERSITY OF NORTH TEXAS



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- ✓ Unbelievable staff! Period.
- ✓ Incredible faculty-student ratio: **3.7 to 1** with **170** students in 2005!
- ✓ Library system designated a major research library by the U.S. Department of Education (5.5 million cataloged holdings)!
- ✓ Computer lab access at one of *US News & World Report's* "Most Wired" universities, including wireless access in every building on campus!
- ✓ New housing facilities for 2006 with Residence Director **Kandi King**!
- ✓ Stay in the area two days after **NFL Nationals** and join us in Denton!

Policy Debate Director: **Dr. Brian Lain**

Calum Matheson, Dan Lingel, Tracy McFarland, Tara Tate, Kenda Cunningham, Jonathan Paul, Asher Haig, Jason Murray, Nicole Richter, Julian Gagnon, Kuntal Cholera, Kavita Kannan, Michael Antonucci, Ernie Querido, Sam Iola, and more!

Scholars Sessions (Sophomores, Juniors, Seniors): June 25-July 15, \$2400

Three-Week Session: June 25-July 15, \$1900 (**With a NEW Kritik Lab!**)

Two-Week Session: June 25-July 8, \$1300

Skills Session: July 15-July 22, \$700 (1 on 1 coaching, 18+ debates. For all levels!)

Lincoln-Douglas Debate Director: **Aaron Timmons**

Dr. Scott Robinson, Steffany Oravetz, Perry Beard, Sam Duby, Jonathan Alston, Tyler Bexley, David Wolfish, Beena Koshy, Karis Gong, Matt Kinskey, Gary Johnson, & Laura De la Cruz!

Two-Week Session: July 2-July 15, \$1400

Three-Week Session: July 2-July 22, \$2100

Student Congress Director: **Dixie Waldo**

With champions **Mark Knowles & Amber Ahmed!**

Two-Week Session: July 2-July 15, \$1200

Public Forum Debate Director: **Cheryl Potts**

One-Week Session: July 2-July 8, \$500

Teachers' Institute: Directing Forensics

A 2-week graduate class (June 27-July 12) taught by **Dr. John Gossett**

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

director@meangreenworkshops.com

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Grapevine/Colleyville, TX
June 18 - 23, 2006

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reservations
today!**

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Gary Holton or Chad Calkins
at
972-929-0003
or
800-314-8267**

**For Lovefield Airport
Reservations,
Contact:
Brian Hughes or Joel Garza
at
214-630-6555
or
800-232-3555**

All renters must be at least 21 years of age with a major credit card in his or her name. Two additional drivers are allowed at no charge. Additional drivers must be present with a valid driver's license.

2006 Bluebonnet Nationals

Dallas/Ft Worth Area

June 18, 2006 to June 23, 2006

Rates effective from June 1, 2006 through June 30, 2006

**"Blu" Corporate/Source Code for online reservations
"B" Rate Code**

Local Rates		Daily	Weekly
	Class		
Grand Am / Malibu	GA	\$29.95	\$169.95
Grand Prix / Impala	GP	\$39.95	\$199.95
Suburban w/DVD	SU	\$99.95	\$599.95
Trailblazer w/DVD	BL	\$69.95	\$379.95
Cargo	XV	\$59.95	\$299.95
8/12 Pass Van	8P	\$89.95	\$499.95
15 Pass Van	FV	\$99.95	\$599.95
Mini Van w/DVD	MV	\$69.95	\$349.95

Sales tax is 10%, Airport Fee is 8%, and RPT is \$3.00 per day. **Tax-exempt customers must advise renting agent at the time of rental to remove tax.** Shuttle service is available from DFW and Lovefield Airport. All participants must call rental office for shuttle instructions and location.



Howdy!!! For a preview of your visit to Texas, please visit our website:

www.2006bluebonnetnationals.org

Find information on: Attractions, Facilities, Sponsors, Childcare, Hotels, Activities, Restaurants, Transportation, Schedule, Committees, and the Bluebonnet Club.
The site is updated on a regular basis.

Site sponsored by Brent Hinkle and the Joy of Tournaments.
(www.joyoftournaments.com)

Summer of Champions 2006!

Located in
Austin, Texas



"Developing
Champions
One Round
at a
Time."

LD Staff:

Tommy Clancy, *Westlake HS, TX*
Shelley Livaudais, *Westwood HS, TX*
Sarah Smith, *The Kinkaid School, TX*
Ryan Cooper, *Westlake HS, TX*

Policy Staff:

Seth Gannon, *Wake Forest University, NC*
Aimee Parsons, *A&M Consolidated HS, TX*
Alex Pritchard, *Westwood HS, TX*
Brian Severson, *University of Iowa, IA*
Aliya Bhatia, *Woodward Academy, GA*

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- ♦ Luxurious dorms: all single rooms with suite facilities

- ♦ Free shuttle to and from Austin International Airport
- ♦ Great Commuter Rates

Institute Dates:

Policy Debate: 7/16 - 8/4

Lincoln Douglas Debate: 7/23—8/4

Teacher Institute: 7/23—7/28

APPLY TODAY at www.thechampionshipgroup.com



Bluebonnet Nationals

Childcare Options

We are proud to invite your entire family to nationals! You can coach/judge during the day while your children are in quality childcare facilities and then join your family in the evening for food and fun.

You may contact any of the following to contract child care for your little ones (infants-PK) during the week of the tournament (Monday-Friday). All facilities are used by GCISD teachers and are in close proximity to the schools. While we are happy to provide you with the contact information, neither the National Forensic League, GCISD, nor the Bluebonnet Nationals Executive Committee assume any liability for their use. Limited spaces exist.

La Petite Academy, 2301 Hall Johnson, Grapevine, 817-540-4157
Shanna Fuentes, Director
www.lapetite.com

Primrose School, 2300 Hall-Johnson, Grapevine, 817-416-0404
Molly Crego, Director
www.myprimroseschool.com/halljohnson

The S.S. Noah Playcare Center, 1900 South Main St., Suite 103, 817-410-2866
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For more information on how to become a Bluebonnet Club member please visit our website at www.2006bluebonnetnationals.org or contact Cindi Timmons at cynthia.timmons@gcisd.net or 817-305-4673.



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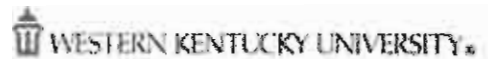
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(as of February 1, 2006)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	-	Three Trails (KS)	211	Blue Valley North HS	525
2	-	East Kansas	184	Shawnee Mission East HS	546
3	-	Calif. Coast (CA)	175	Leland HS	694
4	+1	East Los Angeles (CA)	173	Gabrielino HS	650
5	-2	Heart Of America (MO)	167	Liberty Sr HS	518
5	+3	Northern South Dakota	167	Watertown HS	399
7	-1	Sunflower (KS)	156	Wichita East HS	286
8	-1	Show Me (MO)	153	Belton HS	425
9	+2	San Fran Bay (CA)	146	James Logan HS	650
10	-1	West Kansas	144	McPherson HS	372
11	-1	Kansas Flint-Hills	141	Washburn Rural HS	352
11	+15	Northern Ohio	141	Howland HS	215
13	+8	New York City	140	Regis HS	438
13	-	Ozark (MO)	140	Central HS - Springfield	440
15	-1	Illini (IL)	137	Downers Grove South HS	346
15	+1	Nebraska	137	Millard North HS	308
17	-6	Central Minnesota	135	Eastview HS	406
18	+6	Montana	131	Flathead Co HS	374
18	-3	Northwest Indiana	131	Plymouth HS	409
18	+4	Rushmore (SD)	131	Sioux Falls Lincoln HS	395
21	-5	Florida Manatee	129	Nova HS	546
22	+4	Northern Illinois	127	New Trier Township HS	355
23	-5	Eastern Ohio	126	Perry HS	334
24	-1	Southern Minnesota	124	Edina HS	348
25	-1	South Texas	120	Bellaire HS	827
26	+7	Eastern Missouri	113	Pattonville HS	266
27	-7	New England (MA & NH)	112	Manchester Essex Regional HS	347
28	-	Nebraska South	110	Lincoln East HS	303
29	+3	Great Salt Lake (UT)	109	Skyline HS	216
30	-2	Utah-Wasatch	108	Sky View HS	282
31	+7	Inland Empire (WA)	107	University HS	217
32	-1	North East Indiana	105	Chesterton HS	572
33	+1	Southern California	104	Claremont HS	274
34	+1	Florida Panther	103	Lake Highland Preparatory	243
35	-5	South Kansas	102	El Dorado HS	204
36	-17	Rocky Mountain-South (CO)	100	Lakewood HS	215
37	-	Idaho	98	Hillcrest HS	242
38	-2	Carver-Truman (MO)	97	Neosho HS	357
38	-	Pittsburgh (PA)	97	North Allegheny Sr HS	239
40	+1	Hole In The Wall (WY)	96	Cheyenne East HS	261
41	-	Sundance (UT)	93	Bingham HS	283
42	+43	Deep South (AL)	92	The Montgomery Academy	301
42	-2	Golden Desert (NV)	92	The Meadows School	261
42	+6	West Iowa	92	West Des Moines Valley	290
45	-1	Sierra (CA)	91	Sanger HS	246
46	+4	Arizona	88	Desert Vista HS	359
46	-5	New Jersey	88	Ridge HS	273
48	+2	Colorado	87	Cherry Creek HS	376
48	-3	East Texas	87	Dulles HS	202
50	-2	Big Valley (CA)	86	Lodi HS	227
50	+6	North Coast (OH)	86	Gilmour Academy	286
50	-5	North Dakota Roughrider	86	Fargo South HS	150



(as of February 1, 2006)

Rostrum

Public Forum Debate

By Anson Shuman

Middle School Level

For those who read my article in the January edition, here is the second one that I promised on the nuts and bolts of Public Forum Debate. This is aimed at the middle school level. I have students that are from eleven years of age to fourteen years of age. Just mention debate and these students will start for the door.

In the first article, I tried to persuade you to try it. Now comes the real problem - how to get middle level students to try it. It is hard in a state that does not include it in the events that are done at contests. I have, however, found a way to at least introduce it to my students. We have a limited number of slots allowed as to who will be attending the national tournament. If you are planning on going with my team, you must do some form of debate. The LD slots are taken up by the ones who have done excellent at that event for the past year or over a period of years. The CX spots are also gone. That leaves two types of debate left, Parli and Public Forum. I know that is bribery, but whatever it takes. I have now started picking the ones I feel will do a good job with this type of event. We have already started teaching both types of the debates currently not available to us. I also have the blessing of having high school students who debated Public Forum at nationals. The high school students love

to come and help the young kids. Both the internet and the educational resource tapes available from the NFL office can be great help in teaching Public Forum.

I talk about the topic that is being offered each month as it comes out and get the kids thinking that this would be a cool thing to debate. Since my LDers and CXers cannot all debate at nationals, it was easy last year to fill the slots. This year I have 6 CX teams and 12 LDers and usually only three can enter. Now, for those of you who do not have that and would like to, consider Public Forum. Most middle schoolers do not like to do individual events. They like to have a partner with them. Since Public Forum is a mixture of LD and CX it creates the perfect situation. What I mean is that for the student that likes to have a partner to help him or her but does not like to stay on the same subject, Public Forum works well. This is a form of debate where you can research both sides and pre-write the negative side of the case.

Public Forum is perfect! It changes nine times a year. Both sides of your cases are researched and you can practice both speeches. You can have practice rounds before a tournament. It can be researched very easily on the internet. You may go to www.askjeeves.com and "ask jeeves" the questions re-worded for both sides

of the case and the information is popped up in seconds and then you can pick out your points that you wish to make. Coaches pick out four students who get along well with each other and ask who would like to take an amazing adventure that is fun and easy to do. Pair them up and if you need to promise them chocolate each practice to get them started, do so.

After they have attended one contest they are hooked. I already have more volunteers that I can take this summer to enter in Public Forum Debate. The Cross Fires really get the motor running in most students. Diane at the NFL office can help you get the tape. I cannot remember if there is a cost, but it is worth it. Just show the actual debate on the tape. See what happens.

(Anson Shuman coaches at Ardmore Middle School, (OK).



(Editor's Note: To obtain the instructional video, contact Diane Rasmussen at nflsales@centurytel.net)

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