

ROSTRUM

VOLUME 84

ISSUE 9

MAY 2010

INSIDE:

**The Arthur N. Rupe
Foundation and
Public Forum Debate**



PUBLIC FORUM



PLUS

**“Jazzin’ It Up In KC”
June 13 - 18**

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2010-11
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- NATIONAL CAMP SURVEY ranks CDE Handbooks "the best in the nation."
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Summer, 2010

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What will you spend your summer preparing for?

Session	Arrival	Departure
Individual Events	June 22, 2010	July 6, 2010
Individual Events + Extension	June 22, 2010	July 10, 2010
CX Debate Session 1 (Marathon & Experienced)	June 20, 2010	July 9, 2010
CX Debate Session 2 (Marathon & Experienced)	July 12, 2010	July 31, 2010
CX Debate Supersession/Survivors	June 20, 2010	July 31, 2010
UTNIF CX Novice	July 16, 2010	July 25, 2010
Lincoln-Douglas Debate	July 12, 2010	July 25, 2010
Lincoln-Douglas Debate + Extension	July 12, 2010	July 30, 2010
UIL Focus CX Minisession A	July 13, 2010	July 19, 2010
UIL Focus CX Minisession B	July 21, 2010	July 27, 2010

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National Tournament Extemp Areas

United States Extemp List

- 2010 and 2012 Elections
- The American Economy: Economic Theory and Core Economic Policymaking
- American Foreign Policy: Theoretical Questions and Ongoing Foreign Engagements
- America: The Path from 2000 to 2010
- The American Judiciary: Nominations, Recent Cases, and Theoretical Approaches
- The Banking Crisis and American Business
- Education
- Energy and the Environment
- Health Care Reform
- National Defense and Homeland Security
- The Obama Administration
- State and Local Politics: Major Elections, Budgets, Welfare, and Immigration issues
- US Policies, Programs, and Regulatory Policy

International Extemp List

- Africa
- Canada, Mexico, and the Caribbean
- Central and South America
- China, Taiwan, Japan, and the Koreans
- Energy and the Environment
- Europe
- India, Pakistan, and SE Asia
- The International Community: The Transition from 2000 to 2010
- International Organizations & Global Challenges
- The Middle East
- Russia and Former USSR Satellite States
- US Foreign Policy: The Foreign Perspective
- The World Economy

Extemp Commentary List

- American Consumerism
- Corporations Versus the Rest of Us
- The Developing World
- Doctor Obama's Prescription
- Education Reform: Plans, Promises, and Politics
- International Zones of Conflict
- Midterms in Just Months
- NFL Nationals Week in History
- R.I.P.: Obituaries Since NFL Nationals 2009
- United States of Anger and Demonization

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Congratulations and Good Luck!

*by Jason M. Jerista,
Lincoln Financial Group*

Congratulations to everyone who participated in National Forensic League district tournaments and good luck to all National Tournament competitors!

Regardless of the judges' scores, you should be proud of your involvement in the NFL. Your participation in the NFL is a significant step toward a bright future. The confidence you are gaining from speaking and debating will last a lifetime. By diligently researching, writing, and presenting your arguments, you are building critical skills that will help you in your future endeavors. We encourage you to continue working to hone your skills and find ways to leverage your unique abilities to improve your communities, your country, and your planet. After all, your experiences in the NFL will help you to become tomorrow's leaders.

Please extend a special thanks to your dedicated coaches, family, and friends for their support of you and your participation in the NFL. Lincoln Financial is proud to support the NFL and we wish you all the best in the National Tournament.



Rostrum

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

TOPICS

2010 National Tournament Public Forum Debate

Resolution will be
announced May 1, 2010.
Visit [www.nflonline.org/
NationalTournament/
NationalTopics](http://www.nflonline.org/NationalTournament/NationalTopics)

2010 National Tournament Lincoln Douglas Debate

Resolution will be
announced May 1, 2010.
Visit [www.nflonline.org/
NationalTournament/
NationalTopics](http://www.nflonline.org/NationalTournament/NationalTopics)

2009-2010 Policy Debate

Resolved: The United States
federal government should
substantially increase social
services for persons living in
poverty in the United States.

2010 National Tournament Storytelling Topic

Fairy Tales

2010 National Tournament Congress Legislation

The NFL will release a docket
on May 10, 2010, which
contains 25 preliminary
legislation, 12 semifinal
legislation, and 6 final
legislation. There will be no
Alpha or Omega dockets;
chambers will set their
agenda (order of business)
prior to debating.



CALL FOR LINCOLN DOUGLAS DEBATE TOPICS PRIOR TO MAY 15, 2010

The NFL LD 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 LD Wording Committee requests topic suggestions from coaches and students. The quality of the end product is dependent on your submissions! Please e-mail suggestions to nfl@nflonline.org.



SUBMIT PUBLIC FORUM TOPIC IDEAS

To allow for maximum levels of creativity this year, please share your ideas for good Public Forum Debate resolutions with the National Topic Advisory Committee by e-mailing nfl@nflonline.org.



The 2010 IDEA/NJFL National Middle School Tournament will be hosted in Des Moines, Iowa, June 24-27

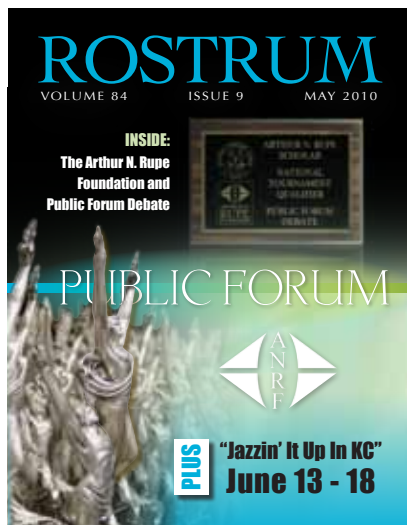
Now is a **great time** to reach out to your feeder schools
and encourage them to become involved in the NJFL!

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ROSTRUM

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Whitman National Debate Institute



Policy, LD, Public Forum

July 18 - August 6, 2010 (3 week Policy or LD Session)

July 18 – July 30, 2010 (2 week Policy or LD Session)

July 30 – August 6, 2010 (1 week Public Forum Session)

1. Individual attention

4 to 1 staff to student ratio and the vast majority of your time will be spent in small labs with four to eight people, not in huge faceless lectures and oversized classrooms.

2. Practice debates and drills

In policy debate, you do 5 drills and 10 debates during the first two weeks; 5 practice debates and a 5 round tournament during the third week. In LD and Public Forum, you do 2 debates almost each day of the camp culminating in tournaments.



3. Evidence and Arguments for Success

Our staff research before the camp and you supplement staff research so you won't go home with a few paltry pieces of evidence and you won't spend endless hours as a research slave. You'll leave with at least 2,500 pages of policy, 1,000 pages of LD, and 300 pages of Public Forum materials. Each debater receives chosen prints of files plus electronic versions of all files.

4. Beautiful location and housing

Whitman is located in southeast Washington State. Modern, comfortable classrooms feature fast wireless Internet access with multiple computers and an excellent library. Residence rooms are comfortable, showers are private, and the lounges bring people together for fun.

5. Family feel with a great staff

People at our camp feel connected, not isolated. You'll work with our fantastic staff: Andy Baker (NDT First Round), Ben Meiches (NFL National Champ), Nate Cohn (NDT First Round), Anjali Vats (NDT Octas), Luke Sanford (CEDA Quarters), Daniel Straus (CEDA Quarters), Mike Meredith (NPDA and CEDA Elims), Paul Montreuil (NDT First Round), James Culver (Semis, Berkeley), Joe Allen (TOC LD Quals), Brie Coyle (NPDA and NPTE Elims).

6. Transportation to and from the airport

Whitman is easily accessed via plane or bus and we provide a shuttle to and from the Pasco and Walla Walla airports.

7. Cost Effective

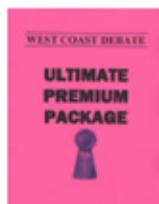
Compare prices. You will not find any camp that provides the individualized attention, quality of staff and instruction, and amenities we provide at anywhere near the price. See our web page for details.



ONLINE REGISTRATION, SEE OUR STAFF, AND MORE INFO AT:

www.whitman.edu/rhetoric/camp/

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- **LDFiles** (includes over 120 previous West Coast LD Supplements on a web page)

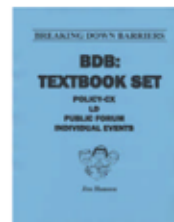
Extemp-Parli-Congress-PublicForum Set

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- **PublicForumFiles** offers for each Public Forum debate topic 20 pages including a topic analysis, affirmative case and supporting evidence, negative arguments and evidence.



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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	\$ ___

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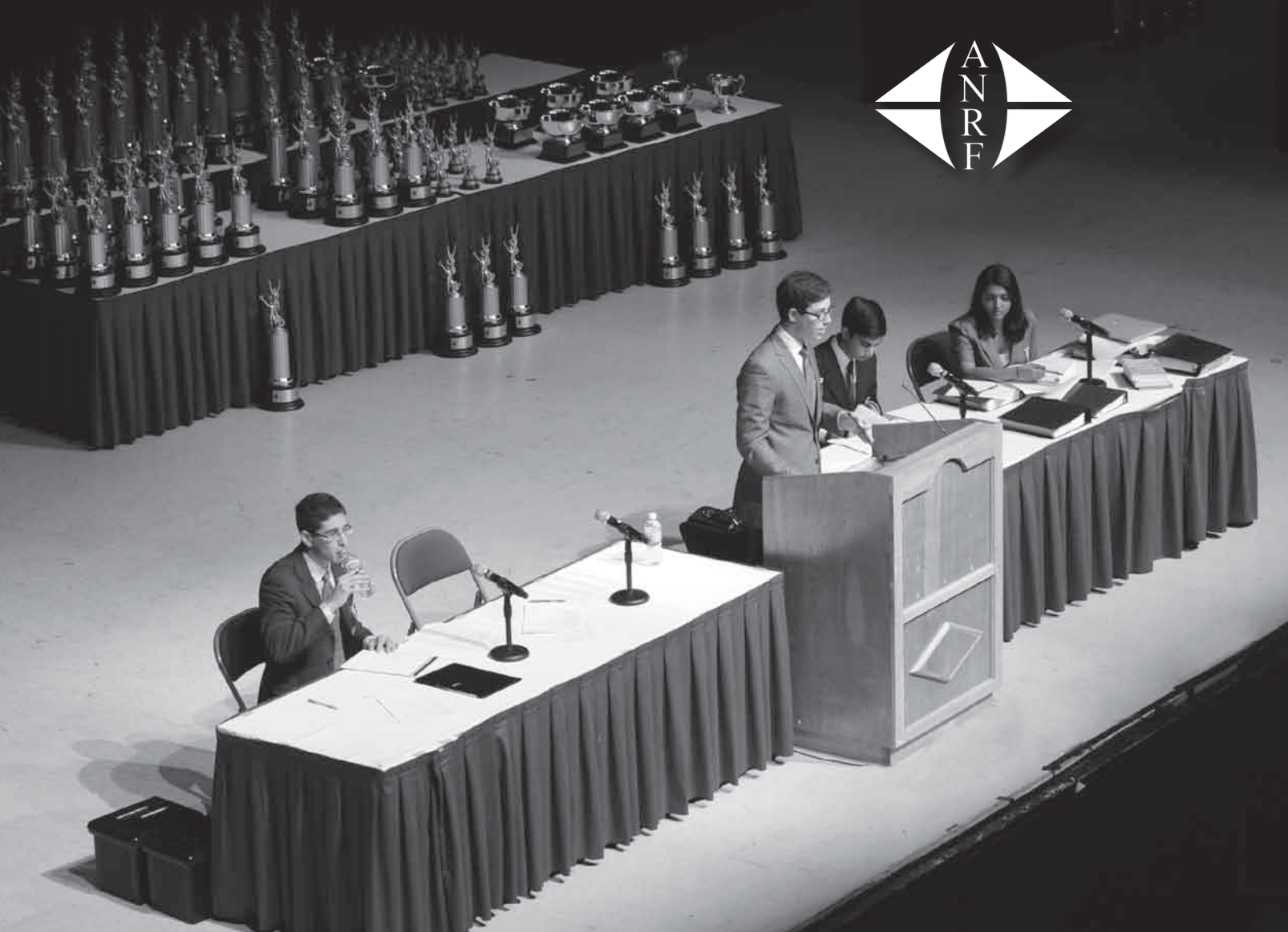
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In 2009, the Arthur N. Rupe Foundation provided a generous grant to the National Forensic League to promote Public Forum Debate across the country. In addition to sponsoring the Rupe Foundation Qualifying Series of Public Forum Topics in February, March, and April, the Rupe Foundation grant also created a research portal to provide the highest quality resources and exclusive interviews to the debate community and to the general public. To learn more, visit www.RupeScholars.org today!

RupeScholars.org



How are YOU Giving Youth a Voice?



For thousands of years, mariners or seafarers gazed toward the heavens to guide them across vast oceans. On their voyages of discovery, many sought out the North Star, which remains relatively motionless, to guide them on their quest. Countless travelers have trusted the current star, Polaris, as the beacon of true North in the night sky.

In the modern era of Global Positioning Satellites and Google Maps, stargazing is rarely used as guide for travel. Yet, on voyages of intellectual discovery, we rely on the light of truth to guide us on our journey.

Visionary leaders and organizations, such as the Arthur N. Rupe Foundation, promote greater understanding through research, education, and debate. The organization believes that it is a citizenry girded in the armor of knowledge and trained in the art of debate that forms the core of universal freedom and true democracy.

The mission of the Foundation is to achieve positive social change by shining the light of truth on critical and controversial issues through the support of scholarly studies, education, research, and public debates, and by the dissemination of the results via a variety of media to all segments of the public.

As a supporter of the National Forensic League, the Arthur N. Rupe Foundation is

shining a light of truth on the most important issues of the day by advancing Public Forum Debate. The primary goal of the Foundation's sponsorship is to increase the popularity and prestige of Public Forum Debate. To this end, the Foundation offers resources to expand NFLtv.org and develop RupeScholars.org to make Public Forum Debate increasingly accessible to more students. This support provides the Public Forum community with a high-quality virtual library of educational resources to advance the debate on contemporary issues.

With hundreds of visitors to the sites each day, these Web sites provide a legacy

MISSION STATEMENT

The Arthur N. Rupe Foundation is dedicated to achieving positive social change by shining the light of truth on critical and controversial issues through the support of scholarly studies, education, research, and public debates, and by the dissemination of the results via a variety of media to all segments of the public.

for both organizations by ensuring that today's debates and resources are available to future generations. Throughout the coming months, the NFL will continue to build RupeScholars.org into the premier Public Forum Debate Web site replete with additional expert interviews, scholarly research, lectures, and analysis from expert debate coaches, as well as videos of Public

Forum rounds. The Web site will continue to serve as a resource for NFL member schools and students as well as for the community at large to learn more about the issues involved in each of our debates and get involved in debates in their area.

Additionally, the Foundation has substantially and generously increased the scholarship amounts for Public Forum Debate at the NFL National Speech & Debate Tournament. This June, members of the Arthur N. Rupe Foundation will be on hand in Kansas City, Missouri, to award more than \$50,000 additional dollars to the top 14 Public Forum Debate teams in the nation.

This is the first time in NFL history that so many teams have been awarded scholarship dollars in a single event. This year's Public Forum champions will also receive the largest scholarship ever awarded to an individual or team. More than 400 Arthur N. Rupe Foundation Scholars will qualify to compete for these scholarships from a field of more than 4,000. The scholarship recipients will represent fewer than the top 1% of their field.

The Arthur N. Rupe Championship Public Forum Debate will be held Friday, June 18, at the KCI Expo Center with an audience of approximately 3,500 and live streamed on the RupeScholars.org site. Local and national media will be on hand to cover the debate and expert judges will be part of a blue-ribbon panel to adjudicate the championship round.

As sponsors and supporters of Public Forum Debate, the Arthur N. Rupe Foundation is bringing invaluable resources to thousands of US high school students in

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every state and locality in the country. From New York City to Los Angeles, Miami to Minneapolis, and everywhere in between, hundreds of students are being honored as representatives of their local communities at the largest academic competition in the world. More than two-dozen students will receive additional resources to pursue higher education.

In partnership with the National Forensic League, the Arthur N. Rupe Foundation’s investment in today’s communities creates more civic engagement and citizen participation in the critical and controversial issues that face our country. The Foundation’s investment in today’s debaters strengthens our democracy and ensures the readiness of future leaders.

As was the case for ancient travelers, dark skies and murky waters often clouded their quest for new worlds. As we chart our

future course to discover new ideas and new solutions to better society, we rely on the continued generosity, commitment, and

dedication of the Arthur N. Rupe Foundation to help us cast the light of truth on issues shrouded in darkness. ■

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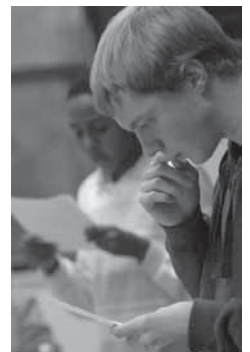
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Zachary Prax is joining us for his fifth year as an instructor and his third as the Director of Individual Events with SNFI. A coach of seven years at Apple Valley High School in Minnesota, Zach coaches LD and Public Forum, student congress, and extemporaneous speaking. In extemporaneous speaking, he has coached students to the final round of the NFL National Tournament, the NCFL Grand National Tournament, and the Minnesota State Tournament, and to outrounds at the TOC of Extemp. In Congress, Zach's students have appeared in the final round of Glenbrook, Emory, and the NCFL Grand National Tournament.

With combined coaching experience of over 40 years - Sarah Rosenberg and Luis Cardenas have had students in hundreds of final rounds across the country. Their students have won DUO at CFL Nationals and have tied for 1st in DUO at NFL Nationals twice. They have had over 20 National Finalists and have won countless of State Champions in California, New York, Philadelphia and Florida. They have coached for Stuyvesant High School, Bronx High School of Science, Florida Forensic Institute, Bronx Prep, Holy Ghost Prep, San Marino High School, Cleveland High School and The PUC Schools.

Additional staffing are added as student enrollment and particular event interest dictates. Last year this resulted in staff including a former national champion in both extemp and collegiate parli debate to the extemp staff, for example, and a nationally competitive high school interp champion as well. High standards will be maintained for any staff which are added so as to insure the most positive possible experience for all attendees.

*Prices are tentative and subject to change.



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Do You Know Your Coaching Genealogy?

by Jeff Hannan

Mine begins at Nova High School, with a woman I never met. Rhoda Radow coached at Nova High School for several decades; she fought to open the activity in Florida for all schools, and over the course of her career her students won more than 200 state titles. Ms. Radow retired in 1996, and passed away in 2005; many of you may have known her personally, and many more may know her name from the numerous awards and honors that bear her name.

Though I never met Ms. Radow, she had an enormous impact on my life. One of her students, Lisa Miller, took over for her at Nova High School in 1997, my freshman year of high school. I was one of Ms. Miller's first students, and I was also her first NFL National Champion. To the extent that Ms. Radow inspired Ms. Miller to coach debate, she also influenced my decision to become a coach.

I first wanted to become a teacher in middle school, but it wasn't until after I graduated high school that I knew I wanted to become a debate coach. The summer after I graduated I worked my first debate camp, and the experience was so rewarding that I knew I wanted to do it full time. Not incidentally, the director of my division at camp was Lisa Miller.

Coaches influence their students in many ways, and one of the most important is giving them a love for this activity. I couldn't tell you exactly what Ms. Miller

said or did ten years ago that led me to want to coach debate; I can tell you that she was always encouraging, always enthusiastic, and that I could tell how much she loved to coach. Whatever the specifics, the end result is the same: I have worked at summer camps for the last ten years, I have been an assistant coach at two schools, and this year I became the head coach at Evanston Township High School in Evanston, Illinois. I can say, without doubt, regret, or pretense, that I am doing what I dreamed I would be doing with my life.

Last month, a friend asked me (over Facebook, of course) if I was still "trapped in the world of debate." I know that debate coaches and students can be self-deprecating at times, and that's fine; but this attitude is too common. Students come to

sort of family—Ms. Radow, Ms. Miller, myself—though that's barely half the picture. Other coaches with (or for) whom I have worked have taught me so much and encouraged me in so many ways. And now I have the pleasure of seeing some of my former students become coaches themselves, and I know the pride of seeing my efforts turn into something greater than I could have hoped.

When we coach, we are part of a long history, and we help to create a successful future; not just by helping our students become leaders in a variety of chosen fields and professions, but by encouraging them to give back to the community by becoming coaches themselves. This is a sort of "paying it forward," and it is a tremendously important part of what we do.

"Coaches influence their students in many ways, and one of the most important is giving them a love for this activity."

believe that speech and debate is something they do in high school, and then "get out." Debate, though, is something that prepares us for life, and something of which we should all be proud to be a part. I answered that I recently became a head coach, and that I was happier than ever to be involved in the activity. And I am.

Part of what makes me so happy is feeling like I belong to a healthy community and, more specifically, to a

Too many programs are handed to teachers with no experience or interest in debate and, though many of them do excellent and commendable jobs, it would be better if more of our students stayed in the activity and filled these positions.

We must not lose sight of the big picture when we coach. It is important that we prepare our students well for each tournament, and that we teach them the skills that make our activity important, but

it is equally important that we show our students that the activity is important in the first place, and that we encourage them to stay involved. This doesn't necessarily mean that all of our students should grow up to become debate coaches, only that all of our students should want to grow up to become debate coaches.

Okay, so maybe that's not necessary, either. There are, though, a thousand ways for students to stay involved. Certainly, coaching is a good one, either as a head coach or an assistant. But students can also be involved as judges, as advocates, even as parents. Support for speech and debate at Evanston Township is very high, because there are many former debaters who are now administrators or parents involved in the school: they, too, are now part of my family.

When Ms. Radow started at Nova, she had no experience in debate. Fifty years ago, that was understandable: the community was smaller and less diverse, the activity was younger, and teachers with debate experience were in shorter supply. What was understandable then, though, is unacceptable today. With tens of thousands of members, the NFL brings speech and debate to every corner of our nation, and there are thousands of experienced students graduating each year. We need more of them to stay involved, and so we need to work harder to keep them involved. After all, family is forever. ■

About the Author

Jeff Hannan is the current head coach of Evanston Township High School. He is a senior instructor at the Florida Forensics Institute in Ft. Lauderdale, Florida. He won the NFL National Championship in Congressional Debate, in the House of Representatives, in 2000.

Promoting Your Forensic Program

by Steve Meadows

Think about this: Every newspaper in America has employees who are paid to report on sports activities full-time. Most of them include in their jobs (or as their only jobs) high school sports. Therefore, the athletic teams and coaches don't have to do the level of promotion that you do. You, as the speech or debate coach, don't have such reporters hired to work for you. You have to do it (or ask someone to do it) or no one else will. If not, forensics will remain about dead bodies, not about your kids in your town.

After a tournament:

- Type up the tournament results from your team. Often, at the beginning, you don't have many trophies to report. I used to type, "Jenny Jones received a perfect score at the Harrison County Invitational Saturday for her performance in Prose." That means she got a 1 in a round. It sounds good. And when they win something, treat it like the Academy Awards. We don't get pep rallies and cheerleaders, so WE make the big fuss.
- Send your typed results everywhere you can:
 - to the person who posts items on your school's Web site;
 - to the public relations/communications director for your school district;
 - to the faculty and staff at your school;
 - to an e-mail list you maintain for "Forensics News";
 - to your board members and superintendent;
 - to the person who makes the daily announcements at your school;
 - and (especially) to your local paper.

Find out how your newspaper wants to receive school news (e-mail, fax, in person, whatever) and send them your team news EVERY time you compete. The newspaper in Danville is GREAT about publishing our results. I simply e-mail them the results on the Monday after each tournament. (If I do it first thing Monday morning, it often makes the paper that afternoon.) There is NO better way to build up community support for your team (and its fundraisers) than to let people know what and how you're doing.

(continued on next page)

About the Author

Steve Meadows is a three-diamond coach at Danville High School in Kentucky. He has served 13 terms as the Kentucky District Chair, winning the Best Chair Communications award in 2003.

Figure 1: Sample Press Release

FOR IMMEDIATE RELEASE

Mudville High School placed third of 20 schools at the Dustburg Invitational, Saturday, November 20. The team won seven awards at the meet. Senior K. C. Outfielder led the team with first place in Poetry and sixth in Storytelling.

Grovers Corners High took first at the tournament, followed by Bedford Falls, Mudville, Walnut Grove, Mayberry, and Lake Wobegon rounding out the top six schools.

Full team results are listed below. Mudville will next compete at the Lake Wobegon Above Average Invitational on December 4.

Jane Eyre: 2nd, Prose; Agnes Ofgod: 6th, Dramatic Interpretation and 2nd, Improv Duo; K. C. Outfielder: 1st, Poetry and 6th, Storytelling; Ebenezer Scrooge: 3rd, Prose; Walt Whitman: 2nd, Improv Duo.

For further information, please contact coach Tom Sawyer at 555-236-9999 or tom.sawyer@mudville.kyschools.us. We welcome a chance for an article about the team or to have a picture of the kids with their trophies in the paper.

###

Editor's Note:

For additional resources to help publicize your team, check out our Coaching Guide, available online at www.nflonline.org. Go to the Resources page, then click the Coaching Guide icon.

Notes about Figure 1:

- 1) **FOR IMMEDIATE RELEASE**
 - 2) Mudville High School placed third of 20 schools at the Dustburg Invitational, Saturday, November 20. The team won seven awards at the meet. Senior K. C. Outfielder led the team with first place in Poetry and sixth in Storytelling.
 - 3) Grovers Corners High took first at the tournament, followed by Bedford Falls, Mudville, Walnut Grove, Mayberry, and Lake Wobegon rounding out the top six schools.
 - 4) Full team results are listed below. Mudville will next compete at the Lake Wobegon Above Average Invitational on December 4.
 - 5) Jane Eyre: 2nd, Prose; Agnes Ofgod: 6th, Dramatic Interpretation and 2nd, Improv Duo; K. C. Outfielder: 1st, Poetry and 6th, Storytelling; Ebenezer Scrooge: 3rd, Prose; Walt Whitman: 2nd, Improv Duo.
 - 6) For further information, please contact coach Tom Sawyer at 555-236-9999 or tom.sawyer@mudville.kyschools.us. We welcome a chance for an article about the team or to have a picture of the kids with their trophies in the paper.
 - 7) ###
- 1) Note this at the top so the newspaper knows immediately that this is a press release, not a news tip (they handle each differently).
 - 2) Immediately state the name of the school, the date, where it was, and what significant happened. It's often good to recognize a kid who does the best as that may be the kid they feature in the paper; it also gives the kid a charge to see that s/he "leads" the team.
 - 3) I list the top six schools to build awareness that this activity takes place at our rival schools as well as to help readers "follow" our progress against other teams; sports fans love this.
 - 4) Preview next meet to show you are still in "the thick of things."
 - 5) I list everything I can think of here. If the tournament recognizes 7th place or "next out" awards, I put them in too; who cares if all they won was 7-Up? If it's early in your team history and you don't have many awards yet, list that "Tom Jones received a perfect score in a round of Extemporaneous" when Tom receives a 1/100 in third round. It's something with which to start, to make the kids feel good and to let people know you're doing well—even if it's not as well as you will do later on in your team's history.
 - 6) Include contact information for follow-ups and future opportunities for publicity.
 - 7) End of release.

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Stanford National Forensic Institute Policy Debate 2010

July 25- August 14

August 14 - August 21

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 or Sophomore Scholars labs, two special programs 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 2010. The Sophomore Scholars lab is an intense program emphasizing technique and research skills for rising sophomores.

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 at least 10 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 25 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 2010 include:

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

Jon Sharp - U. of Kentucky
Judy Butler - Augusta Prep, GA
JR Maycock - Highland HS, UT
Alex Zavell - Emory Univ
Brian Manuel - Harvard Univ & Lakeland
Rich Boltizer - Stanford Debate

Shanara Reid - U. of Pittsburgh
Sara Sanchez - Lexington HS, MA
Rachel Schy - Redlands University, CA
Matthew Fraser - Stanford Debate / HRS
Jenny H Creek - formerly Stanford
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*"I learned more at this camp than I did during the
entire school year."*

- Justin Mardjuki, previous SNFI Participant

*Prices are tentative and subject to change

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2010-11 Policy Topic: Debating US Foreign Military Presence

by Stefan Bauschard

Resolved: The United States federal government should substantially reduce its military and/or police presence in one or more of the following: South Korea, Japan, Afghanistan, Kuwait, Iraq, Turkey.

Introduction

This year's Policy resolution introduces two central questions: Should foreign military and/or police presence generally be reduced and should those reductions occur in one or more of the countries listed? This essay will focus on unpacking arguments that affirmative and negative teams can use to address these central questions.

To make the significance of the discussed arguments clear, I want to focus on some key terms in the resolution. First, military and police presence.

Wikipedia defines the military as "an organization authorized by its country to use force, usually including use of weapons, in defending its country (or by attacking other countries) by combating actual or perceived threats. As an adjective the term "military" is also used to refer to any property or aspect of a military."

This is what most people understand the military to be, but I do want to highlight two important elements of the definition. First, the military includes all of its "weapons," and second, that the military refers to its "property." So, reducing military presence in these countries can mean a reduction solely in *weapons systems or property*. The topic *does not* require that troops/people be reduced.

According to Wikipedia, a "police" force is "a public force empowered to enforce the law and provide security through the legitimized use of force." In relation to foreign military service, police usually refers to "military police," "a military corps that enforces discipline and guards prisoners" (Wordnet), but it can also include training and support of civilian police forces, such as US training of the Iraqi police.

The term "police" was added to the resolution because in some countries, particularly Iraq, many of the individuals that articles refer to as being part of the

US military presence are really "police." This term was largely added to enable affirmatives to topically reduce all of the US presence that could be described as "military," even if it was technically not military. Although the term was added for that reason, it is likely that some affirmatives may find specific policing operations and reduce those.

One case that the term "police" clearly opens the topic up to is reductions in International Military Education Training (IMET) programs. These programs are heavily criticized on human rights grounds because they teach governments how to repress their own citizens.

While the IMET affirmative clearly meets the term "police" in the resolution, it is not clear that it meets "in" since most IMET training for foreign policy forces occurs at Fort Benning in Georgia. Some of the training, however, does occur in the host in the trainee country, and Turkey participates in IMET training.

It is also worth pointing out that the resolution contains the word "its," meaning the military presence that belongs to the US government. One open question is whether or not the use of private military contractors is included in "its" military presence. Intuitively, these contractors are part of the US military presence, so a case can be made in favor of reducing them, but as noted by Dr. Richard Edwards in the most recent issue of the *Forensics Quarterly*, there are interpretations of "its" that render private military contractors affirmatives non-topical. *The Webster's Collegiate Dictionary* (1993), defines "its" as "of or belonging to itself as a possessor" (p. 623). Private military contractors clearly don't "belong to" the US.

Although the weapons that are under control of the US military seem to be pretty clearly part of the US military presence in the country, one interesting issue is

whether or not US arms sold to another country are still part of the US military presence. Intuitively they are not since the weapons are now in the possession of another government, but arms sales to other countries are often provided in order to create interoperability between US weapons systems and those of the recipient country. Also, the US military frequently provides substantial training for the use of the weapons system(s). So, a case can be made that restraining at least some particular arms sales is topical.

The term "reduce" generally means to lessen from *existing* levels. Cases that pledge not to increase US presence in a given country in a particular way in the future are arguably not reductions. Also, while affirmative teams are able to argue that reductions in troops in one country (for example, Iraq) *leads to* troop increases in another country (for example, Afghanistan) if the affirmative plan cannot *mandate* that troops taken from one country go to another country.

"In" generally means "within," so the reduction has to be among military or police forces that are physically present within one of the countries in the resolution. Although different countries make different claims regarding territorial waters, most affirmatives will need to deal with US military and/or police forces that are physically present on the *land* or *ports* of the topic countries. Dealing with US forces at sea will introduce substantial topicality problems. And, even if some US forces are close enough to the country to be considered to be "in" the country, the affirmative can only reduce their use within any waters the country claims to be part of its territory, setting up a simple circumvention argument for the negative—any restricted forces at sea could simply be moved outside of the territorial waters.

What's at Stake in the Resolution Countries

In this section I want to provide some basic background information regarding the current political situation and the status of US military deployments in the countries listed in the resolution.

Afghanistan. After the terrorist attacks of September 11, 2001 that destroyed the twin towers of the World Trade Center, the US produced evidence that the Taliban, which controlled Afghanistan at the time, was providing refugee and support to the Al Qaeda terrorist group that attacked and destroyed the towers. In order to prevent the Taliban from continuing to provide a safe haven to Al Qaeda, the US invaded Afghanistan in October of 2001 and forcibly removed the Taliban regime.

Since 2001, the US has sustained this military presence in Afghanistan with substantial assistance from many North Atlantic Treaty Organization (NATO) allies. Shortly after his election in 2008, Obama pledged to substantially increase the number of US troops in Afghanistan by 30,000 in order to back a troop surge strategy designed by Stanley McCrystal. The plan does establish July 2011 as the anticipated beginning of the end of the surge.

There are now almost 150,000 troops in Afghanistan, with US soldiers making up nearly 100,000 of the deployed soldiers. Most of the remaining troops are from NATO countries.

Many critics of the surge and war argue that the presence of US troops simply increases anti-Americanism, creates a breeding ground for terrorism, overstretches the US military, and traps the US in a war that it cannot win. Critiques of specific military operations include criticisms of US drone attacks that often result in civilian casualties and the war on Afghan poppy.

Defenders of the war and the surge argue that targeting military efforts in particular areas of the country can stabilize it and that instability in Afghanistan means a return of the Taliban and the Al Qaeda threat. Further, they argue that a decision to back down now would undermine the credibility of the United States.

There have been recent moves to reach out to the Taliban to integrate them into the Karzai government. Recently, Afghanistan president Hamid Karzai, has reached out to Gulbuddin Hekmatyar, the leader of Afghanistan's Hezb-e Islami paramilitary group that has provided major support for the Taliban and Al Qaeda.

Iraq. In March of 2003, the United States invaded Iraq largely under the auspices of the claim that Iraq possessed weapons of mass destruction, particularly nuclear weapons, and that Iraq supported terrorist groups that could use those weapons against the United States. The US military did topple the government of Saddam Hussein and supported his execution for crimes against the Iraqi people on December 30, 2006.

The US military remains substantially deployed in Iraq, largely to prevent a civil war between the Sunnis, Shiites, and the Kurds, the main ethnic groups in Iraq.

To date, most of the conflict has been between the Sunnis and the Shiites. As explained by Dr. Rich Edwards in the most recent issues of the *Forensics Quarterly*, almost 90% of the world's 1.5 billion Muslims are Sunnis with the remaining 10% Shia, but Shiites constitute the majority of Muslims in both Iran and Iraq. The division among Muslims dates from the controversy over who should lead after the death of the Prophet Muhammad. Abu Bakr, an adviser to the Prophet Muhammad, became the "first Caliph of the Islamic Nation" in an elective process that is viewed as legitimate by Sunni Muslims. Saddam Hussein was a Sunni Muslim who maintained an iron fist control of the country and its oil resources. Current Prime Minister Nouri al-Maliki is a Shiite with a Shiite-dominated government that now controls much of the country's wealth.

Although civil and ethnic strife continues to this day, it is not anywhere near the scale it was in 2007 and 2008.

President Obama ran on a campaign of withdrawing the US military from Iraq. When he took office in early 2009, the US had more than 140,000 troops in Iraq. By February 2010, that number was under 100,000 and is expected to decline further under a 2008 Status of Forces (SOFA) agreement with Iraq that calls for US military combat forces to be withdrawn from Iraqi cities by the end of 2011.

Although this signals potential inherency problems for the affirmative, more than 50,000 troops are to be left behind for training and other non-combat missions. The US is currently involved in training the Iraqi Police Services (IPS), the civilian security arm of the government, as well as The Iraqi Security Forces (ISF), the military armed forces of Iraq. Also, it is not clear that this agreement covers US contracted private

security forces that will remain in Iraq. Moreover, there is no certainty that the US will follow the SOFA agreement. If violence escalates in Iraq, the US could potentially leave far more than the 50,000 troops it says will remain.

Advocates such as Phyllis Bennis in *Ending the Iraq War* and Tom Englehardt in *Bases of Empire: The Global Structure of US Military Posts* argue for an immediate withdrawal of the entire US military presence in Iraq, contending that the continued presence will magnify anti-American opposition and prolong the civil war. Critics of a quick withdrawal such as James Phillips in *What Role Should the US Play in the Middle East?* argue that a quick withdrawal will unravel the progress produced by the surge and send Iraq into a civil war. It also threatens US credibility because it would abandon existing US commitments under the SOFA.

A large number of private security firms that have been contracted by the US government also operate in Iraq, the largest of which is Blackwater, which has now changed its name to XE.

Nuri Kamal al-Maliki is the current prime minister of Iraq and the head of the Islamic Dawa Party. Al-Maliki was elected in 2006 and his current term extends to mid-2010. The party faces substantial challenges because many consider it to be an installed puppet of the United States and others criticize the Shiite-dominated group for not including the Sunnis.

Kuwait. In 1990, Iraq invaded Kuwait as a result of disputes over oil rights on the Iraqi-Kuwaiti border. Then President George H.W. Bush (Bush I) assembled an international coalition that, led by the US, drove Iraq out of Kuwait. At the height of that war, the US had more than 100,000 troops in Kuwait, though the current number is less than 30,000. Kuwait is primarily used as a staging area for US operations in Iraq and to support the draw-down on US forces from the country.

The main US base in Kuwait is Camp Arjifan. The base is just south of Kuwait city and is home to approximately 15,000 US troops. With the draw-down of the Iraq war, this base serves primarily as a transit point for troops on the way home to the US, though the base still serves as a point for more direct military operations in Iraq.

Although the Kuwait government strongly supports US operations in Iraq and its military base in the country, there

is substantial popular opposition to the US military in Kuwait, fueling radicalism in the country. Critics of the base argue that it increases radical opposition to the government, a radicalism that threatens its survival. Since Kuwait is generally considered to be a well-functioning democratic Muslim state, collapse of the government would send a problematic signal, potentially unraveling the emergence of democratic governance throughout the Middle East.

Defenders of the base argue that it is essential to US military operations in Iraq and to provide general logistical support to our Middle East military presence. US Central Command (CENTCOM) announced in February 2008 that they are establishing a permanent platform for “full spectrum operations” in 27 countries in the region in Kuwait. Negatives can take advantage of this to read links to general power projection arguments, but affirmatives can also take advantage of it to argue that the plan leads to a more systemic reduction in US military presence in the Middle East.

Turkey. Just over 3,000 US troops are stationed in Turkey, most of which are at the Incirlik Air Base. Although the number of troops is small, the deployment is significant for a number of reasons.

First, Incirlik is home to one of the largest remaining stockpiles of US tactical nuclear weapons, otherwise known as B61 gravity bombs. Some countries see these weapons as essential deterrents against Russian aggression in the region. Critics argue that the weapons are vulnerable to theft and that they undermine US credibility on non-proliferation initiatives.

Second, Turkey’s secular democratic government is being challenged by growing movements within the country that support an Islamic state and want to overturn the country’s Kemalism, which is equivalent to the separation of church and state in the US. In 2007, the Justice and Development Party (AKP) won 47 percent of the vote in a national election – more than double what any other party won. The AKP, lead by Prime Minister Recep Tayyip Erdogan, has been accused by the military and others of leading efforts to replace Kemalism with an Islamic government, and the military threatened a coup against the government. Abdullah Gul, a conservative Muslim, is the current president.

Third, Turkey is an important member of the NATO alliance. Any changes related

to US security policy regarding Turkey will likely have an impact on this important alliance.

Fourth, there is a strong intersection between the US occupation in Iraq and US relations with Turkey. When the US launched the invasion of Iraq in March of 2003, Turkey would not let the US attack from its territory or fly over the country. The reason Turkey prohibited this is that Turkey was opposed to the war because it feared that the US would support an independent Kurdish state in Iraq and Turkey had been the victim of a number of cross-border attacks by the Partiya Karkern Kurdistan (PKK) party out of northern Iraq. Turkey claims the PKK is a terrorist group and it is the PKK who would have made up at least a large part of an independent Turkish state.

Japan. After Japan surrendered to the US at the end of World War II, Japan became bound by a US-written constitution that prohibited the development of land and sea military forces. In exchange, the US pledged to protect the security of Japan.

This pledge to protect Japan’s security takes many forms, including a commitment to defend Japan with US conventional forces. Currently, nearly 50,000 US troops are present in Japan, with more than 75% on 38 bases on the Island of Okinawa. Japan contributes almost \$5 billion a year toward the cost of supporting these military operations.

Most of the troops are located in Okinawa because the island is located close to Taiwan and the South China Sea. Since most think that the greatest threat to Japan comes from China and the spill-over resulting from a conflict in that region that could spread to the region to Japan, many think that this is the prime location for the majority of the troops.

Although the Japanese government has historically been supportive of the US military presence in Japan, the fact that the bases consume more than 20% of the total land area of Okinawa, generate a considerable amount of noise and traffic, and that the behavior of US soldiers in the area has been less than noble has generated substantial popular opposition. Prime Minister Yukio Hatoyama, who won an election in August 2009, campaigned on a commitment to reduce the number of bases. This election meant the triumph of the Democratic Party of Japan (DPJ) over the Liberal Democratic Party (LDP) for the first time in nearly 50 years.

In order to reduce the opposition to the bases and strengthen the alliance, the US concluded a basing realignment agreement with Japan in 2006 to move more than 8,000 US soldiers to Guam, a US territory located in the Pacific, by 2014 and to relocate many of the marines in Okinawa to Henoko on the Northeast corner of the island.

This agreement has recently been threatened by Prime Minister Hatoyama who has suggested that Japan will not uphold the agreement to move the troops to Henoko. President Obama has aggressively pushed Yotoma to uphold the agreement, though nothing has been resolved as of the time of this writing (March 2010). Publicly, Hatoyama has committed to not relocating the entire base to Guam, but it remains to be seen if he will come out strongly in favor of a substantial relocation.

Critics of the Okinawa bases (including Henoko) argue that the bases are no longer necessary given the end of the Cold War, that the Western security structure in Asia leads to militarism in China, that any security concerns can be fulfilled by relocating US bases to Guam and US naval forces in the region, and that Japan should assume a greater burden for its own defense. Defenders of the bases argue that they are essential to deter Chinese aggression against Taiwan and adventurism in the South China Sea, to prevent Japan from developing nuclear weapons, and to promote a stabilizing US presence in the region.

There is a debate related to the value of Japanese conventional and nuclear rearmament. Most scholars contend that such rearmament would be undesirable because it could set-off a destabilizing arms race in Asia, and others argue that it would boost deterrence and enhance stability in the region.

While most critics of US deployments in Japan argue that a significant withdrawal will undermine a problematic alliance, others argue a US draw-down in Okinawa will resolve the most important issue between the US and Japan related to the future of the alliance and that a withdrawal will therefore strengthen it. Given the strength of this evidence, it will likely be a popular affirmative this year.

Another significant issue related to the US military presence in Japan has been US efforts to develop various missile defense systems with Japan and to station them in the country as a means to help Japan defend

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itself against missile threats from China and North Korea. Critics argue that such systems are destabilizing, actually enable the remilitarization of Japan, and support the development of space-based weapons. Defenders argue that they are important to Japanese security and boost military-to-military cooperation that is essential to the alliance. Cases about missile defense have been popular on past topics and are likely to be popular in 2010-11.

One additional issue that has come up relates to the presence of US nuclear weapons at Japanese ports. Though Japan acknowledges that it had secret agreements with the US to allow ships carrying these weapons to port in Japan during the Cold War, this is no longer an issue because the US no longer carries tactical nuclear weapons on ships, and these are the nuclear weapons that were at issue. Although there is some evidence that Japan would like a pledge that the US would never port such weapons in the future, such a commitment would not be a reduction.

South Korea/Republic of Korea (ROK). The Korean war of the 1950s has never been declared over, but an Armistice agreement has eliminated the current fighting. And as a result of that armistice, the US has stationed tens of thousands of troops in the South. These troops had mostly been stationed along the Demilitarized Zone (DMZ), a 2.5 mile area that divides North Korea (Democratic People's Republic of Korea (DPRK)) and South Korea, though recently the US has moved many of these troops further into South Korea in order to present a less hostile image to the North. These troops primarily serve as a tripwire that assures the South Koreans that any attack on them will be an attack on the US, committing the US to repel any aggression by the North.

Although the government supports continued US troop presence in the region, popular opposition to the troops, just like in Japan, is high. This reached a high point in 2002 when US troops in an army truck accidentally killed two teenage South Korean girls.

The opposition to this incident contributed substantially to the election of human rights lawyer Roh Moo-hyun as president from 2003 to 2008 and led to additional changes in the US military presence in the ROK. Most significantly, in 2004 the US and the ROK negotiated a

new SOFA that included a reduction of US troops from 40,000 to 25,000 by 2012, the movement of a major US military base out of Seoul, the capital of South Korea, and the return of more than 60 bases to the ROK.

But when North Korea tested a nuclear weapon in 2006, this changed. The ROK's fears of North Korea's new nuclear weapons contributed to the election of a new president—Lee Myung-bak, the former mayor of Seoul and CEO of Hyundai. Myung-bak ran on a pledge to cap the reductions in US forces at 28,500 and to respond more strongly to potential North Korean aggression.

Despite the North's nuclear tests, advocates of withdrawal remain strong, claiming that withdrawal will force the South to take its security concerns seriously and undertake efforts to both protect itself and to move to developing relations with the North. Critics fear that a rapid withdrawal will boost ROK defense spending so significantly that it could touch off an arms race in Asia, including the regional development of nuclear weapons and that it would leave the ROK vulnerable to an invasion by North Korea. The DPRK's reclusive dictator, Kim Jong-il is considered near the end of his life and very unstable. Given this, there is a reasonable concern that the DPRK could launch an invasion of the ROK.

Prior to 1991, the US did store tactical nuclear weapons in South Korea, but President Bush removed these weapons at that time.

Affirmative Advantages—The Harms of Foreign Presence

Most affirmative advantages will stem from the harms of the continued foreign military and police presence. Some of the advantages will be country-specific, but others will be more general. These general harms can be broken-down into a number of separate arguments that will serve as the basis for distinct advantages.

US military readiness/hard power. Continued foreign military presence threatens US military readiness in three ways. First, deploying large numbers of troops and police in the topic countries means that they cannot be used for other more important missions, that overseas deployment results in substantial wear on equipment, and considerable psychological wear impacts the troops. Second, the enormous cost of the overseas deployments

threatens the economic foundations of the United States, undermining the ability of the US to continue to project military power. Third, alienating other countries through current deployments threatens relations with some countries and potentially additional deployments that may be needed.

Soft power. Alienating other countries and other populations arguably undermines US "soft power," or likability. Loss of soft power undermines the ability of the US to obtain cooperation with other key international actors on issues such as environmental destruction, the spread of disease, and the proliferation of nuclear weapons.

Terrorism. US military presence in foreign lands, particularly in Kuwait, Afghanistan, and Iraq arguably substantially increases alienation of the population and makes it easier for radical terrorist groups to recruit members.

Militarism. Projecting military power is arguably grounded in the driven by the ideology "which claims that the military is the foundation of a society's security, and thereby claims to be its most important aspect" (Wikictionary). Some scholars contend that this ideology of militarism inevitably produces genocidal wars and thermonuclear destruction. William Walter Hunt writes in his 2009 book, *Christian, Buddhist, and Confucian Protests Against Military Bases in Okinawa: A Study of Seven Religious Leaders*, that "Takazoto insists that violence is inherent to the military... A soldier may be a good son to his mother, or a good husband to his wife. However, once he is integrated into the military, he learns the imperative of killing the enemy before the enemy kills him... Teaching humanity in the military is a gross contradiction. The military is a place for teaching brutality" (p. 169).

Imperialism. US projection of military and police power into foreign lands is arguably part of "a policy of extending your rule over foreign countries," or imperialism (Princeton Wordnet). Imperialism is heavily attacked, with critics arguing that it is the foundation for mass murder and genocide.

Security. A popular kritik during the last decade of debate, the security kritik argues that our desire for military and police security is driven by a false sense of insecurity that ultimately leads to militarism and war.

Human rights. Some argue that foreign US military presence results in extensive

human rights abuses. Teams can read direct impacts to human rights violations (basically taking the form of a morality claim), but also read larger, consequentialist impacts to human rights violations, such as conflict and war.

Civil conflict and war. Iraq and Afghanistan affirmatives are likely to claim that US military and policy presence in those countries generates anti-Americanism and prolongs, if not drives, civil conflict in those countries.

US-Islamic relations/clash of civilizations. Foreign military and police presence in the Middle East will aggravate relations with Islamic groups, potentially leading to a “clash of civilizations” and war.

Disadvantages—Problems with Reducing US Military Presence

Although some of the disadvantages to reducing US military presence will be country-specific, many will be general. In this section I will discuss these disadvantages and provide a couple of examples of specific disadvantages.

Politics. There is substantial political support in both parties for sustaining our current military deployments in all of the countries listed in the resolution. Withdrawing troops may undermine Obama’s political support and threaten other items on his agenda. This traditional “political capital” disadvantage is likely to be very popular next year.

Midterms. With this year’s midterm elections scheduled for November 2, this disadvantage will likely come into play in a number of debates. Negatives will argue that plans that are unpopular with the public will be blamed on Obama and Congress and that this will translate into losses for the Democrats in the midterm elections. Teams will likely argue that the Democrats will inevitably lose seats in the midterms but that the losses triggered by the plan will push them away from their majority and that the Republican agenda is bad. Teams may argue that a Republican majority will derail immigration reform, Obama’s climate control agenda, or result in tax decreases that threaten the economy. Other impacts are possible, but these impacts have been run in debates to date.

Hegemony. Withdrawing troops from any of the countries in the resolution could threaten overall US global leadership. In Asia, the US has alliance commitments that the plan may require the US to

withdraw from, threatening our credibility. In Afghanistan, the US has just increased military troops and the plan would likely be seen as an expected and radical reversal of that commitment. Although the US is currently reducing its military presence in Iraq, the plan would accelerate/alter the timetable, reducing the commitment that we have already made to Iraq. In Kuwait, the US has a significant military presence that is not being reduced that is important to our power projection in the region, so withdrawal from Kuwait could be seen as a reduction in our commitment to the Middle East. Similarly, in Turkey the US has a modest military presence that it does not plan on decreasing. The plan would withdraw critical commitment to an important North Atlantic Treaty Organization (NATO) ally.

Alliance credibility. As just discussed, reducing US military presence could violate alliance commitments/treaty agreements that we have with other countries. This could undermine these alliances, leading to regional impacts (Asian insecurity/conflicts, for example). This type of disadvantage will be most common against the South Korea & Japan affirmatives.

Schieffer, J. Thomas, US Ambassador to Japan. (2008, March). *Vital Speeches of the Day*, 74 (3) 115-119

When the US-Japan alliance is strong, a calm settles over Asia. If, on the other hand, Japan lost faith in America or came to the conclusion that Japanese interest would be sacrificed by us for the benefit of China—and I think Asia would immediately become more dangerous—that need not happen but to avoid it we must understand one thing with greater clarity: Asia is not Europe. Since the invention of the nation state, generations of Europeans grew up thinking about how to balance one nation’s interests against another’s. This horizontal sharing of power became the mainstay of European foreign policy and the center of gravity in the international quarter. British foreign policy was grounded on the notion that no nation should be dominant on the continent of Europe. French and Russian foreign policy wanted the German states to contemplate a two-front war as a means of moderating German ambitions. Germany, from the

opposite perspective, wanted to avoid encirclement. All looked to others as a means of enhancing their own positions inside Europe and throughout the world. Now, with the advent of the European Union and the collapse of the Soviet Union all that has changed but the culture of balancing one nation’s interests against another’s has not. America came of age as a great power seeing itself in a European mirror. Our foreign policy has largely been Eurocentric. As a result we have often looked at the world in European terms, searching for balance in a European fashion. Simply put, that is a very foreign concept to most Asians. Power has not been shared horizontally in Asia. It has been thought of in vertical terms. Someone is above and someone is below. Europe has been about balance; Asia about hierarchy. The strongest have been on top, the weakest in descending order. Asia will need time to get comfortable with the notion that someone’s advance does not have to come at the expense of someone else’s decline.

Nuclear weapons proliferation. If the US withdraws troops from a country, that country could see that as a weakening of the US security commitment, causing it to develop nuclear weapons. In reference to Japan, Joseph Nye explains:

Joseph Nye, 72, a university distinguished service professor at the Kennedy School of Government at Harvard University, served as assistant defense secretary for international security affairs under the administration of former US President Bill Clinton, *The Daily Yomiuri* (Tokyo), January 9, 2010, p. 1, “CHARTING JAPAN’S COURSE; Japan, US must reaffirm alliance’s importance”

A: If Japan wants no American troops, we will withdraw the troops. I think that would be a big mistake for Japan. What the troops provide you is a security guarantee which is credible. Japan is faced with both China and North Korea as nuclear powers and of course Russia. Japan needs an American guarantee if it doesn’t wish to develop its own nuclear weapons. How do you make that guarantee credible? You make that credible by having American troops

in Japan. Anyone who attacks Japan—North Korea for example—is going to kill Americans as well as Japanese. But if Japan asks for the removal of troops, Americans of course would remove them.

Chinese/Russian aggression. Perceived loss of the US commitment to global military engagement could empower historical enemies of the US, such as Russia and China, to act more aggressively.

Jamestown Foundation, July 7, 2009. <http://www.jamestown.org/single/?no_cache=1&tx_ttnews%5Btt_news%5D=35241&tx_ttnews%5BbackPid%5D=13&cHash=021157f86c>

Chinese perceptions of American power are consequential. China's assessment of the global structure of power is an important factor in Chinese foreign policy decision-making. As long as Chinese leaders perceive a long-lasting American preeminence, averting confrontation with the United States is likely seen as the best option. If Beijing were to perceive the US position as weakening, there could be fewer inhibitions for China to avoid challenging the United States where American and Chinese interests diverge. Since the late-1990s, Beijing has judged the United States as firmly entrenched in the role of sole superpower. As long as the comprehensive national power of China and the other major powers lagged far behind the United States, and the ability of China to forge coalitions to counterbalance US power remained limited, Beijing concertedly avoided challenging US interests around the world; for example, when the United States invaded Iraq.

Terrorism. This disadvantage takes the opposite approach of the affirmative terrorism advantage, arguing that if the US is perceived as being militarily soft-line that this will embolden terrorists world-wide.

Country politics. Reducing US military presence in one of the listed countries is likely to impact the political situation in those countries. For example, the new Prime Minister of Japan has been arguing in favor of reducing the US military presence in the country since he began his election campaign. An actual US withdrawal could

benefit him politically, potentially making it more likely for him to be able to pass policies that he would otherwise be unable to do. If the US were to withdraw from Afghanistan, this could undermine the credibility of President Hamid Karzai, undermining security in the country. Karzai was selected as the Afghan interim leader by the International Conference on Afghanistan held in Bonn, Germany on December 5, 2001. In 2004, Karzai was elected to a 5-year term as Afghanistan's president. He won re-election in 2009, but the election was widely criticized for being corrupt.

Troop shift. Withdrawing a significant amount of troops from one country may result in their deployment to another country, particularly Afghanistan. Negatives could argue that increasing troops in Afghanistan, or some other place, is bad.

Private military contractors. Private military contractors are private companies hired by the US government to perform US military operations. If the US reduced its military presence, the US may simply shift toward using more military contractors. This is not only a general circumvention argument, but it is a disadvantage because these contractors are highly criticized for violating human rights and for generating even more anti-Americanism than standard US military deployments. Of course, if it is topical to restrain these contractors, affirmatives may act to solve this by directly reducing them.

Reverse spending. Substantially reducing the US foreign military presence could save a lot of money. This money, however, would probably not be used to reduce the deficit but would likely be spent somewhere else. Negatives will likely argue that some particular federal program will be cut now due to lack of funds, that reducing spending will save the program, and that the program is bad.

Soft power bad. As discussed in the advantage section, reducing US military presence abroad could increase US soft power. Negatives can argue that this increase in US soft power is bad because it could, for example, lead to sanctions on Iran, sanctions on North Korea, and efforts to secure other items on its international agenda, which are arguably bad.

Coups. Many affirmative teams will claim to substantially improve US relations with countries such as Russia, Iran, and China. Some affirmatives may go a step farther, claiming that the plan will result in

Iran giving up its nuclear weapons. There is good evidence for all three of these countries that indicates that if leaders in those countries substantially improved ties with the United States, and particularly if Iran gave up nuclear weapons, that there would be a coup against them.

Nuclear proliferation good. Many teams will claim that their plan results in efforts to curtail the proliferation (spread) of nuclear weapons. Some scholars argue that the spread of nuclear weapons is good because it deters conventional war.

Israeli insecurity. The presence of US military forces in countries such as Kuwait helps to both deter regional aggression by countries like Iran and to serve as a means of reassuring allies like Israel that the US could act to deter and prevent Iranian aggression if necessary. Withdrawing troops from Kuwait could create significant security fears in Israel, causing them to disclose the existence of their nuclear arsenal and/or attack Iran's nuclear infrastructure.

Economy. The US military is a significant source of employment and the weapons purchases it uses to sustain foreign military operations have a large indirect impact on the economy.

Attacking Solvency

Affirmative plans will literally reduce the US military presence in one or more of the mentioned countries through an act of fiat, so it will be difficult for the negative to argue that the affirmative can't solve in terms of actually reducing the troops. There are, however, a couple of basic solvency arguments that the negative can make.

Attack the ability to solve the harm. Most of the general harms are very difficult for the affirmative to solve. There are many reasons, for example, US global leadership is in decline, and pulling US troops out of one of the countries in the resolution is unlikely to address all of those factors.

Private military shift. As discussed in the disadvantage section, withdrawing US military troops could result in a shift to private contractors.

Stop the Mission Counterplan

Some affirmative teams will claim harms that are specific to *what the military does when it is deployed*. For example, some affirmatives will argue that it is bad for the US military to engage in the war on drugs in Afghanistan and that reducing

the US military presence will prevent the military from engaging in that drug war. When this is the case, the negative can counterplan to simply have the US order the military to stop engaging in the drug war and that *the actual reduction in presence* is disadvantageous. US credibility arguments are probably the best net-benefits to this disadvantage.

Agent Counterplans

As with all topics, affirmatives will also be required to defend their agent of action against other alternative agents. Affirmatives could have the executive order the reductions, have Congress eliminate funding for the deployment, or have the courts, most likely the Supreme Court, rule that the deployment is unconstitutional.

Negative teams that are able to box the affirmative into specifying a particular agent will be able to counterplan with another agent. If the affirmative uses the courts, negatives can counterplan to use the executive or the Congress and argue that court action is a violation of Judicial Deference toward military policy. If the affirmative picks the Congress, the negative could counterplan with the executive and argue that Congressional action intrudes on executive authority/presidential power.

Process Counterplans

Negatives can also change the process through which the plan is passed or implemented.

Consultation. One of the most popular process counterplans is the consultation counterplan. This counterplan argues that one of our allies or allied organizations—NATO, for example—should be given the chance to veto the plan and that this opportunity will strengthen the alliance. Japan and China are also countries that negatives frequently choose to consult.

Conditioning. Conditioning counterplans have become more popular in college debate in the last couple of years and are likely to become very popular in high school debate on this topic. The basic idea behind a conditioning counterplan is that the US will do the plan *if and only if* another country or actor does something else. For example, the US could agree to reduce its troop deployment in Afghanistan *if* Russia agreed to reduce the sale of nuclear technology to Iran. All negatives need to do to write these counterplans is find another actor that is in support of the plan and then condition

the plan on action by the other actor to do something that the US wants.

Delay. Generic delay counterplans are common on every topic, with the most common one being to simply delay doing the plan until after a particular Congressional agenda item has been voted on. In the fall, negatives may propose doing the plan after the midterm elections, arguing that waiting will avoid any negative fallout on the election.

More importantly, however, I note this because I think there are stronger topic-specific delay counterplans that can be run. For example, the US has pledged to start drawing-down forces in Afghanistan in July 2011. Many affirmatives who run Afghanistan cases will likely argue that that this will not occur and that the withdrawal process needs to begin. Negatives, however, may counterplan to maintain the July 2011 date to start withdrawal and withdraw whatever element of the force the affirmative argues that we should withdraw at that date. This counterplan will not only avoid the politics disadvantage, but also US credibility and alliance net-benefits because the withdrawal will occur as planned and as currently supported by our allies.

Advantage Counterplans

Counterplans that solve the affirmative advantage without adopting the affirmative plan, otherwise known as “Advantage Counterplans” are becoming more popular. On this resolution, I can easily see a number of advantage counterplans.

Increased recruitment. Many affirmative teams will claim that the US military is currently overstretched and needs to substantially draw-down in one of the topic countries in order to sustain its overall readiness. To deal with this advantage, negative teams can counterplan to increase overall readiness levels by recruiting more troops and investing in new and replacement weapons systems.

Strategies to improve soft power. There are other ways of increasing soft power than reducing US military presence in one of the listed countries. Actions such as closing Guantanamo Bay, passing climate control legislation, and working more with the UN are all likely to increase US soft power.

Strategies to solve terrorism (impacts). There are a number of things that the US can do to reduce the risks of terrorism, including increasing cooperation with Russia to stop nuclear weapons from being

stolen from aging Russian complexes, improving port security, and increasing domestic surveillance.

Pressure on Israel. Increasing pressure on Israel to reduce building settlements in the West bank is likely to improve relations with the Islamic world.

Development/nation building. Improving development and nation building, at least in Afghanistan and Iraq, could reduce the risk of civil conflict in those countries. The US military could remain but simply do more to “win the hearts and minds” of people in these countries.

Policies to reduce/prevent human rights abuses. Human rights violations by the US military could be substantially reduced by internal policies designed to prevent abuse of human rights by the US military. These policies include more self-policing and internal monitoring.

Net-benefits to all of these counterplans are disadvantages to reducing US military presence, including US global credibility, alliance relationships, reverse spending, and troop shift. Politics is also a potential net-benefit—teams will just need to win that the politics disadvantage links to the withdrawing of troops and not to the counterplan.

Kritiks

This topic will give rise to three basic types of kritiks that apply to this topic.

The first type is solvency-based kritiks. This type of kritik will argue that until we solve some underlying problem—capitalism/neo-liberalism, the oppression of women, the problem of military violence and conflict will remain.

A second type of kritik will focus on the problems of the extreme rhetoric of nuclear apocalypse that is used to justify the affirmative plan. Negatives that advance these latter kritiks will argue that the focus of the debate should be on the rhetoric that we use to justify our actions rather than on the desirability of the actions themselves.

Topicality—Reigning in the Affirmative

This essay is not meant as a broad topicality essay, but negative teams need to be prepared to win a couple basic topicality arguments in order to restrain the affirmative.

Military presence in. Negative teams will need to be able to win that reducing “military presence in” means that the affirmative has to reduce the military presence that is confined to the geographic



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borders of the country. This will exclude affirmatives, for example, from reducing US naval patrols in the area or the general “nuclear umbrella” that extends over countries like Japan and South Korea.

Substantial reduction. Although “substantial” topicality debates are often difficult to win, negatives will need to argue that affirmatives must make a meaningful reduction in the military presence in a country. Otherwise, affirmative teams that run Iraq cases will simply argue that we are reducing troops now and that the disadvantages are non-unique. If the affirmative, however, has to be a substantial reduction beyond what is occurring now, there will still be strong links and uniqueness to the disadvantages.

Its. Negatives need to make sure that affirmative plans are only reducing the US military presence in the listed countries and not the military presence of other countries. For example, many other countries have a military presence in Iraq and Afghanistan. Affirmatives could claim by effect that those countries will also reduce their military presence, but it would not be topical for the affirmative to enter into agreements with those countries to reduce their military presence.

Affirmative Strategic Choices

I think that there are two basic approaches to writing affirmative cases on this topic.

Go big. The first choice is to “go big” and massively reduce US military presence in one of the topic countries. Affirmatives should focus on turning the big negative disadvantages right in the 1AC by arguing that military presence in that country undermines US military readiness, threatens our global credibility, undermines the war on terror, and is big enough to outweigh even a reasonable risk of the politics disadvantage. An example of a case in this area would be to withdraw from Futenma, Japan.

Affirmatives can also argue that massive reductions are consistent with many of the alternatives to popular kritiks and that allies such as Japan and NATO would say no to the reductions, giving the affirmative leverage against the consult counterplans.

Go small. The second choice is to “go small” and make reductions that are just big enough to be topical, but reductions that would not be highly visible in ways

that would reduce US credibility or large enough to threaten relations with key allies. Examples of cases in this area include eliminating cooperation in specific missile defense systems with Japan.

If you “go big,” you will have a lot of link offense against popular generic arguments, but you must be willing to work hard enough to take on all of this research and blocking. If you “go small,” you must be prepared for topicality debates, you will probably struggle more against the process counterplans, and you’ll need to be able to win solid “no link” arguments against the generic disadvantages.

Negative Strategic Choices

There are some basic approaches that the negative can take to prepare for the season.

Prepare to debate presence. This is the real “meat” of the topic—should the US reduce its military presence? There are a number of advantages that can be claimed from such reductions, but many of the advantages can arguably be solved through means other than reducing presence. The sustain presence, no reduction counterplan plus all of the advantage counterplans will be able to solve many of the affirmative case harms without actually reducing presence.

Prepare to debate a major issue. US military readiness and global US leadership/hegemony are probably the central issues on the topic. Negative teams that are well-prepared to debate hegemony will be able to either link turn the affirmative advantages (reduced presence hurts leadership) or impact turn the advantages (hegemony bad). Even if the affirmative doesn’t claim a hegemony advantage, negative teams can likely find links to hegemony in affirmative and negative case files to link these teams to the debate.

Prepare to debate the agent or process. If you are a debater who likes to avoid debates on the central issues of the resolution, you can always argue for agent and/or process counterplans. If you want to focus on the agent debate, you should be prepared to counterplan with any agent other than what the affirmative chooses. Similarly, if you want to run consult or condition, you should have a couple of different countries that you are prepared to consult and conditions that you would like to place.

Prepare to outweigh the case. While there are many different affirmative plans, there are a limited number of advantages,

many of which have already been discussed. If you are prepared to debate these advantages, you can likely outweigh the case with the politics disadvantage or another generic disadvantage.

Keep topicality as an option. There were many debates on the 2009-10 resolution about what it meant for someone to “live in poverty” and what the best interpretation of that term was for debate. Though it will be important for the negative to make the affirmative advocate a substantial reduction, I suspect that the phrase military presence will be less subject to painstaking topicality debates.

The Strategic Balance

At a broad level, the topic encourages debates on two very interesting and contemporary issues—the intersection of some of the most significant geopolitical issues in contemporary international affairs and US military power and global US hegemony. These are issues that students always enjoy debating, and teams that are well-prepared for this debate will likely do well on the topic.

The debates, however, will evolve well beyond this issue into specific issues related to troop deployments in particular countries. Affirmative teams will undoubtedly have tricks related to the link between the affirmative plan and hegemony, which will make it more and more difficult for the affirmative to reliably debate.

Where I do think the affirmative will struggle throughout the year is proving that it is necessary to reduce *presence* rather than acting to solve the harms through some other means. As a result, I think the topic will end-up becoming centered on a more limited set of cases where the affirmative can demonstrate that a reduction in presence is needed to solve the majority of the harms. ■

About the Author

Stefan Bauschard is the President of Planet Debate, the Director of Debate for the Lakeland School District, and an Assistant Debate Coach for Harvard Debate. He also authored the topic paper for the 2010-11 foreign military presence topic.



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Cover Story



Above: The 2010 Arthur N. Rupe Scholars from the New Mexico District.



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In 2008, Public Forum Debate achieved another milestone after gaining the support of the Arthur N. Rupe Foundation. This substantial support is designed to promote Public Forum Debate at the local and national level. The grant created RupeScholars.org, where Public Forum students and coaches can access exclusive interviews, research, and resources from leading professionals. The grant will also provide scholarships to more students and in higher amounts at the NFL National Speech & Debate Tournament in Kansas City this summer.

The NFL is proud to work with like-minded organizations such as the Arthur N. Rupe Foundation to expand educational opportunities to deserving students throughout the nation.



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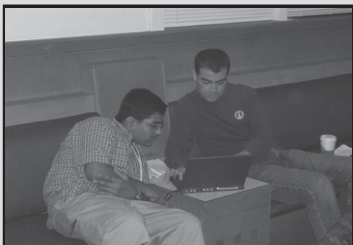
The Stanford Public Forum Debate camps are committed to the same professionalism with Public Forum debate that SNFI has brought to Policy debate and Lincoln-Douglas debate for the past 20 years. Serious student of public forum debate wanting to take their activity to the next level are encouraged to attend, as are those just beginning in this style of argumentation. A special Advanced debate section is planned for this summer, a week focusing on practice rounds, and a beginners level week. Activities are often in small groups so as to maximize improvement.

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From Terror to Title:

Our Experience in Public Forum Debate

by Amanda and Emily Scherker

There are many debaters to whom public speaking comes naturally. Alas, we cannot count ourselves among them. And yet, we won the 2007 National Forensic League Public Forum Debate Championship.

Failure was no stranger to us when we arrived in Wichita in the summer of 2007, for we had not escaped our novice years unscathed. We had had our fair share of those moments that all debaters know too well; when the connection between brain and tongue is magically severed, and you find yourself babbling incoherently in a room full of intelligent people. But those moments only fueled our desire to win and our dedication to knowing and understanding the topic better than anyone else there. And then things began to change, as debate tournaments ended with trophies or elimination rounds, rather than with tales

of horror. Debate became a source of pride and empowerment, rather than humiliation and dread.

Still, as we made our way to Wichita, the prospect of competing against the best debaters in the country was nothing short of daunting. Our mother's blind faith notwithstanding, we had no expectations. The goal was to avoid complete and utter mortification. We had spent hours and hours becoming intimately acquainted with the tournament's topic: handgun bans. Short of taking a field trip to a firing range, we were about as familiar with handguns as Charleton Heston or Jason Bourne. As the rounds passed, we discovered the full extent of that knowledge. And to our great astonishment, we realized that we had the power to win. Our teammates realized as well, equipping us with research and

supporting us unstintingly throughout that grueling week. Our success became more than our own personal victory: It was a triumph for our school's

debate team. Winning nationals energized our debate team. Success begat success, as our teammates and those who came after us realized that winning was within their reach.

For us, perhaps the most lasting impact has been the conviction with which we approach critical thinking, analysis, and interpersonal communication. We have come to trust our intellectual instincts and to believe that we can express our thoughts coherently and convincingly. Having overcome the initial terror of public speaking, we seem to have found our voices. In the process, we discovered the true power of words. We now believe that the sheer force of a well-constructed argument has been all but forgotten in a world of increasingly coarsened political debate. If, somewhat miraculously, the countries of the world, or our own nation's fragmented political world, manage to reconcile their differences, it will not be through warfare, through intimidation, or through strategic military alliances. It will be through rational, persuasive negotiation spoken by wise diplomats and leaders, many of whom probably spent their freshmen year stuttering through NFL debate rounds. ■



*left to right:
Amanda and Emily
Scherker*

About the Authors

Amanda and Emily Scherker are the 2007 NFL National Public Forum Debate Champions from Ransom Everglades High School in Florida. They currently attend Northwestern. Amanda is class of 2013 and Emily is class of 2011.



College Competitor Reflects Fondly on Public Forum Debate

by Jeremy D. Johnson

A little less than five years ago, I began competing in high school forensics at my alma mater, Mesa Ridge High School, in Colorado Springs, Colorado. I started in Public Forum Debate, later moving to various individual events and Lincoln Douglas Debate. The world of Public Forum in Colorado was, and still is, flourishing. There were seemingly innumerable teams from scores of schools, making the field enormous at any given tournament. I debated alongside several partners, each providing a different perspective, as well as benefits and challenges. Though my Public Forum experience provided an outlet for creativity, fun, and competition in high school, the experience went far beyond high school and laid the foundation for critical life skills. As a sophomore at Ripon College, I still use many of these skills, be it in writing academic papers or in collegiate forensic competition.

In high school, Public Forum Debate represented a stepping stone to other events in forensics. I started competing in the fall of my sophomore year of high school. In February of that school year, I branched out into Extemporaneous Speaking. In many ways, I feel that Extemp and Public Forum require much of the same skill set, including direct arguments through a few points, conversational delivery, and clarity and conciseness in vocabulary. After trying Extemp, I eventually dabbled in every NFL event except Duo. Though the world of forensics may seem intimidating and scary to a young high school student, Public

Forum gently helped me to develop a wider skill set so I could experiment with other events.

While other forms of debate and individual events are worthwhile for specialized skill sets, my experience suggests that Public Forum is the most effective in creating excellent communicators. Because Public Forum judges are not expected to be experienced in a specific debate paradigm, competitors must be able to communicate clearly and effectively with the average person. In reality, this skill set is far more widely used outside of forensics than are the skills found in other events, making it more applicable for real-world scenarios, be they interpersonal relationships, workplace behaviors, or any sort of politics.

On a personal level, Public Forum created my love for forensics. Because I enjoyed every tournament, found success, and used Public Forum as a gateway to other events, I decided that I wanted to continue in the world of forensics. I now compete in collegiate forensics, where I have qualified to the AFA-NIET national forensic tournament, certainly thanks to the skills I developed as a Public Forum debater. In collegiate forensics, making clear, sound, and effective arguments that the average person can comprehend is a necessity. These communication skills will remain important far after graduation. For this reason, I hope that Public Forum will live on and bring the same passion I found to many future generations. ■

“Though my Public Forum experience provided an outlet for creativity, fun, and competition in high school, the experience went far beyond high school and laid the foundation for critical life skills.”



About the Author

Jeremy D. Johnson is a sophomore Communication and Politics and Government double major at Ripon College in Ripon, WI. Jeremy earned a degree of Outstanding Distinction and awards in International Extemp, debate, and congress in three years of competition at Mesa Ridge High School in Colorado Springs, CO. He is now a nationally-qualified collegiate forensic competitor for Ripon College.

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IDEA/NJFL National Middle School Tournament



**June 24-27
2010**



The tournament will provide competition opportunities to talented middle level students from across the nation, consistent with the mission of the National Junior Forensic League (NJFL) to extend the benefits of debate and speech education to young adolescents.

Visit www.juniorforensicleague.org for more details.



Middle School Forensics: Massachusetts Bridges the Gap

by Debbie Simon



The Milton Academy Middle School speech team is a co-curricular activity designed to train students in the fundamentals of performance.

The team includes students from all grades—sixth, seventh, and eighth—and is led by Grade 8 captains Emmie, Jack, Morgan, and Rubye (*see photo, above*).

Members of the Upper School team prepare middle school speakers for tournaments held throughout the year. Middle School Speech Team coaches from the Upper School (Grades 9-12): Amelia, Catherine, Quinn, Anisha, Elisabeth,

Cameron, Jovonna, Isabelle, Dylan, William, Anthony, Christine, Patrick, Samuel, Eric, Lina, Louis, Lily, Martin, Liz and Zach.

These Upper School students donate their time to help the Middle School students learn their skills while showing them what speech dedication means. Without the help of the high school students, the concept of a speech team would be a daunting undertaking; however, with the proficiency of the high school pros, middle school students quickly become more confident speakers in a variety of events! One of the highlights of the year occurs in February when the high school coaches and middle school speakers compete at the same tournament. The Mardi Gras Tournament hosted by NFL District Chair, Marc Rishitelli, invites Middle and Upper School teams to the same tournament. This is a thrilling event for all and a great day for speakers and coaches to demonstrate what they have learned together. This year both teams placed at the festival and thoroughly enjoyed seeing each other perform (*see photo, below*).



Massachusetts Middle School Forensic League (MMSFL) Student Reflections

Nashoba Brooks Festival

October 25, 2009

- “I love competing. Last year I hated this speech stuff, but now I love it! I am glad to compete again and see all of my friends.” - Surabhi
- “This was my first speech competition. So I was really nervous. But after talking for two rounds, I am so glad I came!” - Catherine
- “For the first tournament of the year, this tournament was amazing! I also judged for the first time, and got a whole new view of what my judges think when they judge me!” - Maura
- “Speech is a great experience, no matter who you are or what you like.” - Alexandra
- “Had a blast!” - K. C.

Novice Tournament • Milton Academy

November 15, 2009

- “This is my second tournament as Captain and I am having lots of fun. We just set up awards and I am remembering being a novice and how helpful this competition was to me.” - Rubye
- “Great atmosphere, good people, great orange juice and bagels, good judges.” - Thom
- “So much FUN!” - Lainey
- “Fun, but the impromptu has hard words!” - Crag
- “It was so exciting! I hadn’t really

expected the nerves, but it was a lot of fun and I can't wait until the next one.”
- Francesca

*Snow Day Speech Special • Nashoba
Brooks • December 13, 2009*.....

“When I started speech I was nervously petrified, but now as I am in my second year I feel confident, for this entire experience has changed my life.” - Monica

“I love that I see the same people every time and get to see how they change, especially in the small categories like Play and Poetry.” - Elizabeth

“Speech is AWESOME!” - Zivi

“I’ve always been terrified to speak in public. But when I joined speech and debate it really gave me confidence and courage.” - Masoka

“It was amazingly awesome when they called my name for finals. The whole thing is super fun.” - Isabel

“Good luck, everyone!” - Wilson Middle School

“I’ve grown so much from doing speech. I think everyone who has done it has taken something positive from the experience.” - Marina

“I have gone from Poetry to Prose to Oratory and learned so much.” - Zoe

“So I’ve been doing speech and debate for three years now, and I just thought I might take a minute to reflect on my times in speech. I competed at the middle school level for years, and have learned a lot. At first, it was all about winning; the thrill of hearing your name being called for finals or the happy feeling you get when you know you did your best. But now that I am doing it in high school, I realized that speech is a lot more: bonding with friends, hanging out with and meeting new people. Through speech I learned how to express my feeling through speaking, and the true meaning of friendship. Through speech I realized that, though winning maybe fun, it’s just as important to do your best.” - Kavya (High School Judge)

The Pike Festival • Jan 24, 2010.....

“OMG! I absolutely love speech! This is my third tournament and it was just amazing. I enjoyed watching the Duos

and other Prose readings and it really showed me how little kids like me can have so much confidence.” - Priyanka

“This is an amazing tournament! Everyone I have seen has been fantastic—I can’t imagine anyone doing any better! Keep up the good work, and thanks to Pike for having us all here.” - Daisy

“This tournament has been one of the roughest competitions I have ever been to.” - Ayah

“I am still not sure why I decided to try out for speech in sixth grade, but I’ve never looked back. Even though it’s my third year, it’s the first year I’ve started to break to finals. It’s always been so fun. And even though none of us think about it while we are having so much fun, it will help us later on.” - Moorea

“WOW! This tournament was so much fun! I watched friends perform well, broke to finals, and just had a great time overall.” - C.B.

“You can learn so much about your public speaking abilities.” - Mack

“I enjoyed the Pike competition. Everyone loves the Pike!” - Amee

National Junior Forensic League

Several MMSFL schools are involved in the National Junior Forensic League (NJFL) and will attend the IDEA/NJFL National Middle School Tournament in Des Moines, Iowa, in June. For more information about the NJFL and its National Tournament, visit www.juniorforensicleague.org. ■

About the Author

Debbie Simon is a three-diamond, Hall of Fame coach who has coached at Milton Academy (MA) for more than 35 years. She has coached national champions, several finalists, and more than 100 national qualifiers. Under her leadership, Milton Academy won the coveted NFL Bruno E. Jacob Trophy in 1997. Simon has generously given her service as a past New England District Chair, and has been honored with the NFL Distinguished Service Award. She has coached at several summer institutes, including most recently, the George Mason Institute of Forensics.

Massachusetts Middle School Forensic League Mission Statement

The ability to present oneself effectively—in interviews and before both small and large groups—is considered one of the most valuable life skills any of us can develop. And yet, in survey after survey, Americans rank their fear of public speaking ahead of their fear of dying. According to comedian Jerry Seinfeld, “at a funeral, most people would rather be the guy in the coffin than the one giving the eulogy.”

We believe that, while public speaking courses can give people opportunities to develop their communication abilities, it is ongoing practice that results in the development of presentation skill. We recognize that forensic activity provides young people with a unique forum for this kind of skill development.

We recognize, too, that students in the sixth through eighth grades have their own special developmental needs. During adolescence, when young people change so much from one day to the next, consistency is important to them. Many sixth through eighth graders feel particularly self-conscious or awkward in interpersonal settings, so comfort and collegiality are important to them. It is not our goal to prepare middle school students for high school forensics. Thus, we have made a conscious choice not to approach our activity as a “junior” forensic league.

We believe that, through participation in consistently structured, comfortable, and collegial MMSFL contests, sixth through eighth grade students can gain poise and confidence in their abilities as both speakers and listeners. In addition, we believe that the development of such skills helps them learn to “speak up” for positive change in the world around them. We believe that the development of such skills helps young people to become effective leaders.

~ Created by Sue Wurster, President,
and the MMSFL members



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IDEA'S GLOBAL EVENTS

HIGH SCHOOL The People Speak Global Debates challenge young people all over the globe to speak up and change the world. Participate in March and April by holding a public debate or performance showcase and by helping to improve your community. The free downloadable Global Debates toolkit walks you through every aspect of the project, challenging you to take the lead. Winning teams and their teacher receive all-expenses-paid trips to the IDEA Youth Forum in the Netherlands. To learn more and get your toolkit, visit ThePeopleSpeak.org

MIDDLE SCHOOL The IDEA-NJFL National Tournament is the premiere middle school debate event. This large open tournament, featuring a variety of formats including storytelling and poetry as well as popular debate formats, is designed to instill and nurture in younger students an appreciation for divergent viewpoints and diverse cultures. The 2010 tournament takes place in Iowa City, Iowa, June 24-27. Registration begins early 2010.

HIGH SCHOOL The International Tournament of Champions, a Worlds-style event, brings together high school students from as far away as Canada, the Philippines, India, and Korea for two days of discussion and friendship-building activities. This event is unique because it takes place on the campus of Willamette University in Salem, Oregon, offering competitors a taste of undergraduate life. Students stay in dorms and enjoy free time on campus after competition. Willamette University conducts a workshop the day before the tournament. The 2010 ITOC takes place May 22-23.

HIGH SCHOOL The IDEA Youth Forum, now in its 16th year, gathers 250 young people from more than 30 countries for nearly three weeks of competitions, workshops, and cultural experiences. IDEA groups participants from different countries into three-person teams. Team members must work together to address controversial issues. The 2010 Youth Forum will take place in The Netherlands, July 22-August 4.



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P-Forum	75-100	yes	75-100 PF Institute
Policy	100-125	yes	100 Harvard Debate Drs. O'Donnell & Edwards

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- Argumentation
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 - Toulmin model
 - Inductive & Deductive reasoning
 - Cause-effect reasoning
 - Sign, division, analogy, narrative
- Tournaments
 - Organization & structure
 - How are tournaments paired
 - Registering for tournaments
 - The Mechanics
 - Dress & behavior
 - Student judges

Policy Debate Basics

Skills for success

- All about policy debate
 - Basic Structure of a debate
 - The stock issues & the affirmative
 - The negative
 - Types of arguments

Disadvantages

- Introduction & Parts
- Answering/Inventing arguments
- Careful -- Double-turns
- "Straight-turning" a disadvantage
- Advanced answering tips
- Kicking a disadvantage

Counterplans

- Introduction
- Types of Counterplans
- Counterplan Competition
- The non-topicality standard
- Counterplans don't need to solve
- Answering counterplans
- Extending counterplans on the negative
- Deciding when to run a counterplan
- Counterplan theory
- Permutations
- Status of a Counterplan

Critiques & Kritiks

- Introduction
- Different types
- Structure
- Answering
- Kritiks in the block
- Debating Ks in the 1AR
- Debating Ks in the 2NR
- Debating Ks in the 2AR
- Beating DAs with a K Affirmative
- Beating CPs with a K Affirmative
- Answering Ks of DA impacts
- Framework
 - What is a framework debate?
 - Arguing in favor of a plan requirement
 - Arguing against a plan requirement
 - Role Playing
 - How to Address the Role Playing Arguments
- Generic K answers

Topicality

- What is T and why is it important
- Structuring the Topicality Argument
- Answering Topicality
- Guiding the debate -- reasonability vs. Limits
- The "interpretations" debate

Cross-examination

- Background and purposes
- Types of Questions/Generating Questions
- Answering Questions
- Avoiding bad cross-examination technique

Winning on the Negative

- General approach
- Three ways to win

Speeches

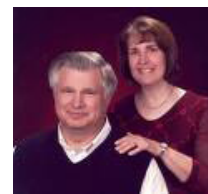
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- How
- What
- Pens & computers
- Practice

Dr. Rich Edwards

Dr. Edwards is one of the most recognized names in high school debate. While best known for the TRPC software that runs thousands of high school and college tournaments, he has also produced hundreds of debate handbooks, has authored numerous Forensics Quarterlies, and is recently the author of *Competitive Debate*. In 2007, he was named the Humanitarian of the Year by the National Forensics League.



Dr. Timothy O'Donnell

Dr. O'Donnell is the Director of Debate at the University of Mary Washington in Fredericksburg, Virginia. During his time at Mary Washington, Dr. O'Donnell has not only established Mary Washington as one of the leading programs in the country, but he has built it into a national powerhouse, with the team receiving back to back "first round" (top 16) rankings in 2009 and 2010.

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POLICY DEBATE EVIDENCE SERIES

Planet Debate already hosts more than 80,000 individual evidence cards and more than 3,000 files that have been collectively downloaded more than 500,000 times since June of 2009. Between now and August, 2010 we will upload more than 100 new files on the 2010 military presence topic and add close to 100 additional files between August 2010 and June of 2011. Our evidence series is made up of a number of different components and includes more than 100 individual files, *less than \$6-\$8/file for our Master subscribers.*

MILITARY AFFIRMATIVES. Ten fully-briefed affirmative cases will be available by May 15, 2010. These affirmative cases, two for each country in the resolution, are excellent ways for debaters to begin early practice debates and to assist with the formulation of arguments over the summer. Fifteen affirmative cases will be available by August 10th.

MILITARY NEGATIVE CASE FILES. Negative files for the affirmative cases just discussed will be available on the respective dates. *We will also make 100+ page comprehensive negative files on the most popular camp affirmatives available by September 1, 2010.*

MILITARY DISADVANTAGES. Six generic military disadvantages will be released by May 30th. Disadvantages include Russian Aggression (Read Spread), Chinese Aggression, Allied Proliferation, U.S. Global Leadership, Conventional Weapons trade-off, and reverse spending. Five additional disadvantages will be available August 10th.

MILITARY COUNTERPLANS. Five generic military counterplans will be available by May 15, 2010. Counterplans include Consult NATO, Consult Japan, Offsets, End Strength, and Increased Military Presence.

MILITARY KRITIKS. Five generic military kritiks will be available by May 30, 2010. Kritiks include Nuclearism, Feminist International Relations, Militarism, Disarmament, and Positive Peace.

CARD DATABASE. Edited by Harvard Debate Coach Sherry Hall, the evidence consists of more than 80,000 existing cards and at least 10,000 additional cards on the 2010-11 resolution. The database is both a great way to enable students to access individual back file cards and to assist them with the process of learning to write their own briefs.

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Flowing Congressional Debate
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In-Session Awareness and Strategy
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Approaching Differing Tournaments & Voting Procedures
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Topic Areas: Approaching Certain Issues from a Congressional Standpoint

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K-12 Education Reform: Teacher Quality	Far South/East Asian Issues
Immigration: Mexico	Latin American Issues
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ICC	Military Draft/Selective Service
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Electoral College	Agriculture Issues
Federal Budget Process	Urban Issues
Crime & Punishment Issues	Poverty & Social Services
Culture: Capital Punishment, Abortion, etc	Emergency/Disaster Readiness
Privacy Issues	English as Official Language
Alternative Energy	Tort Reform
Telecommunications	Mandatory Public Service
Economic Sanctions	
Road Safety (Cell Phones)	
US Membership in UN	



Adam J. Jacobi previously coached for more than a decade at Rufus King International Baccalaureate (IB) High School in Milwaukee, WI, where he taught courses in speech communication and IB Theatre. A two-diamond NFL coach, Jacobi coached students to NFL championships in the Senate, House, Congress Presiding Officer, and Extemporaneous Commentary, as well as an NCFL champion Policy Debate team and a Harvard National Congress champion. Jacobi wrote the text, *Student Congress Debate*, has been a senior faculty member in Congressional Debate at the Florida Forensic Institute, and was a consulting educator for the NFL/US State Department's International Debate Exchange Program. He has held a variety of forensic leadership roles, including president of the Wisconsin Debate Coaches' Association, Congress director for the Wisconsin Forensic Coaches' Association (WFCOA), and Congressional Debate Advisory Committee for the University of Kentucky Tournament of Champions. In 2006, he was the youngest recipient to be honored with the WFCOA's coveted William R. Hintz Wisconsin Coach of the Year award.

Jacobi is Coordinator of Programs and Education for the National Forensic League. He also is an adjunct instructor of communication and assistant forensics coach at Ripon College. He is a member of Ripon Rotary, and prior to teaching, worked as a legislative assistant for a Milwaukee Common Council member, and as an account executive for a public relations firm. He graduated from Carroll University with a B.S. in Communication-Public Campaigns, and has completed graduate work in education and communication, including professional development from Harvard University's Graduate School of Education.



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Our Public Forum Debate instructional video series features between 75 and 100 sequenced instructional videos that are designed to teach beginning debaters and coaches all of the fundamentals of Public Forum Debate. The lectures include an associated text book and follow-up lesson plans and assessment tools. The content of the lectures will be captured from the Harvard Institute for Public Forum Debate (harvardpfdebate.org) this summer.

Introductory Issues

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- How is it different
- How is it similar
- Speech order & times

Crossfires

- What are they
- Controlling
- Questions
- Preparation

The Resolution

- Types
- Defining terms
- Technique of Analysis

The First Constructive

- Purpose of it
- What goes in a case
- Different types of cases
- Organization of a case
- Writing a case
- Content
- Offense vs. defense
- Framework
- Intros and conclusions
- Flex case
- Which side to take?
- Strategy and speaking 1st and last

Judges

- Types
- Adaptation
- Seeing from the judges' point of view

Delivery

- Voice
- Eye contact and movement
- Persuasive speaking

The Second Constructive

The Third Constructive

- Time allocation
- Spreading

The Fourth Constructive

Summary Speech One

- Purpose
- Setting Up
- Narrowing the debate
- Comparing & contrasting

Summary Speech Two

Final Focus 1

- Purpose
- Setting the RFD
- Strategy
- 1st v. 2nd speaker

Final Focus 2

Mike Wascher

Last year, Mike's team won the Catholic National Forensic League tournament and debated through the quarter-final round at the Tournament of Champions. His teams have been in late elimination rounds or won tournaments at Blake, The Crestian at Pine Crest, Emory, Harvard, Laird Lewis, Minneapple, The Glenbrooks, and Florida Blue Key. Last year his varsity team finished second at the Florida Forensic League State Championship and one of his novice teams finished second in the FFL Novice State Championship. He joins with the Harvard Debate Council in managing the Harvard Institute for Public Forum Debate.



Beth Eskin



Beth Eskin has coached at Timber Creek High School in Orlando, FL since 2001 when the school first opened. She has grown the program into one that has been successful locally, state-wide and nationally. In the three years that Timber Creek Debate has competed on the national circuit, her Public Forum Debate students have broken deep into elimination rounds, including quarters at NFCFL Grand Nationals, Yale, Glenbrooks, Crestian and the TOC; and semi-finals at Emory, Glenbrooks, Blue Key, and TOC. Her PF team of Kaitlyn Westerberg and Tad Ewald are the 2009 Florida Public Forum Debate State Champions. Beth also serves as the President of the North Florida Catholic Forensic League, as the Chair of the NFL Florida Panther District and serves on both the NFL Public Forum Wording Committee as well as the TOC Public Forum Advisory Committee.

LINCOLN DOUGLAS DEBATE INSTRUCTIONAL VIDEO SERIES

Our Lincoln Douglas Debate instructional video series features between 50 and 100 sequenced instructional videos that are designed to teach beginning debaters and coaches all of the fundamentals of Lincoln Douglas Debate. The lectures include an associated text book and follow-up lesson plans and assessment tools. Topics include:

Intro to LD debate	Speeches
	Affirmative Constructive
	Negative Constructive
Resolutions	First Affirmative Rebuttal
Types of resolutions	Second Affirmative Rebuttal
Definitions	Second Negative Rebuttal
	Cross-Examination
Case Construction	Preparation Time
Value premise	Traditional LD
Value criterion	Kritiks in LD
	Policy in LD
Blocks writing	Flowing
	Argument construction
Research	Speaking & delivery

LINCOLN DOUGLAS DEBATE EVIDENCE SERIES

Comprehensive briefings on the the Lincoln Douglas topics that are released within 14 days of the topic announcement.

Topic in Context

Analysis which places the topic in historical, political, and/or economic context.

Topic Briefing

This briefing introduces the major issues related to the topic, introduces key experts and their positions, and covers the topic in an interdisciplinary fashion.

Strategies and Arguments

This section outlines suggested strategies and identifies key arguments for both the affirmative and negative sides.

Topic Bibliography

As the title suggests, this section contains a list of resources that was used in the preparation of the topic briefing and additional resources for further research.



Prof. Minh A. Luong teaches in the Ethics, Politics, and Economics program and is Assistant Director of International Security Studies at Yale University. He founded and directs the Yale Ivy Scholars Program for Lincoln Douglas Debaters.



EXTEMP SERIES

Get weekly Extemp questions and research links!

ELECTRONIC CLASSROOM

Manage Your Team, Tournaments, and Research Efforts Online

Our growing electronic classroom, first launched in the fall of 2009, features many tools to support team management. The Electronic Classroom (EC) makes it possible for coaches and teachers to

- Quickly email all registered students
- Upload and manage evidence files in a restricted environment
- Drag & drop any file on Planet Debate into individual user mail boxes
- Post messages into the home page blog section of Planet Debate that only their users can view
- Create a parent mailing list to easily disseminate tournament information sheets

The screenshot shows the Planet Debate website. At the top, there's a navigation bar with links like Home, Card Database, Forensic Files, Backfiles, K Answers, Polls, 2009 Camps, L&R, Public Forum, Extemp, Instruction, and Lectures. Below this, the 'Electronic Classroom' section is highlighted. It includes a 'Main' area with a description of the toolbox and a list of features: Home, My Mailbox, My Team Blog, My Team Files, and My Team Calendar. On the right, there's an 'Account Options' sidebar with links like My Account, My Info / Change Password, Manage My Users, My Schools, My Photo Galleries, My Judge Philosophy, and My Purchases. At the bottom right, there's an 'Electronic Classroom' sidebar with a 'Home' link and a list of recent events.

About Planet Debate

Planet Debate is a Project of the Harvard Debate Council and Harvard Debate, Inc., a non-profit corporation that was formed to support the Harvard debating team and the Council's broader mission of expanding debate instructional opportunities nation-wide.

In addition to attending more than ten competitive tournaments during the year, council members run nationally competitive high school and college tournaments, support debate initiatives in prisons in the greater Boston area, and work with underserved students in the city's schools.

Co-founded in 2002 by Stefan Bauschard, Dallas Perkins, and Sherry Hall, Planet Debate has served the instructional and research needs of more than 1,000 schools and 50,000 students.

If you have any inquiries related to the instructional opportunities that are available through Planet Debate, they should be addressed to its President - Stefan Bauschard -- SBauschard@planetdebate.com.

Questions related to the Council's high school or college tournaments should be addressed to Sherry Hall at hallsherry2@gmail.com,

Any general questions related to Harvard Debate should be directed to Dallas Perkins at dperkins@fas.harvard.edu.

2010-11 PLANET DEBATE ORDER FORM

In addition to expanding our content and reducing our prices, we have also simplified the ordering process.

- Master 15 -- Provides full access to all resources for all events for up to 15 users from your school.
- Master 30 -- Full access for up to 30 users from your school.
- L-D 5 -- Access to Minh's 5 topic releases, the lecture series, and all other instructional supports for 5 users from your school.
- Congress -- Access to the lecture series and all instructional supports for 5 users from your school.
- Politics -- Access to the weekly politics release plus all of the politics lectures for five users from your school.
- Policy 15 -- Access all policy resources for up to 15 students from your school.
- Policy 30 -- Access all policy resources for up to 30 students from your school.
- Extemp - Extemp access for 5 users

NAME		
EMAIL		
SCHOOL		
ST ADDRESS		
CITY	STATE	PO #
CREDIT CARD #		EXPIRATION
SIGNATURE (IF PAYING WITH CC)		

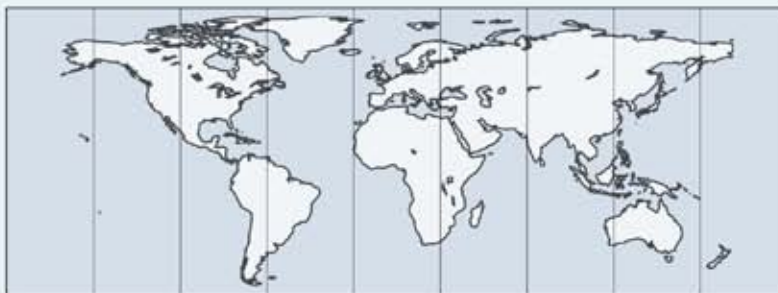
SUBSCRIPTION	PRICE	TOTAL
MASTER 15	\$795	
MASTER 30	\$895	
MASTER 100	\$1295	
Congress 5	\$199	
Public Forum 5	\$199	
Politics 5	\$199	
Policy 15	\$495	
Policy 30	\$695	
Extemp 5	\$99	
LD 5	\$199	
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	TOTAL DUE	

OUR PLANET, YOUR DEBATE

Our motto is more true than ever. Debate is expanding globally, and we are excited to be a part of it.

Questions?

info@planetdebate.com or
781-775-0433



Fax order: 617-588-0283 Mail order/Purchase order: Harvard Debate, 490 Adams Mail Center,
Cambridge, MA, 02138

Supplemental Debate Event Offered at 2010 NFL Nationals

For more information, please visit www.nflonline.org

In the spring of 2010, the NFL Board of Directors approved the creation of the first supplemental debate event for pilot implementation at the 2010 Kansas City National Speech and Debate Tournament.

Crafting a supplemental debate event requires many considerations including time, format, structure, and understandability. After significant discussion and collaboration, a model has been developed that would modify existing rules of Parliamentary Debate to address the needs of a supplemental event at nationals.

The one-on-one debate format will address a topic that changes each round. The debate does not permit published material to be used or consulted during the round, but debaters may reference scholarly work in their speeches. Debaters will not read pre-written speeches, briefs, or evidence. Instead, debaters speak impromptu from a few notes that record the arguments the other debater made, as well as outline his/her own main points. Each of these points should be signposted, explained, supported by relevant facts and examples, and given impact. Debaters must learn to think on their feet, adding and elaborating upon arguments while speaking. However, unlike Parliamentary Debate, all time is protected. A speaker may not interrupt another. There is designated cross-examination of the proposition and opposition by the opposing debater immediately following the constructive speeches.

Time Limits

- Each debater is allotted up to two minutes per speech and three speeches.
- All speech time is protected time. A speaker may not interrupt another.

- One minute of mandatory prep time will occur prior to each set of rebuttal speeches, to be used by both debaters at the same time.

Resolutions

- A different resolution for each round will be used. The list of all possible resolutions will be presented to the debaters during supplemental re-registration. The list will include approximately 20 resolutions.
- All resolutions debated will be straight resolutions (meant to be debated literally) in the form of "Be it resolved that..."
- The topic of each round will be about current affairs or philosophy. The resolutions will be general enough that a well-educated high school student can debate them. They will be phrased in literal language.
- Resolutions to be debated might include:
 - Be it resolved that the Middle East peace process is futile.
 - Be it resolved that the minimum wage in the United States should be reduced.
 - Be it resolved that looting is morally acceptable in times of crisis.

Objective of the Debate

- The proposition debater must affirm the resolution by presenting and defending a sufficient case for that resolution. The opposition debater must oppose the resolution and/or the proposition debater's case. If, at the end of the debate, the judge believes that the proposition debater has supported and successfully defended the resolution, s/he will be declared the winner. If the

judge believes the opposition debater has successfully undermined the case for the resolution, s/he will be declared the winner.

During the Debate

- No published materials (dictionaries, magazines, books, etc.), prepared arguments, or resources for the debaters' use in the debate may be brought into the competition room.
- Debaters may refer to any information that is within the realm of knowledge of liberally educated and informed citizens. Judges will disallow specific information only in the event that no reasonable person could have access to the information: *e.g.*, information that is from the debater's personal family history. ■

Format • Time Limits

Proposition Constructive.....	2 min
Cross-Examination of Proposition.....	1 min
Opposition Constructive	2 min
Cross-Examination of Opposition.....	1 min
Mandatory Prep Time	1 min
Proposition Rebuttal.....	2 min
Opposition Rebuttal	2 min
Mandatory Prep Time	1 min
Proposition Rebuttal.....	2 min
Opposition Rebuttal	2 min
Total:	16 min



THE KANSAS CITY AREA is an excellent location for the 2010 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 change*.

A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS

• **Sunday (Registration)**

This year, the tournament registration and NFL vending expo will take place on Sunday, June 13, from 8 a.m. to 4 p.m. at the KCI Expo Center. The KCI Expo Center is centrally located from all hotels and other competition venues.

• **Monday and Tuesday (Preliminary Rounds/Early Elims/Host Party)**

There will be six venue areas used for the preliminary competition. The Marriott KCI Airport and the Hilton KCI Airport will host Congressional Debate. Park Hill South High School will host Policy Debate. Park Hill High School/Congress Middle School will host Lincoln Douglas Debate and Public Forum Debate. Oak Park High School will host the Extemporaneous Speaking events and Original Oratory. Staley High School will host Humorous, Dramatic, and Duo Interpretation.

All main event preliminary and early elimination competition on Monday and Tuesday will occur between 8 a.m. and 6 p.m.

The local host party will take place in downtown Kansas City, MO, at the Power and Light District and the adjacent College Basketball Experience. Students eliminated from main event competition on Tuesday will re-register for Wednesday supplemental events at the College Basketball Experience during the local host party.

• **Wednesday (Elimination Rounds/Supplemental Events)**

There will be three venues used on Wednesday, June 17. Students who qualify for elimination round 9 of all main event speech and debate events (Interps, Original Oratory, US Extemp, International Extemp, Lincoln Douglas Debate, Policy Debate, and Public Forum Debate) will compete at Park Hill South High School on Wednesday. Congressional Debate semifinals will be held at the Marriott KCI Airport. Those students re-registered for supplemental events will compete at Park Hill High School/Congress Middle School on Wednesday. All competition will occur between 8 a.m. and 7 p.m. on Wednesday.

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

On Thursday morning, debate elimination rounds will continue at Park Hill South High School. Congressional Debate will hold its final round sessions at the Hilton KCI Airport. All supplemental and consolation events will occur at Park Hill High School/Congress Middle School.

On Thursday evening, attendees will enjoy the national final rounds of Humorous, Dramatic, and Duo Interpretation, as well as the Coaches' Diamond Ceremony at the KCI Expo Center.

• **Friday (Supp/Cons/Main Event Finals and National Awards Assembly)**

The remaining main event final rounds (Original Oratory, US Extemp, International Extemp, Lincoln Douglas Debate, Policy Debate, and Public Forum Debate), as well as the supplemental and consolation event finals, will be held throughout the day on Friday at the KCI Expo Center.

On Friday evening, the National Awards Assembly will be held at the KCI Expo Center.

Do you have important questions about the logistics of the 2010 "Jazzin' it up in KC" Nationals that weren't answered here? Feel free to contact the National Office at **920-748-6206** or e-mail nfl@nflonline.org.

IMPORTANT CONSIDERATIONS

WHEN SELECTING AND RESERVING HOTELS AT THE 2010 "JAZZIN' IT UP IN KC" NATIONALS



PLEASE READ BEFORE SELECTING LODGING!

1. All schools should stay at one of the NFL recommended hotels. The lowest rates have been negotiated for our members. **Please do not stay outside the block.** Properties that do not appear on this list are likely highly inconvenient for participation in the tournament. Morning and afternoon traffic could add substantial time to your commute if you are located outside the block. In addition, hotels not on the list have no contractual obligation to the NFL and therefore, we cannot provide any level of reservation protection at these properties.
2. When calling hotels, all coaches must mention the NFL National Tournament block to receive the posted rate. **All room reservations within the block are subject to an automatic two-night non-refundable deposit per room to avoid double booking.**
3. **All** hotel properties on the NFL list are easily accessible and are within 15-20 minutes by interstate or surface streets of every Monday-Friday competition venue. The host Web site will have downloadable maps from every hotel to the KCI Expo Center, the KCI Airport, and the competition sites. You can print all needed maps before ever leaving home.
4. **The Congressional Debate hotels are the Marriott KCI Airport and the Hilton KCI Airport.** It is recommended that teams with congressional debaters stay at one of these two properties if possible. These hotels are an excellent choice in both price and feature. Travel time between each hotel is less than 10 minutes. The Hilton will host the preliminary sessions of the Senate and the final session of both the House and Senate. The Marriott will host the preliminary sessions of the House and the semifinal sessions of both the House and Senate.
5. It is recommended that coaches go to the individual Web sites of the hotels to determine which property fits the needs of their program. All hotels on the list are convenient to the tournament venues. Schools are encouraged to book early as hotel blocks will fill up rather quickly.
6. **Key Travel Times to Note:**
 - All hotels to KCI Expo Center (1 to 10 minutes)
 - All hotels to any of the schools (5 to 20 minutes)
 - Any school to any school (10 to 20 minutes)
7. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the North KC area to get a better perspective on travel logistics. Also look at downloadable maps on the host Web Site. 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.) will be available on the NFL Web site at www.nflonline.org/NationalTournament and at the local host site at <http://debatekc2010.org>.

2010 "JAZZIN' IT UP IN KC" NATIONALS HOTEL LIST



Map No.	Hotel Name / Web Site	Address (in Kansas City, MO unless otherwise noted)	Phone	Rate (sorted by)	Amenities
11 •	Hilton Kansas City Airport	8801 NW 112 th Street.....	816-801-4011.....	\$114.....	R, IP, FC
	SOLD OUT CONGRESS HOTEL • http://www1.hilton.com/en_US/hi/hotel/MCIAPHF-Hilton-Kansas-City-Airport-Missouri/index.do				
1 •	Marriott Kansas City Airport	775 Brasilia Avenue	816-891-7500.....	\$102.....	IP, AS, FC
	SOLD OUT CONGRESS HOTEL • http://www.marriott.com/hotels/travel/mciap-kansas-city-airport-marriott/				
18 •	Embassy Suites Kansas City Airport	7640 NW Tiffany Springs Parkway	816-891-7788.....	\$111.....	FC, IP, GL
	SOLD OUT http://embassysuites1.hilton.com/en_US/es/hotel/MKCPDES-Embassy-Suites-Kansas-City-International-Airport-Missouri/index.do				
19 •	Hyatt Place Kansas City Airport	7600 NW 97 th Terrace	816-891-0871.....	\$109.....	CI, CB, OP, AS
	SOLD OUT http://kansascityairport.place.hyatt.com/hyatt/hotels/place/index.jsp				
14 •	Residence Inn Kansas City Airport	10300 N. Ambassador Drive.....	816-741-2300.....	\$107.....	CB, GL
	SOLD OUT http://www.marriott.com/hotels/travel/mciar-residence-inn-kansas-city-airport/				
7 •	Holiday Inn KCI Airport and Expo Center	11728 NW Ambassador Drive	816-801-8400.....	\$103.....	CI, R, IP, FC, AS
	http://www.kciexpo.com/holidayinnkciairport.html				
17 •	Courtyard Kansas City Airport	7901 N. Tiffany Springs Parkway.....	816-891-7500.....	\$99.....	GL, AS
	http://www.marriott.com/hotels/travel/mcica-courtyard-kansas-city-airport/				
16 •	Drury Inn & Suites KCI	7900 NW Tiffany Springs Parkway.....	800-436-1164.....	\$99.....	CB, AS, IP, OP
	SOLD OUT https://druryhotels.com/PropertyOverview.aspx?Property=0091				
23 •	Guesthouse Int'l Hotel, Suites & Conf Center	1601 N. Universal Avenue	816-245-5512.....	\$99.....	IP, OP, FC
	http://www.guesthouseintl.com/location-MO-KansasCity.php				
5 •	Radisson Hotel Kansas City Airport	11828 NW Plaza Circle.....	816-464-2423.....	\$99.....	IP, FC, AS, R
	http://www.radisson.com/kansascitymo				
26 •	The Elms Resort and Spa	401 Regent Street • Excelsior Springs, MO.....	816-630-5500.....	\$98.....	CI, FC, IP, OP, R
	http://www.elmsresort.com/				
12 •	Candlewood Suites KCI Airport	11110 NW Ambassador Drive.....	816-886-9700.....	\$96.....	FC, GL
	http://www.ichotelsgroup.com/h/d/cw/1/en/hotel/MKCCW				
13 •	Comfort Inn KCI Airport	11130 Ambassador Drive	816-569-2500.....	\$96.....	CB, CI, AS, IP, FC
	http://www.comfortinn.com/hotel-kansas_city-missouri-MO236				
6 •	Fairfield Inn & Suites Kansas City Airport	11820 NW Plaza Circle.....	816-464-2424.....	\$94.....	CB, AS, GL
	http://www.marriott.com/hotels/travel/mcifa-fairfield-inn-kansas-city-airport/				
2 •	Hampton Inn Kansas City Airport	11212 North Newark Circle	816-464-5454.....	\$94.....	AS, CB, FC, GL, OP
	http://www.hamptoninn.com/en/hp/hotels/index.jhtml?ctyhocn=MKCATHX				
24 •	Hampton Inn - Kansas City / Liberty	8551 N. Church Street	816-415-9600.....	\$94.....	CB, GL, IP, FC
	SOLD OUT http://www.hamptoninn.com/en/hp/hotels/index.jhtml?ctyhocn=MKCLBHX				
25 •	Holiday Inn KC Northeast	7333 NE Pervin Road.....	816-454-2629.....	\$94.....	IP, FC
	http://www.ichotelsgroup.com/h/d/hi/1/en/hotel/mkcne				
4 •	Four Points by Sheraton KCI Airport	11832 Northwest Plaza Circle.....	816-464-2345.....	\$91	AS, FC, OP
	http://www.starwoodhotels.com/fourpoints/property/overview/index.html?propertyID=1567				
15 •	Chase Suite Hotel	9900 NW Prairie View Road.....	816-891-9009.....	\$90.....	CB, FC, GL, OP
	http://www.chasehotelkansascity.com/				
27 •	Comfort Inn Kansas City International Airport	1201 Branch Street • Platte City, MO.....	816-858-5430.....	\$90.....	CB, CI, AS, IP, FC
	http://www.comfortinn.com/hotel-platte_city-missouri-MO405				
0 •	Best Western Airport Inn and Suites	2512 NW Prairie View Road.....	816-214-6027.....	\$75.....	CB, FC, IP
	http://www.bestwesternmissouri.com/hotels/best-western-airport-inn-and-suites-kci-north/				
22 •	American Inn	1211 Armour Road • North Kansas City	816-471-3451.....	\$69.....	R, OP, GL
	http://www.myamericaninn.com/northkansascity.htm				
3 •	Hawthorn Suites by Windham Kansas City Airport	11951 Ambassador Drive.....	816-464-5500.....	\$69.....	AS, CB, FC, IP
	http://www.hawthorn.com				
10 •	Super 8 / Country Inn KCI Airport	11900 NW Plaza Circle.....	816-464-2002.....	\$69.....	AS, CB, CI
	http://www.super8.com/				
21 •	Howard Johnson Plaza Hotel KCI Airport	7301 NW Tiffany Springs Road.....	816-268-1600.....	\$67.....	AS, CB, FC, CI
	http://www.hojo.com/HowardJohnson/control/Booking/property_info?propertyId=01240&brandInfo=HJ				
20 •	Sleep Inn Airport	7611 NW 97 th Terrace	816-891-0111.....	\$58.....	AS, CB, CI
	http://www.sleepinn.com/hotel-kansas_city-missouri-MO631				
9 •	Microtel Inn and Suites Kansas City Airport	11831 NW Plaza Circle.....	816-270-1200.....	\$50.....	AS, CB, CI
	http://www.microtelinn.com/MicrotelInn/control/Booking/property_info?propertyId=28534&brandInfo=MT				
8 •	Extended Stay America	11712 NW Plaza Circle.....	816-270-7829.....	\$34.....	GL, AS
	http://www.extendedstayamerica.com/minisite/?hotelID=724				

MAP LEGEND

CONGRESS SITES

- 1 • Marriott Kansas City Airport
- 11 • Hilton Kansas City Airport

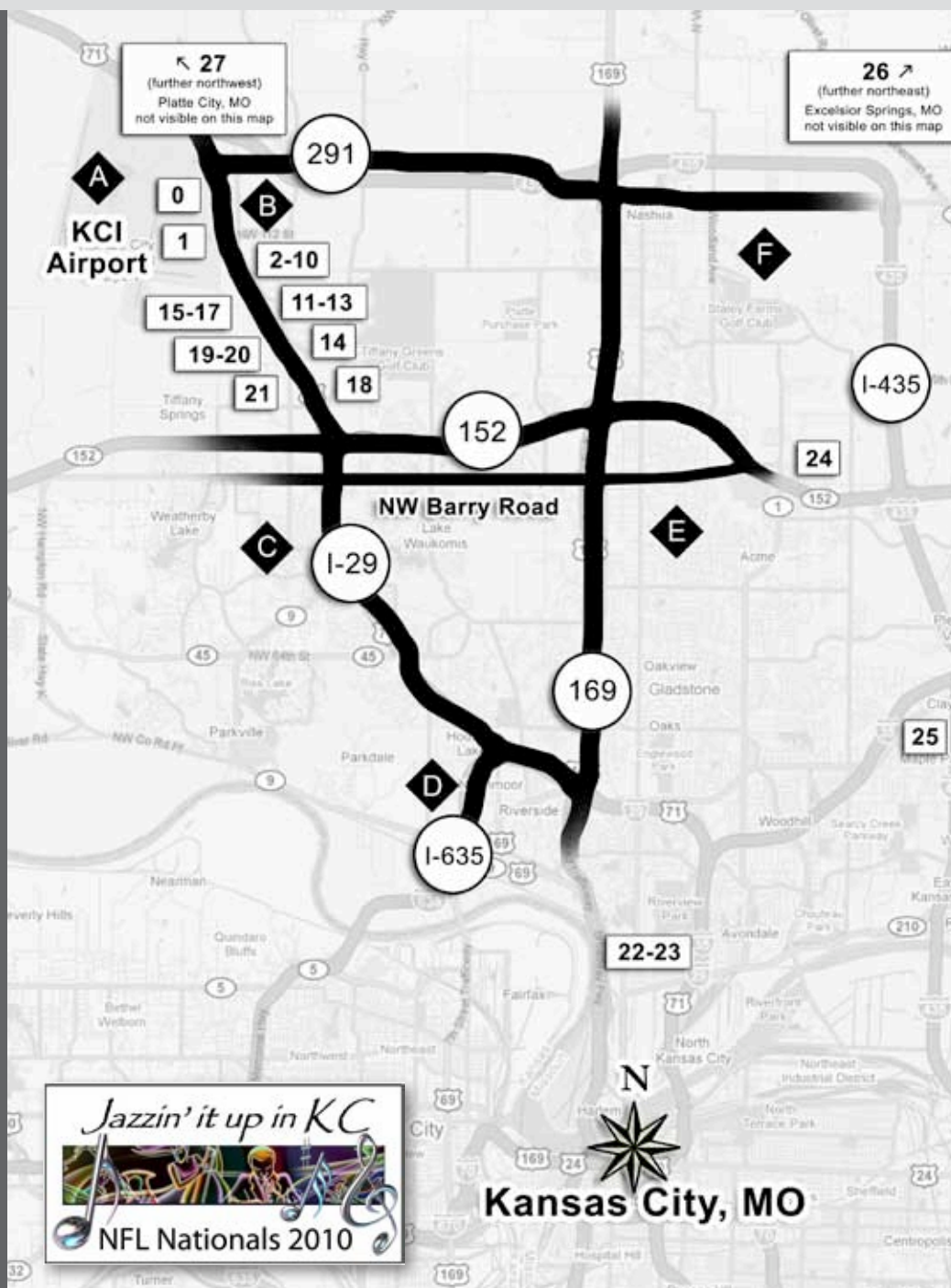
VENUES

- A • KCI Airport
- B • KCI Expo Center
- C • Park Hill High School / Congress Middle School
- D • Park Hill South High School
- E • Oak Park High School
- F • Staley High School

HOTELS

- 0 • Best Western Airport Inn and Suites
- 1 • Marriott Kansas City Airport
- 2 • Hampton Inn Kansas City Airport
- 3 • Hawthorn Suites by Wyndham Kansas City Airport
- 4 • Four Points by Sheraton KCI Airport
- 5 • Radisson Hotel Kansas City Airport
- 6 • Fairfield Inn & Suites Kansas City Airport
- 7 • Holiday Inn KCI Airport and Expo Center
- 8 • Extended Stay America
- 9 • Microtel Inn and Suites Kansas City Airport
- 10 • Super 8 / Country Inn KCI Airport
- 11 • Hilton Kansas City Airport
- 12 • Candlewood Suites KCI Airport
- 13 • Comfort Inn KCI Airport
- 14 • Residence Inn Kansas City Airport
- 15 • Chase Suite Hotel
- 16 • Drury Inn & Suites KCI
- 17 • Courtyard Kansas City Airport
- 18 • Embassy Suites Kansas City Airport
- 19 • Hyatt Place Kansas City Airport
- 20 • Sleep Inn Airport
- 21 • Howard Johnson Plaza Hotel KCI Airport
- 22 • American Inn
- 23 • Guesthouse International Hotel, Suites & Conference Center
- 24 • Hampton Inn - Kansas City / Liberty
- 25 • Holiday Inn KC Northeast
- 26 • The Elms Resort and Spa
- 27 • Comfort Inn Kansas City International Airport

Note: Map is to scale, but hotel and venue notations are approximate.
Please look at a road atlas and enlargement of the North KC area to get a better perspective on travel logistics.



AMENITIES LEGEND (opposite page)

- | | |
|------------------------------|--------------------|
| AS = Airport Shuttle | GL = Guest Laundry |
| CB = Complimentary Breakfast | IP = Indoor Pool |
| CI = Complimentary Internet | OP = Outdoor Pool |
| FC = Fitness Center | R = Restaurant |

REMINDER:

When you book, it is NFL policy that you reserve with an immediate two-night, **non-refundable** deposit to hold each room. The NFL must eliminate speculative booking (reserving rooms just in case you qualify) and double booking (booking two locations until you arrive). If you reserve excess rooms, you will be charged a two-night, **non-refundable** deposit on each room booked, even if cancelled later.



Marriott Kansas City Airport



Hilton Kansas City Airport



KCI Expo Center



Park Hill High School



Congress Middle School



Park Hill South High School



Oak Park High School



Staley High School



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- Other: 1-405-749-4434

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National Forensic League

Kansas City, MO

June 13-18, 2010

CV# 04JZ0001

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June 6-25, 2010

<u>Car Class</u>	<u>Daily Per Day</u>	<u>Weekend Per Day</u>	<u>Weekly 5-7 Day</u>
A-ECONOMY	\$52.00	\$21.00	\$174.00
B-COMPACT	\$53.00	\$24.00	\$190.00
C-MID-SIZE	\$54.00	\$27.00	\$205.00
D-STANDARD	\$55.00	\$31.00	\$221.00
F-FULLSIZE 4DR	\$59.00	\$33.00	\$231.00
G-PREMIUM	\$64.00	\$46.00	\$272.00
I-LUXURY	\$78.00	\$66.00	\$331.00
L-4WD/AWD SUV	\$78.00	\$66.00	\$331.00
R-MINIVAN 2WD	\$81.00	\$68.00	\$339.00
U-CONVERTIBLE	\$78.00	\$66.00	\$331.00

General Information

Meeting rates are guaranteed from one week prior through one week after the meeting dates and are subject to availability. Advance reservations are recommended, blackout dates may apply. Government surcharges, taxes, tax reimbursement, airport related fees, vehicle licensing fees and optional items, such as refueling or additional driver fees, are extra. Minimum rental age is 25 (exceptions apply). Standard rental conditions, qualifications and return restrictions apply. In the continental U.S. and Canada weekend rentals are available for pick-up between noon Thursday and noon Sunday and must be returned no later than Monday at 11:59 p.m. Thursday pick-up requires a minimum three-day keep. Friday pick-up requires a minimum two-day keep, and Saturday and Sunday pick-up require a one-day keep. Weekly rentals are from five to seven days. Extra day rate for Weekly rentals will be charged at 1/5 of the Weekly Rate.

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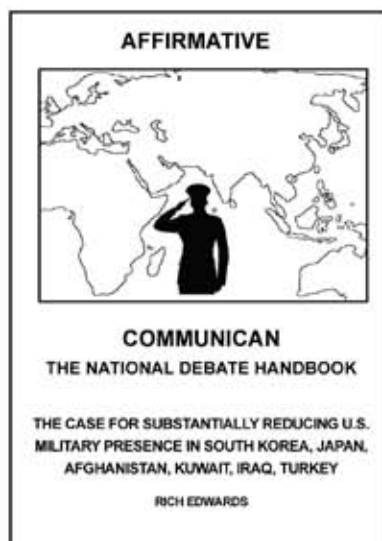
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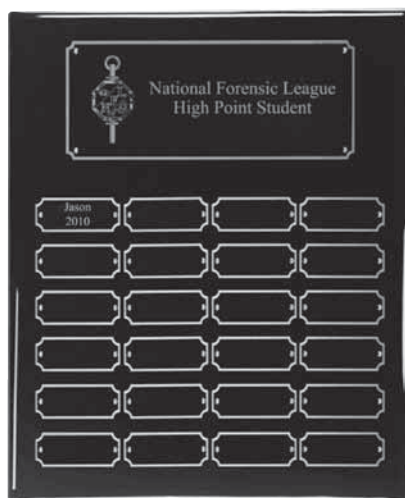
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Student of the Year Spotlight

by Danielle Camous



I am one of those people who always seems to have something to say. Whether it be about politics, movies, pop culture, or sports, I am rarely at a loss for words. The Irish part of my family blames it on the Blarney Stone while my mother (probably more accurately) blames it on my father. Second-generation forensic kid and coach—there is no doubt that my tendency to gab runs in the family. But despite the breadth of topics that I find myself discussing, often I find that I say the things I want to say rather than the things I need to say.

Yes, there actually is a difference. We enjoy saying the things we want to say. The things we want to say include answering a question correctly in class, proclaiming how our team is the best after winning an important game, or offering a compliment or praise to an acquaintance or someone we admire. Sometimes the things we want to say coincide with the things we need to say, but not always. Usually the things we need to say are the things that society writes off as unimportant, or that the media finds unexciting and not worth of an inch of column space. Whether it is a simple thank you, an earnest apology, asking for help, or being genuinely happy and congratulatory to an opponent who placed higher than you did—the things that we need to say can be hard. After four years within the competitive world of forensics and a year of college in my back pocket, the thing I need to say is, *thank you*.

Thank you... for giving me the chance to succeed.

From the National Forensic League and all its sponsors to the coaches and competitors who have come before, thank you for blazing the trail which has allowed hundreds of thousands of students to claim membership in the oldest honor society in the United States. Thank you for the constant support and behind the scenes work that most of us will never see—whether planning, hosting, and running the National Tournament, creating a system to support districts and coaches, or working to create partnerships with colleges and organizations that support NFL alumni as we continue on our own journeys.

Thank you to the coaches, specifically in Colorado Grande (and particularly, my parents), who have offered support, encouragement, guidance, and more than a few laughs along the way. Colorado Grande has been more than an NFL district; it has been my family and continues to be a year after graduation. Thank you for never giving up on me and never letting me pretend that something was my best effort when it was far short of it. Thank you for not only seeing my potential but the potential of those around me and forming us into a group of leaders that have the ability to go out and change the world. You all have been for me what I know other coaches around the nation have been to their students: a coach, a friend, a rock of support, an inspiration. Thank you.

Thank you... for providing a constant reminder of humility.

I honestly cannot thank my parents enough for all the support, love, encouragement, and coaching (at times more than I wanted) over the years. The two of them work harder than any of us on the St. Mary's team ever have, and we often forget to say thank you for driving us absolutely insane and giving us the skills to compete successfully while keeping forensics an enjoyable experience. But the skills and success are not what I am most thankful for; I am most thankful for being reminded to be humble.

When my dad competed for the Saint Ignatius forensic team in high school, my grandfather seemed to have an odd way of celebrating his success. After my dad came home from a successful tournament with a trophy or award in hand, my grandfather would praise my father and then simply tell him to take out the trash. My grandfather's lesson was simple; no matter what you achieve or what honor you receive, humility is an invaluable quality. You are never too good to take out the trash. This idea resonated with my dad and his siblings (who—in their own time—all took out the trash as a celebration for something), and became a celebration tradition that my parents passed on to me.

Taking out the trash always served as two reminders in my career. It was an obvious reminder of humility in life, just as my

grandfather intended, but it always appeared as a parallel to my own high school forensic career. In order to accomplish something noteworthy I had to do the hard and (often) less-than-pleasant work. I couldn't just skate by, but had to truly roll up my sleeves and work, even if it sometimes meant completing a task that I would rather not do (like taking out the trash). I learned that, not only will I never be too good for a job, but that the hard, less-than-pleasant work is often a necessity. Through that hard work, we gain the skills necessary to succeed.

Humility is something that our culture seems to lack as a whole, so thank you for always making me take out the trash. (My 5' 4" frame is just too small for a big head!)

Thank you... for constant support and friendship.

A number of my closest friends, heroes, favorite confidants, and role models are all NFL alumni. I thought those who competed with (or against) me in high school were the only ways this forensic community would make an impact on my life, and I thought that imprint would only be seen in the high

school chapter of my life. I have never been more wrong.

Almost a full year after my last high school forensic round, other alumni from the NFL family continue to make a profound impact on my life. From the friends across the US who still allow me to call in favors or offer a supportive shoulder when life becomes overwhelming, to the friend who convinced me to join mock trial, then taught and coached me from across the country... all I can say to you is, *thank you*. Thank you for all of the support you have given, the challenges you have issued, and the memories that we continue to share.

The competitive chapter of our lives may be over but our friendship and love know no bounds. From California to Pennsylvania, Oregon to Massachusetts, Texas to Connecticut, Indiana to Washington DC, and everywhere in between, you have been a shining light in my life and in the lives of so many more. I hope that our paths will continue to cross in the future and that we can journey a while longer together... because at some point, I expect that we will be changing to the world together. Until then

(for all the time I never said it), thank you for all that you have done for me both in high school and long after our Saturdays in a high school cafeteria ended.

To all those who have been named as their district's Student of the Year and to those who will be named National Student of the Year Finalists, congratulations! This award serves as a thank you from your district for everything you have done! Be grateful and honored to represent such a spectacular Class of '10! Congratulations, once again. It is now your turn to say *thank you*... ■

About the Author

Danielle Camous is the 2009 NFL Student of the Year. An alumna of St. Mary's High School in Colorado Springs, CO, Danielle earned awards in debate, congress, and US Extemp during her four-year career and achieved a degree of Premier Distinction. She is now a student at the University of Colorado at Boulder.

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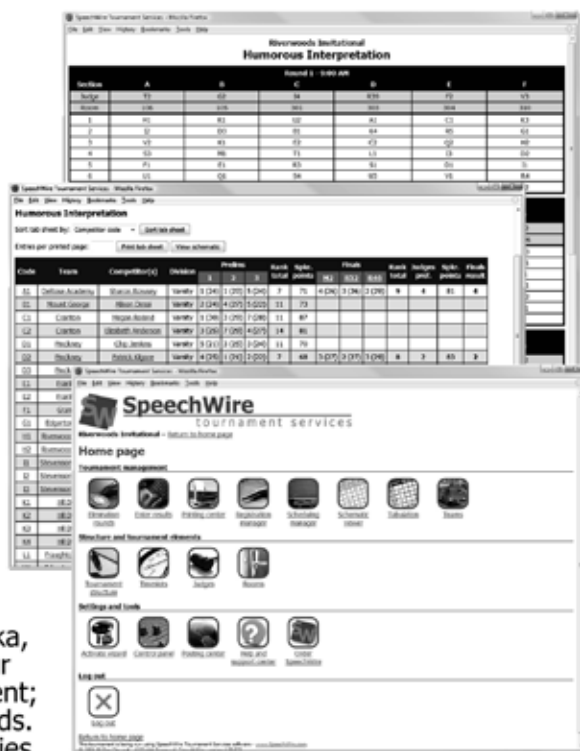
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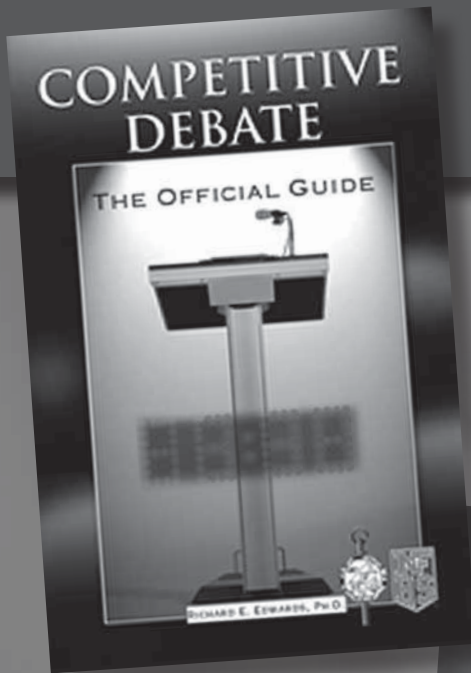
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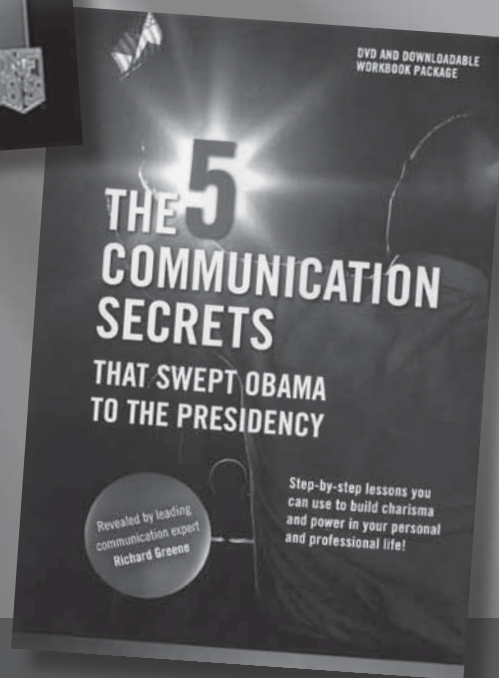
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Why Do We Do Policy Debate?

by James M. Kellams

Since 1973, Louisville High School, one of the smallest schools in the Eastern Ohio NFL District, has produced more than 250 state qualifiers, five state champions, more than 40 national qualifiers, and 11 national finalists. The Louisville High School Speech and Debate Club success is guided by a mission statement which proclaims, “The Speech and Debate club is about non-violent, civil disobedience. It is about expression of ideas, and the desire to be heard and change the way people think.” At Louisville, students in the debate program are encouraged to respectfully question the status quo and to become proactive in their quest for the truth. After all, we believe this is the mission of forensics: to find and proclaim the truth and such exploration empowers the individual.

For Louisville and others in the Eastern Ohio district, Policy Debate encapsulates all that is right about forensics. It is the most rigorous of all forms of debate in National Forensic League competition, pushing the students to the limits of their ability and beyond, as well as pushing common standards about how they view the world. While other forms of debate also encourage students to examine both sides of an issue or exercise critical thinking, Policy Debate allows students the opportunity to engage the issues to a much greater degree than other debate categories which frequently change topics. Policy Debate enables students to recognize the far-reaching implications of an issue which often transcend philosophies, ideologies, and national boundaries. One soon realizes that a simple plan, for example, to increase social services for persons living in poverty in the United States, has links to the devastating impacts of hunger, slavery, and dehumanization on a global scale. When

a student’s mind is expanded in such a way, one is capable of recognizing how addressing seemingly insignificant issues at home can link to favorable changes for people who are often out of sight and forgotten in other parts of the world. Policy Debate thus becomes an instrument for social change not as a consequence of the activity itself, which is nothing more than spoken words delivered in coded jargon in a closed room at an auctioneer’s pace. Rather, Policy Debate facilitates social change because it expands global awareness, encourages expression of ideas in the face of opposition, and sparks many to proactive participation in activities and careers which give back to their communities.

These days, speech and debate programs throughout the region have been evaluating the benefits of Policy Debate against the perceived negatives. By now, all have heard the criticisms of jargon-laced speeches delivered at excessive speed and high maintenance costs resulting in a uniquely specialized, “elitist” activity which limits community involvement. As a result we are seeing many programs eliminate Policy Debate. Undoubtedly, Policy Debate is evolving, driven by the need to adapt to under-funded programs, and the increase in popularity of other forms of debate, some of which are intentionally structured to be unlike Policy Debate. At Louisville, we see the positive effects Policy Debate has on the educational process of individual students, and so we choose to adapt to the various budget and administrative constraints by training new judges and coaches, shifting to electronic-based evidence repositories, and encouraging students to see Policy Debate as a personal challenge to be conquered rather than feared. The personal benefits one gains are just too great to be dismissed for reasons which often boil down to nothing more than a judge’s preference.

We would encourage coaches and program administrators to not focus on the outward presentation of a complex activity like Policy Debate. Look under the hood and evaluate the massive challenge that Policy debaters routinely overcome to compete in an activity that is life-changing and so personally rewarding that students often credit their successes to their high school debate experience.

Every year, thousands of students engage in hundreds of thousands of hours of research and rehearsal pouring over millions of words to engage in a program of competitive rhetoric debating pressing social issues. Yet for all the sound and fury, very rarely does it result in meaningful public dialogue and not a single debated issue is solved as a result of high school debate. So why do we do it? Clearly, debate is an educational activity designed to empower students with life-enriching skills, and Policy Debate is one of the most effective at achieving this objective. The Louisville mission statement says, “...It is about expression of ideas, and the desire to be heard and change the way people think.” At Louisville, we are seeing the mission come to fruition, as those former state qualifiers interact with their community, changing the way people think. This is how Policy Debate effects real and lasting social change. This is why we do Policy Debate. ■

About the Author

James M. Kellams is Debate Coach for Louisville High School in northeastern Ohio. He has been passionately involved in the debate program for five years, and this is his first year as a certified assistant coach under Kelly Ladd, Director of Forensics at Louisville High School.

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Chris McDonald
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Chris McDonald is the Director of Debate Activities for Eagan High School, in Eagan, Minnesota. An active, successful debate and speech coach for the past 19 years, Mr. McDonald is currently the President of the Minnesota Debate Teachers Association, as well as the District Chair for the Southern Minnesota NFL District. Mr. McDonald's students have compiled an impressive resumé of success in both debate and speech. He has coached more than 50 students to the NFL National Speech and Debate tournament, where they have achieved three NFL National Championships and two runner-ups in Extemporaneous Speaking.



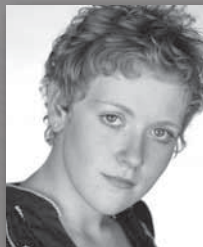
Ben Robin
ORATORY

Ben Robin has coached the Western Kentucky University forensic team for the past five years. During those five years, the team has earned four American Forensics Association and four National Forensic Association national team championships. An outstanding teacher/coach, Mr. Robin is an excellent addition to what is considered to be the finest Original Oratory staff in the nation.



Adam Jacobi
CONGRESS

Adam Jacobi previously coached for more than a decade at Rufus King International Baccalaureate (IB) High School in Milwaukee, WI, where he taught courses in speech communication and IB Theatre. A two-diamond NFL coach, Mr. Jacobi coached students to NFL championships in the Senate, House, Congress Presiding Officer, and Extemporaneous Commentary, as well as an NCFL champion Policy Debate team and a Harvard National Congress champion. Mr. Jacobi is Coordinator of Programs and Education for the National Forensic League. He also is an adjunct instructor of communication and assistant forensic coach at Ripon College.



Natalie Sintek
INTERP

Natalie Sintek was the 2004 National Humorous Interpretation Champion of the National Forensic League and the 2004 National Catholic Forensic League Champion in Dramatic Performance. A graduate of Eagan High School in Eagan, Minnesota, she completed her bachelor's degree at Western Kentucky University, where she helped lead her team to national and international championships. Her personal collegiate championships are many, but what makes Ms. Sintek stand out even more is that she won national and international titles in interpretation, platform, and debate events. As an educator, she has coached students to final and semi-final rounds at the NFL and CFL Nationals.

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Curriculum Corner

Unit Plan in Storytelling: Understanding the Human Experience

by Adam Jacobi

Master creative writing expert, author, and leader of the highly praised *Story Seminar*, Robert McKee has inspired award winning screenplays and novels. His poignant words capture the essence of why storytelling is so important: “Stories are the creative conversion of life itself into a more powerful, clearer, more meaningful experience. They are the currency of human contact.”

Generative Topics

A unit in storytelling works well in either an introduction to acting course, or a broad forensic course. Storytelling is applicable across age groups and cultural boundaries. In many tribal cultures, sharing stories serves the important purpose of passing that group’s history on to a new generation. Among groups of elders, it can be a way of celebrating life, reflecting on experiences and sharing perspectives with others.

Acclaimed playwright, actress, and professor Anna Deavere Smith understands the value of personal narrative as a vehicle for telling stories, and her series of one-woman Broadway shows have brought vital issues to the fore. Her process is exquisite; her style unique. It is not uncommon for Smith to interview several hundred people to prepare her scripts, as she did for the poignant *Twilight: Los Angeles, 1992*, an account of the racial violence that proliferated the city of Los Angeles after the Rodney King police brutality trial.

In her performance, Smith plays members of the trial jury, the LA Police Commissioner, a Black community activist, a Latino journalist, Congresswoman Maxine Waters, Cornel West, and a Korean liquor store owner, among others. She splices and weaves segments of narrative monologues together, much like the collegiate American Forensic Association event of Program Oral Interpretation. The result is a cogent dialectic that shows

Smith brings credibility as a MacArthur Genius Award winner and scholarship as a professor at New York University School of Law and Tisch School of the Arts (and previously at Stanford University). She also brings experience as a television actress on such shows as *The West Wing*—where she played national security advisor, Nancy McNally—and *Nurse Jackie*, where she plays Gloria Akalitus. Several years ago, I attended a coaching workshop led by Dr.

**“In the interpretive realm of forensics,
performance theories and techniques are akin
to theatre, and all can find their root in
the tradition of storytelling.”**

how individuals construct their own interpretation of a situation through their own experiences and reality, and allows audience members to arrive at their own conclusion, based on the perspectives presented. “We need to reach for the core of our humanity with all its glory and all its challenges. I am looking to illuminate something about our humanness. The solutions lie not in my monologues but in the collaborative humanness of audience members who walk out of the theater with the potential to make change.” (Smith)

Peter Pober, now director of forensics at George Mason University. Pober eloquently described how performance theorist Antonin Artaud conceived of a *walking scrapbook* notion, where a performer would draw on observation of mannerisms of the people s/he encountered throughout life.

Anna Deavere Smith certainly captures distinct subtlety in her performance of myriad characters without appearing superficial. Smith’s lifelong fascination with language and linguistics also allows her to convey the verbal nuances, enhancing the authenticity of the dialogue, and therefore,

performance. In fact, Smith describes the way people share their experiences as being like singing, which has varying rhythm and passion. Her interviewees, who provide the real life experiences that Smith transcribes verbatim into dialogue for performance, often take a circuitous path to elucidating the heart of the story they're telling. Smith upholds the importance of this as providing insight into the reality of that individual.

The stage script was adapted to a screen version that aired on PBS—complete with footage from the LA riots—and is available for a reasonable cost with several teaching aids. There's also an episode of *PBS NOW*, where Smith is interviewed about *Twilight: Los Angeles, 1992*, and it provides some valuable perspectives about her process. While as a matter of practice, I would usually show just excerpts of films in the classroom, there is a particular benefit to seeing Smith's argument develop, holistically. The quality of reflective journal entries, discussion, and inspirational stimulus to students is worth the investment in a few class periods.

Understanding Goals

The art of storytelling as performance can be traced to ancient Greece, where Thespis was acclaimed as the first winner of a theatrical competition in Dionysia, Athens. Along with Western society's rhetorical roots in Aristotle, the Dionysian festival provides theatrical lineage, which is why actors are often called thespians to this day. In fact, the Educational Theatre Association's International Thespian Society, the honorary society for theatre, calls its chapters "Thespians."

In the interpretive realm of forensics, performance theories and techniques are akin to theatre, and all can find their root in the tradition of storytelling. In the NFL, Storytelling as a competitive event exists as a consolation event at the National Tournament, whereas several state leagues offer it as a regular category. In Wisconsin Storytelling, for instance, a student must prepare four or five stories based on prescribed annual topic areas, and deliver

a different story of up to eight minutes, each round of competition, at a singular tournament.

Storytelling involves endowing a sense of audience mood through the tone of performance. In forensics, this tends to be children, but depending on the circumstances, could be a council of elders. There's also a sense of spontaneity. Acting theorist Konstantin Stanislavski advised actors to rehearse to be spontaneous on stage. The paradox here is that the repetition of practice would seem to create a uniform product. The challenge is to be as impulsive as a good jazz musician, to play off the audience and the energy of the moment.

The beauty of this unit is that in the development of a coherent, cohesive story narrative, it encourages critical thinking that extends to the top of Bloom's Taxonomy. In terms of National Standards for Theatre Education (developed by the American Alliance for Theatre and Education and the Educational Theatre Association), it meets all content standards enumerated, especially if an analysis of *Twilight: Los Angeles, 1992* is used as a generative topic.

Performances of Understanding

Lessons to accompany *Twilight: Los Angeles, 1992* may vary, depending on the course, and in a more traditional speech communication or social studies class, could be done as an ethnographic study of cross cultural communication. Encouraging students to actively listen and watch, take notes, and write a two to three page reflective journal entry for homework following each class period is a great way to ensure they are thinking critically about their observations. Subsequent class discussion of the issues, Smith's process of gathering the interviews and her subsequent performance tactics are also relevant.

A great benchmark lesson to use in tandem with this unit is the Physical Analysis described in this *Rostrum* column in March 2009. Building on the tenets of physical analysis, ask students to interview someone in their neighborhood, place of worship, family, or workplace. Teaching

students effective interviewing techniques is important, but in this context, it's important for them to allow the interviewee to tell the story on his/her own terms and in his/her own time. Audio recording the interview is encouraged, so the student can replay it, to study the paralanguage, tempo, and filler phrases the interviewee uses. If the student is unable to audio record that, they should take detailed notes, and add observations of those aforementioned qualities as soon after the interview concludes as possible, so as not to lose the authenticity of characterizing their subject.

It helps to conference with students as they cull their interview material to create the narrative story. Depending on the time constraints, students may have to condense, but they should include the major plot devices. Professor of theatre education at the University of Wisconsin-Milwaukee Dr. Robin Mello calls the individual moments of stories "bones," and students should assemble a skeleton outline. This allows them to deliver the story extemporaneously to sustain spontaneity. Dr. Mello's Storytelling course provides much of the model for this unit plan.

Students also should workshop their story with a partner, or in a small group setting. This allows students to work collaboratively, give each other direction, and to help them bring details to the surface.

Along the way, so that students understand and appreciate the development process involved in building their story, they should keep a reflective journal. This also provides documentation of how effectively students are learning. They should also journal about classmates' performances, as well as debrief their own. As a culminating journal entry, they should describe what they have learned about the human experience as a result. ■

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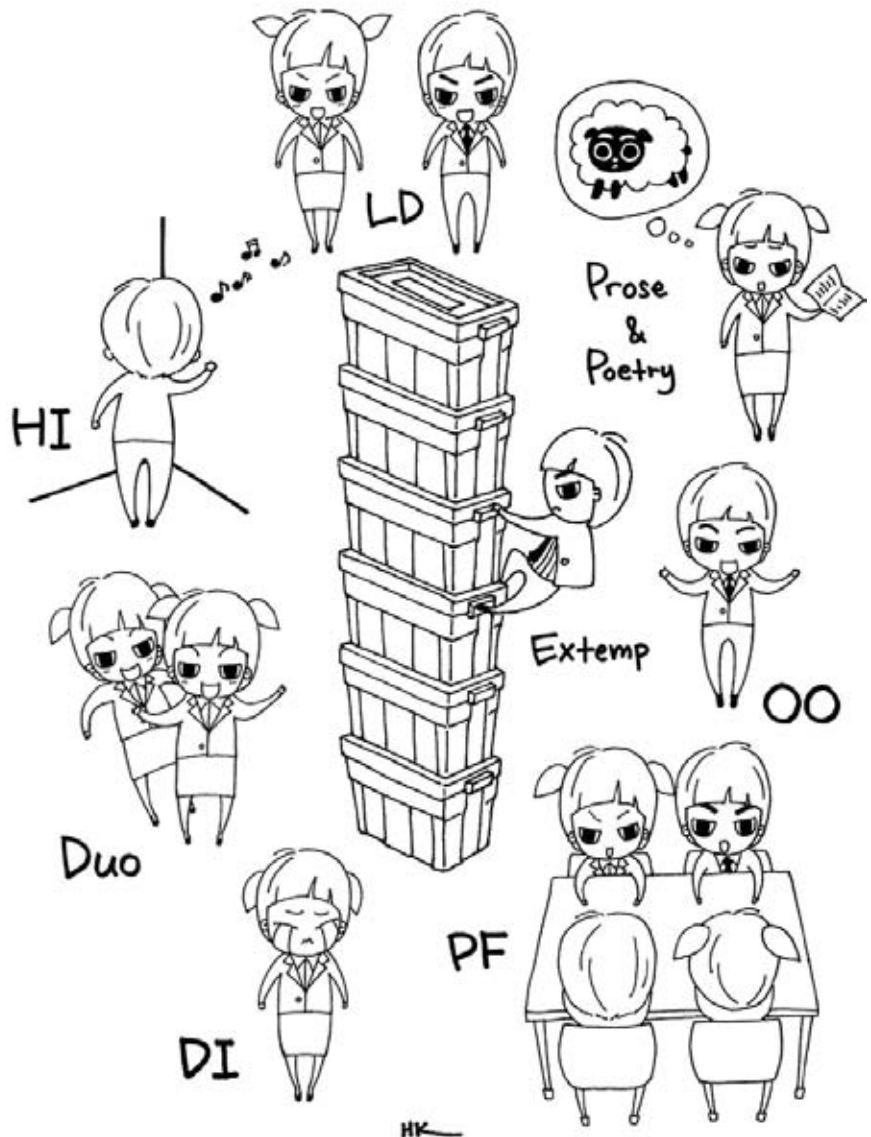
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*Illustration by Hyunyoung Kim
North Allegheny Senior High School
Coach: Sharon Volpe*



About the Author

Adam Jacobi is the NFL's Coordinator of Programs and Coach Education.

A former two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre.

About the Artist

Hyunyoung Kim is a senior at North Allegheny Senior High School. Born in Tucson, Arizona, she and her family moved to Korea when she was just three years old. Growing up, she participated in various intellectual and artistic activities ranging from choir concerts, school plays, and dance to art, piano, math, and science competitions. Through these experiences, she found her special talent in art and science. She came to Pittsburgh, Pennsylvania, in 8th grade and later joined numerous clubs, including the speech and debate team. She currently plans to attend Cornell University.

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The Case For Public Case Disclosure

by Mike Bietz

When the pairings are released at a tournament it is not uncommon to see debaters and coaches scurrying off to look at pairings from previous rounds to see who they could talk to regarding the case positions or arguments of their upcoming opponent. Coaches talk to coaches that may have judged their upcoming opponent. Debaters will talk to their friends or teammates. Coaches will pull out the flows of the rounds they've judged to see if they can prepare their teams. People seem more than willing to share information with their friends and teammates, yet when there is a call for open disclosure, with the exception of Policy Debate, there is virtually zero participation.

Assumptions

I am going to start with the premise that some level case disclosure happens at most tournaments in one way or another. Case disclosure is the sharing of information regarding a competitor's case. The case disclosure that is common typically takes the form of flow sharing between competitors, teammates, or a coach to a student. Based simply on observation, at the very least, disclosure happens within teams.

Thesis

Since disclosure happens anyway, it ought to be open to all competitors regardless of

the number of teammates, coaches, or friends one has at any given tournament. The current "system" is exclusionary and often makes tournaments hurtful situations. It benefits large teams who either 1) bring many kids to tournaments or 2) have many judges in the judging pool, both of which go hand-in-hand. Finally, open disclosure provides the academic check and peer review of research that is common in all of academia.

The Case for Disclosure

1. Friendlier Tournament Atmosphere

One of the most frustrating things for me to watch is one debater being prepped out by a group of coaches or other debaters because they happened to know someone or are

debaters prepare for rounds. I even have less of a problem with teammates who help each other. My concern is for the debater who isn't as connected, or doesn't have as many teammates.

We haven't done our job to make the activity kid-friendly when we maintain a system that isn't friendly and collegial and instead inherently favors those who are connected.

2. Democratization of Power

The common response I hear from those who are against open disclosure is that they think it will cause "more work" at tournaments because everyone will know what is being run, so there will be pressure

**"Open disclosure provides the
academic check and peer review of research
that is common in all of academia."**

friendly with someone who either previously watched, judged, or debated against them, while the other debater just sits there and waits, not having any idea what their opponent is arguing. I don't find the prep-out to be intrinsically frustrating. In fact, I have no qualms with coaches who help their

to prep. This concern, ironically, comes from coaches who have large teams and, when it comes time to want to prep (say, before a big outround), at their disposal are a large number of flows, friends who have judged or seen their opponents, or any number of ways to find out what is being run.

Thoughts on this article—or others? Comment on the NDCA Web site www.debatecoaches.org.

If you would like to submit an article to the NDCA Coaches Corner, please contact Mike Bietz at bietz@hwdebate.org.

Whether it is always used or not, the ability to exercise power at will is something that is reserved for those who are politically connected, have a large team, or have a number of judges in the pool. An open case list democratizes this power so that everyone has the ability to choose when s/he feels like prepping and when s/he doesn't.

3. Academic Integrity

The idea of peer review is something that is not only accepted but is also expected in academia.

Debate is a high-stakes activity. For many of our students, it is perhaps the primary extra-curricular activity they will do in high school. For some of our students, the monetary and time costs associated are burdensome. Regardless of each individual's commitment to the activity, academic integrity is not something we should take lightly.

If a student were to come to you with a case that uses evidence entirely from an unnamed personal blog that cites no sources or provides no qualification, would you accept it as a "good case?" Probably not. However, we do not treat what is said or presented in rounds with the same rigor that we would expect from the evidence we want our students to use in their cases.

The ability for everyone to see what everyone else is quoting or using as evidence is important not only because it allows us to check to make sure that everything is done in an ethical and fair way, but also because it is academically proper to do so. We send the wrong message when we take this academic portion out of the competitive activity.

The reason why the high-stakes element of my argument is important is because we need to have a side constraint placed on the competitiveness of debate. We need to encourage integrity. Peer review is important to maintaining this integrity.

Concerns

I am genuinely eager to hear peoples' concerns about open disclosure. A lot of people have the same objections, and I hope to respond to some of those. However, if you have concerns that are not raised here, I really hope you contact me so we can continue the discussion.

1. *It harms the "little guy" because big teams will prep out everything.*

As I outlined above, big teams already get many, many more flows than the smaller teams just because they have more debaters, more judges, and more coaches. Open disclosure gives everyone access to the same information. Additionally, it helps the "little guy" even more because for many of these debaters, the option of going to a lot of tournaments isn't available. Open case disclosure gives them the ability to see what other teams are running prior to showing up to the tournament. Thus, there is an added benefit of equalizing not only information at a tournament, but also equalizing (to some degree) the playing field for people who do not have the resources to travel as much.

2. *We will lose.*

(No one will actually admit that this is a reason they are against case disclosure, but we all know it exists.) Not true. My team puts all of their cases on the NDCA wiki [http://debatecoaches.org/wiki/index.php?title=2009-2010_Harvard-Westlake_School_\(LA,_CA\)](http://debatecoaches.org/wiki/index.php?title=2009-2010_Harvard-Westlake_School_(LA,_CA)) since the beginning of the Jan./Feb. resolution, and haven't done too poorly.

Second, many of the schools that contribute to the wiki are also schools that are very successful.

Third, see my previous argument about the open disclosure that happens anyway.

3. *I don't want to have to work so hard.*

No one is going to force anyone to work. Right now the effort that is put into finding out what people are arguing is very difficult for some and very easy for others. A coach who has a team that has access to information with a single e-mail, text message, or instant message may see the case list as a way to increase their workload. But this coach has had the choice all along and will continue to do so. We ought to be looking out for the debater who is not connected or doesn't have a coach or doesn't have a big team. For them, the ability to see what everyone else is doing will level the playing field and at least help them overcome the most difficult barrier—the social/political one.

4. *Kids won't have to think on their feet.*

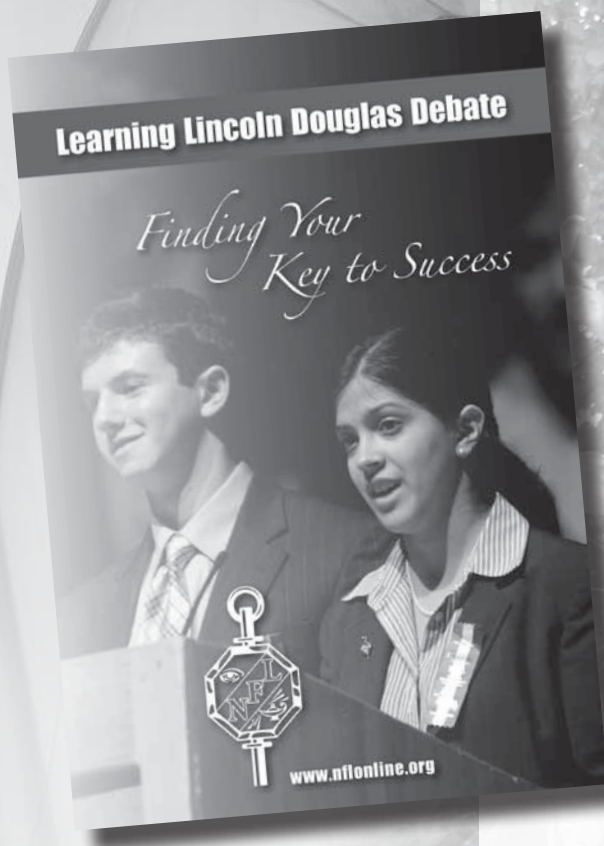
Not true. The strategies and nuances that happen in a round are still spontaneous. The type of thinking on the feet that we should be encouraging is smart and thoughtful, and not one that encourages wacky case writing that might be on academically shaky ground. Many coaches like to analogize debate to the courtroom or to congress. In both scenarios, the tactic of surprise is not one that is used. Even if you were going to say that we are preparing students for the real world, encouraging surprise as a means of winning or doing well is something that is not sustainable. In academia and in the private sector, the expectation is that your arguments are well warranted, well researched, and well thought out. You are expected to have had many individuals vet your work. The same should be true in debate. There is plenty of opportunity to "think on your feet" in the course of a debate round. The basis however (the research, the evidence, the empirics) should not be something that we ought to leave to spontaneity.

Conclusion

Right now there is no conclusion to this debate. I do hope that debate can move toward the openness that we see happening all around us—in technology, in academia, and in newsgathering. This move toward openness is one that we ought to embrace. That said, I also understand that it is contrary to the paradigm many of us grew up with when it came to debate. Please contact me so we can further this discussion. I'm confident that there are ways we can make access to information and open disclosure suitable for all. ■

About the Author

Mike Bietz is a former president of the National Debate Coaches Association, director of the Victory Briefs Institute, and is the current debate coach at Harvard-Westlake School in Los Angeles. He welcomes all comments at bietz@hwdebate.org.



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Congressional Debate at Nationals: Understanding Changes for 2010

by Adam Jacobi

The following excerpt is a recap of a feature in November's *Rostrum* (p. 11-12), giving context to changes in rules and procedures for Congressional Debate:

Senator John C. Stennis often advised people to "look ahead." In that spirit, students who participate in the NFL's district and national congress chambers simulate the legislative process by attempting to solve problems and change the status quo for the better. Since the National Forensic League held its first Student Congress in Wooster, Ohio in 1938, it has undergone several evolutions and spun off a number of different local variations. Despite change, the event continues to hold true to its mission, "promoting leadership and communication skills through rigorous interaction and debate on issues confronting our democracy" and it remains the one event that uses a real-world framework as a platform for discourse.

The Board of Directors recently passed a number of changes in Congress, culminating more than three years of discussion by three different committees, review by district leadership from across the country at

two separate leadership conferences and an online survey. The changes address top concerns brought to board members and the national office alike, driving the following goals:

1. Create parity and respect between Congress and other main events
2. Attempt to bring conflicting rules into alignment
3. Simplify policies and procedures at both the district and national tournaments
4. Establish consistency and transparency (ease of implementation) among district tournaments
5. Establish a congressional debate model for all parts of the United States

At its core, Congress remains the same student-centered event, especially at the local and district level. Students originate topics for debate by writing bills and resolutions, they set their own agenda, they serve as presiding officers, and they give speeches and vote in support or opposition of legislation under the framework of parliamentary procedure.

(continued on next page)

No Longer in Use:

- Alpha/Omega legislation dockets
- Formal committees required to establish agenda
- Points and Base system for advancement

New:

- Four prelim sessions
- Two minutes of questions following first negative speech
- Judge ranks determine advancement and placement, including the National Champion
- Student-elected Leadership Bowl

“At its core, Congress remains the same student-centered event, especially at the local and district level.”

Legislation

The *docket* of legislation to be released May 10 will contain:

- 25 items of preliminary legislation
- 12 items of semifinal legislation
- 6 items of final legislation

In setting the order of business, students may propose an agenda or briefly caucus committees to propose an agenda. The agenda shall be determined by a majority vote by the chamber.

Schedule

There will be four preliminary sessions, not three. Each session will last for about three hours; have a new presiding officer, new seating chart, resetting of precedence and recency; and begin with new legislation that has not been debated in a previous session. Also, each first negative speech on legislation is followed by a two-minute questioning period.

Advancement

At the end of each session, scorers will rank their eight most preferred legislators (which may include the presiding officer), and legislators with the lowest cumulative rank total advance to the next level of competition or place at the end of the tournament. Points are still awarded for speaking and presiding, and these will be recorded as NFL points for the tournament, but points no longer have bearing on advancement. The Base system is officially

retired. The parliamentarian no longer hand-picks one student to advance; s/he ranks along with judges, but *holistically*, for all four preliminary sessions the two semifinal sessions, or the single final session. S/he also will still rank order all students in the chamber, to be used as the final tie-breaker.

Evaluation of debaters and presiding officers will be done using the new evaluation ballot, available at www.nflonline.org/AboutNFL/LeagueManuals#Events. The ballot prompts scorers to take speeches, answers to questions, and even the quality and pertinence of questions asked into account when holistically ranking students at the end of a session. A scorer may decide that quality trumps quantity of participation, and can note this on the form.

Placement of six (instead of nine) finalists—including the National Champion—at the end of the Sen. John C. Stennis National Congressional Debate will be determined by tabulated judge ranks, with an expanded panel of judges that will include respected coaches, bipartisan chiefs of staff and committee clerks from the US Congress (with thanks to our valued partner, the Stennis Center for Public Service Leadership), and local public officials (no more than three on each panel). Recognizing the top six is consistent with all other NFL events, as well as the computation for the Mundt school award.

The 2010 National Congressional Debate also marks the debut of Senate and House Leadership Bowls, awarded to

one senator and one representative whose cumulative **student rank totals** from the preliminary, semifinal, and final sessions is a testament to the respect they command as leaders within their chambers. This replaces the student vote at the end of the final session to determine the national champion and placement.

To adjourn this article, it's important to note that while several functions of the National Congressional Debate have been streamlined, Congress still remains a student-centered event at its core, with students interpersonally negotiating and simulating the legislative process. The new Leadership Bowls encourage civil treatment beginning in the preliminary session (as opposed to the old process of student voting, which influenced just finals), so students must exhibit humility, respect, integrity, and leadership in their service as a legislator from the very beginning of the tournament, and through the very end. ■

About the Author

Adam Jacobi is the NFL's Coordinator of Programs and Coach Education.

A former two-diamond coach of three NFL champions and an NCFL champion, he has taught courses in speech communication and International Baccalaureate theatre.

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Alex Hernicz

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Glenbrook South High School

Richard Day
John McLeod
William Thibeau
John Zhao

INDIANA

Brebeuf Jesuit Preparatory School

Kristin Froehle
William H. Groble
Aditya Krishnan
Sara Staszak

Maconaquah High School

Jason Stanley

IOWA

Spencer High School

Gabriella (Abby) Bedore

KANSAS

Goddard High School

Sarah Jack

Topeka High School

Matthew R. Bevens
Anna L. Hamilton
Kelly Murphy

Moundridge High School

Katie Erin Stevens
Marike Elizabeth Stucky

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Zack Elias
Dylan Gorman
Ian Irlander
Daniel Lee
Max Lesser
Carolyn Lipp
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Stephanie Mazursky
Julia Reinitz
Matt Ross
Emanuel Schorsch
David Seidman
Theresa Tharakan

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OREGON

North Valley High School

Rebecca Patch

SOUTH CAROLINA

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Emma Claire Galloway

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Michelle Yang

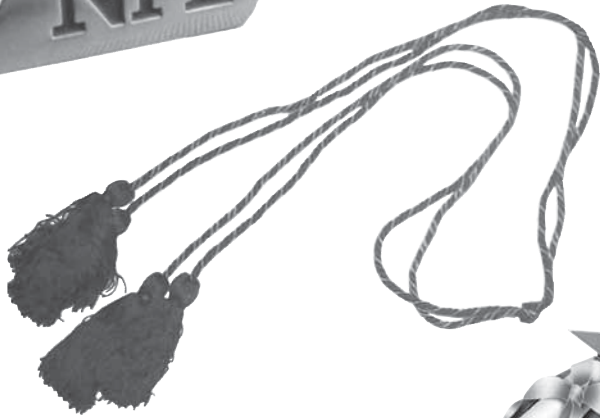


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(January 23, 2010 through March 30, 2010)

Name	School / State	Pts	Name	School / State	Pts
Denise Rawlings	Diamond Ranch High School, CA	1014	Christy Briggs	Reno High School, NV	1033
Leo Holland	East Bakersfield High School, CA	1240	Diane D. Steiker	Byram Hills High School, NY	1153
Jill Hanhong	Gabrielino High School, CA	1156	Bill Prater	Middletown High School, OH	1057
Susan Piekarski	Irvington High School, CA	1072	Devon Snook	Vermilion High School, OH	1111
Daniel Paletz	La Reina High School, CA	1033	Robert Eric Worstell	Whitmer High School, OH	1025
Ryan Lawrence	Lynbrook High School, CA	1150	Bill Franck	Wooster High School, OH	1049
Travis James Summers	Ponderosa High School, CA	1052	Tina E. Broughton	Bethany High School, OK	1005
Todd Newkirk	San Dieguito High School, CA	1100	Vicky Allen	Kingfisher High School, OK	1076
Erick M. Rector	Saratoga High School, CA	1289	John Daniel Nolan	Norman North High School, OK	1107
Heather Scott	Air Academy High School, CO	1047	Donna J. Landon	Sequoyah High School, OK	1002
Monique Taylor	Aurora Central High School, CO	1020	Brenda Neal	Verdigris High School, OK	1089
Carlye Lee Holladay	Chaparral High School, CO	1048	Courtney Walsh	Mc Minnville High School, OR	1002
Megan Todeschi	Eagle High School, ID	1211	David Barringer	Oregon City High School, OR	1002
Carly Wells	Adlai Stevenson High School, IL	1081	Amber Martin	Tigard High School, OR	1244
Mark Adams	University High School, IL	1024	Christopher D. Otis	Lakeview Christian Academy, PA	1003
Linda Alt	Canterbury High School, IN	1130	Lisa Biery	Morristown East High School, TN	1086
Philip Fretz	Carroll High School, IN	1047	Rebecca A. Meek	Devine High School, TX	1074
Jim Thorp	Fishers High School, IN	1044	Kyle Peterson	El Paso Coronado High School, TX	1047
Jin Lee	Manhattan High School, KS	1161	Jordan Thomas Williams	Grand Prairie High School, TX	1047
Eric Blankenship	Larry A. Ryle High School, KY	1266	Grant Hahn	Grapevine High School, TX	1009
Martha Emmons	Paducah Tilghman High School, KY	1040	Michael Trook	Lubbock High School, TX	1029
William Harris	Grand Rapids City High School, MI	1062	Lori Ingersoll	LV Hightower High School, TX	1070
Ross Eichele	Blaine High School, MN	1071	Laren Swenson	Juab High School, UT	1034
Kristine Gruenberg	East Grand Forks Sr. High School, MN	1039	Moses Baca	Juan Diego Catholic High School, UT	1014
Jason Meyer	Eden Prairie High School, MN	1074	Britany Wheeler	Murray High School, UT	1012
Adam Torson	Hopkins High School, MN	1033	Todd Hammond	Syracuse High School, UT	1215
Jan Urtel	Mankato East High School, MN	1118	Heather Helman	Kamiak High School, WA	1001
Carol Aikey	Prior Lake High School, MN	1095	Jane McCoy	Mercer Island High School, WA	1031
Jodi Kyllonen	Roseville Area High School, MN	1173	Kristin Scheffler	James Madison Memorial HS, WI	1000
Chris A. Miller	Lee's Summit West High School, MO	1065	Jonathan Voss	Sheboygan North High School, WI	1236
Chris Roberds	Marshfield High School, MO	1165	David M. Powell	Vincent High School, WI	1058
Shellie Kingaby	Myers Park High School, NC	1127	Lisa Shadrick	Green River High School, WY	1075
Randy Mitchell	Science High School, NJ	1178	Ron Philips	Hot Springs County High School, WY	1094
Trey Smith	East Mountain High School, NM	1114	Jason Waugaman	Kelly Walsh High School, WY	1003

May's Book of the Month:

Love and Death in Dallas

Gevirtzman, B. (2010). *Love and Death in Dallas*.

Castroville, Texas: Black Rose Writing.

When author Bruce Gevirtzman decided to veer away from nonfiction and focus on a novel, he opted to explore familiar subjects: teenagers and debate. A former high school debater and NFL coach, Gevirtzman had decades of experience with teens and a wealth of related research in his arsenal. Couple these interests with an extensive investigation of the Kennedy assassination (Gevirtzman is listed in the *Who's Who of Kennedy Assassination Researchers*) and you have *Love and Death in Dallas*.

The tale follows Randy Whitman, a standout debater who predicts that his senior year will be his "best year so far." Unfortunately, Whitman's dreams begin to unravel atop the infamous grassy knoll in Dallas on November 22, 1963. Complicated romances, close-minded parents, formidable debate opponents, and even a bully compound Whitman's trauma. It's a perfect storm of teen drama, juxtaposed against American history.

I recently spoke with Gevirtzman about the novel, its origins, and his advice to would-be writers. His responses shed light on both the novel and the accomplished alum behind it.

Jenny Corum Billman: *What inspired you to write Love and Death in Dallas?*

Bruce Gevirtzman: Well, I've had a novel in me for years. I decided I needed

to write about something I knew about. Whenever you write something, you try to do it about things you know. I think it makes the story more credible.

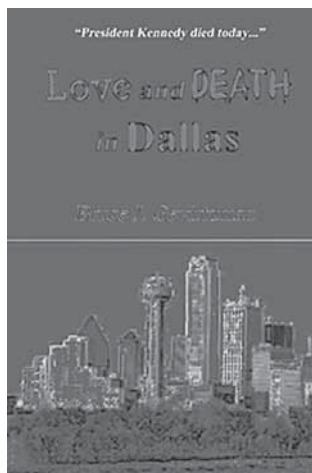
JB: *Talk to me about your speech and debate background. I know you were a coach.*

BG: I competed at Excelsior High School in debate and individual events for all four of my high school years. When I was in

college I competed in debate and individual events. Right out of college I got a job teaching, and the reason I got the job was because I could coach debate. I was at Bishop Amat for two years and then at La Mirada where I taught for 37 years. I coached speech and debate at both schools. I actually just retired.

JB: *How did you transition from teaching and coaching to writing?*

BG: All the time I was teaching, I was writing and directing plays and readers theatre. I became involved in a group called *Phantom Projects*. They have produced my plays all over the place. They travel with them and produce them locally. I have been writing for them for about 10 years. About four years ago I decided I wanted to write a book about teenagers, because I thought it would be helpful, and I had some things to say. I wrote another book called *Straight Talk to Teachers*. My forte is being funny. It doesn't show up in the novel that much—it's such a serious book.



But with my nonfiction, I get the comment a lot that I am quite funny. Writing is also a great outlet. I have two small children, and it's difficult to find time to write. But it's important to do it. I need intellectual stimulation, too.

JB: *Was it difficult to meld history and fiction?*

BG: It's actually easier to do—I had a truthful premise, because the event actually happened. All the stuff about Oswald is true, except for some of the conversations, which are obviously fabricated because there is no way to know what was said. The stuff with Jack Ruby is true. I figure that my theory about what happened that day is just as good as anybody else's. It's just a theory. But by having a fact, having the historical background, made it easier. The danger is that it is fiction. I caution people to know what's fact and what's faction.

JB: *Talk to me about the writing process. How did it work?*

BG: It's interesting—when I write the first draft, I don't know where everything is going. It kind of just takes me. You go back and try to streamline it and iron out the inconsistencies and make it the best that you can. I was actually working on something else when I began this one. I had just gotten the final manuscript for my second book, and I was working already on a novel about something totally different. One day I was messing around on YouTube. I saw the video when Cronkite broke in and announced that Kennedy had been shot, and later, that he had died. I remember that, and I thought, maybe the Kennedy assassination is the historical background for the novel. That was back in January of last year. So this process, from first idea to last words on the page, took about 10 months.

JB: *Where were you when Kennedy died?*

BG: I was sitting in a classroom, in a freshman world history class. The teacher got called out for a minute, then he came back in and he was crying. He told us we needed to turn on the radio. He said that the president had been shot. When we turned on the radio, the announcer came on and said Kennedy had died, and they played *The Star Spangled Banner*.

JB: *How did you come up with the characters?*

BG: For the main characters—Carmen, Ira, Maria, Tommy—I thought back to a lot of the people I knew when I was in school, when I was a debater. All the characters reminded me of people I'd met. The romantic part is a personal story, as well, too. When any writer comes up with fiction, there is a little bit of themselves in the character. In addition, you want the characters to serve a purpose. Who's going to be the adversary? Who's going to be the girlfriend? Why?

JB: *How did being a debater shape your protagonist, Randy?*

BG: He was obviously very smart and very analytical, and I guess these kids who are involved with debate, they think a lot. They are always trying to work through the different options. Maybe in Randy's case this is what happened. There were other options. Right before the state tournament, there is a chapter about what Randy wished he had done—where he tackles the guys, runs to the street. That becomes his legacy. That's not what happened. But that's what he wished had happened. The fact that he was a debater, he was always thinking, meant that he was always weighing options. At the end, he gets some closure by the way he handles the state tournament debate. He doesn't win that debate. It's another commentary about how there are more important things in life.

JB: *The debate coach in the story, Mr. Lott, did so much for his team. Did you have a Mr. Lott?*

BG: Mr. Lott actually was my debate coach! That was his name, Mr. Lott. He didn't die of leukemia [as the fictitious Mr. Lott did]. But he was my mentor.

JB: *Was he able to see you become a coach?*

BG: He did, actually. When I went to Whittier College, my debate partner and I went over as a team, and he went over as a coach. So he coached me in college as well. Then he got a job in the San Diego area. He died a few years after that.

JB: *The book ends with sort of a mystery. What happens to Randy and Maria? What happens to Randy? Is there a sequel?*

BG: [Laughing]. My agent said to leave it open for a sequel, so I did.

JB: *Any hints for the sequel?*

BG: I've given it a lot of thought, but I don't know where we're going to go with it. More with the assassination, more with Tommy. Not sure how much Carmen in the next one. A lot with Maria and his parents. I think the whole family dynamic is interesting. His sister, his parents being generally good people, with ideas that a lot of people at that time had—the bigotry, the narrow mindedness. That was more the norm back then.

JB: *Do you have any advice for would-be writers?*

BG: Go for it! It's very, very difficult. It's extremely difficult to get published now with the market the way it is. When you write, you get rejected a lot. But keep going for it. It fact, it's interesting. I had one agent to whom I sent a query letter say, "What do I know? I rejected *Twilight*." So my advice is to write all the time. Write stuff that comes to mind, even if you know you aren't going to use it. Over-write. Write much more than you need. Sometimes I know even as I'm writing something that I'm not going to use it. And that's okay.

JB: *What is the main thing you want people to take away from your novel?*

BG: What truly matters is that the way we live our lives. There are so many things we become involved with in our lives that don't matter. Our time here is so short that we need to focus on things that are meaningful to us, the things that will matter even after we are gone. That's our legacy. ■

About the Author

Jenny Corum Billman is the Coordinator of Public Relations for the National Forensic League. She holds an MA and a BA in Communication, both from Western Kentucky University, where she was a 4-year member of the forensic team and a Scholar of the College.

Note: This feature is intended to discuss literature for the benefit of NFL members. The views expressed by the authors of books discussed in this column do not necessarily reflect the views of the National Forensic League or its employees. Review of a book does not constitute endorsement by the NFL.

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New Diamond Coaches



Judy Kroll has taught debate for the past 35 years with the last 30 years coaching and teaching at Brookings High School in Brookings, South Dakota. During her coaching career at Brookings she has qualified more than 117 entries to the National Tournament in Policy Debate, Lincoln Douglas, Public Forum, Extemp, and Original Oratory. She has been recognized as the Debate Coach of the Year in South Dakota by her peers five times. She was South Dakota Teacher of the Year in 1997. Judy has received the South Dakota Speech Communication Association Distinguished Service Award and has served as President of the organization for two years. She has chaired the Northern South Dakota District for 27 years and has served on numerous other communication committees. Judy has served in the National Tab Room for debate and individual events on several occasions and has judged many final rounds at the National Tournament. She had students in the final round of Policy Debate at the Portland Nationals where her teams placed 2nd and 3rd and the school received an Excellence award in debate with 72 rounds accumulated by three teams.

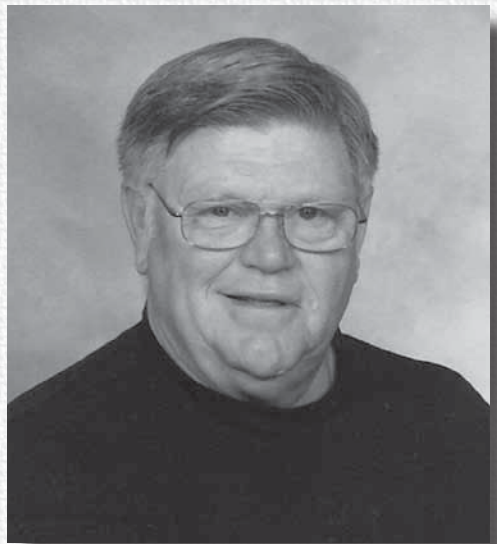
• **SIXTH DIAMOND** •

Judy Kroll

Brookings High School, SD

February 19, 2010

18,589 points



NFL Hall of Fame Coach Gary Harmon taught in public secondary schools for 32 years. Twenty of those years were at Salina Central High School. During that time he taught English, individual events, and debate. His students have won numerous state and national awards. Since retiring six years ago, he has been teaching and coaching at Kansas Wesleyan University as well as helping with the local high school students. His students at Kansas Wesleyan have won several national championships in Pi Kappa Delta competition.

• **SIXTH DIAMOND** •

Gary G. Harmon

Salina High Central, KS

February 28, 2010

16,003 points

New Diamond Coaches

Gregg Hartney's tenure as a teacher and coach of debate and speech has spanned 34 years, five schools, and two states. Known primarily as a Policy Debate coach, he has nevertheless coached students to NFL Nationals in every event, more than 50 students in all. He has been a District Committee member for 21 years and has served on Oklahoma's state competition committee for the past eight years. In 2001 he was named Oklahoma's Outstanding High School Speech Teacher and in 2007 received the Outstanding Speech, Debate & Theatre Educator Award from the National Federation of High School Associations. In addition to debate and competition classes, Gregg has taught Public Speaking, American Government, Economics, Drama, Preparation for College Testing, and World Affairs. He has also served stints as an assistant track coach and coach of the Academic Team. He met his future wife Kathryn Scott in the coaches' lounge of a tournament, and 22 years later both of their daughters have won awards in tournament competition. Like most teachers, Gregg takes great pride in the future careers of his former students and stays in touch with as many as he can. Along with numerous attorneys, professors, ministers, doctors, military officers, and various public officials, he notes with pride that 20 of his alums have gone on to coach debate at the high school level.



• **FIFTH DIAMOND** •

Gregg C. Hartney

Jenks High School, OK

February 14, 2010

13,610 points



• **FOURTH DIAMOND** •

Patrick Reis

Mark Keppel High School, CA

January 12, 2010

10,084 points



• **FOURTH DIAMOND** •

Mary T. Gormley

Montville High School, NJ

February 15, 2010

10,765 points



• **FOURTH DIAMOND** •

Virginia Etherton

Rowan County Sr. High School, KY

March 2, 2010

10,029 points

New Diamond Coaches



• **THIRD DIAMOND** •
Lyle R. Linerode

Gahanna-Lincoln High School, OH
February 10, 2010
6,316 points



• **THIRD DIAMOND** •
LeAnn Richards

Edison Computech High School, CA
February 10, 2010
8,704 points



• **THIRD DIAMOND** •
Karen Vaughan

Foothill High School, NV
February 11, 2010
8,524 points



• **THIRD DIAMOND** •
Bruce Benson

Madison High School, ID
March 1, 2010
7,901 points

New Diamond Coaches



• **SECOND DIAMOND** •

Josh Anderson

Olathe Northwest High School, KS

February 14, 2010

3,842 points



• **SECOND DIAMOND** •

Kelly Clark Garner

Petal High School, MS

February 16, 2010

3,323 points



• **SECOND DIAMOND** •

Gary Leiker

Southeast High School-Cherokee, KS

February 19, 2010

3,343 points



• **SECOND DIAMOND** •

Barbara Giuliano

St. Joseph's Preparatory School, PA

February 23, 2010

3,988 points



• **SECOND DIAMOND** •

Catherine C. Stamps

St. Cecilia Academy, TN

March 1, 2010

3,051 points



• **SECOND DIAMOND** •

Mark Thul

St. Francis High School, MN

March 1, 2010

4,100 points

New Diamond Coaches



• **FIRST DIAMOND** •
Johnathan M. Davidson
Skyline High School, UT
January 30, 2010
1,502 points



• **FIRST DIAMOND** •
Donald L. Perkins
Terry Sanford High School, NC
February 4, 2010
1,503 points



• **FIRST DIAMOND** •
Lenalee N. Robinson
Lincoln County High School, GA
February 6, 2010
2,246 points



• **FIRST DIAMOND** •
Suzanne Kelly
Vanguard College Prep School, TX
February 8, 2010
1,521 points



• **FIRST DIAMOND** •
Julie E. Hillend-Jones
Emerald Ridge High School, WA
February 8, 2010
1,540 points



• **FIRST DIAMOND** •
Suzanne M. Beltran
North Shore High School, TX
February 11, 2010
1,570 points



• **FIRST DIAMOND** •
Daniel Dominique
University School, FL
February 14, 2010
2,312 points



• **FIRST DIAMOND** •
Bill Nicolay
Snohomish High School, WA
February 17, 2010
4,265 points

New Diamond Coaches



• **FIRST DIAMOND** •

Penny Harris

Central Catholic High School, OH

February 18, 2010

1,525 points



• **FIRST DIAMOND** •

Justin Ashton

Plainfield North High School, IL

February 22, 2010

1,680 points



• **FIRST DIAMOND** •

Carol Stilz

Wood River High School, ID

February 28, 2010

1,506 points



• **FIRST DIAMOND** •

W. Bryan Gaston

Heritage Hall School, OK

March 1, 2010

1,526 points



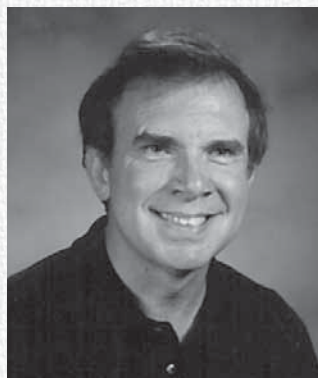
• **FIRST DIAMOND** •

Robert Clayton

Bonneville High School, ID

March 3, 2010

1,983 points



• **FIRST DIAMOND** •

William Lemonovich

Trinity High School, PA

March 14, 2010

1,501 points



• **FIRST DIAMOND** •

Lisa Hoffmann

Mt. Lebanon Sr. High School, PA

March 15, 2010

1,505 points



• **FIRST DIAMOND** •

Lory A. Stewart

Garland High School, TX

March 23, 2010

1,505 points

NFL DISTRICT STANDINGS

(as of April 1, 2010)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	234	Blue Vally North High School	691
2	--	Calif. Coast (CA)	220	Leland High School	829
3	--	Kansas Flint-Hills	191	Washburn Rural High School	398
4	--	Florida Manatee	182	Nova High School	660
4	--	Nebraska	182	Millard North High School	414
6	1	Northwest Indiana	180	Munster High School	508
7	-1	Show Me (MO)	177	Blue Springs High School	429
8	2	San Fran Bay (CA)	174	James Logan High School	678
9	-1	East Los Angeles (CA)	172	Gabrielino High School	787
10	-1	New York City	169	The Bronx High School of Science	842
11	1	Rushmore (SD)	165	Sioux Falls Lincoln High School	507
11	4	Northern South Dakota	165	Aberdeen Central High School	332
11	5	Southern Minnesota	165	Eagan High School	612
14	-3	Sierra (CA)	164	Sanger High School	823
15	-1	East Kansas	162	Shawnee Mission East High School	419
16	-4	Illini (IL)	155	Downers Grove South High School	460
17	--	Ozark (MO)	152	Central High School - Springfield	629
18	1	Eastern Ohio	149	Perry High School	361
19	-1	Heart Of America (MO)	146	Liberty Sr. High School	720
20	--	Sunflower (KS)	142	Wichita East High School	290
21	2	Northern Ohio	136	Canfield High School	264
22	-1	South Texas	135	Bellaire High School	791
23	2	Northern Illinois	134	Glenbrook South High School	409
24	-1	Southern California	132	Claremont High School	366
25	1	West Kansas	131	Salina High Central	334
25	-4	Montana	131	Bozeman High School	279
27	-1	Utah-Wasatch	127	Sky View High School	305
28	4	Rocky Mountain - South (CO)	125	George Washington High School	376
29	1	New Jersey	124	Ridge High School	327
30	-2	Idaho Mountain River	123	Hillcrest High School	356
31	-1	Golden Desert (NV)	122	Green Valley High School	440
31	-2	New England (MA & NH)	122	Manchester Essex Regional High School	295
33	-1	Carver-Truman (MO)	120	Neosho High School	416
34	1	Central Minnesota	119	Eastview High School	527
35	-3	Eastern Missouri	117	Pattonville High School	330
36	--	Idaho Gem of the Mountain	113	Mountain Home High School	359
37	4	South Kansas	112	Fort Scott High School	298
37	2	Great Salt Lake (UT)	112	Skyline High School	243
39	-3	Sundance (UT)	110	Bingham High School	279
40	--	Colorado	107	Cherry Creek High School	486
41	--	East Texas	105	William P. Clements High School	248
41	3	Deep South (AL)	105	The Montgomery Academy	301
43	3	Arizona	103	Desert Vista High School	431
44	1	Florida Panther	102	Trinity Preparatory School	331
45	1	Nebraska South	101	Lincoln East High School	298
46	--	Wind River (WY)	100	Green River High School	295
47	2	South Carolina	99	Southside High School	283
47	4	West Los Angeles (CA)	99	Fullerton Joint Union High School	258
49	4	Hole In The Wall (WY)	97	Cheyenne East High School	311
49	-6	Tarheel East (NC)	97	Pinecrest High School	197
51	--	Western Ohio	96	Notre Dame Academy	168
51	2	Heart Of Texas	96	Del Valle High School	300
51	4	North East Indiana	96	Chesterton High School	452

NFL DISTRICT STANDINGS

(as of April 1, 2010)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
53	2	North Coast (OH)	93	Gilmour Academy	209
55	12	Southern Wisconsin	92	Brookfield East High School	235
55	8	Northern Lights (MN)	92	St. Francis High School	272
55	-6	Central Texas	92	Winston Churchill High School	265
55	3	West Iowa	92	West Des Moines Valley High School	300
59	1	Carolina West (NC)	91	Myers Park High School	263
60	-1	Pittsburgh (PA)	90	North Allegheny Sr. High School	341
60	5	Hoosier Crossroads (IN)	90	Kokomo High School	259
62	27	Michigan	89	Portage Northern High School	204
62	-7	Inland Empire (WA)	89	Lake City High School	173
64	-4	North Texas Longhorns	88	Colleyville Heritage High School	196
64	-26	Chesapeake (MD)	88	Walt Whitman High School	426
66	-6	Colorado Grande	87	Central of Grand Junction High School	175
67	6	North Dakota Roughrider	86	Fargo South High School	207
67	-2	Valley Forge (PA)	86	Truman High School	171
69	2	Northern Wisconsin	85	Appleton East High School	301
69	-2	Lone Star (TX)	85	Plano Sr. High School	230
71	-4	Louisiana	84	Comeaux High School	204
71	3	Hoosier Heartland (IN)	84	Fishers High School	197
73	-3	Space City (TX)	82	Alief Elsik High School	201
73	-2	Western Washington	82	Gig Harbor High School	264
75	-12	Greater Illinois	79	Belleville West High School	194
76	-2	Georgia Northern Mountain	77	Henry W. Grady High School	280
76	4	Kentucky	77	Grant County High School	213
78	7	Florida Sunshine	76	Pine View School	216
78	4	West Oklahoma	76	Norman North High School	294
78	-1	East Iowa	76	Indianola High School	247
78	2	Rocky Mountain-North (CO)	76	Rocky Mountain High School	194
82	7	North Oregon	75	Tigard High School	163
82	-6	New York State	75	Scarsdale High School	193
82	-5	New Mexico	75	Albuquerque Academy	184
85	-8	Tall Cotton (TX)	74	Seminole High School	146
86	-4	Mississippi	73	Oak Grove High School	182
87	-5	Big Valley (CA)	72	James Enochs High School	156
87	-1	East Oklahoma	72	Jenks High School	263
89	2	Tennessee	71	Morristown West High School	178
90	-4	Puget Sound (WA)	70	Kamiak High School	237
91	1	Gulf Coast (TX)	69	Gregory Portland High School	195
92	-6	UIL (TX)	68	Hallsville High School	170
93	1	South Florida	67	Michael Krop High School	148
94	--	Capitol Valley (CA)	65	Mira Loma High School	242
95	-2	LBJ (TX)	64	Princeton High School	166
96	2	Sagebrush (NV)	62	Reno High School	214
97	-1	West Virginia	61	Wheeling Park High School	99
98	-2	Georgia Southern Peach	60	Carrollton High School	161
99	2	Hawaii	55	Punahou School	162
99	3	Virginia	55	Salem High School - Salem	125
99	-1	West Texas	55	El Paso Coronado High School	90
99	1	Maine	55	Bangor High School	104
103	--	South Oregon	52	Ashland High School	140
104	1	Pennsylvania	50	Bellwood-Antis High School	162
105	-1	Iroquois (NY)	44	R. L. Thomas High School	97
106	--	Pacific Islands	43	CheongShim Int'l Academy	85

Welcome New Schools!

Esperanza High School, CA
 Irvine High School, CA
 Sierra Canyon School, CA
 West Ranch High School, CA
 Conifer High School, CO
 Frederick Douglass High School, GA
 Kell High School, GA
 Maynard Jackson High, GA
 Ronald E. McNair High School, GA
 South Forsyth High School, GA
 Maryknoll High School, HI
 Carbondale High School, IL
 East St. Louis Sr. High School, IL
 Waterloo High School, IL
 Marian High School, IN
 Glasgow Christian Academy, KY
 Sky Academy, KY
 Albert Einstein High School, MD
 Bethesda Chevy Chase High School, MD

Marriotts Ridge High School, MD
 Poolesville High School, MD
 Oxford Hills High School, ME
 Natick High School, MA
 Holland Christian High School, MI
 Pillager Public Schools, MN
 Riverview Gardens High School, MO
 Milnor Public School, ND
 Christian Communicators of Owasso/Collinsville, OK
 Harriton High School, PA
 Northeast Bradford High School, PA
 Taylor Allderdice High School, PA
 Cane Bay High School, SC
 Salt Lake School for the Performing Arts, UT
 Champlain Valley Union High School, VT
 Rutland High School, VT
 Chiawana High School, WA
 Holy Names Academy, WA
 Mt. Horeb High School, WI



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To the student, Forensics is an opportunity to cultivate life-long friendships, travel the country, and receive college credit for what you already love to do. As a result of the incredibly supportive administration, the students in Forensics at WKU enjoy many benefits, which is why WKU is home to more high school and collegiate national champions than any other program in the country.

simply the best! ◊◊◊◊

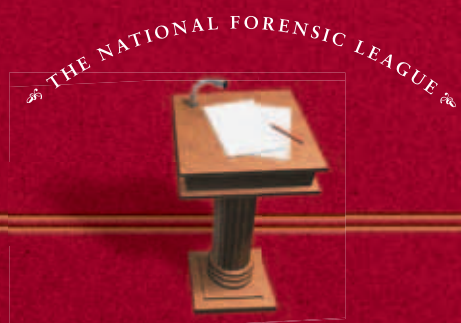


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- The only team to win the National Forensic Association, American Forensic Association, and International Forensic Association Championships in the same year. WKU accomplished this feat multiple times.
- Winners of the International Forensic Association World Championship every year in attendance.
- Kentucky Forensics Association State Champions for over two decades.
- Recognized by the Kentucky Senate and House of Representatives for Forensics Excellence.
- Recognized by the United States Senate and House of Representatives for Forensics Excellence.
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