

# Debate Program Parent HANDBOOK

## 2007-2008



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# 1. The Debate Year

For most participants, the debate season begins the summer before, when they attend debate camps around the country. As soon as school convenes in September, debaters meet to share the evidence, build cases and attend after school practices twice per week.

The tournament season for the Bellingham School District (BSD) usually begins in October. There are on average 8-10 tournaments per season, which are slated twice per month ending in February. The debate season is slightly extended for the team's top competitors, who attend at least one national tournament, state qualifiers, and, if they qualify, the Washington State Debate Championship Tournament, the National Speech and Debate Tournament (Nationals), and/or the Tournament of Champions (TOC).

To qualify for the Washington State Debate Championship Tournament, most debaters must win "state bids" at regional tournaments; however, the BSD is part of a district that allows coaches to select up to 3 top debaters (CX and/or LD) from each school to compete.

To qualify for the TOC, debaters must win two "TOC bids." Bids are only given out at certain tournaments to debaters who reach a specified level (quarterfinals, semis, or finals, depending on the tournament). TOC bid tournaments are specified below.

To qualify for Nationals, debaters must win a "berth" at the Puget Sound National Qualifying Tournament. The coach can only select 1-2 (CX and/or LD debaters) from each school to compete. The National Forensics League (NFL) hosts the Washington State Debate Tournament each March at UPS. Although the NFL hosts Nationals and its state qualifying tournaments, most forensics tournaments during the school year operate under the auspices of other organizations. Chief among them in Washington State is the Washington Interscholastic Activities Association (WIAA).

A typical BSD debate season includes the following tournaments. Not every tournament is hosted or attended every year, and additional tournaments may be added to the list. *This is for general information only; check the BSD Debate Website for the current schedule:*

October	Snohomish HS Season Opener (All levels)
October (3 <sup>rd</sup> week)	Kamiak HS (Novice only, CX and LD)
October (late)	Gig Harbor HS (Novice/Jr. only)
November (early)	Whitman University (All levels, CX/LD TOC bid)
November (mid)	Puyallup HS (All levels)
December (early)	Auburn HS (All levels)
January (early)	Gonzaga University (All levels, CX TOC bid)
January (early)	University of Puget Sound (All levels, LD TOC bid)
January (mid)	Federal Way HS (All levels, TOC bid)
January (late)	Mt. Vernon HS (All levels) & MVRR (LD by invitation)
February (early)	Kamiak HS
February (early)	Pacific Lutheran University (All levels)
*****	*****
February (mid)	UC Berkeley
February (late)	Bainbridge HS Round Robin (LD by invitation)
February (late)	U of Oregon (Not attended in 2007; part of the full-team season)
February (late)	State Qualifying Tournament (Burlington-Edison HS)
March (early)	Puget Sound National Qualifiers (Kamiak HS)
March (mid)	Washington State Debate Championship (UPS)
May (early)	TOC (Lexington, Kentucky)
June (mid)	Nationals (Location changes each year)

## 2. Debate

### 2.1 The Two Major Forms of Debate: Policy (CX) and Lincoln Douglas (LD)

Students must decide between two styles of debate: CX and LD. As described further below, LDers debate as individuals while CXers debate as teams. CX debate is more focused on policy and evidence, and LD debate is more focused on philosophy and values. Both types of debate require students to use evidence-backed logic.

Within the debate community, each type of debate has ardent advocates. Policy debate advocates claim that CX debate is more educational and academically rigorous. LD advocates contend that LD's emphasis on oratory and philosophy make LD more interesting and useful. In the BSD program, neither form of debate is preferred over the other. Students should choose for themselves, based on their own strengths and preferences.

#### 2.1.1 CX Debate

CXers debate with partners; each team member is responsible for half of the arguments during debate rounds. CXers debate the same resolution all year, although each resolution requires teams to address many different cases every year and teams may develop and argue more than one affirmative case in a debate year. CX debate focuses on research, policy analysis, and the use of evidence, as well as logic and persuasion. CXers develop numerous evidence files (usually carried in large tubs) to back up affirmative arguments and refute opponents' arguments.

CX rounds last approximately 90 minutes. The rounds are very structured, with eight different types of arguments (four affirmative, four negative) and two opportunities for each side to cross-examine the other side. In order to fit more arguments into strictly enforced time limits, CXers speak extremely rapidly during prepared portions of their debates.

#### CX debate format

First Affirmative Constructive.....	8 minutes
Cross-Examination by Negative.....	3 minutes
First Negative Constructive.....	8 minutes
Cross-Examination by Affirmative.....	3 minutes
Second Affirmative Constructive.....	8 minutes
Cross-Examination by Negative.....	3 minutes
Second Negative Constructive .....	8 minutes
Cross-Examination by Affirmative.....	3 minutes
First Negative Rebuttal .....	5 minutes

The CX topic generally is released during January of the preceding debate season. In 2007-2008, CXers will debate the following resolution:

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

Rationale for the Topic ([http://www.uil.utexas.edu/academics/speech/cx\\_problem\\_areas.html](http://www.uil.utexas.edu/academics/speech/cx_problem_areas.html)):

“There is perhaps no issue more timely and critical than the status of people living in poverty in Sub-Saharan Africa. While world attention has once again focused on this crisis, attention has not translated to sufficient action. Despite the promise of the G-8 to end African poverty, the World Development Movement calls the current solutions “a disaster for the world’s poor.”

The public health problem in Africa is an essential topic, with current research and a wide array of potential solutions for both affirmatives and negatives to consider. Potential

affirmatives on this topic include access to education and pharmaceuticals for AIDS, public health education of women and direct aid, and nutritional information — since it relates to public health. Negative ground will be preserved with a strong array of specific and broadly applicable arguments, including whether the United States is the best agent to engage with Sub-Saharan Africa as opposed to, for example, other African nations or the European Union or Asia. There are critique-based arguments of development, and the idea of colonialism. And there are a myriad of economic and international cooperation arguments and disadvantages. The resolution is confined by public health initiatives.

Given the important dimension of this problem for this and generations to come, there is no better topic for the brightest of our students to tackle. Debating this topic would provide students a unique opportunity to advocate solutions for people too often ignored in our policy discussions and debates, and give Africa the significance it deserves. *Author: Don Pogreba, Montana.*

### 2.1.2 LD Debate

LDers debate as individuals, preparing and making all arguments in a round. A new LD topic, or “resolution,” is debated every three months. LD is a “values” debate that is philosophy-based and uses logical analysis and evidence to back up the theories used. LD debate is shorter, slower and more focused on oratory than CX.

An LD “round” usually lasts about 45 minutes. For each topic, or “resolution,” LD debaters must prepare two cases—one that affirms and one that negates the given resolution. The affirmative debater (who argues that the resolution is correct) makes a “constructive” speech, which is prepared in advance, and also makes two speeches that rebut the negative argument. The negative debater makes two arguments: a negative constructive/first negative rebuttal and a second rebuttal. Each debater has one opportunity to cross-examine the other side.

#### LD debate format

Affirmative.....	6 minute constructive
Negative.....	3 minute cross-examination
Negative.....	7 minute constructive
Affirmative.....	3 minute cross-examination
Affirmative.....	4 minute rebuttal
Negative.....	6 minute rebuttal
Affirmative.....	3 minute rebuttal
First Affirmative Rebuttal .....	5 minutes
Second Negative Rebuttal .....	5 minutes
Second Affirmative Rebuttal .....	5 minutes

The following topics, which were debated during the 2006-07 season, are provided as examples:

**September-October:** Resolved: A just government should provide health care to its citizens.

**November-December:** Resolved: A victim's deliberate use of deadly force is a just response to repeated domestic violence.

**January-February:** Resolved: The actions of corporations ought to be held to the same moral standards as the actions of individuals.

**March-April:** Resolved: The United Nations' obligation to protect global human rights ought to be valued above its obligation to respect national sovereignty.

## **2.3 Individual Events**

Most tournaments also include individual events (IEs), which include Extemporaneous Speech, Impromptu Speech, Expository Speech, Oratory, Dramatic Interpretation, Humorous Interpretation, Dual Interpretation and Interpretive Reading. IEs are scheduled during breaks between rounds of CX and LD debate. The BSD debate program historically has not focused on IEs, although students did participate in IEs during one tournament in 2006-07.

Some schools promote IEs because they allow students to win more awards and raise the profile of debate at schools and within the community. IEs can also draw more students into debate, especially students who are interested in drama. IEs have the disadvantage of taking away from preparation time during tournaments if also competing in LD or CX. In addition, they add to the coaching load. All of these factors need to be considered when considering inclusion of IEs in the BSD program.

## **2.4 What Happens at Tournaments**

A typical high school-sponsored tournament starts after school. The BSD debate team travels to other high schools and depending upon the location of the tournament usually leaves Bellingham around 11am for Seattle-area competitions. College tournaments east of the Cascades (such as Whitman and Gonzaga) start on Friday morning, so students leave on Thursday.

Whenever students miss classes, they must submit an "Anticipated Absence" form, signed by all teachers, to the appropriate office in their school (these forms are available at the main office at each school) When students leave during school hours, they must attend school that morning.

Students debate in different divisions. First-year debaters usually start in the "novice" division. In CX debate, the range of cases that can be debated in novice division, and the types of arguments that can be made, are restricted according to guidelines issued after the fall Washington State Coaches' Meeting. Tournaments also may include a Junior Varsity division and a Varsity (or Open) division, although these divisions may be "collapsed" if there are not enough entrants.

At most tournaments, students debate at least six rounds. Students who "break," or make it into the final rounds based on their win/loss record, debate in additional rounds. Those who did not break are encouraged to support teammates who do. Watching final rounds is an important learning opportunity.

Students stay overnight, in motels/hotels with chaperones, for many tournaments. Although rounds are supposed to end by 10pm, this is often not the case. Rounds often run late on Friday night, start again at 8am on Saturday, and continue through Saturday night's award ceremony that follows the end of rounds. The debate team rarely returns home before midnight on Saturdays. For local tournaments (such as Mt. Vernon), the team travels back and forth each day.

FOOD is an issue to be considered before every tournament. Students are responsible for their own meals and should be provided with money or food for each tournament. Tournaments are very demanding, and food (especially healthy food) is often not available. Coaches remind students that they will perform better if they eat better. Families, chaperones, and parent drivers sign up to donate shareable snacks and water to the team for each tournament.

## **2.5 Judging**

Debaters are judged both on their arguments (which side wins or loses the round) and individually as speakers (through the award of "speaker points"). Two sets of awards are given; one set is based on the win/loss record and the other set is based on "speaker points."

The quality of judging is extremely variable at tournaments. Some judges are very helpful, providing advice and comments that help debaters to improve. Other judges do not "disclose," providing no

comments on the round. Less-experienced or “lay” judges (community members, parents and more senior high school debaters), often judge in the novice division. Open division rounds are more likely to be judged by college debaters and coaches.

Debaters have to learn to adapt to different judges. When a judge announces that he or she “has never seen a debate before,” for example, debaters may have to deemphasize their more sophisticated, technical arguments in favor of focusing on logic and persuasion.

It is difficult for anyone to be judged. Sometimes rounds are judged badly and sometimes the results seem unfair. After a disappointing round, one of the more difficult jobs is for debaters to accept the judges’ decision and move on to the next round.

## **2.6 National Forensics League Membership and Points**

When students join the BSD debate team, they pay a small one-time fee of for lifetime membership in the National Forensics League and earn NFL points for their competitive efforts. With each round of debate, students earn: six points for a win, three points for a loss. The coach reports these points to the NFL after each tournament and the points accumulate throughout the debater’s career and display a lifetime ranking. For additional information, see the National Forensics League’s *Chapter Manual*, <http://www.nflonline.org/uploads/AboutNFL/chman.pdf>.

## **2.7 Behavior at Tournaments**

Any violations of BSD Activity policies (<http://www.bhs.bham.wednet.edu/activity/clubs/Code.pdf>) will not only hurt the debate team but could result in suspension of the program. Every debater, and every debate family, should discuss these policies and should be aware that there will be zero tolerance of behavior that violates BSD rules.

Typical debate team rules, modified from the NFL’s *Guide for Coaches*, are included in Section 8.

## **2.8 Practices**

Debate practices are held twice per week. Days and times are determined by the coach at the beginning of each year. Students usually work on their own at least one additional day to organize files, practice speeches, and continue to research cases.

*Now that the basics are covered, I shall try to convey what debate as an activity means. Sure, it's educational; I've learned more about weapons of mass destruction, mental health, the ocean, and peacekeeping operations than I ever thought I would back in eighth grade, but debate is so much more than that. I've made great friends sitting around for hours between rounds in the school cafeteria. Those friends soon turn into bitter enemies after a particularly fierce round at just the next tournament...*

*Debate is an indescribable amalgam of fragile alliances, eagerness, elation, bitter disappointment, high paced word battles, and learning. No other activity can compare to debate as far as I'm concerned, no matter how hard academic challenges try.*

--“yadrasil,” 2005, [http://everything2.com/index.pl?node\\_id=75793&lastnode\\_id=0](http://everything2.com/index.pl?node_id=75793&lastnode_id=0)

### 3. Parent Involvement

#### 3.1 *Why Parents Need to Help*

Running a debate program requires coaches to not only lead after-school practices and teach strategies for success but also to attend weekend tournaments, manage NFL points, and monitor budgets for three schools. To the extent that parents can take care of logistical matters, the coaches can focus more of their time on supporting the debaters at practices and at tournaments. To be involved *please pick up a “volunteer packet” from the main office at your student’s school.*

#### 3.2 *Parent Committees and Coordinators*

Parent representatives from each school act as a liaison between the students/ parents in the debate program and the administration.

Bellingham High School –Kathryn Brown and Jean Melious

Sehome High School – Sheila Klein

Squalicum High School – Mike Yeend

There are many opportunities for parent involvement and support. Each volunteer coordinator will need and appreciate parent assistance in the following areas. Also, according to the ASB, student involvement in program events should be 4 students to every adult.

Budget Coordinator (Mike Yeend)

Fundraising Coordinator (Kathryn Brown)

Judge Coordinator (Jean Melious)

Public Relations Coordinator (Sheila Klein)

Recruitment Coordinator (Susan Anderson)

Travel Coordinator (Sheila Klein)

Website Coordinator (Ralph Hayden, BHS librarian)

#### 3.3 *Additional Ways that Parents Can Help*

Parents are also needed to help:

**DRIVE** to tournaments. The school district provides the team with vans, and parents are asked to assist with driving. If most families drive to at least one tournament, transportation is covered for the season.

**CHAPERONE** for tournaments. Drivers often fulfill this role as well which means that both male and female driver-chaperones are needed for all overnight tournaments. Chaperones can help to set up “home base” tables at tournaments where students can leave supplies that aren’t needed in rounds, where donated water and snacks are available, and where the coach and students can meet for transportation to restaurants and hotels.

**JUDGE** at tournaments. Every tournament requires one judge for every four participants. The team saves \$50 per judge, per day when parents are able to judge at tournaments!

#### 3.4 *Forms, Permission Slips, and District Rules*

For students:

- Anticipated Absence Form: Available at the main office of each school.

- Students must obtain teacher and legal guardian approval to miss classroom time in order to attend debate tournaments. Any student who fails to submit a completed copy to the Activities Secretary in advance will not be permitted to participate

For parents:

- A “Volunteer packet” is available at the main office at each school. This packet includes a background check which is kept on file at the main office and fingerprint cards with instructions. The Bellingham Police Department conducts fingerprinting on Tuesday and Thursday mornings from 9am until noon.
- Approval for Use of Private Vehicle: [www.bham.wednet.edu/district/documents/P2320F-4\\_001.pdf](http://www.bham.wednet.edu/district/documents/P2320F-4_001.pdf)  
Usually, BSD vans are used for transportation to/from regional tournaments. If school vans are unavailable, or if a parent prefers driving his/her own vehicle, this form must be submitted to the Activities Secretary. Parents using private vehicles also need to show the Activities Secretary their valid driver’s license and vehicle registration form so that photocopies can be made.

For Students and Parents:

- Downloadable Activities Policies: Students and their legal guardians should be aware of the BSD Board Policy on “High School Co-Curricular Activities Program” ([www.bham.wednet.edu/activity/clubs/Code.pdf](http://www.bham.wednet.edu/activity/clubs/Code.pdf)).  
In particular, debaters should keep in mind that they will not be allowed to debate if they do not meet academic and behavior standards. Students have been prevented from debating in the past for violations of these policies.

## 4. The Budget

### 4.1 Expenses

Debate team expenses include the following:

- Head Coach Salary – This item does not come out of ASB or fundraised monies. The stipend is school-based and correlates to a point system that includes a finite number of points for all activities. The points allocated are intended to reflect the coach's contact time, prep time and weekends. In 2006-7, each point was worth \$160. SHS allotted 12 points for the position for a total of \$1600. BHS allotted 8 points, and Squalicum allotted 3 points adding \$1760 to the total salary of \$3,360 from 3 schools.
- Assistant Coach Salary - This item also does not come out of ASB or fundraised monies. As per BSD guidelines, all assistant coaches are paid 70% of the head coach's salary. Sehome high school supports the assistant coaching position with \$1162.
- Tournaments Fees – The team is charged a registration fee for each school represented (\$20-\$100 each) and individual registration fees for each LDer and each CX team (\$10-\$30 each).
- Hotel rooms – The team is responsible for all accommodation charges which are kept as low as possible, usually \$60-\$90 per room. For every tournament, at least 3-4 rooms are needed: one room per 4-5 female students; one room per 4-5 male students; and one room each for male and female adults (coaches, judges, chaperones, and/or parent volunteers).
- Judges: \$60 per judge, per day (One judge, on average, is needed for every 4 competitors.)
- Travel:
  - BSD vans are supplied and covered by the district.
  - When buses are used, approximately \$40 per student.
  - Submitted gas receipts for BSD vans and private vehicles are charged to the team.
  - Coach travel to out-of-state tournaments (Student costs are always privately paid.)
  - Chaperone meals are covered, but not their accommodations
- National Forensics League annual dues (\$99) and lifetime student membership fees (\$10 each)
- Debate materials (research materials, evidence, texts, videos, team equipment)
- Miscellaneous costs (school use charges, photocopying, phone charges, end-of-year banquet)

### 4.2 Funding

Three funding sources contribute to debate.

#### 4.2.1. School-Based Support

The Bellingham School District provides coaching salaries pursuant to a "point" system, which is set forth in BSD Administrative Procedure 5146 B, "Nonrepresented Extracurricular Activity Positions -- Criteria," <http://www.bham.wednet.edu/district/documents/P5146p2005-06rev.pdf>.

Every two years, each high school determines the number of "points" it allots an activity, which in turn determines the funding available for the coach's salary. Debate has become more popular with students in the past few years and the administration has been working with parents to support this activity. Parents and students play an important role in advocating for increased school-based support. Parents are able to raise the profile of debate by being involved in the PTSA, and through work on fund development for the program as well as logistical assistance for the coach. Students play an important role in recruitment strategies for the team.

#### 4.2.2 Associated Student Body (ASB) Funding

Through student government, debaters are able to advocate for additional funding and support for the program. The ASB at each high school allocates funding for school activities with input from Activities Directors. Continued efforts to improve ASB support are needed.

### **4.2.3 Debate Team Fundraising**

The primary goal of team fundraising is to ensure that as many debaters as possible can attend each tournament. The "Talkathon," usually held in October, is the primary fundraising event for the team. A goal of \$200-\$300 per student is set and is often raised by appealing to friends and family or by setting up "tables" in front of local stores to collect donations. Other fundraising activities have included selling team t-shirts and track jackets, running concessions at high school sports events, holding bake sales, car washes and garage sales. The idea of hosting a middle school dance has surfaced recently, and additional fundraising ideas are always welcome.

Funds raised at the Talkathon are deposited into the corresponding school's ASB accounts. The funds are earmarked for the debate team and that money is used only for the debate program.

Over the years, parents have discussed forming debate booster clubs and/or nonprofit organizations but have determined that the ASB account is the best solution. One debate parent explained her experience:

*Booster clubs are getting phased out in the BSD unless they are covered by an organization that carries liability insurance. The BHS PTSA has an extra treasurer just to cover booster clubs. SHS PTSA has opted not to do so, simply because it is a huge job to manage the books for so many activities and they do not realistically think they could find anyone to take on the job. I started a debate booster club a few years ago, but closed it after two years and put the money in the ASB account. The credit union, where I had the account, sent out a notice that booster club accounts would be closed unless their organizations became non-profits, and we all know how expensive that can be. That said, four years ago, the debate parents considered creating a non-profit debate foundation mainly to support kids who wanted to attend summer camps but it came to naught when we started adding up costs and commitments*

--B. June, 2006

### **4.2.3 Debate Team Recruitment, Training and Retention**

The number of students involved in debate has a direct correlation to the number of points the program is awarded and the dollar amount of the coach's stipend. It is in the best interest of the program to consistently recruit, train and retain new debaters. Our recruitment strategy has included these components:

#### Recruitment

August- Freshman orientation

April- Middle school spring assemblies

May- 8<sup>th</sup> grade activities night

June- Advertise within schools summer debate camps

#### Training

October – Talk a thon – all day how-to session on debating and judging

On going support for new debaters through weekly practices, encouragement by more experienced debaters and mentoring by coach.

#### Retention

October- Novice only tournament

Novices have the opportunity to practice new skills, are encouraged and supported by all team members throughout the season, and are included in as many tournaments as they wish to attend.

## 5. Summer Camps

Summer debate camps are held around the country in sessions that range from two to seven weeks. Debate camps allow debaters to improve their skills, by working with experienced debaters and debate coaches and by providing research materials for the upcoming season.

Debate camp is recommended but not mandatory. Those who attend debate camps will be encouraged to share their evidence and notes with other members of the team.

### 5.1 CX Debate Camps

Within the region:

- Gonzaga Debate Institute in Spokane, WA: 4-week, 3-week, and 2-week sessions. <http://www.gonzagadebate.com/GDI.htm>
- Whitman National Debate Institute in Walla Walla, WA: 2- and 3-week sessions. <http://www.whitman.edu/rhetoric/camp/index.htm>
- University of Oregon Debate Institute in Eugene, OR: <http://www.uoregon.edu/~forensic/>

Other top programs:

- Dartmouth Debate Institute in Hanover, NH: 4-week program. <http://debate.dartmouth.edu/Workshops/ddi.php>
- Michigan Debate Institute at University of Michigan in Ann Arbor, MI: 4-7 week programs. <http://www.michigandebate.com/>
- Spartan Debate Institute at Michigan State University in Lansing, MI: 2-, 3-, and 4-week sessions. <http://debate.msu.edu/>
- University of North Texas Mean Green Workshops in Dallas-Fort Worth, TX: 1-, 2-, and 3-week sessions. <http://www.meangreenworkshops.com/>
- University of Texas National Institute in Forensics in Austin, TX: 1-7 week sessions. <http://www.utdebatecamp.com/>

Links to the websites for these and other debate camps can be found at <http://www.debate-central.org/learn/2007-summer-debate-camps>.

### 5.2 Competitive CX Camp Programs: Scholars and Labs

Some summer debate institutes offer competitive programs that restrict admission based on tournament records, letters of recommendation, and other application materials (which may include transcripts and test scores). These programs include:

- Gonzaga Debate Institute Zag Scholars: [www.gonzagadebate.com/ZagScholars.htm](http://www.gonzagadebate.com/ZagScholars.htm)
- Michigan 7-Week Juniors: [www.michigandebate.com/](http://www.michigandebate.com/)
- Northwestern Coon Hardy Scholars: [www.northwestern.edu/nhsi/CoonHardy.html](http://www.northwestern.edu/nhsi/CoonHardy.html)
- Northwestern Zarefsky Scholars: website not yet posted for 2007

- Whitman NDI Policy Scholars: [www.whitman.edu/rhetoric/camp/policy-scholars.htm](http://www.whitman.edu/rhetoric/camp/policy-scholars.htm)

### **5.3 Lincoln-Douglas Debate Camps**

Within the region:

- Whitman National Debate Institute in Walla Walla, WA: 2- and 3-week sessions  
[www.whitman.edu/rhetoric/camp/index.htm](http://www.whitman.edu/rhetoric/camp/index.htm)
- *Oregon Debate Institute* (ODI) at the University of Oregon in Eugene, OR: 2 Week Programs  
[www.oregondebateinstitute.com](http://www.oregondebateinstitute.com)

Other top programs:

- *Victory Briefs Institute* (VBI) at UCLA in Los Angeles, CA [www.victorybriefsinstitute.com](http://www.victorybriefsinstitute.com)  
Session I (the preferred session aka *VBI@UCLA*): 2 or 3 weeks  
Session II (focuses on Sept/Oct resolution): 2 weeks
- *Ivy Scholars Program* at Yale University in New Haven, CT [www.yale.edu/ivyscholars](http://www.yale.edu/ivyscholars)
- *National Symposium for Debate (NSD) Summer Institute* at Grinnell College in Des Moines, IA  
[www.nsdebate.com](http://www.nsdebate.com)
- *Stanford National Forensic Institute* at Stanford University in Palo Alto, CA  
[www.snfi.org/index.html](http://www.snfi.org/index.html) (Please note that parliamentary debate is also an option)
- *DCE National Debate Institute* at University of New Mexico in Albuquerque, NM  
[www.cddebate.com](http://www.cddebate.com)
- *NFC Speech and Debate Camps* at the University of Maryland in College Park, MD  
[www.educationunlimited.com/debate/debate.html](http://www.educationunlimited.com/debate/debate.html)

Other LD summer camps worth noting are in Kansas, Kentucky, Michigan, New Hampshire, N. Carolina, Ohio, Texas & Wyoming (in case you want to work in a family vacation).

### **5.4 Special CX/LD Camp for Female Debaters and Scholars:**

*Women's Debate Institute* (WDI) at Ft. Worden Park in Port Townsend, WA 3-day program  
[www.womensdebateinstitute.org](http://www.womensdebateinstitute.org)

## 6. References

### 6.1 Best-Selling Books about Debate

- ***Gifted Tongues: High School Debate and Adolescent Culture*** by Gary Alan Fine (Princeton Univ. Press, 2001). A professor of sociology writes about midwestern CX debaters and their coach; a good introduction to CX debate:
- ***Cross-X*** by Joe Miller (Farrar, Strauss and Giroux, 2006). A reporter writes about an inner city high school CX team and its efforts to raise issues of race and power in debate:

### 6.2 Websites about Debate

#### General

- *Washington Interscholastic Activities Association (WIAA) Forensics Handbook* (tournament and event rules): [www.wiaa.com/tourn/bfs/forensicsreg.pdf](http://www.wiaa.com/tourn/bfs/forensicsreg.pdf)
- *Debate Central* (evidence and forums): [www.debate-central.org/](http://www.debate-central.org/)
- *National Forensics League* (link to "Coaches' Resources," with additional links useful for anyone interested in debate): [www.nflonline.org/CoachingResources/GettingStarted](http://www.nflonline.org/CoachingResources/GettingStarted)
- *National Forensics League Educational Handouts* (resources for LD and CX): [www.nflonline.org/CoachingResources/Debate](http://www.nflonline.org/CoachingResources/Debate)
- *Planet Debate* (mostly sells evidence but also offers some free information): [www.planetdebate.com/index.asp](http://www.planetdebate.com/index.asp)
- *Tournament of Champions*: [www.uky.edu/Provost/ChellgrenCenter/Debate/champions.htm](http://www.uky.edu/Provost/ChellgrenCenter/Debate/champions.htm)

#### Online Forums

- Cross-X.com Debate Forum: [www.cross-x.com/vb/index.php](http://www.cross-x.com/vb/index.php)
- LD Debate Forum: <http://forums.lddebate.org/index>

#### Wikipedia

- Policy Debate: [http://en.wikipedia.org/wiki/Policy\\_debate](http://en.wikipedia.org/wiki/Policy_debate)
- Lincoln-Douglas Debate: [http://en.wikipedia.org/wiki/Lincoln-Douglas\\_debate](http://en.wikipedia.org/wiki/Lincoln-Douglas_debate)

#### LD Debate Articles Online

- "Understand Lincoln-Douglas Debate" [www.debate-central.org/learn/resources-for-understanding-lincoln-douglas-debate](http://www.debate-central.org/learn/resources-for-understanding-lincoln-douglas-debate) Links to articles that discuss debate issues, such as "Selected Philosophy Topics that Arise Frequently in LD Debate" and "Logic in LD Debate: Elements Theory, Casing Applications, and Cross Examinations and Rebuttals"
- "Important Terms in Lincoln-Douglas Debate": [www.debate-central.org/learn/important-terms-in-lincoln-douglas-debate](http://www.debate-central.org/learn/important-terms-in-lincoln-douglas-debate)

#### Policy Debate Articles Online

- *Book of Impact Index*, 1999: <http://ceda-ndt.uchicago.edu/BofIIndex.htm>  
It's old, but the debaters on Cross-X.com still recommend it.
- "CX Debate: Setting Up the Debate: Exactly What Happens": [www.extemptopicanalysis.com/cx\\_debate\\_Caldwell.htm](http://www.extemptopicanalysis.com/cx_debate_Caldwell.htm) One coach's view of what each CX argument should contain, plus a glossary.

- “Disadvantages”: [www.nfhs.org/Core/ContentManager/uploads/Documents/PowerPoint/SDTA/Disadvantages01.ppt#25](http://www.nfhs.org/Core/ContentManager/uploads/Documents/PowerPoint/SDTA/Disadvantages01.ppt#25) (Power Point).
- “Five Secrets to Winning Debate”: [www.nfhs.org/Core/ContentManager/uploads/Documents/PowerPoint/SDTA/WinningDebates.ppt#25](http://www.nfhs.org/Core/ContentManager/uploads/Documents/PowerPoint/SDTA/WinningDebates.ppt#25) (Power Point). Short and to the point.
- “Understand Cross-Examination Debate”: [www.debate-central.org/learn/understand-cross-examination-debate](http://www.debate-central.org/learn/understand-cross-examination-debate) Links to articles that discuss debate issues, such as “Extending Topicality Arguments” and “Making the Case: Tips for Affirmative Case Construction.”

### 6.3 On-Line Videos

- **Policy debate: College**  
College Sports TV 2005 National Collegiate Debate Championships: <http://video.google.com/videoplay?docid=3104223676306891857&q=CSTV+debate>  
This is a documentary, not just a videotape of a debate. It focuses on the personalities of the debaters and the different styles of policy debate
- **Policy Debate: High School**  
Links to videos of several high school debates: <http://debate.uvm.edu/watchdebate.html>
- **Policy Debate Instructional Videos:** [www.uvm.edu/~debate/policyvideo.html](http://www.uvm.edu/~debate/policyvideo.html)  
Dozens of instructional videos for free (streaming video over the internet)
- **LD Debate Instructional Videos:** [www.uvm.edu/~debate/learnld.html](http://www.uvm.edu/~debate/learnld.html)  
Streaming videos (free) of lectures on preparing affirmatives, preparing negatives, cross-examination, values, and other topics.

### 6.4 Research Websites

- *Arts and Letters Daily* (provides regularly-updated links to articles on all sorts of topics, from politics to philosophy to literature): <http://aldaily.com/>
- *Code of Federal Regulations:* [www.findlaw.com/casecode/cfr.html](http://www.findlaw.com/casecode/cfr.html)
- *Congressional Research Service Reports and Issue Briefs* (Not an easy site to use, but if you find something, it will be good): <http://fpc.state.gov/c4763.htm> .
- *ExpectMore.gov* (US program assessment website): [www.whitehouse.gov/OMB/expectmore/index.html](http://www.whitehouse.gov/OMB/expectmore/index.html)
- *Federal Register* (regulations, and agencies’ explanations are printed here, along with other agency business): [www.gpoaccess.gov/fr/index.html](http://www.gpoaccess.gov/fr/index.html)
- *General Accounting Office (GAO)* (provides nonpartisan reports on policy issues based on research): [www.gao.gov/](http://www.gao.gov/)
- Lincoln Douglas Debate Philosophy Websites: [http://www.uil.utexas.edu/academics/speech/ld\\_debate\\_phil.html](http://www.uil.utexas.edu/academics/speech/ld_debate_phil.html)
- *National Public Radio (NPR)* (the fun way to research – find an audio stream or a transcript about many topics): [www.npr.org/](http://www.npr.org/)
- Statistical Resources on the Web: [www.lib.umich.edu/govdocs/stats.html](http://www.lib.umich.edu/govdocs/stats.html)
- Statistics Offices (national, U.S. and international): [www.bls.gov/bls/other.htm](http://www.bls.gov/bls/other.htm)
- Supreme Court (U.S.) Opinions: [www.findlaw.com/casecode/supreme.html](http://www.findlaw.com/casecode/supreme.html)
- United States Code (statutes passed by Congress): [www.findlaw.com/casecode/uscodes/](http://www.findlaw.com/casecode/uscodes/)
- Western Washington University Library: [www.library.wvu.edu/index.shtml](http://www.library.wvu.edu/index.shtml). This site provides the ability to search the WWU catalogue. Students can access WWU’s on-line full-text resources (1) on campus; check in with the Reference Librarian for a “Visitor” password, or (2) by working with parents or coaches who have WWU passwords.

- World Bank in Sub-Saharan Africa:  
<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/0,,menuPK:258649~pagePK:158889~piPK:146815~theSitePK:258644,00.html>
- World Health Organization (WHO) Country Site Index: [www.who.int/countries/en/#U](http://www.who.int/countries/en/#U)

## **6.5 Resources for Judges**

- *National Forensics League Instructions for Judges* (suggestions for awarding speaker points):  
[www.nflonline.org/uploads/CoachingResources/InstructionsForJudges.doc](http://www.nflonline.org/uploads/CoachingResources/InstructionsForJudges.doc)
- *CX Debate Judging Criteria*: [www.uil.utexas.edu/academics/speech/cx\\_debate\\_judge\\_crit.html](http://www.uil.utexas.edu/academics/speech/cx_debate_judge_crit.html)
- *Policy Debate: An Introduction* (Power Point; short, the very basics):  
<http://www.nfhs.org/Core/ContentManager/uploads/Documents/PowerPoint/SDTA/BasicDebate.ppt#263,9>, Filling Out the Ballot
- *Judging Policy Debate* (Power Point; although it focuses on the 2005-06 CX resolution, the presentation is a clear and logical presentation of the major issues in CX debate):  
[www.nfhs.org/Core/ContentManager/uploads/Documents/PowerPoint/SDTA/JudgingPolicyDebate.ppt#263,1](http://www.nfhs.org/Core/ContentManager/uploads/Documents/PowerPoint/SDTA/JudgingPolicyDebate.ppt#263,1), Judging Policy Debate
- *Judging Policy Debate: Rules and Recommendations* (Power Point):  
<http://www.nfhs.org/Core/ContentManager/uploads/Documents/PowerPoint/SDTA/JudgingPolicyDebate1.ppt#256,1>,
- LD Debate Judging Criteria: [www.uil.utexas.edu/academics/speech/ld\\_debate\\_judge\\_crit.html](http://www.uil.utexas.edu/academics/speech/ld_debate_judge_crit.html)

## 7. Basic Debate Team Rules

The following basics for good conduct are adapted from the National Forensics League Handbook, [www.nflonline.org/uploads/CoachingResources/BuildingSpeechandDebateTeamHandbook.doc](http://www.nflonline.org/uploads/CoachingResources/BuildingSpeechandDebateTeamHandbook.doc), and BSD policy.

### Tournament Rules

Most of the rules above also apply to tournaments. Each tournament invitation outlines specific expectations. In addition, be sure to consider these others:

- ALL school rules are in effect at all times, including appropriate attire.
- All teams and judges, as well as the facilities, are to be treated with respect at all times.
- Good sportsmanship is paramount. Refrain from speaking ill of other competitors and judges, no matter how much they annoyed you during a round (at least where you can be overheard!)
- You must attend all tournaments you are signed up for. If for some reason you cannot attend (family emergency, etc) you are expected to notify the coach as early as possible so that entry fees paid on your behalf can be reimbursed by the tournament.
- If an emergency has delayed your departure to/from a tournament, please contact the coach on his/her cell phone. Every reasonable effort to locate tardy/missing students in a timely manner is undertaken but you will either miss the tournament entirely or be left behind (requiring your parents to pick you up at the tournament).
- Although tournaments are also highly social gatherings, arriving late to rounds or skipping rounds is not tolerated and will have consequences.
- When not involved in outrounds, debaters are expected to support teammates still in competition and to observe final rounds.
- Parents need to be aware that, while there are chaperones in attendance, supervision at both the hotel and the tournament is limited (we can't have one adult for every student). Students are expected to act maturely and responsibly. If, for any reason, it is thought that a student cannot live up to these expectations, he/she will not be allowed to compete.

### Hotel Rules at Overnight Tournaments:

- Hotel room curfew is 11pm with lights out by midnight. There will one room check at night and hallway checks afterwards.
- No boys in girls' rooms and vice versa with doors closed.
- Once at the hotel, you are NOT to leave the premises unless it is pre-arranged with a coach.
- Please respect the hotel property and your neighbors; especially refrain from being overly noisy, running down halls or letting doors slam against their jams.
- No smoking, use of drugs or alcohol, acts of vandalism or other improper/illegal behavior is tolerated. Such poor conduct will result in having his/her parents called to retrieve the student and will not be allowed to participate in the next tournament, in accordance with BSD rules. Poor conduct puts future permission to travel at risk.

## 8. Articles on Debate

### **Debating skills come in handy in business**

**USA TODAY - September 30, 2004, Pg. 3B: Del Jones**

Law and politics are the career choices of competitive debaters, but as President Bush and Sen. John Kerry battle tonight in the most consequential of debates, insiders intimate with the machinations of the sport are seeing a gradual shift toward business careers. Debaters train to persuade and advocate a side.

At tournaments they often don't know what side they will take until the last minute and are often required to switch sides in subsequent rounds. That seems a perfect tutorial for lawyers. Cynthia McKay, CEO of Le Gourmet Gift Basket, says she learned "attorneys have no opinion until they're paid to have one" at University of Denver law school. But the debate discipline is also laden with skills necessary to business. And although debate teams will likely remain a breeding ground for future lawyers and the politically ambitious, debate coaches are seeing more and more of their former students at or near the top of companies.

Debaters must do exhaustive research, be flexible, get to the point and have the courage to discard just about everything they learn on the fly. In other words, debate teaches them to make tough choices. If there is a single lesson of debating, it's to know your opponent better than they know themselves, says Scott Deatherage, head of the Northwestern University debate team, winner of six of the last 10 national championships. "We teach how to make decisions under pressure and in a timely fashion. My sense is that CEOs are called upon to do that," he says.

Key debate skills CEOs and company presidents who have formal debating experience include Lance Rosenzweig of 2,500-employee outsourcing specialist PeopleSupport; Chuck Berger of Nuance Communications, a software company with more than 300 employees; Mark Astone of marketing and communications agency Panagraph; Tod Loofbourrow of 130-employee human resources software company Authoria; Karyl Innis of The Innis Co. executive coaching firm; and McKay, whose company has 510 franchises in 11 countries.

Michael Beckley and Marc Wilson, both 30, co-founders of software company Appian, are also on the list. Before joining Dartmouth's debate team, the two competed against each other in national tournaments going back to the ninth grade. Wilson's two-man team at Dartmouth ranked No. 2 in the USA his senior year. Wilson and Beckley majored in government with a focus on international relations at Dartmouth before co-founding the Vienna, Va., company that has grown to 190 employees in five years and has Home Depot and GlaxoSmithKline among its clients. Debate skills are key when preparing for meetings with such clients.

Beckley and Wilson will often play the role of skeptical customer, anticipating, as trained debaters do, any concerns that could scuttle a deal. They get ready for interrogations by customers who come with ammunition supplied by competitors and hired-gun consultants. For example, a client might ask why it should hire a 5-year-old software company when it could go to an IBM, Microsoft or Oracle. One Appian retort: "Unless you plan to spend millions, those companies will give you their B team." Beckley and Wilson say such arguments have won Appian large intranet accounts, including the world's largest at the U.S. Army with 1.7 million users.

Having been trained to assume each side of an argument lets Wilson and Beckley deal with customers who are Sun Java or Microsoft dot-com zealots. Beckley and Wilson go so far as to say Appian may not exist without their debate backgrounds. Beckley says he tries to explain to friends and co-workers how critical debate has been to his success.

Most think Beckley carries an inner quality, “But it was really about the training,” Beckley says. When time is limited Nuance’s Berger says he learned three things in debate that have helped in business. First, how to research and prepare a controversial topic with opposing viewpoints. Second, to make a compelling presentation. Third, to act quickly on your feet. “In a structured debate, you have limited time,” Berger says. “Customers likewise give you limited time to tell them why they should buy your product. You must get right to the point in a compelling way.” Horrow Sports Ventures President Richard Horrow was a Northwestern debater after twice winning the Florida high school championship. He graduated from Harvard law school but chose business and runs a company that has cobbled together 102 public-private stadium partnerships, including Paul Brown Stadium in Cincinnati and Miami Arena. He’s been successful in 30 of 32 of what he describes as “jousts” to persuade voters to approve stadiums. “Debate gave me the ability to organize my thoughts and make a rational case in a way that is unparalleled,” Horrow says.

Innis says it taught her “to talk and not sweat, to persuade and not shout.” CEOs such as Charles Hoffman of broadband provider Covad have no formal debate experience and are glad for it. He has debaters on his executive team, including general counsel Jim Kirkland, who competed for Harvard. Hoffman says his job as CEO is to listen, make a decision and not waiver. “Arguing for the sake of arguing does nobody any good,” Hoffman says. Yet, he says, it’s even worse to have a company void of debate and full of yes men.

### **Ruthless competition**

Other CEOs who have been trained in debate say that their rise required adjustments to their win-at-all-cost mentality. “Good debaters are ruthlessly competitive,” Berger says, which may be admirable when dealing with an opponent, but not always the best tactic for team cohesion. “You can come off as a used car salesman,” McKay says. “Aggressive, pompous. Part of business success is the ability to compromise.” But debating teaches listening skills and winning allegiances, not pomposity, Deatherage says, adding that people who don’t see the opponent’s point of view tend to be the weakest collegiate debaters. Debaters encounter other drawbacks when entering business. Horrow fights a tendency to cut people off and finish their sentences. “I’ve learned to slow down my speech. I do it consciously.”

Wilson and Beckley say they focus on minor flaws in their arguments to the point of paranoia. “We spend far too much time worrying about things that no one else would notice,” Wilson says. “We detail every possible failing, real or imagined.” But in business, the positives far outweigh the negatives, debaters say. Women say debate taught them to communicate in a man’s world, to hammer home strong points. McKay says she has won business with some “who might have a gender problem.”

Debating CEOs say tonight’s presidential debate is better than no debate at all, but the candidates have insisted on rule changes that will gut the debate of give-and-take. “The format doesn’t take the candidates off their scripts and move them away from polished preparation,” Beckley says. But the CEOs also say they will be watching Bush vs. Kerry Round 1 and expect to get a glimpse of how the candidates react under pressure and how well they can identify with the audience.

## Debate and Academic Success

### *Rostrum 2002* by Jonathan Carr - Fullbright Scholar

In early October, I moved to London to begin a new chapter in my life. During the process of adapting and adjusting, I reflected on the people and experiences, which helped me arrive here. And, of all the classes and extracurricular activities in which I have participated, it is easy to conclude that I am privileged to study in London largely because of my involvement in high school debate. While certainly, many events and conversations shaped who I am, I can state unequivocally that the single greatest educational investment I made were the hours I spent honing my skills as a debater.

Perhaps a bit of background would explain more. Like most 14-year olds, I was not immediately impressed with the idea of joining a debate team. Debate, especially in a Southern town driven by participation in sports, was not seen as the most useful way to maximize time. Besides, after eight hours of school per day, why add even more work to my plate of honor classes and extracurricular activities? However, I was impressed with the knowledge and intelligence exhibited by members of the Saint James debate team.

While aspiring to make the varsity basketball team, I also thrived on talks about political affairs and current events, given that so many in my family were active in politics. So, in searching simply for an outlet to channel my ideas, I agreed to join the debate team on a part-time basis. My coach, Michele K. Coody agreed to this initial setup, and so began my debate career. Little did I know that within a year, debate would become my passion and basketball little more than a recreational event.

As a novice debater, I performed very well, advancing to the elimination rounds of every tournament I entered. Yet, like most teenagers, I struggled throughout my ninth grade year to find my niche in school. My grades were less than what I wanted. Then midway through the basketball season, I tore ligaments in my ankle and was unable to play. When you are removed from the two activities which dominate your time, you are given a chance to evaluate their importance. And it was then, at age 15, that I finally saw the importance of an activity that I would use long after my final free throw or jump shot.

Consider the options. Throughout high school, college, and beyond, you as an individual are going to be required to constantly compete and prove yourself-- your competence, your intelligence, your ability to complete tasks. Do you want to serve as an elected leader in high school? Get into an advanced level collegiate seminar that is application only? Work in a blue-chip law firm? All of these require the use of language and rhetoric to organize a persuasive set of ideas.

While perhaps diligent academic studying might be enough to achieve certain goals, I cannot think of a single investment which will provide more lifelong meaning. To the contrary, Thomas Jefferson himself noted the importance of a strong mind and strong body. However, as life is limited by time and requires decisions to prioritize activities, I have to suggest debate first and foremost.

### **Discipline and Organization**

To me, debate provides six academic virtues. **First**, it instills a **sense of discipline and organization**. Whether you are a national circuit debater or an occasional participant in local tournaments, this activity demands a meticulous attention to managing time. You cannot possibly travel two weekends a month, research and practice for hours after school, and maintain your grades and other commitments without being relentlessly organized and disciplined to finishing tasks. I remember missing school for over a week several times and going entire months without having a free weekend. Did Mrs. Coody allow me to skip school or turn in assignments late? Surely you jest. To the contrary, I learned at a very young age that the only way to survive was to not waste time.

**Second**, debate provides extra education in **theory and evidence**. You will be required to read works that most high school students do not see until their first year of college. Why is this important?

Because, this exposure to ideas advances your education a step further, allowing you additional avenues to pursue in your academic plans.

A college freshman who can enroll in a senior level philosophy class and perform well is going to stand out both in person and on paper. Understanding Hobbes or the causes of the Watergate scandal are important in holding a discussion on American government today. The sooner you learn about the philosophies and events which define our world, the sooner you can apply yourself as a policymaker.

**Third, the best writing course imaginable** is high school debate. On a basic level, this activity requires two research papers per tournament. But this is a simple assessment. Most tournaments I attended required rewrites, revisions, and sometimes just starting over when preparing a case. You learn how to incorporate evidence and ideas into a general paper so that your writing flows smoothly, and more importantly, your thesis is clear. Additionally, the practice of writing cases increases your vocabulary and efficiency. I have found that many of my assigned tasks were given largely because I could draft memorandums or position papers which sounded credible when read by adults. Also, when I first started debate, it took me days to write an affirmative case. Now, I can write articles like this in under two hours. I will let you, the reader, decide if the entertainment value of this article is on par with my writing speed.

**Fourth, debate, of course, makes you a better speaker.** Since leaving high school and attending college, I have learned one great truth: everyone leads a busy life. Perhaps there are people out there, whom I have not met, who wish to hear others talk at length about an assorted number of topics.

However, my experience is that when you are talking to someone, it is important you make your point fast, before losing his or her attention. College professors hate students who ask two-minute questions. Scholarship committees do not pick candidates who take five minutes if you mumble through an interview or make poor eye contact.

Instead, the competitive events in life are usually won by the good speaker who talks in a soothing but confident voice, makes quality eye contact, and establishes his or her point to keep the audience interested. The best place to practice this is in a debate round.

**Fifth, you meet an amazing group of friends and mentors** through debate. When I first started applying to law schools, the first person I emailed was, naturally, my debate coach. If I have a specific question about a law school, chances are I will know someone at that school because of debate.

Meeting people at tournaments and camps extends the collegiality and conversations you have with members of your debate team, while also allowing you to listen and learn from people who are more experienced and even wiser. Most importantly, the activity allows you to form lifelong relationships.

And **sixth, nothing teaches you about dealing with adversity like debate.** My junior year, we traveled to the Bronx High School of Science Debate Tournament, where I promptly bombed and won only three rounds.

Five days later, I started the Saint Marks Tournament in Dallas by losing my first round. At that point, Mrs. Coody pulled me aside for a long walk, where basically she said, "Well, you can put what has happened behind you, or you can assume the worst is yet to come." Ten rounds and 36 hours later, I found myself the top speaker and winner of the tournament. The sheer competition of debate entails times when you think it cannot possibly become harder to win a round. Everyone has his or her streaks of poor performance.

However, debate teaches you to turn obstacles into opportunities. As you progress through life, this skill is more and more vital, because whether it is bouncing back from losing your job or failing to win a motion in court, how failure is handled tells a great deal about someone. I have had myriad incidents

where I did not achieve my initial goal, yet I have always tried to learn from my mistakes so that the next attempt is more successful.

In short, I believe that how you spend your time in high school affects your future development. I frankly do not think that I would be studying in London today, or even preparing for law school, if I had not debated in high school. Debate instills in teenagers the skills necessary to be competent adults. Moreover, it provides chances to travel and visit with others who hold similar educational values. Again, this is not to imply that pursuing different activities is a mistake or even a poor decision, for not everyone will be interested in the same events. Yet, when looking back to the 14- year old who was skeptical about debate, I realize that joining this activity is the best educational decision I have made to date. As investments go, this one is a sure winner.

*(Jonathan E. Carr is a Fulbright Scholar at The London School of Economics. He debated four years at The Saint James School (AL), coached by Michele K. Coody. In 1996, he graduated as an NFL All-American and Four-Time Participant in the NFL National Tournament.)*