

# ROSTRUM

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

VOLUME 86 ■ ISSUE 9 ■ MAY 2012

## GIVING BACK

*Inside This Issue:*

**Service Opportunities  
at the Brickyard Nationals**

**The Three T's of Giving Back:  
Time, Talent, and Treasure**

**Reconnecting with Alumni**





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- 
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**What:** NFL Summer Leadership Conference  
**When:** July 30 - August 2, 2012  
**Where:** Historic Golden Nugget Hotel and Conference Center in Las Vegas, NV  
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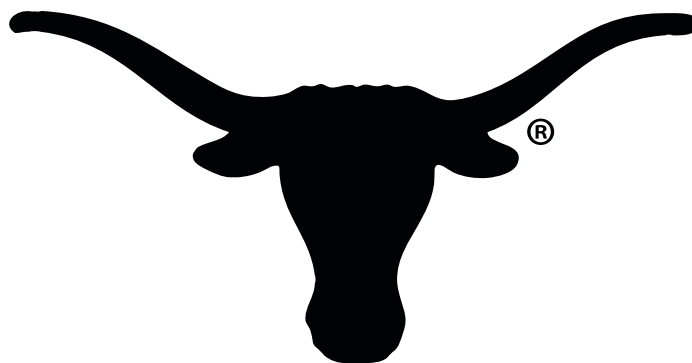
*Attendees from the 2009 NFL Summer Leadership Conference held in Ripon, WI*

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Lincoln-Douglas	July 15 - July 29
Lincoln-Douglas with Extension	July 15 - August 3
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## Making an Impact in Your Community

by *Martie Edelstein*



I have always valued community involvement because of the opportunity it provides to gain new perspectives and make a positive impact within our society.

Volunteering—both within my local community and while abroad—expanded my perspective on life and those around me. One aspect I have always loved about volunteering: the stories. Everyone has an interesting story to tell, and learning more about their backgrounds and life experiences has been an eye-opening and rewarding opportunity that I highly value in my life. Once you've learned more about your community and the individuals within it, you'll find more fulfilling opportunities to make a difference, develop stronger personal and professional skills, and build healthier, more understanding relationships.

Volunteering is also an excellent way to raise awareness and get involved with a cause that is important to you. Your simple actions can and will make a huge impact on others and help them in time of need.

The possibilities are endless—there are countless community organizations from which to choose. When I was in middle school, my singing group went to a homeless shelter to serve breakfast and sing. I will always remember the smiles on the residents' faces as our group brought joy to their lives. In high school, I volunteered with Habitat for Humanity and other local organizations. While I was in college, I volunteered with Sudanese refugees in Israel. While working with the camp's children, I learned about their struggles they had already overcome and the hope they had for their futures.

With every stage of my life, it was important for me to find opportunities to give back. Each of these experiences was gratifying and gave me a further appreciation for the life I live.

But these were my experiences—it's up to you to find the experiences that speak to your interests and abilities. Once you do, you will learn more about yourself and your passions, which can help you as you begin to think about your major for college or where you want to begin your professional career. Interested in becoming a doctor? Volunteer at a hospital. Want to learn more about being a teacher? Volunteer at a local school.

Your efforts will not go unnoticed. Colleges and companies encourage community involvement. Volunteering differentiates you from other candidates as you apply for colleges, jobs, and scholarships. Moreover, through volunteer experiences, you will meet people from all facets of life and build new and lasting relationships. Some of my best friends are those I met and volunteered with around the world.

Take the time to talk to someone in your life about how volunteer experiences can bridge communities and provide a way for you to help others have a better future. I have found that volunteering is fulfilling and spreads hope to ourselves and others. Think about what non-profit organization(s) you can get involved with and how you can make a difference and inspire others in your community. ■

---

***Martie Edelstein** is a Learning and Development Associate with Lincoln Financial Group.*



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## From the Editor

Dear NFL,

This issue of *Rostrum* focuses on giving back. As you know, service is one of the five tenets of our Code of Honor. For 87 years, students have learned the importance of service as members of the NFL, and then continued to serve others as leaders in education, business, and government.

Even as we serve students, our organization depends on the support of volunteers. The stories in this issue provide a glimpse of the possibilities for giving back, but many others remain. For more information about how you can give back to speech and debate education, I encourage you to visit our web page at [www.NFLonline.org](http://www.NFLonline.org), or email my office at [nfl@nflonline.org](mailto:nfl@nflonline.org).

Finally, as the school year concludes, I also want to applaud your service to the NFL as a coach or member. Thank you for your contributions to our community. Your gifts help others find their voice!

Sincerely,



J. Scott Wunn  
Executive Director  
National Forensic League



## ROSTRUM

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

# TOPICS

## 2012 National Tournament Public Forum Debate

Resolution will be  
announced May 1, 2012.  
Visit [www.NFLonline.org/  
NationalTournament/  
NationalTopics](http://www.NFLonline.org/NationalTournament/NationalTopics)

## 2012 National Tournament Lincoln-Douglas Debate

Resolution will be  
announced May 1, 2012.  
Visit [www.NFLonline.org/  
NationalTournament/  
NationalTopics](http://www.NFLonline.org/NationalTournament/NationalTopics)

## 2011-12 Policy Debate

Resolved: The United States  
federal government should  
substantially increase  
its exploration and/or  
development of space beyond  
the Earth's mesosphere.

## 2012 National Tournament Storytelling Theme

Heroism

## 2012 National Tournament Congress Legislation

The NFL will release a docket on  
May 10, 2012, which contains  
25 preliminary legislation, 12  
semifinal legislation, and 6  
final legislation. There will be  
no Alpha or Omega dockets;  
chambers will set their agenda  
(order of business) prior to  
debating.

# 2012 National Tournament Extemp Areas

## United States Extemporaneous Speaking

- The 2012 Presidential Election
- The 2012 Congressional Elections
- The American Economy: Economic Theory, Economic Policymaking, and Primary Economic indicators
- American Foreign Policy: Theoretical Questions and Ongoing Foreign Engagements
- The American Judiciary: Nominations, Recent Cases, and Theoretical Approaches
- The American Recovery: The Budget Crisis and American Business
- Education
- Energy and the Environment
- Health Care Reform
- The Obama Administration
- State and Local Politics: Major Elections, Budgets, Welfare, and Immigration Issues
- U.S. Programs and Regulatory Policy
- The United States Next Week

## International Extemporaneous Speaking

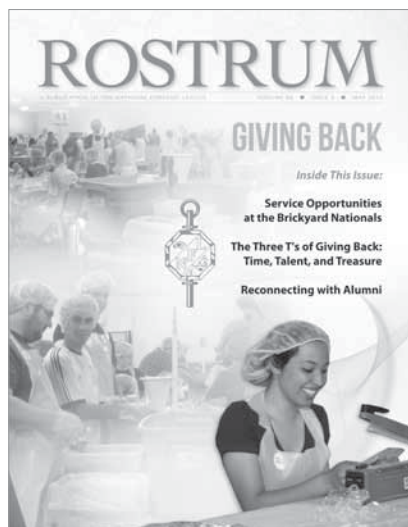
- Africa
- Americas
- Asia
- Energy and the Environment
- Europe and Russia
- Global Economy and International Economic Challenges
- Global Governance, Democracy, and Human Rights
- Health, Science, and Technology
- International Institutions
- International Peace and Security
- The Middle East
- U.S. Foreign Policy and Strategies
- The World Next Week

## Commentary

- America's Social Contract: Broken, Intact, or Under Repair
- Aspects of American Leadership
- Conservatism and its Sub-isms
- Constitutional Amendments: Adopted, Defeated, Proposed
- Life as a Multi-Tasker
- Planet Earth's Southern Hemisphere
- Politics à la 2012
- Quaint Notions: Jobs, Marriages, Suburbs
- Superpowers: Actual, Former, Wannabe
- The Right to Vote in America

# ROSTRUM

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*On the cover: scenes from the Kansas City service project.*

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*Imagine...*  
*a stress-free ceremony.*

The materials you need for a remarkable honor society ceremony are available as a single, easy-to-use resource—the NFL's free **Honor Society Guide**. The guide includes downloadable templates such as press releases, invitations, programs, scripts, and more. Visit [www.NFLonline.org](http://www.NFLonline.org) to download your guide.

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# West Coast Publishing

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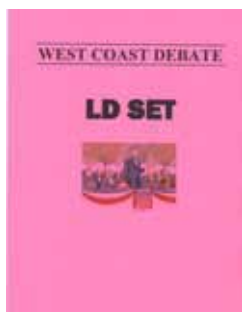
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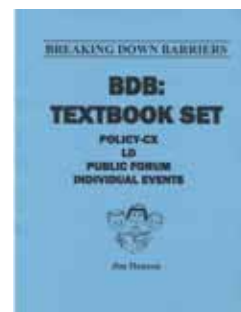
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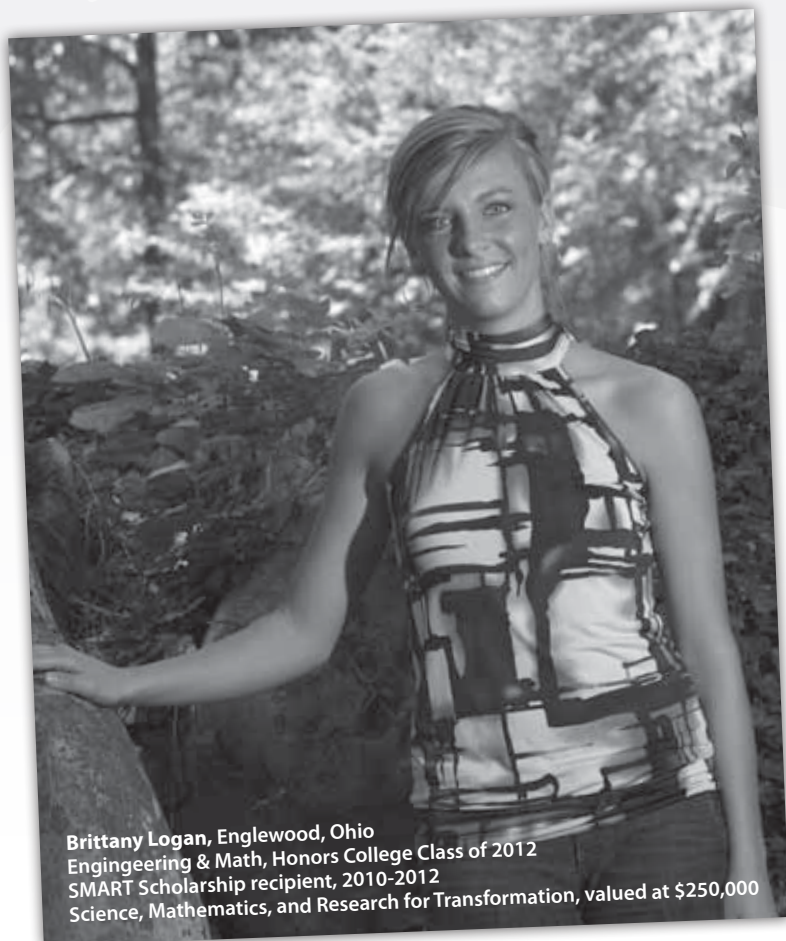
- Recognized by the Chronicle of Higher Education as one of the nation's top producers of J. William Fulbright grants
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The Honors College encourages applicants to apply to the Honors College by the WKU Scholarship deadline of January 15. Honors College applications are considered for competitive admission in the incoming freshman class of 300 students on a rolling basis. Applications available online at [www.wku.edu/honors](http://www.wku.edu/honors).

**Rising high school Juniors and Seniors  
plan your visit to the Honors College at WKU today!**



**Brittany Logan**, Englewood, Ohio  
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# NEBRASKA DEBATE INSTITUTE

held at Omaha Westside High School in Omaha, Nebraska, July 27 – August 4, 2012

## THE COWS ARE COMING TO OMAHA!



### ABOUT THE STAFF:

- Public Forum instructors will include Steve Foral of Lincoln Southwest, Aaron Schurevich of Millard West, and Toni Heimes of Lincoln Southwest
- Likely policy instructors will include Dana Christensen of Westside; Jeff Roberts of University of Texas – San Antonio; Halli Tripe, former Baylor University debater; Dylan Sutton of Westside; Tim Royers of Millard West; Chris Spurlock, NDT debater at University of Texas – San Antonio; Ryan Wash, NDT debater from Emporia State University; and Matt Kenyon of Sioux Falls Lincoln.
- Likely LD instructors will include Charles McClung of St. Louis Park; Scott Koslow, NDT debater at University of Texas – San Antonio; Priya Sirohi, former Millard West debater; and Fred Robertson of Millard West.
- Our camp will be hosted by Dana Christensen at one of the nicest facilities in the state.

### CAMP COSTS:

- Our prices remain very low because none of us are in this for the money and there are no *extra* charges at NDI. **Without question, we provide the best debate camp bargain in the country:** \$600 for Policy Debate, \$500 for LD, and \$400 for Public Forum (meals, snacks, pop, and water and all copying are included while at camp).
- We will once again work to provide housing for students who come in from out of state who do not have someone to stay with in Omaha. Students who request housing will be asked to pay an additional \$175 for Policy and LD camp stays and an additional \$125 for PF camp so that we can compensate parents who house students. Students can also make arrangements to stay with family or family friends in Omaha if that is a possibility for you.
- We promise to provide excellent education in a fine facility with great food, closing with a camp competition judged by some of the best debate judges in the Midwest.

### IMPORTANT DATES:

Deposit:

May 30

A \$100.00 deposit is due for coach and student participants.

Send to:

Fred Robertson

2712 N. 96<sup>th</sup> Dr.

Omaha, NE 68134

Make checks payable to:

Nebraska Debate Institute

Remainder of fees payable 1<sup>st</sup> day of camp

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Camp Host: Dana Christensen

**Lincoln Douglas:** July 27 – August 4

Directors: Charles McClung

Fred Robertson

**Policy Debate:** July 27 – August 4

Directors: Dana Christensen

Scott Wike

**Public Forum:** July 30 – August 4

Directors: Aaron Schurevich

Toni Heimes

NDI Tournament for all debate divisions:

Saturday, August 4



For more detailed information and to access the registration form, visit our website at:

**<http://nebraskadebateinstitute.com>**



## 2012 NFL NATIONAL TOURNAMENT

The Brickyard Nationals  
*Raising the Game*

THE HOST CITY OF INDIANAPOLIS will be an excellent location for the 2012 NFL National Tournament. To make planning easier, the NFL is happy to provide an overview of key logistical information. Please refer to the following pages for essential venue and lodging information. Keep in mind that all logistics are tentative and subject to change.



Indiana Convention Center

# 2012 LFG / NFL NATIONAL TOURNAMENT

## INDIANAPOLIS, INDIANA • JUNE 10-15, 2012

### A BRIEF OVERVIEW OF TOURNAMENT LOGISTICS

#### **SUNDAY • JUNE 10** (*Registration*)

This year, the tournament registration and NFL vending expo will take place on Sunday, June 10, from 8 a.m. to 4 p.m. at the Indiana Convention Center in downtown Indianapolis, IN. The Convention Center is centrally located from all hotels. Schools staying in the recommended downtown properties will find this extremely convenient.

#### **MONDAY AND TUESDAY • JUNE 11-12** (*Preliminary Rounds/Early Elims/Host Party*)

There will be two venue areas used for the preliminary competition, June 11 and 12. The Crowne Plaza Hotel, located in downtown Indianapolis, will host Congressional Debate. The Ben Davis High School competition venue, which includes the attached Ninth Grade Center, the adjacent Chapel Hill 7th/8th Grade Center, and the adjacent Chapelwood Elementary School, will host all speech and debate preliminary rounds.

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

The local host party will take place in downtown Indianapolis at the Indianapolis Zoo. Students eliminated from main event competition on Tuesday will re-register for Wednesday supplemental events at the Indianapolis Zoo during the local host party.

#### **WEDNESDAY • JUNE 13** (*Elimination Rounds/Supplemental Events*)

There will be two venues used on Wednesday, June 13. Students who qualify for elimination round 9 of all main event speech and debate events (Dramatic Interp, Humorous Interp, Duo Interp, Original Oratory, United States Extemp, International Extemp, Lincoln-Douglas Debate, Policy Debate, and Public Forum Debate) will compete at the Ben Davis High School venue on Wednesday. Congressional Debate semifinals will be held at the Crowne Plaza Hotel and Conference Center. Those students re-registered for supplemental events will compete at the Ben Davis High School venue on Wednesday. All competition will occur between 8 a.m. and 7 p.m. on Wednesday.

#### **THURSDAY • JUNE 14** (*Elim Rounds/Supp/Cons Events/Interp Finals/Diamond Awards*)

On Thursday morning, debate elimination rounds will continue at Ben Davis High School. Congressional Debate will hold its final round sessions at the Crowne Plaza Hotel. All supplemental and consolation events will occur at Ben Davis High School.

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

#### **FRIDAY • JUNE 15** (*Supp/Cons/Main Event Finals and National Awards Assembly*)

The remaining main event final rounds (Original Oratory, United States Extemp, International Extemp, Lincoln-Douglas Debate, Policy Debate, and Public Forum Debate), as well as the supplemental and consolation event finals, will be held throughout the day on Friday, June 15, at the Indiana Convention Center. On Friday evening, the National Awards Assembly will also be held at the Indiana Convention Center.

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# IMPORTANT CONSIDERATIONS

## WHEN SELECTING AND RESERVING HOTELS FOR THE 2012 INDIANAPOLIS NATIONALS

### PLEASE READ BEFORE SELECTING LODGING!

1. All schools should stay at one of the NFL recommended hotels in downtown Indianapolis. The lowest rates have been negotiated for our members. **Please do not stay outside the block.** Properties that do not appear on this list, especially those closer to the Ben Davis competition venue, are likely inconvenient for participation in the tournament, including lack of safety, amenities, and proximity to restaurants. Morning and afternoon traffic could add substantial time to your commute if you are located outside the block. In addition, hotels not on the list have no contractual obligation to the NFL and therefore, we cannot provide any level of reservation protection at these properties.
2. When calling hotels, all coaches must mention the "NFL/National Forensic League" block to receive the posted rate. **All room reservations within the block are subject to an automatic two-night non-refundable deposit per room at the time of booking.** This avoids double booking and allows all attendees equal opportunity to book in the best available properties.
3. All hotel properties on the NFL list are easily accessible and are within 15-20 minutes by interstate or surface streets of every Monday-Friday competition venue. The tournament website will have downloadable maps from every hotel to the Indiana Convention Center, the Indianapolis Airport, and all competition sites. You can print all needed maps before ever leaving home.
4. **The Congressional Debate Headquarters is the Crowne Plaza Hotel, located in downtown Indianapolis.** It is recommended that teams with Congressional debaters stay at Crowne Plaza or at one of the downtown properties located near it. These hotels are an excellent choice in both price and feature. Travel time between each hotel is less than 5 minutes walk. The Crowne Plaza will host all rounds of Congressional Debate competition.
5. It is recommended that coaches go to the individual websites of the hotels to determine which property fits the needs of their program. All hotels on the list are conveniently located to restaurants, the registration and final round venue (Indiana Convention Center), and the downtown Indianapolis Zoo. Schools are encouraged to book early as hotel blocks will fill up rather quickly.
6. **Key Travel Times to Note:**
  - a. All hotels to the Ben Davis High School competition venue (15 to 20 minutes)
  - b. All hotels to Indiana Convention Center (less than 5 minute walk)
  - c. All hotels to Crowne Plaza Hotel and Conference Center (less than 5 minute walk)
7. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Indianapolis area to get a better perspective on travel logistics. Also look at downloadable maps on the tournament website. The key to a less stressful week is to consider following the above lodging suggestions provided by the national office.



**Ben Davis High School**

*(competition venue includes the attached Ninth Grade Center, the adjacent Chapel Hill 7th/8th Grade Center, and the adjacent Chapelwood Elementary School)*



**Crowne Plaza Downtown**

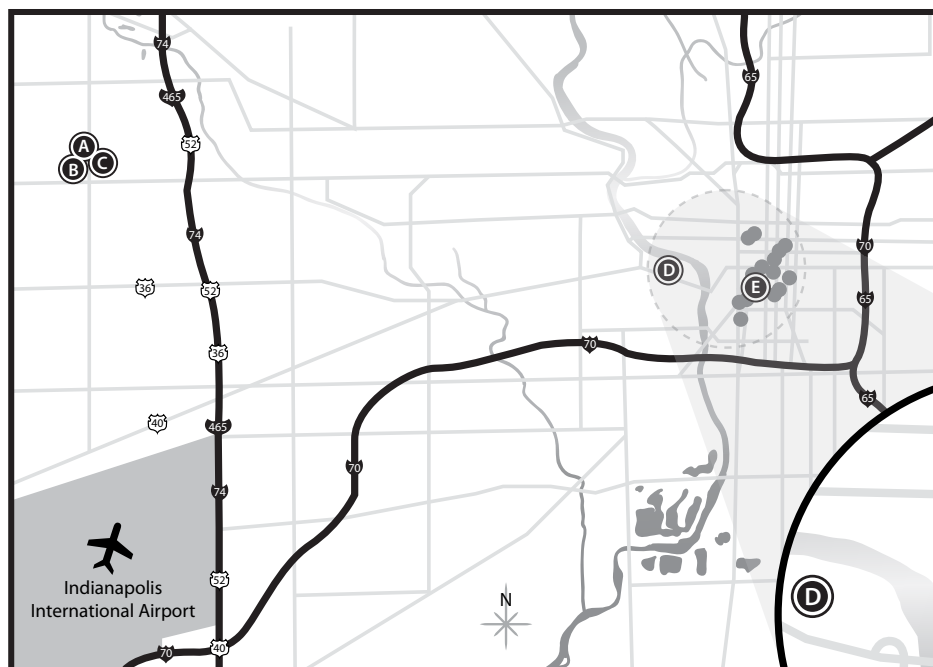


**Indianapolis Zoo**

*Additional tournament information is available at [www.NFLonline.org](http://www.NFLonline.org).*







## AMENITIES LEGEND

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

**MAP OF INDIANAPOLIS** Hotel and venue notations are approximate within this map of the downtown (enlargement) and surrounding areas. Visit [www.NFLonline.org/NationalTournament](http://www.NFLonline.org/NationalTournament) for our interactive map.

## HOTELS

- |   |   |
|---|---|
| <p><b>1 Courtyard by Marriott at the Capitol</b><br/>320 North Senate Avenue</p> <p><b>2 Residence Inn by Marriott Downtown on the Canal</b><br/>350 West New York Street</p> <p><b>3 Sheraton Indianapolis City Centre</b><br/>31 West Ohio Street</p> <p><b>4 Hilton Indianapolis Hotel and Suites</b><br/>120 West Market Street</p> <p><b>5 Embassy Suites Indianapolis Downtown</b><br/>110 West Washington Street</p> <p><b>6 The Westin Indianapolis</b><br/>50 South Capitol Avenue</p> <p><b>7 Hyatt Regency Indianapolis</b><br/>One South Capitol Avenue</p> | <p><b>8 Indianapolis Marriott Downtown</b><br/>350 West Maryland Street</p> <p><b>9 Hampton Inn Indianapolis Downtown</b><br/>105 South Meridian Street</p> <p><b>10 Omni Severin Hotel</b><br/>40 West Jackson Place</p> <p><b>11 Crowne Plaza Downtown at Historic Union Station</b><br/>123 West Louisiana Street<br/>... Congress Hotel ...</p> <p><b>12 Holiday Inn Express Indianapolis Downtown</b><br/>410 South Missouri Street</p> <p><b>13 Comfort Suites City Centre</b><br/>515 South West Street</p> <p><b>14 Staybridge Suites City Centre</b><br/>535 South West Street</p> |
|---|---|

## VENUES

- A Ben Davis High School and Ninth Grade Center**  
1200 North Girls School Road
- B Chapel Hill 7th / 8th Grade Center**  
7320 West 10th Street
- C Chapelwood Elementary**  
1129 North Girls School Road
- D Indianapolis Zoo**  
1200 West Washington Street
- E Indiana Convention Center**  
100 South Capitol Avenue
- 11 Crowne Plaza Downtown at Historic Union Station**  
123 West Louisiana Street  
... Congress Hotel ...



## Don't delay—reserve your hotel rooms now!

Several properties are at or near capacity.

For prompt and accurate service, mention the

**"NFL / National Forensic League block"**

when booking your rooms to receive the posted rate.

MAP	HOTEL / ADDRESS / WEBSITE	PHONE	RATE	AMENITIES
6	<b>The Westin Indianapolis</b> 50 South Capitol Avenue, Indianapolis, IN 46204 <a href="http://www.starwoodhotels.com/westin/property/overview/index.html?propertyID=1033">http://www.starwoodhotels.com/westin/property/overview/index.html?propertyID=1033</a>	(800) 937-8461	\$114	FC, IP, R
4	<b>Hilton Indianapolis Hotel and Suites</b> 120 West Market Street, Indianapolis, IN 46204 <a href="http://www1.hilton.com/en_US/hi/hotel/INDDNHF-Hilton-Indianapolis-Hotel-Suites-Indiana/index.do">http://www1.hilton.com/en_US/hi/hotel/INDDNHF-Hilton-Indianapolis-Hotel-Suites-Indiana/index.do</a>	(317) 972-0600	\$109	FC, IP
10	<b>Omni Severin Hotel</b> 40 West Jackson Place, Indianapolis, IN 46225 <a href="http://www.omnihotels.com/FindAHotel/IndianapolisSeverin.aspx">http://www.omnihotels.com/FindAHotel/IndianapolisSeverin.aspx</a>	(800) 843-6664	\$99	AS (6 a.m. & 10 a.m., M-F), CI (public areas), FC, IP, R (ask about other benefits with Omni rewards program—free to join)
8	<b>Indianapolis Marriott Downtown (near capacity)</b> 350 West Maryland Street, Indianapolis, IN 46225 <a href="https://resweb.passkey.com/go/nfl2012">https://resweb.passkey.com/go/nfl2012</a>	(877) 303-0104	\$114	CI (public areas), FC, IP, R
5	<b>Embassy Suites Indianapolis Downtown (at capacity)</b> 110 West Washington Street, Indianapolis, IN 46204 <a href="http://embassysuites1.hilton.com/en_US/es/hotel/INDWES-Embassy-Suites-Indianapolis-Downtown-Indiana/directions.do">http://embassysuites1.hilton.com/en_US/es/hotel/INDWES-Embassy-Suites-Indianapolis-Downtown-Indiana/directions.do</a>	(317) 236-1800	\$114	CB, FC, GL, IP
7	<b>Hyatt Regency Indianapolis (at capacity)</b> One South Capitol Avenue, Indianapolis, IN 46204 <a href="https://resweb.passkey.com/go/NFLE">https://resweb.passkey.com/go/NFLE</a>	(888) 421-1442	\$109	FC, IP, R
1	<b>Courtyard by Marriott at the Capitol (near capacity)</b> 320 North Senate Avenue, Indianapolis, IN 46204 <a href="http://www.marriott.com/hotels/travel/indcd-courtyard-indianapolis-at-the-capitol/">http://www.marriott.com/hotels/travel/indcd-courtyard-indianapolis-at-the-capitol/</a>	(317) 684-7733	\$104	CI, FC, GL, IP, R
2	<b>Residence Inn - Downtown on the Canal (at capacity)</b> 350 West New York Street, Indianapolis, IN 46202 <a href="http://www.marriott.com/hotels/travel/indri-residence-inn-indianapolis-downtown-on-the-canal/">http://www.marriott.com/hotels/travel/indri-residence-inn-indianapolis-downtown-on-the-canal/</a>	(317) 822-0840	\$104	FC, IP
14	<b>Staybridge Suites City Centre (at capacity)</b> 535 South West Street, Indianapolis, IN 46225 <a href="http://www.staybridge.com/indianapolisdt">www.staybridge.com/indianapolisdt</a>	(317) 536-7500	\$104	CB, CI (public areas), FC, GL, IP <i>must call to get group rate</i>
11	<b>Crowne Plaza Downtown at Union Station (near capacity)</b> 123 West Louisiana Street, Indianapolis, IN 46225 <a href="http://www.ichotelsgroup.com/crowneplaza/hotels/us/en/indianapolis/inddt/hoteldetail">http://www.ichotelsgroup.com/crowneplaza/hotels/us/en/indianapolis/inddt/hoteldetail</a>	(317) 631-2221	\$99	CI, FC, IP
... Congress Hotel ...				
9	<b>Hampton Inn Indianapolis Downtown (near capacity)</b> 105 South Meridian Street, Indianapolis, IN 46225 <a href="http://www.hamptoninn.com/en/hp/hotels/index.jhtml?ctyhocn=INDDTHX">http://www.hamptoninn.com/en/hp/hotels/index.jhtml?ctyhocn=INDDTHX</a>	(317) 261-1200	\$99	CB, CI, FC, GL
3	<b>Sheraton Indianapolis City Centre (near capacity)</b> 31 West Ohio Street, Indianapolis, IN 46204 <a href="http://www.starwoodhotels.com/sheraton/property/overview/index.html?propertyID=3054">http://www.starwoodhotels.com/sheraton/property/overview/index.html?propertyID=3054</a>	(317) 635-2000	\$97	CB, CI (public areas), FC, OP
13	<b>Comfort Suites City Centre (at capacity)</b> 515 South West Street, Indianapolis, IN 46225 <a href="http://www.comfortsuites.com/hotel/IN233">www.comfortsuites.com/hotel/IN233</a>	(317) 631-9000	\$95	CB, CI, FC, GL, IP, R <i>must call to get group rate</i>
12	<b>Holiday Inn Express Indy Downtown (at capacity)</b> 410 South Missouri Street, Indianapolis, IN 46225 <a href="http://www.hiexpress.com/indianapolisdt">www.hiexpress.com/indianapolisdt</a>	(317) 822-6400	\$95	CB, CI, FC, GL, IP <i>must call to get group rate</i>

# NATIONALS T-SHIRTS

*Available for Pre-Order*

*\*Limited quantities available at tournament. Pre-order is recommended to ensure your size selection is available.*



**PRE-ORDER YOUR 2012 INDIANAPOLIS NATIONAL TOURNAMENT T-SHIRT DURING ONLINE REGISTRATION!**

You can also visit [www.NFLonline.org/community/node/6167](http://www.NFLonline.org/community/node/6167) to pre-order your shirts.



*p.s.*

Students and coaches,  
learn about becoming a  
Pit Crew sponsor!

[www.indynfl.org/pit-crew-sponsorship](http://www.indynfl.org/pit-crew-sponsorship)





## NJFL MIDDLE SCHOOL TOURNAMENT LOGISTICS

### Tentative Schedule

#### TUESDAY • JUNE 12

Registration will be held 6-9 p.m. at the Crowne Plaza Hotel in downtown Indianapolis.

#### WEDNESDAY • JUNE 13

Students will compete at Ben Davis High School on Wednesday, between 8 a.m. and 8:30 p.m. The longer day accommodates the number of debate rounds needed; time has been built in for lunch.

#### THURSDAY • JUNE 14

Competition continues at Ben Davis High School between 8 a.m. and 8:30 p.m.

#### FRIDAY • JUNE 15

Semifinal and final elimination rounds will be held at the Indianapolis Convention Center. The awards assembly will commence at 3 p.m., followed by the high school national awards assembly at 5 p.m.



### Please Read Before Selecting Lodging!

Please read the information for high school coaches, relative to lodging. Please say "NFL / National Forensic League" block when booking rooms, and only book with recommended hotels for the reasons listed. **All room reservations within the block are subject to an automatic two-night non-refundable deposit per room at the time of booking.** This avoids double booking and allows all attendees equal opportunity to book in the best available properties. All hotel properties on the list are easily accessible and are within 15-20 minutes by interstate or surface streets of every competition venue. Maps from all listed hotels and competition venues will be available online at [www.JuniorForensicLeague.org](http://www.JuniorForensicLeague.org).

### Important NJFL Dates

- Coaches can register online at JoyofTournaments.com. Registration opened **March 20**. Entries are due **May 18**.
- Congressional Debate legislation must be emailed by **May 1** to [legislation@juniorforensicleague.org](mailto:legislation@juniorforensicleague.org).
- Orations must be emailed by **May 30** to [orations@juniorforensicleague.org](mailto:orations@juniorforensicleague.org).
- Media release forms, signed by each student's parent/guardian, must be submitted with fees by **May 30**.
- All fees, including judge bond, must be received in the national office by **May 30**.
- A school/club risks forfeiting participation if fees and media release forms are not received on time; a late fee of \$200 will be assessed for fees and forms received after **June 3**.

### Other Details

- Coaches are asked to *carefully* review all tournament information at [www.JuniorForensicLeague.org](http://www.JuniorForensicLeague.org).
- High school student judges will be trained more rigorously and used more sparingly. We are requiring middle schools to bring judges for each division in which they have students (CX, LD, or PF, Speech, and Congress) as a condition for registering. More details will be available on the website.

### Competition Event Patterns

(REVISED FOR 2012)

**Pattern A:** Lincoln-Douglas, Policy, Public Forum, Duo, Declamation, Humorous, Impromptu

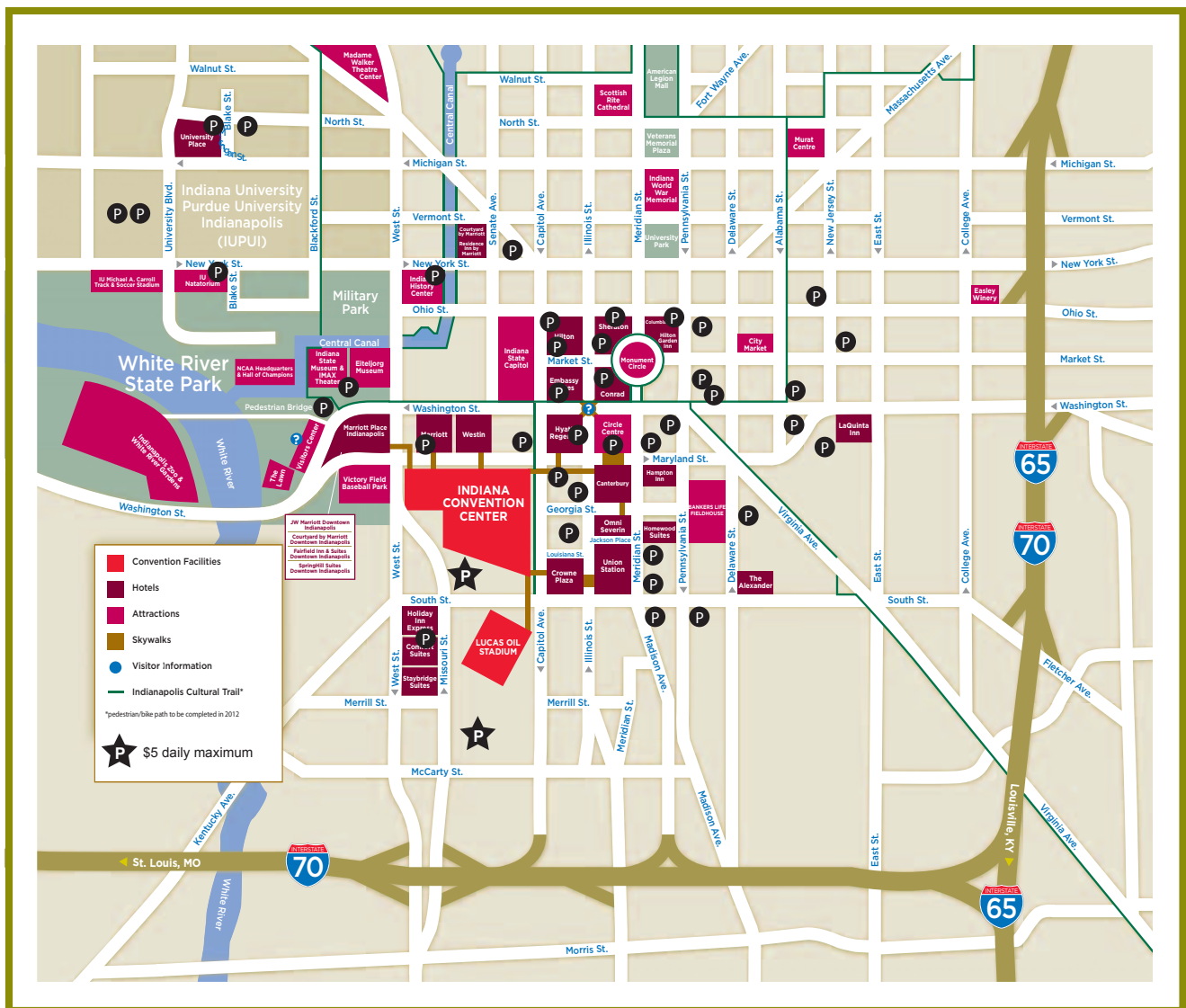
**Pattern B:** Congress, Extemp, Dramatic, Oratory, Poetry, Prose, Storytelling

## Accessing Indianapolis is convenient and affordable.

The **Col. H Weir Cook** terminal at the new **Indianapolis International Airport** is conveniently located off of I-70 and is just a short, 15-minute drive from downtown. An **IndyGo Green Line Downtown/Airport Express Bus** ([www.indygo.net](http://www.indygo.net)) can transport visitors from the airport to downtown hotels for just \$7. With a student ID / proof of 18 or younger, the fare is half price (\$3.50). Exact change is required; no change on board. Pick up the Green Line outside at Ground Transportation, Zone 6. The Green Line departs every 20 minutes from 5 a.m. to 9 p.m. Sharing a shuttle also can be arranged with **Carey Indiana** ([www.careyindiana.com](http://www.careyindiana.com)). Other options for reaching the city include **Amtrak** ([www.amtrak.com](http://www.amtrak.com)), **Greyhound** ([www.greyhound.com](http://www.greyhound.com)), and **Megabus** ([usmegabus.com](http://usmegabus.com)), which all have hubs in the downtown area.

### Downtown Parking

There are several easily accessible parking options located in downtown Indianapolis. For those on a limited budget, there are two recommended lots (\$5 daily maximum), located in the **South/West lot of the Indiana Convention Center** and the **South lot of Lucas Oil Stadium**. For an interactive map that shows additional parking options, visit [www.indydt.com/interactivemap.cfm](http://www.indydt.com/interactivemap.cfm). For more information about metered parking, visit [www.parkindy.net](http://www.parkindy.net).



For information about things to see and do in Indianapolis, go to [visitIndy.com](http://visitIndy.com). ©Indianapolis Convention & Visitors Association 2/12



Receive up to **10% off** your flight when you book with **United** or **Delta Air Lines**. Some restrictions may apply. Please use the NFL account codes listed below.

**Note: For United flights, you must call (800) 633-8825. Discounts will not be honored if you book your flight online.**

**UNITED**  
**590KX**

**DELTA**  
AIR LINES  
**NM8ND**



**Hertz** is the NFL's official rental car company. Whether you make reservations through **hertz.com**, a travel agency, or global online travel sites such as Orbitz, Travelocity, etc., use the NFL account code below. Some restrictions may apply. For more information, call **1-800-654-2240** or visit **hertz.com**.

## Meeting Services

### Reservations

To reserve your special meeting rates, please provide your CV# to your corporate travel department, or your travel agent, when making reservations. You can also make reservations online at [Hertz.com](http://Hertz.com) or call Hertz directly:

- In the U.S. and Canada: 1-800-654-2240
- Other: 1-405-749-4434

At the time of reservation, the meeting rates will be automatically compared to other Hertz rates and you'll be quoted the best comparable rate available.

### SIRIUS® Satellite Radio

Whether you're looking for music, sports, news, talk, entertainment, local traffic or weather, SIRIUS® Satellite Radio offers over 130 channels including 69 channels of 100% commercial-free music! Daily rental fee applies.



### NFL National Speech & Debate Tournament Indianapolis, IN June 10-15, 2012

**CV # 04JZ0003**

Rates available from Indianapolis, IN  
for pickups June 3-22, 2012

Car Class	Daily Per Day	Weekend Per Day	Weekly 5-7 Days
A-ECONOMY	\$44.00	\$28.00	\$190.00
B-COMPACT	\$49.00	\$30.00	\$210.00
C-MID-SIZE	\$54.00	\$32.00	\$225.00
D-STANDARD 2/4 DR	\$55.00	\$36.00	\$240.00
F-FULLSIZE 4DR	\$59.00	\$39.00	\$250.00
G-PREMIUM	\$71.00	\$66.00	\$332.00
I-LUXURY	\$97.00	\$92.00	\$510.00
L-4WD/AWD SUV	\$77.00	\$77.00	\$362.00
R-MINIVAN 2WD	\$87.00	\$77.00	\$362.00

### General Information

Meeting rates are guaranteed from one week prior through one week after the meeting dates and are subject to availability. Advance reservations are recommended, blackout dates may apply. Government surcharges, taxes, tax reimbursement, airport related fees, vehicle licensing fees and optional items, such as refueling or additional driver fees, are extra. Minimum rental age is 20 (age differential charge for 20-24 applies). Standard rental conditions, qualifications and return restrictions apply, including vehicles must be returned to the renting location. In the continental U.S. and Canada weekend rentals are available for pick-up between noon Thursday and noon Sunday and must be returned no later than Monday at 11:59 p.m. Thursday pick-up requires a minimum three-day keep. Friday pick-up requires a minimum two-day keep, and Saturday and Sunday pick-up require a one-day keep. Weekly rentals are from five to seven days. Extra day rate for Weekly rentals will be charged at 1/5 of the Weekly Rate.

### NeverLost®

In-Car Navigation System Guides You  
Wherever You Want To Go

NeverLost uses the Global Positioning System (GPS) – with smart sensors to achieve the accuracy needed for true turn-by-turn guidance. It is the most advanced on-board system ever engineered by Magellan, a leader in satellite navigation technology. Daily rental fee applies.



## National Service Project 2012

**Help us give back by donating a suit, blouse, or other business apparel. Your contributions will help local Indianapolis men and women prepare for job interviews, future careers, and more!**

### “Success Story

*Every woman who comes to Dress for Success is treated with dignity and respect and can walk through our doors feeling confident and welcome. We focus on helping each woman prepare for the journey ahead of her, and our concern is where our clients are going, not where they've been."*

photo courtesy of Dress for Success, Indianapolis



# PROFESSIONAL CLOTHING DRIVE



**DRESS FOR SUCCESS®**  
Going Places. Going Strong.

central indiana men in business, inc.

This summer, attendees of the 2012 LFG / NFL National Tournament will have a unique way of giving back and helping those in need—right in their own backyard.

The NFL is excited to partner with Dress For Success and Central Indiana Men in Business, Inc.—two non-profit organizations based in Indianapolis. The mission of Dress for Success is to "promote the economic independence of disadvantaged women by providing professional attire, a network of support, and the career development tools to help women thrive in work and in life." Likewise, Central Indiana Men in Business, Inc. "provides men's business attire and career development to disadvantaged men 18 to 65."

Due to the economic downturn, need is especially high. That is why the partnership is so critical.

On Friday, June 15, students, coaches, parents, and the general public are encouraged to drop off gently-used men's and women's professional apparel and accessories (see sidebar) at the Indiana Convention Center. Cash donations will also be accepted.

All proceeds will benefit the hundreds of individuals served by Dress for Success and Central Indiana Men in Business, Inc. in the greater Indianapolis area. ■

## WAYS YOU CAN HELP



*Below is a wish list of items that are needed most. Be sure to pack any extra items that you plan to give away at the end of the competition week. Cash donations are also welcome!*

### Men's Attire:

- Dry cleaned suits, shirts, ties, dress slacks, socks, and shoes

### Women's Attire:

- Interview-appropriate suits
- Shoes that are suitable for the workplace (please, no heels higher than 3 inches and no open-toed shoes)
- Solid color blouses
- Black tote bags, attaché bags, or briefcases
- Basic professional accessories (including jewelry, scarves, belts, and handbags)

# JUNE 15

INDIANA CONVENTION CENTER

NATIONAL SERVICE PROJECT • NATIONAL SERVICE PROJECT • NATIONAL SERVICE PROJECT





## ❖ Service Opportunity ❖

### Judge at NJFLs

The 2011 National Tournament at the Sheraton Dallas Hotel marked the first time the NFL used an innovative, all-inclusive model for hosting the tournament, as well as the first time the NJFL National Middle School Tournament was held in conjunction with the high school tournament. One of last year's service projects was an opportunity for high school contestants to give back to their activity by guiding younger students through their judging of middle school rounds. More than 300 high school students earned service points for judging. Of special note are how all three of the NFL's former National Students of the Year worked laboriously throughout the tournament, assisting with shepherding new Student of the Year candidates, and helping with logistics and operations for the NJFL tournament.

This year, contestants interested in judging middle school rounds may again register at the NJFL judging booth on Tuesday or Wednesday. Student judges must attend an orientation regarding standards and expectations for judging. ■

The Brickyard Nationals  
*Raising the Game*

# Change more lives, starting this summer!



## This year's National Tournament Clinics will train you to become a more effective educator, mentor, and professional.

**Whether you're a brand new coach or a seasoned veteran, we have sessions that will build your skills and your confidence!**

Seminars are available in speech, debate, and team management. "Sharing" sessions invite participants to share a favorite idea with other coaches. Clinics are free to all coaches, whether you've qualified students to nationals or not. However, all judging obligations must be met. Coaches also may earn graduate credit for an additional fee.

***Register early, as space is limited!*** For a complete schedule, visit [www.NFLonline.org/CoachingResources/NationalTournamentClinic](http://www.NFLonline.org/CoachingResources/NationalTournamentClinic) or email [adam.jacobi@nationalforensicleague.org](mailto:adam.jacobi@nationalforensicleague.org) for more information.

June 10 -15, 2012

*See you in Indy!*



# ONLINE LEARNING CENTER



at *NFLonline.org*



**The National Forensic League** is proud to provide online training opportunities to teachers and students this fall. Our newly acquired technology allows participants to experience an institute setting from the comfort of their home. **Sessions will run from 10 a.m. to 6 p.m. CDT, Monday through Friday.** Workshops will include large group lectures and activities as well as small group sessions for more individualized attention. Almost any computer will be able to access this technology including mobile devices, although we suggest that all participants have a webcam and high-speed Internet connection to take full advantage of the experience. Visit [www.NFLonline.org/CoachingResources/Virtual](http://www.NFLonline.org/CoachingResources/Virtual) for more information including daily schedules for each session, presenter bios, and technical requirements.

## COACHES

### August 6-10

#### **NFL Leadership Training** (40 hours)

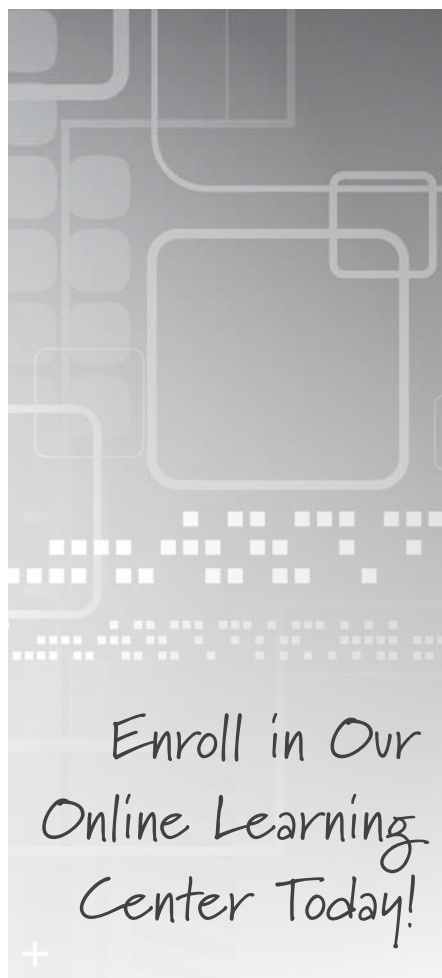
If you miss the NFL Leadership Conference in Las Vegas, you can still be part of the process! This weeklong course will focus on building and sustaining programs with special emphasis on new resources available through the NFL. A full day will be spent on district tournament best practices. Large and small group workshops will be conducted. This session is limited to 150 participants and is free to any NFL coach.

### August 13-17

#### **New Coaches Workshop** (40 hours)

If you know a coach who will be starting a program in the fall or adding additional events, this is the workshop for them. This weeklong course will provide participants with strategies for recruiting students, team management, registering for tournaments, and getting the most out of NFL resources. Large and small group workshops will be conducted. This session is limited to 150 participants and is free to anyone interested. Early registration is recommended.

**Monday through Friday sessions • 10 a.m. to 6 p.m. CDT**



### August 20-24

#### **Public Forum**

##### **Season Starter** (40 hours)

Designed for beginning and advanced students alike, this weeklong session will prepare students to debate the September Public Forum topic. Students will work with nationally successful coaches in large and small groups. Preparation will include topic analysis, case-writing, practice debates, as well as a significant focus on research methods. This session is limited to the first 150 students and costs \$150 per student.

### August 27-31

#### **Lincoln-Douglas**

##### **Season Starter** (40 hours)

Preparation for the September / October LD topic begins with this session. Designed for students who are interested in an in-depth philosophical and pragmatic understanding of the topic, supervised case-writing, and structured practice debates, this session is limited to the first 150 students to register. The cost is \$150 per student.

[www.NFLonline.org/CoachingResources/Virtual](http://www.NFLonline.org/CoachingResources/Virtual)



## STUDENTS

# 3P Learn from the Best

Our Coaches have been in over 20 NFL Final Rounds

[www.3PSpeech.com](http://www.3PSpeech.com)

## Start Strong

Summer Boot Camp  
One on one and dual  
coaching starting at just  
\$300 for a full summer of  
assistance from the best



## Finish Strong

One on one coaching with  
experienced coaches and  
national champions starting at  
just \$15 a session.  
Just in time for nationals.

## NEW ITEMS ARE RACING TO *The Brickyard Nationals!*



Exclusive National Tournament merchandise will be available at the NFL merchandise booth. Check out the online store at [NFLonline.org](http://NFLonline.org) to pre-order!

Also stop by the booth to check out new, never-before-seen NFL merchandise, and look for these exciting items in the online store this fall!

\*Pre-ordered National Tournament merchandise must be picked up at the NFL booth. These items are not available for shipped orders.

**[WWW.NFLONLINE.ORG/COMMUNITY/CATALOG](http://WWW.NFLONLINE.ORG/COMMUNITY/CATALOG)**



## INDIVIDUAL EVENTS

JULY 22 - AUGUST 4, 2012

### Interpretive Events

- Original Oratory
- Original Advocacy
- Dramatic Interp
- Humorous Interp
- Duo Interp
- Prose
- Poetry
- Oratorical Interp
- Expository Speaking
- Thematic Interp
- Original Prose and Poetry

### Limited Preparation Events

- Extemp
- Impromptu
- Commentary



### Why practice Individual Events at Stanford?

Start your season with us and experience national championship caliber coaching combined with the highest caliber resources all in the beautiful, safe and relaxing atmosphere of the Stanford University campus. Our challenging curriculum ensures that speakers starting out their forensic careers will learn the basic skills necessary to become competitive immediately while providing them with a firm foundation for growth. Experienced speakers will master advanced techniques to improve their performances and make them more successful at local, state and national competitions. Students will primarily focus on their "major event" and can expect to leave SNFI with that event "tournament ready." Students will have the option to attend several elective seminars in which they will have the option to work on a minor event. Focus on the electives/minor events will be in theory, piece selection and speaking exercises, but students should not expect to leave camp with a prepared piece from any electives/minors chosen.





## POLICY DEBATE

### JULY 15 - AUGUST 11, 2012

#### 4 Week

July 15 - August 11

#### 3 Week

July 15 - August 4

#### Sophomore Scholars

July 15 - August 4

#### Critical Argument Lab

July 15 - August 4

#### Intensive Practice Round Session

August 4 - August 11

#### Beginner's Policy

July 15 - July 28

#### Beginner's Extended Week

July 28 - August 4



**Martin Osborne**

Wake Forest

**Brian Manuel**

Stanford University

**jon sharp**

Georgetown Day School

**Nick Watts**

Harvard University

**John Hines**

College Prep (CA)

**Judy Butler**

University of West Georgia

**Vinay Pai**

UC Berkeley

**Samantha Varney**

UT Dallas

**Eric Oddo**

Niles West (IL)

**Jake Ziering**

Stanford University

**Shanara Reid-Brinkley**

University of Pittsburgh



**STANFORD**  
UNIVERSITY

Stanford National Forensic Institute  
www.snfi.org | info@snfi.org | (650) 723 9086



## PARLIAMENTARY DEBATE

JULY 29 - AUGUST 11, 2012

**Two Week Program**  
July 29 - August 11

**One Week Program: Session A**  
July 29 - August 4

**One Week Program: Session B**  
August 5 - August 11



### Why learn Parli at Stanford?

SNFI's parli camp is rigorously structured in such a way that emphasizes both theory and practice, with classroom lessons running from morning to night, and exemplary instruction offered throughout. In the context of only a week-long camp, there will be an extraordinary fifteen (15) practice rounds evaluated by professional critics who are college competitors and coaches; the fifteen rounds comprise roughly one-third of the total time spent at camp. The rest of the time is spent learning communication theory from professionals and academics, practicing strong research methods, and utilizing small-group exercises to enhance the students' understanding of the techniques taught. The fundamental premise is that through a combination of theory and practice, the students will not only understand how to write speeches with strong argumentative rigor, but also how to present them in an effective manner to their colleagues and critics.



**STANFORD**  
UNIVERSITY

Stanford National Forensic Institute  
[www.snfi.org](http://www.snfi.org) | [info@snfi.org](mailto:info@snfi.org) | (650) 723 9086

# SQUIRREL-KILLERS

## 2012-2013 ORDER FORM

	<u>PRINTED COPY</u>	<u>CD</u>	<u>E-MAIL</u>	<u>PRINT/CD COMBO</u>	<u>PRINT/E-MAIL COMBO</u>	
<u>POLICY DEBATE (CROSS-X):</u> (\$first copy/extra copies)						
<b>Choose one of three subscriptions:</b> (on printed copies of 4 or more of the same item, all copies are at lower price)						
Basic Subscription	___ copies (\$96/\$48)	___ \$85	___ \$74	___ \$133	___ \$122	\$ _____
OR Basic + 6-mo. Updates	___ copies (\$148/\$74)	___ \$128	___ \$110	___ \$201	___ \$183	\$ _____
OR Basic + 4-mo. Updates	___ copies (\$130/\$65)	___ \$114	___ \$98	___ \$179	___ \$163	\$ _____
<b>NOTE: same items available individually:</b>						
Aff. Casebook (May 15)	___ copies (\$16/\$8)	___ \$13	___ \$10	___ \$21	___ \$18	\$ _____
1st Negative Briefs (Jul 15)	___ copies (\$40/\$20)	___ \$36	___ \$32	___ \$56	___ \$52	\$ _____
2nd Negative Briefs (Jul 15)	___ copies (\$40/\$20)	___ \$36	___ \$32	___ \$56	___ \$52	\$ _____
Update Briefs (print & CD published MONTHLY, e-mail version published WEEKLY)						
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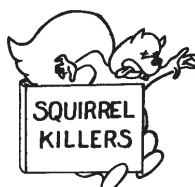
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## Decade of Evolution: NFL Nationals and Me

*by Alfred C. Snider*

What a wild, strange trip it's been. My association with the NFL National Speech & Debate Tournament goes back a long way. It hasn't always been a happy one, but it has gotten better through time.

As a high school student in southern California, I dearly wanted to qualify for NFL Nats in debate and failed both times I tried. It was very frustrating, so I decided not to debate in college. I attended Brown University in Providence, RI and happily existed as a non-debater until I was approached to fill in for someone who was ill at a tournament that weekend—and I agreed. The rest of my personal history was decided. When I graduated, I became a university debate coach and have been one ever since. Fifty years after my first debate in middle school, I am still very involved and very motivated about debating at all levels.

Shortly after becoming a college coach, I attended NFL Nats in Pittsburgh in 1973. I judged a bit, saw some great debates, but was not too excited about getting further involved, since this was high school forensics.

In 2000, Executive Secretary James Copeland called me and asked me if I would come to NFL Nats in Portland. He said he wanted me to see how the operation was organized, and he was also interested in offering a webcast of the final rounds. Having just done some of the first live webcasts of debates both between universities

and between nations, I was excited about this possibility. I enjoyed it, and he invited me back to the 2001 NFL Nats at the University of Oklahoma. There, I was in a debate tab room and also staged the webcast.

In the fall of 2001, James Copeland called again. This time, he had a more serious purpose. Ken Thames—who was the heart of the actual tournament given his experience and computer program—had been ill and would not be able to attend. Could I commit to replacing him? Of course, the answer was, "No, I cannot replace him, but I can do my best if I understand better what this means." I flew out to Wisconsin and met with James Copeland, Ken Thames, and Tim Fehr about the program and the process. It was eye opening. NFL Nats had become the largest academic competition in the world and a major organizational challenge. I had run tournaments for hundreds of teams before, but not for thousands of people in so many different events lasting over such a long period of time.

I was very impressed by those I would be working with (especially Tim Fehr), and I have always loved a challenge, so I said yes.

In June of 2002, I became the director of operations for the NFL National Tournament in Charlotte, NC. I served in that position for ten years. Dallas, TX in 2011 was my last—not because I am retiring, but because NFL Nats occurs during the heart of my vacation season and

2001

2011



***"NFL Nats had become the largest academic competition in the world and a major organizational challenge. I had run tournaments for hundreds of teams before, but not for thousands of people in so many different events lasting over such a long period of time."***

frankly, ten years is long enough to do such a job.

At a large event like this, something will go wrong. Of that there is no doubt. There will be some errors, some miscommunication, and some problems in implementation. The struggle is to make sure these inevitable events have only a limited impact, and that the experiences of the attendees are not seriously dampened. This has always been my task, and one that has been shared by everyone at the NFL. The event will never be perfect, but we strive to make it a little better each year.

I wanted to discuss briefly my background with the tournament, which I have already done, as well as cover a few other topics, including major changes in operations, special moments from each tournament, recognition of heroes, and special thanks.

### **Major Changes**

First, the tournament is now fully computerized. Ken Thames and Tim Fehr had built an amazing program using FoxPro but it was a bit unwieldy and hard to adjust. It had been a marvel in its day, but needed to be replaced. Rich Edwards of Baylor University took up the challenge and more than met it. He has produced one of the finest systems of tabulation known, especially given that it has to handle so many events with only one main judge database. Hats off to him, but also to Tim Fehr for helping during the bridge years.

Second, the tournament is larger. More events were added, double qualification is a thing of the past, and each year more and more people troop along with those coming from all over America to this contest. It has made it more difficult to administer, but it is a larger celebration than ever. It is a party that just keeps getting bigger.

Third, the tournament schedule has changed. In the old order, there were two waves of events each day, one in the morning and early afternoon and the other later in the afternoon. This was so that those who had double qualified could participate. With the end of double qualification and the access to larger sites, it was possible to have all main events at the same time and make the schedule far easier for those of us running the event.

Fourth, the supplemental and consolation events have been elevated in their importance. During this ten years, the supplemental and consolation events went from being an afterthought to a major part of the tournament. I salute Scott Wunn for this, and remember him saying, "These are national championships, too." Now there are many students who know that their strongest performance will likely come in their supplemental or consolation event, but still must qualify in a main event. Those who have worked tirelessly on these events deserve a lot of thanks. Thanks especially to Connie.

Fifth, the webcast has become a

standard feature of the event. That first webcast I did in Portland, OR in 2000 is now a standard feature of the tournament. That first year I remember having parents call me to thank me for letting them see their son or daughter speak, even if they could not be there. It still is true to this day, but I no longer have to do it. It is quite professionally done, which is a long way from the crude webcasts of those early years.

Sixth, some ideas get institutionalized. I like that in my history with the NFL, I have provided services that seemed new, and then they got incorporated into a system so I didn't have to do them any more. I gave the NFL its first website, and now it has a world-class site and services. I offered the first webcast, and now it is institutionalized. I made the first comprehensive classroom list; now Scott Wunn walks his own before every tournament. I was the first to do a Twitter feed from the tournament, and now there are many. I like this about the NFL; they take a good idea and make it a part of their system. That is the sign of a healthy organization.

### **Special Moments from Each Tournament**

*2002 Charlotte, NC:* The system to create photo identification cards for all attendees as a post 9/11 security concern imploded and registration day was a nightmare. I also led a group of students in the middle of an elimination round out of their

classroom, which was experiencing a flood of sewage. They would have stayed and completed their speeches no matter what.

*2003 Atlanta, GA:* The challenge of using a spread out campus in an urban environment was tough for room assignments. Some rooms were hard to find, so people got lost or were late. Some evening rounds had not yet turned in ballots by 11:30 p.m., but they were there the next morning. I asked no questions. I remember the words of Tom Montgomery, "If it has a door, then it is a room." Carole Winkler of Georgia State University was wonderful.

*2004 Salt Lake City, UT:* We lost electricity at a major site just before a round was about to start. I had learned from Atlanta to have a detailed evaluation of each classroom, so we just moved rounds to places that had natural light (a factor on my chart), and everything went on as planned. The day two discovery that Public Forum was not keeping judge histories was interesting.

*2007 Wichita, KS:* There had been some bomb threats at area schools during the year, and our plan was ready just in case. We did use it, but that remains a secret. We also adopted a tornado policy that is still in effect today.

*2008 Las Vegas, NV:* Everyone seemed to have a good time, and some tab rooms were in a bit of a rush to do so. But, everyone rallied to have a good tournament and a good time. I got a photo opportunity with the Blue Man Group and Elvis!

*2009 Birmingham, AL:* Some tiny sites made for some interesting driving around the town for many people. The fact that I spent so much time driving to visit sites was a testimony to how well the tournament was running. I kept looking for trouble and could not find any.

*2010 Kansas City, MO:* Kansas City was one of the smoothest tournaments. I especially enjoyed the chance to do some recreating with my grandchildren during the tournament. I started thinking about the end of this job.

## ***"I have done speech and debate training in 39 different countries. But I am most proud of my work in the USA at the NFL National Tournament."***

*2005 Philadelphia, PA:* Events took place in Pennsylvania, Delaware, and Maryland. Commuting was a problem, but we overcame. All of the toilets at one school became clogged at the same time, but it was solved ingeniously. It was so hot at one site that students were told not to wear coats and heavy clothing.

*2006 Grapevine/Colleyville, TX:* Farm animals being raised by students at one school got loose, and one of my staff rounded them up using a golf cart. When Scott Wunn said it would be the largest in National Tournament history so far, we had no idea it would involve livestock.

*2011 Dallas, TX:* Those attending the fantasy role-playing convention just before us had even better outfits than NFL Nats attendees. Dallas was challenging because it was all in one spot, and had to use a limited number of elevators. The "press gangs" that had to politely help people into elevators more efficiently did a great job, with some of the top officers in the organization loading elevators because that is what had to be done. The Dallas Mavericks won the NBA championship, and we had to plan around their victory parade because it coincided with our schedule and our one location.

## **Recognition of Heroes**

Everyone who has worked with me on the NFL Nats administration team has been very special. Ron, Steve, Tim, Sarah, Martin, Rich, Justin, and many more deserve my personal thanks. Without them, I was always just a figurehead.

The individual tab rooms all did a great job (unless I told them otherwise). I am very impressed by the hard work and professionalism of these incredible high school forensic educators.

We really stood on the shoulders of giants—people like Bruno Jacob, Ken Thames, James Copeland, and Scott Wunn. They made it all possible with their vision and hard work.

The NFL office staff has been amazing. There are so many great people, but Jackie Oakes was always there to lift my spirits in dark times.

## **Special Thanks**

I want to thank the University of Vermont for supporting me in this work, as have my university students and colleagues. Special thanks also must go to all the students, coaches, and parents who have been at these events for the last ten years. Your patience, politeness, and understanding have made it all worthwhile.

## **Conclusion**

I have done speech and debate training in 39 different countries. But I am most proud of my work in the USA at the NFL National Tournament. I may not have gotten there as a student, but I did help many students enjoy their chance at NFL Nats when it came.

And now, I will shuffle off the stage to my next assignment. ■

---

*Alfred C. Snider is the Edwin W. Lawrence Professor of Forensics at the University of Vermont.*



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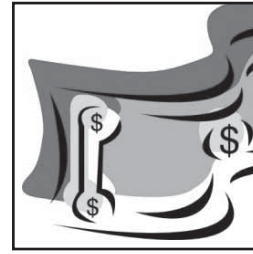
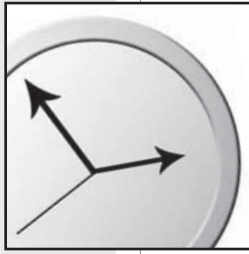
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## **The Three T's of Giving Back: Time, Talent, and Treasure**

*by Craig T. Cobane, Ph.D.  
and Jace T. Lux*

**W**e all know the importance of friends, supporters, and volunteers to the ongoing success (and operation!) of our forensic programs. Quite simply, forensics cannot function without these generous individuals. But how do we make sure our programs have the necessary support to allow us to continue this important co-curricular activity?

As we know all too well, every year there is an increasing need for volunteers and supporters to help coach teams, run tournaments, and help these young people grow and develop into responsible adults. Creating young adults is a responsibility all educators have, but it is especially important in the world of forensics.

Almost every culture has a version of the idea that "to those whom much is given, much is expected in return." It is a concept that is prevalent in a host of leadership theories. It is true that much is given to students who have participated in competitive forensics. This essay discusses the importance of "giving back" to forensics and provides some strategies on helping make sure that your alums, parents, and current volunteers continue to give back to forensics.

Giving back is a learned trait. Alums give back because they have learned the importance of helping those who have helped them. As we know, unfortunately, altruism is often not at the forefront of many teenagers' minds. They may hear regularly that "helping others" is important, but often they struggle to understand and internalize "helping others," and how to put this concept into action. Even if students do have the proclivity for giving back, they do not always know when to do so, and they often lack role models to teach them how. It is our responsibility as teachers and coaches to create a culture, offer mentoring, and provide role models for this endeavor.

An example from the world of college development and alumni relations will demonstrate our point. Annually, Centre College in Danville, KY ranks among the highest in the country in percentage of annual giving from alumni. One important reason for their success in consistently having such an elevated giving rate is that the institutional culture at Centre puts a high priority on giving back. Current students are active in the annual fund/alumni cultivation and stewardship from their first day on campus. During their four years, students are part of the annual fund process (with each

***"Giving back is a learned trait. Alums give back because they have learned the importance of helping those who have helped them. It is our responsibility as teachers and coaches to create a culture, offer mentoring, and provide role models for this endeavor."***

class of students involved in healthy competition for annual giving rates). They are explicitly made aware of the difference alumni giving has on their college experience, and they are taught not only why giving is important, but how to thank and steward donors. The goal is to instill a lifetime habit of giving. Additionally, as part of their overall development strategy, they actively connect parents, alumni, and volunteers in various ways, so these stakeholders will invest their time, talent, and treasure to the college. In short, Centre provides a high-end example of how a high school forensic program can create a culture of giving back that benefits the student, program, and school.

### **Giving Back: A Myriad of Ways**

The classic statement related to giving back advocates the giving of one's "time, talent, and treasure." As coaches plan their strategy of creating a culture of giving in their program, they should keep those words in mind. Coaches should look for ways to talk with their students about giving back. Help create role models by regularly discussing with students examples of others who are giving back to the program, how they give back, and the value of their giving. As we know from the world of parenting, it may seem that

adolescents are not hearing us, but years later they seem to reconnect with the advice we gave them during their troublesome teen years. Therefore, it is important to prepare our students for a life of giving back by talking about it today.

We must help our students understand the range of needs the program has and how other alums and supporters are helping out. Point out to students the parents who help with organizing tournaments, making something for the bake sale, etc. Talk with them about the alum living on the other side of the country who sends interesting pieces of literature for use in an interpretation event. Explain why the young alum who is home from college on spring break is spending a couple evenings working with the team as an occasional coach. It is important to spotlight each type of volunteer and supporter so you can show your students individuals who are investing what they have (and can) to give back to the team.

There are a number of ways that friends, supporters, and alums can give of their time, talent, and treasure. First, they can give all three directly to the school's forensic program in various ways. Every forensic program has a need for additional coaching and advising of

students. This is especially important in preparation for a tournament. Next, a coach can ask supporters and alumni to send interesting topics for speeches or intriguing pieces of literature for an interpretation event. Additionally, an alum returning even for a couple of meetings a year (e.g., college students' spring break, an alum back visiting family, etc.) can provide a great opportunity for some coaching, mentoring, and/or role modeling. "Giving back" does not have to be directly related to forensics. Something as simple as successful alums coming back to a team meeting (or end of the year banquet), talking about the role forensics has played in their success, or even telling the team to "trust Coach, he/she knows what he/she is talking about" is a great way to give back.

Another way to provide opportunities for supporters to give is to invest in the national sport of forensics. There are a myriad of ways to give back. First, assist with a local tournament. Alums may not live in the region where they went to high school, but most likely there is a forensic team where they currently reside. A tournament in your new locale is just as much in need of volunteers to help as the tournaments in your hometown. This volunteer opportunity can include

judging, setting up, and running a tournament. Of course, the forensic teams and tournaments can also benefit from financial contributions or calls to local principals and superintendents about the importance of supporting forensics. What can be more powerful than a new member of the community, without a vested interest, contacting the local educational leadership about the importance and value of supporting forensics in the schools? Finally, alumni across the nation can support the NFL in a range of ways through direct financial assistance or volunteering at the national tournament if it is being held near their home.

Assisting a local coach in providing guidance and mentoring to a team is another excellent way to give back to forensics. There is not a coach in the nation who does not believe strongly that he/she could use some assistance or that his/her students would not benefit from another person providing a critique. This assistance is even more valuable in the run up to and preparation for a tournament. Although coaches will differ on the level of involvement they seek, most will gladly accept the help of a volunteer.

Another way that supporters can give back to the activity of forensics, both locally and nationally, is by directly or indirectly helping fundraise and advocate for resources. With school budgets declining everywhere and school boards and principals having to make difficult funding decisions, having alumni, volunteers, and supporters advocate forensics

is critical. Coaches can and will continue to be the chief advocate for direct support from schools, but the appropriate political pressure that alumni, parents, volunteers, etc. can apply to augment the coaches' efforts is essential. Especially important is the role your past students' parents can play in influencing educational leaders at your school. The parents with no children in the school district talking about the role forensics played in their child's continuing success can be powerful. Overall, the role of others in advocating for forensics, so the coach can focus increased time coaching and mentoring students, cannot be understated.

Additionally, forensics requires financial resources. Teams need to travel and thus accrue expenses related to participation in tournaments (e.g., renting vehicles, airfare, hotel, food, etc.). Increasing private support for forensics at the local, state, and national level is critical for the long-term health of the activity. Alumni and supporters can give back by providing direct financial support or indirectly through assisting with fundraising. Most high school forensic programs have some form of "annual fund drive" to pay expenses not covered by the school. Additionally, almost all tournaments, from the local to the national level, provide opportunities for sponsorship at a range of financial levels.

The key to developing a long-term strategy for fostering private support is for a coach to create a culture of giving back to forensics. That involves getting all your

supporters (i.e., current students, their parents, alumni, etc.) involved in giving back. Having as many people as possible giving back of their time, talent, and treasure is critical to creating the culture of giving within your program.

Whether supporters give of their time, talents, or treasure (or, ideally, all three), forensic programs cannot survive without the assistance of others. Coaches cannot be too proud to ask for former students and parents to give back, and former participants cannot wait to be asked. The forensic team that creates a culture which values giving back while students are still active participants on the team is one that will enjoy the necessary assistance of others in the future. Coaches should always place an emphasis on highlighting the ways students can give back to the program once they are no longer active participants. This can be accomplished by pointing out the contributions of former competitors and parents. Working together, coaches and former students can maintain the health of your team for years to come. ■

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**Jace T. Lux** is the Director of Forensics at Western Kentucky University. He has helped transform the WKU forensic team into the most successful college program in the country over the past decade in both individual events and LD Debate. He will finish his doctoral work in Educational Leadership in the spring of 2012.





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– **Ashton Garber**, Pineview High School (FL)



*"The FFI / NCI website promised, 'Coaches at all levels will leave the National Coaches Institute with materials and ideas that will sustain their programs for years to come.' For me, this promise was definitely fulfilled, and then some!"*

– **Bobby Phelps**, Director of Forensics, Fort Osage High School (MO)

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– **Ashley Mandanas**, Heritage Hall (OK)

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***"In light of budgetary challenges, a connection to alumni is really crucial to what we have to accomplish. It's not just a nice thing to do anymore—it's necessary that it happens."***

## **Reconnecting with Alumni**

*by Deano Pape*

***"Some programs, and even some districts, seem to have the Midas touch when it comes to fostering programs that encourage alumni to give back."***

Alumni. We all have them. How we foster them is often a key to a program's success.

Some programs, and even some districts, seem to have the Midas touch when it comes to fostering programs that encourage alumni to give back.

These coaches state that it's more about hard work and consistent communications than turning objects into gold.

"A lot of it is keeping in touch," said Dan West, director of forensics at Ohio University and a former high school forensic coach. "The alumni are the reason we have a team today."

Programs that started long ago are alive and well today thanks to dedicated alumni.

"We've always, as a district, tried to keep track of our alums. The 'phone list' [to contact returning alumni] was created long before I even started coaching," said Christine Adams, coach at Truman High School and district chair for Heart of America in Missouri.

"Alums want to feel special and want to be connected. Even if I'm far away, I still want to feel like I'm part of the program," said David Bailey, director of forensics at Southwest Baptist University.

### **Before You Go...**

Alumni connections start before students ever leave their schools.

"We ask alumni to volunteer judge a few tournaments after they graduate," said Jon Cruz, coach at The Bronx High School of Science in New York.

Students recognize this as a valuable commitment to their program and understand their obligation before they graduate.

"Donations of time help to offset our costs," said Cruz.

Alumni can also make special donations before they leave their institutions.

"We have a tradition where a four-year competitor gives back a trophy that is meaningful to them. It might be their first trophy—something that they accomplished that has significant meaning to them," said Bailey.

Bailey still recalls his own contribution to his team many years later.

"I always resisted doing interpretation, but my coach urged me to try it over and over, so I did a Duo in my last year, and my Duo partner and I ended up making it to finals and won the event, and I gave that trophy back," said Bailey. "It's about being coached to the point where you can attain excellence."

Other students find out at an awards ceremony that they need to give back to their district after they graduate.

"We encourage students to come back and judge as alumni during districts," said Adams. Alumni



information is collected every year, and alumni are encouraged to become fans of the Heart of America Facebook alumni group to receive messages about returning to judge.

"Email changes all of the time, but you are who you are on Facebook," said Adams.

Heart of America manages to have three judges for every round both for speech and debate, with single-flighted debate rounds.

"That's 150 or more judges per round. We can't do that without alumni," said Adams.

### **Staying in Touch**

"We use Twitter during tournaments. This is great PR as they can see what's happening live. We also keep a notes section on Facebook so that alumni can see a permanent record of our results," said West.

Since many schools travel nationwide, getting together with alumni and asking them to judge, or join the team for dinner when they are in the area, can become a special treat for everyone.

Hopefully alumni will come back to judge or visit schools.

"We use email lists and Facebook. We generate a personal thank you to each judge that tells them who qualified. It makes the judge feel appreciated," said Adams.

"Our records and traditions go back to 1969," said Cruz. "We have categories of recognition, such as those who won 50 or more debates in their careers, and they can come back and find their name. We keep records all the way back. They feel connected to their team many years later."

Alumni can feel strong connections while getting

information at home, too.

"We try to keep in touch with alumni on a fairly regular basis through the *SBSU Forensics Journal*, a short newsletter publication. Students produce most of the content for it," said Bailey.

End-of-the-year banquets are another way to keep connected to alums.

"The first Saturday in May is the annual banquet where we invite our alumni to attend. If they cannot be there, they can send a short note that is read by a current team member at the banquet," said Bailey.

The Bronx Science alumni have the opportunity to have tournament awards and championships named for them. The annual dinner features invited alumni speakers who provide words of wisdom.

"Students feel like they are a part of something bigger than themselves," said Cruz.

### **Giving Back**

Judging is one of the most common ways to give back. It doesn't have to be only recent alums who give back in this fashion.

"Our district doesn't have an exclusive mentality, where you can only judge this type of debate, or this particular event—our students have to adjust. We have alums who competed 20 years ago who want



to give back. You have to adapt to the judge. That adaptation aspect is what sets us apart," said Adams.

And the net result of that diversified judge pool?

"All of our programs feel that their kids have a chance to qualify to the National Tournament. In some districts that have a trained or specific judge pool, kids may not feel like they have a shot. We have everything in our district—big public school programs, private schools, rural programs—and anyone can have a chance," said Adams.

Some alumni may not judge but will give of their time in other ways, such as workshopping on a particular weekend. Parents can join in, too.

"When I was a high school coach, we'd pick a work Saturday and alumni and parents would come in. They'd bring in snacks, and we'd teach them how to judge so they can talk the language of the

***"Building relationships with alumni need not be all-consuming. There are many ways to get started without feeling like everything has to be done at once."***

activity. In football, they can talk the language of the sport. In baseball, they can talk the language of the sport. As a result, their involvement extends well beyond when their kids graduate. They need to understand the language of what we do. We have someone who works our summer program every year as a result of that," said West.

Many alumni will also give money or specific materials to their programs.

"We have a very active alumni foundation, and we do some aggressive fundraising. We ask for donations in suggested amounts—\$25 covers an entry fee for a tournament, for example—so that the alumni feel like they are making a difference," said Cruz.

"The more I contact them, the more they come up with stuff," said West. "I have had more success listening to what they want to do. Instead of, 'here is an alumni program you can be part of'—they suggest things. Some will offer to pay for visual aid materials, or a meal for the team. We'll get team tracksuits, or garment bags. You don't always get what you need, but you get something from the heart."

Connections are also vital for student success.

"My students get networking opportunities. They have internship opportunities," said Cruz.

One year, Cruz brought in alumni who have expertise in their fields to guest teach. The entire school reaped the benefits of 20 field experts who taught for the day.

"Imagine being an honorary principal for the day. Being taught in a drama class by an actress. Hearing a doctor teach your health class for the day," said Cruz.

## Getting Started

What if you have a new program and don't have a dedicated alumni network at the outset? Or what if you don't have records of past alumni?

"The first thing you have to do is invest in alums as soon as they graduate. Never lose contact with anyone. Keep good records. They make for good boosters. They might have connections. There is an open door every week," said West.

New coaches will want to check out yearbooks and find out who was recently involved in speech and debate. Find alumni on Facebook.

"The methods are going to vary based upon the program and the resources available to that program, but the thing that is going to unite members of a team, past and present, is going to be the experience of competition and all of those things you have shared, even if you have shared those experiences years apart," said Bailey.

It all comes down to building relationships.

"Develop a communication network. No matter what time I get home, I send out an email before I drive home. That is my priority. It goes to administrators, the newspaper, and so it has to be immediate," said West. "I know I'm tired, and I want to go home, but it has to be constant."

Building relationships with alumni need not be all-consuming. There are many ways to get started without feeling like everything has to be done at once.

"Start with a Facebook page or a Twitter account, and then build up to a newsletter or a banquet—the key is that you are providing people the ability to connect. The coach

needs to give it attention, as well.

You have to be very intentional about it. Keep in mind that it becomes one of the many, many jobs we have—to remember the connections to the past," said Bailey.

"Alumni might appear to be passive, but they can be very active on the other side [of the communication]. One alum developed a software program for the team. I would have never thought of asking anybody to ever do that," said West.

## Final Thoughts

"Highlight the successes of your alums, such as a distinguished professor who is publishing regularly. Talk about what your alumni are doing and brag about them," said Bailey.

"Alums have a tendency to find other alums. Always include an opportunity in the communications at some point—if there is someone who should be on this list, please let me know," said West.

"We might consider using Twitter down the line to remind them of tournaments, or to allow programs to ask for judges on particular weekends, to help our member schools," said Adams.

"Speech and debate—they produce very loyal alumni," said Cruz.

"In light of budgetary challenges, a connection to alumni is really crucial to what we have to accomplish," said Bailey. "It's not just a nice thing to do anymore—it's necessary that it happens." ■

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*Deano Pape is Director of Forensics and Assistant Professor of Communication at Ripon College in Wisconsin.*

# Stanford National Forensic Institute

Coaches Institute: July 22 – July 28, 2012

**This exciting program is held July 22nd to July 28th** on the Stanford campus as part of the Stanford National Forensic Institute program as a service to the high school coaching community, with fees covering room, board, and staffing for the program. The total cost of the program is \$1,150 for coaches wishing to stay near the Stanford campus at our arranged hotel property on a double-occupancy basis. The tuition includes 6 nights of double occupancy hotel housing and all meals. If you are interested in a single occupancy hotel room, the cost is approximately \$400 additional.

**The coordinator of the Coaches Institute is Mikendra McCoy.** Mikendra is presently the coach at Clovis East High School; and with more than 15 years in the field, Mikendra has coached a large number of students to the California State tournament and to both the (TOC) Tournament of Champions for speech (NIETOC) as well as debate, and the NFL National tournament. Additionally, Mikendra coached Chris Colfer, one of the stars of the television show Glee. Chris was a member of her speech and debate team, and she coached him in various interpretive events. The experience of working with her was so transformative that he not only nominated her for Time magazine's "person of the year," but he also asked her to play a role in his upcoming movie, "Struck by Lightning," which was the adapted from his high school speech, an Original Prose and Poetry.

**Attending coaches will participate in structured discussions** about a number of important topics such as how to build a successful program, how to recruit students and administration, fundraising opportunities and ideas, building curriculum for a class versus an after school club, as well as how to manage time with an after school program only, specific individual events coaching tools and techniques (regardless of the state that you are from), and coaching debate, any and all styles. Coaches will generally have structured group meetings in the mornings and evenings, and in the afternoons will have the opportunity to visit lab groups / classes for the events that are of greatest interest to them that are happening at the Stanford National Forensic Institute. Occasional input from the national caliber staff of the regular camp will occur.

**The program is designed for beginning to intermediate level coaches**, those with no prior experience to a few years of experience; it's an opportunity for all voices to be heard, new ideas shared, and most importantly, there is time structured into the schedule to allow you to implement your newfound knowledge and plan your upcoming competitive year. The cost of the program is substantially less than the cost of providing it, so we will need to cap enrollment at approximately 10 to 12 participants.





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# 34<sup>TH</sup> ANNUAL SUN COUNTRY FORENSICS INSTITUTE

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July 15–28, 2012

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# Student of the Year Spotlight

by Taylor Walker

## Year In Review

I can't believe it has been a year since the applause died down and the final ballots were counted. I miss the old days of laying ballots on dressers, or within stuffed backpacks, and watching my coaches as they opened manila envelopes filled with feedback.

I salute the National Forensic League for another fantastic year filled with weekends full of competitive rounds and healthy critiques. Congrats to all of the NFL qualifiers. Last but not least, it delights me to express personal kudos to all of the NFL District Students of the Year.

My time with the NFL is comparable to an individual getting a tattoo. I have cried because of the sheer magnitude of performances—especially within Dramatic Interpretation rounds. I have found myself screaming with joy and excitement after reading final postings. My perception of reality and circumstances were challenged from the moment I entered a classroom, read all of the codes and selection titles on the board, and patiently waited for my turn to perform. I hoped to make a lasting mark on my audience—a tattoo.

When examining my college experience thus far, I am starting to realize how I have managed to emulate character traits uncovered during my time with the NFL. I see

this within my involvement on the campus radio station and television channel. I utilize the researching skills I have tailored over the years through character development and team discussion to assist me in reporting. Within my role as a leader in the largest residence hall on campus, I have come to make use of my voice and urge students to follow their passion; this is similar to my support of former competitors and teammates. In my commitment to community service projects on campus, I have spread awareness of societal issues; comparable to what motivated me to compete. All throughout my term I have been concerned about the legacy, the print, the tattoo that I would make on the NFL as Student of the Year. As I walk around the freezing campus of Boston University, I have realized that legacy is a lifestyle, a commitment to being a voice and inviting people to embody the NFL's pillars of leadership, humility, integrity, respect, and service.

Before FOX's hit teen-adult show *Glee* surfaced, I am sure that nearly every forensic team in the nation at some point chanted the lyrics to Journey's, "Don't Stop Believing." Although this may sound extremely cliché, those simple lyrics—that I admit to belting on the bus rides back late at night and listened to as a motivation before rounds—to

this day continue to resonate with me. I had no idea that stepping into the classroom of Lisa Willoughby, the Policy coach at my former high school, would lead me to Mario Herrera, my former interp coach—beginning an odyssey that exposed me to a very unique art of public speaking and acting.


I was chosen as the 2010-11 Student of the Year due to the marks I made within my forensic community. As I judge, coach, and read Facebook posts from those who competed this year, I find myself with a wide and paralyzed smile. It is so rewarding to watch senior competitors come to the realization of all the hard work and impact they have made to their team and the NFL.

When someone chooses to pledge in a sorority or fraternity, they create an inseparable bond between their brothers and sisters. Within every speech that I make, every poem that I recite, every monologue performed, every conversation made, and every path that I choose to take in life—the NFL is a part of me, just like a tattoo. ■

---

**Taylor Walker** is an alum of Henry W. Grady High School in Atlanta, GA. A four-time state champion and four-year national qualifier, Walker earned awards in Dramatic Interpretation, Duo Interpretation, Prose, and Poetry. She is now studying Broadcast Journalism at Boston University.



A photograph of the Dartmouth College campus at sunset. The sky is a mix of blue and orange, with clouds catching the low light. In the background, the iconic Dartmouth College clock tower stands prominently, surrounded by other campus buildings and bare trees in the foreground.

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**Charles Olney,**

UC Santa Cruz (CA)

**Dylan Quigley,**

Dartmouth College (NH)

**Nicole Serrano,**

Dallas Urban Debate (TX)

**Ken Strange,**

Dartmouth College (NH)

### Questions?

*[Nicole.Serrano@dartmouth.edu](mailto:Nicole.Serrano@dartmouth.edu)*

*[Ken.Strange@dartmouth.edu](mailto:Ken.Strange@dartmouth.edu)*

A photograph of the Dartmouth College campus at sunset. The sky is a mix of blue and orange, with clouds catching the low light. In the foreground, there are silhouettes of trees. In the background, the main building of Dartmouth College is visible, featuring a prominent clock tower with a green cupola.

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## THE SAMFORD UNIVERSITY DEBATE TEAM

*proudly presents*

# The 38th Annual Samford University Summer Debate Institute

Sunday, June 24–Saturday, July 7, 2012

### Why choose Samford Debate Institute?

- Learn from a national-caliber staff at a reasonable price.
- Beginning debaters are a priority.
- The program emphasizes 21st-century debating skills.
- At least 15 critiqued practice debates in two weeks are guaranteed.
- Samford has a track record of success. Program graduates have been in deep elimination rounds of every major high school tournament.
- Instruction is offered for all skill levels in policy, Lincoln-Douglas and public forum debate.
- Learn from mature, responsible adult staff.

### Prices

Samford is committed to maintaining low prices during tough economic times. We have not raised our prices, and limited financial aid is available.

### Residents

\$1,350 (including \$50 deposit)

### Commuters with meals

\$1,000 (including \$50 deposit)

### Commuters without meals

\$850 (including \$50 deposit)



800 Lakeshore Drive  
Birmingham, AL 35229  
For more information, contact Dr. Ryan Galloway at  
205-726-2695, [SamfordSummerDebate@gmail.com](mailto:SamfordSummerDebate@gmail.com) or  
go to [www.samford.edu/debate](http://www.samford.edu/debate).



# George Mason Institute Of Forensics 2012

July 8-22

Extension: July 22-25



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- *Half of the Harvard Extemp final and the DI Champion*
- *6 Columbia Champions*
- *7 Patriot Games Champions*
- *Glenbrooks OI Champion*
- *2 Blue Key Champions*
- *Yale Extemp Champion*
- *4 of the top 5 at the 2012 Extemp MBA Round Robin!*



## GMIF Alumni Highlights 2011-2012!

### Outstanding Appearances in Elimination Rounds!

Over 65 Finalists, Over 45 Semi-finalists, Over 50  
Quarter Finalists This Year! Advancing At Wake  
Forest, Yale, St. Mark's, Blue Key,  
Glenbrooks, Villager, Patriot Games &  
Harvard

### For More Information About GMIF Contact:

Director of Forensics Dr. Peter Pober

gmif2012@gmail.com

(703) 993-4119

Visit: [gmuforensics.org/gmif](http://gmuforensics.org/gmif)







# 1 Dear Novice...

Welcome to Skyline's debate team—the best debate team in the valley!

The first time I walked into Mrs. Robert's room was in ninth grade. I wanted to resume debating as soon as possible, so I asked my counselor at Wasatch Jr. High if it would be possible to enroll me in the debate class at Skyline. Because the debate class didn't fit my schedule, I thought that I couldn't join the debate team. What I didn't know at that time was that I could still be on the debate team without being in the class. So, even if you can't fit debate into your schedule, *you can still be part of the team!*

Debate may seem intimidating at first, but you need to realize that all the other novices are in the same position as you are, and that the rest of us are here to help you and support you through your entrance into debate. No matter what level of previous debating experience you may have, you should know that high school debate is entirely different from any other debate you have done, and that you will be on the exact same page as everyone else who has just joined the debate team.

As you meet other novices, don't be shy! Get to know them! You will meet friends who will be with you for your entire debate experience at Skyline.

I spent the bulk of my time this year with Policy Debate, which is a debate event that will give you invaluable knowledge and incredible debating skills. I learned so many things about debate this year that I wish I would have known before. Even though you are already spending a lot of time in after school labs for Policy Debate, my number one piece of advice for you is to spend *even more* time learning everything. Review your notes from labs immediately after you finish taking them. At the beginning of the year, I made the mistake of only attending the labs, but not going over all of the terms. Consequently, I had to cram everything I had learned over the past month in a couple of days before my first tournament (which was a varsity tournament, so I had to study more to know what was going on).

This brings me to the fact that in Policy Debate, the varsity rounds are a lot harder than the novice rounds. I recommend that you take some time before you enter a varsity round. However, once you feel that you are ready, there is a lot of intense, fun debating in varsity Policy rounds.

Many people stress the importance of talking fast (spreading or spewing). In my opinion, talking fast is not nearly as important as knowing what you're

talking about. You should put more importance on learning about CPs, Ks, Topicality, Framework, Impact Calc, etc.

Above all, in any debate or individual event, you should learn to be confident but humble. That may sound like an oxymoron, but what I am trying to say is that you should never become arrogant. After winning rounds, instead of becoming arrogant, you should learn that your competition will only get tougher. The acceptance that you have a lot of competition will result in you becoming a better debater because you will stay attentive during all parts of the debate, no matter how inexperienced your opponents may seem.

Debating not only uses speaking skills, but also listening, researching, and learning how to speak on the spot, which are skills that will benefit you for your entire life, no matter what career you may end up choosing.

I am glad that you have decided to join the debate team, and we are excited to have you here. I had a wonderful experience as a novice, and I hope you do, too! Good Luck!

**Pooja Jairam,**  
Class of 2013,  
Skyline High School,  
Salt Lake City, UT

***Looking for creative ways to recruit and retain more students? Encourage your debaters to write letters to future novices with helpful tips or favorite memories from the past season. We've shared two excerpts from Utah's Skyline High School.***

2



You would think, after writing various cases about why vaccinations should be mandatory, or that juveniles who commit felonies deserve to go to adult jail, that writing a simple letter to newbies like you would be a piece of cake. Yet, it's taken me several days to think up—let alone write—this letter.

I guess I have trouble figuring out how to start. In cases, it's simple: you read a quotation, or introduce yourself. But how do you start telling newbies about the wonderful life in debate? It's hard to tell you of the excitement, pain, fulfillment, sleepless nights, and trophies you'll get in debate in only one letter.

So, let's start at the beginning.

Congratulations! You are now a member of the debate team! A whole new world awaits you. You'll learn how to debate properly (which will help you in your arguments against your parents), write amazingly and convincingly (you'll never get less than 90% on all your essays from now on), and simply radiate awesomeness (which will help you with, well, everything). But, despite the countless rumors, debate isn't all fun and games. You'll have to work long and hard. Pain and suffering will be your near constant companions, as will sleepless nights. But, never fear! I'm here to give you some tips to

help you through your first year of debate.

First, procrastination will simply cause you to lose all those trophies I know you'll win. After all, how can you win a round with a case you spent all night writing? Always write your cases well in advance. This will give you the opportunity to find more research and make blocks. Also, know all the arguments—even the ones you aren't using—that others could use. It makes a world of difference when you know what your opponent is talking about. And if you write your case in advance, you'll have more time to go over it, find its weaknesses, and improve it.

Second, know your case. Know exactly what you are talking about, the research you're using, and even try to memorize bits of it, so when you're giving it, you can look at the judge. If you know your case inside and out, the judge will see that.

Third, rebuttals. If there's anything I can stress about this, it's that you need to attack all your opponent's points and defend all your own. Imagine if you don't attack one of your opponent's points because you run out of time. If they're smart (and most people in debate are smart—I mean, you're here, aren't you?) they'll say, "My opponent did not attack X point. That means they agree with me. Thus, their entire case falls." The best way I've found

to stop this from happening is to group arguments together. If you're going to attack their second and third arguments and defend one of your own arguments with the same argument, just attack their second point then say, "I'd like to cross-apply this argument to my opponent's third point and my one point." Voila—in one easy sentence, you've saved yourself the horror of repeating an argument three times.

Finally, I'm going to talk about the very best thing that you get in debate. No, not trophies, though they are nice. I'm talking about friends. You should debate in a way that wins you friends. Don't attack your opponent themselves. Be nice and courteous to all those you debate. It helps so much to go to a tournament and know there are multiple people from other teams who can help you, spend time with you, or even beg food from you. But seriously, these friends will make everything worthwhile. After all, what's the point in arguing if no one is willing to argue with you?

So, as a final note, debate is totally awesome. I know you'll have so much fun! Good luck, and happy debating!!

**Alena Smith,**  
Class of 2013,  
Skyline High School,  
Salt Lake City, UT

# 2012 Cal National Forensic Institute

## “Exceptional Faculty in the Ideal Setting”

### June 17 - 30

#### Institute Faculty

**Jonathan Peele, Speech/Congress Program Director:**

Director of Congressional Debate & Individual Events at the Harker School. Has coached NFL finalists in Congressional Debate and interpretation, as well as state champions in events including Oral Interpretation.

**Shellie Kingaby: Oratory Curriculum Director:**

Forensics coach at Central Cabarrus HS. Has coached orators and interpers to finals at Wake, Blue Key, Emory, Harvard, and semifinals at NFL Nationals.

**Robert Sheard, Extemp Curriculum Director:**

Head coach at Durham Academy. Coached the 2008 Public Forum NFL National Champions and the Harvard Extemp champion.

**Juan De La Cruz, Interp Instructor:**

Assistant coach at Centennial HS. Has coached state champions in four different states. His students have reached late elims at various national circuit tournaments and semifinals at NFL Nationals.

**Brittany Stanchik, Congress Instructor:**

Assistant coach for Congress at Desert Vista HS in Arizona. Was a 2009 finalist in Congress at NFL Nationals and coached the 4th place student in House at NFL Nationals in 2011.

**Chase Williams, Extemp Instructor:**

Assistant coach at Lake Highland Prep. His students' accomplishments include the 2011 NFL Impromptu champion and many more late elimination round appearances.

**MORE STAFF TO BE ANNOUNCED LATER**



#### Program Highlights:

- An accomplished, unified staff selected for their ability to positively motivate students to greater competitive success
- Interp and Oratory curricula focused on building lasting skills, not merely returning home with a piece or speech for the year
- The facilities and resources of the country's leading public university
- Congress curriculum that stresses refutation, crystallization, and procedural expertise
- A low student to staff ratio that ensures individualized coaching
- Extemp curriculum that gives students tools for answering questions without depending on a single formula

Applications and additional program information will be available soon at:  
[campuslife.berkeley.edu/debate](http://campuslife.berkeley.edu/debate)

Or feel free to email the director:  
[JonathanP@harker.org](mailto:JonathanP@harker.org)



THE UNIVERSITY OF UTAH FORENSICS TEAM PRESENTS

3rd Annual

# Beehive Bonanza

Invitational Speech and Debate Tournament  
a NIETOC bid tournament

## Tournament Features

POLICY DEBATE

LINCOLN-DOUGLAS DEBATE

PUBLIC FORUM DEBATE

STUDENT CONGRESS

DRAMATIC INTERP

HUMOROUS INTERP

DUO INTERP

EXTEMP

ORATORY

IMPROMPTU

OCTOBER 5 & 6, 2012

UNIVERSITY OF UTAH

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SALT LAKE CITY

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or contact

**MICHAEL MIDDLETON**

**M.MIDDLETON@UTAH.EDU, 801.581.6454**

# *New Diamond Coach Recognition*



◆ **THIRD DIAMOND** ◆

**Scott Bonnet**

Emporia High School, KS

January 20, 2012

6,338 points



◆ **THIRD DIAMOND** ◆

**Linda Wilson Miller**

Henry County High School, TN

February 13, 2012

6,089 points



◆ **THIRD DIAMOND** ◆

**Bill Healy**

Bellarmino College Prep, CA

February 23, 2012

6,031 points



◆ **THIRD DIAMOND** ◆

**Aaron P. Smith**

West Lafayette High School, IN

March 16, 2012

8,353 points



◆ **THIRD DIAMOND** ◆

**Nancy E. Wedgeworth**

Parkview High School, MO

March 20, 2012

20,672 points



◆ **THIRD DIAMOND** ◆

**Manuel A. Halkias**

Canton McKinley High School, OH

March 24, 2012

6,000 points



# *New Diamond Coach Recognition*



◆ **SECOND DIAMOND** ◆

**George S. Clemens**

Lake Highland Preparatory, FL  
December 20, 2011  
6,576 points



◆ **SECOND DIAMOND** ◆

**Chad Hayden**

Clovis North High School, CA  
January 2, 2012  
4,077 points



◆ **SECOND DIAMOND** ◆

**Larry Swanson**

Olathe North High School, KS  
February 21, 2012  
3,333 points



◆ **SECOND DIAMOND** ◆

**Kyle Howe**

Park Hill High School, MO  
February 27, 2012  
3,001 points



◆ **SECOND DIAMOND** ◆

**Karson B. Kalashian**

Sanger High School, CA  
February 29, 2012  
15,875 points



◆ **SECOND DIAMOND** ◆

**Candace Jane Cain**

Burwell Jr.-Sr. High School, NE  
February 29, 2012  
3,002 points



◆ **SECOND DIAMOND** ◆

**James E. Shapiro**

Berkeley Carroll School, NY  
March 2, 2012  
3,007 points



◆ **SECOND DIAMOND** ◆

**Denise Raeder**

Fargo Davies High School, ND  
March 18, 2012  
3,009 points



◆ **SECOND DIAMOND** ◆

**Deanne Sue Christensen**

Oak Ridge High School, TX  
March 23, 2012  
3,596 points



# *New Diamond Coach Recognition*



◆ **FIRST DIAMOND** ◆  
**Allison McGinnis Davis**  
Ferris High School, TX  
January 17, 2012  
1,535 points



◆ **FIRST DIAMOND** ◆  
**Kirsten Nash**  
Hendrickson High School, TX  
January 30, 2012  
1,745 points



◆ **FIRST DIAMOND** ◆  
**Michael Fisher**  
Hendrickson High School, TX  
January 30, 2012  
1,511 points



◆ **FIRST DIAMOND** ◆  
**Gail Scoville**  
Carbon High School, UT  
February 20, 2012  
2,118 points



◆ **FIRST DIAMOND** ◆  
**Meg Bratt**  
Fordham Preparatory School, NY  
February 27, 2012  
2,125 points



◆ **FIRST DIAMOND** ◆  
**Terry L. Colvin**  
Arroyo High School, CA  
February 28, 2012  
3,300 points



◆ **FIRST DIAMOND** ◆  
**Jason Meyer**  
Eden Prairie High School, MN  
February 28, 2012  
1,503 points



◆ **FIRST DIAMOND** ◆  
**Robert Sheard**  
Durham Academy, NC  
March 5, 2012  
2,700 points



# *New Diamond Coach Recognition*



◆ **FIRST DIAMOND** ◆

**Marcelino Ugalde**

Bishop Manogue Catholic High School, NV

March 5, 2012

1,517 points



◆ **FIRST DIAMOND** ◆

**Debbie Smith**

Branson High School, MO

March 19, 2012

1,523 points



◆ **FIRST DIAMOND** ◆

**Clover Ellingson**

Fargo North High School, ND

March 19, 2012

1,505 points



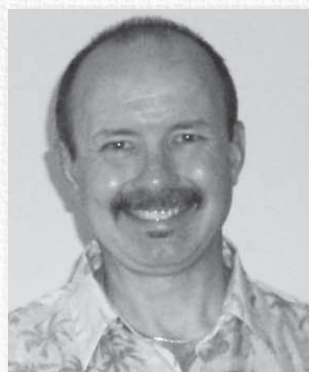
◆ **FIRST DIAMOND** ◆

**Nicole Jenkins**

Providence High School, NC

March 23, 2012

1,507 points



◆ **FIRST DIAMOND** ◆

**Michael A. Yeakey**

Bethany Christian High School, IN

March 24, 2012

1,506 points

# Congratulations

to the following coaches who have earned new levels of accreditation!



Shawn Briscoe	South Anchorage High School	AK	APFC
Matthew Brandstetter	Fairmont Preparatory Academy	CA	PFE, APFE
David Gay	Alpharetta High School	GA	APFE, APFC
Ross D. Eichele	Blaine High School	MN	PFE, PFC
Melissa Reynolds	Bishop Miege High School	MN	PFE, APFE
Chris Miller	Lee's Summit West High School	MO	PFE
Eileen Waite	Randolph High School	NJ	APFE, APFC
Brad Swygard	American Christian School	OK	PFE
Tony Martinet	Sioux Falls Lincoln High School	SD	PFE
Julie Schniers	Central High School - San Angelo	TX	PFE
Deon Garner	Warwick High School	VA	PFE

Four levels of accreditation are offered; coaches and educators must be active NFL coaches to receive the accreditation. To learn more about earning NFL Accreditation, visit [www.NFLonline.org/CoachingResources/Accreditation](http://www.NFLonline.org/CoachingResources/Accreditation).

**PFE • Professional Forensic Educator**

**PFC • Professional Forensic Coach**

**APFE • Advanced Professional Forensic Educator**

**APFC • Advanced Professional Forensic Coach**

The NFL confers **Distinguished Service Awards** to coaches in recognition of outstanding commitment to the forensic community. For more information about this prestigious honor, visit [www.NFLonline.org/CoachingResources/ServiceCitations](http://www.NFLonline.org/CoachingResources/ServiceCitations).

## Distinguished Service Plaque – 14th Honors

Don Crabtree      Park Hill High School, MO

## Distinguished Service Plaque – 4th Honors

Nicholas Owen      Salina Central High School, KS  
Derek Yuill      Gabrielino High School, CA

## Distinguished Service Plaque – 3rd Honors

Marc Rischitelli      Shrewsbury High School, MA  
Nicholas Owen      Salina Central High School, KS

## Distinguished Service Plaque

Steven Schappaugh      University School, FL  
Judie Roberts      Skyline High School, UT

## Service Keys

Sarah Donnelly      Natick High School, MA  
Adam Jenkins      Belleville West High School, IL  
Joe Vaughan      Scarsdale High School, NY  
Libby Carter      Pinecrest High School, NC  
Kevin J. Berlat      Phoenix Central High School, AZ  
Bill Nicolay      Snohomish High School, WA  
Zachary Prax      Chanhassen High School, MN  
Bro. Kevin M. Tidd, OSB      Delbarton School, NJ  
Gay Hollis      James E. Taylor High School, TX





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**DEBATE INSTITUTE**

## WHY ATTEND DEBATE CAMP AT MISSOURI STATE?

- Learn how to move to the next level in your debate career
- Learn the strategies that **DEBATE CHAMPIONS** use to win tournaments
- **It's a BLAST!** Although you work hard and learn a lot, it will be a fun filled camp with many lasting memories

### Listen to what Nick Ramsey said about the MSU Debate Camp

*"MSU Debate Camp offers the best possible camp experience. After having gone to a big national camp, I came to truly appreciate what makes Missouri State's camp special. The lab leaders are really knowledgeable. The camp is small enough that you get plenty of personal attention. They proved willing and able to work with debaters from all backgrounds and experience levels."*

**Nick placed 3rd place in the  
NFL National Debate Tournament.**

**REGISTRATION DEADLINE  
MONDAY, JUNE 4, 2012**

Space is limited. To register go to  
[debate.missouristate.edu](http://debate.missouristate.edu)  
and select MSDI

For more information contact  
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for more information.

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## MISSOURI STATE POLICY DEBATE CAMPS

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\$600 Commuters • \$1,200 Dorm

### 2 Week Policy, 2nd Session

(July 1 - July 14)  
\$600 Commuters • \$1,200 Dorm

### 3 Week Policy

(June 17 - July 7)  
\$800 Commuters • \$1,700 Dorm

### 4 Week Policy

(June 17 - July 14)  
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**-PLUS-**

**Lincoln-Douglas • Public Forum  
Extemp • Congress • Interpretation**

## MORE REASONS WHY MSU IS YOUR BEST CHOICE FOR DEBATE CAMP

### Missouri State produces National Debaters:

MSU debaters have been in elims of all major national tournaments, reaching the semifinals at NDT and CEDA, including reaching elim rounds for the last 6 years.

**Highly qualified staff similar to larger camps  
that cost twice as much.**

### Focus is on skill development:

This is the most effective means to rapid debater development. You will be in more practice rounds and speeches at the MSU debate camp. You will be in practice rounds and speeches by day 2 of camp, far faster than most debate camps.

### Practice techniques for working with lay judges:

One of the unknowns in debate tournaments are the variety of judges for your debates. The MSU camp will prepare you for how to work with different judges to make sure you know how best to present in front of a variety of judges.

### Affordable:

MSU Debate Camp is one of the most affordable camps in the nation, plus by staying in the Midwest you will save on travel expenses. MSU Debate Camp is about half the expense of many National debate camps but comparable in staff experience with any summer debate camp.



## PUBLIC FORUM

JULY 22 - AUGUST 11, 2012

**1st Week: Novice & Intermediate**  
July 22 - July 28

**2nd Week: Core Program**  
July 29 - August 4

**3rd Week: Intensive Practice Session**  
August 4 - August 11



**Cayman Giordano**  
UMBC

**Les Phillips**  
James Logan (CA)

**Ashely Artmann**  
Stanford University

**Brittany Russo**  
Penn State

**Max Barnhart**  
UMBC



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## LINCOLN-DOUGLAS DEBATE

JULY 22 - AUGUST 11, 2012

**2 Week Core LD Program**  
July 22 - August 4

**Intensive Practice Round Session**  
August 4 - August 11

The Stanford National Forensic Institute offers national caliber summer debate programs for students of any level of experience. The Two Week Lincoln-Douglas program is open to all students and is a comprehensive preparation for the upcoming year of competitive debate. Each lab is carefully constructed to maximize each student's ability to accelerate their skills in a highly educational environment. A strong student to staff ratio (7:1) and a minimum of 10 expertly critiqued practice rounds are a core feature of the two-week camp. The Three Week program adds an additional week to the standard Two Week program. The Third Week focuses on technique and practice rounds, and gives students the chance to fully integrate the skills they have learned during the first two weeks of camp.



**Mike Spirtos**  
USC Law

**Sasha Arijanto**  
Stanford University

**Todd Newkirk**  
San Dieguito (CA)

**Dan Meyers**  
Presentation (CA)

**Dave McGinnis**  
Valley (IA)

**Ilya Gaidarov**  
Stanford University

**Nadia Arid**  
Stanford University

**Jake Sonenberg**  
Stanford University

**Jordan Lamothe**  
Washington University



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***Duane Hyland talks about coaching speech at Broad Run High School and Lake Braddock Secondary High School in Virginia, as well as his involvement with the American Institute of Aeronautics and Astronautics (AIAA).***



# COACH PROFILE

## DUANE HYLAND

- ***How did you become involved in speech and debate?*** My 7th grade history teacher, Mrs. Sandra Johnson, decided that despite my shy nature, my history grades indicated I probably knew more than I was letting on. She encouraged me to join the school's Model UN club and taught me how to speak. If it wouldn't have been for her patience or encouragement, I never would have known that I was capable of speaking in public.
- ***Why did you decide to become a speech and debate coach?*** Because so many talented men and women after Mrs. Johnson took their time to share their knowledge and wisdom with me. Sadly, column space doesn't allow me to list them all, but I'll try. These people coached me: Fr. Donald Heet, Laura Johnson, Kathy Mace, Steve Lutz, Dr. Mike Lieboff, Ken Musselman, Larry Watts, and Dr. Lee Wright. These people inspired me to keep learning and trying: Dr. Warren Decker, Dr. John Lambert, Dr. Phil Warken, Brother Vincent Grindler, Mr. Mike Overking, and the rest of the NDT District 7 debate community between 1987 and 1991. These people make me want to be as good as they are, and inspire me to keep trying harder: Ron Richards, Arch Painter, Meghan Nugent, Mike Wascher, Tom Durkin, Sarah

Donnelly, and Kevin Briscoe. Because I was fortunate to work with assistant coaches like Steven Kung, Alan Santora, John Weaver, Nathan Ketsdever, Christine "Slick" McNeil, and Will Collins, with a lot of guidance from Allison Harper, Jomel Angat, and the rest of GMU Debate in the late 90s and early 2000s. Lastly, because the following people mean the world to me: Roberta Hyland, my wife and a brilliant LD coach in her own right; Roland Burdett III, one of the finest coaches/mentors/swift kick dispensers I've ever known; Eleanor Wright, not with us anymore, but her memory powers me on when things aren't going right; and Judy Seward, also no longer with us, who taught me a lot about the real value and meaning of this activity, and John Harocopos, also no longer with us, who taught me what a gentleman is. If a single person on this list were not who they were, and did not do what they did, or keep on doing what they do, I would not be coaching.

- ***Tell us a little about your school and forensic program and the features that make them unique.*** Well, I coach at two schools. At Lake Braddock, we have a large school community composed of students from over 70 nations. My team has to compete with a large athletic program and

# COACH PROFILE.....

other activities which are better established within the school community. Also, while the school is generous to us, like most debate and speech programs, we have suffered from declining budgets. At Broad Run, I'm building a speech program alongside a very dominant, storied, and well established debate program. Trying to recruit speakers can sometimes be a challenge because of the prominence of the debate program. Also, since I am not a teacher at either school, I have to build strong relations with my teacher sponsors who oversee the administrative details of the team and day-to-day operations within the school. I'm blessed to have J. Brian Mason at Lake Braddock and Ron Richards at Broad Run—without them, I'd be floundering, trying to navigate the red tape of today's schools.

- **What challenges do you face as a coach?** I'm not a teacher, so I do not have a presence in either school. I have to schedule practices, travel, and preparation around my work schedule. Since my job involves multiple assignments and travel, it can be really challenging. We often miss up to three or more weeks of practice a season because of the job, which can be really tricky when it comes to being competitive.

- **What is the most fulfilling part of your job?** Watching that minute when a student "gets it." That first moment when they put how to do a rebuttal together, or when they get through their first Extemp speech totally off the card. That

is what keeps me coaching. Oh, and getting to spend nearly every weekend between September and June with other coaches who are friends is a big plus, too! I also enjoy watching the kids move on in life, becoming professionals in

**Tell us a little about your involvement with the American Institute of Aeronautics and Astronautics (AIAA) and your sponsorship of Policy Debate this year.** I am a communication specialist at AIAA, which means I handle the Institute's day-to-day communication needs. It's exciting—one minute you're working with the script department at *Mad Men* to make sure the episode where the boys get the aerospace contracts are authentic; the next minute you're arranging an interview for a major news program on Chinese stealth missile technology—you just never know what's coming next. When the Policy topic was announced, I knew that AIAA had to be involved. As the world's forum for aerospace leadership, we knew we could help kids understand the issues

surrounding the topic. Our collection of experts, technical documents, and policy advocates are unmatched in the space community. I have had a lot of fun this year organizing the forums at Bronx and The Glenbrooks, providing some guest judges to the College Prep Round Robin, and fielding requests that debaters have made for help on the topic. It is important for organizations like AIAA to get involved when the topics match their interests. Not only can organizations provide invaluable technical support to debaters, but it's good for the experts to be exposed to the ingenuity and creativity in our community. I'm hoping to work with the American Society of Civil Engineers, with whom we share a building, to get them involved in helping the community on next year's Policy Debate topic.



# HARVARD DEBATE COUNCIL

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CIVICS AS A FRAMEWORK FOR LAWMAKING

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*Adam Jacobi – Curriculum Director*

Adam works in Membership Relations with the National Forensic League. He previously coached for more than a decade at Rufus King International

School in Milwaukee, WI, where he taught courses in speech communication and IB Theatre. He also is an adjunct instructor of communication and has coached forensics at Ripon College. A member of Rotary International, Adam participated in leadership seminars and incorporates these skills in the institute curriculum.

Questions? [info@hdcworkshops.org](mailto:info@hdcworkshops.org)



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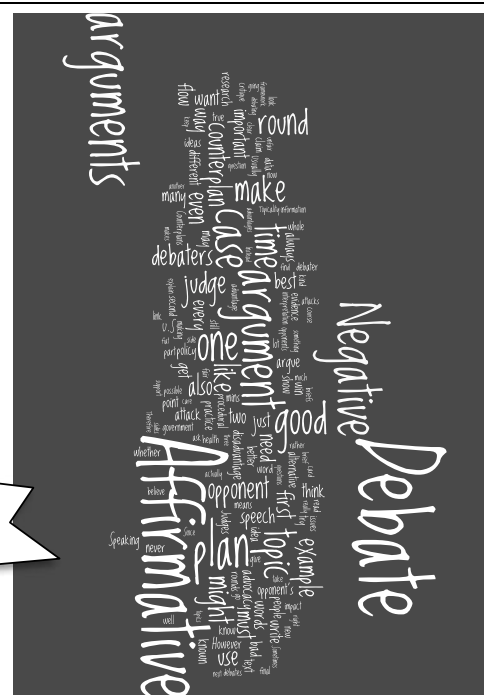
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their fields, and harnessing the skills they learned in debate to succeed in their fields.

- ***In what ways has the National Forensic League helped you as a forensic coach?*** It's given me access to the resources you need to run a program. *Rostrum* alone is a great resource, and would be worth the price of membership. But, it also gives me a way to meet other coaches, study what they do, and incorporate their best practices into my program. Speech and debate is a process of constant evolution, so the NFL allows me to be part of that evolution.
- ***How do your students benefit from membership in the league?*** Besides giving them a venue to test their skills against the best speakers and debaters in the country, I think the league gives them a sense that they

belong to something bigger than themselves. It also gives them a legacy which makes what they do tangible. They can look back and see that some very successful and famous people were exactly where they are now, and that they can, someday, hopefully, have that same level of success.

- ***How does forensics change your students?*** It makes them more confident, more secure with themselves; it helps them find the words to express things that they might not otherwise be able to express. It makes them grow up, learn to be responsible, learn to be part of something bigger than them, learn what it means to cheer on teammates even in the face of their own defeats. In short, if they let it, forensics will teach them valuable life lessons which will serve them well for the rest of their lives.

- ***The theme of our May issue is "Giving Back." How do you see students and coaches giving back to our community?*** Most of the coaches I know, and most of the students who come back to judge, were all competitors in this activity once upon a time. If they can't coach full-time, they judge; and if they can't judge, they stop by practice and talk to the new kids. They stay involved and they continue to care, realizing the team will endure long after they are not on it. It is the duty of everyone who competes to give back in some way once you are out of the activity, even if it means just judging a few rounds here and there. The support you lend gives other kids opportunities to grow and learn, and that's what this activity is all about. ■

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"I feel like I've learned a lot of valuable skills, and I love the coaches and the atmosphere they create at camp. I will definitely try to come back next year. All the coaches were very fun, helpful, and informative."





## Second Semester Activities for Novice Policy Debaters

*by Jenny Heidt*



**M**y general approach to coaching novices is to lecture as rarely as possible and focus on activities. I find that students will listen to advice more carefully, have more fun, and learn more when they are speaking or writing. In the fall, our focus is on basic debate skills, but practice gets more specialized in the spring.

The following activities are all about an hour long and have been useful teaching tools in the second semester. Many of them try to take advantage of the natural competitiveness of the debaters but also have group work elements. It takes some time and trust for the students to get good at constructively commenting on each other's work, but I have found that they do learn how to do this well, and it helps them bond as a team.

**Speaking:** This drill is designed to encourage fast but clear speaking. Assemble a set of cards that all of the students will read. Try to make the total length between 1:30 and 2:00 for the average novice so that their normal patterns emerge as they read. (If it is too short, you may not see enough of their speaking to catch bad habits.) Start by letting them warm up for a few minutes. Then have them add their names to a bowl so that you can draw for the order. As each name is called,

the students come up and read the frontline. Time them and send them any speaking tips via email as they speak. Bad habits like double breathing or being monotone or pitching their voices up all get time penalties. Add between 5 and 15 seconds to their time, depending on the severity of the problem. The time penalties mean that the students who are fastest but also the clearest win the contest. At the end, send students the overall average time and their individual times. Only the top few winning times get announced publicly. Afterwards, pass out a blank calendar and suggest that they check off every day that they do a 10-minute speaking drill (rebuttal re-dos are ideal, but just reading also counts). Let them know that you plan to look at their calendars and repeat the drill with new cards in a month to measure any improvements.

**Critique 2ACs:** Novices have a hard time answering critiques. To make sure that they have prepared the affirmative answer file thoroughly and know what they need to use, have an older student deliver a series of 1NCs of common critiques. The shells should include some critique tricks, such as framework arguments that exclude the affirmative. For each 1NC, pick a novice to deliver the 2AC and then have the group comment on any

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If you would like to submit an article to the NDCA Coaches Focus, please contact Nicole Serrano at [nicole.serrano@gmail.com](mailto:nicole.serrano@gmail.com).

***"It takes some time and trust for the students to get good at constructively commenting on each other's work, but I have found that they do learn how to do this well, and it helps them bond as a team."***

edits that they would make. For the most part, I have found that the group editing process produces good results.

**Theory Block Writing:** The goal of this exercise is to encourage students to write original and thoughtful theory blocks. Start by assigning a few theory articles for them to read. I especially like some of the articles on the Wake Forest Debate web page under the Debater's Research Guide. Assign a handful of core issues where students need to write blocks. Emphasize that complete and thoughtful arguments are the key to winning the contest. Give the students about ten days before the blocks are due. The winning theory blocks get a bit of editing (I like co-editing blocks on Google Docs where I can highlight what needs changing and comment as students work) and then are sent out to the whole team.

**Evidence Analysis:** The goal of this contest is to encourage students to make evidence comparisons. This drill also demonstrates to the debaters that evidence must include adequate reasoning to win debates. Start by having the students add their names to a bowl. Draw names in pairs and announce the topic for their contest. Use fairly basic topics, such as politics uniqueness where one student needs to find a card

that some legislation will pass and the other that it will not pass. Give them a minute or two to select the card for their side. To speed it up, have a pair on deck selecting their cards while the pair before them is speaking. Each student reads the evidence and then has a minute to make arguments about why his/her card is better. The other students vote for the winners of each set.

**Kick-Out Tournament:** The goal of this exercise is to teach novices how to kick-out of positions in the negative block. Start by talking about how to kick-out of a wide variety of different positions and talk through a few examples as a group. Then, pull up specific examples of 2ACs on positions that they run (I usually do this on Power Point). For each example, one student is assigned to present how they would kick-out of it to the group. After the student presents, ask the group if anyone has a better answer. Actual kick-outs keep students in the game and wrong answers mean that they get eliminated. Novices find this exercise tough so it is pretty rare that a student survives more than a few turns, but anyone who manages to kick-out of three positions correctly wins the tournament. For the last few turns, it can be useful to include some positions that are straight turned to see if the students can figure out why they would be forced to go for it.

**Theory Refutation:** The goal of this drill is to encourage original thinking and line-by-line refutation in theory debates. Novices who get overly dependent on theory blocks written by older students really lose out on an opportunity to think about argumentation and are more likely to lose to others who choose to be students of the game. Start out with names in a bowl and draw them in pairs. Each pair gets assigned some basic theory issue. Example topics could include international fiat is good or bad, multiple conditional worlds are good or bad, or a given topicality definition does or does not set a good limit on the topic. Students are only allowed to have a pen and paper (no theory blocks). They have a minute of prep time to come up with arguments for their side. Students present their arguments, and then they each get a minute to respond to arguments made by the other side. The other students vote for the winner. I give a series of short talks at the end of each set on what I think are the most important arguments for each side of a given controversy. ■

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# NFL DISTRICT STANDINGS

(as of April 1, 2012)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	321	Blue Valley North High School	915
2	--	Florida Manatee	247	Nova High School	687
3	--	Kansas Flint-Hills	217	Manhattan High School	417
4	1	East Los Angeles (CA)	213	Gabrielino High School	766
4	--	Rushmore (SD)	213	Sioux Falls Lincoln High School	607
6	1	Calif. Coast (CA)	209	Leland High School	929
7	2	Show Me (MO)	208	Blue Springs South High School	456
8	-2	Northwest Indiana	202	Munster High School	503
9	-2	East Kansas	200	Shawnee Mission East High School	551
10	2	Northern South Dakota	189	Aberdeen Central High School	460
11	-1	New York City	186	The Bronx High School of Science	875
12	2	Illini (IL)	178	Downers Grove South High School	427
12	1	San Fran Bay (CA)	178	James Logan High School	659
14	-3	Nebraska	173	Millard North High School	547
15	2	Southern California	168	Claremont High School	384
15	--	Eastern Ohio	168	Perry High School	395
15	1	Sierra (CA)	168	Sanger High School	823
18	--	Sunflower (KS)	164	Campus High School	349
19	4	West Kansas	159	Salina High Central	357
20	-1	Montana	158	Bozeman High School	331
21	4	Heart Of America (MO)	157	Liberty Sr. High School	651
22	-2	Northern Ohio	156	Canfield High School	377
23	-1	Rocky Mountain-South (CO)	154	George Washington High School	474
23	-3	Ozark (MO)	154	Central High School - Springfield	640
25	1	Utah-Wasatch	148	Sky View High School	360
25	-1	Northern Illinois	148	Glenbrook South High School	436
27	1	Southern Minnesota	147	Eagan High School	418
28	-2	New England (MA and NH)	145	Shrewsbury High School	298
29	2	New Jersey	142	Ridge High School	518
29	--	South Texas	142	Bellaire High School	679
31	-1	Carver-Truman (MO)	135	Neosho High School	442
32	--	Idaho Gem of the Mountain	133	Mountain Home High School	374
33	--	Central Minnesota	131	Eastview High School	576
34	--	Colorado	130	Cherry Creek High School	529
35	3	Idaho Mountain River	129	Blackfoot High School	314
35	-1	Eastern Missouri	129	Pattonville High School	430
37	3	South Kansas	128	Fort Scott High School	303
37	-1	South Carolina	128	Southside High School	413
39	--	Golden Desert (NV)	127	Green Valley High School	380
40	1	Western Ohio	126	Mason High School	250
41	10	Great Salt Lake (UT)	121	Skyline High School	332
42	--	Southern Wisconsin	119	Brookfield East High School	316
42	--	East Texas	119	William P. Clements High School	312
44	--	Deep South (AL)	118	The Montgomery Academy	301
45	9	Wind River (WY)	117	Green River High School	336
45	1	Central Texas	117	Winston Churchill High School	328
45	-9	Sundance (UT)	117	Bingham High School	384
48	7	Arizona	116	Desert Vista High School	517
48	-4	Lone Star (TX)	116	Plano Sr. High School	249
50	9	Arkansas	114	Fayetteville High School	134
51	--	Big Valley (CA)	113	Turlock High School	198
52	-6	North Coast (OH)	112	Solon High School	249
52	-4	Florida Panther	112	Lake Highland Preparatory	300
54	-6	Tarheel East (NC)	111	Cary Academy	298

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
54	-3	West Iowa	111	Dowling Catholic High School	320
56	-6	North East Indiana	109	Chesterton High School	418
57	5	Nebraska South	107	Lincoln East High School	244
58	--	Colorado Grande	106	The Classical Academy	156
59	9	West Los Angeles (CA)	105	Fullerton Joint Union High School	260
59	3	New Mexico	105	Albuquerque Academy	214
59	-3	North Texas Longhorns	105	Colleyville Heritage High School	224
62	4	Hole In The Wall (WY)	104	Cheyenne East High School	253
63	5	Inland Empire (WA)	102	Gonzaga Prep High School	187
64	-7	Heart Of Texas	101	Hendrickson High School	313
65	-5	Carolina West (NC)	100	Myers Park High School	203
66	-4	Chesapeake (MD)	98	Walt Whitman High School	355
66	--	Space City (TX)	98	Cypress Woods High School	295
68	3	Pittsburgh (PA)	97	North Allegheny Sr. High School	486
68	-8	Western Washington	97	Gig Harbor High School	287
68	14	Northern Lights (MN)	97	St. Francis High School	288
71	-3	Greater Illinois	95	University High School	168
72	4	Northern Wisconsin	94	Appleton East High School	353
72	--	Puget Sound (WA)	94	Kamiak High School	211
74	-9	Georgia Northern Mountain	92	Henry W. Grady High School	301
75	7	Florida Sunshine	91	Pine View School	264
75	1	Hoosier Heartland (IN)	91	West Lafayette High School and Fishers High School	204
77	-5	Rocky Mountain-North (CO)	90	Fairview High School	200
77	5	Western Slope (CO)	90	Central of Grand Junction High School	145
79	-5	Valley Forge (PA)	89	Truman High School	184
79	-5	South Florida	89	Ransom Everglades Upper School	219
81	5	New York State	88	Scarsdale High School	306
82	-4	East Iowa	87	West High School - Iowa City	231
83	-5	Mississippi	86	Oak Grove High School	189
83	6	North Oregon	86	Westview High School	253
85	1	Georgia Southern Peach	85	Carrollton High School	258
86	-8	Louisiana	84	Lafayette High School	206
86	3	West Oklahoma	84	Norman North High School	245
86	-4	UIL (TX)	84	Lindale High School	162
89	-1	Hoosier Crossroads (IN)	83	Kokomo High School	221
89	-11	Tall Cotton (TX)	83	Lubbock High School	171
91	-2	Kentucky	82	Danville High School	210
92	2	Tennessee	81	Morristown West High School	250
93	-1	North Dakota Roughrider	79	Fargo Shanley High School	183
94	-1	East Oklahoma	78	Jenks High School	255
95	-1	Capitol Valley (CA)	77	Granite Bay High School	213
96	--	LBJ (TX)	73	Princeton High School	188
97	--	Gulf Coast (TX)	72	Gregory Portland High School	209
98	--	Michigan	66	Portage Northern High School	134
99	1	Hawaii	65	Punahou School	134
100	2	South Oregon	64	Ashland High School	111
100	-1	Sagebrush (NV)	64	Reno High School	195
102	--	Virginia	61	Broad Run High School	250
103	-2	Maine	60	Cape Elizabeth High School	157
104	--	Pacific Islands	59	CheongShim Int'l Academy	110
105	--	West Texas	57	El Paso Coronado High School	144
106	--	West Virginia	48	Wheeling Park High School	126
107	1	Pennsylvania	46	Bellwood-Antis High School	101
108	-2	Iroquois (NY)	42	Towanda Jr.-Sr. High School	116

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