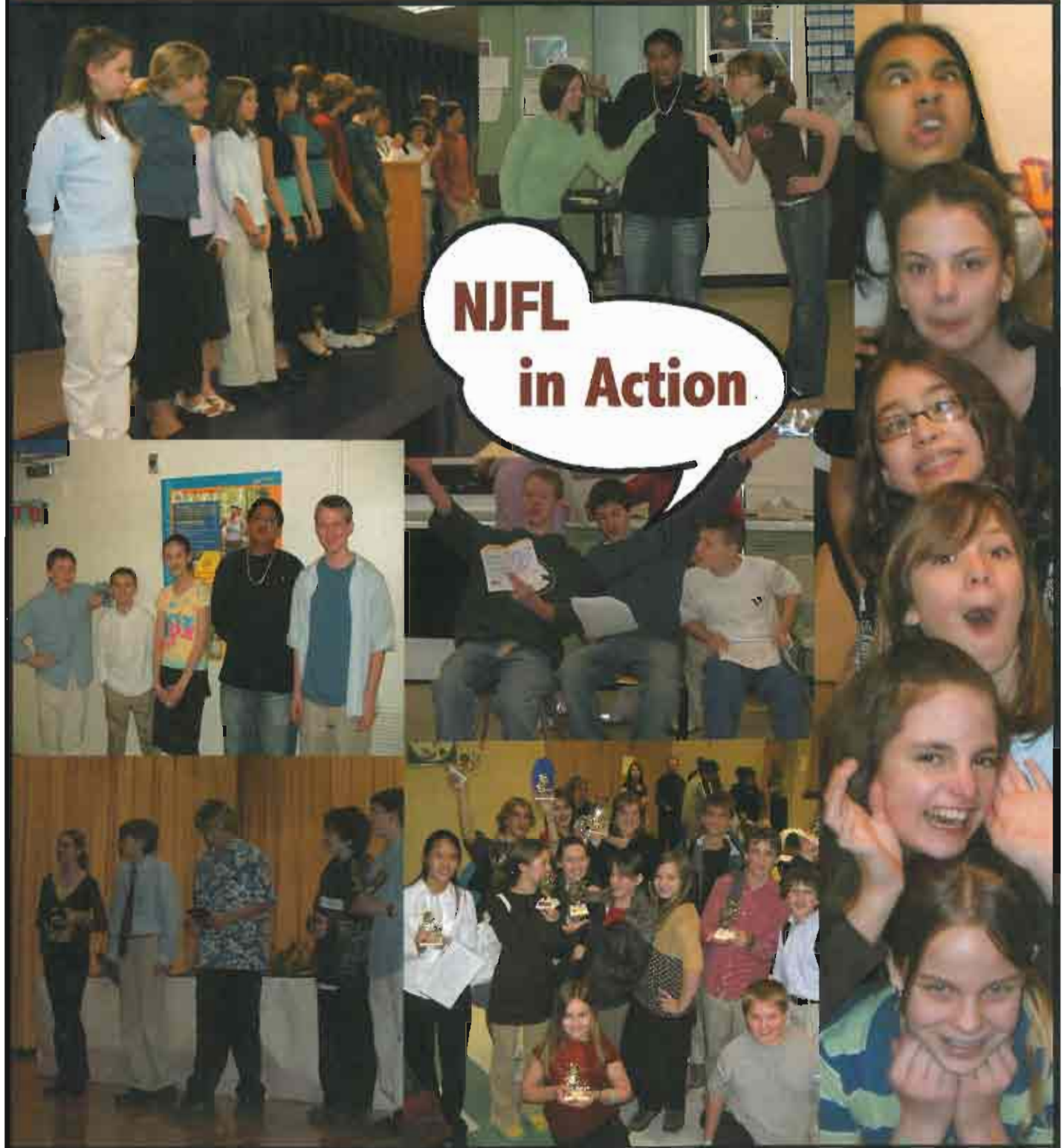


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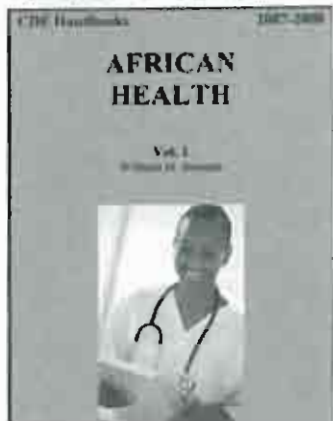
Rostrum

Volume 81

Issue 9



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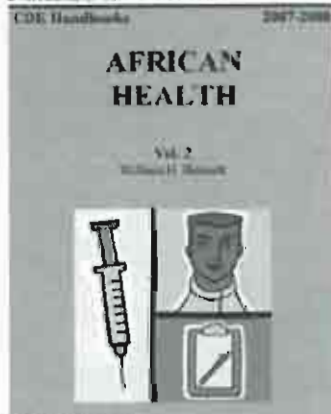
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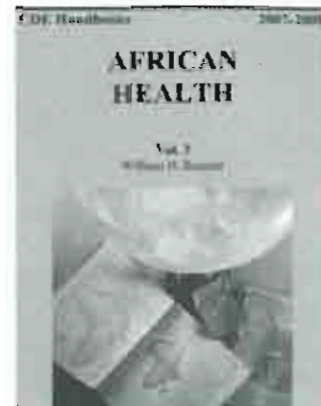
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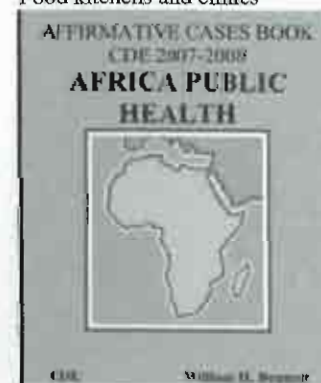


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Rostrum

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Announcements

Topics

Public Forum National Debate Topic:

Topic will be released on
May 15th

LD National Debate Topic:

Topic will be released on
May 1st

Check for topic releases at
www.nflonline.org

NFL Storytelling Topic for Nationals:

Campfire Stories

2006-2007 Policy Debate Topic

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

2007-2008 Policy Debate Topic

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

Call for LD Topics Prior to May 15th

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:

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National Tournament Information

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September 2007 *Rostrum*

2007 Derby/Wichita National Tournament

Submit Your Public Forum Topic Ideas for Consideration

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Sandy Krueger, NFL Publications Director
Email address is: nflrostrum@nflonline.org

ROSTRUM



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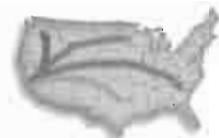


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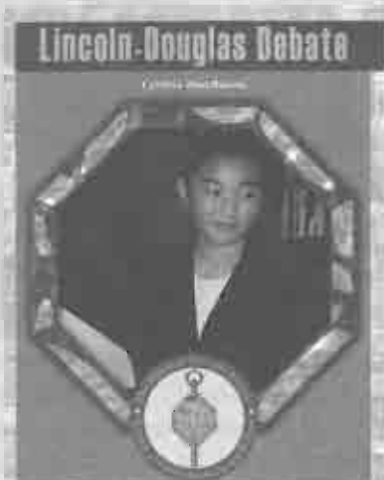
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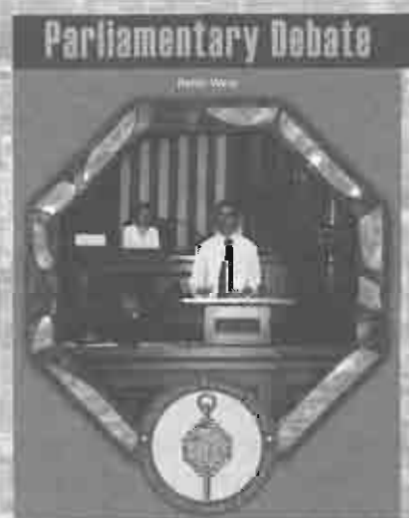
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Interview With Featured Alumnus: David Dastmalchian

You know him from the Cingular Wireless commercials, but that's only the beginning! This is the true story behind David Dastmalchian. David Dastmalchian began his career in speech and debate at Shawnee Mission South in Shawnee Mission, KS. It wasn't until his junior year that he became active with the NFL. However, in those two short years he discovered his gift for gab, realized that not all plays were Broadway musicals, and found that he would rather pursue a life utilizing the talents he acquired in the NFL, rather than try to get drafted in the NFL (National Football League).

David initially fell in love with Kansas forensics thanks to the help of his coach and mentor Cathy Woods. He was exposed to so much more than just what he knew of being in plays and musicals. He said "Cathy was always putting the best stuff in our hands so we exposed to more literature than we ever thought possible." The positive reinforcement he received from his coach and the other students gave him the confidence to "go there and do to great things."

By his senior year of high school he realized he wanted to pursue a life in theatre. That meant he had to give up his other passion, Football. It was alright though he knew he was making the right decision. He said he remembers the trip and hotels, friendships how everyone encouraged each other. David gives so much credit to Cathy Woods for keeping him on track and telling him he could do as much as he wanted with his life...no limitations it was up to him!

After graduation David went to DePaul University and entered their Theatre program. Yet, through it all still kept in close contact with Cathy and the team. Whenever he felt discouraged or "down on himself" he knew she would tell him..."you can do this...you will shine." In 1999 David received his BFA in acting. He, almost immediately, started working on TV spots. He was in "Early Edition", a commercial for Nintendo, and many others.

In 2000 David decided to take a break from TV and focused his talents on writing. But it wasn't long before he started acting again. In 2003 David moved to Chicago and become quite involved in many of the theatre companies the city had to offer. He continued his acting and he continued to write. Two things David was very skilled at and completely enjoyed!

This year, it would have been hard to miss "meeting" David. He was in the most recent Cingular Wireless commercial about "dropped calls." Not only was this commercial fun to do but it was a great way to meet people. The guy behind the camera at the shooting was also someone who has received high acclaim from the Com Film Festival.

Currently, David is working on a project called 365 plays in 365 days, and will be opening Othello in May. I asked him what advice he would give to current NFL'ers and he responded...

"Find something that challenges you and that will push you to your limits. Listen to those around you that are trying to help you "kick up your game." Try as many events as you possibly can. Really give this art your all! It will be so worth it in the end. Today when I go on auditions I can use my talents that I gained from the NFL. What you choose to do after high school is a bit irrelevant because it doesn't matter what you want to be, the NFL will teach you the essential skills to get you there."

When I found out that I was going to get to interview the "Cingular Wireless" star I was ecstatic! I mean ...he's famous! But, there is so much more to David than just a commercial. He was an absolute joy to speak with. He is really a fantastic role model for anyone who is looking to pursue a career in acting. However, as you read from this interview he knows he couldn't have done it alone and he knows even if he didn't end up as a "famous actor and writer" he could use his skills he learned in the NFL anywhere!



David Dastmalchian

What Heavy Burdens We Bear

What Are Our Obligations After We Graduate?

By
John Helsel

In an interview titled "Lessons in Life", NFL alumnus Josh Gad explained the meaning of success: "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 beyond any trophy." (Christensen, 2006)

But what kind of legacy do we as former debaters want to leave behind? Do we owe anything to the NFL, our team, or our coach? Should we give back anything to those that made it all possible?

Yes.

The looming teacher shortage affects all of American education, particularly those in the forensics community. The National Education Association (2006) projects the retirement of over one-fifth of all new teachers within three years, and that nearly half who begin teaching in urban school systems are gone within five. Richard Paine and John Stanley (2003) note that the average speech and debate coach will leave or quit coaching within six years. (Drawn from a study done by Mary Gill in 1990.) Finally, Professor Donn Parson (1997) found that "fewer than 18% of the more than 70 coaches he trained are still coaching".

Rapid turnover and shrinking numbers of willing coaches become especially alarming in the light of burgeoning numbers joining debate teams, especially in urban areas. Nielson and Bruschke found that, from 1997 to 2003, over 12,000 students joined Urban De-

bate Leagues. And this burgeoning group is at great risk of losing the funding which is so critical to a program as their short-term founding grants expire. (Nielson & Bruschke, 2006) and Urban Debate Leagues are not the only ones confronting such difficulty. Too many programs are left with new coaches and declining funding, an often lethal combination. Rev. B. A. Gregg (April 2006) notes how confusing the system was when he first joined the NFL, and how discouraging it would have been without a coach-mentor:

"Martha Carr, longtime NFL member and former Chair of the Mid-Atlantic District, brought me to my first District tournament and helped me in each step of my first nationals. Without her, I would've been utterly lost; and I had been coaching for a number of years before joining NFL. With our necessary, but systemic Byzantine rules meant to establish standards, to throw a novice coach into sink or swim usually results in the former and not the latter. Many NFL Districts have mentor programs long established with tremendous results. Given the fact that new teachers are eight times ore likely to leave the field than experienced teachers, and given the fact that after three years, more than one-third of all new teachers have left the profession, mentor programs for new coaches are long overdue."

"Continuity within a school and within a forensics program means the difference between having effective

programs or faltering ones. Studies indicate that nearly one-fourth of all teach departures have a negative effect on continuity of a school. I would posit that forensics coach departures have nearly a 100% negative effect on teams. The longer we coach, the more once-great programs come to mind that folded-in on themselves when the coach left that position. It is a basic reality of leadership; an organization is the shadow cast by the leader; and, in respect to our profession, a forensics team is merely the shadow cast by the coach."

Thus, some method must be found to lighten the burden on coaches because they are so sorely needed. They need to stick around and tell us to do some more research, a rebuttal redo, or our piece one more time, or else it won't get done, and we will learn less.

Grassroots action is perhaps the most effective way to solve this problem. Alumni and soon-to-be graduated students can make an active choice to support the system which has done so much for them. For, there is still ample room for current students and alumni to bring to the table their own experiences and knowledge to help. Their contribution can be to judge in the back of a room, as such assistance can save several hundred dollars in budget costs.

John D. Rockefeller (Moncur, 2005) delineated our responsibilities, obligations, and duties to give back, "I believe that every right implies a responsibility; every opportunity an obligation; every possession a duty." And the op-

portunities that we have received from forensics are such that we can probably never give back enough.

There is ample research on the benefits of participating in forensics. Ella Shaw (Nov. 1995) notes:

"Forensics...can increase student self-esteem, promote leadership skills, increase communication skills, teach research methods, and provide an outlet for creative expression. Most coaches and students can enumerate these benefits, but I think forensics goes beyond this: it teaches students lessons about language and communication that cannot be taught in the confines of a language arts classroom."

But, while this is all true, it isn't what I think about when I remember

what my coaches have done for me. It's the long, conversations on the phone about a theory of Justice, or a midnight run for Waffle House after finishing a tournament, bathed in the glory of having just gone 3-2. I remember the drive up to Wake Forest's fall tournament, staying with my coach's parents, and then celebrating both my teammate's and coach's birthday. I remember those times, because I stayed with debate for the day-to-day events that enriched my life on a very personal level. The root of our obligation begins not only with our coaches, but to ensure that those who come after us benefit as much as we did.

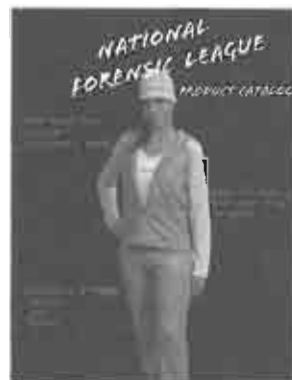
Our coming back to help can also alleviate the burden on the coach. Nielson and Bruschke (2006) found that college debaters can greatly increase the efficacy of new coaches, both be-

cause they are a large portion of the judging pool and because they can teach a new coach the ropes about the event that they participated in.

So we are left with two fundamental reasons why we have an obligation to give back. First, because we can individually touch the lives of students,, and second, because we can create conditions in which new coaches can more easily handle their challenging situation. We ought to work to leave a good legacy. For the performance that matters most does not occur in a round, but in how we interact with those we meet and work to create a positive experience.

(John Helsel is a senior at Henry W. Grady High School in Atlanta, Georgia and wrote this article as part of the Scholars Program at CDE Institute.)

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Interview With Featured Alumnus: Brent Culberson

Brent Culberson: "It's an Investment for a Lifetime"

Brent grew up in Nashville TN and attended Overton HS. Brent actually became introduced to the "forensics world" in middle school and was hooked ever since. At his Overton High School orientation the forensics team spoke to the freshman class encouraging students to join. He said it only took him about 5 seconds to think about it and he was signed up!

Brent enjoyed Extemp, Duo Interp, and actually dabbled in LD. He believes his success was due to the inspiration of his coach; always dedicated and always pushing him to improve! The other great thing about HS forensics for Brent was the many friendships that he made. "I still keep in touch with people from Atlanta, DC, Florida you name it."



In college he realized that his involvement with forensics in high school really made a difference in everything he did! He had the confidence to start up clubs, speak in front of class and do better on papers and presentations than other students who hadn't had his kind of background. In fact he missed forensics so much that he decided even with a hectic schedule to go back to Overton when he could to coach and mentor! He wanted to show them that being in speech and debate will help them speak well and write well in college. Plus, he just wanted to get back into forensics again!

He is continually amazed how he uses the skills he learned in speech and debate every single day at work. Brent is a Project Manager for 20/20 research www.2020research.com. He said "every day in the office is a classic model of extemp!" He uses the skills he started learning way back in Middle School even today!

Currently, Brent is the NFL's new best friend. Why? Brent wants to encourage alumni all across the country to get involved with the NFL! He even wants to help! If you are in the Nashville, DC, Atlanta or in the South East states drop Brent an e mail. He'd love to hear from you! He would like to help gather alumni for alumni receptions, dinners, or just to hang out! Please feel free to contact him at btentculberson@yahoo.com.

Last but certainly not least, Brent would like to take a moment to thank Don and Bonnie Barker, Larry Woods and Harriet Medlin for being his coaches and his mentors. His passion for the NFL came from all of you. He cannot thank you enough for all that you did and all that you currently do!

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Brian McBride, University of Southern California, coach 2003 NDT champion

Jairus Grove, Harvard Debate Coach, International Relations Fellow, Johns Hopkins University, NDT semifinalist & 2nd speaker, former Director Chicago Debate Commission

Blake Johnson, Oklahoma superstar in the running for TOP team in the COUNTRY; Winner of both the Harvard and Wake Forest tournaments; 2007 CEDA National Champion!

Dan Luxemberg, Harvard University, NDT Semi-Finalist

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

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

Teddy Albiniak, San Francisco State University via Redlands, NDT quarterfinalist

Paul Flaig, NDT first round recipient for Northwestern Univ, coach at Bronx Science Academy, NY

Spencer Johnson, University of Texas elim rounder; **Kate Ritchie**, UT-San Antonio

Claire McKinney, Director Brooklyn Debate Resource Center, asst. coach for the Kinkaid School

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

Brian Peterson, University of Chicago M.A., two-time NDT qualifier, 2005 NDT elim rounder, Asst. Director Chicago Urban Debate League

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

Joel Rollins, PhD, Director of UT Debate, 2001 National Debate Coach of the Year

Program Dates

Marathon (Session 1)	June 24-July 12
Plan II (Session 2)	July 16-August 7
Marathon + Plan II	June 24-August 7
Experienced Seminar 1	June 24-July 15
Experienced Seminar 2	July 13-August 7
Experienced Supersession	June 25-August 7
Summer Survivors	June 25-August 7
Novice Intro to CX	July 20-28

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UT Individual Events



Summer, 2007

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

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Passion... Elegance... Excellence

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

Some projected core faculty members for 2007:

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

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National Institute in Forensics



Summer, 2007

Lincoln-Douglas Debate

Founded in 1994, the UT Austin LD curriculum emphasizes individual focus to help students achieve their goals, whether that be achieving success locally, regionally, or nationally. (*UTNIF alum and faculty member Andy Werner was the 2006 TFA State Champion for Lincoln-Douglas; UTNIF Alum Adam Chilton was the 2003 NFL National Champion in Lincoln-Douglas Debate-- among many others.*) Previous UTNIF students have said that a couple weeks at the camp was comparable to an entire year's worth of competitive experience in terms of the growth they underwent as debaters. At UTNIF, every student receives our full respect and attention regardless of previous experience or reputation. Our staff is also highly versatile in terms of understanding debate across regions and circuits (TFA, UIL, TOC, and NFL). You will be hard pressed to find a better value for your money.

LD Main Session: July 17-July 31
Main Session + Extension: July 17-August 5

It's the people...

Curriculum Director **Stacy Thomas** of The Hockaday School is known for helping young debaters rapidly reach an advanced understanding of Lincoln-Douglas debate, and for creating a climate of immense challenge for the most experienced of debaters. In 2007, her squad qualified a whopping 15 students to the TFA State Tournament in Lincoln-Douglas Debate alone, as well as additional accolades in Texas and around the country. UTNIF Institute Director **Randy Cox** founded the UT camp in Lincoln-Douglas Debate, and has coached at both the high school and collegiate levels, where his students have been graced with sixteen national titles.

Our staff is mature, open, and up-to-date with LD, giving students the benefits of instructors who are both experienced and current with the activity. The UTNIF curriculum reflects both an understanding of LD traditions, as well as hands-on knowledge of debate's progression over recent years. Students leave UTNIF grounded both in LD history and its modern practice. We believe the best debaters have an appreciation for where LD has been and where it is going. These are the students capable of success when facing a variety of opponents in front of all types of judges. In addition, our curriculum will both introduce students to philosophical ideas and focus upon practical application. Our planned staff includes 2002 TFA State Champion and UTNIF alum **Kristen Ray**, 2006 TFA State Champion and UTNIF alum **Andy Werner**, LD legend and UTNIF alum **Reed Winegar**, and 2004 UIL State Champion and collegiate national semi-finalist as a Sophomore **Sandip Gupta**, just to name a few.

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Meet Lisa Jones

by
Sandy Krueger, NFL Publications Director



Lisa Jones coaches at
Comeaux High School, LA
Lisa is a 1st Diamond Coach.

What was your first NFL experience?

It was at my first district tournament that I felt something different in the air. The seriousness with which these kids took this particular tournament made a huge impact on me. It was after watching tremendously talented and capable kids compete at this tournament that I found myself behind the school crying. I had just finished judging an extremely difficult round that I knew knocked a kid out who had just lost her mother to cancer. I wanted so much for her to advance that I think I took it harder than she did.

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

When my sister Lauri, was a junior in high school, she joined the Speech Team at Comeaux High School. As a college student, with no prior speech and debate experience,

I was surprised that they wanted to recruit me to judge. (I have since learned that often times a heartbeat will qualify someone to judge.) Lauri's coach, Sandra LaBorde Broussard was truly an inspiration to me. She served as my mentor during those early years, and even after coaching by her side for the past 5 years, Sandra continues to inspire me.

What is your team philosophy?

Go out there, do your best, and have fun. While winning is important, it's not what speech is all about. When this activity ceases to be fun, it's time to take a break.

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

I spend about 10 hours on a regular week and 20-30 hours during a tournament week.

What is your vision for the future of the NFL?

That people will one day recognize the acronym, and know that we're not a football organization. When that feat happens, people may further realize the impact the N.F.L. has on today's young men and women as future leaders.

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

Post-Katrina, Louisiana is still not competing to its full potential. Many schools have less than half of their starting population and some have still not reopened. The fact that our coaches are working together in trying to help students and coaches from other programs get back on their feet is truly an inspiration.

◆ *Coach Profile continued*

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

Since becoming a charter in 1975, Comeaux continues to be one of the leading chapters in the state, attracting students striving to do their best to represent the N.F.L.

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

I have stopped looking for the "obvious" initial qualities like raw talent and good grades for potential students. Although both qualities are helpful, I've seen kids without initial raw talent become champions, and others who have turned their grades completely around once bitten by the "speech bug."

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

Because I attended high school in Aberdeen, Scotland, I never competed in the N.F.L. as a student. Since judging at my first district tournament, however, I have noticed more emphasis being placed on and credibility given to Interp events. On the debate side, offering more options in debate opens the field for the number of students eligible to compete.

What is the greatest challenge as a coach today?

The greatest current challenge is working around a student's schedule. With many having jobs or taking college classes, it is not always easy to meet with them as often as we would like.

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

We have spirit chairmen who are responsible for coming up with a theme for each of the regular tournaments during the year. What I like best, though, are the district tournaments when Sandra (my co-coach) and I come up with a theme and motto. It's usually very meaningful for the kids, and the pep talk ties into the unity of our team and competition. There's rarely a dry eye at this talk.

What's your favorite weekend tournament food item?

Any of our tournaments where Cajun moms cook local favorites like gumbo, jambalaya and boudin!!

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Student Challenge

What Do You Do To Prepare For The NFL District Tournament?

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

Michelle from Texas

Nothing and PRAY!!!!

Sarah from Washington

Our coach puts a lot of effort into checking all of our scripts. I'm surprised his hair hasn't turned completely grey by now.

But I am not one to worry when it comes time to "buckle down" for Districts. Instead, I sit back, relax, and thank my coach for the hundreds of hours I've personally put in during the season. I believe that if you prepare all through the year, Districts is no different than any other tournament. State and Nationals, though, is a completely separate matter, but Districts isn't too bad at all. I claim it as a leisure tournament. Do your work early, enjoy the time in competition, and you can see the harvest of an entire season spent devoting your time to debate. What could be better!

Rebekah from California

Practice every day! I've been performing the same DI all year but there is always love to prove. I would be cheating myself if I do not do my best.

Zachary from Florida

When preparing for the NFL District Tournament, I spend many hours in front of a mirror trying to improve and perfect my facial characterization. When not in front of a mirror, I spend many more hours working diligently with my coach and fel-

low members. I feel that working in front of other classmates gives you a chance to hear a perspective from someone who can honestly critique you. Hard work and dedication are the two assets that I use to prepare for an NFL District Tournament.

Jennifer from Texas

Well, I am totally new to the whole debate field, but I know one thing, I love Congress!! To prepare, I go over my pro and con blocks which I did over spring break (thanks to my coach's dedication...Dunson) I write out my speech research, my topics, etc..breath..and sleep them...look for anything to support my piece of legislation. I also make strong questions so I can blow them out of the water. I am extremely competitive, but I am just looking for a good time plus I am only a freshman. I know the stakes are high and if I really want this, I need to work extra hard! Soooo, if that means doing anything like staying up til 5 am or making a recording of my speeches, I am up for it. Luckily the week of competition our coach is dedicating time to the Congress people from 2:30 until 5, which means running an actual session. Fun.. But what really helps me is my team and their support and belief in me, especially my coach, she expects big things; it makes me work harder!

Ramika from Georgia

I try my hardest to get my team to stop talking about their newest crushes and random teen drama long enough to do anything. That means daily practices at school during what "nonspeechies" would call summer vacation.

Anthony from Arizona

I spend a large portion of my time crying myself to sleep.

Billy from Missouri

To prepare for the NFL District Tournament, I sit any my computer with a Dr. Pepper and clip my fingernails and read my cases and research and rewrite my cases.

Paycen from Idaho

In preparation for the NFL District Tournament, my Student Congress team probably worked the hardest they have all year. My team checked the Joy of Tournaments website on a daily basis for two weeks and as new bills/resolutions were added to the docket, we wrote one affirmative and one negative speech on each. Needless to say, my team was probably the most prepared at the tournament. However, there was one crucial thing that we did not take into account, and that was, each person was assigned different bills/resolutions to write speeches for, and we forgot to get each person everything. The day before the bus left for the tournament, four other people and myself were in the school library making copies of everything and attempting to distribute the copies to everyone. Let me tell you, things were said that nobody meant. Like most debaters, we were being fueled on, not sleep, but caffeine, and the drive to win. Needless to say, we were a little testy! We came through, and sent both of our senators to super senate, and put an alternate in for the house.



What Do You Do To Prepare For The NFL District Tournament? *continued*

Sarah from North Carolina

Everything I can, from starting speeches immediately once the legislation is posted, practicing, giving speeches and memorizing them, practicing rebuttal, reading speech giving techniques, exchanging research and information with other team members, and most of all I pray that God will bless me with a great, successful tournament.

Daniel from Colorado

I memorize my piece. I perform it for my coach, for my friends, and for my family. I ask them to be as critical as they can; to make me think what I have done is terrible. Then I fix what I did 'wrong' and do it all over again.

Dillon from Oklahoma

I prepare my A game. I prepare my prayers. I prepare my evidence, my tubs, my determination and hard work. Most importantly, I prepare my success underneath me that's about to burst out.

Henry from Nevada

I focus on one event and make it crisp and clean, allowing no holes that could be seen. I work hard and eat right up until the very day of the NFL District Tournament!

Rachel from Tennessee

I practice my piece over and over in front of my mirror and run lines in my car. Other drivers must think I'm crazy!

Matt from Kansas

I'm not a morning person, so when I wake up for the NFL District Tournament, I first prepare by taking a can of Red Bull. It gives me the wings I need to make it through the long day of competition.

Kevin from New York

To prepare for the NFL District, I make my constructive as soon as I can, and then mock-debate.

Jordan from Indiana

My duo partner and I try to go over our duo and look at things to improve. We then try to improve them so we can do the best that we can do!

Ashley from North Carolina

We just study our cases and make sure that we can cover all the points.

Terrell from Texas

For Extemp, speaking I listen to the news a lot. For CX Debate, I read over my case everyday to prepare and to make sure I don't miss anything, and for Congress, I read the bills and resolutions over and over, outline neg and aff points for each and make practice speeches.

Jake from Colorado

I do all the things I tell myself I shouldn't. You know: meditate on how good the competition is, pace, avoid my piece, and calculate the odds against me. This, in combination with half an hours sleep from the night before, is enough to prepare anyone for a fruitful tournament.

Karli from Kansas

I've been giving at least three DX practice speeches a day as well as printing off articles on current events each and every day.

Megan from Nebraska

For the National Forensic League District Tournament, I do many different things. At our district tournament, I compete in Student Congress, just like I do any other tournament. As soon as the legislation is out, I start preparing: researching and writing outlines. I make sure to get as much sleep before the tournament as I can. The morning of, I make sure to eat breakfast and I buy myself an energy drink or two. I talk to people, and attempt to stay calm. This is a very important tournament to me, the most important of the year, therefore, I get really nervous. I look over my outlines, add or take out things, and then finally, I'm as prepared as I believe I can be.



For 17 years, SNFI's students have set the gold standard in speech and debate.

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

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

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>> SNFI offers a unique Historical Colloquium lecture series that treats the key philosophers and their work in the appropriate historical context to contemplate the story of philosophy and, more importantly why it matters for LD.

THE MOST EXPERIENCED AND SUCCESSFUL FACULTY IN THE ACTIVITY. PERIOD.

>> While other camps advertise the "celebrity status" of their instructors, at SNFI we know that there is a difference between being a good debater in high school and being a good teacher at camp.

- That's why SNFI has developed the unique Regents Program to ensure that lab leaders are not only former champions and standout coaches, but are also trained professionals.

- SNFI's administration is led by Dr. Michael Major, a 20 year LD veteran, directing a team that includes the champions of the MBA Round Robin, The Barkley Forum, St. Marks, The National Tournament of Champions, NFL Nationals, and countless other state and national competitions.

>> SNFI's nationally recognized staff includes many of the most successful instructors in the country, like Cherian Koshy (Apple Valley), Seth Halvorson (Columbia), Dan Meyers (Meadows), Paul Schiano (Glenbrook North), Tara McLellan (St. James) and former competitors who know the ins-and outs of the modern debate landscape including, Bryan Cory (UT Austin), Josh Fulwiler (Tulane), Larry McGrath (UC Berkeley), Petey Gil (U of Chicago), Prashant Rai (UCLA) and Ranjeet Sidhu (UCLA).

>> With a student:faculty ration of about 6:1, SNFI ensures that students receive considerable faculty attention.

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Stanford National Forensic Institute Policy Debate 2007

July 22- August 11

August 11- August 18

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

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

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

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

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

Jon Sharp - U. of Kentucky
Judy Butler - Augusta Prep
Cyrus Ghavi - Emory University
Jacob Polin - UC Berkeley
Bobby Lepore - Stanford
Jenny Herbert Creek - Stanford
Matt Fraser - Stanford/Head Royce

Toni Nielson - CSU Fullerton
Beth Schueler - Whitman College
Janelle Rivard - U. of Georgia
Doug Dennis - St. Francis H.S.
Erik Holland - Stanford/USC (CA)
Condy Creek - UC Berkeley
Reuben Schy - U. of Kentucky

Three Week Program

Accelerated program

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this camp to other stu-
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*Katherine Leung, 2006
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Stanford National Forensic Institute Individual Events



The SNFI Individual Events program offers a comprehensive program which accounts for regional differences in style, content, and judging. Students will have the opportunity to work with coaches and national champions from around the nation. The Institute is designed to provide a strong technical foundation in an enjoyable atmosphere, students at all levels of experience will be accommodated.

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The Two Track System of Placement allows advanced students to focus on specific events at an accelerated pace, while also ensuring that the beginning to intermediate level students advance at a more relaxed pace while participating in and learning about a variety of different events. This ensures that upper level competitors leave camp prepared to immediately step into high level tournament competition. Seminars are designed to cater directly to areas of student interest. Workshops are provided to instruct new competitors in basic speaking techniques, and novice workshops meet the needs of both new competitors and those solely interested in improving general speaking skills without the intention of later competition.

Team Instruction provides students who are involved in a recently formed Forensics team basic techniques on student coaching. We teach students of all levels how to coach themselves during the course of the year to maximize their competitive experience and success. The research facilities unique to the Stanford campus provide an excellent resource for the creation of a comprehensive script library. Institute staff has on hand hundreds of scripts both to assist student, and to serve as example material. Resource packets are provided specifically for this group.

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Stanford National Forensic Institute

2007 Parliamentary Debate Program

August 11 - 18, \$1150

2007 Public Forum Debate Program

August 5 - 11, \$1150

"I have never had a real debate coach to teach me debate theory. Since the institute filled this gap in my knowledge, it was extraordinarily useful"

*Sky Ritchie
2006 SNFI
Parliamentary Debate Participant*

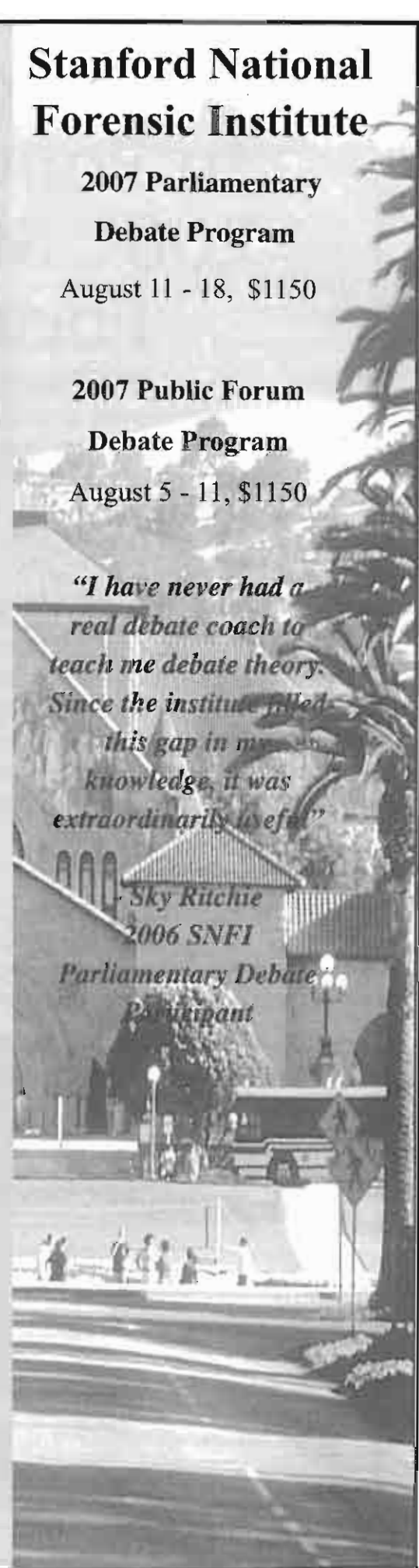
The Stanford **Parliamentary Debate** program brings the same professionalism to parliamentary debate that SNFI has brought to Policy debate and Lincoln-Douglas debate for the past 16 years. Serious student of parliamentary debate wanting to take their activity to the next level are encouraged to attend, as are those just beginning in this style of argumentation. A special Advanced debate section is planned for this summer. Small group activities ensure that students of all experience levels can be accommodated.

We are also proud to offer a new one-week **Public Forum Debate** program. This camp will build skills similar to our Parliamentary program but with a specific focus on the structure and strategies unique to Public Forum Debate. This program also offers students with little to no experienced coaching at their schools the opportunity to develop the necessary skills to coach themselves.

These exclusive one-week programs will feature:

- A low staff to student ratio - averaging 1 staff for every 8 students
- A great number of practice debates - half of the total instructional time will be spent on conducting practice debates
- Seminars on brainstorming, constructing and supporting arguments and theory of argumentation from the ground up
- Topic analyses on a number of commonly used topic areas through a spirited examination of current events

The camps are held in an intimate setting that allows plenty of question and answer sessions and one-on-one interaction with instructors, not just rote learning. Students are allowed to develop their talents in a relaxed and supportive atmosphere with excellent supervision. Students will emerge from the program as more confident public speakers and as experts on the rules, style, and strategies of Parliamentary or Public Forum Debate, ready to compete in the fall!



Special Programs in Policy Debate at the 2007 Stanford National Forensic Institute

The SNFI now offers two exclusive labs for the summer of 2007! These programs are designed to improve on specific skill sets for debaters serious about dramatically improving understanding of debate technique as well as argument production and development. For the same price as our accelerated program, students can work closely with our most experienced staff to fine tune their debate skills

The Swing Lab July 22 - August 11

The Swing Lab is a "second camp only" option taught by one of the community's most talented instructors, Jon Sharp, of the University of Kentucky. The Swing Lab features in-depth practice for mastering in-round technique and argument development with a master teacher of debate. All students will work one-on-one with Jon Sharp and potentially other instructors as well, depending on enrollment.

The Sophomore Scholars Lab July 22 - August 11

The Sophomore Scholars Lab offers exclusive education in debate skills for rising sophomores led by veteran instructor Judy Butler, formerly of Emory University. This lab provides extended heavily critiqued practice debates and step by step instruction of the evidence production process.



Phone: 650-723-9086

Web: www.snfi.org

Email: info@snfi.org

Seeking: LD, PF, SC COACH

Trinity Preparatory School, FL, has an excellent competitive program in Lincoln-Douglas Debate, Public Forum Debate, and Student Congress, including national champions and national finalists in all three of these events. Trinity has been a top competitor on the national circuit for the last twelve years. We are currently seeking a debate coach for the three events listed. Our program is well funded and actively supported by the school administration, the student body, and the parent community. This position requires:

- Teaching classes in Social Studies
- Teaching advanced forensics classes (national circuit team competitors)
- Extensive travel is required (national circuit team)
- Strong organizational skills
- Three years experience teaching and coaching forensics

This coaching position entails supervising after school practices and preparation of the team in three competitive events, traveling to 2 – 3 competitive events per month, and building and sustaining a continuing novice program.

Trinity Preparatory School is a co-educational, college preparatory Episcopal day school which includes grades 6 – 12; grades 9 – 12 number approximately 490 students. One of the top academic schools in the state of Florida, we have an extremely talented student body to access, and the team has a strong work ethic. We carry the excellence and standards of our academic curriculum into our extra curricular programs such as forensics.

Please send a cover letter and resume to:

Kathy Pinson
Director of Studies
at
pinsonk@trinityprep.org

Career Opportunities

Interested in a Forensic Coaching Position? Refer to the NFL Website under "Coaching Resources", Career Opportunities.

CHECK IT OUT!!

Positions available in:

Alabama, California, Florida, New York, and Oklahoma.

National Honor Society

National Junior Forensic League

◆ NJFL Welcomes Andrea



Andrea Neitzel

Dear NJFL and NFL Members –

My name is Andrea Neitzel, and I would like to introduce myself, as I have recently joined the NFL staff.

In my position at NFL, I am the assistant to NJFL programming, where I assist in entering NJFL memberships and points, as well as general communication with NJFL coaches – in fact I may have spoken with some of you already.

While assisting in the NJFL program, I look forward to working with many of you to help in any way I can, and to make the NJFL program even bigger and better. I believe that having students involved with forensic before entering high school is a great opportunity for them to develop their skills to become distinguished competitors in high school, so many thanks to you as NJFL coaches for shaping these young students' skills.

If you have any questions or suggestions regarding the NJFL program, please feel free to contact me at the NFL office, or by e-mailing me at andrea@nflonline.org.

Thank you,
Andrea Neitzel

Andrea Neitzel

NJFLActivities

The IDEA National Junior Forensic League National Tournament

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

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



Debate Format:

Lincoln Douglas Debate

Middle School Public Debate Program

Policy Debate

Public Forum Debate

Speech Events

Section A

Humorous Interpretation

Dramatic Interpretation

Prose

Poetry

Section B

Duo Interpretation

Impromptu Speaking

Extemporaneous Speaking

Original Oratory

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

In scheduling your arrival, please note:

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

Registration Fees:

School Registration Fees will be \$125.

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

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

Registration will open on March 1, 2007.

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

Focusing on young people and their communities, the mission of the International Debate Education Association (IDEA) is to promote mutual understanding and democracy globally by supporting discussion and active citizenship locally.

IDEA, Inc. is a New York charitable corporation exempt from tax as a United States public charity under section 501(c)(3) of the U.S. Internal Revenue Code. Contributions to IDEA by those qualified to make such contributions are tax-deductible to the fullest extent permitted by law.

Colorado

Charles M. Russell Middle School of Performing Arts

--Mark Hess, Chapter Advisor

The Charles M. Russell Middle School of Performing Arts competed in all area meets this year. Membership increased from 27 to 43 as compared to a year ago.

Speech members performed for 250 elementary students, read announcements over the school's PA system, read at elementary schools for "Read Across America, and developed an instructional video.

During their third season of competition, the Charles M. Russell Middle School's major accomplishments included participation in the following:

Lewis Palmer Middle School Meet --
12 Finalists with two meet champions.

Timberview Middle School Meet --
11 Finalists

Woodland Park Middle School Meet --
12 Finalists with 2 meet champions including a 1-2-3 "Sweep".

Lewis Palmer Middle School-Wicks Meet--
11 Finalists

Two members have reached "Degree of Achievement" this year.

Russell plans to attend the NJFL Nationals in Greeley, Colorado.



Georgia

C. W. Long Middle School

--Donna L. Murrell-Speed, Program Assistant

The debate team has experienced phenomenal successes this season. The team started at the novice level and by the third competition, had reached Varsity level.

Team success is attributed to the long, weekly practices and to the dedication of their coaches: Mrs. Patrice Mapson and Dr. Donna Murrell-Speed which lead them to many wins and several top ten speaker awards.

Team member Mena Johnson came in 1st place in eloquent speaking during her very first debate competition and she also took home 3rd place in the state tournament. This is the second time she debated (Maverick) at the Junior Varsity level.

Other successes include: Taylor Walker and Ferleria Hemingway who moved from Novice to the Varsity level in just three competitions.

Crawford Long's debaters have demonstrated that they are willing, ready, and able to tackle any challenge that faces them. The debate team is small but mighty! It consists of seven members: Paul Harris, Victoria Hurse, Taylor Walker, Ferleria Hemingway, Mena Johnson, Rashida Johnson, and Lonnie Williams.

"Truly if we can do this, we can take on any challenge and soar to new heights," said Paul Harris, member of the Crawford Long Middle School's Debate Team.



Pictured from left to right: Dr. Donna Murrell-Speed, Mena Johnson, Taylor Walker, Rashida Johnson, Ferleria Hemingway, Paul Harris, Mrs. Patrice Mapson and Dr. Elizabeth L. Harris, Principal

Kansas

Cherokee--Unified School District 247

--Gary Leiker, Coach

In only the second year as a chapter in the National Junior Forensic League, middle school students from across Unified School District #247 were given the opportunity to participate in the fun and exciting world of competitive forensics.

The NJFL season began with a "meet and greet" session at each of the three attendance centers. Students from the high school debate and forensics squad visited with middle school students and discussed the benefits of joining forensics. Practices were held twice a week, giving the NJFL students the chance to work with high school students as they prepared for tournament competition.

On February 16, eleven students traveled to Field Kindley High School in Coffeyville to compete in a Student Congress competition held there. Devin Buckley was voted most outstanding congressperson, duplicating her 1st place finish from last year. By far the most entertaining part of the congress competition was the response Morgan Windsor received after every one of his speeches. Leaving time to take questions from the floor, the rest of the chamber never

failed to unleash a barrage of questions at the young congressperson. To his credit, Morgan fielded each question with gusto!

Saturday competition day, students returned to compete in individual events. A few brave souls competed in Oral Interpretation of Literature, but even more, partnered with a friend and competed in Duo Interpretation. Students also watched rounds of competition in the high school tournament being hosted at the same time. It was a good day as the students got to build friendships with students from other schools and to see some quality performances by the high school students.

A second NJFL tournament was hosted at Southeast High School in Cherokee on March 2-3. The team of Kavita Sharma and Jennifer Dey earned near perfect scores on their way to a 1st place finish in Duo Interpretation. The high school students who watched them perform were impressed by just how good they were, and are excited to see Kavita and Jennifer join the squad once they reach high school.



Pictured from left to right:
Front Row: Kelsey Green, Shiloh Blockburger, Kavita Sharma, Ashley Selby & Kevin Fleck
Back Row: Morgan Windsor, Codi Harry, Devin Buckley, Morgan Blanchard, Lindsay Shoemaker & Aaron Lake

Kansas

Cherokee--Unified School District #247 continued

Coach Comments...

"I was so excited to see so many students who participated last year eager to compete again this year. I really believe competitive speech is good for all kinds of students. Lindsay Shoemaker has a gregarious personality that you can't help but notice, which will serve her well when she competes in high school. I've been equally impressed with Morgan Blanchard. Morgan is much quieter than some of the other NJFL students, but she is a hardworker and a good thinker.

This makes her an excellent fit for something like Student Congress. Thanks to the National Junior Forensic League for making it possible to bring competitive speech to middle school students. Not only does it foster good communication skills and promote greater self-confidence, the NJFL allows students the change to get a head start on their high school speech careers.



Pictured from left to right: Peyton Coyle, Kavita Sharam, Jennifer Dey
(Kavita & Jennifer placed 1st in Duo)



Pictured from left to right:
Ashley Selby, Morgan Windsor, Lindsay Shoemaker & Aaron Lake



Pictured from left to right:
Morgan Windsor, Devin Buckley, Lindsay Shoemaker, Morgan Blanchard & Aaron Lake

Kansas

Roosevelt Middle School

--Kris Crane, Coach

This year, the Roosevelt Middle School Chapter of NJFL competed at two events; one in February during the high school invitational, and again in March at the Southeast-Cherokee's High School invitational.

"I am so pleased with these NJFL students," said Coach Kris Crane. "These students are building a good foundation for high school debate/forensics and are the future of our high school program."

NJFL students from Coffeyville and Southeast-Cherokee High School competed in Student Congress and in Individual Events.



Front row: (SE student) Jennifer Dey , Kevin Fleck (SE), Ashley Selby (SE), Lynnsey Uhls (RMS), Jordan Hayes (RMS) and (leaning) Morgan Windsor (SE)
Back row: Miranda Gordon (RMS), Haylie White (RMS), Aaron Lake (SE), Lindsay Shoemaker (SE), Emily Wright (RMS), (standing behind) Morgan Blanchard (SE), Katey Crane (RMS), Devin Buckley (SE), Desire Sokoll (RMS), Bethany Vowell (RMS) and Brandi Wright (RMS).



Massachusetts Milton Academy Middle School

--Patrice Jean-Baptiste, Coach

The Milton Academy Middle School Speech Team has had a wonderful time learning and growing as performers this year! What remains the one constant and most unique aspect of our team is the collaboration between the upper and middle school. Every Wednesday during two activity periods of the school day, middle school speechies meet with upper school speechie coaches. They gather together to discuss experiences at recent tournaments, hear about upcoming tournaments, plan for the new team sweatshirt and organize their new community service opportunity! After a number of announcements, the younger students and the older students get to work. The halls of the performing arts building are lined with upper school speechies who sit, poised for the experience of listening to their protégés present their work. The middle school speechies prepare their binders or print the pieces they forgot to bring to practice or simply pause in preparation for their oration. The buzz is electric every week at this time and there is never a question about what is going on in the halls. Never an idle moment is spent here. Jokes are being told, blocking is being created, gestures are being enhanced and words are being given their weight. Here are the thoughts of the middle school students who have enjoyed this activity every week:

Isabel: Carolyn and I have done duo for two years. I've gotten more used to public speaking which is important for high school and better at impersonations which is awesome! I love seeing everybody's new voices and pieces because its always funny. I don't love competition, but Carolyn is more into awards so I like when we do well...most of the time. Hoorah!

Alex: Speech has put me beyond my fear of public speaking. When I went to my first tournament this year I was incredibly nervous, but my coach and fellow teammates were there to give me the confidence I needed. I was never without a teammate. At lunch we all sat together sharing stories, laughing and inspiring each other to improve. It is not the event that makes me smile with the thought of speech but my team who without I would not have the confidence to stand up every speech tournament and perform.

Isobel: My favorite moments in speech were working with my coach. She really helped my piece and performance, and was fun to work with. She showed me different ways to do pieces and was always ready to find a new piece for me or work on my old one.

Nico: Speech has been a great experience for me and has helped me to grow as a public speaker. My duo partner had I have a lot of fun together and after working

hard up until a tournament it is always rewarding to do well. My ability to connect with the audience through my piece and express emotions that are somewhat foreign is special. It makes me a better public speaker when I give speeches and more confident outside of our team setting. It's extremely satisfying to achieve!

Vicky: Our coach Lexa was really amazing and knows her stuff. Sometimes she was harsh, but that made our duo team stronger. Lexa knew how to make our piece come alive.

Patrick: There were many things that played a huge and fun role in speech. One of them is the thrill of competing and getting to display a talent in an entertainment form. I believe that coaches and student experience also helps development. For all these reasons, I love speech.

Susannah: For me, speech has been an amazing experience. At tournaments, my confidence grew and helped me even in out of school activities. I am able to present in front of groups now without getting nervous. It is really fun and it also isn't a bad feeling when you win. Speech has helped me in many ways other than public speaking.

Anika: Speech has allowed me to present myself in front of a crowd. My partners and I work well together and help each other improve with character development. Speech makes me feel more confident in my speech and it is always fun to collaborate on new and helpful ideas with our coach to make our piece the best.

Carolyn: Speech Team this year has been one of the best extra-curricular activities available to middle school students and has been great fun for me as a captain and participant in duo interpretation. It has been a lot of fun working as a team and improving our speaking skills and meeting competitors from other schools has been a wonderful experience. All and all, speech team has been a great opportunity for me throughout this year.

Michael: Speech has been an amazing experience for me. I've been able to meet new people and make new friends. Our team has been able to grow together and get better and better. I have never participated in speech before, so it was new to me. My most favorite moment in speech so far has been winning 5th place.

Charlie: "And second place from Milton Academy...Charlie Malone". My heart skipped a few beats. I hadn't gotten first place, but I'd still done better than I ever had before. I've never been good at sports,





Massachusetts continued Milton Academy Middle School

--Patrice Jean-Baptiste, Coach

but speech team I could do, and I loved it, and I was pretty good. Speech team was a way to win a competition and have a ton of fun—speech team is one of my favorite parts of Milton and it's taught me lots of lessons.

Lexi: My coach, Lexa, performed for my duo team a couple of weeks ago. As we sat as spectators, we both could see the passion she had for speech. It motivated me in a way that I cannot deeply explain. I could say, however, that her perseverance allowed me to strive to become the best I could be.

Katie: My best speech moment was working with my coach, Lily. She has been really helpful about making our duo something we can be proud of. I think the coaches are the reason that we can succeed. Lily got us 3rd place!

As is evident in these exciting personal testimonies on this year's speech team experiences, the bond formed between students and the passing on of knowledge from the older to the younger has made a great impact on all involved. This team is truly built on the care and commitment of kids giving to kids and that is the greatest success of our team. "Hoorah!"



Oklahoma

Ardmore Middle School

—Anson Shuman, Coach

This year's NJFL team consisted of eight members, as many of the Ardmore 2005-2006 team members graduated and went on to high school. Although, as Coach Shuman says, "We do not replace at AMS, we only reload!" That turned out to be the case, Ardmore Middle School started its season attending the Tennessee nationals. The team produced six national champions and a national team championship award in debate. Three placed in the top 10 in the nation, the remaining team members placed within the first six places taking home national trophies. The team scored over 100 points in each contest this season.

One of the most exciting contests of the season was when Lone Grove and Ardmore tied with 100 points each and the outcome was determined by a coin toss. AMS won, taking home the first place trophy.

At the end of April, the team will be performing the play, *Jungle Book*. The production is expected to draw over 4000 people.



Front: Chancie Mettitt, Tiffany Hubbard, Amanda Ack & Elaine Foster. Second Row: Shanice Holmes, Blake Edwards, Austin Thompson, Harley Boydston, Amando Scott, Amber Crowe, & Micheal Speight. Third row: Eliot Thompson, Kaylyn Roan, Ada Caldwell, Drake Minyard, Macy Norman, Amadeo Juarez, & Kaitlyn Edwards. Top back row: Brandon Gaines, Ben Overstreet, Leticia Roberts, Micheal Rowley, Chealsey Reeves, Courtney Parker & Justin Miller



Chaneie Mettitt, Amber Crowe, Micheal Rowley, Sbanice Holmes & Leticia Roberts



Leticia Roberts, Micheal Rowley, Shancie Holmes, Chancie Mettitt, & Amber Crowe. Second Row: Ada Cladwell, Amadeo Juarez, Tiffany Hubbard, Linh Le, Brittany Web, Amanda Ack, & Micheal Nieger. Back row: Ben Overstreet, Bobby Summerlin, Justin Miller, Chealsey Reeves, Elliott Thompson, & Courtney Parker



Texas

Vanguard Middle School

The Vanguard Middle School began the year with extemporaneous speaking and the students participated in a "Talking Turkey Tournament" with several of the local public middle schools. Several of the members won frozen turkeys as their prize!

--Suzanne Kelly, Coach

During the year, students learned the techniques and team skills of Public Forum Debate. Their favorite activity, however, was the Student Congress sessions held after school. Seventh and eighth graders submitted their own legislation, authorship speeches, and then the issues were debated.

In the spring, the Vanguard Middle School plans to invite other middle schools in the area to come and join them for a Student Congress invitational.

Currently, the Vanguard Middle School forensic team has over twenty participating NJFL members in their school of 180 students. Bi-monthly meetings are held, giving the varsity debaters an opportunity to both run the Congress and serve as the panel of judges. Coach Kelly says, "Congress involvement is a great recruiting tool for their high school debate and forensics program."



Students judging during a Student Congress session



Student Congress in session



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 10 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.

Expert Guide To the Debate Jungle

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Research

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The Policy Summer Program is an opportunity for 30 selected juniors and/or seniors to participate in an intensive learning environment that is enjoyable and productive. Selection to participate in this program is highly competitive. To be accepted to participate in the Policy Summer Program is testament to your outstanding reputation as one of the nation's leaders in Policy Debate and tribute to your dedication to excellence, hard work and ability as a debater. We believe your accomplishments deserve the most generous possible recognition. That is why the members of the A. Craig Baird Debate Forum, the staff and faculty of The National Summer Institute in Forensics and The University of Iowa created an educational opportunity for students who have worked to place themselves among the nation's best high school debaters at the low cost of \$2,200.

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

**FOR APPLICATION MATERIALS AND PROGRAM
INFORMATION CONTACT:**

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

Phone: 319-335-0621

Fax: 319-335-2111

E-mail: paul-bellus@uiowa.edu

Director

- David Hingstman, Professor at Iowa; Director of Debate at Iowa; Coached NDT Champions on Africa topic; and 5 NDT Top Speakers.

Lab Instructors

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

Guest Lecturers

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



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Students also have access to many different instructors so they gain the insight and versatility necessary to succeed in today's changing landscape. Our low faculty to student ratio means that each student gets plenty of one-on-one attention. We're also proud to be the only major institute in the country to have more women than men on staff. As well, we offer opportunities for every debater from the novice to the senior.

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Director of Forensics, Edina HS
Steph Bell
Assistant Coach, Albuquerque Academy
& University of Chicago
Paul Bellus
University of Iowa
Seth Halvorson Ph.D.
Columbia University
Cherian Koshy
Director of Debate, Apple Valley HS
& National Forensic League
Susan Morrow
Albuquerque Academy
Sarah Smith
Assistant Coach, The Kinkaid School
& University of Texas
Johanna Tyler
Crowley HS



Liberty ★ Debate Institute

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

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

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

★ Workshop Features

- Affirmative case and topic-specific negative research and strategy
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- Debate theory instruction, discussion, and analysis
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- Extremely low faculty/student ratio
- **NEW!** All one week labs will focus exclusively on skills.

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

Dates and Prices

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

For a brochure or more information, contact:

Michael Hall, Institute Director

Liberty University

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Lynchburg, VA 24502

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Not In LD!

Rejecting or Defeating Kritiks in Lincoln Douglas Debate

By William H. Bennett

With the inexorable grind of an advancing glacier kritiks have come to Lincoln Douglas debate. But many coaches and whole states are resistant or even angry and hostile. But for the debater who needs ammunition to defeat an opposition kritik strategy this article offers suggestions and strategies.

TACTICS FOR DEFEATING A KRITIK

The debater should have four goals: to argue why value and standards or criteria arguments should be the paradigm or framework for the debate, to defeat the idea that the kritik is an acceptable form of attack, to defeat the idea or criticism contained in the kritik, and to kritik the kritik so that the negative is defeated at its own game (or at least the absurdity of infinite regression is exposed and discussed). As a tactic, therefore, the debater responding to the kritik wants to organize his or her responses into two categories. The first argues that no kritik should be a voting issue while the second gives specific reasons why the specific kritik put forth should be rejected.

To make this bifurcated strategy work the debater must be sure of two things: That s/he understands what the kritik is saying, and that the opponents do not alter its intent or "do a disco" as the debate proceeds. Early and then repeated use of the cross-examination period is especially good to assure that these factors are well controlled.

Direct attacks on the specific kritik should incorporate the common methods of defeating opposition blocks: using evidence, contradictory analysis, using preempts you put in your case, and pick and press tactics. Four specific tactics will

augment and add to the likelihood that the specific kritik will be defeated.

First, the side that is attacked can introduce a counter-kritik. One easy way is to indict the language used in the kritik. Another method is to identify and kritik an assumption of the kritik (e.g., that deconstruction is good, that all assumptions should be questioned, or that values need to be identified and defended).

Second, the responding side can permute the kritik: It is often possible to accept the core idea of the kritik without rejecting the affirmative case. Roger Salt (p.xxi) explains it well: "This can be accomplished in at least two ways. First, some kritiks will prove susceptible to fairly standard policy permutations. This is because a number of kritiks (such as statism) do, in effect suggest alternative policies, such as anarchy: If there is an implicit alternative lurking within the kritik, then you may well want to make that alternative explicit in order to permute. In the case of statism, the obvious permutation is to abolish all government except for those portions needed to carry out the possible to employ a kind of conceptual permutation. For example, even if rationality is rejected, it might still be possible to justify an affirmative plan on emotional grounds. The argument is, in effect, that the judge can embrace the kritik and still have a reason to vote affirmative."

Third, the responding side can argue that the kritik is not absolute, that even if the attack is true it does not fully defeat the affirmative reason for change. If it's a language kritik, the affirmative might argue that the offending language can be changed or dropped from the debate without nullifying the desirability of policy action.

Or the kritik might challenge the assumption behind a casual link or advantage value. But, since most kritiks give no alternative value or causation, then only uncertainty or a useless void is created by adopting the kritik. In this situation, the affirmative can argue, there is no reason to vote against the case since no disadvantage has been given and there is still a least a slight chance than the link or value is valid.

Fourth is to think of the kritik as policy argument. This will very often help debaters who are not experienced at attacking kritiks find good winning responses. The affirmative for example, might see if the kritik suggests or implies an idea akin to a disadvantage. If so this offers attacks based on uniqueness, brink, causal and internal links, time frame, and impact. If in the respondent's mind the attack seems similar to any more common issue (solvency, harm turn, causal link denial, counterplan) then common response possibilities usually used against those attacks can be easily plugged into place. This position can sometimes be amplified or improved by pointing out that the social contract of the tournament and the tournament invitation presupposes policy debate; by implication the negative accepted the policy format by accepting the tournament invitation.

Along the same lines (my opponent's kritik is a policy argument) you can include the attack that kritiks are not appropriate for Lincoln Douglas debate. L.D. was designed to avoid exactly this type of attack. Lincoln Douglas is an event created for intelligent lay judges and coaches. It is a debate event intended to value communication and persuasion, it is specifically in the N.F.L. repertoire to AVOID and REPLACE the esoteric logic and

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evidence constructs that kritiks represent. For good evidence revisit the very fine article by James Copeland at the start of CDE's *ADVANCED VALUE DEBATE*, "Present At The Beginning".

ATTACKS ON THE "KRITIK"

Detractors and critics of the kritik are numerous and have a great number of issues on their side. It is possible to divide their attacks into five categories: (1) kritiks harm the traditional educational worth of debate, (2) kritiks are logically flawed, (3) kritiks are unnecessary, (4) kritiks are unfair, and (5) true believers have other options.

Kritiks harm the traditional educational worth of debate. First, say the scholarly censors, Kritiks pull energy away from the values, standards, and tests of truth that each Lincoln Douglas topic poses and focuses instead on arcane, cumbersome ideas. Kritiks discourage research on the topic, decrease the variety of cases and attacks, and substitute in their place an increased emphasis on deconstructing ideas and language. Constructive thought is replaced by recycled thought. The worlds' problems remain but the debate ignores them and replaces attempts to solve those problems with carping over premises. Lincoln Douglas debates do the constructive and more encompassing non-kritik option, the nature of value clash in Lincoln Douglas debate increases the discussion of multiple topic-specific ideas and is more educationally worthwhile.

Second, the different world view inherent to many kritiks reduces or eliminates clash. Jinks writes (P. A-12): "In seeking to invalidate the systematic assumptions of the affirmative, negatives must either employ the same system of thought as the affirmative or an alternative system. On the other hand critiques may employ an alternative system of thought to invalidate the system used by the affirmative. This approach, however, cannot hope to discredit the affirmative approach. One system of thought cannot critique another while remaining completely separate from it. If two world views remain,

an autonomous critique is not possible."

Third, kritiks require that no alternative be identified and defended. This gives the negative an unfair advantage. Without comparison between options the worth of ideas and values cannot be rationally determined. The judge's job also becomes harder.

Fourth, kritiks are too generic. They fit almost every case on every topic. Originality of thought and clash becomes less important because it is less likely to be rewarded. Value and or standards implications, contemporary knowledge of current events and recent history are no longer rewarded as debaters search for the most esoteric and obscure philosophical references with which to confuse their opponents.

Fifth, kritiks decrease research on the resolutional area. To reward their use is to decrease the motivation for research, and to decrease the knowledge gathered and exchanged about the controversial (and, one hopes, interesting) topic selected for debate. The research skills attached to debate decrease as judges award ballots to generic arguments. Even advocates of kritiks acknowledge that the type of research changes. Hard work would also seem unrewarding since only a few kritiks could suffice to serve a debater throughout his or her entire competitive career.

Sixth, kritiks increase talk while they decrease progress. The main point of this strategy, claim Prof. Schlag and others, is to make thought so small that it will contribute nothing to progress. The "rules" of kritiks, to the extent there are any, do not promote good ideas. Instead kritiks restrict and reduce meaningful discussion of important issues. And kritiks try to reject ideas with merit because the ideas are attached to questionable institutions. "By avoiding discussion of actual policies, the rules of the Critique sterilize even the ideas it advocates" (Shors, P. A-17).

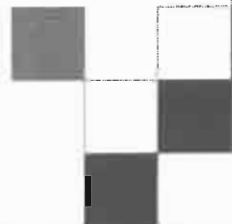
Seventh, kritiks increase complexity and obscurity. Kritiks almost always function outside the usual conceptual categories that create and evaluate debate arguments. The kritiks stems from German and French philosophical traditions alien to almost all coaches and debaters. To use

Foucault and/or Heidegger is to implement a philosophical school infamous for its vagueness, difficulty, obscurity, and complexity. And it is done in an arena alien to the purpose of intent of these strands of philosophy.

Kritiks are logically flawed. As a tactic, a stratagem, kritiks are both internally and externally flawed. First, because their use if accepted invites or creates infinite regression. The concept itself ignores its own implication of endless deconstruction and regression. At its simplest level a kritik can just ask "why" of any affirmative assumption or supposition. When the affirmative answers the negative again asks "why" and this silly kritik game goes on until the time expires. Or the affirmative might answer a kritik with a kritik of the kritik. And then the negative might answer the affirmative kritik of the kritik with a kritik of the kritik that kritiks the original kritik. And so it can go until time expires.

William Shanahan, a defender of kritiks, states the problem clearly (P. A-7): "If you allow certain fundamental assumptions to be debated, then you open the way for all assumptions to be debated: infinite regression. This response presupposes the legitimacy and rules of logic. Infinite regression actually might parallel the experience of all seeking after knowledge: withdrawal. Fine for thinking, but what about debate? Without limits, debate is impossible. The ground made available by the kritik is literally limitless."

Secondly, impact comparisons between kritiks and more traditional issues are oversimplified or invalid. If a value kritik succeeds in defeating one of the many values reflected in an affirmative case should the judge vote for the negative? Or are the unattacked values enough to warrant an affirmative ballot? What is the advantage to debate, if any, to give kritiks omnipotent status? Do kritiks supersede *a priori* status, or are they another *a priori* issue on an equal plane with topicality? If a kritik does not explain why it is a voting issue how should the judge make a decision? If the person winning the kritik claims it has voting issue status are they guilty of accepting the traditional



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assumptions of L.D. debate and therefore guilty of contradicting the premise of running a kritik?

Third, most kritiks do not pass a key test, the threshold of certainty. Kritiks, as Heidegger wrote about them, are much more about encouraging us to ask questions and examine our assumptions than they are about providing answers. Thus even justifiable kritiks do not mean that a decision is bad or should be changed. There is no certain harm that will result from a valid kritik. In their philosophical nature it is reasonable to argue that kritiks are more speculative and lacking of "real world" status than other L.D. arguments are.

Fourth, kritiks are not valid because they are not unique. Many kritiks continue whether the affirmative or negative wins the ballot or position. Unless the negative shows that the kritik does not occur in the non-resolutional position then there is no reason to vote on the basis of the kritik.

Fifth, kritiks are a dead end. Heidegger himself described them exactly that way. The questioning of all assumptions leaves no belief to hold onto. It leads to belief in nothing, nihilism. This can and often does produce a "paralyzing skepticism." Those who use kritiks are guilty of deconstructive disaster that teaches students nothing but how to rationalize avoiding making decisions. A kritik never encourages or even allows complete examination of an issue because a kritik insists on rejection, on destruction.

Kritiks are unnecessary. A good kritik, a kritik with at least a touch of constructive content can easily fit into the form of a stock voting issue. Hopes to obscure, or to avoid traditional argument burdens, may motivate some who refuse these more usual forms of argumentation. As Jinks persuasively tells us (P. A-16): "Arguments which can easily be made as conventional debate positions have become Critiques, not because the Critique is particularly meaningful, but because it is easier to win if a substantial portion of the responses suddenly do not apply."

A sound kritik can easily become a disadvantage, a major contention, a value standard, or another issue. If using

language a certain way is harmful then make the argument as a disadvantage. If values underlying the affirmative plan are wrong then bring forth value attacks and disadvantages. If our way of thinking is flawed then causal link attacks, case turns, and criteria attacks are all possibilities.

Kritiks are unfair. First, because kritiks are not voting issues. And they rarely claim to be. Instead they argue that what has been said has a major flaw and, by implication, the participants should start again with a more correct assumption or premise. But a false assumption does not always invalidate a conclusion. And starting again is not an option in a rule restricted competitive setting.

Secondly, kritiks violate the rules of the game. Participants enter a tournament knowing from its invitation, and from tradition, that they will be participating in value debates. This implies that the topic and clash will be about values, and that the framework used by the judge and opponents will focus on criteria and contentions.

But kritiks break this contract. The kritik opposes Lincoln Douglas debate, and thus reduces value comparison and the quality of clash. A kritik breaks the rules (Shors, P. A-17); it ignores the agreement to debate the topic and rejects the basis and structure in which the debaters have agreed to debate.

Third, kritiks have no burdens. A kritik is an attempt to win without an equal division of burdens, research effort, and breadth of preparation. Whereas most judges expect the affirmative to launch and win between three stock issues (value, standard or criteria, topic claim or contention) before earning a ballot, the negative kritik is trying to win the ballot without a clear victory on even one voting issue. Kritiks do not introduce a topic challenging value, a counter standard, or any type of topic challenging case. Kritiks have no brink, no threshold, no probability obligations, no impact, no uniqueness, no time frame requirement, and no empirical proof, need not be case specific, and have no traditional burden of proof or refutation requirement. Kritiks just reject.

Fifth, kritiks are unfair to the affirmative because the affirmative is bound to the topic's wording. If the judge accepts a kritik based on the wording or clear intent of the topic wording then no affirmative has a fair chance to win the debate.

Sixth, kritiks destroy the fair division of ground. Allowing kritiks means that the affirmative and only the affirmative must be prepared on every philosophical question implied by the topic, the topic wording, any value associated with any part of the topic, and the system(s) of thought reflected in the topic and/or in debate as an activity. The number of kritiks available to the affirmative is far smaller than the number the negative might offer. Thus, there is nothing near equality on the issue. If kritiks are accepted the affirmative chance of winning is almost nonexistent.

Shors, P. A-18: "In the end affirmative must defend something, and the negative can Critiques endorsement to death. Such one-sided arguments discourage research and hard work. Resolutions typically require endorsement, and any endorsement can be a target of a Critique. Affirmatives could do their best to anticipate the Critique and still be helplessly caught in its grasp."

Seventh, kritiks encourage trivializing debate as an activity. No longer is value comparison and topic related problem solution the focus. Kritiks invite trivialization because ideas considered comparatively unimportant by the general populace, and by most of the intellectual elite, become possible tools to obtain victory. There is no limit once the topically related value focus is removed from debate.

Eighth, kritiks lack fair prior notice. Debaters enter a tournament legitimately expecting to debate topic-related value comparisons. Unlike traditional voting issues, a kritik cannot be defeated by strong case research and preparation of deep logical argument extensions. The sheer number and diversity of kritiks preclude fair prior notice of kritiks as a ballot decision rule. If judges award ballots based on kritiks debaters are forced to accept its principles or risks a loss. That "coercion," as Shore refers to it (P. A-17) is unfair.



Lincoln Douglas Debate

True believers have other options.

It is possible that some participants who use the kritik believe in its worth and value. But for such people there are other options that do not impinge on competitive debate, or do not attract the problems associated with current kritik use.

True believers can start a new contest event or a new activity. They might lobby to include in topic ballots a resolution specifically and openly designed to promote kritik debates. They can write and publish for a voluntary audience in a noncompetitive setting.

If the kritik user believes in the fair advocacy of the kritik, rather than just its use a strategy to gain an unfair advantage, these are viable alternatives that solve most of all of the problems associated with this divisive tactic.

COUNTER-KRITIK: LD IS A SINGLE YES OR NO RESOLUTIONAL QUESTION

A. Debate only occurs with prior agreement over the topic to be debated. Whether or not to debate the topic can't logically be part of the game. (Douglas Ehninger, *University of Iowa Professor of Speech, SPEECH MONOGRAPHS, June, 1970, p. 108*) Always, however, some agreed upon end or goal must be present to define and delimit the evaluative ground within which the interchange is to proceed. When such ground is lacking, argument itself, let alone any hope of resolution or agreement, becomes impossible. The absence of a commonly accepted aim or value is what lies at the root of many of the breakdowns that occur, for example, in negotiations between the Communist and Western nations, and what accounts for the well known futility of most disputes on matters of politics or religion. When disputants hold different values their claims pass without touching, just as they pass when different subjects are being discussed. What one party says simply is evaluatively irrelevant to

the position of the other. An examination of the nature of ends or values need not concern us here. Perhaps at bottom they are matters of feeling, of personal style or taste. The important point is that they lie on a deeper stratum than argument is capable of penetrating; they are something which argument cannot shape or determine but which it must presuppose—something which any two disputants need to assume and agree upon as a necessary condition of argumentative interchange.

B. My opponent accepted this social contract. The tournament invitation titles this event date and the tournament invitation designates the topic. By entering s/he accepted the event, and the topic.

C. Negative burden of rejoinder is a prerequisite; it's a rule of the game. (Michael Foucault, *College de France Professor of the History of Systems of Thought, Inventor of the Pendulum, ETHICS: SUBJECTIVITY AND TRUTH, Volume one, ed Paul Tabinow, Robert Hurley trans, 1994, p. 111-2*) In the serious play of questions and answers, **in the work of reciprocal elucidation, the rights of each person are in some sense immanent in the discussion.** They depend only on the dialogue situation. The person asking the questions is merely exercising the right that has been given to him: to remain unconvinced, to perceive a contradiction, to require more information, to emphasize different postulates, to point out faulty reasoning, and so on. As the person answering the questions, he too exercises a right that does not go beyond the discussion itself; by the logic of his own discourse, he is tied to what he has said earlier, and **by the acceptance**

of dialogue he is tied to the questioning of the other. Questions and two answers depend on a game—a game that is at once pleasant and difficult in which **each of the two partners takes pains to use only the rights given to him by the other and by the accepted form of the dialogue.** The polemicist, on the other hand, proceeds encased in privileges that he possesses in advance and will never agree to question. On principle, he possesses rights authorizing him to wage war and making the struggle a just undertaking; the person he confronts is not a partner in the search for the truth but an adversary, and enemy who is wrong, who is harmful, and whose very existence constitutes a threat. For him, then, the game consists not of recognizing this person as a subject having the right to speak but of abolishing his, as interlocutor, from all possible dialogue; and his final objective will be not to come as close as possible to a difficult truth but to bring about the triumph of the just cause he has been manifestly upholding from the beginning. The polemicist relies on a legitimacy that his adversary is by definition denied.

D. Negative stance frivolous and deadly. It destroys topic deliberation. The "how" is not what we should focus on. (Murray Bookchin, *Institute For Social Ecology Director, REMAKING SOCIETY, 1998, p. 163*) Political activity and social engagement in this theistic terrain tends to shrivel from activism into quietism and from social organization into privatistic encounter-groups. One has only to cover a personal problem with the patina of gender — be it a failed love affair or a business misfortune — and it is easily designated as "political" or



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a form of gender victimization. The notion that the "personal is the political," in effect, is stretched to the frivolous point where political issues are cast increasingly in a therapeutic vernacular, so that one's "manner" of presenting ideas is considered more important than their substance. Form is increasingly replacing content and

eloquence is increasingly decried as "manipulative," with the result that a deadening mediocrity of form and content tends to become the rule in political discourse. The moral outrage that once stirred the human spirit over the ages in the thundering words of the Hebrew prophets is denounced as evidence of "aggressiveness," "dogmatism,"

"divisiveness," and "male behavior." What "counts," today, is not what one says but how one says it—even if statement are insultingly naïve and vacuous. "Care" can easily regress into naivety and "concern" into a childishness that makes one's politics more infantile than feminist. (Copyright © 2007 by **William H. Bennett**. Prof. Bennett is chairperson of the CDE National LD Camp in Albuquerque, New Mexico.)

NOTES

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|-------------------|---|
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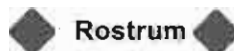
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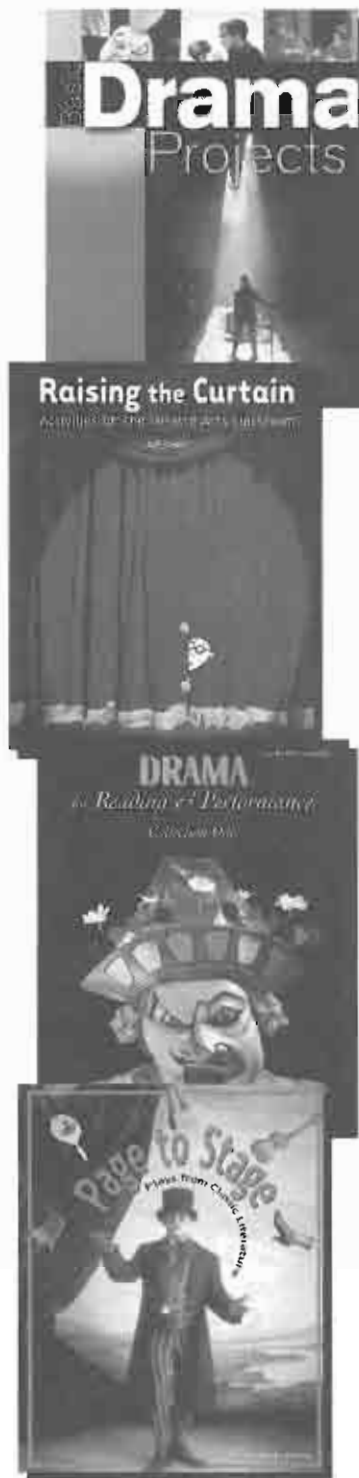
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Embrace the Future

By Chris Palmer

Waves of the future come and go; sometimes they become the annoyances of the present, and sometimes they become the "What were they thinking?" of the past. Computers have always fascinated people as all three: as thinking machines, they have the kind of potential we imagine ourselves to have. As bug ridden crashing beasts of frustration, they make life more interesting at the worst possible moments: "Oh god, the computer just deleted Round 4 of Varsity LD!". And as the center of investment speculation, they certainly are good at creating one economic bubble after another, as business people forget that economies rely on profit, not buzzwords.

Any computer project requires planning and consideration. Education professionals, though rarely actual teachers, have often tried to just shove them into a curriculum without considering where they best fit. Blindly tossing laptops around a curriculum ultimately harms education; they'll inevitably make some parts of a curriculum harder to learn, given insufficient planning and foresight.

So, on reading Rami Hernandez's article in the March *Rostrum* advocating use of not only computers, but also internet connections in limited prep and debate events, I have to wonder if computers aren't being pushed forward because they're shiny and nominally easier, not because they'd actually make better speakers and debaters of our students.

Tales of ancient times: 1995

Computers have already had their impact on forensics. Extemp's changed

a great deal in the short (though distressingly growing) time between my brief extemp career, and my current students' time. Just a decade ago, we cut our files out newspapers and magazines, column inch by painful column inch. The files were not neat stacks of printouts, but little wisps of the New York Times, the Washington Post, Time and its ilk, and most useful but terrifying of all, the Economist.

Nothing could strike fear in a novice extemper's heart so profoundly as being forced to cut the Economist. We were convinced some British production editor was onto us, clairvoyantly knowing we would be mangling the layout into small snippets of knowledge, filed by category. This mythic, sinister editor responded by placing each story on portions of three pages, with sometimes a single paragraph dropping surrounded by three other stories on the same page.

Did our copy machines ever get a workout. And our scissors. And staplers. And above all, our fingers. Paper cuts, scissor wounds, broken fingernails from removing staples; we sacrificed pints of blood and numerous digits just to get that one article about Uruguay from the Financial Times. Life was tough. I imagine it was tougher still, before the advent of the cheap Xerox, and even earlier, when extemp files were carved in clay in cuneiform; the weight alone must have been staggering.

Then, around seven or so years ago, Lexis/Nexis came and swept all that away. I did not exactly weep. Now instead of sitting on the floor with a pair of scissors and some dim hope,

Responsive Argument

students create their own list of current events, sit down at the computer, do a few searches, and let the laser printer do the rest. Neat stacks, no cutting, and they're already sorted by topic. Take that, you fiendish Economist production editor!

Now, I'm all for the ease, not that I file anymore myself. That ease, however, was not without a cost; a change in the event itself.

Italy did what?

Do we have more sources in our files? Oh, yes, and they're very obsessively neat, I might add. Every year at least one upperclassman becomes a total fascist about file organization, and woe to the disorganized novice who stands between them and gleaming Platonic tub perfection. No doubt, our files are infinitely better, with less time spent on them to boot. But here's the real kicker: does all that make my students better extempers?

That's a much harder question to answer. For one, the chances that my students will miss filing some news event has increased. Say, for instance, Italy happened to suddenly vanish in 1995. I would imagine the magazines I used to cut would have mentioned this development prominently. A brief scan of the front cover of *Newsweek* would have prompted the immediate creation of a file entitled "Italy: Missing".

Today, if an extemper has a busy week and misses the news, they may run their normal online searches, and call it a day. The world being one Italy Saturday, which for some reason is all about Italy.

My example is unlikely, perhaps, but



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the phenomenon is not uncommon. I saw one extemper assert quite vigorously that Saddam Hussein remained in power as the President of Iraq, proving US sanctions ineffective. This would have been a fair point, had not a huge blazing war intervened and deposed Hussein three months prior. How do you miss a war, one our own country fought? I really can't imagine. Sure, a novice can make a bad mistake, you say? This particular speech was during a semifinal round at Atlanta NFL Nationals in 2003.

The Sourcing Arms War

Extemp certainly *sounds* more impressive these days; a student can stand up there and rattle off 8-10 sources, from Seattle to Miami, Boston to San Diego, with a little *Singapore Straits-Times* and perhaps *Le Monde* thrown in for international flair. Is it more impressive, however, than the 4-8 we used to cram into a speech? I doubt it, for two reasons.

First, I believe the quality of students' use of those sources has declined. I do not give credit to extempers who invoke the Houston Chronicle to inform me that the President's name is George Bush, or those who cite the Pittsburgh Post-Gazette's astounding insight that homeless people lack a place to live. But judges, both new and experienced, are often impressed by the fact that a student spouted out nine — nine! — articles in a single speech. Nine isn't even that spectacular anymore; I've counted speeches well into the teens.

Only further reflection, and careful notes, will reveal that few of those citations actually touched on points central to the speech's analysis. I do take good notes, which also reveals another pattern — four newspaper articles by four different local papers on the same date were cited. Gosh, do they all say the same thing by chance, or is the student merely citing the same AP newswire article four different times? Students feel they have to keep

up with their competition, and will find some way — any way — to get above that seven source mark.

Ever Grayer Ethical Areas

Those methods might be analytically unsound, and dangerous if a judge is paying attention. There are more insidious side effects as well. I, for instance, happen not to believe that students' memories have grown more impressive with their files. The human brain can only keep so many facts & bits in short term memory. Inevitably then, inaccurate sourcing has proliferated.

Flubbing a source can be innocent: a student may indeed have a source that says what she quotes, but she gets the date or the title of the source wrong. That is against the rules of the activity, but most tournament directors, myself included, would have a hard time disqualifying a student for cheating who cited the Washington Post when the source was in fact the New York Times. But what if it were the New York Post, a paper with significantly less credibility? What if their inaccurate dating obscured the "cite the same AP story four times" trick I mentioned above? Where do you draw the line? Do you try to guess the students' intent?

At the Yale Invitational this past year, we ran a source check of every round of extemp in the quarterfinal round. Yale students took notes in each section, and afterwards asked each speaker to produce 3-4 of those sources. We set a very low bar; if a student had *any* source on *any* date that said something like what they cited, it was passed. If they didn't, it was referred to a panel of three tournament officials, who then delivered rather lenient rulings on whether the citation constituted cheating.

Of the 24 students in the round, 5 were referred to the panel of officials, and 2

were unable to produce the material they cited at all. If we applied a strict standard, by the letter of the rule, it is likely we could have held the final right after the quarter, with the only students left standing. We had no wish to be ogres about it. We only wanted to demonstrate something, and set a precedent.

Yale will continue to run the source check in future years, and other tournaments I manage will follow suit. I encourage other tournaments to look into doing the same. Without a check, students face no accountability for they say. The pressure to add that one more article, that one more source, to sound just a bit more impressive will only grow. Unless we check up on our students, the incentives are entirely aligned towards frivolous and even inaccurate sourcing; and that's ultimately bad for our activity.

Whither Wireless Laptops

Now that I've stated all this, what does any of it have to do with Rami Hernandez's article? It demonstrates a case of unintended consequences. In this case, there's no real way to ban sources from online engines from the prep room, nor would I want to. But, their use has changed the event in a negative way. That merits a response, unless we don't care much about honesty in Extemp.

Technology is a tool, not a moral force. I'm no luddite; it's a tool I use every day. I'm not a full time teacher or coach; by day I am the IT manager for a biotech company, Gene Network Sciences. We use computer simulations to try to speed up new drug discoveries. In other words, we're trying to cure cancer using computers. I hope we succeed, and not just for my stock options. So I'm perfectly content with the idea that computers can be Good Things. I further believe that every student in high school should be taught computing at a high level, including programming; in some ways,

you can only truly use a computer when you can write code.

However, that doesn't mean computers need to invade every aspect of education. There are no silver bullets in life, and computers are no exception. They are limited tools, and won't improve every aspect of students' growth. They're stunning tools when you're answering math and science questions, but they're miserable in trying to figure out which questions to ask. Their word processing powers have saved me gallons of white-out, but they have yet to give me one good opening line for a story or essay.

Worse speeches now, better learning later

Computers might well be helpful in constructing an extemp speech, that's not really what forensics is about, is it? We're not aiming here for the Perfect Extemp Speech; if it were art of perfection we were after, we could do better than to start with 15 year olds nervous about speaking in public. But it's teaching we're after, not perfection.

If we allow laptops, internet or no, into the prep room, we will have removed one of the key limits of extemp. Students are limited not only by their 30 minutes, but they're also limited to a certain number of files. Some teams lug more than others, but on the whole, the number of files by any given student at nationals is roughly the same; airline restrictions and muscle power impose a ceiling. With laptop storage, that logic is blown away; my little 5 1/2 pound MacBook Pro holds around 120GB of material. I haven't done the math, but I imagine that it could hold more text than the entire contents of all the tubs at Nationals, in both USX and IX. If it can't, then I can build a computer that would, and it would be smaller than a single tub.

If my kids were equipped with such a beast, they would longer need to choose, and thus to think, about what they bring. Why not have a file on the

Moldovan economy? Why be aware that France's presidential election is in the news this month, while the Mexican presidential controversy has slowed down and can probably be culled? Just toss it all in! And while we're at it, why bother reading the articles anyway, before filing them?

That last line shows the danger. Now, one might argue that a student who wants to do well won't skip the reading part if they know what's good for them, and I would agree. However, part of the deal of being an educator is that students often don't know what's good for them, and it's our job to nudge them towards it anyway. If we strip away the limit, and therefore the thought and decision making that goes into constructing a set of files, we take away an incentive to think.

Google cannot think for you

Students may all have access to a laptop soon, but every student already has access to a vastly faster database with processing power and memory unmatched by any modern computer. It's called a brain, and it's what we're out to exercise here. I like to say that the best extempers will be the ones who know how they are going to answer a question before they select the topic at draw. Students can only pull that trick after years of practice, reading and familiarity with the topic.

Even if they could research the same information from databases and the Web given mere seconds more, it won't be the same. Command of information in your mind allows you to make connections, insights and form creative ideas that no computer database search can. If you don't know the information in the first place, these connections can never be made for you. Even Google will fall short.

How does a student build that skill? Part of preparing for extemp is building that sort of mental store of ideas and data. Extemp throws students into uncertain situations, where the

questions may or may not be on topics they know. Topics may also be on an unexpected aspect of a familiar topic area. In either case, students have to apply their limited files to these new ideas. That challenge encourages mental self-reliance, and growth. Students learn to rely on their own mental connections. If the answer is just a Google away, however, students may never figure out how powerful their own minds can be. It's not about the answer, after all, it's about teaching students the process of figuring it out. To draw a coarse analogy, we may have had calculators for decades now, but that does not change the worth of knowing how to add or multiply in your head. Technology is fast, but in the long run students are served by learning how to get that answer themselves.

If we allow net connections in prep room, incentives to build that knowledge fall away. The internet can be too easy sometimes, and that is a danger of our digital age and education. I think students should know how to use the internet, to be sure. They also need to preserve their fundamental skills of quick thinking, analysis and creativity, which are things that computers can not only not help, but actively harm.

Ultimately then, I don't think the internet has a place in the prep room. What the students bring there should be limited. That's not incompatible with the convenience of using laptops, but requires more thought and care. And most of all, research time should not be confused with prep time; we need to simultaneously encourage students to do good research and careful choices ahead of time, and also teach them to rely on their own analytic powers and insights when a new situation comes up, rather than running instantly for their nearest search engine.



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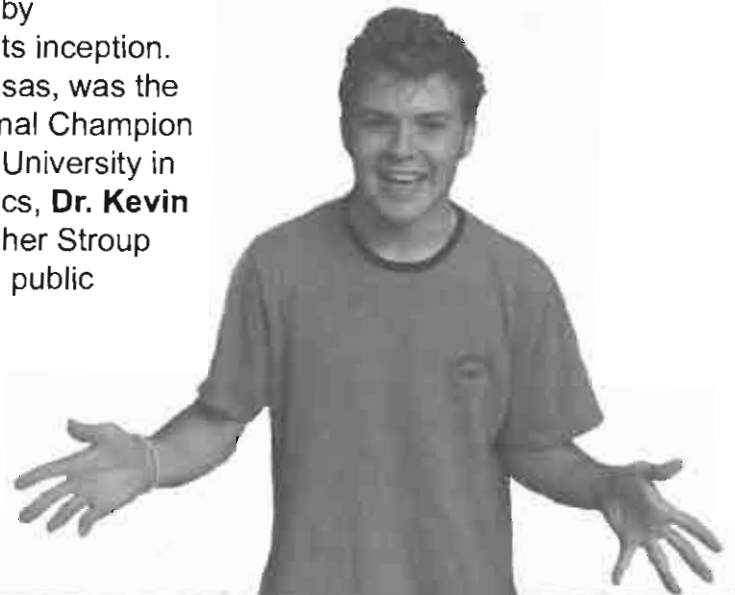
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The **Public Forum Debate Workshop** is directed by **Jacob Stutzman**, who has been with SMFI since its inception. Stutzman, a Ph.D. student at the University of Kansas, was the 2000 NPDA (College Parliamentary Debate) National Champion and coached national champions at Truman State University in 2004. He, along with Truman's Director of Forensics, **Dr. Kevin Minch**, and Associates Shane Puckett and Kristopher Stroup bring over twenty years of combined experience in public argumentation to the program.

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(Chris Palmer is an assistant coach at Newton South High School in Newton, MA. He is president of the Massachusetts Forensic League, author of the free tabroom.com online tabulation software, tab director at a number of college-hosted tournaments, and co-director of the Experimental Extemp Lab at NDF. You can reach him at palmer@tabroom.com.)

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Flexible Cases in Public Forum Debate

Card Debate

By Sean Bennett

Oftentimes, when we want to see what the future has in store for us, we need to look at where we have been. The concept for flexible cases in Public Forum Debate came to me after a long conversation with an older coach, Bruce Rogers. Bruce was reminiscing about his college years in debate and describing the system of "card debate"; back when evidence really existed on index cards. The cards would be carefully selected to meet the needs of the arguments in the round, read, applied to the opponent's position, and then shuffled to the back of the deck.

The other part of the concept comes from Minh Luong's "Flex Neg" Strategy in Lincoln Douglas Debate. In this strategy, the Negative builds a case that directly counters and refutes his/her opponent's case in the round. Both concepts together seemed to be amazing strategy for our newest form of debate in the NFL, Public Forum. Since then, the concept of "Flex Cases" has been experimented with on my team and with students at the CDE National Debate Institute with amazing results. Almost 100% of all of the students who have employed this method at camp have qualified for the NFL National Tournament. Having given the background to the strategy, the concept is rather simple in nature but difficult to implement.

The basic concept behind the flexible cases in Public Forum is to create multiple cases positions for either side of the resolution and then build a case in the round that will directly counter the opponent's case. Creating multiple case positions is labor intensive for a small squad, but it provides for a greater depth of knowledge on the topic and better argument selection in the round.

The first step is researching the topic thoroughly and cutting as many types of arguments as possible. The second step in the process is formatting and filing all of the arguments. The third step is writing the first speaker case. Finally, the Public Forum team should rehearse and practice "flexing out" case positions. The process is time consuming, but allows for better preparation and argument selection in the round.

A crucial debate skill is the ability to research the topic. The flex case strategy requires that the team or squad invest a great deal of time in research. Articles and articles could be written about all of the needed requirements for research, but there are a few that stand out above the rest. When researching, it is important that the team or squad look for a multitude of unique arguments and counterarguments. Each card should contain a tagline that effectively summarizes the argument, full source information written in an oratorical style, the evidence cut down to the bare minimum, and an analysis provided by the debater. The analysis portion of the card separates it from other types of debate cards. The team or squad should write a sentence or two that provides a link to the resolution and the impact the evidence has on the round. These cards can be thought of as "mini-contentions". Each will provide the entire argument that will be read in the round. Multiple pieces of short evidence can be used together within one card, but entire card should not take more than one minute to read at a slow pace. Here is a sample of a card from the NFL National's topic on the Kyoto Protocol:

THE KYOTO PROTOCOL SAVES MONEY IN THE LONG RUN

According to the White House Council of Economic Advisers under Bill Clinton, "with key developing countries participating in trading, and excluding both the benefits of mitigating climate change and the key additional factors just noted, estimates derived using Battelle's Second Generation Model (SGM) suggest that the resource costs of attaining the Kyoto targets for emission reductions might amount to \$7-12 billion per year in 2008 to 2012, or just 0.1 percent of projected gross domestic product (GDP)." The council goes on to note that, "One noted economist, William Cline, has estimated that a doubling of pre-industrial concentrations of greenhouse gases would cost the U.S. economy about 1.1% of GDP annually—some \$89 billion a year in today's terms." It is easy to see that when we weigh the costs associated with the Kyoto Protocol the US economy will actually see a significant gain of around 1% of our GDP or between \$82 - \$77 billion per year.

There are several things to be noted about the card above: The card is written in an style that can be easily read within the round, the tagline is clearly noted, and the actual evidence is underlined for clear reference. The distinguishing factor (that separates this type of card from that of a policy debate round) is that the card is written in an oratorical fashion that lends itself to good delivery. These cards should not be read in isolation and require the debater to provide the transitions and analysis needed to make the case flow well.



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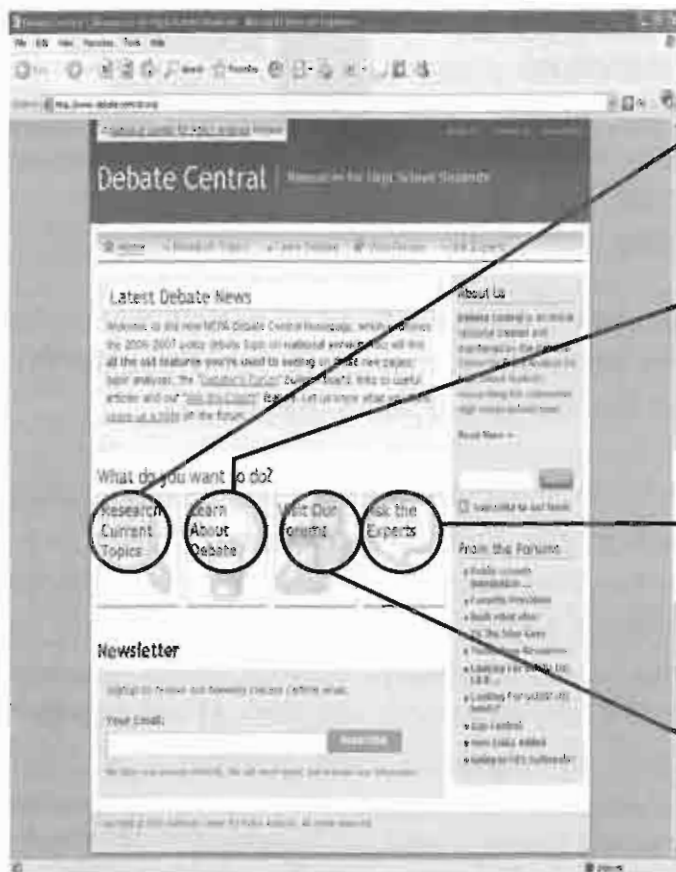
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Public Forum Debate

After the first round of research is completed, each team on the squad should sit down with the cards to construct a first-speaker pro and a first-speaker con case. Unless a team is planning on winning all of the coin tosses at the beginning of each round, each team should write a first-speaker version of their cases. After spending a considerable amount of time on researching the topic, the case construction should be fairly simple. Building a case simply requires piecing the best evidence together in an essay-style format with a good introduction, strong thesis, and clear transitions.

As debaters become more acclimated to this strategy, first-speaker cases can become more mutable, changing out the mini-contentions to reflect better argument selection between rounds. For example, if the first point in the case seems to be problematic for the team, that team may elect to remove the first point and replace it with a more effective argument. To begin with, it is important to create a static version of the case to allow for oratorical merit and effective refutation. A completely different approach should be taken when constructing the second-speaker case.

The second-speaker case, the case to be used when the team is the second speaker in the round, should be completely flexible and mutable. When the team has selected to go second in the round, this gives them the amazing ability to both present a clearly formatted case and directly

refute their opponent's positions. Each position in the round should be countered with an argument that both refutes the previous position and grants the team offensive ground. This is accomplished by selecting from the cache of previously created arguments the positions that are most effective in the round. Essentially, the team creates the case in round that most effectively counters their opponents' case. For example, when a team is presented with the card above as an argument in the round, there are several options for the second speaker. The most obvious of these options is to directly refute the evidence provided by providing a card that illustrates the economic hardship that the Kyoto Protocol will bring about. Even more effective would be to provide economic evidence that indicates that the economic model used by the pro did not take into account certain factors that your evidence provides. In this right, the judge sees direct clash within the round and an effective turn. As the team experiments with argument selection and application, they will grow stronger in their ability to implement the "flex case".

Using flexible cases in Public Forum Debate is a time consuming strategy that requires a large amount of practice, but there are many ways to speed up the process. The most effective method that can be employed to master the flex case is to practice argument selection and application with the vast amount of evidence that

was acquired through effective research. For example, one team randomly selects three cards from the collection of evidenced contentions and reads them aloud. The other team is given one minute to construct a case from their evidence and then has four minutes to provide that case. The constructed case is then critiqued by other members of the squad, and the team must regive the speech to correct the mistakes in the first attempt. This process continues as all of the members of the squad become effective in constructing a flex case and gain valuable knowledge about the resolution. As time goes by, the team will identify and use the best evidence in the round and know how to effectively refute the vast majority of case positions.

The flexible case strategy is both difficult and amazingly effective. If implemented correctly, using flex cases will grant a Public Forum team a superior tactic in argument selection and application.

(Sean Bennett is the Director of Forensics at Starr's Mill High School in Peachtree City, Georgia. In the last six years, Mr. Bennett has coached fifty-seven NFL national qualifiers, fourteen Georgia state Champions, and contestants at the Tournaments of Champions. Sean Bennett is also a fulltime instructor and the Curriculum Director for Public Forum Debate at the CDE National Debate Institute.)

District Tournament Results

Continue checking the NFL website at <http://www.nflonline.org/NationalTournament/Qualifying> for the lists of National Tournament Qualifiers. The lists will be updated as audit has been completed per district.

Thank you for your patience.

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A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS

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

Sunday Registration

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

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

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

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

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

Wednesday (Elimination Rounds/Supplemental Events)

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

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

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

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

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

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

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

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

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



◆ *National Tournament Information*



Information is available on the
NFL website www.nflonline.org

Continue checking for updates

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

Derby/Wichita Nationals

Tournament Sites



Century II—Student Congress



Wichita East—Policy and LD

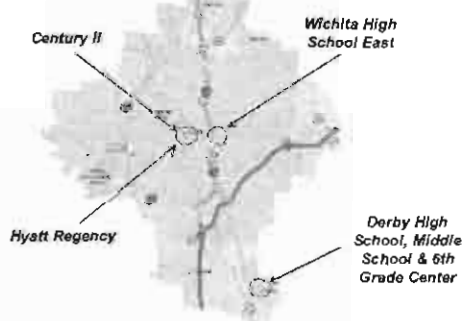


Hyatt Regency—Student Congress



Derby HS—Individual Events

2007 Kansas Nationals
Tournament Sites



Derby MS—Public Forum



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

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

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

~~Register Your Qualifiers for Nationals~~

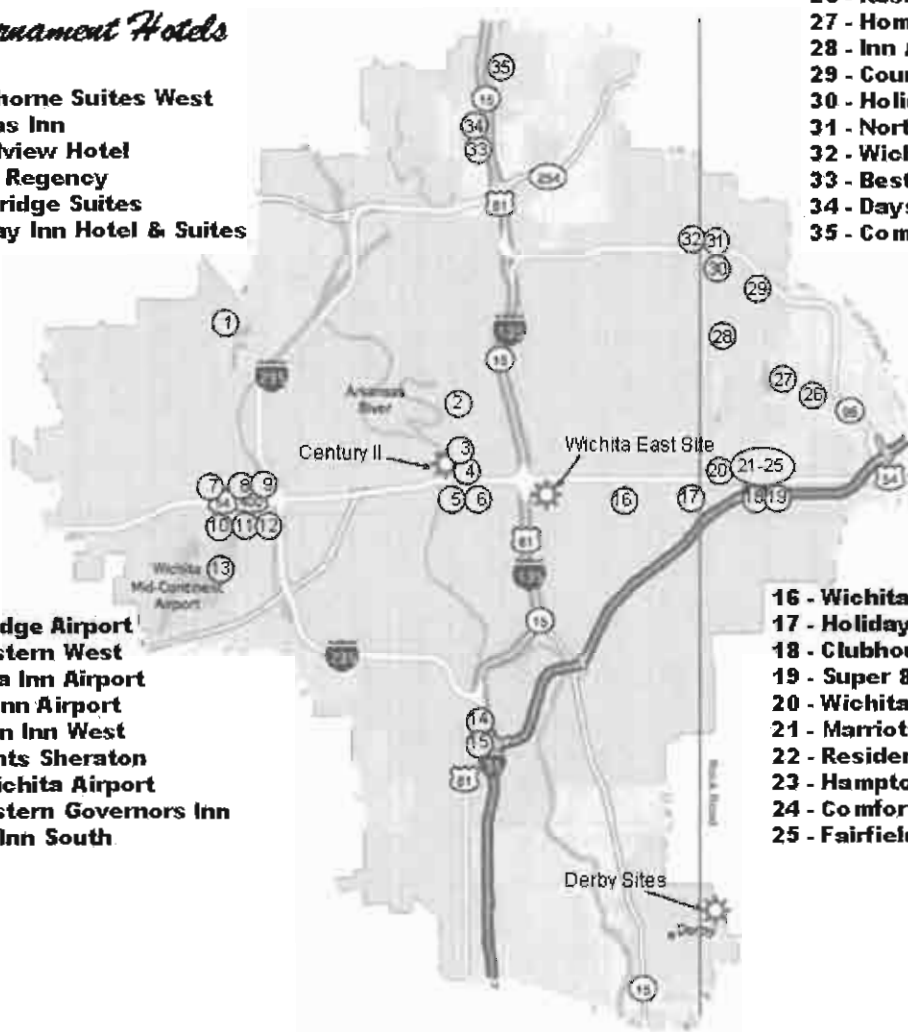
Reminder: All national tournament registration forms are found at www.nflonline.org, under 'National Tournament', 'Forms'.

2007 Kansas Nationals

Tournament Hotels

- 1 - Hawthorne Suites West
- 2 - Kansas Inn
- 3 - Broadview Hotel
- 4 - Hyatt Regency
- 5 - Cambridge Suites
- 6 - Holiday Inn Hotel & Suites

- 7 - EconoLodge Airport
- 8 - Best Western West
- 9 - La Quinta Inn Airport
- 10 - Wichita Inn Airport
- 11 - Scotsman Inn West
- 12 - Four Points Sheraton
- 13 - Hilton Wichita Airport
- 14 - Best Western Governors Inn
- 15 - Comfort Inn South



- 26 - Residence Inn At Plazzio
27 - Homewood Suites
28 - Inn At Tallgrass
29 - Courtyard By Marriott East
30 - Holiday Inn Express N.E.
31 - Northrock Suites
32 - Wichita Inn North
33 - Best Western North
34 - Days Inn Park City
35 - Comfort Inn North

- 16 - Wichita Suites
- 17 - Holiday Inn Select
- 18 - Clubhouse Inn & Suites
- 19 - Super 8 Motel
- 20 - Wichita Inn East
- 21 - Marriott Wichita
- 22 - Residence Inn
- 23 - Hampton Inn
- 24 - Comfort Inn East
- 25 - Fairfield Inn

Nationals - Hotel Information

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

*Identifies blocked NFL rooms

Nationals - Hotel Information

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

Amenities Key:

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

Advanced Booking

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

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

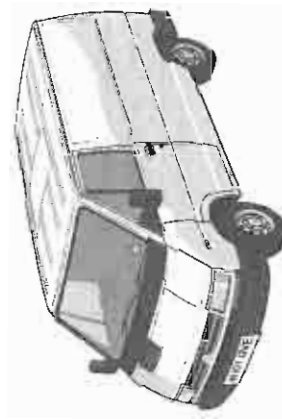


Nationals - Vehicle Rental Info

		Economy				Midsize	Full Size		Premium	Towncar	SUV	Minivan	Convertible	12 - Passenger Van
		Compact	2-Door	4-Door	Full Size									
Avis Book at: 1-800-331-1600 or www.avis.com Rate Code: B159261	Daily	\$ 38	\$ 43	\$ 47	\$ 50	\$ 53	\$ 58	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72	\$135
	Weekly	\$144	\$160	\$175	\$191	\$206	\$216	\$307	\$307	\$307	\$307	\$307	\$307	\$590
	Weekend Daily	\$ 30	\$ 33	\$ 34	\$ 36	\$ 40	\$ 43	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72	\$ 72	\$127
Hertz Book at: 1-800-654-2240 or www.hertz.com Rate Code: CV#04140001	Daily	\$ 52	\$ 53	\$ 54	\$ 55	\$ 59	\$ 64	\$ 78	\$ 78	\$ 78	\$ 81	\$ 78	\$ 78	NA
	Weekly	\$174	\$190	\$205	\$221	\$231	\$272	\$331	\$331	\$331	\$339	\$331	\$331	NA
	Weekend Daily	\$ 21	\$ 24	\$ 27	\$ 31	\$ 33	\$ 46	\$ 66	\$ 66	\$ 66	\$ 68	\$ 66	\$ 66	NA
Budget Book at: 316-946-4891 Rate Code: NFL	Daily	NA	\$ 28	\$ 29	NA	\$ 35	\$ 79 (SUV)	NA	NA	\$ 69/\$39*	\$ 79	NA	NA	\$129
	Weekly	NA	\$165	\$169	NA	\$189	\$390 (SUV)	NA	NA	\$340/\$229*	\$390	NA	NA	\$590
	Weekend Daily	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Enterprise Book at: www.enterprise.com Rate Code: 51E6924 (Pin# NFL)	Daily	\$ 27.90	\$ 29.70	\$ 32.84	\$ 34.64	\$ 37.52	NA	NA	NA	\$ 62.10	\$ 71.10	NA	NA	NA
	Weekly	\$152.10	\$161.10	\$170.10	\$179.10	\$188.10	NA	NA	NA	\$314.10	\$296.10	NA	NA	NA
	Weekend Daily	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

All prices are with the NFL National Tournament Discount.

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



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Wichita Schools USD 259
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2007-2008 ORDER FORM

	PRINTED COPY	CD	E-MAIL	PRINT/CD COMBO	PRINT/E-MAIL COMBO
<u>POLICY DEBATE (CROSS-X):</u> (\$first copy/extra copies)					
Choose one of three subscriptions: (on printed copies of 4 or more of the same item, all copies are at lower price)					
Basic Subscription	___ copies (\$90/\$45)	___ \$82	___ \$74	___ \$127	___ \$119
OR Basic + 6-mo. Updates	___ copies (\$138/\$69)	___ \$124	___ \$110	___ \$193	___ \$179
OR Basic + 4-mo. Updates	___ copies (\$122/\$61)	___ \$110	___ \$98	___ \$171	___ \$159
NOTE: same items available individually:					
Aff. Casebook (May 15)	___ copies (\$14/\$7)	___ \$12	___ \$10	___ \$19	___ \$17
1st Negative Briefs (Jul 15)	___ copies (\$38/\$19)	___ \$35	___ \$32	___ \$54	___ \$51
2nd Negative Briefs (Jul 15)	___ copies (\$38/\$19)	___ \$35	___ \$32	___ \$54	___ \$51
Update Briefs (print & CD published MONTHLY, e-mail version published WEEKLY)					
6-month option (Sep-Feb)	___ copies (\$48/\$24)	___ \$42	___ \$36	___ \$66	___ \$60
4-month option (Sep-Dec)	___ copies (\$32/\$16)	___ \$28	___ \$24	___ \$44	___ \$40

LINCOLN-DOUGLAS DEBATE (NFL TOPICS ONLY)

Basic Subscription (all 4)	___ copies (\$96/\$48)	___ \$84	___ \$72	___ \$132	___ \$120
OR same items available individually: (on printed copies of 4 or more of the same item, all copies are at lower price)					
Sep-Oct L-D topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30
Nov-Dec L-D topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30
Jan-Feb L-D topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30
Mar-Apr L-D topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30

PUBLIC FORUM DEBATE (NFL TOPICS)

Basic Subscription (all 8)	___ copies (\$192/\$96)	___ \$168	___ \$144	___ \$264	___ \$240
OR same items available individually: (on printed copies of 4 or more of the same item, all copies are at lower price)					
Sep PF topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30
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Nov PF topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30
Dec PF topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30
Jan PF topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30
Feb PF topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30
Mar PF topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30
Apr PF topic	___ copies (\$24/\$12)	___ \$21	___ \$18	___ \$33	___ \$30

TOTAL** \$ _____

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Features of the Policy Division

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

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WANT MORE INFO?

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Or visit www.bradley.edu/continue

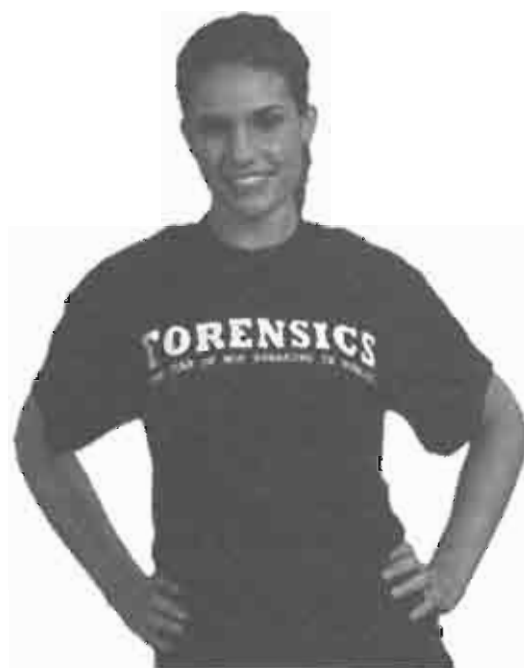
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40 Years of Policy Debate Evolution

Decade Observations

By Larry Smith

Note: The observations are divided into decades, so there is considerable probability that there are overlaps as the process of the evolution of policy debate occurred.

1965-1975

Equipment: A couple of briefcases containing an assortment of pens/pencils, candy bars, aspirin, and an apple or banana. Evidence files consisted of two to a half dozen recipe boxes, or for really well prepared teams, a whole briefcase full of 3x5 evidence cards, all filed categorically. Large blank sketch pads were for taking a flow, or doodling.

Teams: Teams were predominately male, although increasingly a brave and bright female managed to find a male partner who was not intimidated by her gender or intelligence. Two female teams were a rarity, indeed.

Debates: Some teams relied on the "ancient" Needs/Plan formula, but those on the "cutting edge", (products of some of the original debate summer workshops), were adopting the Comparative Advantages format. The theory was that a team offering a Needs/Plan had to achieve 100% solvency to win, whereas a team offering a Comparative Advantage case only had to prove adoption of their plan advantageous

Structure/Duties: Debater's roles were pretty much dictated.

Affirmatives offering Needs/Plan cases developed the argumentative issues of Inherency/Significance and offered a Topical Plan to solve the significant harms of inherent policy. First Negative's role was "case side" arguments, Inherency and Significance, and Second Negative did "plan attacks" on Solvency (Plan meet advantage) and Disadvantages. Topicality arguments occurred only when Affirmative's plan was clearly a "squirrel" interpretation of the resolution.

Affirmatives offering Comparative Advantages cases turned the affirmative case structure upside down, offering the plan first and then presenting advantages, which usually contained the traditional inherency/significance issues. Negatives pretty much stuck to their traditional case side/plan side roles.

Both sides spoke extemporaneously, relying on the reading of a handful of evidence cards in each speech to support their reasoning and logic. Delivery rate was normal, as for any public speaker, somewhere around 120-150 words per minute. They actually looked at the judge when speaking.

The "uniform" for males was the three piece suit, a la attorneys. Females wore dresses or "female" suits. All were well groomed to enhance their appeal to judges.

1975-1985

Equipment: Catalogue cases ("ox boxes") became the norm, and most teams had at least two, one for affirmative and one for negative files. Of course, there had to be a little fold up luggage dolly to drag the ox boxes from round to round. Instead of 3x5 cards, teams began carrying prepared argumentative briefs, trying to anticipate any and all possible issues which would be raised by their opponents. Handbooks of pre-prepared arguments proliferated. Ox boxes also contained assorted snacks. Briefcases contained a supply of yellow legal pads, pens, pencils, highlighters and other assorted necessities, including often a toy team "mascot." The evolution caused logistical nightmares for coaches trying to load several debate teams plus luggage plus debate equipment into traveling vehicles.

Fortunately the large, multipassenger vans appeared.

Teams: The gender tilt to predominantly male teams disappeared. All female teams proliferated. (During the same time separate male and female individual speaking events followed the dinosaurs into extinction, certainly a positive advance.)

Debates: Comparative advantage cases became the norm. There were some experiments with permutations of the format, but the issue structure stayed pretty static. Inherency arguments disappeared. It was just presumed, though no one knows why, that there was an inherent weakness in whatever policy the federal government followed in the resolution, and that those policies could not be adapted with minor changes to resolve the harms caused by such problems. The resolution implied there was a problem with current policy, so there must be!

Structure/Duties:

Affirmative: Affirmative teams began offering plans that were lacking many of the "traditional" planks 1) mandate, the specific policy affirmative wanted implemented to adopt the resolution, 2) funding, how the plan would be funded, 3) enforcement, how the plan would be enforced 4) administration, what agency would be responsible for implementing the affirmative policy.

Instead, affirmative plans often ducked specifics and offered a plan with broad stroke "implementation" of the resolution jargon which could be later interpreted as "we have that in the plan, in general or understood" in response to

negative's solvency or disadvantage arguments. "The negative team never asked in CX for clarification," became an excellent escape valve in first affirmative rebuttals to vexing plan attacks.

First negatives began spending eight minute constructives offering a plethora of topicality arguments since inherency and significance issues had become irrelevant. The topicality arguments often offered bizarre or clearly absurd interpretations of the wording of the resolution, and even though these off the wall arguments were counter intuitive, affirmatives had answer them, or risk losing.

Second negatives relied on reading prepared briefs on solvency and long, intricately linked disadvantages which, if one followed through the process, counter intuitive as it was, usually lead to nuclear war. Or worse.

Most negative arguments were canned, generic, and all purpose, often only applying by a stretch of "reasoning" to the specific affirmative case presented in the round. Some briefs were so all purpose generic they spanned several years of policy topics.

Debaters rarely spoke. Rather, they read briefs. Speaking rate increased to mach levels at 400-500 words per minute. Frothing at the mouth was not uncommon. Rarely did they make eye contact with judges. Partners who did not have the floor often prompted each other.

Male dress evolved to blue blazers, khaki pants, loafers without socks. (or, too often, Nike type athletic shoes.) Females continued to dress as if they were Junior League members. Skirt lengths matched the fashions of the year, as did the attire.

1985-95

Equipment: Ox boxes became passé. Tubs were in, lots and lots of them. The more tubs, the more intimidation a team could wield against opponents, an "arms race" without lethal results. Refrigerator dollies became necessary to transport the team's evidence. Logistical nightmares for coaches trying to pack teams into a van increased incrementally with each added

tub. The tubs didn't contain anything new in the way of preparation, just more of the same generic files.

The newest "wrinkle" for debaters, those who were fortunate enough to have access, was research via computer and the internet. Oh, and some even had pagers for important phone calls.

Teams: Gender was no longer an issue. Fewer schools doing policy debate was an issue, however. Lincoln Douglas debate had siphoned off many for various reasons which need not be enumerated here, since that issue has been covered prolifically in other articles.

Debates: Nothing changed very much. Affirmative cases still contained plans which were noteworthy for the vagueness and obfuscation in the plan. First negatives still launched massive topicality arguments. Second negatives still dumped massive disadvantage briefs onto the judge flow sheet. Both sides tended to distill the debate down to one or two "voters", arguments which they clearly believed they were winning and tried to force judges to focus on those issues...and ignore any other issues, even ones the judge might think were important.

And a new argumentative issue reared its head into rounds. Critics became the hot new argument for negatives. Never mind that it was a philosophical argument that had little to do with "policy" but instead was a quibble over the use of a word or phrase.

Appearance and grooming became less formal. IF males had coats and ties, these were usually shed at the beginning of the round. Females, however, did not shed clothing, excepting high heeled shoes which pinched their feet while standing and speaking.

1995-2007

From here on I have to provide a disclaimer. I retired, after 28 years of coaching, in 1996. Thus I have little knowledge of any major evolutionary changes that have occurred. I do know that a new "simpler" debate event was added to encourage more students to participate in the in-

tellectual learning processes debate offers. That is good. The more who participate in this type of intellectual activity the better.

What stimulated my interest was reading in the *Rostrum* that the NFL has adopted a rule allowing lap top computers in rounds. Wow! I polled via e-mail several dozen of my ex-debaters and got an avalanche of response, some positive and some luddite in nature. Any change will invite controversy, I guess.

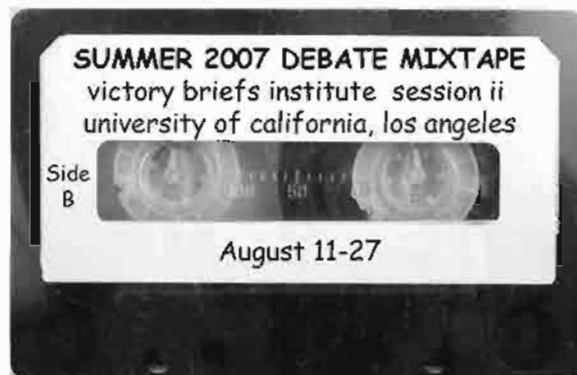
I would assume, also that cell phones and text messaging have become common place in debater arsenals.

Laptops certainly will eliminate much of the logistical problem coaches faced in getting teams and paraphernalia to tournaments. That is a plus. But I can also see cost as an issue which might cause a further decline in participation in policy debate simply because debaters or schools can not afford to purchase laptops. And, woe be to any team which has a laptop crash during a round. They might have to actually think, for a change. Horrors.

Looking to the future....say 2010-2020....I can see debaters implanted with microchips, which can be easily installed and removed. These chips would contain millions of bytes of data which would transfer directly to their thought processes on demand. Cyborg debaters, if you will. And the plus to that? Mostly they would have to return to the archaic and lost talent for thinking and actually speaking to a judge.

Wouldn't that be a wonder?

(Hall of Fame member Larry Smith is a triple diamond coach. Mr. Smith coached 28 years at Hoover High in Fresno, CA. During that time he coached students to 17 national final tournaments, and 28 state final tournaments. Mr. Smith has served on the Sierra District committee for thirteen years and has served 25 years in various offices of the California High School Speech Association. He was awarded the Ralph Carey Award in 1996, and elected Teacher of the Year, Fresno Unified School District in 1986. In addition to being a NFL Hall of Fame member, Larry is also in the Coach Hall of Fame of the California HS Speech Association.



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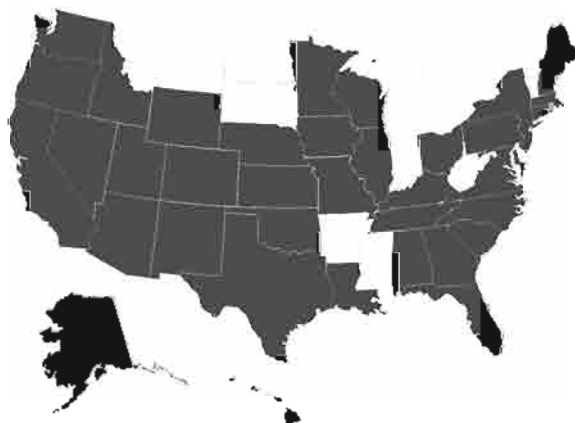
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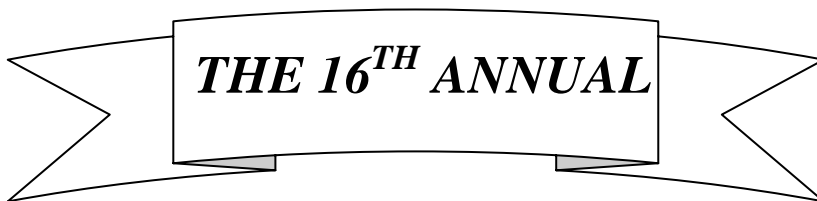
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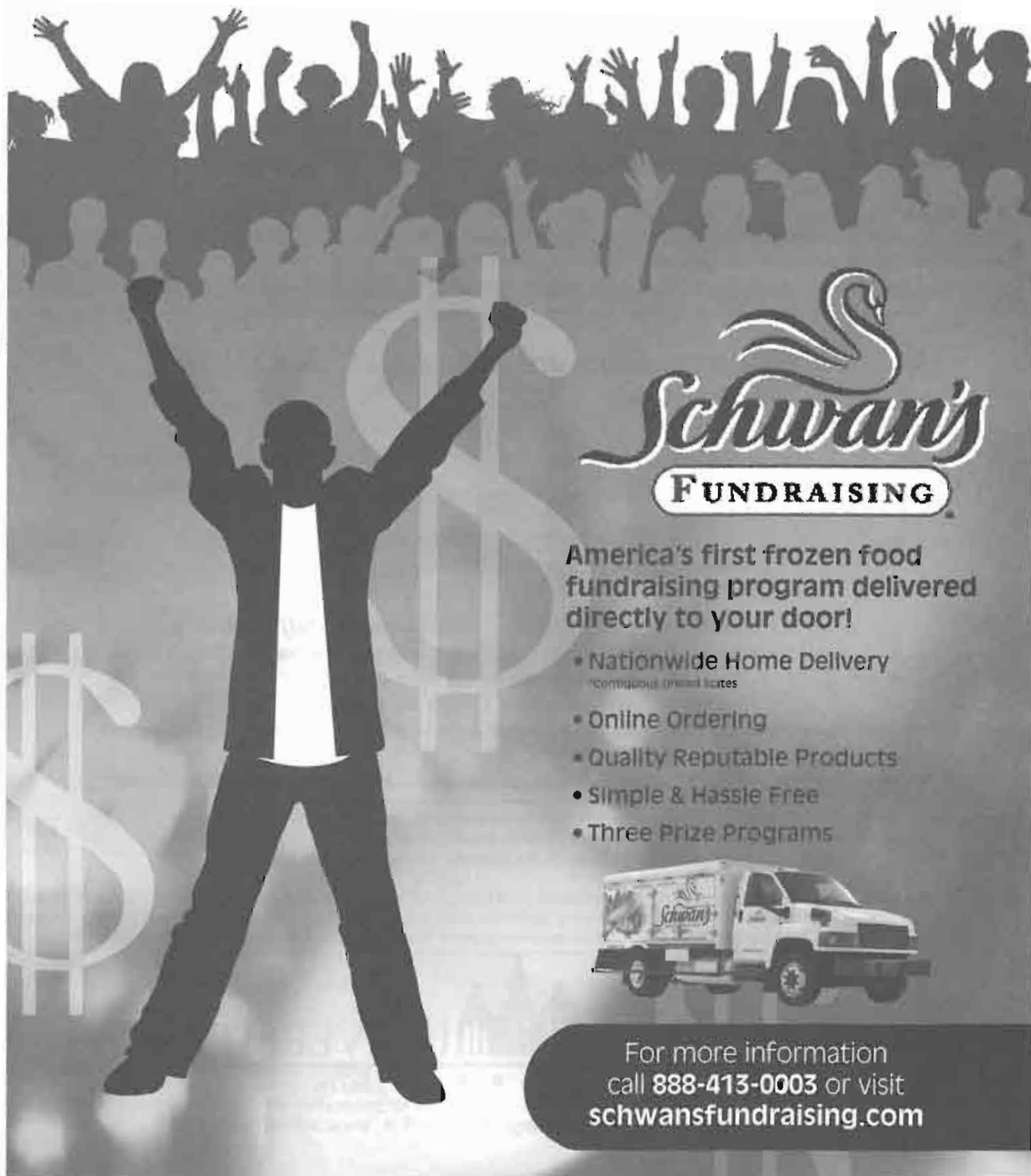
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The State of the NDCA

by
Tara L. Tate

I can not think of a greater activity that I could have given my life to. The activity of debate gives back to me in ways that are often difficult for me to articulate. Whether it is the sound of laughter coming from debaters in a squad room, the healthy bantering that goes on between competing coaches before an intense round or the witnessing of a novice debater shine in his or her first victory, I am constantly reminded why I chose to dedicate my life to this activity.

Those of us that are in the trenches of this activity easily get why this is the greatest game on earth. We see how students can elevate their critical thinking skills. We watch debaters have conversations about subjects that typically can only be found in classrooms of doctoral programs. We witness the excitement when students find new research or construct new arguments. We feel the intensity of healthy competition. Most importantly, we watch the students in this activity become global citizens, as they become aware of the complexity of the issues that the world endures. We see the students learn how important it is to become an educated and engaged citizen in order to face those challenges.

The goals of the National Debate Coaches Association rest on two pillars – coach education and coach retention. Our ultimate vision is to provide opportunities for high school coaches to strengthen their abilities in order to provide stronger learning environments for their students. Many of the initial projects that were created by the founders of this organization are still in place to reflect those goals. We are excited about recent coordination on projects between the NFL and the NDCA, as well as a variety of state activities associations, in order to continually serve the needs of coaches in our community.

One project that continues to be a mainstay for our organization is the annual NDCA Convention in March that provides high school coaches a forum to improve their teaching and squad maintenance practices. This year's convention was successfully coordinated by Jenny Heidt, NDCA Board Member and director of forensics at the Westminster Schools (GA). The convention featured a variety of panels for Lincoln-Douglas debaters, policy debaters, and coaches. Students in attendance at the 2007

convention were able to hear lectures on electronic research, LD theory, and the 2007-2008 policy topic area. Coaches participated in a Town Hall Meeting and a dialogue about mutual preference judging. The NDCA would also like to extend a special thanks to Frank Seaver and the Woodward Academy debate program that provided us the facilities for our convention.

The NDCA also places a high value on providing avenues for communication amongst debate coaches. One of our channels of communication is through the NDCA website, currently housed at www.thendca.org. The NDCA website also continues to host a large database of judge philosophies and an annual tournament calendar. We now have available a large offering of lesson plans and squad management tools for teachers to integrate into their programs. Our most recent addition to the website is our "Public Relations Kit." This set of tools allows coaches to easily find articles, testimonials, and letters of support that they can use to sell the importance of this activity. We also cultivate communication by providing a quarterly newsletter to our membership base. Board member Nicole Serrano, assistant debate coach at Montgomery Bell Academy (TN), has put together our most recent editions that included articles on the 2008-2009 topic, information about this summer's LD topic voting process, and information about the NFHS August policy topic selection meeting.

I am proud of the projects that the National Debate Coaches Association has recently brought to its members. The NDCA Championships in Policy Debate and Lincoln-Douglas Debate is the newest manifestation of the vision that the Board has. We hope that this tournament revives regional debate and provides an opportunity for high school coaches and debaters to celebrate our community. The 2007 NDCA Championships were held on April 14-16 at Carrollton Sacred Heart in Miami, FL. Joe Carver, director of debate at Carrollton Sacred Heart, was our host and did a fantastic job with the hospitality and organization of our event. One of the highlights of this year's tournament was the updated Wiki website that was organized by Carrollton Sacred Heart coaches and debaters. This website provided consistent updates of tournament pairings, results, and pictures of our event. You can visit our Wiki page at <http://bluwiki.com/go/>

◆ NDCA Coaches' Corner

National Debate Coaches Association Tournament 2007. We are also pleased to be able to host the David P. Baker Award, which is an award given to the policy team that demonstrates the highest level of season-long excellence. This year's Baker Award recipients were Anshu Sathian and Stephen Weil from Westminster (GA).

The 2008 NDCA Championships will be hosted in East Lansing, MI by Okemos High School and Michigan State University. The NDCA is looking forward to working with Orion Smith, director of debate at Okemos High School, and Greta Stahl, director of debate at Michigan State University, on our 2008 tournament. We encourage all interested coaches to put this tournament on your calendar for the 2007-2008 season. Our first two years coordinating this championship tournament have been a tremendous success.

The NDCA has been busy with other projects as well. Our organization recently secured a vote in the National Federation of High Schools policy topic selection process. All members of the NDCA are now given an active voice in this important process. The NDCA also hosts a listserv where all members of the community can discuss the possible topics so individuals can feel more informed as they participate in the voting process. The National Forensic League and the NDCA strongly encourage policy coaches to get involved with the NFHS topic selection process. The

2008-2009 topic selection meeting will be held on August 03-05, 2007 in San Diego, CA.

I am often motivated and excited by the energy and commitment that the current Executive Board is showing to this organization. However, the Board can not create the vision for this activity alone. Our voice is more effective with larger numbers and more active participation. In order for our goals to be realized, we have to rely on an active, healthy membership. We hope you will join us as we continue to find new ways to promote this activity and the coaches that anchor it. Please feel free to contact any of our Executive Board members with issues that you feel our organization should be concerned with or if you would like to provide additional assistance in any of our projects.

Thank you for providing what you do to this activity. Your impact is felt far beyond the corners of your debate classroom – your commitment, strength and passion contributes to a community that has the power to truly mold the future. I learn and grow from each and every interaction I have with you.

(**Tara L. Tate**, director of debate at Glenbrook South (IL). Tara currently serves as President of the National Debate Coaches Association and is also chair of the Northern Illinois NFL District.)

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

Evergreen Valley HS	CA
MI Academy	CA
Pasadena HS	CA
West Campus HS	CA
Charleston HS	IL
Jefferson West HS	KS
Elizabethtown HS	KY
Independence #1 HS	MD
Talent Development	MD
Burnsville Sr. HS	MN



Irondale HS	MN
Mahtomedi HS	MN
Northfield HS	MN
Prior Lake HS	MN
Shakopee Sr. HS	MN
White Bear Lake - North Campus	MN
Woodbury HS	MN
Regents School of Austin	TX
Robert M. Shoemaker HS	TX

◆ Featured Cartoon of the Month



FORBIDDEN FORENSICS LOVE

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

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FORENSICS**

National Forensic League Regional Coordinator

Western Kentucky University is seeking applicants for a **Regional Coordinator for the National Forensic League** (NFL) Office. Continuation is contingent upon renewal of funding.

An ideal candidate for the position of NFL Regional Coordinator will possess a solid knowledge of all speech and debate activities. NFL alumni status is preferred, but not required. The Regional Coordinator of the Western Kentucky NFL Regional Office will work with high school students, teachers, parents, alumni, WKU, and NFL staff, and will be in direct contact with both an on-campus supervisor and the NFL Executive Secretary.

Responsibilities of the position include coach education, district guidance, tournament attendance, recruitment and retention, and special projects. Qualified applicants will possess a Bachelor's Degree, experience in speech and debate, excellent communication skills, flexibility, tact, and strong leadership potential.

Expected Salary Minimum: Commensurate with qualifications.

Applications for employment will be **accepted electronically only**. Interested candidates must submit a letter of application, current resume, transcripts, and three letters of professional reference. Please forward transcripts and letters of recommendation to: **Human Resources Department, Western Kentucky University, Search Committee--NFL Regional Coordinator, Forensics Wetherby Administration Building, Room G25, 1906 College Heights Blvd #11003, Bowling Green, KY 42101-1003 or email glenda.wahl@wku.edu**. Please refer to the following website to apply: <http://acsweb1.wku.edu/wkujobs> or call (270) 745-5934 for assistance. Reference requisition number **S1477**. To ensure full consideration please submit application materials by **May 1, 2007**. Position will remain open until filled.

All qualified individuals are encouraged to apply, including women, minorities, persons with disabilities, and disabled veterans.

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(February 7th through March 30th, 2007)

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Harris Brown
Tripp DeMoss
Walt Johnson
Mark Montiel
Tyler Valeska

CALIFORNIA

El Dorado HS
Charlie Tierney
Gabrielino HS
Allen Ho
Salina Truong

COLORADO

Delta HS
Ana Marie Williams

FLORIDA

Western HS
Jared Sonnenklar

GEORGIA

Starr's Mill HS
Rachel M Goshi
Andrew Zheng

INDIANA

Connersville HS
Gail Gardiner

IOWA

Iowa City West HS
Gordon Bourjaily
Okoboji Community Sch
Gary Thomas Ohrt
Spirit Lake HS
Maggie L Simonson

KANSAS

Campus HS
Sarah L. Greenup
Southeast HS
Matt Johnson

LOUISIANA

Comeaux HS
Steven Bowden

MISSOURI

Blue Springs South HS
Andrew S Harwell
Aaron Marshall
Meghan Moore

Howell North HS
Billy Wurm
KC Oak Park HS
Sohail Jouya
Meadville R-IV School
Jordan Smith
Park Hill South HS
Jane Bart-Plange
Diane Esson
Leslie Kessinger
Brock Smith
West Plains HS
Jenna Jordan
T J Spalty
Sue Yun

MONTANA

Columbia Falls HS
Brandou Norick

NEBRASKA

Lincoln Southwest HS
Sarah Arkebauer
Nick Dalke
Jessica Danson
Zach Mapes
Mai Nguyen

Norfolk HS
Joshua J Wilcox

NEW YORK

Half Hollow Hills HS East
Gregory Halperin

NORTH CAROLINA

East Chapel Hill HS
Jacob Boehm
Matt Graham

NORTH DAKOTA

Mandan Senior HS
Sean Tessmer

OHIO

Perry HS
Ana Fete
Zachary Miller
Emily Rhonda Moore

OKLAHOMA

Bishop Kelley HS
Michael LaGarde
Bristow HS
Carl Symcox

Norman North HS
Sarah Durica

PENNSYLVANIA

St. Joseph's Preparatory
William Woody

SOUTH CAROLINA

Bob Jones Academy
Jennifer L Olinger

UTAH

Skyline HS
Kevin Ni
Siwei Zhou

WYOMING

Buffalo HS
Courtney Carlisle
Luke Myszewski
Evanston HS
Josh Holmes
Green River HS
Amanda Boyer
Natrona County HS
Ursula Groat
Paul Shriver

National Forensic League Employee of the Month Award



Lisa Vossekui

The National Forensic League would like to congratulate Lisa Vossekui on being our April EMPLOYEE OF THE MONTH. Lisa has worked for the NFL for just over 4 years now. In that short time however, she has taken on many job duties. Lisa is the office manager for Pi Kappa Delta (Collegiate Forensics Society), she is in charge of sending certificates, seals, membership cards and affiliate packets. She also assists entering district points and entering points for Nationals. In addition to these "inside jobs" Lisa is our resident "green thumb" and is the reason why our building blossoms in the spring! In her "spare time" Lisa is also a member of the Ripon EMT. Lisa is a very hard worker and is completely dedicated to job and colleagues. However, she would never tell you that because she's the most humble person in the office too! These reasons, among many others, are why Lisa has earned the title NFL April Employee of the Month! Please congratulate Lisa when you see her!

Employee of the Month is awarded based on staff nominations.

Ripon College and the NFL Team Up to Provide Leadership Opportunities

This year Ripon College was blessed with a grant from the Kemper Foundation. The Kemper grant supports volunteer and community service projects to help local nonprofit organizations and small sole proprietorships. The NFL and Ripon College found the perfect opportunity to engage in community service with this grant. Christy Ross, a sophomore at Ripon College, was already engaged in a four-credit internship with Ripon College Professor of Leadership Studies Jack Christ as part of her minor in Leadership Studies. Her project involved web development for on-campus organizations. The NFL was intrigued by the possibilities a young web developer could bring to the office so... Christy became the NFL's web development Intern.

Christy will serve as a paid intern for the NFL during the summer of 2007, and her financial stipend will be covered by the generosity of the Kemper Foundation grant. The NFL is delighted for the opportunity to join forces with Ripon College. They have an unbelievable reputation for excellence in education and Christy is a direct reflection of that excellence. We are excited to have her with us!



Christy Ross

My name is Christy Ross and I live in Markesan, WI. I'm a sophomore at Ripon College where I am majoring in Business and Environmental Studies and minoring in Leadership Studies and Computer Science.

Having been exposed to this wide range of subjects, I was given the opportunity to intern at the National Forensic League. With my vast knowledge of computer programming, I've taken on the responsibility of revising the NFL's website. I have experience working on the web in my leadership classes and have created websites for school organizations as well as created a website for our family owned business, Shady Oaks Campground. I am looking forward to the many challenges that will be presented in this job, and I hope to grow and learn from them.

NFB District Standings

(as of April 1, 2007)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	254	Blue Valley North HS	617
2	+2	East Los Angeles (CA)	204	Gabrielino HS	704
3	-1	East Kansas	196	Shawnee Mission East HS	506
4	+12	Central Minnesota	188	Eastview HS	566
5	+5	Calif. Coast (CA)	183	Leland HS	685
6	--	Kansas Flint-Hills	181	Washburn Rural HS	417
7	+4	San Fran Bay (CA)	176	James Logan HS	679
7	+2	Sunflower (KS)	176	Wichita East HS	358
9	-3	Show Me (MO)	175	Belton HS	451
10	+3	Illini (IL)	172	Downers Grove South HS	430
10	-5	Northern South Dakota	172	Watertown HS	402
12	-6	New York City	170	Regis HS	604
13	-10	Heart Of America (MO)	168	Liberty Sr HS	631
13	-1	Southern Minnesota	168	Eagan HS	453
15	+4	Ozark (MO)	156	Central HS - Springfield	496
16	-1	Nebraska	155	Millard North HS	372
16	--	Northern Ohio	155	Boardman HS	286
18	-2	West Kansas	154	McPherson HS	318
19	+2	Florida Manatee	151	Nova HS	541
20	--	Northwest Indiana	148	Plymouth HS	476
21	-7	Rushmore (SD)	147	Sioux Falls Lincoln HS	365
22	--	Eastern Ohio	139	Perry HS	360
23	+1	Northern Illinois	138	Glenbrook South HS	410
23	+3	Utah-Wasatch	138	Sky View HS	343
25	-1	Montana	127	Flathead Co HS	327
26	+6	Sundance (UT)	125	Bingham HS	284
27	+7	Arizona	124	Desert Vista HS	425
27	+3	Inland Empire (WA)	124	University HS	226
27	+2	Nebraska South	124	Lincoln East HS	351
27	+1	New England (MA & NH)	124	Manchester Essix Regional HS	321
31	-8	South Texas	123	Bellaire HS	774
32	+3	Great Salt Lake (UT)	122	Skyline HS	253
33	-6	North East Indiana	121	Chesterton HS	557
34	+5	Eastern Missouri	120	Pattonville HS	411
35	-4	Hole In The Wall (WY)	118	Cheyenne East HS	278
36	+2	Florida Panther	116	Trinity Preparatory School	293
36	+1	Tarheel East (NC)	116	Pinecrest HS	271
38	+6	Golden Desert (NV)	115	Green Valley HS	323
39	-4	Carver-Truman (MO)	114	Neosho HS	380
40	+13	Northern Lights (MN)	113	Moorhead Senior HS	254
41	+3	Pittsburgh (PA)	112	North Allegheny Sr HS	313
41	-9	Rocky Mountain-South (CO)	112	Lakewood HS	234
41	-2	South Kansas	112	Fort Scott HS	252
44	-3	Idaho	111	Hillcrest HS	300
45	+3	Northern Wisconsin	110	Appleton East HS	346
46	-3	Sierra (CA)	108	Sanger HS	364
47	-1	New Jersey	102	Ridge HS	332
48	-1	Deep South (AL)	101	The Montgomery Academy	324
49	+13	Southern Wisconsin	100	James Madison Memorial HS	243
50	+16	Michigan	96	Portage Northern HS	243
51	-2	Colorado	94	Cherry Creek HS	410
51	+4	North Dakota Roughrider	94	Mandan HS	186
51	-1	Southern California	94	Claremont HS	348

NFB District Standings

(as of April 1, 2007)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
54	+3	Hoosier Crossroads (IN)	92	Kokomo HS	191
55	+11	North Oregon	90	Westview HS	231
55	-4	Western Ohio	90	Sylvania Southview HS	135
57	+3	Colorado Grande	88	Canon City HS	186
57	+8	Hoosier Heartland (IN)	88	Ben Davis HS	199
57	+12	Wind River (WY)	88	Worland HS	183
60	-7	Central Texas	87	Ronald Reagan HS	269
61	-4	Lone Star (TX)	86	Plano Sr HS	298
61	+1	South Carolina	86	Mauldin HS	352
63	+15	New York State	85	Scarsdale HS	200
64	+17	Chesapeake (MD)	84	Baltimore City College HS	142
64	+18	Greater Illinois	84	Belleville West HS	162
64	-4	Rocky Mountain-North (CO)	84	Rocky Mountain HS	241
64	-7	Tennessee	84	Montgomery Bell Academy	181
64	-12	West Iowa	84	Dowling Catholic HS	278
69	-14	Georgia Northern Mountain	83	Henry W. Grady HS	207
70	-8	East Texas	82	Dulles HS	199
70	+4	Valley Forge (PA)	82	Truman HS	164
70	+9	West Oklahoma	82	Norman North HS	256
73	-31	Carolina West (NC)	81	Myers Park HS	341
73	+16	West Los Angeles (CA)	81	Fullerton Joint Union HS	280
75	-1	Kentucky	80	Rowan County Sr HS	217
76	-7	East Iowa	79	West HS - Iowa City	250
76	-10	Heart Of Texas	79	Carroll HS	205
76	-7	North Coast (OH)	79	Gilmour Academy	268
79	-5	North Texas Longhorns	77	Colleyville Heritage HS	217
80	+15	Louisiana	76	Teurlings Catholic HS	192
80	-1	New Mexico	76	Albuquerque Academy	233
80	-6	Puget Sound (WA)	76	Kamiak HS	175
80	+6	Sagebrush (NV)	76	Reno HS	263
84	+2	Florida Sunshine	75	Academy of the Holy Names	164
84	+7	West Virginia	75	Wheeling Park HS	113
86	-17	Space City (TX)	73	Alief Taylor HS	205
87	-5	Tall Cotton (TX)	72	Seminole HS	139
88	+3	UIL (TX)	71	Lindale HS	183
88	-6	Western Washington	71	Gig Harbor HS	308
90	+1	East Oklahoma	70	Jenks HS	216
91	-3	Big Valley (CA)	68	Lodi HS	185
91	-22	Mississippi	68	Oak Grove HS	183
91	-9	South Florida	68	Michael Krop HS	166
94	-3	Mid-Atlantic (MD & VA)	67	Randolph Macon Academy	258
94	+3	South Oregon	67	Ashland HS	173
96	-7	Georgia Southern Peach	66	Starrs Mill HS	189
96	--	Pennsylvania	66	Bellwood-Antis HS	143
98	--	LBJ	63	Princeton HS	210
99	+4	Hawaii	58	Kamehameha Schools	179
100	-1	West Texas	57	El Paso Coronado HS	119
101	-1	Gulf Coast (TX)	54	Harlingen HS South	194
102	-1	Capitol Valley (CA)	51	Granite Bay HS	139
103	-2	Maine	50	Poland Regional HS	87
104	--	Iroquois (NY)	47	R L Thomas HS	138
105	--	Pacific Islands	30	Harvest Christian Academy	88

John R. Bernabei

We recently lost a very special man, my husband, friend, and coach, John R. Bernabei. He passed away on March 5, 2007 after a lengthy struggle with heart problems and diabetes. As a volunteer coach here in North Hollywood, California, with the North Hollywood High School Speech and Debate team, John worked with a keen sense of humor and unbelievable heart until the very end.

He started the team with one young man eight years ago; now the team boasts thirty-two members. John was always excited to meet his new group each year, whom he always referred to as his “babies” since many were freshmen, shy, scared, and uncertain of what they were in for. He loved each and every one of his team, past and present. Oh, you always love a special one here and there—you can’t help that when you’re a coach, mentor, or, as many referred to him, a “Dad”—because he had that loving desire, ability, and patience to bring out the best in everyone he met in life. He just had that natural ability to attract people and of course, have you doing the things that needed to be done. No matter the pressure of the situation, he could always see the untapped skill and potential in his kids, and often, in parents and friends. But he expected so much from everyone, especially himself; his medical problems, for instance, never stopped him from giving his all for his team even into the wee hours of the morning.

John grew up in Tallmadge, Ohio, a quiet little community between Akron and Kent. At three years old, he started Russian ballet to help correct problems due to polio. By age five, he had moved on to tap, acrobatics, and singing on stage throughout northeastern Ohio. He attended Tallmadge High School and in his senior year was the state representative qualifying for Nationals, held in Los Angeles that year. He attended Kent State University in Ohio and in 1966, received a Bachelor of Arts degree in Drama with a minor in journalism.

In his life John had a wealth of experiences like no one I’ve ever met before or since. He performed in community theatre throughout Ohio, in theatrical productions in Chicago and all over the United States, and in “bus & truck” traveling Broadway productions as an actor and propman. He came to Hollywood for good in 1975, and worked as a propman in the studios while pursuing a career in acting. He eventually found his way into teaching, and taught English at North Hollywood High School before finding his true calling as a Speech and Debate coach of many State and National qualifying young people.

John Bernabei will certainly be missed by many people and remembered fondly. But he wanted to leave a real legacy, and that he has. At the most recent State I.E. Qualifier, the Tri-Valley League of Los Angeles established a “John R. Bernabei Spirit Award” to go to those students who have entered the most league-sponsored competitions in a season, an award reflective of John’s spirit and dedication to speech and debate.

My talented and wonderful husband, who could only see the good in people, will truly be missed by one and all but especially by me, his wife of more than thirty-two years, Burse Adams Bernabei, also know as Mrs. B to the kids.

John, may your words of wisdom, fairness, and kindness continue to help our future adults carry on. You will be missed, even as your legacy lives on in them.



Your loving wife and friend,
Burse

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