

International Success! Curtis Debaters Place Third in London

Students from the Curtis School, Los Angeles, California were undefeated at the London Debate Challenge, the championship competitive debate tournament of an educational and civic outreach project designed by the English-Speaking Union (ESU) to introduce debate and public speaking training in more than 400 secondary schools throughout London's boroughs. Debating on international and local public affairs, Benjamin Sprung-Keyser, Jake Sonnenberg, and Christopher Holthouse competed in the championship event of the debate tournament series.



Jake Sonnenberg, Benjamin Sprung-Keyser, and Christopher Holthouse pose in front of London Bridge

Debate Challenge' championship and only 2 teams from London's secondary schools were eligible for the final round), students from the Curtis School received the third place team trophy. In addition, Benjamin Sprung-Keyser was honored with the only speaker award for the event, the award for the best floor speech.

The Curtis School team of sixth grade students represented the MSPDP in the first phase of a newly established international educational and debate exchange. The students and teachers traveled to London from June 21-28, 2005 for home stays, as well as sight-seeing and other educational and social events.

The tournament consisted of the 23 borough champions from London and the MSPDP team. The Curtis team debated students in London's 'middle grades'-students from 14-16 years old. Although the rules of the event prohibited the team from participating in the final debate (the tournament awarded the 'London

Don will travel to Southern California in the fall for the second phase of the inaugural year of the exchange, which will include participation in one of the MSPDP fall invitational tournaments, as well as a debate workshop at Claremont McKenna College, public debates, and visits to educational, social, and cultural venues throughout the region.

MSPDP Schools Win National Championships!

Four students from Townsend Junior High School, Chino Hills, California, won the national parliamentary debate championship at the Middle School Forensic League (MSFL, formerly Junior National Forensic League) National Championship Tournament, San Antonio, Texas. A team composed of a student from Desert Springs Middle School and a student from James Workman Middle School won the national championship in a debate event called Public Forum Debate.

The two-person teams-Chloe Staab and Valerie Raboin and Chaitra Betageri and Richard Maier, were undefeated in parliamentary debate during the competition, closing out the final round of the event, held June 23-26, 2005. Chaitra Betageri was also honored as second speaker; Richard Maier placed as third speaker. Townsend Junior High School represents the Inland Valley Debate League (IVDL), one of several competitive leagues established throughout Southern California by the Claremont Colleges Debate Union.

California, and Cesar Loya, a student from the James Workman Middle School, Cathedral City, California, won the national championship in public forum debate.

The MSPDP format uses best practices from competitive parliamentary and cross-examination debating designs, adapted by teachers and educational consultants to meet the unique pedagogical needs of students in the middle grades. Training in the format provides the core skills of persuasive speaking, argumentation, research, and refutation, which enable MSPDP students to succeed at events such as the MSFL National Championship, although students have not had prior competition in any of the offered speech and debate events.

"The students need to learn new rules for the parliamentary debate division of the MSFL tournament, as well as prepare for debate and individual events they will experience for the first time," noted Kate Shuster, Director of Debate Outreach at Claremont McKenna College. "Participation at this tournament is quite challenging."



The Townsend Junior High debate team poses in front of the Alamo

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It is the second consecutive year that students from the three-year old MSPDP organization have won the national parliamentary championship. Another MSPDP team from Southern California, featuring Dillon Baird, a student from Desert Springs Middle School, Desert Hot Springs,

Debate at Work

By Ben Hoyt, Development Director at
Electronic Arts

One Sunday night, during my first year of college, as I was walking through the halls of my dorm building, I noticed something very strange: two of the guys that I knew who lived in the building were just walking through the doors and they were wearing suits, with jackets and ties. That may not seem very strange to you, but trust me, at a place where most everyone wears jeans and t-shirts that haven't been washed in a few days, seeing your friends in a full suit is pretty unusual.

So, of course, I approached them and I said, "Hey! Why are you guys all dressed up?!"

To which they responded, "Well, we just got back from a debate tournament."

"Yeah? Where?" I asked.

"The University of Chicago," they replied.

Now THAT really caught my attention. You see, I had grown up in Southern California, which was also where my college was located, which means that these guys had just gotten back from a debate tournament that was about 2000 miles away. Aside from a couple of trips with my parents when I was a little kid, I had never gotten to see anyplace that far away from home.

I've ALWAYS enjoyed arguing with people, and the idea that you could do so in an organized, competitive way, while getting to travel and see exciting new places, REALLY piqued my interest. So, the very next day, I marched myself down to the Debate Team office and told the debate coach that I wanted to join the college debate team.

By the end of my Senior year (3 and a half years later), I had debated in Scotland, at the University of Glasgow; in England at Oxford University and at Cambridge University; in Canada at the University of British Columbia; and all across the United States, at places like Harvard, Swarthmore, Lewis and Clark, the University of Nebraska, and more.

During all of that traveling and all of that debating, I learned a great many things that continue to serve me well today. I learned how to articulate my thoughts in a clear and coherent way; I learned to be comfortable speaking in front of an audience; I learned how to think quickly and respond to difficult questions; and, perhaps most importantly, I learned listen to other people and understand what they were trying to say.

After graduating from college, the skills that I developed in my time as a Parliamentary Debater have been invaluable in helping me get and succeed in my dream job. Today, I manage the process of creating video games at a company you may have heard of: Electronic Arts (or "EA"). Ironically enough, In case it's not clear to you how a background in debate can help with making video games, I'll take a moment to explain.

I now live in that very city that seemed so fantastically far away to me years ago, where I work as a Development Director at EA's



Ben at work at his office at Electronic Arts

Chicago studio. Right now, we are making the next "Def Jam" fighting game and the next "Fight Night" boxing game, both for the Xbox 360.

As a Development Director it is my job to organize the work that dozens of other people are going to need to do throughout the course of the project. I need to be a consensus-builder, who can convince a team full of smart, creative, people to get on-board with a plan. I need to be an evangelist for my game, and be able to talk about it in a way that not only excites the people working on it, but also the many people outside of my team who have an interest in it, such as the press, or executives at my company. When members of my team get into an argument, I have to be able to help them resolve their differences fairly and amiably so that they can get back to making the game. Finally, I have to be a good listener who can understand when there is a problem that is preventing someone from doing their work, so that I can solve it.

Not sure what all of these things have to do with debate? Well, look back a couple paragraphs at what I said that I learned in my time as a debater and perhaps it will be clearer how I use those skills in my job. Of course, being able to think clearly, be confident in your ideas, and present them in a way that other people will listen to is important in ANY career you choose. And, given that you are learning to practice and develop them far sooner than I did, I can barely begin to imagine how much farther than me, you may go.

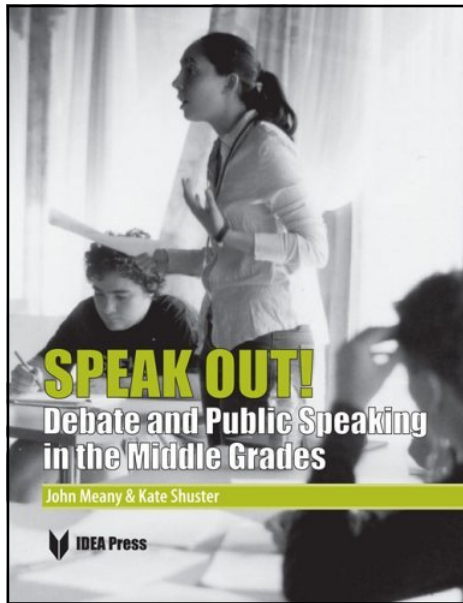
Most importantly, remember that being a debater doesn't just help at work. The skills that you develop in debate will be invaluable in all aspects of your day-to-day life. Good luck to you in all of your future debate tournaments! Please feel free to email me at bhoyt47@hotmail.com if you have any questions.

**Points of Information
Seeks Newsletter Submissions
For the 2005-2006 School Year
Send articles or ideas to:
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National Championship Win Continued from Page 1

MSPDP students from 4 schools used their public speaking and debate training to earn 30 national awards in ten speech and debate categories, including: national championships and semifinalists in parliamentary and public forum debate; finalists in original oratory, extemporaneous speaking, impromptu speaking, and television commercial; semifinalists in impromptu, extemporaneous speaking, and television commercial; and quarterfinalists in storytelling, impromptu, humorous interpretation, dramatic interpretation, extemporaneous speaking, television commercial, and declamation.

Paul Bates, a math teacher and debate coach at Townsend Junior High School and president of the MSPDP's Inland Valley Debate League, was elected to the governing board of the Middle School Forensics League. The 2006 national championship tournament is scheduled for Southern California for the first time. Kate Shuster has been selected as the 2006 national tournament director. Four students from Townsend Junior High School, Chino Hills, California, won the national parliamentary debate championship at the Middle School Forensic League (MSFL, formerly Junior National Forensic League) National Championship Tournament, San Antonio, Texas.



Textbook Support for the Middle School Public Debate Program is here!

Kate Shuster and John Meany's textbook "Speak Out! Debate and Public Speaking in the Middle Grades" was written specifically for the MSPDP, featuring content and exercises that could be used in an elective class as well as in an after school or club setting.

The textbook is available online at Amazon.com, or teachers can order review copies from the publisher—for information about getting a review copy, email Kate Shuster at kate.shuster@claremontmckenna.edu.

Upcoming Topics: October & November

Independent Schools Debate League (ISDL)

Curtis School

November 5, 2005

- Cell phones should be allowed in schools.
- All students should be required to say the Pledge of Allegiance.
- The U.S. should not send humans into space.
- The United Nations has failed at its mission.

Inland Valley Debate League (IVDL)

Townsend Junior High School

October 29, 2005

- Cell phones should be allowed in middle schools.
- Iran should be allowed to develop nuclear energy.
- Californians should approve Prop 74.
- The United States should close its Guantanamo prison.
- Middle schools should have mandatory drug testing for participation in extracurricular activities.

Desert Valleys Debate League (DVDL)

Desert Hot Springs

October 29, 2005

- The federal government's response to Hurricane Katrina was appropriate.
- Californians should vote for Prop. 74.
- Food aid does more harm than good.
- Cell phones should be allowed in schools.
- All students should be required to say the Pledge of Allegiance.

District of Columbia Debate League (DCDL)

Kramer Middle School

November 12, 2005

- The U.S. federal government should ban the domestic production of genetically modified organisms (GMOs).
- The number of charter schools in the D.C. metro area should be increased.
- Abstaining from sexual intercourse should be promoted in middle grades sex education programs.
- Alleviating poverty in a more effective way to address terrorism than military actions.

On Topic Writing

By John Meany, Director of Debate,
Claremont McKenna College

Class and contest debate preparation—idea brainstorming, subject research, argument briefing, speaking practice—is based on the specific language of a set of debate topics. The importance of debate topics cannot be underestimated. They establish the issues in controversy. They motivate students to explore the world. They direct library, internet, and personal reading. They introduce students to new ideas; students use them to spark their own intellectual creativity and argument innovations. And, as students quickly realize from their experiences in challenging debates, the particular words selected for a debate topic may carefully distinguish the arguments that are available for the proposition or opposition teams.

Debate tournament hosts, league officials, teachers, and student practice leaders recognize that it is important to write appropriately worded topics. Badly worded topics generally result in bad debates. Because the topic is interpreted by the proposition as a **statement of proof** (that is, a claim that the proposition team will attempt to show is more likely to be true than false), an entire debate may collapse due to confusing, vague, or awkward wording. Most people, then, would probably agree that it is a good idea to avoid badly worded topics. But what are the guidelines for a well-worded topic for debate?

First, a topic author should consider the purpose of a topic statement. It ought to be designed to promote serious discussion and argument clash. It should provoke important and challenging questions. It ought to be a subject that is controversial or encourages an examination of obvious difference. In other words, the subject should promote debate.

A topic should also be an issue for which students could draw conclusions. Debates do not merely create an opportunity to open an issue for discussion but they also produce a definitive result, a conclusion that an opinion on an issue may be better than other opinions on the matter. In this way, a debate topic should allow students to identify and determine concluding arguments for its side of the topic.

Topics should be interesting; they should appeal to different students. They should focus the discussion. They **must** be in the form of a **simple declarative sentence**. They should help students create powerful arguments explaining the world they know. Topics may be about the issues faced by middle school students each day, e.g., “Schools should require uniforms,” “Cell phones should not be permitted at school,” or “Peer pressure does more good than harm.” Debate topics should teach students to advance sophisticated arguments about the subjects they learn at school: “The United States should significantly increase space exploration,” “Schools should ban animal dissection,” or “The United States should pay reparations for slavery.” In addition, topics should provide opportunities for new learning, a chance for students to develop research skills and understand a complex world: “The United States is winning the war on terror,” “NAFTA should be extended throughout the Americas,” or “Congress should pass the Clear Skies Initiative.”

A topic author should consider many issues. Is enough research material for debating the topic statement? Is the information presented in a way to engage students? Is it accessible? Does the research avoid technical or difficult language so that students from different grades (the MSPDP permits students from the fifth to the eighth grade to participate in competitions) could use it? In other words, a topic author should probably do some of the work that is expected of a debater confronting a particular topic. Some exploratory examination of the research is required before a final decision can be made to use a topic.

In addition to these general guidelines, here is a list of some popular problems with debate topics, as well as recommendations as to how to avoid them.

1. Avoid ‘cutesy’ wording.

A motion for debate ought to be written for the purpose of introducing a debate. Motions should not be composed for the purpose of making the person the topic to appear particularly witty or clever. Do that on your own time. Please avoid this sort of topic: “The public education system should start doing its own homework” or “The United States should unplug the electric chair.” It is easy enough to use topics that directly address issues of public education and capital punishment, such as, “The No Child Left Behind Act does more good than harm” or “Abolish the death penalty!”

2. Avoid multiple proofs by the proposition team.

It is difficult to make one proof in a debate. It is unfair to require that the proposition team prove several issues simultaneously. Poorly worded topics of this kind include “Standardized testing is fair and necessary,” or “Columbus Day is the worst national holiday.” The first topic makes the proposition team prove that standardized testing is both fair and needed. The proposition team arguing the second motion would have to compare Columbus Day to each of a half dozen other national holidays. This is too much work to have to accomplish in a brief debate.

3. Avoid extremist language.

‘Always,’ ‘all,’ ‘never,’ and other unconditional words or expressions place too high a burden or proof on the proposition team. Not only must the team establish its proof but it must be one for which there are no exceptions, even an extraordinarily rare case. Examples include “The Federal Government’s power comes at the expense of all the states” or “The time for any negotiations for peace in the Middle East has passed.” These topics raise important issues but better wording might be “The Federal Government should not surrender its authority to states” or “The United Nations should establish negotiations for Middle East peace.”

4. Avoid false dichotomies.

In a false dichotomy, a debate teams are presented with two choices, when in fact there are more than two choices. For example, “If today is not Tuesday, it must be Wednesday.” The fact that it is not Tuesday does not mean that it is Wednesday. The speaker would have to make an argument to show that it is Wednesday. Examples of false dichotomies include: “Public schools should give up freedom for safety” or “An oppressive government is better than no government.”

The listed topic areas are not bad areas for debate but the topic wording could certainly be improved. It is, once again, possible to transform these topics for meaningful debate: “Public schools should increase student surveillance” or “In this case, The United States should reduce free speech rights.”

5. Avoid awkward or confusing expressions.

These are actual examples of topics used in intercollegiate debate competition. When announced, they were greeted with calls of “Shame!” *This House believes that we cannot let terrorists and rogue nations hold the nation hostile and our allies hostile.* “*This House would rock mob style.*” “*Title IX is a bridge too far.*” “*Nero’s encore demands a response.*” Huh???

Topic authors need to carefully examine each topic; they also need to consider a *tournament topic set*. It is important that the topics are balanced and diverse when considering all 4 or 5 topics for a league tournament. In particular, a topic author, league official, or tournament host (the person or committee making the final decision on the topic list) should evaluate the topics to ensure that students debate some familiar issues, as well as more challenging and lesser-known matters. Of course, it is important that topics have little or no argument overlap. It is often the case that topic language will change but arguments will not. For example, it is possible that the different motions, “*The United States is winning the war on terror,*” and “*Saudi Arabia is more an enemy than an ally of the United States*” may produce many proposition and opposition arguments in common, as both topics would focus on terrorism and Middle East policy.

Like most serious educational tasks, topic writing should involve the efforts of several people. It is a good idea to have trusted colleagues review topics before a final topic announcement. The preparation work should be accomplished over time. Patience is a virtue (but the statement, “*Patience is a virtue,*” should never be a topic.) Topic construction should include time for some preliminary research and review. The more care is devoted to topic writing, the more opportunities debaters will have to subsequently, rigorously, and *meaningfully* examine and debate the substantive details of important issues.

New On The Web Site:

www.middleschooldebate.com

- **Research materials for upcoming topics — in the “Students” section under “Upcoming Topics.”**
- **New topics as they are announced each month — on the main page, in the “News” column.**
- **Electronic copies of Points of Information, including all back issues.**
- **Up-to-date league schedules and invitations, under “Leagues.” Look for your league’s page here.**

Raise Money for Your School with *The People Speak*

The People Speak is a series that brings thoughtful discussion and debate about foreign policy to hundreds of thousands of Americans and foreign citizens in their schools, churches, universities, clubs, homes, and civic organizations. Beginning this past September and running through November 30, The People Speak events have and will continue to feature thought-provoking discussions, from grass-roots meetings to expert-led panels, on the theme of Building a Safer World: Can the US and UN work together? Cooperating to answer questions about UN-US relations in the four areas of the

“Environment”, “Weapons of Mass Destruction and Terrorism”, “War and Conflict”, and “Poverty, Hunger and Health”, participants in The People Speak, both in the United States and elsewhere, learn about some of what promise to be the most pressing foreign policy issues of the 21st Century, all the while learning about each other.



The possibilities for funding are nearly endless – all you need to do is substantively engage US-UN relations before an audience of 50 people or more to qualify for an award of 250\$; these awards do not have to be directed towards event expenses (if any) and can be an easy and high-profile way to acquire money for your club or school!

Unsure of issues your group or event can discuss? To inspire productive discussion, IDEA has created extensive online resources for participants in The People Speak. By going to www.thepeoplespeak.org <<http://www.thepeoplespeak.org>>, web surfers can access primary texts and secondary-source documents, statistics, and links to further readings relevant to The People Speak topics. IDEA has also expanded its online Debatebase to include dozens of summaries of the key issues on all sides of contentious debates in the US- UN relationship. IDEA would be glad to help you brainstorm an event, or to give you suggestions – contact IDEA’s Director of Communication, Patrick Blanchfield, at pblanchfield@idebate.org <<mailto:pblanchfield@idebate.org>> or (503) 370-6620 if you have questions or ideas.

There is no reason not to apply for a The People Speak grant. Indeed, applying for one is easier than ever before! This year, The People Speak grants are being distributed through IDEA’s Online Application System (OAS). By logging onto IDEA’s OAS website (<http://oas.soros.org/idea/> <<http://oas.soros.org/idea/>>), applicants can not only draft and submit grant applications, but can also monitor their application’s progress in-realtime. Moreover, by creating an OAS account, applicants can save their applications and return to them to make revisions before submission. Finally, applicants are able to submit their follow-up event reports via OAS as well, thereby ensuring faster payment.

About the D.C. Debate League

This summer, the Middle School Public Debate Program was able to partner with the District of Columbia Urban Debate League to develop a partner MSPDP league in Washington, D.C. The new league will involve all public and charter schools in the District of Columbia. It already involves more than a dozen schools in D.C. The District of Columbia Urban Debate League is the premiere debate outreach organization in Washington, D.C. To learn more about the DCUDL, visit their website at www.dcdebate.org.



Training Day: Public Debate and the DCUDL

By Colin B. Touhey, Executive Director, DCUDL

On Saturday, September 10, 2005, fifteen DC public middle school teachers arrived at the University of the District of Columbia not knowing that they were about to embark on the most exciting trip of their lives. Their tour guides were the administration of the District of Columbia Urban Debate League (DCUDL) and one of its member coaches. Their destination, becoming a debate coach. Representing 9 public middle and junior high public schools in the District, these individuals were taking the first step on this long, rewarding journey.

Generally, this session followed the schedule from an earlier training at the university, which was lead by Kate Shuster (Claremont McKenna College) and Greg Paulk (Desert Springs Middle School) and occurred during the DC Debate Institute in August. This workshop included an introduction to competitive debate, an introduction to the Public Debate format specifically, an overview of teaching argument construction and rebuttal, a section on judging middle school debate (with a viewing of a sample debate) and a roundtable discussion on coaching debate. And most importantly, it included the first meeting of the DCUDL Public Debate Division Coaches Association. Like the High School Policy Division of the DCUDL, most, if not all, of the programmatic decisions of the league will be decided by the Coaches Association (CA). Accordingly, the meeting resulted in decisions about the topic selection process, the tournament calendar and the election of an interim CA administration to serve until a full meeting of the group can occur at the first regular tournament on October 15 at Kelly Miller Middle School in North-east DC. Until that point, Eve Runyon, a coach for Kelly Miller and a trainer for a portion of that day's session, accepted the challenge of the presidency of the CA.

The excitement rose throughout the day as the coaches began to see how they could make a debate team a reality at their respective schools and culminated at the end as they received teaching materials (including the promise of their own copy of Kate Shuster and John Meany's *Speak Out: Debate and Public Speaking in the Middle Grades*). They ready to continue their journey on their own. Beth Dewhurst, a trainee coach from Stuart Hobson Middle School, said, "It was a great training. I really feel that I can go back on Monday and start a debate team at my school with what I have learned here today." Carlos Varela, the DCUDL Program Director and another of the day's instructors, added, "I think the Public Division is going to explode. Very soon, we are going to have way more middle school debaters than high schoolers. Based on today, I can feel it."

Preseason? I'm Here to Win!

By Colin B. Touhey, Executive Director, DCUDL

Despite the short timeframe and the many other obstacles that face fledgling debate programs, students and coaches from 5 member schools of the DCUDL Public Debate Division accepted the challenge and debated at the Bell Multicultural High School's eponymous invitational tournament on Saturday, September 24. As agreed earlier in the month by the Coaches Association, this tournament would be treated as a preseason event and not counted in the season-long standings. Those schools participating at this event would be under the gun to prepare, but gain from the increased experience they would get. Interestingly, three of the five schools had coaches who had only been trained two weeks before, eclipsing several schools whose coaches had been trained in August and chose not to participate. The participating schools were Cesar Chavez Public Charter School – Parkside Campus, DC Preparatory Academy, Garnett-Patterson Middle School, Kelly Miller Middle School, and Kramer Middle School.

Preseason or not, the competition was fierce. Only one of the ten teams went undefeated at this four-round tournament, and none went home without a win. Taking first place team in this division was a swing team from Kelly Miller and Garnett-Patterson, which featured two students who had attended the Middle School Debate Camp at Vermont this past summer, Montel Yancy and Akiela Plater, and a brand new debater in Lesly Taracena from Garnett-Patterson. The top speaker for the tournament, Darniesha Rice, came from Kramer Middle School, whose coaches had only attended training two weeks earlier. Kelly Miller also took the Sweepstakes award as the school with the most wins overall.

A special guest at the tournament, JoAnne Ginsburg, a member of the District of Columbia Board of Education, was able to watch the debaters in action and speak with several of them between rounds. She summarized her reaction to them in an email to the DCUDL offices: "Wow, they are amazing." It is a short, but accurate assessment. Overall, the event served its pre-season purpose, and now the preparations begin for the first official tournament at Kelly Miller Middle School on October 15.



Carlos Varela, Kate Shuster, and Colin Touhey in D.C.

Ice Cream, Classes, and Practice Debates: Independent Schools Debate League Kicks off the Season

On Saturday, October 15th, the Independent Schools League kicked off its second year with an instructional workshop at the Marlborough School. More than 150 students and nearly 100 parents and teachers from 8 schools attended the workshop, which lasted from 12:30 until 5:15. The workshop was the brainchild of Marlborough School coaches Katie Ward and Amy Walid-Fazio.

The afternoon kicked off with a demonstration debate by college debaters on the topic “Television is a bad influence.” The debaters were from Claremont McKenna College, Pitzer College, Occidental College, and Vanguard University. The debate was close, and the opposition team won by a narrow margin.

After the demonstration debate, students attended two elective instructional sessions taught by middle school teachers, college instructors, college students, and community volunteers. The workshop offered more than 20 elective sessions overall, including:

- Making the Most of Your Prep Time**
- Making Effective Arguments**
- The Art of Rebuttal**
- Advanced Opposition Strategy**
- The Basics of Middle School Debate**
- Taking Winning Notes**
- Judges’ Panel**
- Advanced Debate Strategy**

Students got a break between the rigorous workshops with an ice cream social sponsored by the Marlborough School.

Once the workshops were over, it was time for debaters to have a practice debate. Since almost all of the debaters attending the workshop were new, the debate showed everyone what to expect at a debate tournament. Although many debaters were nervous about participating, the debates went quite well, with many students expressing excitement for the new year of debate.

This year, the ISDL welcomes several new schools, including Harvard-Westlake, St. Paul the Apostle, La Reina High School, Mulholland Middle School, and Walton Middle School. The first ISDL tournament is on November 5th, at the Curtis School.



The crowd watches during the demonstration debate in the gym.



A point of information during the demonstration debate.



DVDL President Greg Paulk, left, and Duarte activist Jack Collins, right, take in the debate.

Upcoming Events:

- **The Inland Valley Debate League's fall season opens at Townsend Junior High School, in Chino Hills, CA. The tournament is the Townsend Showdown II, and it will be on October 29th.**
- **The Independent Schools Debate League starts competition on November 5th at the Curtis School.**
- **The Desert Valleys Debate League will have its first ever league tournament at Desert Springs Middle School on October 29th. The event is the Black Tie Invitational.**
- **The District of Columbia Debate League hosts its second tournament of the regular season at Kramer Middle School on November 12th.**



MSPDP alumni pose at the 2005 National Championship for High School Parliamentary Debate. Top row, from left: Alex Arlow, Brandon Van Voorhis. Second row, from left: Gerald Davis, Winston Laoh, Ian Rose, Kevin O'Connell, Shane Ysias. Bottom row: Jeff Dix, Gregg Dix, and Zef Delgadillo.

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