

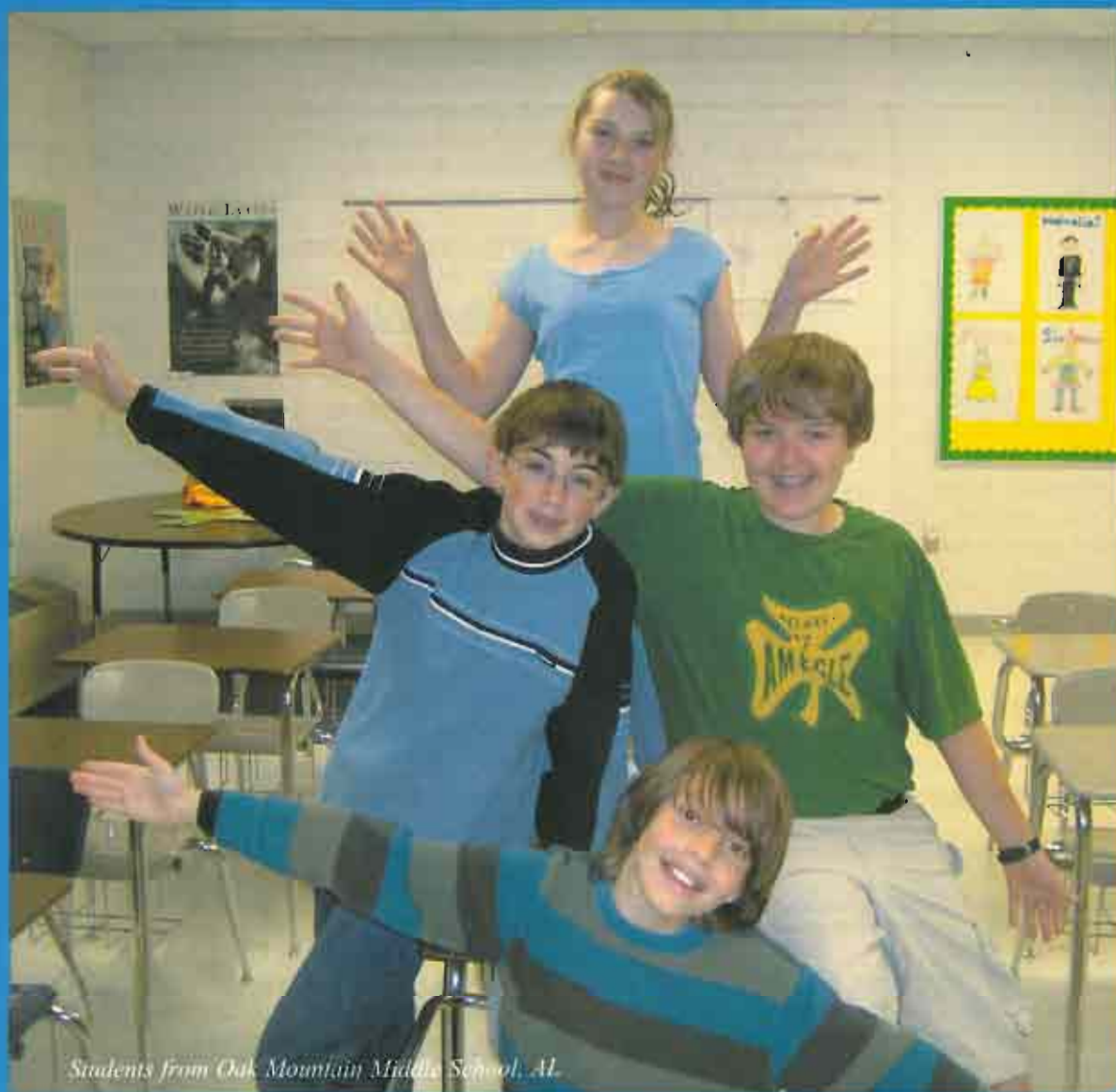
Rostrum

Volume 80

Issue 8

April 2006

Training Youth for Leadership



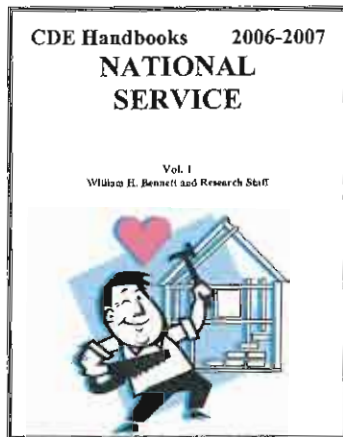
Students from Oak Mountain Middle School, AL

Inside this issue:

- National Tournament Extempore Areas
- NJFL Chapter Activity Reports
- Newest Academic All-Americans

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

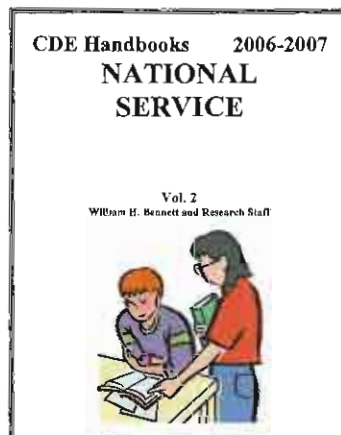
SOLVENCY ATTACKS

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

INHERENCY

Freedom Corps
Voluntary Service Initiatives
Community Service
Voluntary Service Action
VISTA
The NOAA Group
Corporation for National &
Community Service
School requirement
Youth Service America
Sr. Corps
Project of America
Minor repairs theory
AmeriCorps
Peace Corps

**You Need To Know that
this is your best purchase,
that you get what you
want with CDE
Handbooks.
The testimonials below
give you a hint but
objective experts also
tell you.**



TOPICALITY ATTACKS

National Service
Establish
Federal government
A
Comprehensive
Comprehensive Program
Mandatory

Mail Today

TESTIMONIALS

"Unique evidence and arguments unavailable elsewhere." — J. Prager, California

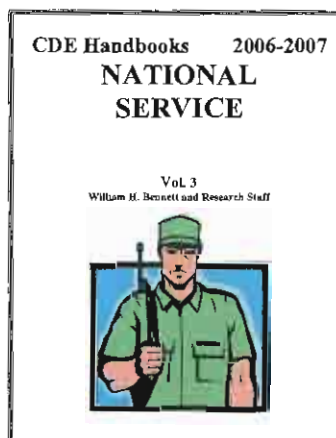
"I wouldn't go a year without CDE." — V. Zabel, Deer Creek

"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 _____

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

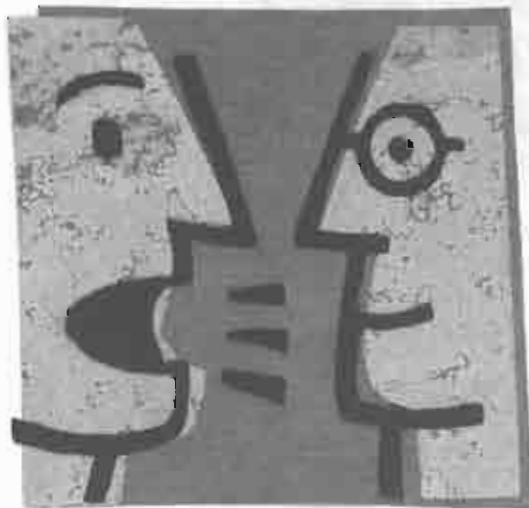


Blink. In that instant, someone may think they know all about you, according to Bill Acheson, an expert in nonverbal communications. "Research shows it takes just 1/24th of a second to make a first impression," he told a forum held by Lincoln Financial Group earlier this year. "That impression is so well established it is unlikely to undergo significant change after slightly more than a second."

It may be unfair and superficial, but that's how peoples' minds are wired. Fortunately, you can enhance impressions stamped in the blink of an eye. You've had the invaluable experience of National Forensic League competition. You know how to present yourself. You needn't be at a podium, either. Indeed, your edge may serve you best in everyday conversation, where personal influence often is transformed into professional success.

Take it from the parlor wit of English literature, Oscar Wilde. "A man who can dominate a London dinner table can rule the world," he observed as the British Empire reached its zenith. "It is only by language that we rise above the lower animals, or above each other – by language, which is the parent, not the child, of thought." To Wilde, conversation was an art that entertained guests, boosted reputations and promoted the exchange of ideas.

Essayist Edward Rothstein emphasizes the latter: "Conversation requires subtle forms of social imagination: an ability to listen and interpret and imagine, an attentiveness to someone whose perspective is always essentially different, a responsiveness that both makes you known and allows the other to feel known – or else does none of this, but just keeps up appearances. It may be, then, one of the most fundamental political and social acts. Conversation may reflect not just the state of our selves, but the state of society."



Suddenly, this give-and-take assumes immense importance. Indeed, as psychologist Paul Tournier insists, it makes us whole. "For each of us, the problem is to become more fully a human being, a person," he writes, encouraging conversation that ranges from "abstract intellectual discussion" to "intimate anxieties" and "secret pangs of conscience." It is by this encounter that "the sense of personhood is transmitted."

Meaningful communication, Tournier concludes, is essential to achieving "a civilization of the person."

As you become more comfortable as a communicator, you can play an instrumental role in a world centered on understanding people as they really are, not on first impressions formed in haste and hardened by silence. Ultimately, this is the return Lincoln Financial Group seeks for its investment as the corporate sponsor of the NFL. It's why we're so involved – underwriting tournaments, awarding college scholarships, providing prizes for national qualifiers and hosting refreshers. Congratulations on your dedication to the craft of expression this year, and, for the sake of every person, keep the conversation alive!

Sources:

"The Hidden Message," a presentation by University of Pittsburgh communication instructor Bill Acheson to representatives of Lincoln Financial Group, 3/9/06

"The Critic as Artist," from *Writings of Oscar Wilde*, Wise & Co., 1931

"Are We Having a Conversation Yet?" Edward Rothstein, *New York Times*, 3/20/06

"The Person in an Age of Conformity," from *Are You Nobody?* - Paul Tournier, John Knox Press, 1967

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pmccomas@topeka.k12.ks.us

National Tournament Extempore Areas

PER/ASPA

United States Extempore

1. The Wars (Afghanistan, Iraq, and Terrorism)
2. Military and Defense (including Homeland Security)
3. Education and Issues of Youth
4. Health and Welfare
5. US Foreign Affairs: The Domestic Perspective
6. The Bush White House
7. American Culture (including Sports and Leisure)
8. The Environment
9. Crime and Punishment: the American Justice System
10. Business and the Economy
11. The American Political Scene
12. Media and Technology
13. Public Policy and Public Service

Schwan

International Extempore

1. The Wars (Afghanistan, Iraq, and Terrorism)
2. US Foreign Affairs: The International Perspective
3. Europe
4. Russia and its former Republics
5. China, Japan, and Korea
6. India, Pakistan and the rest of SE Asia
7. Africa
8. The Middle East
9. Central and South America
10. World Economies and Environmental Issues
11. Canada, Mexico, and the Caribbean
12. United Nations
13. International Organizations and Treaties

Western Kentucky University

Extempore Commentary

1. Developing World
2. Names in the News
3. Terrorism
4. Fundamentalism
5. Science and Technology
6. The Environment
7. Iraq
8. Historical Figures on Current Events***
(See list of 25 personages from history)
9. World Hot Spots
10. U.S. Domestic Issues

Historical Figures

- | | |
|-----------------------|-------------------------|
| 1. George Washington | 14. Napoleon Bonaparte |
| 2. Mark Twain | 15. Jane Austen |
| 3. Charles De Gaulle | 16. Mary Magdalene |
| 4. Leonardo De Vinci | 17. Alexander The Great |
| 5. Rosa Parks | 18. Coretta Scott King |
| 6. Robert E. Lee | 19. Buddha |
| 7. Josef Stalin | 20. Issac Newton |
| 8. Queen Victoria | 21. Confucius |
| 9. Cleopatra | 22. Simon Bolivar |
| 10. Otto von Bismarck | 23. Albert Einstein |
| 11. Vladimir Lenin | 24. Thomas Jefferson |
| 12. Marie Curie | 25. Catherine The Great |
| 13. Karl Marx | |

***The round of historical figures focusses on the personages commenting on some current topic related or reacting to their role in history. e.g., Joan of Arc speaking on "women in the military"; Henry Ford on post fossil fuels for automobiles.

Rostrum

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

Topics

Public Forum

National Debate Topic:

Topic will be released on
May 15 at www.nflonline.org

NFL Storytelling Topic for Nationals:

Texas Tales and Legends

2006 Lincoln Financial Group/NFL National L/D Debate Topic

Resolved: In matters of
collecting military
intelligence, the ends justify
the means.

(May not be used at district!

Penalty: Disqualification)

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.

2006-2007 Policy Debate Topic

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

Call for LD Topics Prior to May 15th

Annually the NFL L/D Wording Committee meets during the National Tournament and does the selection and wording of topics for January through December of the following calendar year. The NFL L/D Wording Committee requests topic suggestions from coaches and students. The quality of the end product is dependent on your submissions. The Committee promises to consider each and every suggestion. Simply mail this year's suggestions to:

Lowell Sharp
Golden High School
701 24th Street
Golden, CO 80401

- or -

email nfl@centurytel.net

National Tournament Information

Hotel Info and Tentative Schedules found on Pages 76 - 77.

Visit NFL Website for complete Tournament Information

The Cover Photo

NJFL

Submit Your Public Forum Topic Ideas for Consideration



Go to www.nflonline.org

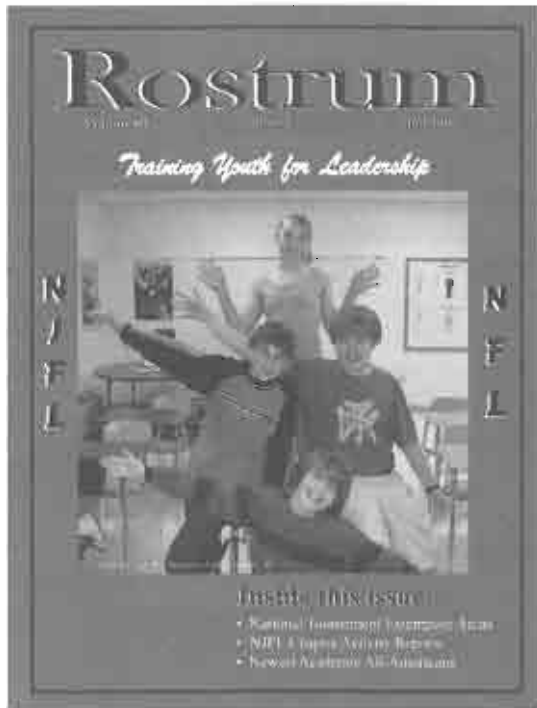
to share your ideas for good

Public Forum Debate Resolutions

with the National Topic Selection Committee.



Cover Story



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National Tournament Extempore
Topics

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2006 National Tournament Info

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NJFL Chapter Activity Reports

Featured Topics

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Coaching Beginners in Student Congress
by Don Schulte

Page 62

Hey Orators!
by Wayne Mannebach

Page 100

Philosophy Lost
by James Maxwell

Honors & Awards

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NJFL Diamond Key Coach

Pages 106

Students Honored in ConocoPhillips
Houston UDL Tournament

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New Academic All-Americans

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District Standings

In Every Issue

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Coach Profile: Meet Kerry Cottingham

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Student Challenge: Your Dream
Profession?

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.

West Coast Publishing

Policy Evidence Package

- **Affirmative Handbook** (Over 170 pages; National Service affirmatives, answers to DAs, CPs)
- **Negative Handbook** (Over 170 pages; National Service disadvantages, CPs, answers to cases, definitions, more)
- **Kritik Handbook** (Over 150 pages; National Service specific kritiks and answers to those kritiks)
- **Fall E-mail Supplement** (Over 240 pages; updates, answers and new National Service cases, DAs, CPs)
- **E-mail Supplements** (Five 21 page updates and one 100 page update on the key, new National Service arguments)
- **PolicyFiles** (web page with above evidence plus key backfile evidence and all our theory blocks!)

LD Evidence Package

- **NFL LD Supplements** (Five 50+ page books with topic analysis, aff. and neg. evidence on each NFL LD topic)
- **UIL LD Supplements** (Two 50+ page books with topic analysis, aff. and neg. evidence on each UIL LD topic)
- **PhilosopherFiles** (All 11 of the West Coast Philosopher-Value Handbooks plus new material on a web page)
- **ValueFiles** (The current and previous West Coast LD Supplements on a web page)

Extemp-Parli-Congress-Turner Package

- **NewsViews** featuring articles with the pros and cons on current issues. You start with a 50 plus page booklet in early September and then 20 page updates every two weeks (Sept, Oct, Nov, Jan, Feb, Mar, and one in June). Learn and cite key arguments on current events to do well in Extemp and other events. Emailed to you plus on a web page.
- **ParliCongressFiles** is e-mailed and on a web page each month and has 20 pages with cases and opposition strategies on the latest and recurring arguments. Great for Student Congress and Parliamentary Debate.
- **TurnerFiles** offers for each Public Forum debate topic 20 pages including a topic analysis, affirmative case and supporting evidence, negative arguments and evidence. Emailed to you plus on a web page.

Online Training Package

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

Debate Textbook Package (Breaking Down Barriers)

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

Debate Prepbook Package (Breaking Down Barriers)

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

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

IE Textbook Package (Breaking Down Barriers)

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

Additional Texts to Consider

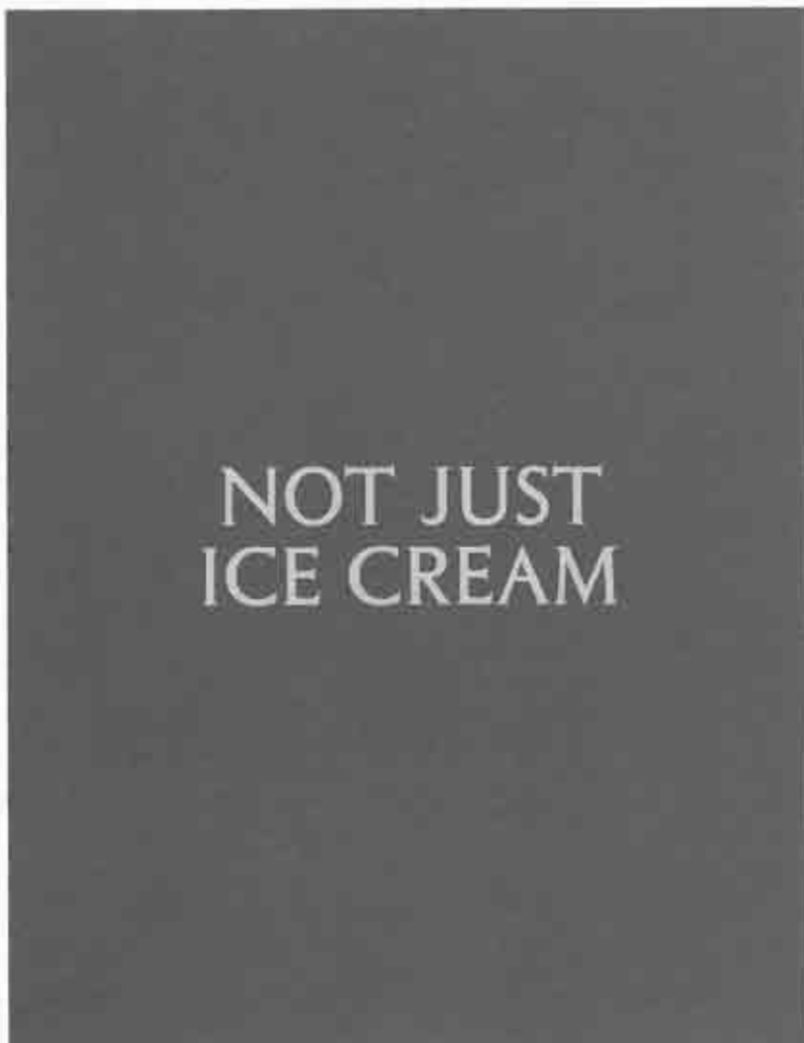
- **Advanced Policy Debate Book ("Assistant Coach")** (132 pages of advanced c-plan, disad, kritik tips & more!)
- **Advanced LD Debate Book ("Assistant Coach")** (118 pages of tips on values, criterion, philosophers & more!)
- **Dictionary of Forensics** (Over 1500 policy, LD, IE, Parli, and rhetoric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

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The Schwan Food Company
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www.theschwanfoodcompany.com

Great Taste

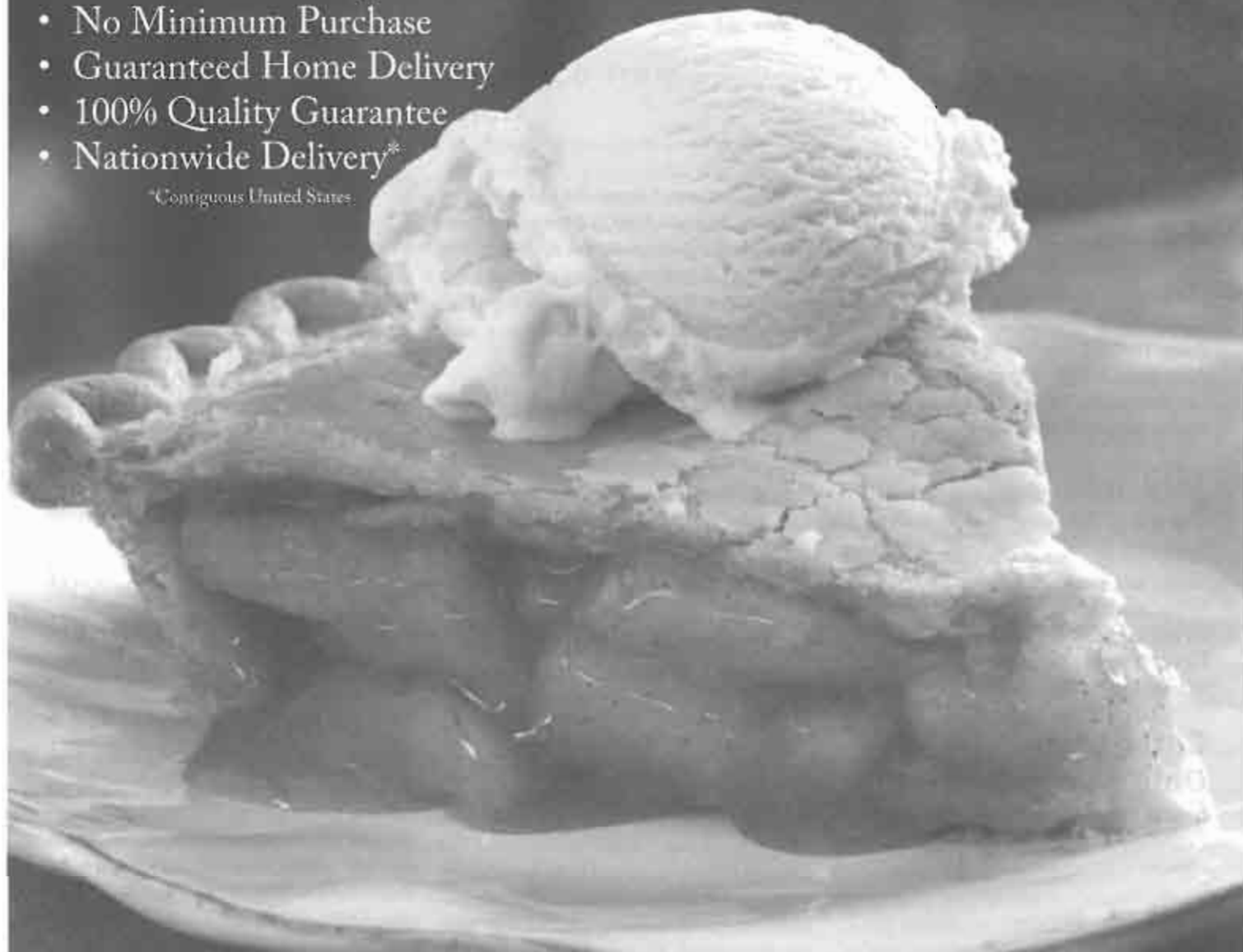
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◆ Student Challenge

NFL Question of the Month

How has your NFL experience helped prepare you for your dream profession?



Jessica from Minnesota

The NFL has helped me because I'm more confident in myself than I've ever been. I used to sit in the corner and not say anything. The NFL experience has given me the confidence and experience to become a lawyer. Everything I learned here will stay with me for the rest of my life.

Teni from Texas

My dream profession is to be a college professor, and teach philosophy. The NFL has helped me learn to speak. I now say what is on my mind, and can explain it to anyone. I'm no longer shy, or reserved. I'm an in-former, and the NFL made me that way.

Chris from Ohio

I want to be a history teacher. NFL has helped me learn to speak in front of a large groups.

Steven from Missouri

Since freshman year of policy debate, I've wanted to be a Supreme Court Justice. Every year, the policy resolution somehow will find itself back to the Supreme Court--where the origins of many central arguments began. I'm not sure I'll ever be anywhere close

to the court, but I know the close, textual focus on policy debate and the critical reasoning and argumentation skills inherent in the NFL will prepare me for a career in law - either up top at the Court level or down below as a lawyer.

Robert from Nebraska

The profession which haunts my dreams is Hostage Negotiator. I will use my persuasive speaking skills to rescue helpless captives from the clutches of terrorists and bank robbers.

Samantha from Indiana

My dream profession is to be a graphic designer and photographer and to start my own graphic design firm and photography studio. My experiences in radio broadcasting competition have not only helped me train my voice so I sound professional, but the experiences in general from speech have prepared me for my life ahead. The life lessons I take away from the NFL will stay with me throughout my life, no matter if my dreams change or not.

Brandon from Florida

My dream profession is to become a neurologist. The National Forensic League has

allotted me the experience to learn to express myself in ways I thought I would never be able to and to talk about important topics that affect us and the world we live in. This has helped prepare in more than one way for my dream profession, but the best way it has helped me is that now that I've been able to compete and speak on a higher level, I will be able to flourish in college and in high school when it comes time for me to complete my internal assessment and speak for so many minutes about a given topic. My extemporaneous speaking will definitely come in handy. So in conclusion, I would like to thank the National Forensic League and my coach Mrs. Patricia Lewis for giving me this great opportunity.

Shelby from Wyoming

A LAWYER

NFL has helped me tremendously in my dream of becoming a lawyer. It has taught me how to deal with opinionated situations, and helped me with my development of being able to write things persuading someone. Thank you NFL!

Chris from North Carolina

To host a TV talk show. The NFL has helped by teaching me public speaking skills.

Student Challenge

Sean from Illinois

I would love to someday be in the medical field. My participation in the speech team will without a doubt help me when saying..."John, it's just a shot, it won't hurt...we can see this by looking at..." I might not be the best doctor out there, but I'll be the best spoken one.

Heather from New York

This was my second year in the forensics league and it has helped me gain a lot of confidence. I have always wanted to become a teacher and speech and debate has helped me learn to speak in front of an audience which I will have to do as a teacher.

Nathan from New Mexico

My dream profession is to be a hotel and restaurant manager. NFL has helped me by teaching me how to speak well, to be more of a people person, and how to balance all my events the same way I would balance my multiple tasks at a hotel.

Bryan from Nevada

I want to be in the US Diplomatic Corps.

Kyle from Missouri

My dream profession since I was 7 years old was to be a lawyer for five years and then hopefully become a judge. Being an NFL debater totally changed my feelings for law. I love it even more than I did before. Debate is so awesome. I recommend it to everyone I see (not really) but when I get a chance I try to.

Tyler from Kansas

I want to be a lawyer. I feel that debate is prepping me for this and forensics is helping with debate.

Rachel from Ohio

I want to go into Public Relations and International Relations and my experience in International Extemp as well as Student Congress has helped me be able to understand the way that people think in other countries as well as to be able to answer questions promptly and clearly. It has also helped me to be able to view both sides and to be persuasive with my viewpoint.

Terrence from Ohio

My dream profession is to become a lawyer, preferably a prosecutor. The NFL has taught me how important public speaking is to everyday leadership and has given me vital skills in which to do so. From being able to think on my feet, to research and writing, I am glad that the NFL has given me the opportunities to acquire these skills.

Michael from Nebraska

I long to become a professional baseball announcer. My NFL experience will help me use low-quality puns on the spot.

JC from Colorado

I plan on being a lawyer and major in sociology and criminology. Through doing Public Forum Debate I have learned how to acknowledge both sides of a situation and how to defend those sides. Also, through competing in international extemp, I have learned how to become a good speaker and a quick thinker. Both of these attributes are qualities that I may one day highly appreciate in becoming a lawyer.

Joe from Nebraska

I plan to become a high school speech coach. My NFL experience will obviously help me in this field.



Visit the 'Student Resources' section of the NFL website

Kori from Ohio

My dream profession will most certainly involve helping people. I have so many interests, there is not one set occupation, but as long as I am in a directorial position, helping people, and using my voice, I will be very happy

Jared from Nebraska

My dream profession is to one day become a motivational speaker. My NFL competitions gave me experience talking in front of random audiences who do not care about what I am speaking about. This perfectly correlates into my dream job. As well, I now have experience sleeping in vans and buses.

Anna from Missouri

I want to be a stage actress, doing Shakespeare in the Globe Theatre. NFL has helped me to overcome my stage fright and doing something live instead of recorded, so you can't mess up.

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<http://debate.dartmouth.edu>

NFL's Squad Room Contest

Congratulations to Winner

Bellaire High School

By Liz Leach

Bellaire High School's speech and debate squad room has been chosen as the winner of the NFL's Squad Room/Coach Classroom special Project. The Bellaire High School squad will receive a \$100 gift store voucher from the NFL.

Bellaire's speech and debate squad is housed in a former wood shop which was redesigned by NFL Hall of Famer David Johnson. The successes of the squad are displayed in an impressive trophy case in the lobby of the room. Also in the lobby, student mailboxes and a table for recent awards can be found.

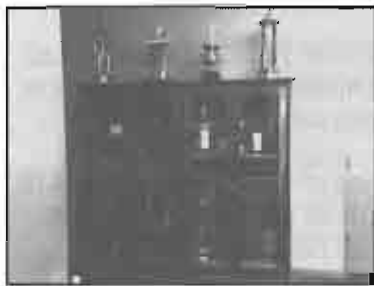
The large room can seat up to 66 students. The room is equipped with a state-

of-the-art SmartBoard, an interactive touch sensitive white board. The SmartBoard allows the coaches to display files, programs, and the internet from the computer in the front of the class to better facilitate discussion and learning.

Ample practice space is provided in the Bellaire debate squad room. The room has six practice rooms suitable for CX debate, LD, or individual events. A wireless internet system allows students to engage in research and process their work for upcoming tournaments. The room has offices for two coaches as well as a conference area where coaches can meet with each other or conduct meetings with students.

The room also provides the team with lots of storage space. The room has an attic, which runs the full length of the room, where backfiles and other things are stored. There is also a second storage loft on the opposite side of the room.

The current NFL point totals for all squad members are posted, NFL District Sweepstakes plaques are displayed, and six leading chapter awards are also displayed around the room. According to coach Jay Stubbs, "Our squad room is also a place that serves as a constant reminder of the great history of our squad."



This trophy case houses the 1967 National Championship for DI won by Brent Mintz, better known as Commander Data on Star Trek the Next Generation.



Each member of the team has their own mailbox in the team room. The table holds the most recent award won by the squad.



One of Bellaire's two coaches offices in the squad room.



A few of Bellaire's District Sweepstakes plaques, the SmartBoard, and a few of the 66 seats.



The attic above the room houses the teams backfiles among other squad treasures.



Each of the room's six practice rooms are ideal for practicing debate or individual events.

Check out the NFL website for additional "Honorable Mention" Squad Rooms

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www.womensdebateinstitute.org

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July 15, 2006

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- Jeff Moscaritolo, Matt Friedman,
Duval Bodden, Elliott Kashner
and the GMU Forensics Team

Testimonials

I would call GMIF an amazing experience, but I fear that is too much of an understatement. The relationships between students and teachers at GMIF extend far beyond the classroom. I was always treated as an equal and as a friend not as a student or as a stranger. I rarely use the superlative, but the tight-knit friendships, top-notch coaching, and family environment at GMU made GMIF one of the best experiences of my life.

James McGraw

2005 CFL National Champion in Original Oratory

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Tim Janas

Meet Kerry Cottingham



Kerry Cottingham coaches at Mauldin High School, SC.

By Liz Leach
NFL Staff

What was your first NFL experience?

I remember first learning about the NFL when my family moved to South Carolina from Georgia in 1989. I was in middle school then, but my older brother Chris joined the Mauldin High team under Coach Debbie Barron. My parents and my brother loved forensics, so I remember being eleven or twelve and reading under tables set up for garage sale fundraisers or tournament concessions. When I started high school in 1992, I joined the team, reluctantly, at the prodding of my parents. When I found out that I didn't have to do LD like my brother, but I could compete in Interps, I was hooked within a week, and I have been ever since.

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

First off, I wanted to be a journalist, and I wanted to continue acting in some capacity. I also considered law school. Then I worked as a camp counselor one summer while I was in college, and I found that I really enjoyed working with young people. I was able to develop my own curriculum that summer, and I asked my campers to develop a program that incorporated public speaking and drama with environmental education. Still, I didn't really consider coaching as a possibility, until I received a call from my former debate coach at Mauldin High. I was teaching at a lower income middle school then, and I loved it, but she convinced me to come out for an interview anyway. At first I was told that I would just be assisting the current debate coach,

but I think they already knew what I didn't – that he'd give up coaching at the end of the year, and I'd be given the opportunity to coach on my own.

What is your team philosophy?

I believe that winning a competition should never be the ultimate goal. To that end, I believe that anyone who's willing to work should be given every opportunity to compete. I will never be an elitist – I just don't have that in me. At some point, the trophies will end up in a box in the attic or in the junk pile, but you don't forget the skills that you learn from speech and debate, or the friendships that you make. My priorities are to simultaneously make sure that my kids are having fun, make sure they know how to prepare themselves for any type of public speaking event, and make sure that they're supporting one another.

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

Seven class hours a day – the team has grown so much that I now teach nothing but speech and debate – and a two hour team practice once a week. I also spend an average of three hours a week coaching individuals beyond the team practice. Add a 14 hour tournament day or a 48 hour tournament weekend and a couple of hours worth of paperwork, maybe a 2 hour parent meeting here or there... and I've lost count. Sometimes it's hard, but most of the time it doesn't even feel like work. I still look forward to tournaments, anyway.

What is your vision for the future of the NFL?

More connectivity between programs and more publicity in our communities. I'd like to see more unity and more positive competition among the different regions, which would enable us to give more support to one another. I'd love for the NFL to continue seeking out the opinions of coaches and district chairs from across the country, like they're going to do this summer. I'm excited about the NFL's new scholarships for coaches to attend summer institutes, and I'd like to see that program expand. I'd like the NFL to serve almost as a sort of union presence within our communities to help with funding, maintaining student interest, building new programs, and increasing coach retention. Finally, I'd love to see the NJFL continue to develop in other parts of the country.

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

The coaches here are just spectacular. I'd say that while there is a healthy air of competition in our district, the coaches are not nearly as competitive with one another as we could be. There's a genuine camaraderie among the coaches in SC, and that goodwill filters down to our students, who also tend to treat each other well. At the same time, there is a lot of room for growth in South Carolina. While many successful programs have been around for decades, there isn't much publicity for forensics, and funding is atrocious – often less than ten dollars per

student for the entire competition year. Having more than one coach at a school is a luxury that most coaches around here can't even fathom, and this limits growth due to burnout. Stipends for coaches are abysmal and barely cover gas expenses. I'd say these obstacles are "exciting," though, because the potential is certainly there for coaches in SC to really do something positive for our students by promoting forensics to our state and local boards.

What's unique about the Mauldin as an NFL chapter?

Mauldin has a long history with the NFL – it was the first public school in South Carolina to join. We've been lucky to have principal after principal who is willing to support the program by giving kids recognition and by allowing time to travel and compete. The MHS Booster Club is probably the strongest of its kind in the state. The Booster Club, I think, is largely responsible for keeping the MHS program kicking during a few years of lower numbers. Also, Orlando Jones, the 7-Up guy, was a co-captain of Mauldin's team in the early 80's. I'm fairly certain we're the only group that can say that.

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

I think every coach knows that the beauty of forensics is that almost any type of student can flourish in the program. Like anyone else, I'm always on the lookout for bright students, for natural performers, for kids who seem more interested in politics or justice than their peers. However, sometimes the quietest or the most challenging student could eventually turn out to be a state champ, a national qualifier, win a scholarship, or turn out to be the greatest team cheerleader. Our program's pretty open at this point – if a student shows a decent work ethic and a willing attitude, then he or she is welcome.

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

I did compete in the NFL, and I think that several rule changes have been great for competition. Duo Interp wasn't a national event until my senior year – before then, we competed with folders in our hands, side by side, completely still. Based on National finals in the past couple of years, I think Duo, and really all of the interp events, are just on a whole different plane than when I was a competitor. I know a lot of people lobby for stricter rules in Interps, and I'm even somewhat of a purist when it comes to the piece and sticking to the script, but for the most part I think that performances have really benefited from more movement and artistic freedom – kids are really "interping" for the most part, and I think that's great. I competed in Oratory a lot, but I haven't seen as many changes there. But LD? Congress? Quite different from the early 90's, and I'm dragging my feet with some of those changes, but in general, I think that change is healthy, and I'm glad to see all of these events flourishing. Finally, PFD. I love PFD and I wish it had been around when I was a student. I'm loving watching this event mature.

What is your favorite memory from a National Tournament?

When I was a student, Nationals was in Fort Lauderdale one year. There were sand fleas ravaging the beaches, so everyone was stuck in the hotel playing a card game that for the sake of decorum, I will refer to as "ERS." ERS involves a lot of yelling and lots of slapping the table. We drew up tournament brackets and everything. I can proudly say that I was the runner-up to the ERS champion, a student from California, who played so brilliantly that he slapped right through a glass coffee

table in the lobby, and we all chipped in to replace it.

What is the greatest challenge as a coach today?

For me personally, it's the time commitment. I'd like to go back to school at some point, but I haven't figured out how to balance everything yet. Still, I'd rather have this problem than have a problem with finding willing students to participate.

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

We're a very superstitious team. There are four main ones: first, we have a stuffed team mascot every year, which is a tradition that runs back to at least when I was a student. Each year, a new mascot is selected, christened with a name that relates to the national tournament (yes, this year it's "Tex"), and carried to rounds with various babysitters at every tournament. Secondly, our district tournament has fallen on or near St. Patrick's Day for at least fifteen years, so each student wears a shamrock sticker on the inside of a suit jacket or a sleeve at Districts. Third, I didn't have any national qualifiers my first year of coaching, but I took a group of observers to Salt Lake City, and they picked up pebbles in Utah and wrote each team member's initials on them. Students still carry those pebbles. Finally, my team chants "Whether the weather be cold or whether the weather be hot, we'll be together whatever the weather whether we like it or not" before and after every tournament.

What's your favorite weekend tournament food item?

The parents at Riverside High School in Greer, SC make this fabulous homemade potato soup every year, and I can't walk by that stuff without grabbing a bowl.

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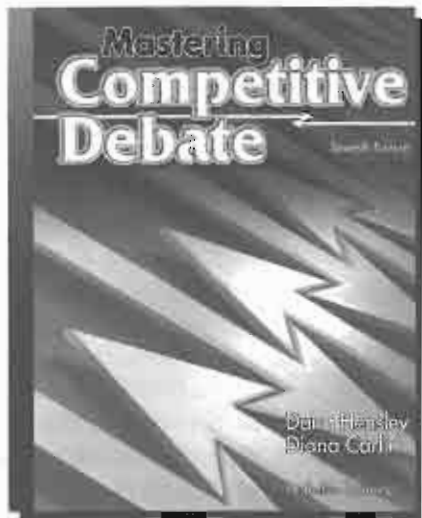


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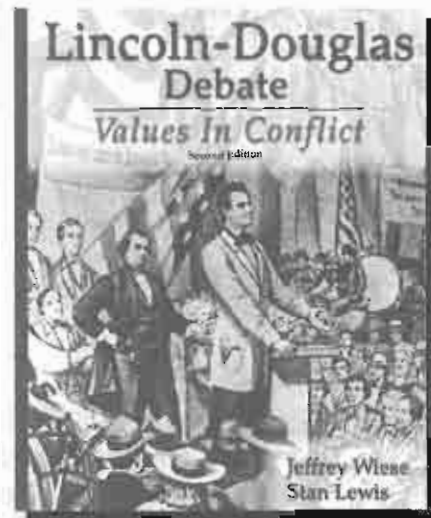
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**MEAN
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Coaching Beginners in Student Congress

by
Don Schulte

Student Congress provides a valuable channel for coaches seeking a challenging event requiring less upfront preparation than other speech events. Bringing students into speech and debate activities through the use of Student Congress may be the opening your students and/or you might use to build your speech squad. The material included within this article is designed to assist a speech teacher to introduce Student Congress to his or her students. The process of preparing students for a session of debate, teaching parliamentary procedure, and common mistakes for a coach to avoid are discussed below. Two classroom activities are provided below to introduce students to the event.

Student Congress is the most relevant of the speech events to the average student. Student Congress imitates life. In real life a person rarely has more than three minutes to speak his or her mind. In real life a speaker faces potential interruptions, pointed questions, and the chance that his or her listeners will decide to move on just before the speaker gets a chance to share thoughts. Real life thrusts people into leadership roles and so does Student Congress. Cub Scout Pack leaders, PTA meetings, Neighborhood Watch groups and a host of other causes demand some level of meeting organization for which Student Congress prepares citizens in leadership. Student Congress imitates life and prepares students for the role of leadership in our Republic.

The basics of Student Congress are not difficult. Like debate events the speaking order moves from pro-con-pro...Like other events there is a time limit for speeches; in Student Congress that limit is 3 minutes. Like debate, the contestants know the issues before the tournament, but

like extemporaneous speaking, the issues are always changing. Potential Presiding Officers give short orations to persuade others to vote for them. Like Humorous Interpretation and Dramatic Interpretation, some speaks can tickle your funny bone or tear at your heart.

Part I **The Basics: Preparing for Congressional Debate**

Beginning a session of Student Congress requires proposed legislation. Students can be asked to write their own legislation or some can be obtained from other coaches or past tournaments. With legislation in hand, the students can begin the quick process of researching the issue(s) in the piece. A short while on the internet can provide a wealth of information. To help your students focus, ask them for specific quotations, specific facts, and specific ideas they have about the legislation (see website for worksheet). Rather than "kill trees" to photocopy entire articles from the web, ask each student for four expert quotes (including witty ones from Bartlett's and other quote books). A quote from someone the other students know is worth five quotes from people they've never heard of. Require contestants to provide four specific facts from four different sources. Examples of facts include the population of a country proposed to receive foreign aid (World Almanac), the type of government (CIA Factbook), the US National Debt (Google search resulting in access to the Library of Congress website), and the number of people facing starvation in the entire World (UNHCR Website). An up-to-date almanac is a resource all competitors should have with them and use in the round to both formulate speeches and authorita-

tively respond to other speakers. If the speech team budget is tight, buy last year's almanac from the sales table.

Teaching Parliamentary Procedure Made Easy

Parliamentary Procedure is the scariest aspect of Student Congress for most new coaches. To perform well is not complicated if students know "The Big Five Motions." A chart of "The Big Five" motions is found in Appendix A. "The Big Five" is this author's way of boiling down the complicated twenty-four motions on the NFL Motions Chart to something manageable for the new student to actually use. "The Big Five Motions" are:

- To Amend
- Previous Question
- To Lay on the Table
- To Suspend the Rules
- Point of Order or Point of Parliamentary Procedure

By focusing on these "Big Five" a new contestant can effectively participate in the session after only five to ten minutes of study.

To Amend

This simply means to change something in the proposed legislation. Amendment motions either add, delete, or substitute language in the bill or resolution. An example might be to change a "...\$5 million..." proposal to a "...\$10 million..." proposal. The amendment would sound like this: "I move to amend by substitution. Replace the '5' in the first paragraph with a '10'. This motion requires a "1/3 second." If 1/3 of the people in the room agree to discuss the amendment, then we begin debating. (Don't be surprised if the chamber "sus-



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Student Congress

pend the rules" to immediately vote on the change...especially if it is a commonsense change.) A simple majority is required to amend legislation.

"Typos" and other errors (such as poor quality photocopying) usually are corrected by the author simply announcing the mistake in his or her authorship speech. If there is no objection, it is immediately corrected without a motion or vote.

Previous Question

This motion asks, "Should we stop talking and start voting?" It is sometimes explained as "closing debate" or "voting to vote." This motion requires a "second." Since debate is key to the entire idea of a "deliberative body," it is difficult to end debate. A 2/3's vote is required to end debate and move to the actual vote on the legislation (i.e., the "Main Motion"). If this motion fails, the Presiding Officer (PO) continues looking for a speech. If this motion passes, the PO immediately begins the vote on the proposed legislation.

To Lay on the Table

This motion asks that legislation be set aside for the time being. To lay on the table almost always "kills" the bill or resolution. This motion requires a "second." The votes requires a majority. In some areas of the nation it is common to table legislation before taking a recess...in others they see this motion as unnecessary in order to recess.

To Suspend the Rules

Student Congress is unique in that it can, within certain parameters, change the rules of the event. This motion requires a "second" and a 2/3's vote to take effect. "To take action contrary to standing rules" usually means to extend a speaker's time for additional questions or some other one-time-only event. Some motions to suspend the rules are designed to change a set docket (i.e., schedule) of legislation so a bill or resolution can move up the list and be considered next.

Rise to a Point of Order or Parliamentary Procedure

This motion allows for any person to

interrupt the proceedings if he or she has a question about what is happening and/or whether what is happening is appropriate. This motion does not require a "second." The PO rules the motion to be "in order" if he or she agrees, or "not in order" if he or she disagrees. Usually this motion will involve procedure problems such as when the PO calls for a negative speech when an affirmative speech is in order.

Part II

Common Mistakes Coaches Make

When coaching a student it is often as important to know what not to do as it is to know what to do. With a few pointers a teacher can avoid the all too common pitfalls of coaching Student Congress.

First, never give the students the NFL list of twenty-four motions and advise them that, "You'll get the hang of it." "Sink or swim" is not a good coaching paradigm. Giving the student a print out of "The Big Five" would be much better than the overwhelming chart of twenty-four motions.

Second, don't tell students to just sit and watch. They need to participate! At the end of most sessions any contestant raising a hand **MUST** be called upon according to the Rules of Precedence. The speeches are only three minutes, and even new students can cobble together a short speech from the text of the legislation, their own experiences, and from what previous speakers have said. The speech doesn't even need to be three minutes if they will take questions for a portion of the time. Tell your students to try at least one speech. Personally, I believe students who refuse to speak should refund the team for the tournament entry fee.

Third, don't direct students to write speeches out before the tournament. A good outline with a few quotes and a spattering of statistics is wonderful, but a "canned" speech of three minutes can be very dull. Except for the Authorship Speech, each speech should in some way respond, contradict, and/or build upon previous speeches. A pre-written speech is often photocopied and given to the rest of a team. A contestant's credibility is severely damaged when s/he cannot pronounce the words in his or her own speech. In one ses-

sion, I heard the exact same speech from two students from the same school! Some preliminary work is necessary and can be powerful, but completely pre-written speeches have no more place than a completely pre-written foreign extemporaneous speech or a pre-written rebuttal in a debate round.

Coaching a contestant in Student Congress shouldn't be intimidating. Use the materials in this article and you should be well on your way to coaching successful competitors in the fastest growing speech event in the United States!

Part III

Activity #1: Preparing Legislation

Objectives

There are three goals to this activity. First, it calls on students to use critical thinking skills as they both think of an issue to be solved and develop plans to address the issue. Second, the activity calls upon the student to research the issue in order to both write the legislation and defend it from criticism. Finally, it builds organization and writing skills in a format closely resembling those called for in many standardized tests.

Instructions to the Students

The teacher should begin by linking this activity to the regular class curriculum to encourage student "buy-in." Students should be put at ease about the activity as much as possible because most students will find writing legislation to be great fun once they begin. Ask the students to list on a piece of paper some things they would change if they could. Ask the students to keep in mind that legislation should be significant in scope, easily researched, and debatable. If prompting is needed, start with the school environment (lunch schedules, school starting time, required IDs, etc.) and move on to local (curfew ordinances, speed limits, driving restrictions, etc.), state (interstate highway laws, the death penalty, prisons, etc.), national (the draft, voting age, taxes, etc.) and international issues (the United Nations, commitments to NATO, problems in the Middle East, etc.) Once everyone has two or three issues they are

Student Congress

interested in (or at least that they can live with), hand out a copy of the "Writing Legislation Made Easy" worksheet from Appendix B.

Briefly describe the different sections outlined on the worksheet. Emphasize that they can have more or fewer sections if their issue calls for changes. Take the students to a computer lab with internet access or the library. Allow them to seek information to both draft their bills and defend their ideas from possible attack. Provide students with the "Researching Legislation" worksheet from Appendix C to assist them with preparation of research. Remind students several times that quality, not quantity, is the key when researching a bill. If you're planning to hold a mock congress, share with them that the speeches can only be three minutes. Most speeches are about two minutes with a minute of question and answer. A few good quotes and statistics will serve much better than a ten page print-out of an internet article (that will probably never be read.)

As students finish, quickly reread their proposals and give suggestions. Since bills rarely reach the length of even one page, this proofreading goes very quickly and students have an opportunity to make improvements.

Post Activity Discussion Questions

Once the bills are written, most students want to discuss their ideas. If time permits, a session of mock congress should be held. Questions for a teacher to ask might include "What more information do you require to improve your bill?" "Do you think your issue will be addressed by the school/government in the future?" "Would your bill pass?" "Which individuals or groups would be supportive of your bill?" "Which individuals or groups would oppose your bill?"

Observations About This Activity

The typical class can complete the writing of the bills in one 50-minute class period. On the day before the activity, a teacher might assign the students to create their lists of things they would change. This homework would gain time in the class period and allow students more time to con-

sider their choice of issues. If a student completes the activity before the class period ends, then s/he should type and print out the bill before handing it in. Pairing students to work together will work, but usually individual work is best due to the individual nature of the choice of issues. Pairing student usually leads to one taking a mental "free ride."

Activity #2: A Mock Congress

Objectives

Students will develop knowledge and skills in three areas. The first area is that of participating effectively in a structured group discussion. The second area is in learning the fundamentals of Parliamentary Procedure. Finally, the students will have opportunity to participate in a democratic deliberative body.

Instructions to the Students

Distribute packets of legislation to the students. Tell students that they will be electing a Presiding Officer (PO) to be "chair" of the mock congress. Ask students for nominations for PO and write the names of the nominated on the chalkboard (or its equivalent). Allow each student to give a thirty second "Why you should vote for me" speech. Ask each person to "tear off a piece of paper and write the name of the person you most want to be Presiding Officer." While you count the votes (separate them into little piles and then count the piles), ask the students to "read through the bills and decide the top two bills you want to discuss." When you have a PO elected (hold run-off elections until you feel you have a clear winner), have him or her come forward and take over the meeting.

The first thing the new PO needs to do is to "set the calendar" (also called "docket" and "agenda" in different groups). Have him or her ask for several nominations for the bills people wish to talk about. Once a list is established, have each student vote by raised hand for two bills. For example, "All those for 'Bill G: A bill to Ban Cutting Lumber in National Parks' raise your hand." The bill with the most votes goes first. Ties are broken by the PO.

The hallmark of parliamentary debate

is that all sides have a chance to be heard. Decisions aren't made by the loudest speaker or the one not afraid to be rude to other speakers. Every person has his or her "say" and every person's "say" is heard. This principle is vital for every student to learn. The PO should call on students without bias and the student with the fewest speeches must be called upon before another speaker. The PO and the teacher should be ruthless in not allowing side conversations and interruptions. All discussion should be directed through the PO. Congress is also fair because debate alternates between speakers for the bill (aka: "pro" or "affirmative") and those against the bill (aka: "con" or "negative"). Both sides have chances to try and convince people to vote their way.

Begin debate on the first bill by asking the person who wrote the bill if s/he wishes to speak. If s/he does not, or is not present, begin with an affirmative speech. "I'm looking for an affirmative speech" is the proper formula for a PO to use.

A speaker doesn't have to speak for three minutes...but s/he is limited to three minutes. If the speaker finishes with time left, s/he may take questions from the other students. Asking questions is often the favorite part for some students. Students will try to blurt out questions, to make speeches instead of asking questions, and to ask multiple questions. Questions must be called for through the PO and s/he must hold students to one question, not a mini-speech, allowing only one question each time a student is called on.

After a couple of speeches, distribute "The Big Five" handout from Appendix A. Cover the five motions briefly and continue with speeches. Students will eventually start using the motions or asking the teacher questions as they "learn by doing" the rules of parliamentary procedure.

Post Activity Discussion Questions

"How did that feel to speak your mind on an issue without being interrupted?" is the question receiving the most response after sessions. For many students this activity may have been the first time they were allowed to share their thoughts without interruption.

Student Congress

Observations About The Activity

Before class begins you might consider choosing a student to be PO and asking him or her to run. This will avoid any possibility of group stage fright setting in when asking for PO nominations.

If you, the teacher, become confused, you can always use "executive privilege" to simply make a decision and move on. In a classroom simulation I suggest you don't let the rules block you from doing what is right for your students and your curriculum. If a student is using the rules to block things from happening (e.g. they know parliamentary procedure from other activities and are showing off), you should not hesitate to step in. Students who are interested

in learning more about student congress should become involved in NFL, 4-H, Boys' or Girls' State, Student Council, etc.

A Parting Thought

Student Congress does confuse coaches. Congress is "neither fish nor fowl" in the world of competitive speech activities. Congress requires writing proficiently, research skills, organizational acumen, extemporaneous style, and a winning personality. Successful Congressional Debaters shun the rude competitiveness, gasping delivery, and esoteric meandering of other debate events. Student Congress has specific parallels at the school, local, state, national, and international levels. Whether a

graduate is headed for a fraternity/sorority, professional association, the White House, the State House, or a PTA...Congress prepares that youth for leadership.

(Don Schulte is a social studies teacher at Pattonville High School in St. Louis County, Missouri. He is the author of The Presiding Officer Handbook. He is a triple diamond coach and was Student Congress contestant at the 1981 Salt Lake City National Tournament. He teaches courses including "History of Ideas and Thought", "World War II", "Youth and Law", and "The Civil War". He also serves as one of two directors from Missouri on the NEA Board of Directors.)

"THE BIG FIVE METHOD" OF LEARNING PARLIAMENTARY PROCEDURE

<u>Motion:</u>	<u>Second?</u>	<u>Debatable?</u>	<u>Amendable?</u>	<u>Vote</u>
To Amend	1/3	Yes	Yes	Majority
Previous Question	Yes	No	No	2/3
To Lay on the Table	Yes	No	No	Majority
To Suspend the Rules	Yes	Yes	No	2/3
Point of Order or Point of Parliamentary	No	No	No	Decision of Chair

Writing Student Congress Bills Made Easy

A bill is nothing but an idea which is written out in a logical, easy to use format. Your task is to pick an idea and write it in such a way that it will be passed into law. By following the steps below, anyone can write a simple bill.

Step One: Pick an Idea

Pick an idea that you truly believe should be a law. There are many sources of good ideas. Take the time to look at TIME Magazine, the newspaper, 60 Minutes or the evening news broadcast. Information you gather will also help you when you're debating the issue.

Stay away from:

- foolish topics such as legalization of prostitution, legalization of marijuana use, jailing of all ACLU members, etc.
- a bill about the debate topic for this year or last year.
- ideas that are too far out for most people who want to talk about (such as registration of Irish Cloth Patterns).

Step Two: Think of what needs to happen for your law to be effective

Your idea needs help for it to happen. If it doesn't need help, then you don't need a law. What does it need? Often an idea will need **money** or a way to **enforce** the idea.

- if you ask for money...know how much and why you need that much money.
Try not to just guess at how much you'll need.
- there are many ways of enforcing your idea. The most often used are: prison, fines and/or expulsion from conducting business (such as banning from trading stock for 10 years, banned from professional baseball, etc.)



Student Congress

Step Three: Fill in the Blanks

Using the form below...fill in your ideas. (Lines are usually numbered for easy reference)

1. Title: A BILL TO _____
2. Be it enacted by this Student Congress that:
3. Section 1: _____
4. _____
5. _____
6. Section 2: _____
7. _____
8. _____
9. Section 3: _____
10. _____
11. _____
12. Section 4: _____
13. _____
14. _____

General outline suggestions: (these are VERY flexible....many bills only have three sections and some have seven or eight sections!)

- Section 1: Write the main idea you want to happen.
- Section 2: If needed, explain your idea further (you may need even more sections to outline the idea fully).
- Section 3: Explain who will enforce the law and how you will pay for it.
- Section 4: Outline exactly when the bill will take effect.



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The Five Week Wake Forest Sophomore Project is a special program for rising sophomores that is directed by **Ed Williams** from Woodward Academy. This special 5 week program is designed to focus on the development of both basic debate skills and more advanced research and argumentation skills. The first week of the program is designed to accelerate student debating and argumentation skills so that they are fully-prepared to take advantage of the Policy Project curriculum, while maintaining a pace this appropriate to the students' level and ability. Limit: 32 students. Tuition: \$3400. Limit: 16 students. July 2-July 29.

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After the first week, we'll have a tournament, then we'll break into research groups and you students will test out their 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. If you want to learn new ways to pretend you're awake during lectures or start a poll on the most comfortable couch in the library, there are many other workshops for you.

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EXPERIENCED SEMINAR LABS

David BRESHEARS, University of Texas Debate Coach, 3 time NDT first round recipient, Jesse Jones outstanding scholar.

Sarah HOLBROOK, 2000 and 2001 CEDA National Champion, has joined the UTNIF faculty for Summer 2005. Sarah is an outstanding teacher, previously at the Stanford and Berkeley camps.

Jonah FELDMAN, NDT Elimination Round debater for Michigan University, Former Harvard Debate Coach and now University of Texas Debate Coach.

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

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

Jairus GROVE, 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, we are proud to have Dan on board with us this summer.

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.

Lastly, SUPER SESSIONers will travel the road of Session 2. In this session, students will be able to choose which affirmative group they would like to work with (last year, we offered five different affirmatives), which negative group to work with (last we offered ten different groups), and finally to they'll meet with a debate group which will talk affirmative and negative strategy and administer practice debates. When all is said and done, SUPER SESSIONers will have had THREE TOURNAMENTS and easily over THIRTY DEBATES. If you want a massive dose to kick your debating up another level, this is it.

MARATHON STAFF

Teddy ALBINIAK, San Francisco State University via Redlands, NDT (National Debate Tournament) quarterfinalist.
Paul FLAGG, Northwestern University, NDT first round recipient, coach at Brata Science Academy, NY
Dicky GARNER, Former NYU debater, 2003 CEDA National Champion, PhD Student at SUNY Buffalo
Julian GLENDWINING, Director Edmond North High School, NDT elimination round qualifier
Nate GORELICK, Harvard via NYU, 2003 CEDA National Champion, PhD Student at SUNY Buffalo

Claire MCKINNEY, Director Brooklyn Debate Resource Center, assistant coach for the Kinkaid School, graduated Plan II honors
Laura NATHAN, Editor-in-chief INTHEFRAY magazine, NDT qualifier for UT, former coach of the Kinkaid School
Brian PETERSON, Graduate student at the University of Chicago, two-time NDT qualifier, 2005 NDT elimination round participant
Jeff ROLLINS, PhD, Director University of Texas, 2001 National Debate Coach of the Year

NOVICE SESSIONS

Designed for the beginning debater, the novice sessions will emphasize small learning environments, the foundations of contemporary debate theory, and sound principles of public speaking. Each debater will experience multiple practice rounds, hands-on assistance researching and writing blocks, a practice tournament, and interaction with all the UTNIF instructors.

Students will receive a complete affirmative, including extensions, on the first day of camp so that they can begin debating immediately. They will also receive many briefs produced by the camp, but the set will be smaller and more manageable than the set given to those enrolled in other UTNIF CX programs.

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Your enrollment application and a \$250 nonrefundable deposit made payable to Seton Hall University must be postmarked by July 1, 2006. An additional late fee of \$50 will be charged after July 1. Necessary application forms may be printed from the MFI Web site at www.mfionline.org or e-mail a request for forms to Catherine Zizik M.F.A., associate professor of communication, at zizikcat@shu.edu or fill out the form included in this brochure. Direct any questions to Catherine Zizik at (973) 761-9759.

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Why Speak?

By
Celestine Warren
8th Grade Student

The Milton Academy Middle School Speech Team is more than a group of dedicated, positive supportive students between 6th and 8th grade; Speech Team is an opportunity to step out of a known comfort zone and into a world filled with fantastic, extravagant and moving pieces, characters, and performers. But moving beyond the years prose and poetry, popping in and out of characters, choosing between hilarious and deeply moving pieces, the Milton Academy Middle School Speech provides students with the confidence and the basic speaking skills needed to become excellent, professional speakers.

The speech team, as easily imaginable, is a daunting thought to a newcomer with little or no prior experience in public speaking, and the process of becoming a controlled, confident speaker is neither quick nor easy. The transformation is amazing to watch, one through which students change from nervous, self-conscious novices standing up to speak for the first time, into positive, outgoing, self-assured speakers willing to accept any criticism or compliments spectators or judges may award. This transformation would not happen without the obvious dedication to the team by the participants, but most importantly the help, suggestions, support, and coaching of Ms. Debbie Simon, the leader of the Middle School Speech Team. Thanks extend as well to the high school "speechies",

who lend their time and experience tirelessly to coaching the Middle School.

Matt Boyle, a junior who has written and performed his oratories since he joined the team in 7th grade, speaks about his experience on the team, saying, "I came to the Milton Middle School Speech as a really shy individual with low self confidence. I signed up because the only friend I knew at the school was doing it, and it looked fun. My coach, Ms. Simon, told me that I might like to do Oratory. Through working with an Upper School peer, I discovered my voice. I found myself, if you will. Today I am one of the most outspoken people I know. It's really quite the transformation."

Frank Smith, another accomplished speaker, tells of his time on the Middle School Speech Team. "Confidence was a personal quality I have always revered in people but had always lacked in myself before the Milton Academy Speech Coach Miss Deborah E. Simon requested that I join Speech Team. When you as a performer speak sincerely to an audience, the listeners want to feel pathos for your characters, and want to hear what you have to say to them. Ironically, lack of confidence almost prevented me from joining Speech Team my eighth grade year, but had it not been for Speech, I would not be the poised, professional, pleasant person I am today. I speak clearly and confidently knowing that I will be well-received and loved by friends who

Speaking Skills Acquired

care about me and my words. I am not merely a better performer, but a better person because of Speech Team."

Not only does Middle School Speech cultivate confidence in speaking, it weaves itself into daily encounters. Speech Team members know that the skills and knowledge they obtain while on the team will prove useful to them even when they are years beyond Middle School. One will continue to make the eye contact learned while speaking to judges, stand to perform poised and professionally, and not be afraid to speak one's opinion, backing it up with persuasion and conviction. These qualities all good performers must own are just a few traits that the speech team cultivates in its members, yet once mastered, these skills become permanently present in manner and conversation.

So, why did I join the Speech Team? I wanted to speak for the joy of speaking. I realized that no matter how tedious it may seem to memorize my Oratory or perfect my Duo Interpretation, this experience will be invaluable. To develop the confidence and eloquence we will need throughout our lives is definitely a worthwhile reason for practicing and perfecting our crafts on the Milton Academy Middle School Speech.

(Celestine Warren is an 8th grade student at Milton Academy Middle School, MA.)

NFL "Honor" Awards



Honor Cords (Twined/Untwined)

Where allowed, these silver and ruby cords may be worn with cap and gown at graduation ceremonies to signify the graduate has earned NFL membership. Silver is the color of the student key and Ruby the color of NFL's highest degrees. New silver and ruby colors will not conflict with the cord colors of the National Honor Society.

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CHAPTER ACTIVITY REPORT

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Clark Middle School, AK

Summary: The 2005-2006 school year is the inaugural year for Clark Middle School NJFL. The students were invited to participate alongside their high school counterparts as no organized middle school forensics tournaments exist at this time. They are encouraging other schools to participate.

Clark Middle School has experienced a tremendous amount of support for the development of their program from East Anchorage High School and Bartlett High School. The high schools are an invaluable resource in ensuring a smooth transition for their 8th graders who are participating and plan to continue in Drama, Debate and Forensics at the high school level. The involvement of their team with local high school Speech and Debate teams was a pivotal link in their first year success.

Accomplishments: The enthusiasm of the Clark Middle School debaters is a result of the bonding that has occurred amongst the team. Students have excelled in their preparation and performance of their speeches. Particular areas of interest include Policy Debate, Expository, Domestic Extemporaneous, Extemporaneous Commentary and Drama (duet acting). Noteworthy debaters include Romylin Sanchez, Armando Santana, Jennifer Vue, Cathy Moua, Namununa Lee, Serita Alaelua, A Xiong and Lily Xiong.

Details/Comments: Members participate in a variety of activities beyond Speech and Debate. Debaters are actively involved in assemblies, school announcements, civic activities, community service, youth court, student advisory board (Student Congress) and performing arts. Membership is currently at twenty-two. Ms. Maureen Cronin-Wmscornelius, chapter advisor, says, "next year membership is expected to increase based on the interest from current and incoming students." The state Drama, Debate & Forensic Tournament is held at the University



Coach Maureen
Cronin-Wmscornelius

of Alaska, Anchorage. Competition is not the sole focus. They want to promote critical thinking skills, effective communication strategies, and above all self-confidence.



Armando Santana and Ben Zeckovic



A Xiong and Lilly Xiong

National Junior Forensic League

CHAPTER ACTIVITY REPORT

N J F L

Mountain Brook Junior High, AL

Summary: 2005-2006 has been a busy year for the 30 students enrolled in the Mountain Brook Junior High NJFL Chapter 19 gang. The group, mostly 7th graders, had an in-class Public Forum debate tournament, debating the merits of capital punishment.

The clash was lively, the evidence and line-by-line debating improved, and those "final shots" were strong.

Accomplishments: Much of the year, the chapter prepared to attend and competed in the Alabama Junior United Nations Assembly, a meet wherein more than three hundred students represent various nations, propose bills, and engage in debate over those resolutions. The students from Mountain Brook represented Afghanistan, Bangladesh, India, Kazakhstan, Niger, Scotland (the United Kingdom), and Zimbabwe. The resolutions varied from proposing the formation of teaching medical centers in medically less developed regions. (Did you know that there are literally more Ethiopian persons serving as nurses in the United States than there are in Ethiopia?) to ending the practices of extraordinary rendition and child slavery. All seven teams were fortunate enough to pass their resolutions and the students garnered 15 individual and team awards over the two days.

Details/Comments: Eighth graders are involved in Lincoln/Douglas and Policy tournaments while Aaron Luttkowitz is making a serious run at MBJH debate legend Jack Parker's school record for NJFL points. An 8th grade team is preparing to take part in the Samford University Birmingham Area Debate League tournament that is held at the end of each month. Coach Skip Coulter says, "We're grateful to Samford and Gresham Middle School for their involvement in promoting and hosting the events. It is great to see the involvement of schools from all across Birmingham. We wish you could all be there!"

Oak Mountain Middle School, AL

Summary: The Oak Mountain Middle School debate team has returned to competition this year after an absence of a few years. They are very excited to be back in the thick of things. They have an eighteen member team of competitors who compete in tournaments once a month at the Birmingham Area Debate League (BADL), hosted by Samford University. This allows students to compete against middle schools and junior highs from all over the area. In April, Oak Mountain debate team will be competing at the BADL championship.

Accomplishments: Some of the highlights for the Oak Mountain team includes having one student, Aaron DePaino, receive a perfect 30 for speaker points. Also they had several teams go undefeated at individual tournaments. Those teams are:

1. Matthew Moore, Katelyn Brock and Bella Johnson
 2. Brittany McGrue and Chase Easterling
 3. Sarah Huckaby and Carrie Rains
 4. Aaron DePiano, Martha Warren and Jasmine Brown
- Details/Comments: NJFL members at Oak Mountain have also taken part in other speaking activities, like poetry performances, skits, and audio-visual presentations. It's amazing how much speaking they do in a week.

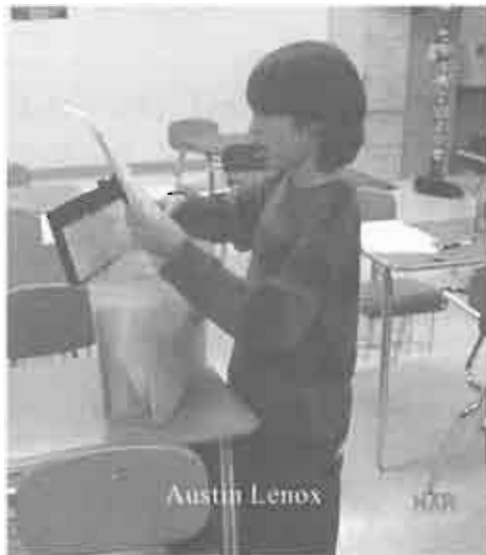


Front: Chase Easterling, Middle: Aaron DePiano, Martha Warren, Matthew Moore, Sarah Huckaby & Brittany McGrue; Back: Bella Johnson & Austin Lenox



Bella Johnson and Matthew Moore

CHAPTER ACTIVITY REPORT



Austin Lenox

LaReina HS, CA

Regent Speech Club

Summary: The Junior High Team prepared speeches in: Storytelling, HI, DI, TI, Duo, Expos/Demo, Oratorical, Poetry, Sight Reading, Creative Duo, TV Duo & Improv Duo. Team members competed in three league tournaments and the finals tournament.

Chapter Membership: 13

Chapter Advisor, Elizabeth Harlacher

Accomplishments: Each student grew significantly in confidence, articulation, timing, characterization and overall presentation. Four out of five 8th grade students signed up to attend a Parli/Extemp/Impromptu Camp over the summer, in preparation for the High School team.

Details/Comments: Another productive year!! "Would love to record points online for our Junior High students after each tournament."



Martha Warren, Aaron DePiano,
Brittany McGhee, & Sarah Huckabee

Charles M. Russell School of Performing Arts, CO

Summary: Students from the Charles M. Russell School of Performing Arts, established a forensic team with specific goals for the season.

Chapter Membership: 28,

Chapter Advisor, Mark Hess

Accomplishments: Competed in all four local Middle School speech meets. Performed for a neighborhood elementary school. Demonstrated speeches for speech classes and entertained students at Russell Middle School

Details/Comments: As a second year team, the season ended with 22 tournament finalists -- grown from 11 to 27 participants with no finalists last year.



Chase Easterling and Austin Lenox, Front
Matthew Moore, Center
Aaron DePiano & Martha Warren, towards the back

Irving-Wicks Meet

Largest Middle School Meet in Southern Colorado



Shae Davis, 6th grader receives her 2nd place trophy in Creative Storytelling at the meet,

CHAPTER ACTIVITY REPORT

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Duet Acting Team
Agnieszka Nawacki & Elise Decapite

Students from Charles M. Russell School of Performing Arts, CO



Trent Dahlin & Shae Davis
placed 1st and 3rd respectively in Interpretation of Humor
at the Irving-Wicks Meet

Bak Middle School of the Arts, FL

Summary: Bak Middle School of the Arts NJFL members participated in three tournaments so far this year. Two were with The Palm Beach Junior Forensic League which is an informal organization of middle schools founded here at Bak MSOA in 2003. They also attended a regional tournament where a few of their NJFL members tested themselves in a field of primarily high school students. This was through the Florida Forensic League. Coach Glenn Powell comments, "We are proud of all 32 of our members."

Accomplishments: Trophy winners this year include: Coleen Cameron, Kat Kaneski, Suzanne Porath, and Rebecca Rotenberg for Duo Interp; Rachel Katz, Danae Averhart, and Meagan McCarthy for Student congress; Daneille Davis for Original Oratory; Sarah Doyal, Ericka Hepps, Taylor Christie, Elizabeth Kennedy and Brittany Bennett for Dramatic or Humorous Interp; Kiva Ebert and Jason Gomez for Public Forum Debate. Other honors include: Daneille Davis who performed an original oratory to a receptive crowd at a local fundraiser for the Rush Foundation and Elizabeth Kennedy for a marvelous poetry performance at a local charity event. The speech students also organized a poetry performance at an art gallery in November. "This went so well, we hope to hold another event in May. Wish us luck!"

Details/Comments: The area high school coaches are very supportive of the middle school members. Our members observe at high school tournaments where they are "adopted" by a high school contestant who answers questions about rules and preparation. High School Varsity National Forensic League members often judge at the middle school tournaments. "We are grateful for them and also for the adult volunteers who judge and organize our local tournaments. The Bak Middle School NJFL team has one more local middle school tournament and a State Novice Tournament yet to go. Coach Powell comments, "We are hoping for more trophies, of course, but what impresses me most as a coach, is the level of cooperation and effort by all of the members and the spirit it takes to perform in front of others. Well done, Bak MSOA!"

CHAPTER ACTIVITY REPORT

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Learning Gate Community School, FL

Summary: Our second full year of competition was a rebirth for our middle school team. After a stellar beginning in 2003-04, the team faltered our second year when the coach left and we had no permanent coach until the end of

the forensics season. A handful of students competed at one tournament that year. But this, our third year, was the charm for Learning Gate. Eighth graders Shane Davis, Emily Dhondt, and David Harris were the first team members to compete all three of their middle school years. With them, the team had experience, continuity, and determination – as well as talent. Seventh grader Becca Wilfong was the lone new team member to return after our second season. With these four, and a new assistant coach, Ms. Sylvie Fanous-Samaan, we had a thread to weave into a larger fabric for a new team. And that we did. With a large contingent of new sixth and seventh graders, we soon learned that our first-year success was not a fluke. Talent and determination propelled us through a season where we placed in almost every tournament – and we competed in lots of tournaments! High school students have been helpful to us all season, but they soon realized we are more than a novelty – we are competitive threats!

Accomplishments: One thing we learned was the many ways we can view success. Sometimes success was simply making it through a round. Other times, success meant doing a better job than the previous round. But more and more as the season progressed, it meant having the courage to try new events, against tougher competitors up to seven years older. It meant learning how to encourage and congratulate others. It meant recognizing our own strengths and weaknesses and learning from tough rounds instead of letting it get the best of us.

Many students came to understand the truth of the phrase: *What you get from forensics depends on what you put into it.* Nick Valdes, a seventh grader, was the perfect example. As many team members did, Nick began the year in OI. He did well for about three tournaments but decided he wanted to try other events. He moved to declamation. It was the right event for him, and he found material that suited him well. We all learned the importance of finding the right event and material! For Nick, however, it was his determination to place higher that drove him. Nick did not just practice at our weekly meetings. He made good use of coaching and judges' comments to help perfect his deliveries. He practiced. Then practiced more. And then blew away the field at Booker High with our first first-place of the season!

Details/Comments: We had many special moments this season, but another was when poet laureate of Tampa, James Tokley, came to observe and speak at the Wharton High tournament in December. David Harris had been performing his poetry for OI and we knew Mr. Tokley would appreciate David's fantastic renderings. It took some doing to keep things quiet so that everyone thought Mr. Tokley was just another adult observer! After competition we made introductions, then Mr. Tokley spoke to the whole tournament crowd during lunch, and we took plenty of pictures.

Our team banquet in April will recognize our graduating team members as well as everyone who contributed so much this year. Parents contributed a lot. We always had our requisite judges and drivers. We held a tremendously successful inaugural Congress. And as I complete my first year of coaching, I want to thank everyone who helped me learn so much: Students, Ms. Sylvie, parents, and other coaches in our local leagues were all phenomenal. I hope Learning Gate can continue to contribute to our district's success as we help raise the level of competition, learning, and fun in the wonderful world of forensics!

Coach Michelle Parks Davis



James Tokley, Poet Laureate of Tampa, joins with members of the Learning Gate team at the Wharton High School Tournament held in December, 2005. Others pictured are: Nick Valdes, Cash Howard, Katy White, David Harris, Megan Claxton, Becca Wilfong, Anastasia Goetz, Ashlyn Davis and Coach Michelle Parks Davis.

CHAPTER ACTIVITY REPORT

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Westminster Middle School, GA

Summary: The Westminster Middle School team attended and excelled in eight tournaments this year.

Chapter Membership: 6

Chapter Advisor: Anna Grace Carter

Accomplishments: Accomplishments include a 1st in Children's Lit, 4th in Children's Lit, 3rd in Children's Lit, 4th in Children's Lit and Best Novice Duo.



Bridget and Madinah support each other at the Brebeuf meet

The Stanley Clark School, IN

Summary: The Stanley Clark School team consists of 51 members from the 6th, 7th, and 8th graders. Auditions are held the first week of school for any student wishing to be on the team. This is necessary because of the popularity of the speech program, which is a unique situation for the grateful speech coach. This year the team competed at six meets including the meet they hosted. The SCS Speech Team took first at Canterbury Middle School, first at Memorial Park, first at Columbia Middle School, second at Brebeuf Jesuit Preparatory School, and first at Lincoln Jr. High.

Accomplishments: One member of the team deserves our admiration. She took the opportunity to speak and used it to help make the world a better place. Madinah Luqmaan, a 7th grader, is very passionate about helping the people of Darfur, Sudan. She felt so strongly about the genocide that she wrote her original oratory on the subject hoping to educate others. She continued her work after the speech season was over by involving her advisor in a fundraising effort for the people of Darfur. She will speak again to all of the Middle and Upper School students and faculty hoping to get them involved as well. She is using the power of speech to make a difference.

Details/Comments: The team celebrated their season at a potluck banquet that has become an annual event. They also used that time to honor each member by announcing the NJFL degree that the members had earned during the past season and giving them a copy of their certificate. They also honored those who have earned the NJFL pin and the graduates by giving them the original certificate with all the seals they earned throughout their speech career at the Stanley Clark School.



Alyssa Yeung, Team President takes a break from competition

◆ *National Junior Forensic League*

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CHAPTER ACTIVITY REPORT

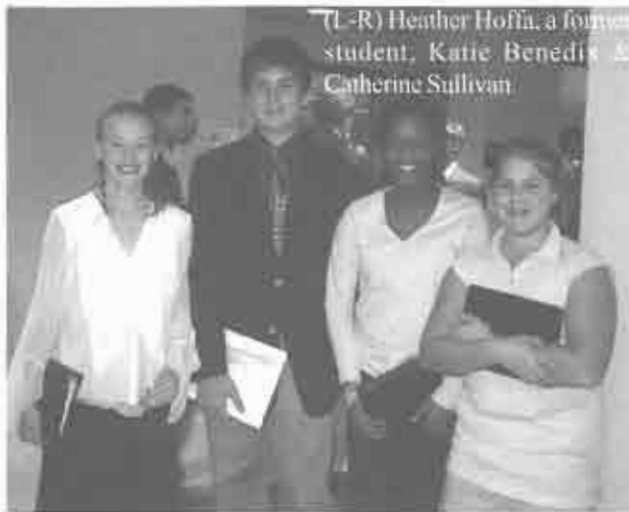
Students from The Stanley Clark School, IN



(L-R) Robert Bartels, Morgan Rozenboom, Kaleigh Walters Casper & Haley Barnes



The long but happy bus ride home



(L-R) Heather Hoffa, a former student, Katie Benedict & Catherine Sullivan



The successful team happy to be home



Samuel Hagey, Ian Kresnak, Grace Cullinam & Abigail Diamond



Taking time to thank the bus driver for his dedication to Speech

N J F L

CHAPTER ACTIVITY REPORT

Cherokee USD 247, KS

Summary: This is the Cherokee USD 247's first year as an NJFL chapter, having applied for a chapter status in January. To encourage students to join the NJFL, students from the high school debate/forensics squad went to their district's three attendance centers and visited with middle school students about the two activities. High school students talked about all that debate/forensics offers, and how participation has helped them. Since then, they've held after-school practices twice a week for middle school students. The brainstorming practices for Student Congress were very lively. Legislation was chosen that would be of interest to middle school students, such as banning vending machines from schools and raising the driving age to 18. Needless to say, students had a lot of good arguments both for and against each piece of legislation.

Accomplishments: On February 10, middle school students had the chance to compete in their first Student Congress. Coffeyville hosted the competition. The response was amazing as 17 students from their district participated. After watching a high school congress chamber for an hour, NJFL students had a chance to meet students from Coffeyville as they prepared for competition. By the end of the night, the NJFL Student Congress had given more than 40 speeches. What was even more encouraging was that many of the students were asked to do it again.

On March 17, Cherokee USD 247 hosted a second Student Congress for NJFL students. By this time, students were demonstrating an understanding of proper parliamentary procedure. More and more they were showing improved confidence speaking in front of people, and a willingness to meet new people.

On March 18, students competed in a forensics tournament held for NJFL students from their district and from Coffeyville. They hosted two events: Impromptu and Duet Acting. While only three students braved Impromptu the first time around, 18 students paired up into nine different duets. NJFL students then watched the final round of competition in the high school tournament being held simultaneously. Six students from their district have already earned enough points to become NJFL members and several more aren't far from doing the same.

Details/Comments: "I have been really happy with the response this year. I have been even more pleased that so many of the students are asking if we can do it again. The hope is that by exposing students to debate/forensics, it might encourage some of them to join once they enter high school. For those who choose not to, it is my hope they will gain an understanding of how good communication skills will benefit them throughout life." *Coach Gary Leiker*

Students from the district who participated in the NJFL Student Congress held February 10 at Coffeyville.



First row: Lacey Ripple, Kelsey Garcia, Dainya Thacker, & Kevin Fleck; **second row:** Charlotte Tomlinson, Morgan Windsor, Lindsay Showemaker, Ashley Selby, Bobbie Smith & Clint Glaser; **third row:** Courtney Crowe, Wendee Garver, Cole Phelps, Devin Buckley, Talon Thompson, Chelsea Sponsel, Katy Ward, Clarissa Clauson & Jonnie Eckles.



Talon Thompson, motions at "NFL Thumbs up!"

Five district students who finished in the top six at the Student Congress competition.



(Starting on the left): Devin Buckley, Katy Ward, Dainya Thacker, Chelsea Sponsel & Clarissa Clauson.

CHAPTER ACTIVITY REPORT

Roosevelt Junior High, KS

Summary: On February 10, 2006, the newly formed NJFL Chapter at Roosevelt Junior High School in Coffeyville, Kansas, held their first Student Congress in conjunction with the Field Kindley High School (also of Coffeyville, Kansas) Invitational Tournament. Thirty students participated: 11 from Coffeyville under the sponsorship of

Hayley K. Crane; 2 from McCune Middle School in McCune, Kansas, and 17 from Southeast Middle School in Cherokee, Kansas, under the sponsorship of Gary Leiker. Chapter Membership: 24

Chapter Advisor: Hayley K. Crane

Accomplishments: Every student received a Certificate of Participation, while the top six students received medals. All the students agreed that they enjoyed themselves and are looking forward to the next time, which will be March 17th and 18th at Southeast of Cherokee High School, Cherokee, Kansas which will also be in conjunction with their NFL Invitational. In addition to Student Congress, which the NJFL students will participate in on Friday, they will also have the opportunity to try IE events such as Prose, Poetry, Informative Speaking, Dramatic and Humorous Interpretation, and Duo/Duet Interpretation on Saturday.

Details/Comments: The Roosevelt Junior High NJFL squad will spend the next few weeks preparing Interp Events to perform at the SE of Cherokee tournament.



(Starting on the left): Lindsay Shoemaker, SE; Jonnie Eckles, SE; Chins Haymaker; Katey Crane; Courtney Crowe, SE, and Ashlie Nolen



Roosevelt Jr. High Chapter
First NJFL Student Congress 2-10-06

◆ *National Junior Forensic League*

CHAPTER ACTIVITY REPORT

N J F L

Milton Academy Middle School, MA

Summary: The Milton Academy Middle School Speech Team is a co-curricular activity designed to train students in the fundamentals of literary interpretation and public speaking. Throughout the academic year, 2005-2006, the middle school students

have traveled to speech tournaments in Concord, Watertown, Andover, Kingston, Natick and Milton Massachusetts. During the year the Middle School speeches practice their craft during their activity periods either Monday, 5th or 6th. In rehearsal, the middle school students work closely with their coaches from the Upper School Speech Team. Additional coaching time is available after school from 4:15-5:30 pm a few days a week. During coaching sessions, students learn the priceless skill of performing with power and confidence.

Accomplishments: Refer to the article written by eighth grade student Celestine Warren who reflects on the team's accomplishments. Celestine provides personal interviews with teammates who tell of their individual accomplishments. This year the Middle School Captains are: Catie O'Sullivan, Eric Fishman and Sasha Perold. The team is coached by Adit Basheer, Jacob Hentoff, Lauren Elizabeth Palmer, Megan Campos, Corina Chase, Ella Dershowtiz, Frank Smith, Marcos Sastre, Michael Cohen, Brooke Rice, Tina Nguyen, Matthew Boyle, Allan Jean-Baptiste, Elizabeth Stark, and Stephen Wagner.

Details/Comments: The final Massachusetts Middle School League tournament is at Milton Academy on May 7, 2006. We are having a fiesta and look forward to celebrating speech and debate with their entire league.

Chapter Advisor: Debbie Simon



Front Row starting from the left: Amelia Whalen, Isabel Watts, Sash Perold (Ms. Captain), Micaela Conners, Chardy Peyser, Josh Cohen and Michael Abrams.

◆ *National Junior Forensic League*

CHAPTER ACTIVITY REPORT

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(left to right) Coach Frank Smith (Junior), Lily Halpern & Catie O'Sullivan



Team does warm-up at Jewish Community Day School



Speaking, Celestine Warren (author of speech article)
(Watching from left to right): Amelia Whelan, Quinn Solfisburg
& Sam Kaplan. Practicing before tournament.



Eric Fishman, (Middle School Captain),
Coach Stephen Wagner (Sophomore) & Michale Abrams



(left to right) Josh Cohen, Anthony Blake, Coach Jacob Hentoff,
(Junior) and Jess Serventi-Gleeson



(left to right) Chardy Peyser, Coach, (Sophomore), Megan Campos, Coach, (Junior) Adit Basheer, and Michael Campos.

◆ National Junior Forensic League

CHAPTER ACTIVITY REPORT

N J F L

John Griffin Middle School, NC

Summary: The John Griffin Forensics team has been busy this year with competitions, daily newscasts, and a variety of speech and video projects. During the newscasts, students interviewed community leaders including their school system superintendent

and their newly elected mayor.

Details/Comments: Students were asked what kind of influence forensics had on members of the John Griffin Middle School and here are some of their comments:

"I have greatly improved my vocabulary because of forensics"...*Kayleigh, 12*

"Speaking is a great way to practice your ideas. It has given me confidence in myself"...*Molly, 13*

"Forensics is fun and helps you in your language arts class"...*Desiree, 14*

"Forensics makes me believe that I can do anything possible"...*Brookelle, 14*

"Forensics gives you better writing skills"...*Renee, 14*

"My coach helped me to have enough bravery to act silly in presenting my piece"...*Meredith, 13*

"My parents encouraged me to join a club. Come to find out, I'm not shy, awkward, or timid. In fact, I am very outgoing"...*Zoe, 14*

"In forensics, you do not have to be good at public speaking, just willing to learn"...*Michael, 14*



Kayleigh Franklin



Newscasting

Michael Ramsey, Renee Daignault & Meredith McKague

Ardmore Middle School, OK

Summary: As always, the new season started in San Antonio, Texas, at the Middle School Forensic League Championships.

Accomplishments: AMS had a second place in Extemp by Tim Pullin and a third place finish by Taylor Dees in Original Oratory. Nineteen students out of twenty-two finished in the top ten in the nation. The bus trip from nationals was interesting as the bus broke down twice, once 35 miles from the school. Phone calls to the Assistant Superintendent, Director of Transportation, and the school's Principal got two air-conditioned buses sent to pick up the students and their luggage while snacks and water were delivered.

Details/Comments: So far, the year in Oklahoma has been a great surprise for team coach, Anson Shuman. They have a squad of 85 after losing twenty-two 8th graders to graduation. The team has not lost a first place in a year and a half. They went from two Policy Debate teams to seven and from four LD debaters to ten. They have tripled their duet teams. "This has been so great," said Shuman. The team uses class time each day and four days a week after school to practice. Team members practice on their own, meeting at someone's house and working on events. The success behind this team and the ones of the past is based on one simple face. "We are like a family and care about one another."

Note: Read what Ardmore Middle School student Amanda Ack has to say about her Coach, Anson Shuman.

CHAPTER ACTIVITY REPORT

N J F L

Charles F. Patton Middle School, PA

Summary: The NJFL at Charles F. Patton Middle School in Kennett Square, PA, recently competed in the Middle School Forensic Tournament sponsored by the Chester County Intermediate Unit. This year's umbrella topic was Poverty. The event

was separated into two days of speech and debate. On March 1, 2006 the events of discussion, prepared speech, prose, poetry, declamation and extemporaneous speaking were held at Immaculata University, with over 170 middle school participants. Charles F. Patton Middle School had seven participants.

Accomplishments: At Immaculata University, Shubo Yin, an 8th grade student, received an honorable mention ribbon in the discussion event. In the prepared speech category, 7th grader Savy Leiser, came away with a 3rd place trophy. The debate event was held on Saturday, March 18, at the Chester County Intermediate Unit in Downingtown, PA. Patton took four teams to debate the topic that: The U.S. Federal Government should significantly increase financial/humanitarian aid to sub-Saharan Africa. Two teams were 6th graders, Jacqui Gramble and Emily Coons, Michael Krause and Roland Lindmayer, 7th grade students included Bill Miller and Alex Wood and also the 8th grade team of Shubo Yin and Valentia Parisi competed.

Details/Comments: The Oregon Style of debate was used in the Chester County Intermediate Unit in Downingtown. Each team debated twice, once for the affirmative side and the other time for the negative side. Twenty-eight teams competed in this event. After the two preliminary debates, the two best teams participated in a final debate in front of all who attended. Patton Middle School is proud to report that their 8th grade team consisting of Shubo Yin and Valentina Parisi made it to the final debate, supporting the affirmative side of the issue, and came away with a 2nd place trophy for their efforts.

Chapter Advisor: Janet Schuster

Eucon International School, Saipan

Summary: Eucon International School has a program that develops the speech of the students who were not exposed in an English-speaking environment. Eucon is an organization that has a diversion of cultures, since it is very open to all races - whether an English speaker or not. The school does its best to train the first-rate students better, and to develop potential ESL (English as a Second Language) students.

Accomplishments: Last year, June 2005, three of their students were competitors for the nationals in Texas. One of them brought home a 3rd place trophy in the Storytelling event, the highest award achieved among Saipan representatives. It was an exceptional honor for Eucon. The students worked very hard through workshops and practices. They displayed a high spirit of energy in their performances at all times.

Details/Comments: Eucon is dedicated to promote the enhancement and development of speech skills, to boost the confidence to augment the strength of mind, and to motivate the Christ-like character of each student. *"Let your speech be always with grace, seasoned with salt..." Colossians 4:6*

Students are always keyed up and just look forward to every competition. The school is very active both in NJFL and NFL. In spite of the school's small population size, the school has attained a great number of awards. Here is the summary for NJFL this school year:

October 22, 2005 - Marianas High School

Dong Hyun Shim, 1st place, HI; Dong Hyun Shim, 2nd place, Storytelling; Jemma Lara, 3rd place, Duo; and Joon Lee, 3rd place, Duo.

November 12, 2005 - ChaCha Oceanview

Dong Hyun Shim, 1st place, HI; Jemma Lara, 2nd place, Duo; Joon Lee, 2nd place, Duo; Dong Hyun Shim, 2nd place, Storytelling; Michael Sheu, 2nd place, Impromptu; Raphael Zapanta, 3rd place, Poetry Reading; Dong Hyun Shim, 4th place, Poetry Masters; Raphael Zapanta, 5th place, Duo; Ryan Iglecias, 5th place, Duo; Joon Lee, 5th place, Prose Reading.

February 11, 2006 - San Vicente School

Ji Hong, Kwon, 3rd place, Storytelling; Jemma Lara, 1st place, Duo; Joon Lee, 1st place, Duo; Ryan Iglecias, 5th place, Duo; and Raphael Zapanta, 5th place, Duo.

March 18, 2006 - San Antonio Elementary School

Jemma Lara, 1st place, Original Oratory; Jemma Lara, 2nd place, Declamation; Jemma Lara, 3rd place, Storytelling; Ana Louise Salangsang, 4th place, Poetry Reading; Ana Louise Salangsang, 5th place, Prose Reading; and Ryan Iglecias, 5th place, HI.

◆ *National Junior Forensic League*

CHAPTER ACTIVITY REPORT

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NJFL Members of the Eucon International School, Saipan



(front row) Jessica Cha, Sokhim Tea (2nd row); Hannah Fu, Stella Kwon, Jina Im, Hanna De Leon, and Jojo Mai; (back row) Samuel Cho, John Nam, Yang Min, and Luke Wang



Coaches Toi Smith & Jehan Mangahis



(left to right) Ryan Iglecias, Ana Salangsang, Jemma Lara, Raphael Zapanta, and Joon Lee



(Duo team) Christian and Christa



◆ National Junior Forensic League

CHAPTER ACTIVITY REPORT

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St. Edward Catholic School, TN

Submitted July 1, 2005

Summary: The following awards were received at the St. Henry Tournament: Dramatic Interp, 1st place, Katie Tolman; One Act Play, 1st place to Catherine Glidwell and Kristina Lumm;

Storytelling, 1st place, Hannah Thomas; Poetry, 1st place, Marie Jayme; Duet Acting, 1st place to Chizo Obi and Lauren Knoop.

Chapter Membership: 19 Chapter Advisor: Sonia Fernandez

Accomplishments: The St. Edward School earned four 1st place Sweepstakes and one 2nd place Sweepstakes.

Note from the Editor: This year's summary reports this schools membership to be a total of 30. Nice growth of membership!

Summary: For the season of 2005-2006, the St. Edward Catholic School forensic team competed in seven tournaments this year. The majority of students placed in their categories.

Accomplishments: The team is undefeated in the Diocese of Nashville. They have brought home a 1st place Sweepstakes trophy from each Diocesan tournament and took 1st place in the Championship.

Details/Comments: The team is planning to attend the National Tournament in Knoxville the end of June.

Oquirrh Hills Middle School, UT

Summary: The Oquirrh Hills Middle School of Utah is a small team consisting of three students. These students are very committed and excellent thinkers.

Details/Comments: Cynthia Melenson, Ph.D., Coach/Facilitator of Oquirrh Hills Middle School writes, "Thanks for all you are doing for this age group."



(Pictured starting from the left front row is Cynthia Melenson, Faculty Facilitator, Ruby Hofeling; and Mandi Tibbitts, Captain. Back row is Ryan Carlsen, David Clark and Thomas Buttefield, Coach.

New Richmond Middle School, WI

Summary: The New Richmond Middle School forensic team finished their season at Eau Claire Delong Middle School on Thursday, March 9. This Level II meet was the last of five this season including Fall Creek Invitational, St. Croix Central Invitational, Level I in Baldwin-Woodville, and the Eau Claire Northstar Invitational.

Accomplishments: The 2006 forensic team left the Level II competition with 16 blue ribbons and 1 red.

Details/Comments: Next year's forensic season will start in November, and competitions are scheduled to begin in January.



(Pictured starting from the left top row is Rachel DeLaRosa; Claire Palmer; Ashley Langer; Nicolette Mason; Allie Wrich; Caitlin Wollenberg; Anna Kleine; Ellen Junko. Middle row: Brianna Niles; Julia Britzius; Sarah Bygd; Karah Dadez; Brianna Harstad; Shae Armstrong. Bottom row: Sarah Bruhn, Elise Deppe; Ashley Hoppe; Sarah Harrington, and Jelma Goodrich.

Twin Spruce/Sage Valley Jr. HS, WY

Summary: Second year NJFL member.

Chapter Membership:

Chapter Advisor: Brian Knox

Accomplishments: The Twin Spruce/Sage Valley Jr. High School has been active for two years and became an NJFL member in 2004. They are looking to expand their membership next year to include 6th graders.

Details/Comments: Coach Brian Knox says, "We are hopeful that the Junior High School students will benefit in that they are better prepared for high school competition and will get even more out of our current programs."

◆ NJFL Diamond Key Coach

Congratulations!

Anson Shuman **Ardmore Middle School, OK**



Anson Shuman writes....

"Fifteen years ago I started an adventure that has been a blessing for me. I started coaching forensics with two students. This grew to twelve the next year. Then I left and went to Ardmore Middle School where I was hired to start a speech team.

Thirteen years have passed quickly. I had help from Coach Gary from Davis High School and Katie Krutz from Lone Grove High School. Two others played an important role in my training, Jeannie DeVellers from Sapulpa High School and Judith McMasters from Bishop Kelley High School. Since then, coaches from all across the United States, and even out of the country, have given me help and support.

Five years ago I met (not in person) Diane from the NFL Office and my life changed again. Thanks to Diane, a new world of National Contests were opened up to me. I have been able to meet and change lives through this program. The life skills and the family atmosphere that I have been blessed with for the past fifteen years have meant the world to me.

I enjoy coming to school to be with my team. I am blessed to

have a wife that allows me to do this type of coaching and a principal that allows me to do this. I am honored to have been presented the NJFL Diamond Award."

Anson graduated from Ardmore High School in 1963, Murray State College with an AS in 1966, Southeastern Oklahoma State University in 1976 with a BA in English, and East Central University in 1991 with a teaching certificate.

Mr. Shuman started teaching speech and drama in 1991 at Thackerville High School in Thackerville, OK. He went to Ardmore Middle School in 1993 as a speech, debate, drama, theater and language arts teacher where he has remained for the past 15 years.

Anson and his wife Joan have two children, Tammy, a teacher's aide at Will Rogers in Ardmore and Steven, a third grade teacher in Wyatt Elementary in Allen, Texas. Anson and Joan have been married for 42 years. Joan was Anson's junior high girlfriend. Anson says his success has been due to his wonderful wife Joan who has always encouraged him as a forensic coach and has believed in him. Anson says, "she is truly the air that I breathe and the wind beneath my wings."

Gahanna Lincoln High School

Front row: Gwen Thorn, Elaine Schleiffer & James McCann
Back: Rob Morello, Chris Skovron, Matt Cahoon, Trenton Weaver, Kurt Mosbacher & Michael Schnell.



Pictured are students from Gahanna Lincoln High School who participated in Student Congress at the Ohio Statehouse on Saturday, April 1, 2006.

HOW TO JOIN THE NATIONAL JUNIOR FORENSIC LEAGUE

The steps are easy!

The program is designed to fit your needs and level of understanding. This program is for 6th thru 8th grade students.

- **Applying for NJFL School Membership**

Print and complete a school application card. Principal's signature required on the form. Forward the completed form along with a \$35.00 (annual membership fee) check or purchase order payable to NJFL.

- **Confirmation**

Once the NJFL office processes the completed application with payment, the school will receive a letter of confirmation. A packet of supplies will be forwarded to the school. These supplies are needed to record student points and order additional forms that are used throughout the school year.

- **Rostrum Magazine**

The school is added to the NJFL mailing list to receive the monthly magazine the Rostrum.

- **Tracking Student Points**

There are student credit point sheets to keep track of points earned.

- 2 points for every type of speech that is memorized.
- 1 point is received for all the other types of speaking like book reports, morning announcements, school assembly type programs, etc.

Types of events covered are:

- Speeches given in class,
- Speech and debate tournaments attended
- Church readings, etc.

Note: 10% of NJFL points (maximum 15 points) may be transferred toward NFL membership when students enter High School



- **Applying for NJFL Student Membership**

Forward the names of new members listed on a student application form. Forward to the NJFL office along with a \$5.00 membership fee per student. (This is a one-time fee)

- **Semester Membership Report**

Record student points earned on the Semester Membership Report. Forward to the NJFL Office. All recorded points, and membership information is maintained at the National Junior Forensic League Office.

- **Points Recorded**

When the NJFL office receives the new member information and points earned from the school, points earned are recorded for each student and coaching points are recorded (coaches receive 1/10th of student points earned).

- **Recognition**

A hand calligraphed certificate is prepared and mailed to the school for each new NJFL member upon completion of the recording of the points. All the materials are mailed back to the school along with degree certificates.

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Alumni



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Heidi Christensen
Alumni Director

The National Forensic League's proud history is largely due to the base of esteemed alumni. Prominent NFL alumni include President Lyndon Johnson, Vice President Hubert Humphrey, Senators Richard Lugar and William Frist, media visionary Ted Turner, Academy Award winners Patricia Neal and Don Ameche, Emmy award winners Kelsey Grammar and Shelly Long, television host Oprah Winfrey, news anchor Jane Pauley, CSPAN founder Brian Lamb, Supreme Court Justice Stephen Breyer, University President David Boren, Federal National Mortgage CEO Franklin Delano Raines. Our ranks continue to grow with over one million active and inactive members. (NFL bestows lifetime membership.)

Register Now!

Become part of the NFL Alumni Central Database. Alumni who register will enjoy the complementary Alumni Newsletter with updates of various NFL activities, and opportunities to reconnect with fellow Alumni.

To register...

Visit the NFL Website at www.nflonline.org, Alumni Newsletter Page or contact Heidi Christensen, Alumni Coordinator at hschristensen@centurytel.net or call us at (920) 748-6206. We look forward to hearing from you!

Featured Alumnus: Josh Gad on "Lessons in Life"



Recently, I had the distinct pleasure of interviewing a young NFL Alumnus Josh Gad. Josh is a 3 time National Champion from University School in Florida. After graduation he attended Carnegie- Mellon University where he graduated with a major in acting/theatre. Soon after graduation Josh headed to New York, where he auditioned for a leading role in "The 25th Annual Putman County Spelling Bee". After a series of "lessons in life" Josh was asked to replace Tony Award winner Dan Fogler as William Barfee. Josh began performing in this tole on Broadway Tuesday January 21st.

Heidi : What advice would you give to current NFL members?

Josh: Success is measured by the legacy that you leave. It doesn't have to do with trophies and accolades. A performance that has integrity will be remembered far beyond any trophy. It's also about how hard you try and that you're giving your all.

Heidi: What are your fondest memories of the NFL?

Josh: The performances that didn't break just as much as those that did break. Why? Because they prepared me for life. You won't win all the time, but if you learn something from what you do then it's all worth it. That's what should drive you forward...that's what drives the legacy you leave behind. I also remember when we were in Philadelphia. We were able to leave early to watch a Broadway show. That of course had an impact on who I am today!

Heidi: Who/What had the greatest influence on you and the NFL?

Josh: My H.S forensic community. The team and how we all supported each other. My coach, Brent, who incorporated an atmosphere of fun and creativity. For 5 years my team and my coach helped prepare me for what I'm doing today. It goes back to life's experiences and how the NFL encouraged me to dream and pursue my dreams.

Heidi: So what's next for you? First a starring role in a Broadway production...then what?

Josh: I completely believe dreams can come true and my dream is to be on Saturday Night Live one day. I won't give myself another choice than to hit my goals. The NFL taught me that.

Heidi: I know you have to go, but if you could wrap up what the NFL has done for you and your future?

Josh: It's all about life's lessons. The NFL gave me the lessons to be successful in whatever I decide to pursue in life. I would not be where I am today without the NFL and the people involved with the NFL.

I didn't want this interview to end. Josh was charming, inspirational and a true believer in the NFL and the impact it has had on his life. As we hung up the phone he said "if there's anything I can do to help out just let me know." I responded as any Alumni Coordinator should, "believe me Josh there will be plenty of things you can do, and thank you for your willingness to help!"

*Josh will be performing at 1633 Broadway, New York. <http://www.spellingbeethemusical.com/>

NFL Announces An Opportunity For Community Involvement And National Service Points

For the fourth straight year, as part of its effort to encourage NFL Chapters and Affiliates to create stronger relationships with local civic organizations and members of their communities, the National Forensic League, in partnership with the United Nations Foundation, is sponsoring a National Public Debate and Discussion initiative to occur in the months of September, October, and November 2006 called "The People Speak." This is a tremendous opportunity for chapters and affiliates to discuss key United Nations issues with community members. The relationship between an NFL school and its civic organizations and community members can foster long-term support and commitment to forensic education.

This program is perfect for all types of forensic programs. Speech programs can showcase extempers and orators while getting feedback from members of the community. Debate programs can hold community debates or discussions between high school students and adult community members.

Benefit to Participation

- ◆ The most important benefit of a chapter or affiliate organizing a public event on the theme of "Working Together with the World: What's In It for the US?" is the relationship that will be built between NFL students and members of the community. In addition, local civic organizations will better understand the commitment and interests of the young people in various communities and in the role of the National Forensic League. In a time when community support can help determine the existence and strength of a forensic team, public discourse and the showcasing of the talents of our young people are crucial.

NFL Chapter/Affiliate Incentives for Participating

Each chapter or affiliate that holds a public debate/discussion in front of or with a community audience during the months of September, October, and November 2006 will receive special incentives from the NFL.

- ◆ A NFL Gift Store Credit Voucher
- ◆ Each NFL coach who organizes an event will receive 5 NFL service citations for each event.
- ◆ Each student that participates in an event will receive 10 National Community Service Points for the first event and 5 points for each additional event up to 20 total points. (These points are in addition to the 750 service/group speaking points allowed per student.)
- ◆ A Press Release from the NFL National Office will be sent to the local media for each participating school.
- ◆ The NFL will publicize events in the *Rostrum* with the names of the NFL students and coaches that participated and the nature of the event.

NFL District Incentives for Participating

- ◆ The NFL will grant 5 free "new affiliate school" memberships for the 2007-2008 school year to any District that holds 10 events.
- ◆ Each District Chair will receive 2 service citation points for each school that holds a public debate/discussion.
- ◆ The District that promotes the most public debates/discussions in the months of September, October, and November 2006 will be featured in the January *Rostrum*.

What do we do next?

Email the NFL National Office at nfl@centurytel.net or register online at www.nflonline.org to receive more information. We will immediately send your school a packet of information that further describes the program and the steps you should take to insure that your students and school will benefit from this program!

**REGISTER FOR MORE INFORMATION BY MAY 5TH AND INSTANTLY RECEIVE A
\$10 CREDIT COUPON!!!**

People Speak 2006

IN Partnership with the United Nations Foundation

Theme Announced!

Working Together with the World:
What's In it for the US?

Topics Announced!

--Working Together Towards Peace, Security, and Human Rights, What's in it for the U.S.?

--Working Together on Energy and Global Climate Change, What's in it for the U.S.?

--Working Together to Achieve the Millennium Development Goals, What's in it for the U.S.?

Host a Public Debate or Discussion and
Receive NFL Incentives!

Register Now for Information on
The People Speak 2006!

Events to be held September—November 2006

Register online—www.nflonline.org

Email—nfl@centurytel.net



Dates & Prices

July 22 - August 11

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.

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

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

jon sharp - University of Kentucky

Judy Butler - Augusta Prep

Sara Apel - Texas/Emory Law

Rajat Dhir - Chattahoochee

Mima Lazarevic - Glenbrook South

JR Maycock - Highland

Toni Nielson - CSU-Fullerton

Eli Anders - Harvard University

Erik Holland - USC

Chen Ni - Chattahoochee

Tejas Sathian - Westminster

More staff to be announced!



Phone: 650-723-9086

Web: www.snfi.org

Email: info@snfi.org



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 - Head-Royce School
Jessica Yeats - Idaho State University	Bobby Lepore - Stanford Debate
Shunta Jordan - Pace Academy	Dan Veroff - Edgemont High School
Nichelle Kloserboer - Idaho State U	Sam Haley-Hill - College Prep
Doug Dennis - Leland High School	
Bruce Jordan (Parliamentary Debate) - The Bentley School	

More staff to be announced!

Stanford National Forensic Institute

2006 Policy Debate

Dates and Prices

Core Program

July 22 - August 11, \$1985

Fourth Week

August 11 - 18, \$1210

Parliamentary Debate

August 11 - 18, \$1000



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

Hey, Orators!

by
Wayne Mannebach

Introduction

Anyone interested in participating in oratory, or demonstrative and argumentative discourse, must understand the importance of reason. For example, in the "Allegory of the Cave" in the *Republic*, Plato describes people who are chained in the darkness of the cave, unable to see the light behind them, and see only shadows of objects reflected on the walls. A prisoner frees himself and progresses to the sunlight, and this represents man's evolution from darkness to light, from ignorance and superstition to reason.

In *Nicomachean Ethics* (X, vii), Aristotle argues that reason "is the true self of every man, since it is the supreme and better part. What is naturally proper to every creature is the highest and pleasantest for him. And so, to man, this will be the life of Reason, since Reason is, in the highest sense, a man's self."

In *Lectures on Rhetoric and Belles Lettres* (II, 3), Hugh Blair, an eighteenth century Scottish rhetorician and preacher, contends that "to persuade a man of sense, you must first convince him, which is only to be done by satisfying his understanding of the reasonableness of what you propose to him."

In *Speech: Its Techniques and Disciplines in a Free Society* (p. 47), W. Norwood Brigance, a well-known authority on public speaking in the twentieth century, states that

Reason's basic use then, is to show men how to fulfill their needs and how to solve Tough problems. If Reason be man's newest and weakest intellectual achievement, It is also the extremely important one by which he climbed slowly, painfully and with many backslidings,

from slavery to civilization. Let there be no misunderstanding of its importance. Without the effective use of Reason, at least by a creative and dominant minority, no free society can maintain itself.

Also, Albert E. Avey states in *The Function and Forms of Thought* (p. 359): "Critical estimation [Reason] consists in judging the value of discussion as an instance of proof, the determination of how far it succeeds in showing the necessity of the truth of the contentions offered, on the basis of accepted logical principles."

Indeed! Reason is important for effective oratory! However, one easily can state such a truism, but how does one go about accomplishing such reason? One way is to gain an understanding of, and the ability to employ valid induction, for invalid induction is among the most notorious discrepancies that emerge from oratorical contests.

Statement of Purpose

After an orator has identified his or her concepts, issues, and contentions, and has selected the evidence to prove them, the next step is to weave the materials into complete and meaningful mental processes. By establishing certain valid relationships, the mental processes guide the audience from the recognition of discernible facts to the desired conclusions of the orator. The purpose of this article is to acquaint students of oratory with certain fundamental principles for making valid inductions, and to encourage students of oratory to study formal treatises on logic.

Definition of Key Terms

Before introducing the guidelines for appropriate inductive reasoning, certain

Effective Production Demands Proper Induction!

definitions are warranted. For example, *validity* refers to the nature of relationships between propositions, rather than to the *truth* of the propositions. A mental process is *valid* when the conclusion is forced by the premise or premises. *Truth* of a proposition means that the proposition coordinates with the facts to which it refers, and *falsity* of a proposition means that the proposition fails to coordinate with the facts to which it refers. A *sound* argument consists of *true* propositions and a *valid* relationship between the premises and the conclusion.

Induction is an attempt to predict the future by relying on the past through sensory observation. *Induction* proceeds from the specific to the general, from the known to the unknown, or from the proved to the unproved, inferring that what is true of some members of a class is true of all members of that class. The *inductive leap* from the specific to the general, from the known to the unknown, or from the proved to the unproved, rests on the assumption that certain relationships are invariant and recurrent throughout the universe. The orator assumes that because of the uniformity and regularity of his or her evidence, the principles thought to be true in the past continue to be true in the future. The inductive processes which enable the orator to put his or her concepts and evidence into a complete and meaningful pattern are *examples*, *analogies*, and *causal relations*. An introduction to the guidelines is now appropriate.

Induction by Example

In the evening of December 9, 1941, President Franklin D. Roosevelt addressed the people of the United States with respect to Japan's attack on Pearl Harbor and America's answer to the challenge. One of

Original Oratory

the President's major concepts was that the Axis Powers considered the world as one gigantic battlefield. To prove this concept, President Roosevelt said:

The course that Japan has followed for the past ten years in Asia has paralleled the course of Hitler and Mussolini in Europe and in Africa. Today, it has become far more than a parallel. It is collaboration, so well calculated that all the continents of the world, and all the oceans, are now considered by the Axis strategists as one gigantic battlefield.

In 1931, ten years ago, Japan invaded Manchukuo – without warning.

In 1935, Italy invaded Ethiopia – without warning.

In 1938, Hitler invaded Austria – without warning.

In 1939, Hitler invaded Czecho-Slovakia – without warning.

Later in 1939, Hitler invaded Poland – without warning.

In 1940, Hitler invaded Norway, Denmark, the Netherlands, Belgium and Luxembourg – without warning.

In 1940, Italy attacked France and later Greece – without warning.

And in this year, 1941, the Axis Powers attacked Yugoslavia and Greece and they dominated the Balkans – without warning.

In 1941 also, Hitler invaded Russia – without warning.

And now Japan has attacked Malaya and Thailand and the United States – without warning.

It is all one pattern.

President Roosevelt had informed his hearers that the Axis Powers without warning attacked, invaded, and occupied many countries. Because of the uniformity and regularity of his evidence, the President made an *inductive leap* and inferred that the Axis Powers were using one pattern to conquer the world. This mental process perhaps appears more clearly in the following steps.

Step One: The Reliance on Evidence of Historical Facts

Manchukuo	Luxembourg
Ethiopia	France
Austria	Greece

Czecho-Slovakia	Yugoslavia
Poland	Balkan States
Norway	Russia
Denmark	Malaya
Netherlands	Thailand
Belgium	United States

Step Two: The Reliance on Uniformity and Regularity of Evidence

All of the countries were attacked, invaded, and occupied by the Axis Powers.

All of the countries were attacked, invaded, and occupied by the Axis Powers without warning.

Step Three: An Inductive Leap Based on the Uniformity and Regularity of Evidence.

Step Four: The Inference Resulting from Steps 1, 2, and 3

The Axis Powers are using one pattern to conquer the world.

The inductive method by which President Roosevelt weaved his major concept and evidence into a complete and meaningful pattern is *logically sound* for several reasons. Firstly, the examples are *historically true*. The President's hearers easily could verify them; they were evidence of common knowledge.

Secondly, the examples are *uniform*; in other words, they belong in the class or form of experience they were intended to exemplify.

Thirdly, the President introduced *a sufficient number* of examples to protect himself from committing the fallacy of hasty generalization.

Fourthly, the examples are *immediately intelligible*.

Fifthly, the examples are *timely*. The President was addressing a current problem, so he employed current evidence.

Sixthly, the examples account for many *different circumstances*. By showing a cross section of the continents and countries attacked by the Axis Powers, the President made it difficult for anyone to label his inference an *unrepresentative generalization*, a fallacy occurring when examples fail to enjoy representative dispersion. For illustration, suppose a speaker

interviewed 10,000 Japanese women living in Tokyo, Japan, and concluded that "Japanese women favor women's liberation." By having an extensive acquaintance with specific examples, the speaker did not commit a *hasty generalization*. However, by limiting his interviews only to women living in Tokyo, the speaker did not earn the right to predict with any assurance the beliefs of Japanese women living elsewhere. Hence, he committed the fallacy of *unrepresentative generalization*.

Students of oratory would be wise to practice the above procedures when establishing induction by example, for any violation of the procedures makes the mental process logically unsound. To generate persuasion, an orator's examples must be historically true, uniform, in sufficient number, immediately intelligible, timely, and with representative dispersion.

Induction by Analogy

Induction by analogy is the assumption that what is true of one set of phenomena may be true of another set of phenomena, because the two sets share certain formal characteristics. From the known structure of one set of phenomena, the orator infers knowledge concerning some unknown portion of the second set. In other words, the orator attempts to predict the future by relying on the past through sensory perception. The basis for inference is that the structure of the first set of phenomena is the same as the structure of the second set, and consequently invariant relations manifested in the first set also will be manifested in the second set. Consider the following examples.

In the winter of 1862-1863, Thomas Henry Huxley offered a series of six lectures giving a full-scale commentary on Charles Darwin's *Origin of Species*. In the sixth lecture Huxley reminded his audience that

I have already stated to you that the inquiry respecting the causes of the phenomena of organic nature resolves itself into two problems—the first being the question of the origination of living or organic beings; and the second being the totally distinct problem of the modification and perpetuation

Original Oratory

of organic beings when they have already come into existence. The first question Mr. Darwin does not touch; he does not deal with it at all; but he says: "Given the origin of organic matter—supposing its creation to have already taken place, my object is to show in consequence of what laws and what demonstrable properties of organic matter, and of its environments, such states of organic nature as those with which we are acquainted must have come about." This, you will observe, is a perfectly legitimate proposition; every person has a right to define the limits of the inquiry which he sets before himself; and yet it is a most singular thing that in all the multifarious, and, not infrequently, ignorant attacks which have been made upon the *Origin of Species*, there is nothing which has been more speciously criticized than this particular limitation.

After insisting that Darwin did not concern himself with "the origination of living or organic beings," Huxley employed induction by analogy by saying:

I wonder if any historian would for a moment admit the objection that it is preposterous to trouble ourselves about the history of the Roman Empire because we do not know anything about the origin and first building of the city of Rome! Would it be a fair objection to urge, respecting the sublime discoveries of a Newton or a Kepler, those great philosophers, whose discoveries have been of the profoundest benefit and service to all men—to say to them—"After all that you have told us as to how the planets revolve, and how they are maintained in their orbits, you cannot tell us what is the cause of the origin of the sun, moon, and stars. So what is the use of what you have done?"

Huxley then concluded from the analogy comparing Darwin with the history of the Roman Empire and the findings of Newton and Kepler that "these objections would not be one wit more preposterous than the objections which have been made to the *Origin of Species*."

At a dinner of the Chamber of Commerce in New York City, May 8, 1883, Henry Ward Beecher contended that man is analogous to timber. Beecher argued:

Oak will bear a stress that pine won't but there never was a stick of timber on the earth that could not be broken at some pressure—not always the same nor put in the same place. There is many a man who cannot be broken by money pressure, but who can be by pressure of flattery. There is many a man impervious to flattery who is warped and biased by his social inclinations. There is many a man whom you cannot tempt with red gold, but you can with dinners and convivialities. One way or the other, every man is vincible.

While debating Abraham Lincoln on August 27, 1858, Stephen A. Douglas employed induction by analogy by comparing America to a hive of bees and to a twelve year old boy. He said:

We have enough [land] now for the present, but this is a young and a growing nation. It swarms as often as a hive of bees, and as new swarms are turned out each year, there must be hives in which they can gather and make their honey. In less than fifteen years, if the same progress that has distinguished this country for the last fifteen years continues, every foot of vacant land between this and the Pacific Ocean, owned by the United States, will be occupied. Will you not continue to increase at the end of the fifteen years as well as now? I tell you, increase and multiply, and expand, is the law of this nation's existence. You cannot limit this great republic by mere boundary saying "This far shalt thou go, and no further." Any one of you gentlemen might as well say to a son twelve years old that he is big enough, and must not grow any larger, and in order to prevent his growth put a hoop around him to keep him to his present size. What would be the result? Either the hoop must burst and be rent usunder, or the child must die. So it would be with this great nation.

In the preceding examples, the speakers attempted to predict the future by relying on the past through sensory observations. By analogy Thomas Henry Huxley argued that Charles Darwin's *Origin of Species* is advantage enough for humankind; Henry Ward Beecher contended that every person is vincible; and Stephen A. Douglas insisted that America must expand to remain healthy.

The strength of the above analogies rests upon the similarity of structure between the speakers' two sets of phenomena. Each speaker made certain that no profound differences existed between his analogous phenomena, and that a sufficient number of fundamental points of similarity existed between the phenomena. If these two corollaries had been ignored, then the analogies would be superficial and the arguments would have been highly ineffective.

One special word of caution is needed. Although analogies can be very effective, they also can be very ineffective. Students of oratory must be aware that reasoning by analogy is highly susceptible to attack. Any analogy, if pursued emphatically, eventually breaks down; that is, it will run out of similarities between the two sets of phenomena. The speaker's opposition then can attack where the analogy no longer exists. Thus, orators would be wise to employ analogies only when they are the best method for communicating one's intended thought.

Induction by Causal Relation

On March 23, 1922, in a courtroom in Ahmadabad, Mohandas Ghandi said that:

I have no desire whatsoever to conceal from this court the fact that to preach disaffection toward the existing system of government has become almost a passion with me. . . . I know that I was playing with fire. I ran the risk, and if I was set free, I would still do the same. I have felt it this morning that I would have failed in my duty, if I did not say what I said here just now. . . . I owe it perhaps to the Indian public and to the public in England to placate which this prosecution has mainly taken up that I should explain why from a staunch

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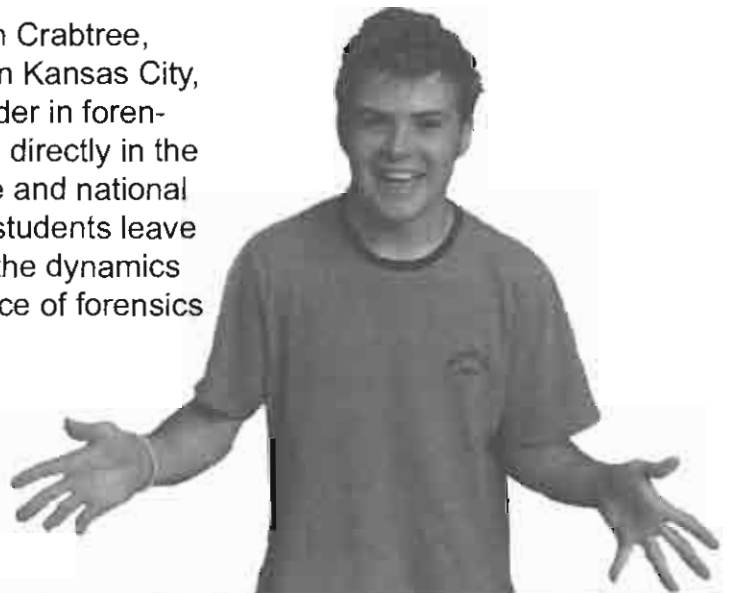
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SMFI's individual events session is directed by Don Crabtree, NFL's Vice President and a six-diamond coach from Kansas City, Missouri's Park Hill High School. As a national leader in forensics for several decades, Crabtree has participated directly in the creation and shaping of various events on the state and national level--both in individual events and debate. SMFI students leave the institute feeling they've learned not only about the dynamics of their chosen event, but about the effective practice of forensics as a whole.

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Original Oratory

loyalist and co-operator I have become an uncompromising disaffectionist and non-co-operator. To the Court too I say why I plead guilty to the charge of promoting disaffection toward the government established by law in India.

After identifying the above effects, namely that he was a social agitator, Gandhi identified the causes for his status. For instance, he said that "I discovered that as a man and as an Indian I had no rights. More correctly, I discovered that I had no rights as a man because I was an Indian." He said that "I came reluctantly to the conclusion that the British connection had made India more hopeless than she ever was before, politically and economically." He said that "in ninety-nine cases out of a hundred justice has been denied to Indians as against Europeans in the courts of India. This is not an exaggerated picture. It is the experience of almost every Indian who has had anything to do with such cases." He also said that

In fact, I believe that I have rendered a service to Indian and England by showing in non-co-operation the way out of the unnatural state in which both are living. In my humble opinion, non-co-operation with evil is as much a duty as is co-operation with good. But in the past, non-co-operation has been deliberately expressed in violence to the evildoer. I am endeavoring to show to my countrymen that violent non-co-operation only multiplies evil and that as evil can only be sustained by violence; withdrawal of support of evil requires complete abstention from violence. Nonviolence implies voluntary submission to the penalty for non-co-operation with evil. I am here, therefore, to invite and submit cheerfully to the highest penalty that can be inflicted upon me for what in law is a deliberate crime and what appears to me to be the highest duty of a citizen. The only course open to you, the judge, is either to resign your post, and thus dissociate yourself from evil if you feel that the law you are called upon to administer is an

evil and that in reality I am innocent, or to inflict on me the severest penalty if you believe that the system and the law you are assisting to administer are good for the people of this country and that my activity is therefore injurious to the public wealth.

The nature of causal relations has long been disputed among scientists, philosophers, theologians, and other learned groups. This section is not designed to present an extended history of this dispute. Instead, this section is meant to recommend certain guidelines which should help students of oratory to evaluate more accurately the strengths and weaknesses of arguments alleged to be causally related.

One guideline is "Don't mistake coincidence, happenstance, or an isolated example of sequence, for regularity." Failure to consider this possibility often results in the fallacy of *post hoc ergo propter hoc*, a Latin phrase meaning "after this, therefore because of this." This phrase is an elliptical way of saying, "Since that event (B) came after this event (A), that event (B) came because of this event (A)."

Consider, for instance, that at 6:00 a.m., Mr. Rusch cuts his face while shaving, and that at 7:00 a.m., he trips while hurrying to catch the ferry that he takes to work. At 10:00 a.m., Mr. Rusch's stock broker informs him that Mr. Rusch's top investment suddenly "Has hit bottom." Mr. Rusch then replies, "I knew something like this would happen. Those two accidents I had this morning warned me that something very serious was going to happen to me today." Obviously whatever happened to Mr. Rusch in his house, or on his way to work, had nothing to do with Mr. Rusch's loss on the stock market. Yet Mr. Rusch quickly established a causal relation. Orators who mistake coincidence for cause tend to weaken their persuasive effectiveness.

A second guideline is "Don't mistake all regularity for either cause or effect." For instance, suppose that Mr. Fields and Mr. Birling went golfing on four different occasions, and that on each occasion the men were caught in a thunderstorm that saturated their clothing and equipment. After the last incident, Mr. Fields returned home and informed his wife that never again would he

play golf with Mr. Birling because "Birling is a jinx!" Little wonder why Mrs. Fields laughed at her husband's remark. Of course, Mr. Birling had nothing to do with bringing about the thunderstorms. Yet Mr. Fields established a causal relation. Orators who mistake all regularity for either cause or effect also might be laughed at by their hearers.

A third guideline is "Don't mistake a necessary factor for a sufficient factor." Orators often fail to observe that a causal factor may be necessary but by itself insufficient to produce a given effect. For illustration, the bombing of Pearl Harbor indeed caused immediate problems, but history reveals that the bombing was not the primary cause for America's involvement in World War II. Orators who want to be effective on the platform should abandon such faulty causal relations.

A fourth guideline is "Don't overlook other factors which could obstruct or prevent alleged causes from operating to produce alleged effects." For example, some people predicted that when World War II ended, the unemployment resulting from factories which no longer produced war goods would lead to an economic depression in the United States. However, such advocates failed to consider such intervening factors as shortages of consumer goods created during the war, other countries' demands for American products, an expanding population, popular new products resulting from research, and the Marshall Plan and Point Four Program. To overlook such relevant factors when establishing causal relations prevents effective oratory.

Conclusion

In conclusion, students of oratory who want to improve their communication effectiveness should select and utilize only examples, analogies, and causal relations that form true and valid inductions. In short, if orators want effective production, they must employ proper induction.

(Wayne Mannebach directed debate and forensics at Ripon College for nine years, and for the past twenty-nine years he has taught English at St. Mary's Central High School in Neenah (WI).



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Megan Bartle, Oratory Instructor

Ms. Bartle is a graduate of the Guthrie Theatre program at the University of Minnesota. As a competitor, she won the NCFL National Tournament in Original Oratory. At the NFL National Tournament, she placed second in both Oratory and Drama. A tribute to her versatility, she also won the Glenbrook Tournament in Dramatic Duo. In her senior year, Ms. Bartle earned the most NFL points at the national tournament. A gifted professional actor, she excels at dramatic interpretation and is a brilliant public speaker.

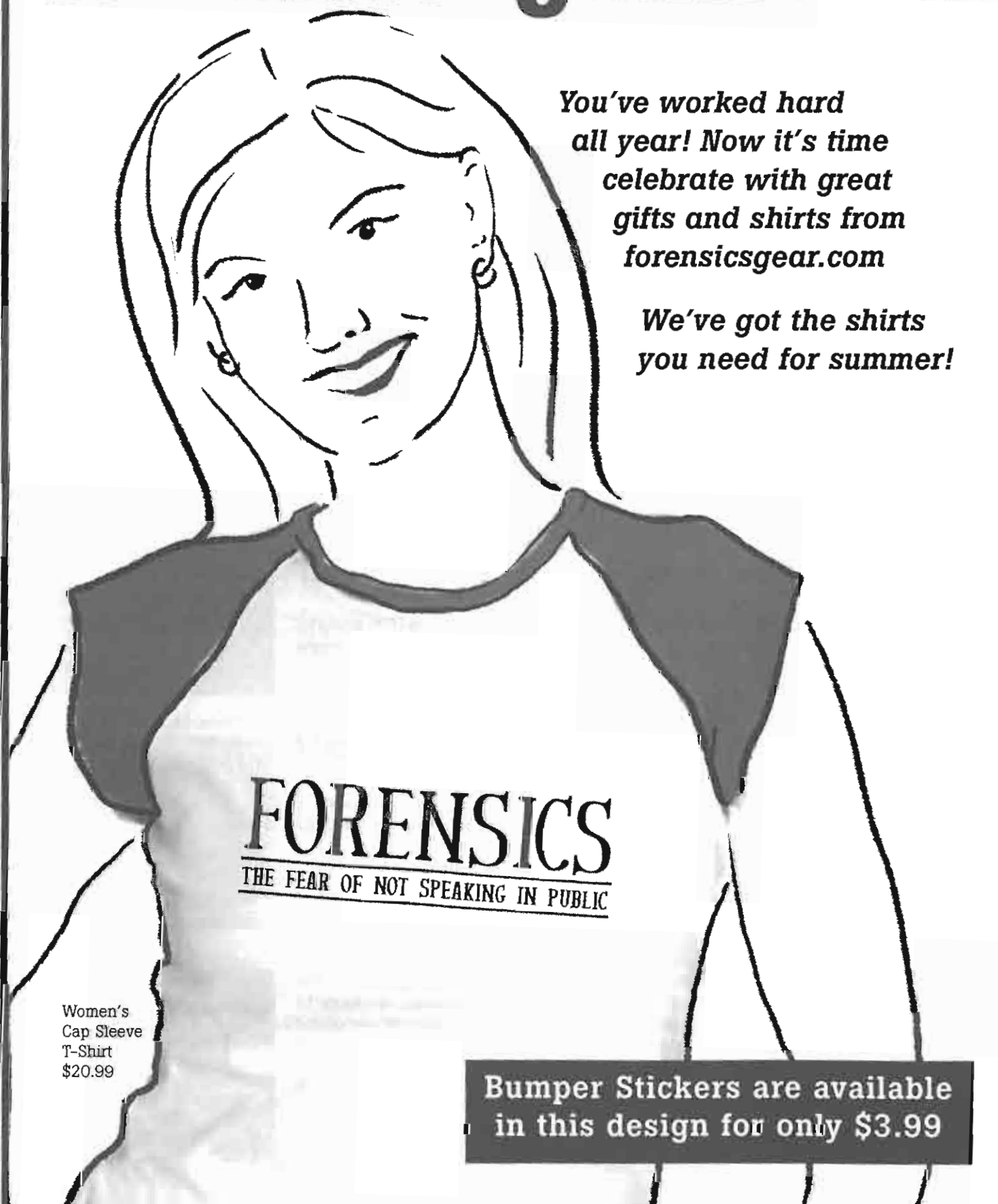
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2006 BLUEBONNET NATIONALS

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.

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.ichotelsgroup.com
Hyatt DFW Airport	\$92	800-233-1234		International Parkway @ DFW Airport	OP,F,R,S	www.dallas.hyatt.com
Holiday Inn Arlington						
Wingate Inn-DFW Airport	\$89	972-929-4600		8220 Esters Blvd, Irving	OP,CB,F,W,S,L	www.wingateinn.com
AmenSuites Grapevine	\$89	972-691-1199		2220 Grapevine Mills Circle West, Grapevine	CB, OP, S, F	www.amerisuites.com
AmeriSuites /Hurst	\$79	817-577-3003		1601 Hurst Town Center Dr., Hurst	CB, S, L, F, OP	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	Ask for in-house department	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 Lee or Maria	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.dfairport.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		250 East State Highway 114, Grapevine	OP,CB,S	www.grapevinetxsupr8.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)

OP= Outdoor Pool

CB=Complimentary Breakfast

F= Fitness Facility

W= Whirlpool

S= Shuttle

L= Laundry Facilities

R= Restaurant

IP= Indoor Pool

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.



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 pages 86-87) is less than 20 minutes from all hotel properties. It is recommended that all schools rent a vehicle to make transportation easier.
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.



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Grapevine/Colleyville, TX
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**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.

Advice from a Texan

by
David Huston

What to Expect When You Get to Texas

So, you've qualified for the National Speech and Debate Tournament and you are now planning your trip to Texas. I don't know about you, but in the many years I've gone to this tournament, there are always surprises and things I wish I had known before I went to the tournament. As a member of the planning committee, I could certainly tell you that all the things we are offering are going to be great and that you will have a wonderful time in Texas. I am confident that is going to occur.

As a transplanted Texan, however, I know that there are things about this place that are going to be unexpected. In the relatively short time (seven years) that I've been in this area, I've had a chance to explore and hopefully, find some fun things for you to do when you are here. I can also help you out in getting around the area, because quite frankly, I spend a great deal of time lost and don't have a clue as to where I am going or in what direction I'm heading. For example, one of the ways that you can take to get to Grapevine High School from Colleyville Heritage High School is to take a left on Hall Johnson. Some of us (me for instance) would naturally assume that you would be heading north. You are not; you are actually heading west. It's easy to forget that since Hwy 121 from the airport curves after it splits with 114 and starts heading south. This will mean absolutely nothing to you until you get here. Once you get here, and make this mistake (or get confused), just remember that I told you so.

What are some of the things you want to consider when coming to Texas? Here are some random thoughts and considerations as you consider coming to this great state.

How big is the state and how long is it going to take me to get from one place to the next?

This state is huge. You don't get a sense of that until you get here. If you have friends in San Antonio (or Houston for that matter) and you think that it's just a short little jaunt to get there to see them, please think again. If you want to sample the nightlife in Austin (it's great there, by the way), please understand that it is a good three hour drive from Austin to Dallas. Oh, and that trip to San Antonio? Figure four to five hours. Yep, the state is that big.

But, if you are just planning to stay in Dallas, that's not a problem. If you are staying at one of the DFW area hotel properties (and we highly suggest that you do so), then you are within ten minutes of either of the schools. We are not fibbing here. The directions are quite simple. Get on either 121 South or 114 West. By the airport, they are the same highway. They intersect and combine just north of the airport. A few miles past the airport, they split. If you continue on 114, you get to Grapevine High School. If you continue on 121, that's the way to Colleyville Heritage. More specific directions will be given once you get to the tournament, but both schools are within five minutes of that split.

You will also find in that area a number of different types of restaurants, strip malls, and other essential places for which many of us search when we go to tournaments. Much more on that later.

What's the weather like and how should we dress?

Expect it to be hot here. Temperatures will be in the 80's and possibly 90's during the day. It will get cooler at night but normally it will be in the upper 60's to lower 70's. It's a dry heat so unless it gets close to 100, it can be very pleasant during that

time of year. It's imperative that you drink lots of water, especially if you are not used to that kind of heat. Don't tough it out and think that you don't need to do that. Get yourself a nice pair of sunglasses as well. Not to be too obvious, but the sun is much brighter and hotter here than it is in other parts of the country. Staying hydrated and protecting yourself from the sun are both good things. Do them both.

The one thing I've noticed about Texas is that things are much more casual here. It's not unusual to walk into a bank (or some other professional place of business) and see persons in more casual business dress rather than dressed in suit and tie. I don't know why; that's just the way it is down here. People are generally friendly and more than happy to help. They will engage you in conversation and be genuinely interested in why you are here. So, yes somebody will care about your overly long explanation of extemporaneous speaking. And, yes, they will be impressed.

Plan on wearing shorts and t-shirts when you want to go more casual. Cotton or natural fabrics, good; other fabrics, bad. It will be warm enough for that. Even though the outside temperature will be hot, all buildings will be air conditioned. Just be ready for the contrast. Avoid going in and out of buildings constantly. The body sometimes has a difficult time adjusting and that could create health problems for you. Be adaptable. If you get cold in air conditioning, plan on bringing an extra layer that you can put on when inside and then removing when you go outside. Seems pretty logical, but even persons native to this area haven't figured that out.

National Tournament

How do we get to the area where we are staying? What is flying in and out of Dallas like?

Driving in Dallas is actually pretty easy. The roads are spacious and allow for the crazy people who drive here. The space here is more horizontal than vertical. You will not get a cramped feeling in any place you go in the city.

That said, here are some easy things to remember as you travel through the city. The DFW airport is smack dab in the middle of the Dallas metropolitan area and the Fort Worth metropolitan area. Numerous suburbs have sprung up around the airport area. Get used to hearing not only Colleyville and Grapevine, but Southlake, Coppell, Keller, Trophy Club, Irving, Flower Mound, Euless, Hurst, Bedford, and Arlington. They are all within a fifteen minute drive of the airport.

If you are driving into the city, if you are coming in from the north, you will most likely come in on I35. Don't get confused when you hit Denton and see an I35W and an I35E. I35 splits just north of Denton. If you are feeling adventurous and are not directionally challenged, you can take I35W. It will take you towards the Fort Worth area. If you are coming into the city late in the afternoon on Friday or Saturday morning, you may want to consider taking that to the Grapevine-Colleyville area. It does intersect with 114 right at the Texas Motor Speedway. Take 114 east and you will eventually run into the airport area that will be (or has been) discussed.

If you stay on I35E, you can get to the airport area one of three ways. You can take 121 South (yep, it intersects with I35) once you get into Lewisville. It's probably the straightest shot to the airport area. It's a little more scenic (ie slower) than the others, but it's still the one of the better ways to get to that area. You can also take the George Bush (the first) Tollway west to I635. It will cost you a little bit of change, but is much faster than 121. You will come out on 635. Take that west and you will see signs to get you to the airport area. Do not take Bass Pro Drive unless you love to visit big stores that feature hunting and fishing equipment. The third and decidedly more adventurous (re: not the best plan to fol-

low) is to take I35E all the way to 635, where you will go west to the airport. Do that only if you are looking forward to experiencing true metropolitan area driving.

If you are coming from the south and end up north of Waco, you can stop in Hillsboro at the outlet malls that are there. Just north of there, you see the split for I35. Again, following I35W will take you through Ft. Worth as opposed to Dallas. Getting to the Grapevine-Colleyville area from there is a little complicated. The best plan would be to stay on I35E, take that through Dallas, and hook up with 183 which eventually will get you out to the airport area.

Now, many of you will be flying into the Dallas area. You will either fly into Love Field or DFW. Flying into Love is a good option if you are in Texas or one of the contiguous states. Otherwise, you are pretty far away from everything that is scheduled. To get to the hotel area and the DFW area, you will take Mockingbird west. It will eventually intersect with 183. You want to take that north and it will eventually hook up with 114 that will take you to the DFW area. If you are renting from Capps Auto (something we recommend), they are located on 183.

If you are flying into DFW, realize that you will come into one of five terminals. Look at a map of the airport; it looks like three circles split in half with a highway running down the middle of it. If you are staying at the Hyatt Regency, it will be located at Terminal C. To get to the hotel from any of the terminals, you can either take their shuttle or you can take the trains that now run between the various terminals to Terminal C. The directions to the hotel from Terminal C are pretty clear; if you don't have a lot of luggage you can literally walk there from the terminal. If you are renting from one of the major rental companies, you will need to catch the shuttle to the rental car location. That will be down a floor from where you collect your luggage. Get your rental vehicle before you collect your kids and their luggage. Again, our strong recommendation is to rent from Capps Rental. They have a huge fleet of a variety of vehicles and are used to renting to groups like ours. They will come and pick you up,

take you to the rental center to get your vehicle and give you great directions to where ever you want to go.

If you wish to get to the area where all of the hotels are and the schools, you will take the north airport exit. Look for the appropriate signs. That should help you find the schools and the hotels.

What's the shopping like in the area?

The shopping is great. One exit past Colleyville Heritage on 121 is Glade Road. There is a Super Target there and the typical strip mall types of things. Around that school, you will also find two different kinds of grocery stores and a pharmacy just down the road. You will also run across a regular Target store, a Walmart, and a Sam's Club on your way to Grapevine. Both Office Depot and Office Max have stores within a few miles of both schools. There is also a Kinko's that is on 114/121 on your way to both schools.

Grapevine Mills Mall is just north of the airport area as well. A number of traditional restaurants are in the parking lot of this mall. It also serves as a pseudo outlet mall. There is a large book store there, Virgin Records, a Brooks Brothers outlet, Old Navy, Burlington Coat Factory, and a Rainforest Café. One of my favorite stores is Steve and Barry's. If you've ever been on a large college campus (U of California and Michigan come to mind), you will be familiar with them. They sell t-shirts, sweatshirts, and other clothing with college and other unique designs on them. Nothing in the store is priced over \$10. The mall also has a skate center and large movie theatre multiplex.

What about food?

In Dallas, you can find just about any kind of food that you would like. We've mentioned some things above. Here are some other ideas. The confluence of 121 and 114 also has a number of restaurants. Don't get frustrated; there are ways to get there from where you are going. Remember—William D. Tate and Main Street. Exits to either of those roads will get you access to most of the restaurants to which you will attempt to go.

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Note: The evidence from all print books is available in the database. With the exception of the Debater's Research Guide, print books can also be purchased as downloadable .pdfs and are available for Master subscribers.

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National Tournament

There are several national chain restaurants on either William D. Tate or the Main Street access road. Count on Friday's, Boston's, Boston Market, Wendy's, and MacDonald's in that group. There are also some more local chains as well. Spring Creek Barbeque is pretty good and El Fenix is an inexpensive alternative to the chain Mexican restaurants you may find. Salt Grass steakhouse is a Texas institution. Le Madeline serves a variation of French cuisine that is pretty good. Their coconut macaroons are outstanding. For those enjoying Asian fusion, P.F. Chang's also has an establishment in that area. The area around the 114 and 121 split has just about any type of food that you would wish.

If you are looking for the local restaurants, you can find those, too. Ask Jane Boyd about some of the restaurants in the downtown Grapevine area. There are some unique dining experiences there. Around Colleyville Heritage, Cantina Laredo and La Hacienda are great Mexican restaurants. The Railhead Grill features barbeque and is popular with some local sports celebrities.

If you have more time, you can certainly explore the culinary delights that both Fort Worth and Dallas has to offer. We will try to have materials at registration to help you with information about places need to go. For example, if you are looking for some place to have a really good steak and price is not an object, there are a number of very fine dining establishments just north of the Galleria and extending to just north of Trinity Mills Road on the Dallas North Tollway. These establishments are extremely pricey (\$35-\$45 steaks) but it's great for a one-time experience.

What else is there to do around that area (especially if I'm out of the competition and don't have anything to do after Tuesday but I want to hang around the rest of the week)?

Here's the short answer to that question: You are in a metropolitan area that has close to three million people in it; surely you can find something to do to entertain yourself. That's the obvious answer; here are some suggestions.

Try the Main Event. This a place that has bowling alleys and other types of games under one roof. They are designed

to handle large parties and lots of fun.

In tournament related matters, remember the Schwan's party on Tuesday night. Details for that can be found in other tournament materials. On Monday and Wednesday nights, the host committee will have a student lounge set up in the Hyatt Regency. Snacks and beverages will be available at a low cost to students. We will also have low-cost video games set up as well. Two of our local coaches, Chris Agee from Newman Smith HS and Toby Whisenhunt from Highland Park HS, are going to serve as DJ's. They do this on a regular basis so can cater to most musical tastes. Anybody that knows these two guys will tell you that they are crazy and will make this experience fun for all participants. We certainly encourage you to drop by and have a great time.

If you are looking for something a little more historical and are willing to spend the day doing something unusual, you may want to try the Sixth Floor Museum. The museum is dedicated to the circumstances surrounding the assassination of President John Kennedy. The museum is housed in the Texas Book Depository and is on the floor from which Lee Harvey Oswald supposedly fired the fatal shots. For history buffs, it's a fascinating look at this historic event. Obviously, you are right on Dealey Plaza as well and can wander the area right outside the building. If you are there on a nice day, conspiracy theorists often set up shop on the Plaza and are more than willing to engage persons in conversation, dialogue, and debate about the assassination. The museum does charge a fee for entry. Don't worry about lunch, as you are a short walk from the West End area which features a number of different restaurants.

If you wish to head west to Fort Worth, the Sundance Square area is a fun area to hang out in, shop, and dine. If you want to get a feel for the Old West, check out the Fort Worth Stockyards. You can have your picture taken riding a Longhorn steer. They also have a reenactment of a shoot-out between law enforcement officials and outlaws that is entertaining as well.

Obviously, you want to take part in the Six Flags opening ceremonies on Sun-

day. If you haven't purchased the tickets already, getting the \$50 "two parks" ticket is a steal. Six Flags has added ten new rides this year along with new characters that wander the park as well. They have had the Looney Tune cartoon characters as part of their theme in the past; Justice League of America characters have now been added to that mix. They promise to be a part of the opening ceremonies. Sunday's outing includes your evening meal as well. Parking is free to you on Sunday. Even if you have a large bus, they can park for free as long as one person in your party has the parking pass. There is even a parade on Sunday night in which we are promised to have NFL dignitaries in attendance and as part of the parade. For the \$50 price, you get a second day at Six Flags or Hurricane Harbor. Normally, both park admissions would cost in excess of \$100. This is a great bargain for persons who need to find something to do later in the week. Go back to Six Flags or cool down at Hurricane Harbor. What a great choice!

For those of you who are sports fans, particularly baseball, you will feel as if you can have your pick of America's game. If you are showing up a few days early and want to catch some minor league baseball, the Frisco Roughriders, Double A farm club of the Texas Rangers, will be playing the Corpus Christi Hooks at their ballpark in Frisco. Tickets are cheap and you are never more than twenty rows away from the action. The bullpens are actually in the stands; you can carry on conversations with the ballplayers as they are warming up. Entertainment between innings; it's minor league baseball at its best. Park in the Stonebriar shopping mall, one of the area's largest and you have just a short walk to the ballpark.

Those of you who are interested in the major league variety of baseball, you can do a lot worse than an outing to Ameritrust Field (formerly The Ballpark at Arlington). The ballpark shares a parking lot with Six Flags. Yep, they are that close to one another. The Rangers are in town the weekend before the tournament and have games on Tuesday, Wednesday, and Thursday during the tournament week. The weekend prior features the Arizona Dia-

National Tournament

mondbacks with fireworks on Saturday night. Sunday is a day game so tickets will be readily available on that day. Wednesday night of the tournament week, the Rangers will be playing the San Diego Padres. Wednesday's are also \$1 hot dog night. That's right; you can eat as many hot dogs as you want for a buck apiece. Want to do something during the day on Thursday but you also want to see the final rounds on Thursday night? Take in Thursday's day game starting at 1:05 p.m. The best deal is to buy the really cheap \$6 tickets that are in the upper right field deck. Especially on Thursday, sit there for the first few innings. Since the ballpark will be only half full, move down closer to the field after a couple of innings. The ushers are used to that and won't hassle you at all.

Major league action for a fraction of the cost.

There are a couple of neat things about Amerquest. First, there is a game area featuring pitching and hitting areas in center field. If you get bored with the game, it's a great place to go. If you are a baseball history nut, there is also a mini-Hall of Fame exhibit as well. You can learn about Texas Rangers baseball as well as view other baseball memorabilia as well. The ballpark is also a launching pad for home runs. When the Rangers hit one, there is fireworks displayed and the theme from The Natural starts to play. It used to be really cool until they put this stupid Amerquest bell in left field whose tolling then cuts short the other music as our hometown hero hits homeplate. I've traveled to many baseball

parks, and Amerquest is one of my favorite places to watch baseball.

There are numerous other activities in which to partake. We could overwhelm you with things to do. We hope that you plan things well and plan to have a good time at the tournament. The competition will be excellent and the hospitality will be abundant. We are very much looking forward to hosting you at the 2006 Bluebonnet Nationals. We offer a great big "howdy" before you get here. Contact us if you have any questions or concerns.

(**David Huston** is a double diamond coach from Colleyville Heritage in Texas. You'll see David at Nationals as he is a member of the Grapevine-Colleyville Host Committee.)

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Cedar Rapids Washington High School Seeks Debate Coach/Teacher for 2006-07

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KidzU Summer Camp & The 2006 Texas Bluebonnet Nationals

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Weekly activities include a field trip and swimming at Pleasant Glade Pool, an outdoor pool facility located adjacent to the school. Field trips scheduled for this summer include bowling, swimming, the movies, and area destinations such as The Ft. Worth Zoo, The Dallas Aquarium, Six Flags and The Science Place.

KidzU Summer Camp is full day program which operates during the work week from 6:30am-6:30 pm.

Summer Camp Rates For the Bluebonnet Nationals June 19-23, 2006

Weekly	\$150
Daily	\$40

Rates do include two snacks and a sack lunch each day. All activity and field trip fees are included. Campers will receive a summer KidzU t-shirt.

The KidzU campers will **swim** twice a week at Pleasant Glade Pool, so don't forget your towel and suit on swim days.

Advance registration is required. To pre-register for the week, either call or email the KidzU office.

Phone: 817-251-5545
Email: kidzu@gcisd.net

Enrollment forms will be forwarded to you by mail or email. Specific plans for the week will be sent to you by June 1, 2006.



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
Hourly and daily flat rates available (ages six weeks – 12 years).

Our school district will provide (for a fee) activities and fun for your older children at KidzU – our summer school program. The program will involve field trips and professional care.

Contact Cindi Timmons (Cynthia.timmons@gcisd.net) for more information. Cindi has a 14 year old and a 3 year old and knows what it's like to juggle family and forensics.

We would like to thank the following for their initial support and contributions toward making the 2006 Texas Bluebonnet Nationals an event to remember.

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Schools across the state of Texas have joined in partnership to host the 2006 Bluebonnet Nationals. The following schools are current members:

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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 817-305-4763.



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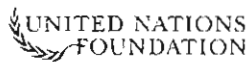
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At ODI, students learn from one of the most celebrated college forensics programs in the U.S. Instructors Aaron Donaldson and Jason Lear made history as one of the top eight teams in the world in Dublin, Ireland at the World University Debate Championships this past January.

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Applications Due:

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The Katrina Project: Hell and High Water

by

Sean Evans

Media Relations Specialist

Navigating the Aftermath

A new play about Hope and Healing based on Hurricane Katrina performed by students from Hattiesburg High School, MS

NEW YORK, NY – March 14, 2006

On August 29, 2005, Hurricane Katrina slammed into the Gulf Coast, shattering the lives of residents in Alabama, Florida, Louisiana and Mississippi. Over thirteen hundred people died, but hundreds of thousands of Americans were impacted as they welcomed evacuees into their communities and homes.

Now, six months after Hurricane Katrina devastated the region, tens of thousands of survivors are still suffering and the future of the Gulf Coast remains unclear. Katrina displaced nearly 750,000 households and only one-third of the residents of New Orleans have returned. The gracious cities that took in evacuees are currently overwhelmed by the costs of housing, schooling, and stabilizing the marginalized families.

For Mississippian playwrights Michael Marks, a theatre teacher at Hattiesburg High School and Mackenzie Westmoreland the tragedy was more than personal; it was an opportunity to start the healing process for their friends and neighbors. The two humanitarians decided that the national disaster and its ensuing aftermath needed to be documented and shared with everyone.

Trained in interview techniques by the University of Southern Mississippi's

Department of Oral History and Cultural Heritage, the duo sent Marks' theatre students out into the affected communities and refugee centers to collect stories from local residents, Red Cross volunteers, evacuees and National Guardsmen who worked in the most devastated areas. Westmoreland and Marks also collected facts from sources such as Time, Newsweek and US News to craft The Katrina Project, a play which shows the desperation, anger, fear and hope of those impacted directly by the storm.

What resulted was a view of the disaster by those who lived through it. While reenactments of press conferences with FEMA Director Michael Brown, filmmaker Michael Moore and rapper Kanye West remind the audience of the public faces of Katrina, the private stories provide the most empathy. Stories such as those of a woman in labor, forced to abandon her five year old son in a flooding apartment to swim for medical help for her unborn child. "Transferring those emotions to the stage, we have learned even more about ourselves, our ideas and our nation. As time passes, we don't want America to forget the struggle of these survivors as they rebuild their lives," said Marks.

Though lighter moments relieve the intensity of the play, audiences are left with a clear understanding of the severity of Katrina and an appreciation for the spirit of

the survivors. The play's main goal is to maintain awareness for the ongoing tragedy, even though the storm is no longer part of daily headlines.

Response to The Katrina Project has been overwhelmingly positive. Since the first sell-out benefit performance, the show won Best Play at Mississippi's State Theatre Festival and the new playwrights shared Best Director accolades. Future plans include performances in The Ford Theatre in Washington, DC, and Tada Theatre for Youth in New York. Donations are taken at every performance for Mississippi's Hurricane Relief Fund and a full listing of charities and relief organizations are part of the program book.

The co-creators note the play continues to evolve as new information comes out. "We are only now beginning to get some accurate figures and unfortunately the tragedy is as bad as predicted, but good things can come from disaster," said Westmoreland, "Katrina will always be remembered for the lives and property it destroyed. We just want to make sure that the people who survived and the thousands of volunteers who gave so much are remembered as well. This is their story and we are honored to be able to share it."

For more information, please visit www.tigerforensics.org. To request a clip of the play, contact Sean Evans at sevens@limeprpromo.com.

Reprint permission granted

◆ *Hope and Healing*

**Co-directors and
co-writers of the play**



Michael Marks



Mackenzie Westmoreland

Hattiesburg, Mississippi



Cathy Yu performs as Qyang Lo. In this photo Cathy displays the pain of being left out of evacuation plans.



Corsheila Walker and Parin Patel portray a hurricane survivor being treated by an ER doctor.



Hallie Paul as Sara

Performers from Hattiesburg HS:

Parin Patel

Hallie Paul

Joel Salda

Corsheila Walker

Cathy Yu



Joel Salda as Billy

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Victory Briefs LLC is a California-based company made up of speech and debate coaches, former champion competitors, and forensics enthusiasts devoted to the improvement of forensics education across the country. We are dedicated to improving the quality of all forensics, with a special focus on policy debate, LD debate, and extemporaneous speaking. If you aren't already familiar with what we are about, ask around, and we hope to get to know you.

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You can find out more in depth information about our offerings at our website. Here are some highlights:

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Philosophy Lost

by
James Maxwell

While judging debate at the 2005 NFL National Tournament in Philadelphia, I became increasingly aware of a disturbing shift in LD towards a more policy-oriented framework both in terms of the resolutions and in terms of various argumentative approaches taken by debaters in competition. When I judged an LD round on Thursday, I was struck by the fact that several of the policy rounds I had judged earlier in the week were driven more by philosophy and theoretical issues of value than either flight of LD, contrary to how I have traditionally understood the differences between the events.

The brief description of LD offered on the NFL website asserts that "propositions of value are debated with the emphasis on developing logical argumentation rather than an accumulation of information. You [the debater] will learn value analysis, argumentation skills, sound and ethical uses of persuasion, and clear audience centered communication." In other words, the event both requires and fosters in-depth understanding of complex moral philosophies, the ability to apply them to modern contexts, and the ability to relay that complexity clearly to judges within a limited timeframe. Thus, LD debates often move at a slower pace with greater emphasis on explaining how abstract value systems apply to our world. Lately, however, these unique features have begun to disappear, and the event is shifting dangerously toward becoming a shorter, one-on-one version of policy debates. This shift is largely due to a tendency to create resolutions more associated with propositions of fact or policy rather than value as well as a tendency among both coaches and debaters to embrace methods of argumentation more associated with policy. If this shift continues unabated, we risk destroying LD as a

unique event.

Before further exploring the potentially disastrous effects of this trend in greater detail, consider the defining qualities of truly effective value resolutions as distinct from those that blur the boundaries between LD and policy. Most debate texts define value propositions in the way suggested by Michael Bartanen and David Frank in *Debating Values*: "value propositions call for explicit and direct testing of core preferences and beliefs" (42). In other words, such resolutions guide debaters toward considerations of what humanity or society should view as most important or worthy. Some LD resolutions do this blatantly ("Civil disobedience is justified in a democracy"), and some more subtly ("A government's obligation to protect the environment ought to take precedence over its obligation to promote economic development"), but all such propositions invite discussions, on an abstract and philosophical level, of underlying moral beliefs.

One important way many LD resolutions establish this inherently theoretical ground for debate is through the use of the term "ought" as distinct from "should." While the difference is subtle, it is also vitally important for marking the unique terrain of each debate format. The Random House College Dictionary defines "ought" as a word "used to express duty or moral obligation." The second definition identifies the term as one "used to express justice, moral rightness, or the like." The same dictionary defines "should" as a word "used to indicate duty, propriety or expediency." While this definition is similar to that of "ought," it does not contain the same moral implications. This is why so many solid LD resolutions contain the word "ought." While some recent dictionaries regard the terms as synonymous, we, as the framers

of resolutions, must consider that there is a distinct linguistic heritage behind "ought" when formulating resolutions to better facilitate the educational value of the event, because recognizing this heritage will allow us to formulate normative, theoretical resolutions without always using the word "ought" in the wording. In other words, we must recognize that "ought" always carries moral implications and that the resolutions we formulate should do the same.

In contrast to LD resolutions, propositions of policy "provide for the affirmative to defend a specific course of action" (Bartanen and Frank 42). In other words, such resolutions guide debaters toward a consideration of the efficacy or practicality of potential government action. Appropriately, then, such resolutions typically contain the word "should" as opposed to "ought" as a mechanism for such guidance. Consider, for instance, these policy resolutions: "that the US government should reduce worldwide pollution through its trade and/or aid policies," or "that the federal government should establish a policy to substantially increase renewable energy use in the United States." These resolutions assume that the underlying values of our society (perhaps that a government's obligation to protect the environment does indeed take precedence over other concerns) have been determined. The defining features of policy resolutions are thus that they assume completion of value debates and therefore invite discussions, on a practical level, of what a government or social entity should do to implement those core values in a policy action.

My concern is that many recent LD resolutions have begun to move in a direction where they invite more policy-oriented discussions. This shift has been especially apparent in nearly every LD resolution used

this year. The September/October resolution actually used the term “policy”: “In matters of US immigration policy, restrictions on the rights of non-citizens are consistent with democratic ideals.” This resolution suggests that debaters should “defend [or attack] a specific course of action” rather than guiding debaters toward “explicit and direct testing of core preferences and beliefs.” It is true that the resolution investigates consistency with democratic ideals, but the wording and implications of the resolution suggest that debaters should consider more what represents the most effective policy regarding the treatment of immigrants. Some debaters found themselves questioning the “topicality” of certain examples because they dealt with such policy concerns, but the majority of LDers in competition merely engaged the resolution from a policy perspective.

Nearly every resolution this year has created similar issues during preparation and competition. For instance, “Judicial activism is necessary to protect the rights of American citizens” is even more policy-oriented than the immigration topic. Debaters were almost *required* to defend or attack a *policy* of judicial activism in America. While questions of the relative worth of such a policy or its potential effects on rights did come into play, most debates centered on why or why not the policy approach itself would be effective in terms of achieving the advantages claimed for rights protection. In other words, the rounds often became one-on-one policy debates with all the jargon and arguments that entails.

The January/February topic (“The use of the state’s power of eminent domain to promote private enterprise is unjust”) attempted to invite philosophical considerations of value, but even the inclusion of “unjust” did little to achieve this. Typical affirmative cases would focus on arguments regarding the efficacy of the policy of eminent domain, while negatives found themselves not only attacking this policy but, because of recent state decisions regarding this practice, defending the progress made in the status quo. I almost expected to hear a “states counterplan” in rounds I judged, and some negative arguments did come close to advocating such a position.

While our district does not compete with the March/April topic, it represents the apex of this trend: “Juveniles charged with violent crimes should be tried and punished as adults.” This resolution even contains the word “should,” and thus clearly calls on the affirmatives to defend a particular policy action. While there is no need to formulate a plan as policy debaters would with this resolution, the tendency of affirmatives will be to discuss possible reasons for adopting some plan to punish juvenile offenders, and negatives will likely find themselves again supporting the status quo in which special consideration of minor status dominates.

While it may appear that decisions to focus on concerns more related to policy debates than LD are the fault of debaters themselves in relation to some topics (the “eminent domain” topic for instance), the approach debaters adopt testifies to the self-reinforcing nature of the resolutional shift. If resolutions tend more toward a policy framework, then debaters will adapt their arguments accordingly, thus robbing even potentially fruitful value debates of their moral considerations. In other words, as the resolutions tend towards policy, so too will the evidence and structure of arguments, and debaters will, even when offered an opportunity to return to the philosophical grounding of LD, revert to the now comfortable world of defending or attacking a policy based on its immediate effects on government activities. This often leads coaches and those conducting research for the activity toward allowing, and at times encouraging, the use of policy tactics in value debates. With this encouragement, debaters perpetuate the dangerous shift and the cycle continues unabated.

The approaches taken to the 2005 Nationals topic, “that the pursuit of scientific knowledge ought to be constrained by concern for societal good,” exemplify this concomitant shift in coaching and competing and reveal that it has become common for debaters to approach even potentially valid LD resolutions through a policy framework. Despite the use of the term “ought” to guide debaters toward a normative consideration of the issue, I judged several debates which tended more toward discus-

sions, evidence challenges, and “card wars” regarding what *policy* the government should adopt with regard to scientific research. Affirmatives offered pseudo-plans for facilitating scientific research while negatives presented evidence questioning the effectiveness of such policies. Gone were issues of morality or social philosophy addressing the inherent worth of competing ethical concerns of the government. This was a direct result of the self-reinforcing cycle in which the event now finds itself.

What is of the utmost concern in this shift toward policy-oriented resolutions and competitive practices in LD is the effect it will have and is, in fact, now having on competitive rounds. Speed, for instance, has become a growing problem in LD. While I recognize that the nature of the debates requires some speed, the shift toward policy resolutions and the tendency of coaches and debaters trained by them to focus the evidence and arguments on policy concerns has increased this likelihood, because it almost requires debaters to marshal and quickly present evidence regarding policy efficacy or advisability. In other words, the event becomes one based more on “an accumulation of information” rather than fostering an “emphasis on developing logical argumentation.” This was the case when I judged LD at Nationals last year and remains so with the majority of this year’s resolutions.

Because of this shift in resolution formation and the consequent shift in coaching and debating, many handbooks – with a few notable exceptions – have become collections of evidence regarding the policy options a government should take with regard to the topic area. I have even had discussions with policy coaches who are excited by this shift and actually hope to see that kind of evidentiary debate occur. Gone, then, are collections of evidence or topic analyses that focus on the deeper philosophical concerns of the issue.

This shift is also apparent in how we coach LD. As resolutions move to a policy framework, coaching follows quickly behind. I cannot deny that competitive rounds were often won this season based on the use of a more policy-oriented approach to

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the presentation and argumentation of evidence, and many coaches naturally focus on the most efficient method for winning rounds. However, because the unique status of LD demands that we at least attempt to preserve its inherent qualities, we, as coaches, can do more to arrest this momentum in framing and discussing resolutions with students. For instance, brainstorming for the topics should include direct discussions of values and criteria and the philosophers who investigate those values.

This renewed focus on theory in our discussions with debaters will help mitigate one of the most troubling impacts of the resolutorial shift: the use of philosophy, and consequently direct clash between values and criteria, has become less commonplace in the event. Rather than looking deeply into particular philosophers of justice (Rawls, Nozick, Singer, etc), debaters seem much more inclined to examine more superficial criteria for cases. Rather than Rawls's theory of justice, for example, debaters are using criteria such as "appropriate government action" or "preservation of the separation of powers." While such criteria might have a place in some debates, the trend has been to fall back on them more typically because they directly address the kinds of policies a government could or should pursue as opposed to normative systems of thought that question the very grounding of such policy action. Gone, therefore, is the research that would guide debaters toward a much deeper consideration of underlying social values or moral systems of thought. Gone, in other words, is one of the defining characteristics of the event.

As a consequence of the departure from philosophy, many rounds now focus largely on the contentions, and values and criteria are rarely mentioned after constructives. If they are mentioned, it is typically in a somewhat superficial way such as, "my side achieves its value because I am defending a policy that best supports that value." Rather than direct value clash or questioning of the relative worth of value systems, the debates devolve into discussions about what kind of policy option best leads to a certain out-

come, representing a direct departure from the intent of the event. If there is to be no debate about moral systems, if we are not to consider which values to strive for and which philosophical systems to apply to determine those values, we are merely asking debaters to argue propositions of fact, not value.

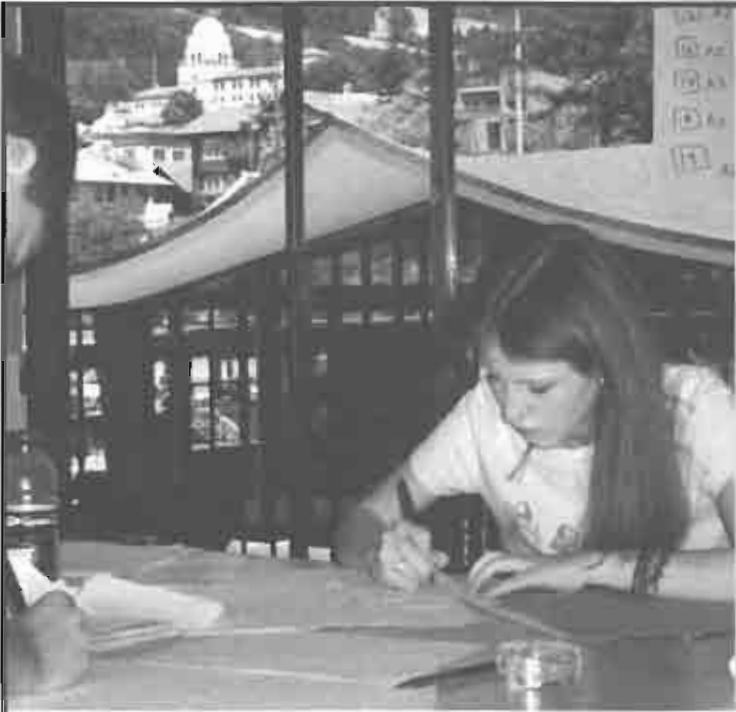
Perhaps the most dangerous aspect of this shift is that it will deprive a large number of students of a competitive experience that allows them to make use of the unique way their minds work. Policy debate is an event best suited for what University of Connecticut education professor Anthony Gergorc calls "concrete sequential thinkers," those individuals who "tend to be based in reality. They process information in an ordered, sequential, linear way." As discussed above, policy debate is ideal for such thinkers because it essentially applies that thinking style to a particular course of action and its effects on the real world. In contrast, LD is best suited for "abstract sequential thinkers," those individuals who "love the world of theory and abstract thought." They are the people who go beyond the practicality or reality of a policy option and instead consider the theoretical grounding, on an abstract level, of such options. Simply put, there are students who will thrive in policy and students who will thrive in LD because their thinking processes are best suited to the events. If we allow the shift identified here to continue, we risk fostering debate opportunities for a more limited group of students, thus depriving many students of the opportunity to develop intellectually, academically, and socially in forensics.

LD still remains a viable and unique event, but the shift identified appears to be diluting its inherent characteristics and has led to a sense of LD becoming little more than a shorter, one-on-one version of policy debate. In order to arrest this cycle, I suggest that there are several things that can be accomplished by those who form resolutions and, consequently, by those who coach and debate them. In forming resolutions, we should avoid the word "should" when possible; we should avoid competition between policy options in our resolu-

tions; we should avoid resolutions that directly assert that one policy is the best means to achieve some end; and we should use terminology to focus the debate on ethical systems rather than policy options. In terms of our work with debaters, we should discuss each resolution from an abstract, philosophical perspective; we should guide debaters toward philosophers and normative systems that investigate the underlying morality of certain approaches to the world; we should avoid falling back on evidence wars to decide a debate; and, perhaps most importantly, we should remind our students that LD *necessarily* moves at a slower pace due largely to the more complex theoretical issues characteristic of the event. By recognizing the unique qualities inherent in Lincoln/Douglas debate, we can do a lot to preserve its special place in our competitive lives.

(James Maxwell is head of forensics at Bozeman High School in Bozeman, Montana where he coaches Policy, LD, and Public Forum.)

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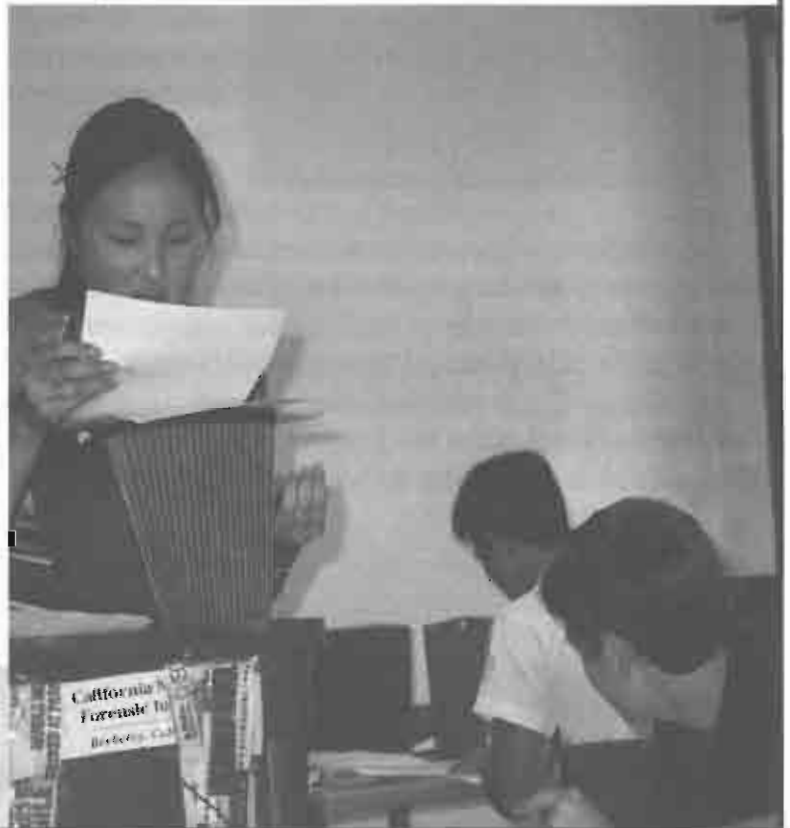
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◆ ConocoPhillips Urban Debate League

Thank You ConocoPhillips!

Exciting NFL Tournament

by
Jay Stubbs

March 10-11, 2006 several Houston area schools participated in the ConocoPhillips Urban Debate League tournament. ConocoPhillips and the National Forensic League entered into an agreement that gives economically disadvantaged students an opportunity to compete in a tournament for experience and scholarships. For many schools in the tournament it represents the first competitive tournament exposure their students have had.

The tournament featured Public Forum debates on a topic created especially for the tournament. The schools participating in the program included Jesse H Jones HS, G.C. Scarborough HS, Challenge Early College HS, Jack Yates HS, Westfield HS, Ball HS, Aldine HS, Eastwood Academy, and Pasadena HS. The topic was announced to coaches in January. A workshop offering topic analysis and information on the Public Forum debate was held for coaches and students. After spending time researching the topic the students were given the opportunity to check their progress by participating in practice rounds. Each team had the chance to try out their pro and con cases as well as getting experience in choosing first or last speaking positions. Post round critiques were offered to allow students to make additional improvements prior to the final tournament.



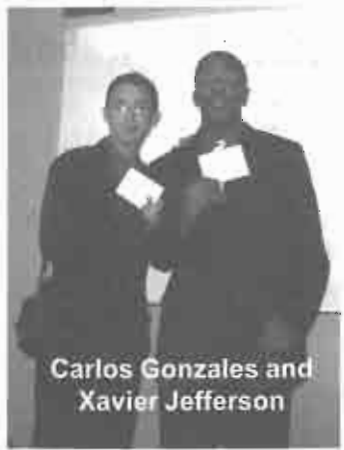
Bellaire Students Tabulating

The tournament was held at Bellaire High School and ran very smoothly because of the hard work and time volunteered by members of the Bellaire debate squad. Bellaire debaters were in charge of all key portions of tournament operations including tabulation. A part of the



ConocoPhillips grant provided a dinner for all debaters, coaches and judges between the preliminary rounds. A grill was set up in the courtyard of the school where cheeseburgers, hotdogs, fish and ribs were barbequed. The aroma of the freshly cooked food attracted debaters to the courtyard between rounds. These students, who expected to pay for their meal, were very pleased to learn that this hospitality is one of the benefits of participating in the ConocoPhillips Urban Debate League. 120 cheeseburgers, 80 hotdogs, ribs, 30 pieces of fish as well as chips and drinks for all were consumed during the tournament.

◆ ConocoPhillips Urban Debate League



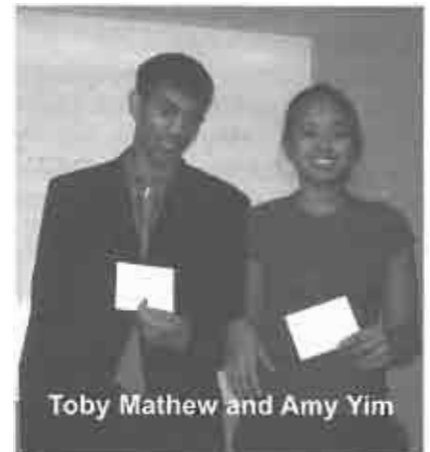
Carlos Gonzales and
Xavier Jefferson

Six schools had teams that cleared to the quarterfinal round that would be held on Saturday morning. After the rounds on Saturday it was time to announce the scholarship winners. Carlos Gonzales and Xavier Jefferson coached by Shauna Mayes from Aldine High School won third place and each debater received a \$500 scholarship. After a close final round Toby Mathew and Amy Yim coached by



Ross Ahya and Ifiok Udoh

Kaye Magill from Westfield High School won second place with each receiving a \$750 scholarship. The champions of the 2006 ConocoPhillips Urban Debate League are Ross Ahya and Ifiok Udoh of Jesse H. Jones High School coached by Shera Carter. The champions each received \$1,000 scholarships. In addition to the generous scholarships and meals that were provided to the students, ConocoPhillips also paid for affiliate dues for any school not currently a member of the National Forensic League as well as paying individual NFL memberships for any students who earned enough points to become NFL members during the tournament. Coaches also received a stipend for helping prepare students for their participation in the program.



Toby Mathew and Amy Yim

The ConocoPhillips Urban Debate League has become a very important part of the lives of many Houston area students. The tournament provided an atmosphere of fellowship, cooperation, and participation as well as the financial rewards for the winning students. The students of the Bellaire debate squad are proud to be able to help run a tournament that provides such a great service for so many students in the Houston community. On behalf of all of the students and coaches who participated in this year's tournament we offer thanks to ConocoPhillips and the National Forensic League for making this program possible with hopes that the program will continue to serve our area's students for many years to come.

NFL Awards Youngest Academic All-American

by
Coach Judie Roberts

Congratulations Kevin!

What do you do with a 11-year old in a high school speech class? Well, when he's a child genius you recruit him into debate and he becomes a national qualifier and an Academic All-American.

Kevin Chung joined the speech class at Skyline High School in Salt Lake City Utah at a very young age, age 11. When Kevin came into the class he had been the brunt of many jokes and much harassment by high school jocks looking for a scape-goat. When he finished the semester and had out-spoken them all, he was an articulate confident debater.

Kevin actually skipped junior high school. He went from the 6th grade to high school. For a while, he had trouble fitting in. The forensic program has helped Kevin to achieve the confidence he needs to go on to college at the age of 14.

Kevin has made huge strides along the way. He beat out many debaters at the notorious Warrior Wars competition, a forensic triathlon. A student competes in three events, places in the finals of each and is declared Ultimate Warrior. Kevin was the Novice Ultimate Warrior in 2005. He also qualified to NCFL Congress in 2005. This year, Kevin placed 2nd in Student Congress at the regional debate meet and then went on to become State Champion in Student Congress at the 5A State Meet.

With an overall GPA of 3.998, Kevin is the youngest Academic All-American in the history of the NFL. "All of my points were earned through speaking and judging," says Kevin. He earned his 750th point at the NCFL Tournament held at Judge Memorial High School in Salt Lake City, UT. This is a goal that he never thought he could achieve since he only had two years of eligibility left when he started debate.

Kevin, when thinking back on his two year Congress career said, "I really like Student Congress because I feel like I can out-speak those kids that are older and bigger than me."



Mock Trial in a Salt Lake City courtroom. Kevin, on the left, acting as an attorney, Chrissy Kim on the right as co-council.



Kevin had just become the State Champion in Congress. The team went to a celebration dinner. Left of Kevin is Amy Zhang, team captain, and on the right of Kevin is Jane Chang.



NEWEST ACADEMIC ALL AMERICANS

(Date through March 28, 2006)

Alabama

Mars Hill Bible School
Anna M Mitchell

California

Archer School
Darby Vickers
Armijo High School
Kristina R Yee
Arroyo Grande HS
Sahand Moarefy
Bellarmine College Prep
Phillip Baker
Matt Grimes
Bobby Holley
Sharat Raju
Ananth Srinivasan
College Prep
Jay Bhatnagar
Kunal Raygor
Neal Yuan
Gabrielino High School
Michelle Chan
Steven Tan
Mark Keppel High School
Alan Montes
Jennifer X Yu
Mountain View HS
Stephen Hess
Righetti High School
Tarun Singh

Florida

Buchholz High School
Sam Dunn
Taravella High School
Fernando Cutz
Eleni Steinman

Georgia

Brookwood High School
Cameron Secord
Glynn Academy
Ben Friedman

Idaho

Blackfoot High School
Martha Harper

Illinois

Glenbrook South HS
Mima Lazarevic
Daniel B Lewin

Alyssa Lucas-Bolin
Kathryn L Perlman
Oak Park & River Forest
Elizabeth Dengel

Iowa

Bettendorf High School
Tom Blaser
Okoboji High School
Tegan E. McDonough
West Des Moines Valley HS
Molly Clark
David Gobberdiel
Elyse Lyons
George Moore
Chase Nordengren

Kansas

Arkansas City High School
Elizabeth Bagot
Campus High School
Y J Zhou
Lyons High School
Seth Peekham
Manhattan High School
Camille Sultana
Northeast Magnet HS
Alexander King
Andrew Stanton
Pittsburg Colgan H S
Aliecia Kranker
Silver Lake High School
Alex J Oyler

Kentucky

Danville High School
Mason Scisco
Scott County HS
Emily Rawdon

Louisiana

Louisiana Sch for Math
Science & the Arts
Sarith Ganji

Minnesota

Walker Public Schools
Kelly Nelson

Mississippi

Oak Grove High School
Chelsea Caveny
Kent Ford
Ryan Parsons
Ryan Speights

St Joseph Catholic School
Will Berlin
Anna Donnell
Adam Hembree
Daniel King

Missouri

Cassville High School
Casey Andrews
Fort Zumwalt West HS
Thomas Towne
Ladue Horton Watkins
Gerardo Flores
James Hazzard
Iryna Kurbatava
Jason Wu
Connie Zhang
Marshall High School
Dwane A Wills
Nixa High School
Chad Hagan
Parkway South H S
Michael Collier
Luyi Zhao
Raytown South HS
Tyson Sprick
Saint Pius X High School
Steven Alagna
Savannah R3 High School
Matthew Bartlett
Cbase Cook

Montana

Havre High School
Andrew Dusek

Nebraska

Bellevue West High School
Erie Van Epps
Columbus High School
Chelsea Maly
Lincoln East High School
William Chen
Solomon S Eppel
Sally L Hudson
Lincoln Southwest HS
Katelin Anderbery
Baily Jones
Dustin Rymph
Millard North High School
Lauren Hunter
Mallory Sleight

Norfolk High School

Katherine D Heineman
Raymond Central HS
Taylor Sloey

New Jersey

Freehold Township HS
Michael Garson
Samantha Hynes

New York

Bronx HS of Science
Hannah Rothman
Ting Ting Tam
Christian Brothers Acad
David P Rokeaeh
Matthew L Wiese
Joseph W Zahinski

North Carolina

Pinecrest High School
Sarah Berk

Ohio

Central Catholic HS
Breanna Novak
GlenOak High School
Adam Dowell
Wooster High School
Brian Boyer
Jill Fenton
Parbir Grewal
Andrew J Lanham
Hannah Tierney
Andrew Wolf

Oklahoma

Bishop Kelley High School
Garrett Atherton
Bristow High School
Kevin Symcox
Mounds High School
Jennifer Smith
Norman North High School
David Collins
Aaron Gray
Archith Ramkumar
Yonathan Reches
June Torhati
Oologah High School
Todd Newcomb
Putnam City North HS
Isaac Freeman

Pennsylvania

St Joseph's Preparatory
Brian T Burke
Matthew F DuPont

South Carolina

Bob Jones Academy
Emily J Sowers
Tiffany L Wetzel
Riverside High School
Shivam I Desai
Andrew W Zolides

South Dakota

Washington High School
Allison Bell
Eric Hanson
Alex Weber

Texas

Sandra Day O'Connor HS
Benjamin Jones
Everette Kreider

Utah

Juan Diego Catholic HS
Tyler Jaramillo
Layton Christian Academy
Courtney Forrest
Tiffany Parker
Skyline High School
Kevin Chung
Christina Kim
Amy Zhang

Virginia

Randolph Macon Academy
Yuliya Orlova
W T Woodson High School
Caitlin A Halpern

Wisconsin

Waupaca High School
Heidi Crystal Klein

Wyoming

Buffalo High School
Faustyna Neeriemer
Cheyenne Central HS
Katie Fields
Matthew Moriarity
Natrona County HS
Abigail Perl



NFL DISTRICT STANDINGS

(as of April 1, 2006)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	230	Blue Valley North HS	586
2	--	East Kansas	204	Shawnee Mission East HS	576
3	--	Heart Of America (MO)	198	Liberty Sr HS	572
4	--	Calif. Coast (CA)	195	Leland HS	765
5	+2	East Los Angeles (CA)	194	Gabrielino HS	703
6	-1	Northern South Dakota	184	Watertown HS	411
7	+3	Illini (IL)	181	Downers Grove South HS	500
7	-1	Show Me (MO)	181	Belton HS	456
9	-1	Sunflower (KS)	177	Wichita East HS	328
10	+3	Kansas Flint-Hills	167	Washburn Rural HS	391
11	+7	San Fran Bay (CA)	162	James Logan HS	677
12	-3	West Kansas	161	McPherson HS	410
13	-1	Nebraska	158	Millard North HS	334
14	+1	Central Minnesota	157	Eastview HS	514
14	-3	New York City	157	Regis HS	438
16	+7	Northwest Indiana	156	Plymouth HS	409
17	+2	Florida Manatee	150	Nova HS	606
17	-3	Northern Ohio	150	Boardman HS & Canfield HS	226
19	-3	Ozark (MO)	149	Central HS - Springfield	479
20	+1	Southern Minnesota	147	Eagan HS	444
20	-3	Northern Illinois	147	New Trier Township HS	398
22	-2	Rushmore (SD)	143	Sioux Falls Lincoln HS	401
23	-1	Montana	137	Flathead Co HS	381
24	+3	Eastern Missouri	134	Pattonville HS	413
24	+7	Great Salt Lake (UT)	134	Skyline HS	246
26	-2	Nebraska South	132	Lincoln East HS	325
27	-2	Eastern Ohio	131	Perry HS	358
27	-1	Inland Empire (WA)	131	University HS	246
29	-3	South Texas	127	Bellaire HS	840
30	-1	Rocky Mountain-South (CO)	126	Denver East HS	322
31	-1	Utah-Wasatch	122	Sky View HS	326
32	-2	North East Indiana	119	Chesterton HS	625
33	+5	New England (MA & NH)	118	Manchester Essex Regional HS	374
34	+2	South Kansas	116	Parsons HS	226
35	+2	Florida Panther	115	Trinity Preparatory School	284
36	+6	Arizona	114	Desert Vista HS	396
37	-3	Pittsburgh (PA)	113	North Allegheny Sr HS	276
38	-5	Hole In The Wall (WY)	112	Cheyenne East HS	302
39	-4	Carver-Truman (MO)	111	Neosho HS	371
40	--	New Jersey	109	Ridge HS	341
41	--	Southern California	107	Claremont HS	302
41	+3	Golden Desert (NV)	107	The Meadows School	271
43	-4	Idaho	106	Hillcrest HS	259
44	+2	Sundance (UT)	104	Bingham HS	318
44	+7	Sierra (CA)	104	Sanger HS	272
46	+4	Northern Wisconsin	103	Appleton East HS	383
47	+33	Michigan	99	Portage Northern HS	256
47	+11	North Dakota Roughrider	99	Mandan HS	181
49	-4	West Iowa	97	West Des Moines Valley HS	295
50	-3	Colorado	96	Cherry Creek HS	412
51	-8	Deep South (AL)	93	The Montgomery Academy	304
51	-3	West Oklahoma	93	Norman North HS	289

Rostrum

NFL DISTRICT STANDINGS

(as of April 1, 2006)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
51	+4	Rocky Mountain-North (CO)	93	Rocky Mountain HS	247
51	+1	Big Valley (CA)	93	Lodi HS	238
51	+5	Valley Forge (PA)	93	Truman HS	179
51	+6	Wind River (WY)	93	Jackson Hole HS	175
57	+2	South Carolina	92	Mauldin HS	284
57	-8	East Texas	92	Dulles HS	209
59	+2	Northern Lights (MN)	91	Moorhead Senior HS	313
59	-5	North Coast (OH)	91	Gilmour Academy	303
61	-8	Central Texas	90	Winston Churchill HS	288
61	+12	Greater Illinois	90	Harrisburg HS	170
63	+8	North Oregon	89	Westview HS	233
63	+7	New Mexico	89	Albuquerque Academy	229
65	-1	North Texas Longhorns	88	Coleyville Heritage HS	246
65	-2	Tennessee	88	Morristown West HS	164
65	-3	Western Ohio	88	Notre Dame Academy	130
68	+16	Sagebrush (NV)	87	Reno HS	261
68	-10	Southern Wisconsin	87	Marquette Univ. HS	230
68	-8	Hoosier Crossroads (IN)	87	Brebeuf Jesuit Prep. School	186
71	-6	Western Washington	85	Gig Harbor HS	301
72	-3	Hoosier Heartland (IN)	84	Connersville Sr HS	169
73	-7	Lone Star (TX)	83	Plano Sr HS	324
74	-6	Colorado Grande	81	Canon City HS	198
74	--	Tarheel East (NC)	81	Pinecrest HS	173
74	-7	West Los Angeles (CA)	81	Loyola HS	168
77	-5	East Oklahoma	78	Jenks HS	255
77	+4	New York State	78	Scarsdale HS	171
79	+4	Heart Of Texas	77	Westlake HS	215
79	--	Kentucky	77	Rowan County Sr HS	201
79	-2	Florida Sunshine	77	Fort Walton Beach HS	179
82	-6	Space City (TX)	75	Alief Taylor HS	190
83	-1	South Florida	73	Michael Krop HS	164
84	-9	Georgia Southern Peach	72	Starr's Mill HS	200
84	+3	Louisiana	72	Comeaux HS	194
86	--	Carolina West (NC)	71	Myers Park HS	295
87	-2	West Texas	70	Cathedral HS	155
88	+4	East Iowa	69	West HS - Iowa City	234
88	+3	South Oregon	69	Ashland HS	160
88	--	Puget Sound (WA)	69	Kamiak HS	150
91	-2	Georgia Northern Mountain	65	Henry W. Grady HS	171
92	+1	UIL (TX)	64	Princeton HS	222
93	+1	Pennsylvania	63	Greensburg Salem HS	153
94	+4	Chesapeake (MD)	62	Baltimore City College HS	127
94	+1	Tall Cotton (TX)	62	Abilene HS	112
96	-6	Mississippi	61	Oak Grove HS	151
97	-1	Mid-Atlantic (MD & VA)	60	Randolph Macon Academy	202
98	-1	Gulf Coast (TX)	58	Harlingen HS South	188
99	--	Capitol Valley (CA)	55	Granite Bay HS	136
100	--	Hawaii	53	Kamehameha Schools	240
101	--	Maine	50	Poland Regional HS	88
102	--	Iroquois (NY)	47	Towanda Area HS	105
103	--	West Virginia	39	Wheeling Park HS	75
104	--	Pacific Islands	18	Harvest Christian Academy	74



Had President John Kennedy lived to be re-elected to a second term, the search for peace he proposed in an address delivered in the summer before his assassination indicates the Cold War could have ended decades earlier. His June 10, 1963 commencement address at American University in Washington, D.C., offered an olive branch to the Soviet Union that his counterpart, Nikita Krushchev, appeared willing to accept. Although the overture ultimately failed, the speech proved eloquence can bridge chasms of fear and suspicion.

Kennedy's aides called it "the peace speech," and worked on it at his instruction without a routine review from the State and Defense departments. JFK had narrowly averted war with the Soviets over their placement of nuclear missiles in Cuba the year before and was determined to chart a new course in relations with Moscow. Too many in the military and diplomatic establishment spoke casually of an inevitable, all-out nuclear exchange with the U.S.S.R, Kennedy said privately, and he wanted a dramatic shift in policy.

He edited the speech on Air Force One between visits to underground bunkers at missile ranges across the Western states and aircraft carriers in the Pacific, one simulated Soviet attack after another confirming his fears of a world-ending conflagration. Before leaving on the trip, JFK told intimates that he and Krushchev "occupy approximately the same political positions inside our governments. He would like to prevent a nuclear war but is under severe pressure from his hard-line crowd. I have similar problems."

Speaking at American University, Kennedy tried to give Krushchev an opening to pursue peace with him: "What kind of peace do I mean? What kind of peace do we seek? Not a Pax Americana enforced on the world by American weapons of war. Not the peace of the grave or the security of the slave. I am talking about genuine peace, the kind of peace that makes life on earth worth living... Not merely peace for Americans but peace for all men and women. Not merely peace in our time but peace for all time."



He further urged: "Let us re-examine our approach to the Soviet Union. As Americans, we find communism profoundly repugnant as a negation of personal freedom and dignity. But we can still hail the Russian people for their many achievements – in science and space, in economic and industrial growth, in culture and in acts of courage. ... In the final analysis, our most basic common link is that we all inhabit this small planet. We all breathe the same air. We all cherish our children's future. And we are all mortal."

Although the speech was virtually ignored by the U.S. media, an impressed Krushchev termed it "the best statement made by any President since Roosevelt." The Soviet press published uncensored copies and suspended jamming all Voice of America broadcasts, allowing the address to be aired in Russian. A Washington-to-Moscow "hot line" was established and a limited nuclear test ban treaty was signed in October, an achievement Kennedy rated second to none in his two-and-a-half-year presidency.

In November, Kennedy's death in Dallas, allegedly at the hands of a communist fanatic, halted this progress. Krushchev was forced from power in 1964, the proxy war with the Soviets in Vietnam deepened, the arms race escalated, President Nixon's détente efforts faded with Watergate, and the Cold War continued until the collapse of the Soviet Union in 1991. Kennedy's courageous "peace speech" is a hint of what might have been: a far earlier end of the superpower standoff that held humankind hostage for half a century.

Sources:

An Unfinished Life – John F. Kennedy: 1917 – 1963, Robert Dallek, Little, Brown & Co., 2003

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President Kennedy: Profile of Power, Richard Reeves, Simon & Schuster, 1993

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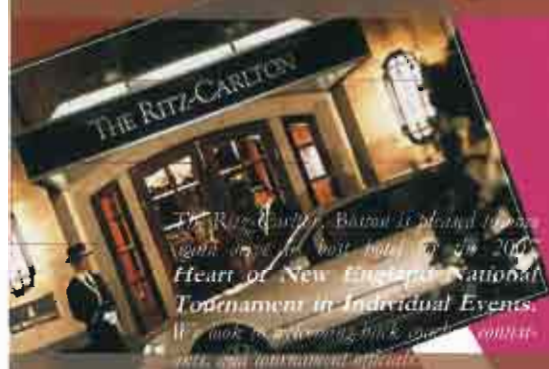
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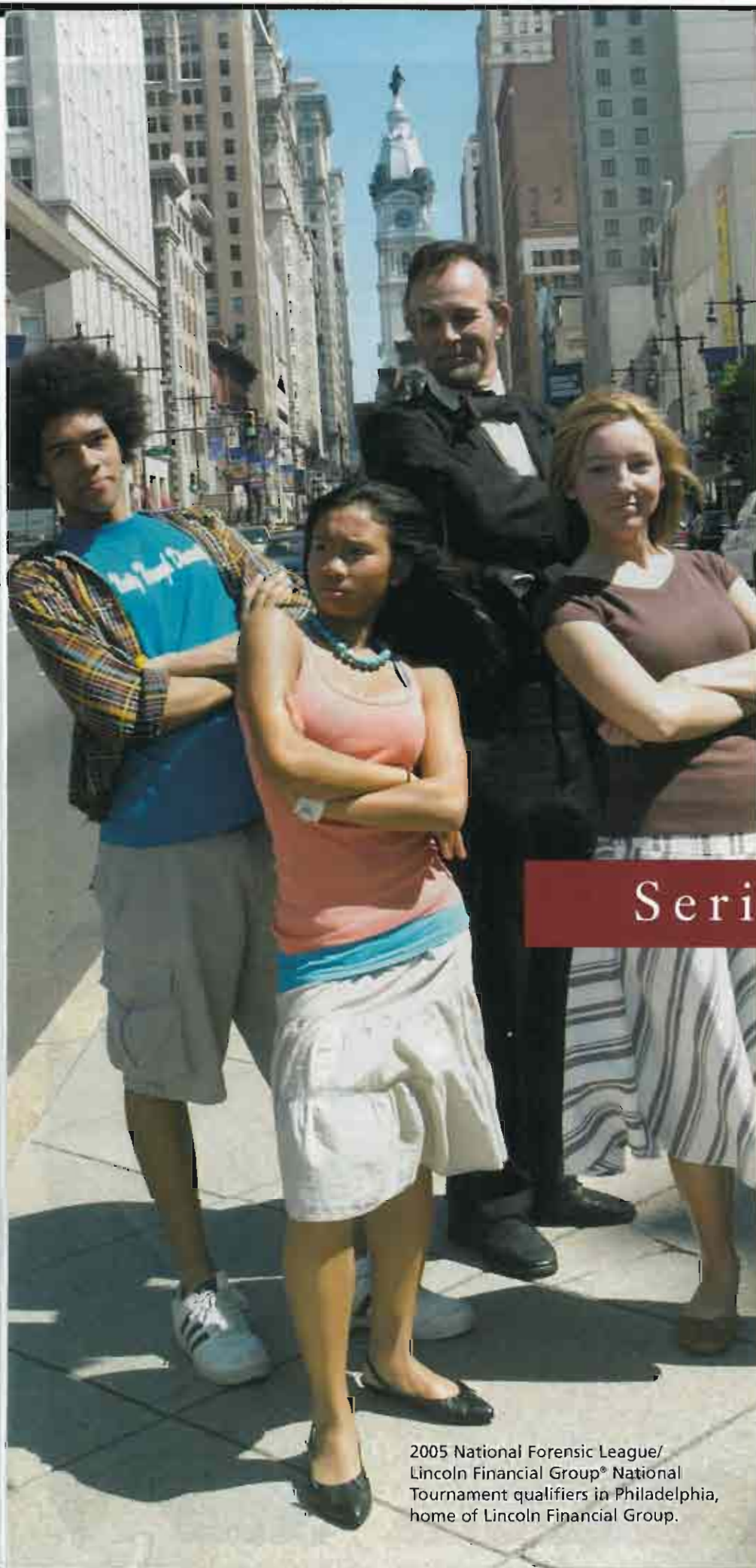
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*Barbara Lantz, Director of Sales
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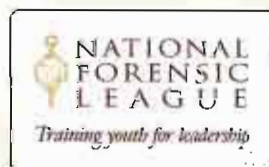


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