

*Two-Thousand and Thirteen*  
**State Championships**

**Sponsored by the  
California High School Speech  
Association**



**Debate Judging Instructions**

*April 19-21, 2013*

# California High School Speech Association

April 7, 2013

Dear judges,

Thank you for helping to make this tournament possible. The students and coaches greatly appreciate your willingness to give of yourself and your time. Without you these students would miss out on a tremendous opportunity.

Students in this activity compete at a number of tournaments in preparation for the end of the year championships. Today, you will see some of the best and brightest California has to offer. These are wonderful students who are looking forward to showcasing their hard work for you, your feedback on ballots will serve as an invaluable asset to them as they improve and work towards perfecting their craft.

We are confident that you will make an excellent judge. The fresh eye and diverse background that parents, coaches and community members bring to our tournament each year adds to the competition. The students look forward to entertaining you throughout the day, and I am very confident that you will be impressed with what this amazing group of high school students will share with you.

The most important thing we ask of you is that you are attentive, courteous listeners to all of the speakers. Be prepared to hear some wonderful speeches and enjoy yourself.

Please carefully read the following pages. They will provide you with some important information that will make your judging experience run smoothly. The pages will describe, in detail, each event and provide you with specific judging criteria to follow.

If at any point you have questions please do not hesitate to ask! I look forward to seeing you, and thank you again for helping to give these kids an amazing opportunity.

Respectfully,

Nermin Fraser  
2013 State Championship Tournament Director  
[cahssa@yahoo.com](mailto:cahssa@yahoo.com)  
(714) 624-2612

# General Judging Guidelines

Thank you again for judging. Without you the tournament could not run. In order to make this a smooth, on-time experience please read all of the information in this packet carefully.

**THE SCHEDULE:** The schedule is tight as are the number of available judges for the tournament. Please report to the judges' room a minimum of thirty minutes before you are scheduled to judge. If you are not assigned a ballot for a particular round, please remain in the judging lounge on "stand-by" until dismissed by the judges' room chair.

## HOW MANY JUDGES WILL THERE BE IN EACH ROUND?

There will be three judges in each of the preliminary rounds as the tournament progresses there may be five judges. Final rounds will have seven judges. It is important to know how many judges you are waiting for and to not start until all judges have arrived. Prior to the round you may speak to the other judges, but we want each judge to make their own decisions and thus we ask that you not confer after or during the round. It is also a good idea to wait until after all the ballots are turned in to talk to the judges about anything at all as a student may see you talking and assume that you are discussing the round.

## WHAT ARE THE TWO SIDES IN THE DEBATE CALLED?:

In LD and policy, the "affirmative" is for the topic. The "negative" is against the topic.

In Public Forum, the "proponency" is for the topic. The "opponency" is against the topic.

In Parliamentary debate, the "government" or "proponency" is for the topic. The "opposition" is against the topic.

## WHAT DO I DO ONCE I RECEIVE MY BALLOT?

When you receive a ballot, please proceed to that room immediately. The debaters will meet you there.

If a contestant does not show up after a few minutes, call the judges' house and inform them of the problem at **530-409-9283 or 925-285-4520**.

## WHAT DO I DO DURING THE ROUND?

Start the round by making sure you know which student(s) are representing each side and write the students names on the ballot. If you are at all unsure about which student is which, ask the students what their code is before they speak. When ready, let the students begin the debate.

**Time:** Time is important. Please time each speech using an accurate time piece. The judge house will provide each judging panel with a stopwatch. While many students will have their own timers, it is a good idea to "check their work". You may also want to ask the students whether they would like time signals and how they would like them. A section on how to give time signals can be found later in this packet. Note: A speaker's time begins as soon as he starts to speak including "roadmaps" and "thank you".

**Judging:** Be sure to listen attentively to all of the speeches in their entirety. You will find that they will give you a better "show" if they feel like you are enjoying yourself and listening attentively. You should take notes on the arguments on a separate piece of paper and try to follow the chain of argumentation. In general a debater will make an argument, the opponent will respond and then the original speaker will refute that response.


Notes then can look like this:

Original argument by affirmative  Response by negative  Rebuttal by affirmative

A more detailed example can be found on the next page.

# TAKING NOTES IN DEBATE

**Topic: Pens are better than pencils**

<b>1<sup>st</sup> aff</b>	<b>1<sup>st</sup> neg</b>	<b>Aff reb</b>	<b>Neg reb</b>
<b>pens are permanent so</b> can be “official”	Harder to fix when you make a mistake	<b>Erasable pens, whiteout</b> mostly for signatures	<b>Erasable pens and white</b> out don't leave a clean <b>product</b>
<b>pens do not need to be</b> <b>sharpened</b>	Mechanical pencils don't <b>need to be sharpened</b>	<b>Mechanical pencils run</b> out of ink	<b>Pens run out of ink – non</b> <b>unique</b>
<b>pens write darker</b>  easier to see	Bad for art doesn't allow for shad'g	<b>Different type of art – pen</b> and ink drawings	Doesn't allow for subtle <b>or marginal differences</b>
<b>Pens are more diverse –</b> <b>lots of diff. kinds</b>	<b>Why do you need</b> <b>diversity in a writing tool</b>	<b>Aff admits that pens are</b> <b>more diverse</b>	So what ... doesn't tell you <b>why that matters.</b>
	Can't do scantrons with a <b>pen</b>	<b>On newer scantrons you</b> can	<b>But not on most—look at</b> <b>standardized tests like SAT</b>
	<b>Colored pencils allow</b> you to color and shade... <b>colored pens not as well</b>	<b>Cross apply – different</b> type of art	Cross apply doesn't allow <b>for subtle differences</b>
	Pencils don't leave ink <b>everywhere when they</b> <b>break</b>	<b>Pencils leave smears</b>	<b>Ink stains are much worse</b> <b>than smears</b>

The above is a very simplified version of a debate flow (notes). Each column represents a speech in the debate, and each row represents the progression of one argument.

The affirmative gave the first speech in this debate and made four main arguments which are listed in the first column. This is the affirmative “case” or “constructive” ... note the use of arrows, and abbreviations to make the note taking faster. Also note that it is not necessary to write down everything the speaker says... just the tagline... it is somewhat like an outline of the debate. It is important, however to listen to the analysis after the “tagline” to make sure that they are proving what they say they are proving.

The 2<sup>nd</sup> speech goes to the negative who responds to the affirmative's four arguments and then makes 3 offensive arguments of his own.

The 3<sup>rd</sup> speech is the affirmative rebuttal... note that no new arguments are made here... only responses and analysis of what was previously presented.

The 4<sup>th</sup> speech is the same as the third except this time the affirmative is responding.

## **TERMS YOU MAY HEAR IN THE DEBATE:**

**Cross apply:** Note above that the affirmative made 2 similar arguments about pens being bad for art. Rather than the negative re-explaining the whole argument they may ask you to apply (cross apply) the argument they already made to the repetitive affirmative argument.

**Non-unique** – A debater may use this harm to assert that even though his side has a particular disadvantage, that same (or an equal) disadvantage applies to the other side therefore no true benefit would come from going the other way. For example, the affirmative above argues that mechanical

# Debate General Rules

**Preparation time:** Varies in length for each form of debate, but may never be yielded in order to gain extra speaking time. In two person events the prep time is total for both debaters. Preparation time can only be used before a speech for that side and cannot be used before cross-examination (or crossfire). Prep time ends and speaking time begins when the debater begins speaking.

**Validity of Evidence:** Debaters are responsible for the validity of all evidence read in the debate. It is not necessary for a debater to read a full citation on each piece of evidence, but they must have that information readily available if challenged by their opponent. Evidence acquired from the use of the Internet during the round is not valid. In order to prove that they did not get their evidence from the internet during the round a team might provide the judge with an electronic copy of their evidence in a digital format (e.g. CD, USB drive etc.). The judge need not “do” anything with this other than set it on the table near them in case there is an evidence challenge later. They should not access the files or try to validate evidence on their own in any way.

**Evidence challenges:** Judges may not request nor be given any evidence or written material from teams except when the evidence is challenged as illegal by the opposing team during the round. The evidence in question should be collected by the judge and delivered to the Tournament Committee at the conclusion of the round. If an evidence challenge is pending the judge should not cast a decision in the debate until that challenge is resolved.

**Evidence exchange:** Teams or individuals may request evidence from opponents during cross-examination or preparation only and must return the requested evidence prior to their opponent’s next speech if requested.

**Cross-examination:** Questions must pertain only to materials and arguments offered by the opposition. The respondent may decline to answer only if a valid reason is given for doing so. The questioner controls the time and may interrupt a lengthy reply. Any form of time-wasting is considered unethical. Cross-examination time may not be yielded for the purpose of gaining additional preparation time.

**Computers and the internet:** The use of computers or electronic devices of any kind is prohibited in all debate events **EXCEPT policy debate and LD Debate**. The use of the internet is prohibited in **ALL** debate events. Students are not allowed to access any electronic devices except a stand alone timer.

**Constructives and rebuttals:** All arguments a team intends to present during the debate may be presented in the team’s first two speeches. Rebuttals are a team’s formal response to opponent arguments or an extension of their own arguments. No new arguments may be introduced in rebuttals. However, new analyses of prior arguments are allowed in rebuttals.

**Oral prompting (does not apply to LD):** Oral prompting by a by the speaker’s teammate either during cross-ex or during a speech should be discouraged, and may be considered by the judge as a factor in deciding the debate.

**Oral critiques:** Following the round a contestant might ask you for an oral critique of their performance. Please tell the student that oral comments are against the rules and that your comments will be written on the ballot.

**How to Give Time Signals for Debate:** Hand signals are used to let the contestants know how much time they have left during their speech. For instance, in the affirmative constructive, when the speaker has used one minute you would hold up your hand with all five fingers up to show that they have five minutes remaining. The same follows until the student has thirty seconds left which you show by holding your hand up to form a “c.” You may also opt to give a ten second count down for the last ten seconds they have left to speak. During preparation time signals are verbal. When they ask for preparation time you should call out every thirty seconds they have used: “thirty seconds used,” “one minute used,” etc.

# Policy Debate

## Length and order of speeches:

1st Affirmative Constructive	8 minutes
Cross Examination of 1st Affirmative	3 minutes
1st Negative Constructive	8 minutes
Cross Examination of 1st Negative	3 minutes
2nd Affirmative Constructive	8 minutes
Cross Examination of 2nd Affirmative	3 minutes
2nd Negative Constructive	8 minutes
Cross Examination of 2nd Negative	3 minutes
1st Negative Rebuttal	5 minutes
1st Affirmative Rebuttal	5 minutes
2nd Negative Rebuttal	5 minutes
2nd Affirmative Rebuttal	5 minutes

**Preparation time:** Eight minutes total for each team.

**Cross-examination:** Both members of a debate team must participate as a questioner and respondent during cross-examination, but only one member of each team may do so within any given cross-examination period. The questions must be directed to the speaker who has just completed his/her constructive speech and must be answered by that speaker alone.

## Some terms you may hear in the debate:

- 1) **TOPICALITY:** Does the affirmative plan reasonably adhere to the limitations of the topic?
- 2) **SIGNIFICANCE:** Is there a justification to change from the present system?
- 3) **INHERENCY:** Is there a clear barrier, which prevents the present system from solving the problems, presented by the affirmative?
- 4) **SOLVENCY:** Can the proposed plan solve the problems better than the present system?
- 5) **DISADVANTAGES:** Do the advantages of the affirmative proposal outweigh the disadvantages presented by the negative?

# Lincoln-Douglas

## Length and order of speeches for Lincoln-Douglas Debate:

Affirmative Constructive	6 minutes
Cross-examination	3 minutes (negative questions the affirmative)
Negative Constructive	7 minutes
Cross-examination	3 minutes (affirmative questions the negative)
1st Affirmative Rebuttal	4 minutes
Negative Rebuttal	6 minutes
2nd Affirmative Rebuttal	3 minutes
Preparation Time: 3 min. total per debater.	

## DOUBLE FLIGHTED DEBATE:

In early rounds of LD all rounds are double flighted which means you will judge two debates back to back. These are two independent debates and should be judged as such. Please do not allow what happens in the first debate to influence your decision in the second debate.

## Double flighting public forum and parliamentary debate:




In the first few rounds of parliamentary and public forum debate the rounds are scheduled as “double flights”. You will watch two back to back debates which are independent of one another. The first debate will be a public forum debate and follow the public forum rules listed below. The second debate will be a parliamentary debate and follow the parliamentary rules listed below.

Please judge each of these debates independent of the other.

# Parliamentary Debate

Parliamentary debate is extemporaneous debating on topics that change from debate to debate. There are two speakers per team, and two teams in a debate. One team is called the **proposition team**. This team supports the motion for debate by making a specific case for the motion. The other team is called the **opposition team**. This team opposes the proposition team’s case for the motion.

**Topic approach:** A different topic is used for each round of debate.

-  **Value:** Both sides push for their value in the topic as superior to the other team’s value.
-  **Policy:** Proposition shows there is a problem and offers a solution (plan) to the problem. Both sides debate the appropriateness and/or merits of the problem and solution asserted by the Proposition.
-  **Fact:** Both teams try to prove under what circumstances the topic would be called a valid fact.

### Length and order of speeches

1st Proposition	7 minutes
1st Opposition	7 minutes
2nd Proposition	7 minutes
2nd Opposition	7 minutes
Opposition Rebuttal	5 minutes (must be given by 1 <sup>st</sup> opposition)
Proposition Rebuttal	5 minutes (must be given by 1 <sup>st</sup> proposition)

**Preparation Time during the round:** Debaters have NO preparation time during the round. The next speaker must get up to speak within 20 seconds of the preceding speech. All speaking time must be timed, including “thank you’ s” and “roadmaps” .

**Preparation Time before the round:** Prior to arriving in your room the debaters were in a “ Parli preparation room” . There they were given their topics for the first time and 20 minutes to prepare consulting only their partner and reference materials that they brought with them. The only thing they could take out of the prep room at the conclusion of the 20 minutes is the notes that they created during preparation. These are the only notes they are allowed to use in the debate.

**Evidence:** The intent of Parliamentary Debate is to encourage an extemporaneous or impromptu argumentation. Reference to “outside materials” should be limited; instead, students should rely on general knowledge, common sense, and application of logic and analysis. Nevertheless, the use of “outside materials” is allowed within the following parameters:

- 1) No prepared materials may be brought into the debate round for the debater’s use.
- 2) Debaters are not permitted to read published material in the speeches of the debate to support their argument claims.
- 3) During the debate, students may consult notes prepared during the preparation period.
- 4) Debaters may take and use notes during the debate.

**Oral Prompting/Heckling:** Oral prompting by the speaker’s colleague while the speaker has the floor in the debate should be discouraged, and may be considered by the judge as a factor in deciding the debate. Heckling is not allowed.

**Points of Information:** To make a point of information, a member of the opposing team rises for recognition by the speaker. If the point is accepted, the opposing team member directs a statement or question to the speaker. The speaker is technically yielding time from his/her own speech for the point of information and the time for the point is deducted from the speaker holding the floor.

- 1) Points of Information are only allowed in the first four speeches in the debate.
- 2) Points of Information must be concise statements or questions lasting no more than fifteen seconds.
- 3) Debaters may or may not take points of information at their discretion. The speaker accepts a single point; the opposing speaker is not allowed to make following questions or arguments unless again recognized by the speaker holding the floor.
- 4) The opening and closing minute of each speech are 'protected,' i.e., no Points of Information are allowed. Points may be made after the first minute and before the last minute of each speech. The judge should tap the desktop to indicate that one minute has elapsed and points of information may commence. The judge should then tap the desktop when one minute remains in each speech to indicate that no more points may be attempted.

**Points of order are allowed on a limited basis.**

To make a point of order, a member of the opposing team rises and states "point of order." The debater must state and provide any proposed rationale in no more than 15 seconds. The opposing team may respond to the points of order as they choose but their response comes out of their allotted speech time. The judge simply observes the point/s of order. The judge/s may take the point of order into account in their deliberations as they choose and no new arguments in rebuttals are allowed; both of these points shall be noted in the judging instructions.

1. Points of Order are allowed in only the two final speeches of the debate: the Opposition Rebuttal and the Proposition Rebuttal.
2. A point of order is only allowed to claim that the opposing team has introduced a new argument in rebuttal.
3. Points of Order must be a concise statement lasting no more than fifteen seconds, and the responding team may answer the Point of Order during their speech time as they so choose.
4. Points of Order may be made at any moment of a rebuttal; in other words, there is no protected time.
5. A point of order is a serious charge and should not be raised for minor violations, nor shall it be used as a tactic to disrupt the opponent's speech, and these expectations shall be noted in the judging instructions.



# Public Forum Debate

Length and order of speeches:

Each team may use up to two minutes of prep time.

1st Affirmative Speaker	4 minutes
1st Negative Speaker	4 minutes
Crossfire between First Speakers	3 minutes
2nd Affirmative Speaker	4 minutes
2nd Negative Speaker	4 minutes
Crossfire between Second Speakers	3 minutes
Summary (First Affirmative Speaker)	2 minutes
Summary (First Negative Speaker)	2 minutes
Grand Crossfire (All speakers)	3 minutes
Final Focus (Second Affirmative Speaker)	2 minutes
Final Focus (Second Negative Speaker)	2 minutes

Public Forum is a team debate event that supports or rejects a position posed by the monthly resolution topic. The clash of ideas must be communicated in a manner persuasive to the non-specialist or “citizen judge”, i.e. a member of the American jury.

The debate should:

- Display solid logic, lucid reasoning, and depth of analysis
- Utilize evidence without being driven by it
- Present a clash of ideas by countering/refuting arguments of the opposing team (rebuttal)
- Communicate ideas with clarity, organization, eloquence, and professional decorum

## JUDGE EVALUATION:

- The judge facilitates the round, and may halt any crossfire lacking civility. S/he may **not** interact in crossfire or any part of the debate. The judge should know what the resolution is, and write it on the top of the ballot.
- Judges evaluate teams on the **quality** of arguments made, not on their own personal beliefs, and not on issues they think a particular side should have covered.
- Judges should write notes throughout the debate, assessing the bearing of each argument on the truth or falsehood of the assigned resolution.
- The pro should prove that the resolution is true, and the con should prove that the resolution is not true.
- When deciding the round, judges should ask, “If I had no prior beliefs about this resolution, would the round as a whole have made me more likely to believe the resolution was true or not true?”
- Teams should strive to provide a straightforward perspective on the resolution; judges should discount unfair, obscure interpretations that only serve to confuse the opposing team. Plans (formalized, comprehensive proposals for implementation), counterplans and kritiks (off-topic arguments) are not allowed. Generalized, practical solutions should support a position of advocacy.
- Quality, well-explained arguments should trump a mere quantity thereof. Debaters should use quoted evidence to support their claims, and well-chosen, relevant evidence may strengthen – but not replace – arguments.
- Clear communication is an important consideration. Judges **weigh arguments** to the extent that they are clearly explained, and they will discount arguments that are too fast, too garbled, or too full of technical terminology to be understood by an intelligent high school student or a well-informed citizen.
- A team should not be penalized for failing to understand his or her opponent’s unclear arguments. Speakers should appeal to the widest possible audience through sound reasoning, succinct

organization, credible evidence, and clear delivery. Points provide a mechanism for evaluating the relative “quality of debating” by each side. Write constructive suggestions for improvement to debaters on the ballot.

**F0**  
**E1** Judges should model professional, respectful behavior and expect the same from debaters. Conflicts of interest (relative, personal friend, past teammate, coach, etc.) should be reported to tournament officials immediately.

**F0**  
**E1** Dishonesty (fabricating, plagiarizing, misusing research sources, etc.) should be reported to officials immediately after the debate.

### **Speeches in the Debate:**

**Constructive Speeches:** All arguments a team intends to present during the debate may be presented in each team’s first two speeches.

### **Crossfire:**

- 1) In crossfire, the team who finished speaking receives the first question.
- 2) In the first two crossfires, only the two previous speakers may participate.
- 3) Unlike traditional cross-examination, both speakers may question one another, however, the first question of the crossfire period is asked to the speaker who just finished.
- 4) Debaters must demonstrate courtesy and respect in their questions, their answers and their demeanor.

**Summary:** The team’s formal response to opponent’s arguments from constructive speeches or an extension of their own.

**Grand crossfire:** All four debaters may participate. All may ask and answer questions. All four debaters may remain seated. The first question is asked by the team that had the first summary to the team which had the last summary. After that, any debater may question or answer.

**Final Focus:** The synthesis of a team’s argument. This should be a compelling restatement of why the judge should vote pro or con. Given the short period, the team must decide what arguments weigh most importantly on the decision. No new arguments are accepted in final focus speeches, however, new analyses of prior arguments is allowed.

# HOW DO I FILL OUT THE BALLOT?

## WHEN FILLING OUT THE BALLOT YOU NEED TO RECORD THREE VERY IMPORTANT THINGS:

- 1) **A decision:** You must choose a winner... sorry no ties allowed.  
When the debate is over take a few moments to review notes and evaluate who won the round. Remember that your goal is not to decide who was a more eloquent speaker, but who did a better job of proving their side. Did the affirmative team prove that the resolution was substantially true? Did the negative team prove that it was substantially false? Further guidelines can be found on the back of your ballot. **Do not confer with the timer or other judges before marking and returning your ballot. Do NOT request or accept evidence from debaters, except when the opposing debater in the round challenges the evidence as invalid.**
- 2) **Team Ratings:** Team ratings are a way of ranking how effective a team was at communicating during the round. Things to consider include: Analysis; proof; organization; refutation and delivery. Please rate each side as Poor, Fair, Good, Excellent or Superior.
- 3) **Please write DETAILED constructive comments for each speaker on the blank center portion of the ballot.**

A comment like “good debate” does little, if any to help the speaker to improve. The students want your feedback. Tell them specifically what you like and didn't like about their performance. Please remember that the competitors are students who want to learn to improve. They appreciate the time that you take to write comments and read every word. It is very important that your ballot let the student know the REASON for your decision. What arguments worked in their favor? What arguments did you not like and why? Where could they have used more evidence? What issue or issues swung the debate for you?

If any student asks you for comments, please tell the student that oral comments are against the rules and that your comments will be written on the ballot.

# **FREQUENTLY ASKED QUESTIONS:**

## **What should I bring with me?**

- This judging packet.
- A pen and notebook to take notes with.
- A stopwatch or a digital wrist watch with a seconds function.
- Something to read, in case you finish a round early or have a round off.
- An appetite...we will feed you.
- Alertness. We will expect you to be awake and paying attention.
- Glasses, if you need them to see far in class or to write/read.

## **What should I do if I believe a violation of the rules has occurred?**

If you believe a student has violated one of the rules listed on your ballot, please allow the debate to finish, complete your ballot as though no violation had occurred, and then return to the judges' room and alert the judge's room staff of what happened. It is important that you have detailed notes on the suspected violation.

## **What should I do if I have judged a debater before or if they are from my school?**

Do not judge a debater whom you have already judged *in debate* (it is ok to have seen them in another event) at this tournament. Additionally, you must not judge a student from the school that you are representing today or anyone you have coached previously. If you are assigned a ballot for a student who meets the above criteria please phone the judges house: **530-409-9283 or 925-285-4520**.

## **What does it mean when a judge asks for my "judging preference" ?**

Students might ask you about your judging preferences or judging paradigm, before the round begins. Don't be confused or take offense. They are merely checking to see how much experience you have had so that they can adapt and better communicate their arguments. If you don't like a fast debate, this is the time to tell them.

## **Can I talk to the competitors?**

We ask that you not talk to the competitors unless it is to ask or answer a specific question about the round. For example, a student may ask you how you plan on giving time signals. Students are not supposed to tell you information about themselves such as what school they are from.

## **Who do I ask if I have a question about the rules?**

At all times during the tournament there will be a staff of people in the judges' room to answer any of your questions. Please feel free to ask them anything. You can also call **530-409-9283 or 925-285-4520**.

## **Where should I report once the round is over?**

The ballot is very important. One lost ballot or late ballot can put the tournament back for hours. Once you are finished watching the competitors please bring the ballot back to the judges' room and fill it out there. When you are finished turn it in to the judges' room staff and wait for them to check it for accuracy.

## What should I double-check before turning in my ballot?

1. Did you sign the ballot? This will allow us to know who has judged a certain panel of students in case there is a question after your ballot has been turned in.
2. On debate ballots:
  - A. Did you vote for a winning team... are you sure you put the right code AND side?
  - B. Did you write a "reason for decision" on the ballot?
  - C. Did you remember to write comments for each speaker?

## Should I give the students feedback after the round or tell them their scores?

Following the round a contestant might ask you for an oral critique of their performance. Please tell the student that oral comments are against the rules and that your comments will be written on the ballot.

## What if a speaker doesn't show up?

If all present students have spoken and a scheduled student has not arrived call **530-409-9283 or 925-285-4520**.

## What if I get to my room and discover that I have a problem or question?

You can telephone the judge room **530-409-9283 or 925-285-4520**.

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# TAXING MATTERS

In addition to thanking you for judging today, we would like to remind you of two important facts:

1. Our students would not be able to compete if it weren't for your generous donation of time.
2. Your out-of-pocket expenses for helping today are tax-deductible.

**Mileage (round trip)** \_\_\_\_\_ @ .14 = \_\_\_\_\_  
[Charitable donation rate]

**Bridge toll** = \_\_\_\_\_

**Meals (en route)** = \_\_\_\_\_  
[Treat yourself to a tasty dinner on the way home!]

**Misc.** = \_\_\_\_\_  
[Excedrin, No Doze, ear plugs, etc.]

**Total deduction** \_\_\_\_\_

Dates of Tournament \_\_\_\_\_ Place \_\_\_\_\_