

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

Rostrum

NATIONAL
FORENSIC
LEAGUE
SPEECH & DEBATE HONOR SOCIETY

VOLUME 87
ISSUE 3
NOVEMBER 2012

INSIDE:

New Changes to
Benefit League
Membership

Introducing Our
Script Database

PLUS:

Teaching
Thanks and
Giving Back

Want to find the humorous piece performed
by **Bailey Norton** during the final round of
the 2012 National Tournament? Now you can
with our searchable Script Database!



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Our Tournaments

11.10.12 WKU Alumni Swing
two tournaments in one day!

12.01.12 Junior Hilltopper
offering competition in 11 jr. events!

12.07-8.12 Hilltopper Classic
our largest tournament of the year!



For the competition year, please keep the above dates in mind.

HILLTOPPER CLASSIC

The 2011 Hilltopper Classic was a great experience which brought schools from all over the country. The 2012 Hilltopper Classic will be even better.

- **Hilltopper Classic events** - Broadcast, Cong., Dec., DI, Duo, Ext., HI, Improv. Duo, Imp., OO, Poetry, Prose, Pub. Forum, & Storytelling. || **Junior Hilltopper events** - Broadcast, Dec., Duo Act., Ext., Interp. of Lit., Improv. Duo, Poetry, Prose, Pub. Speaking, Solo Acting, & Storytelling.
- Semifinals where appropriate.
- The Hilltopper Classic remains an NIETOC qualifier. Only a few tournaments across the country allow students to qualify for the NIETOC.
- We host both individual events and debate, over a two-day schedule!
- Last year, team member auditions were a great success. Several students were selected to become WKU competitors, and some received scholarships.

WKU TEAM AUDITIONS

Want to be a member of WKU

Forensics?

Auditions held

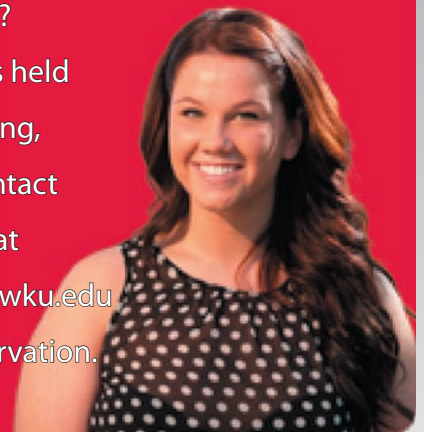
Fri. morning,

12/7. Contact

Jace Lux at

jace.lux@wku.edu

for a reservation.



*Interested in Hearing More About WKU Forensics? ~ Email jace.lux@wku.edu ~ or visit www.wkuforensics.com
Phone ~ 270.745.6340 fax ~ 270.745.6341*

University of Texas National Institute in Forensics



Join us in Austin, Texas in 2013!

The competitive season is now in full swing and we encourage you to keep the UTNIF in mind. It is never too early to begin thinking about plans for the future and what you will do to prepare yourself for the highest levels of competitive excellence. Choosing the UTNIF's rigorous course of practice and study is a good step in the right direction. Join us next summer and see for yourself why the UTNIF is one of the largest and most successful speech and debate workshops in the country. Our alumni have won League championships and final rounds in the House, the Senate, Public Forum, Policy Debate, U.S. Extemp, Extemp Commentary, Impromptu Speaking, Dramatic Interpretation, Humorous Interpretation, Poetry, and more.



UTNIF
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ON THE COVER **Bailey Norton** is the reigning 2012 National Champion in Humorous Interpretation. A recent graduate from Marshfield High School in Missouri, Bailey is giving back as one of the League's content contributors. Look for her "Characterizations 101" webinar available at www.nationalforensicleague.org.



***Looking for college scholarships? Look no further.
American Legion Oratorical Contest***

See page 6 for details.

From the Editor

Dear National Forensic League,

This month we reflect upon the aspects of the speech and debate experience for which we are particularly thankful. My father used to tell me, "You're nothing if you aren't thankful." I've found that to be true, both personally and professionally. Gratitude reminds me to appreciate what I have, and it motivates me to pay it forward.

As we enter the holiday season, I encourage you to take a moment to reflect with gratitude on those who have helped you succeed as a speech and debate competitor or coach. There's no better time of year to reach out to that person and thank them for their help. If you'd like to take it a step further and thank them publicly, I hope you'll reach out to my office. Whether it's a heartfelt story or a gift in their honor, we can help you give thanks in a personal and meaningful way.

Happy Thanksgiving!



J. Scott Wunn
Executive Director



**Powering speech.
Launching leaders.**

Rostrum

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2012-2013 Topics

NOVEMBER 2012

Public Forum Debate

Resolved: Current U.S. foreign policy in the Middle East undermines our national security.

NOVEMBER / DECEMBER 2012

Lincoln-Douglas Debate

Resolved: The United States ought to guarantee universal health care for its citizens.

2012-13

Policy Debate

Resolved: The United States federal government should substantially increase its transportation infrastructure investment in the United States.

Topic Release Information

Lincoln-Douglas Topic Release Dates

August 15	September-October Topic
October 1	November-December Topic
December 1	January-February Topic
February 1	March-April Topic
May 1	National Tournament Topic

Public Forum Topic Release Dates

August 15	September Topic
September 1	October Topic
October 1	November Topic
November 1	December Topic
December 1	January Topic
January 1	February Topic
February 1	March Topic
March 1	April Topic
May 1	National Tournament Topic

2013-14 Policy Debate Topic Voting

- Topic synopsis printed in the October *Rostrum*
- Final vote to occur online in December
- Topic for 2013-14 released in the February *Rostrum*

Other topics are available by visiting us online at www.nationalforensicleague.org » Current Topics.

Questions? Email us at info@nationalforensicleague.org.

Public Forum Debate Wording and Voting Update

At its fall meeting, the Board tasked the Executive Director with restructuring the Public Forum resolution wording and voting process for 2012-13. For additional information, please see the article on page 20.



Looking for college scholarships?

Look no further.

American Legion Oratorical Contest

As part of the National Forensic League and American Legion partnership, the top three finishers from the Legion's National Oratorical Contest may earn a berth in Original Oratory or U.S. Extemporaneous Speaking at the National Forensic League National Tournament. The first place finisher is awarded an \$18,000 scholarship, second place \$16,000, and third place \$14,000. The scholarships may be used at any college or university in the United States.



➤ **Want to get involved?** Follow these simple steps!

- Visit www.legion.org/oratorical to learn more.
- Click “Request Information” or contact your state's American Legion Department to learn when the first contest will be.
- Also click on “Assigned Topics” to learn the extemporaneous topic areas.
- Prepare your original oration on some aspect of the Constitution with emphasis on the duties and obligations of a citizen to our government.



Rebecca Frazer, 2012 National Champion



**Schedule
an
audition!**

Western Kentucky University



Austin Groves,
class of 2015 and
Lindsey White,
class of 2014.

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Leadership

Board of Directors Fall Minutes

September 28-30, 2012

Des Moines, IA

The National Forensic League Board of Directors held its fall meeting September 28-30, 2012, in Des Moines, IA. Present were President Don Crabtree, Kandi King, Pam Cady Wycoff, Tommie Lindsey, Jr., Pam McComas, Tim Sheaff, Brother Kevin Dalmasse, Dave Huston, and Steven Schappaugh. Alternate Jay Rye was also present.

Staff members in attendance included Executive Director J. Scott Wunn, Cherian Koshy, Adam Nelson, Vicki Pape, Adam Jacobi, and Matt Delzer.

President Crabtree called the meeting to order at 8:55 a.m.

Moved by McComas, seconded by Dalmasse: "Approve the minutes from the spring 2012 meeting."

Passed: 9-0

Election of Officers

The Board conducted officer elections to determine its eleventh President. The Board elected Don Crabtree for a two-year term as President. Subsequently, Pam Cady Wycoff was elected for a two-year term as Vice President.

Budget

Moved by Lindsey, seconded by Sheaff: "Approve the 2013 National Tournament budget as amended."

Passed: 9-0

Moved by Wycoff, seconded by King: "Approve the 2013 Honor Society budget as amended."

Passed: 9-0

Executive Director Wunn provided a complete assessment of the previous year's final budget and presented proposed 2012-13 National Tournament and Honor Society budgets. The Board asked clarifying questions and passed the budget with minor adjustments.

Committees

Moved by Wycoff, seconded by Huston: "To establish five standing Board committees: Budgetary, Development, Governance, Rules Adherence, and Strategic Planning."

Passed: 9-0

Moved by Dalmasse, seconded by King: "The Governance Committee shall oversee development and population of the five standing Board committees."

Passed: 9-0

The existing Governance Committee will work closely with the Executive Director to define clear roles for each of the new committees and assign each Board member (including the alternate) to at least one, but no more than two, of the standing committees outlined above. Any ad hoc leadership subcommittees will be developed directly from these five standing committees. The Board did discuss several ad hoc leadership committees, but prioritized the development of standing committees for the 2012-13 academic year.

(continued from previous page)

Public Relations

Representatives from C. Blohm & Associates, Inc., provided the Board with a webinar update about the upcoming public relations plan for 2012-13. National office staff will work closely with the firm to meet outlined goals and objectives designed to raise the League's profile through a visibility program engaging current members and potential districts, principals, coaches, and student participants.

The meeting reconvened Saturday at 8:30 a.m. Director Sheaff was unable to attend, and Alternate Rye sat in his absence.

Common Core

Director McComas and Adam Jacobi presented Advanced Placement (AP) and Common Core concepts to the Board. They highlighted additional ways in which the League can meet its mission and vision via the Board-directed Common Core Education Committee.

Programs and Education

Adam Nelson reported on the current status of Programs and Education and upcoming plans for the 2012-13 year, including a vast array of online resources available on our website for existing schools as well as Team Resource package subscribers.

The League is committed to providing the highest quality resources at an affordable cost to all of its members. The League has enhanced a school's basic membership by providing all of the same great resources plus additional content that is being updated daily. The optional Team and Individual Resource packages provide even more resources that were previously unavailable.

Student Leadership Program

Moved by Wycoff, seconded by Rye: "Establish the National Forensic League Student Leadership Program."

Passed: 9-0 (*Rye for Sheaff*)

This program is designed to build upon the current Student of the Year program. The program will begin with the 2013 National Student of the Year finalists and provide additional opportunities for the six finalists to serve as League ambassadors for the year following their nomination. Students will be notified of these potential duties prior to application. Responsibilities *may* include, but are not limited to: assisting with educational opportunities at the National Tournament; writing or contributing to an article for *Rostrum*; and serving as a bridge to alumni. The program could eventually be expanded to include other leadership opportunities for students.

Middle School Programming

Adam Jacobi highlighted the status of the National Junior Forensic League and upcoming plans for the 2012-13 academic year, including progress regarding members and objectives of the new NJFL Advisory Committee established in spring of 2012.

Development

Cherian Koshy presented the current status of the Development Department, the Foundation Board, the GiveYouthAVoice.org online giving portal, and additional plans for the 2012-13 year.

Branding

Vicki Pape presented several new communication deliverables for the 2012-13 year reflecting the League's refreshed brand identity, including improved starter kits for new and renewing schools, an updated series of classroom posters, and potential apparel and merchandise concepts.

Director Sheaff returned at 3:30 p.m.

Naming Discussion

Moved by Lindsey, seconded by Huston: "Gather a fact-finding committee comprised of members of the Board,

staff, and professional consultants to further investigate the concept of organizational naming.”

Passed: 9-0

The Executive Director will engage Board members, staff, and existing consultants to facilitate ongoing discussion and determine how best to proceed in light of their findings.

The meeting reconvened Sunday at 8:30 a.m.

Service Points

Moved by Huston, seconded by King: “A maximum of 200 service points may be recorded per year.”

Passed: 9-0

Moved by King, seconded by Dalmasse: “All students receive five points for each service speaking project.”

Passed: 9-0

This change simplifies the process of entering service points by removing the hierarchy of assigning service points based on a student’s degree level.

Moved by King, seconded by Wycoff: “Interscholastic debate or contests that receive competitive points cannot also be recorded as service points.”

Passed: 9-0

This adjustment removes the concept of “double-dipping” for both competitive and service-related activities.

Moved by Huston, seconded by King: “Judging: A student may be awarded two service points per round or section of judging in a novice or middle school tournament. A student is limited to four rounds of judging per day.”

Passed: 9-0

Moved by McComas, seconded by Sheaff: “Coaching: A high school student may receive two service points per day for coaching middle school students. A maximum of 50 points per year may be recorded for coaching.”

Passed: 8-1

Aye: Crabtree, Dalmasse, McComas, Schappagh, Lindsey, Huston, King, Sheaff

No: Wycoff

Moved by Schappagh, seconded by Lindsey: “A student may transfer one-tenth of their NJFL points to their high school record. These points shall be recorded as service points. A student may transfer a maximum of 500 NJFL points (transferred as 50 NFL points) from their middle school record to their high school record. However, a student may not earn high school membership until a minimum of 25 points have been earned at the high school level.”

Passed: 9-0

Moved by Dalmasse, seconded by McComas: “Acting/ Performing Points: Students shall be able to earn service points for theater acting and/or theater festival competition. A student will earn five points for each run of a play in front of an adult audience or for each competitive performance. A student may earn a maximum of 20 points for any particular role in a play or on a particular competitive readers theater, one act team, ensemble, choral reading group, etc. No service points are allowed for mime.”

Passed: 7-1-1

Aye: Crabtree, Dalmasse, McComas, Schappagh, Lindsey, Huston, King

No: Wycoff

Abstain: Sheaff

The above Service Points changes will take effect this fall as soon as the necessary programming infrastructure is complete within the online Points Application. See the article on page 17 of this issue that further explains the new Service Points rules.

Congressional Debate

Moved by King, seconded by Huston: “Change the wording of rule 2.c. to, “Before precedence is established, the presiding officer should recognize speakers fairly and consistently. S/he may not link recognition of speakers to previous recognition of students asking questions, moving motions, or longest standing (standing time).”

Passed: 9-0

Student presiding officers (POs) determine the speaking order in each session/round of Congress. Once speaking order is established after students have first been recognized to speak, precedence and recency take effect.

(continued from previous page)

Prior to that, the PO has discretion over whom to choose. The amended rule seeks to clarify this process in order to ensure fairness in competition. See page 19 for more details.

The Board also discussed the issue of unaffiliated judges in Congressional Debate at the district tournament, along with a proposal to revise Congress point recording, but decided to take no action at this time.

District Procedures

LBJ Proposal

Moved by Dalmasse, seconded by Schappagh: “Allow the LBJ District to split into two districts under the facilitation and stipulations set by the Executive Director.”

Passed: 9-0

Arizona Proposal

Moved by Sheaff, seconded by Huston: “During the transitional year, allow 1,300 members and degrees to be recognized for the bonus level.”

Failed: 1-8

Aye: Huston

No: Crabtree, Dalmasse, McComas, Schappagh, Lindsey, Wycoff, King, Sheaff

Moved by Schappagh, seconded by King: “Grant the request by the Arizona District for an exemption from the bonus rule.”

Failed: 4-5

Aye: Dalmasse, Schappagh, Huston, King

No: Crabtree, McComas, Lindsey, Wycoff, Sheaff

National Tournament Qualification Standards

Moved McComas, seconded by King: “Accept the new program for National Tournament qualification standards as outlined by the Executive Director.”

Passed: 9-0

As an extension of conversations held during the Summer Leadership Conference, Executive Director Wunn outlined proposed changes to the current bonus level quota system and Green, Yellow, Red District Size and Strength System.

The changes are intended to base the entire program on a positive incentive rather than a punitive system. The Executive Director is authorized to analyze existing data and determine the final thresholds that best meet the objectives of the new proposal. The new program is explained in greater detail on page 18 of this issue.

Leadership

Moved by Schappagh, seconded by Sheaff: “District Committee elections shall be conducted with the first three slots weighted on members and degrees, while the last two slots are one school, one vote.”

Passed: 7-2

Aye: Crabtree, Schappagh, Huston, Rye, Wycoff, Sheaff, King

No: McComas, Lindsey

The Board has decided that the fourth and fifth seats of every District Committee will be determined by giving every provisional, member, and charter chapter school an equal vote. The District Chair and two committee seats will be determined through the traditional weighted voting based on school chapter strength.

Recognition

Moved by Wycoff, seconded by King: “Authorize the Executive Director to create a variety of ways to recognize leading districts and chapter schools in addition to current methods.”

Passed: 9-0 (Rye for Dalmasse)

There are several criteria that can be used to acknowledge outstanding accomplishments and milestones for League districts and chapter schools. Increasing the ways in which the League recognizes accomplishments within regions and at member schools will increase the exposure and impact of the activity. Examples *may* include, but are not limited to: chapters/districts with greatest growth over a one-year period; most competitive districts based on number of rounds completed at the National Tournament; and longevity in district leadership.

Public Forum Debate

Moved by McComas, seconded by Huston: “The Board directs the Executive Director to restructure the Public Forum resolution wording process as outlined and presented.”

Passed: 9-0

The Board has tasked the Executive Director with restructuring the Public Forum resolution wording and voting process. One topic area shall be selected each month and two wordings on that topic area shall be presented to the membership for vote. In addition, the size and scope of the Public Forum Wording Committee will be increased to include current and former coaches of Public Forum Debate, and a formal rotation schedule and co-chairs will be established. Page 20 further clarifies the new PF resolution wording procedures.

Supplemental Debate

Moved by Schappaugh, seconded by McComas: “The Executive Director shall create a student contest for re-naming Supplemental Debate.”

Passed: 9-0 (*Rye for Sheaff*)

The Board has determined that the Supplemental Debate event that is held annually at the National Tournament needs an official name and would like the student members of the League to create a ballot of names to be voted on by chapter advisors. Students will submit ideas for the contest and the top three choices will go on a ballot for consideration. The League will provide the first student submitting an idea, which is used as one of the ballot choices, an award. Contest details appear on page 20 of this issue.

Impromptu

Moved by Rye, seconded by Dalmasse: “At the National Tournament, Impromptu prep will occur in the competition room. Total combined prep and speaking time will be seven minutes.”

Passed: 8-1

Aye: Crabtree, Dalmasse, McComas, Schappaugh, Huston, Rye, Wycoff, King

No: Lindsey

See page 21 of this issue for additional information about the new Impromptu prep procedures.

District Tournament Interp Script and Oratory Manuscript Submissions

Moved by Huston, seconded King: “Each district has the autonomy to determine its own policy for Oratory manuscript and Interp source material submission prior to the district tournament.”

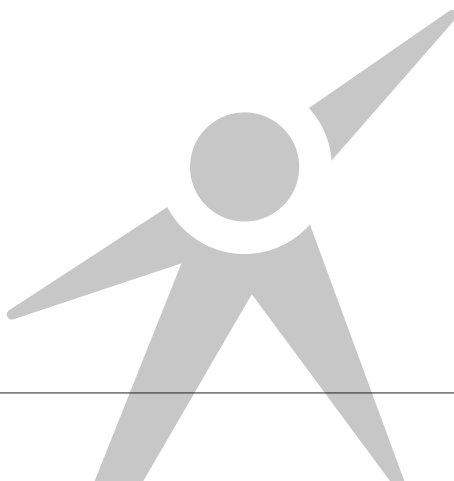
Passed: 7-0-1

Aye: Crabtree, Dalmasse, Schappaugh, Huston, Rye, Wycoff, King

Abstain: McComas

The requirement that a highlighted copy of the Interp script or Oratory manuscript must be available at all National Forensic League District and National Tournaments in the event of a protest still remains. However, it shall be the choice of each individual district whether or not to require these materials be submitted prior to the district event itself.

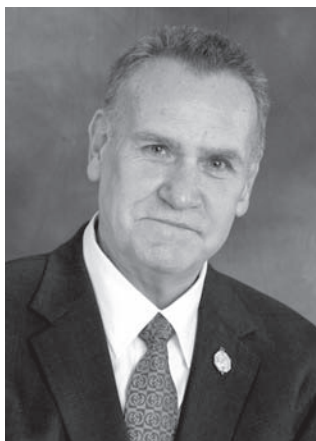
The meeting adjourned Sunday at 12:10 p.m. 



IN THE NEWS

New Leaders Elected

At its fall meeting, the Board conducted officer elections to determine its eleventh President. The Board of Directors elected Don Crabtree for a two-year term as President. Subsequently, Pam Cady Wycoff was elected for a two-year term as Vice President.



Don Crabtree
President

National Forensic League coach Don Crabtree has coached forensics for 42 years. His first five years were spent at Bishop LeBlond High School in St. Joseph, Missouri. He has been at Park Hill High School in Kansas City ever since. During this time, Park Hill has qualified more than 70 students to the National Tournament, including the 1986 national champion in Dramatic Interpretation. Crabtree is an eight-diamond coach, signifying a professional career combining excellence and longevity. He was elected to the National Forensic League Hall of Fame in 1998. He has served the speech and debate community tirelessly, earning many accolades including the Ralph Carey Distinguished Career Service Award, the Missouri State High School Activities Association Award for Distinguished Service, and the National Federation Award for Career Service. He is the only coach in the League to have received a 14th Distinguished Service plaque, demonstrating an outstanding commitment to the service of others and betterment of the entire forensic community. He has been named both the Park Hill School District Teacher of the Year and the Missouri Speech Teacher of the Year. He is a longtime member of the League's Heart of America District Committee, serving as District Chair from 1984 to 1988. He also played an instrumental role in hosting the 1983, 1994, and 2010 National Tournaments in Kansas City. Crabtree joined the League's Board of Directors in 1987, was elected Vice President in 2002, and was recently named the eleventh President to serve the League.



Pam Cady Wycoff
Vice President

Pam Cady Wycoff began her speech and debate career 33 years ago at Mankato Loyola High School, a small school with 200 students. She has been at Apple Valley High School for the last 23 years, where she continues to coach and serve as the Director of Forensics. Wycoff has qualified students to the National Tournament every year, with 50 speakers and debaters in her program advancing to the final round. Of those students, she has personally coached 39 national finalists, with 18 finishing as runner-up and nine being named National Champion. In addition to coaching, Wycoff enjoys "giving back" to the organization. Since the early years of Lincoln-Douglas Debate, she has been actively involved in the development and promotion of the activity and served on the LD Topic Selection Committee for eight years. For 23 years, Wycoff has been a District Committee member and was elected to the Board of Directors in 2005. As a Board member, she has served as a liaison for five coach-driven ad hoc committees regarding the events of Lincoln-Douglas Debate, Public Forum Debate, and Oral Interpretation. For her consistent service, she was awarded the Distinguished Service Key in 1989, the Service Plaque in 1995, and most recently received her Seventh Service Plaque of Distinction in 2012. Wycoff was inducted into the Minnesota State High School League Hall of Fame in 2004 and the National Forensic League Hall of Fame in 2007. She was recently elected League Vice President.



PREVIEW THESE SCRIPTS AND MORE ONLINE NOW!

Explanation of Rules Changes for 2012-13

At the fall Board meeting, the League adopted a variety of new rules in order to enhance the current membership experience, from simplifying service point recording to improving National Tournament qualification standards. The following pages supplement the minutes found on pages 9-13. For additional information, visit our website or email info@nationalforensicleague.org.

17	Service Points
18	Qualification Standards
19	Congressional Debate
20	Public Forum Debate
20	Supplemental Debate
21	Impromptu Speaking

► SERVICE POINTS

Awarding of Service Points Restructured

Recognizing students for service has been a central part of the National Forensic League for most of its existence, and puts it on par with other academic and subject-area honorary societies. However, the guidelines for awarding service points have gone largely unchanged, despite a changing landscape and a move to recording points online (making it easier to report service speaking).

Over the past three years, the Board of Directors has discussed various approaches to revising service point regulations, with feedback from the Summer Leadership Conference in both 2009 and 2012. Changes made were in direct response to common requests by coaches, and emphasize three key areas of service: active speaking, judging, or coaching.

The first change limits service points to 200 per year. This builds upon a recent administrative change that limited point recording to the current and immediate past school year. This allows students to engage in service activities without diluting the core purpose of merit points: to recognize interscholastic participation and achievement.

The next change makes everyone's lives easier: each speaking engagement is worth five points, regardless of the student's membership degree level. Traditionally, one of the most confusing aspects of service points was determining the student's degree level at the time they were involved in the service project. The limit of four service projects per day holds, so a student can still earn up to 20 points per day.

The perception of "double-dipping" became a problem in recent years, particularly because some coaches entered service points for students advancing to final rounds. At large tournaments, the letter of the rules was correct: if 25 or more adults were in a final round audience, this was legitimate. At smaller tournaments, this was more dubious. Coaches began to question if the spirit of service speaking is to recognize speaking outside competition, so the new rule prohibits dual recording.

Middle School Enhancements

The rule for novice/middle school judging previously stipulated a Degree of Excellence on file for a high school student to judge, but this was lifted to allow greater flexibility. Where novice tournaments are held, those individual tournaments determine criteria for high school student judges, so this rather arbitrary guideline was no longer necessary. Points are still valued at two points per round, with a maximum of four rounds per day.

An exciting new addition is to offer service points to high school students who coach middle schoolers. Using the same standard as two points per round judging, a high school student can earn two points per day for coaching middle school students, with a maximum of 50 points per year. The ceiling encourages measured involvement by high school students, and allows up to one-quarter of the maximum points per year to come from middle school coaching.

Finally, the previous ceiling for conversion of middle school/NJFL points to high school merit points was particularly low, especially considering the enhanced scale unveiled this spring for point recording at the middle school level. Now, one-tenth of up to 500 NJFL points can be converted to up to 50 high school merit points, with the requirement that to gain League membership, a student must first earn 25 points at the high school level (10 of which must be earned from interscholastic participation).

Stage Speaking as Service

Students now can earn points for theatrical performance in festivals as well as before general public audiences. For each performance, a student can earn up to five points, with a limit of 20 points for a particular role. Only speaking activities are recognized; non-speaking and pantomime roles do not meet the League's standard of speaking.

Some Additional Clarifications Here, we clarify common service projects because of changes to rules and other factors:

- Speaking contests, such as the American Legion Oratorical Contest (oration and extemporaneous speech) and the Veterans of Foreign Wars Voice of Democracy Contest, are recorded under speech, with ranking or using the rating to ranking conversion chart in the *Chapter Manual*.
- The International Public Policy Forum Debate Essay contest is recorded under debate, using Policy or Public Forum Debate.

Note: The above Service Points changes will take effect this fall as soon as the necessary programming infrastructure is complete within the online Points Application. Students with existing service points will be "grandfathered in." Current points already recorded for the previous year will not be retroactively limited.

Quick Reference Guide to Service Points

Overall

- Limit: 200 points per school year

Audience Speaking Engagements

- Minimum speaking time must be four minutes
- Audiences of at least 25 adults, outside of interscholastic competition
- Radio or television is allowed; PA announcements, Internet broadcasts are not
- Value: 5 points per project
- Limit: 4 projects per day

Novice/Middle School Judging

- Value: 2 points per round/section
- Limit: 4 rounds per day

Middle School Coaching

- Value: 2 points per day
- Limit: 50 points per school year

► QUALIFICATION STANDARDS

The League has been working to develop a program of district standards for National Tournament qualification based on growth and participation incentives, rather than being punitive in nature like the previous two systems. Thanks to the collaborative efforts of those who attended the 2012 Summer Leadership Conference, the Board of Directors has developed a new qualifying standards system that recognizes a district's efforts in membership growth and district tournament participation. The new system combines some of the previous standards with the existing bonus system so that one unified set of standards can be more easily understood.

Minimum Schools Requirement

Any district that maintains at least 8 active **charter** chapters or 16 active chapters **of any type** is allowed to hold a district qualifying tournament series. If a district does not meet this minimum requirement, it may **not** hold a tournament series.

Minimum Entries Requirement

If a particular speech or debate event has fewer than four entries, regardless of the district's qualification level, no qualifiers are allowed in that event.

Congressional Debate Qualification

Any district that meets the minimum schools requirement above may hold a district Congress, subject to the quotas for Congressional Debate (8+ schools in the Senate = 2 qualifiers; see chart below for House quotas). The number of Senate and House qualifiers is independent of all other district tournament qualification standards.

Participating Representatives (House)	16-29	30-60	31-90	91+
Qualifiers	1	2	3	4

National Tournament Qualification: Level 1

- 1.1. A district that meets the minimum schools and entries requirements above is allowed **one** entry to the National Tournament per speech and debate event, as long as the event meets the four-entry minimum. Also, for Level 1 districts:
 - 1.1.1. If there are at least 16 entries in a team event or 20 entries in a solo event, that event will be allowed two qualifiers.
 - 1.1.2. If there are at least 36 entries in a team event or 46 entries in a solo event, that event will be allowed three qualifiers.
 - 1.1.3. If there are at least 56 entries in a team event or 66 entries in a solo event, that event will be allowed four qualifiers.

National Tournament Qualification: Level 2

- 2.1 A district that maintains any one of the following criteria is allowed **two** entries to the National Tournament per speech and debate event, as long as the event meets the four-entry minimum:
 - 2.1.1 Maintain 16 or more active **charter** chapters prior to the first district tournament date (note: districts receive one charter chapter credit for every two active provisional chapters).
 - 2.1.2 Maintain 24 or more active chapters of any type prior to the first district tournament date.
 - 2.1.3 Maintain 700 or more district tournament entries in the previous three years.
 - 2.1.4 Maintain 900 or more new members and degrees from active schools during the previous school year.
 - 2.1.5 Increase total district strength in members and degrees by 15% in the previous school year over the year prior.
 - 2.1.6 Enroll 300 new individual memberships as a district, by seven days prior to the first district tournament date.
- 2.2 If the district qualifies for Level 2 under one of the above criteria, that district may:
 - 2.2.1 Earn a third qualifier in any event with 30 team or 38 solo entries.
 - 2.2.2 Earn a fourth qualifier in any event with 50 team or 58 solo entries.

National Tournament Qualification: Level 3

- 3.1 A district that maintains any one of the following criteria is allowed **three** entries to the National Tournament in **every** speech and debate event as long as 12 solo entries or 10 team entries in each event compete in at least one round; if that minimum is not met by a particular event, only two entries shall be granted in that event.
 - 3.1.1 Maintain 1,400 or more new members and degrees from active schools during the previous year.
 - 3.1.2 Earn 1,400 or more new members and degrees from active schools during the current year, prior to the first district tournament date.
 - 3.1.3 Maintain more than 45 active chapters prior to the first district tournament event.
 - 3.1.4 Enroll 400 new individual memberships as a district, by seven days prior to the first district tournament date.
- 3.2 If the district qualifies for Level 3 under one of the above criteria, that district may earn a fourth qualifier in any event with 50 team or 58 solo entries.

(continued on next page)

Auto-Qualification

In any given year at the National Tournament, any student who places in the top 14 in any main event, has not completed more than six semesters of high school, and is still enrolled in high school (as a student in good standing) may enter the following year's National Tournament in the same solo event or in the same team event with the same partner. The district will permit an auto-qualified student to participate in the district contest and to double enter as specified by the district's uniform double-entry policies. No rule regarding double entry may be violated by auto-qualification. The entry must indicate acceptance of the auto-qualification through his or her Single Entry Letter of Intent prior to its district competition. The district chair should notify the national office of acceptance of the auto-qualification in reporting district results. A student who accepts auto-qualification may double-enter based on rules above but must sign his/her single letter of intent, which is binding, in favor of the event of his/her auto-qualification. If the entry signs the single letter of intent and rejects auto-qualification, the results of the district contest are binding.

Note: An entry who accepts auto-qualification is above and beyond the number of qualifiers a district may earn as per the Level 1-3 requirements above, whether or not the entry participates in the current year's district tournament series. However, an auto-qualifier may participate and help a district meet its quota requirements.

“The new system is based on growth and participation incentives, rather than being punitive in nature.”

► CONGRESSIONAL DEBATE

National Forensic League rules for Congressional Debate include a few “tweaks” to parliamentary procedure, acknowledging that certain modifications are necessary to facilitate competition. After all, *Robert's Rules of Order* provides for any organization to have standing rules in place that establish standards for debate in their assemblies.

In Congressional Debate, student presiding officers (POs) recognize their peers to move motions, speak, or question one another. A longstanding League rule, *precedence*, requires POs when selecting speakers to first recognize those who have not spoken or have spoken least. An additional layer, *recency*, was added as a rule in 2009, requiring POs to also consider who spoke earliest among those who participated the least number of times.

Before precedence and recency are established in a given Congress session, the manner by which POs recognize speakers must be fair and balanced. Contestants often fret about the order in which they are selected to speak; earlier speeches involve more constructive arguments, whereas later speeches should involve more refutation. Obviously, with anywhere between 12-24 students in a chamber, it can take awhile for some students to be recognized. Not everyone can be first.

Over time, various mechanisms have developed, such as “geography,” where the PO would alternate between various regions of the room, essentially relying on an equivalent spatial distribution of students who wish to speak for and against a bill, which often has not been the case.

After the League in 2006 instituted a compulsory questioning period following each speech, a trend emerged where POs used the amount of “activity” of questions and motions as a basis for determining who to call on for speeches. While at face value this rewarded students who were already engaged in discourse, and offered a veil of objectivity for the PO, it actually has two central flaws: first, it allows the PO to be biased in recognizing questioners; and second, it gives double the participation opportunities to the same students (“the rich get richer”), while shutting out others.

Akin to this is the trend of “standing time” or “longest standing.” This is where POs take time to document who is standing each time they call for speeches, and offer speeches to those students first. Not only is this time-consuming, but this also allows students to “document” their friends as standing first.

The current rule (2.c.) states, “Before precedence is established, the presiding officer should explain his/her recognition process and it must be fair, consistent, and justifiable.” This seems to indicate that some method is required, whereas this statement was written as a reflection of practice. An even newer trend is for a PO to simply state, “I will recognize speakers randomly, and I trust that by virtue of majority vote, you will trust that I will be fair, because I hope to earn your vote for this office again in the future.” Some coaches even instruct their students to deliberately call on contestants they do not know very well as a gesture of goodwill.

Therefore, the Board changed the rule to state, “Before precedence is established, the presiding officer should recognize speakers fairly and consistently. S/he may not link recognition of speakers to previous recognition of students asking questions, moving motions, or longest standing (standing time).”

► PUBLIC FORUM DEBATE

At the 2012 Leadership Conference, the Public Forum session addressed the issue of topic selection. As in any limited brainstorming session, many of the ideas resulted in some debate and disagreement. The major concerns for those present were the ways in which evidence were used, the use of speed, and other forms of argument in Public Forum.

The goal of the new procedures outlined below is to create additional predictability and standardization within the process of wording topics. While the changes do not address the types of topics selected, session attendees wished to stipulate that the topic wordings should avoid value statements and prefer questions of fact. There were mixed opinions on whether topics should be binary or comparative. The new

procedures do not address that issue, given the variety of positions on the subject.

The Board has authorized the Executive Director to task the Public Forum Wording Committee with creating a list of topic areas for the remainder of the 2012-13 competitive season. Much like with Lincoln-Douglas and Extemp, the national office will solicit additional topic area suggestions from the membership during the spring, to include a mix of international and domestic areas.

Members of the wording committee will evaluate and submit for approval a final list of 12 to 15 areas, which will be published at the 2013 National Tournament and each subsequent year at the National Tournament. The public list will serve as the basis for the year's topics in the coming year.

The wording committee shall select one topic area for use in every month

where a topic is required and present two wordings on that topic area for consideration by the membership in an online vote, one week before the topic is to be announced. This option stipulates the same rules as the previous Public Forum rules, such as no duplication of topic wording within four years, and no duplication of a topic area within two years.

The Board also authorized the Executive Director to expand the size and scope of the Public Forum Wording Committee to include current and former coaches. The decision to appoint members to the committee will be made at the sole discretion of the Executive Director. Members will serve two-year terms on the committee, and two members of the committee will be selected as co-chairs to serve overlapping four year terms.

Students, we want your input!

Student members are invited to submit their ideas for renaming the Supplemental Debate event held annually at the National Tournament. Simply visit goo.gl/VINRx or scan the QR Code at right using your mobile device. The top three choices will be put on an online ballot for consideration by chapter advisors. The first student submitting an idea, which is used as one of the ballot choices, will receive a special award.



**Help us find an official name for
Supplemental Debate!**

**Naming Contest
Ends November 30!**

Revised Impromptu Ballot

INSTRUCTION TO JUDGES

Invite the contestant to draw three topic slips from the envelope. S/he selects one, and returns the others. Start your timer/stopwatch as the contestant sits down to begin preparing a speech. The speaker has seven minutes to both prepare and speak. As the speaker is preparing, verbally call out time used at 30-second intervals ("30 seconds," "one minute," "one minute thirty seconds," etc.). Once the contestant starts speaking, keep the timer running and signal time remaining (out of seven minutes) either with your hands or cards. Give signals in one-minute intervals (five fingers for five minutes left, four for four minutes left, etc.) Please give a signal for 30 seconds remaining, e.g., by shaping your hand like a "C." When the speaker reaches seven minutes, indicate time has elapsed (hold up a clenched fist or say "time"). As speakers conclude, ask them to open the door, and announce which contestant to invite in next. Again, if any contestants are not present, move to the next speaker on your ballot.

The Impromptu speech should be regarded as an original interpretation by the speaker of the designated topic as supported by varied materials and gives a contestant opportunity to be creative and imaginative. An Impromptu speech should reveal the student's ability to organize his/her thoughts quickly and in a logical manner. The contestant should be held accountable for strict adherence to the topic drawn and discounted severely for shifting to some other topic on which s/he might prefer to speak. The information presented should be well-chosen, pertinent, and sufficient to support the central thought of the topic. The material should be organized according to some logical plan to produce a complete speech within the time allowed. Delivery should be free from marked defects in the mechanics of speech—poise, quality and use of voice, enunciation, fluency, bodily expressiveness—and should be effective in enlisting and holding the interest of the audience. The best Impromptu speech combines clear thinking, good speaking, and interesting presentation with respect to the subject chosen. Notes are not permitted. There is NO minimum qualifying time. Do not penalize a contestant for brevity unless s/he fails to cover the subject adequately. Maximum time is seven minutes to prepare and speak. Impose no penalty for overtime unless it is excessive.

► IMPROMPTU SPEAKING

The Board of Directors changed rules for the Impromptu Speaking consolation event at the National Tournament to abolish the use of a prep room and have students draw, prepare, and speak in the same competition room. The NJFL National Middle School Tournament has successfully piloted this protocol for the past two years, and a vast majority of states already practice this approach. This change is in effect for the 2013 National Tournament in Birmingham, Alabama.


Impromptu Rules

1. **Topics:** topics will include proverbs, abstract words, events, quotations, and famous people.
2. **Drawing:** A judge in each section/room shall be provided an envelope containing a uniform set of topics,

with a different subject area used for each round. Once the first speaker is called, the other speakers shall leave the room and wait outside the door. Each speaker will draw three topics, choose one, and return the other two.

3. **Preparation and delivery:** The speaker has seven minutes in which to prepare a response and present a speech without consultation and without references to prepared notes. Students may consult published books, magazines, newspapers, and journals or articles therefrom, provided:
 - a. They are originals or photocopies of originals.
 - b. That original article or copy is intact and uncut.
 - c. There is no written material on original or copy.
 - d. Topical index without annotation is allowed.

No other material shall be allowed in the room other than stated above. Speeches, handbooks, briefs, and outlines shall be barred from the room. Underlining or highlighting in materials will be allowed if done in one color on each article or copy. **No electronic retrieval device may be used, but printed materials from "online" computer services may be used.**

4. **Recuse:** Once a speaker has spoken, s/he may listen to other speakers in that round.
5. **Notes:** No notes shall be used during presentation.
6. **Time:** There is NO minimum qualifying time, but the contestant must cover the subject adequately. Maximum time is seven minutes for both preparation and speaking. 

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Two Weeks: June 30 – July 13, \$1750

Three Weeks: June 30 – July 20, \$2450

Four Weeks: June 30 – July 27, \$3150

***Best Value!**

Lincoln-Douglas Debate

Director: Aaron Timmons, Greenhill School

Two Weeks: June 30 – July 13, \$1750

Three Weeks: June 30 – July 20, \$2450

***Compare to their 2-Week Prices!**

Congressional Debate

Director: Chris Agee, Newman Smith

One Week: June 30 - July 6

Two Weeks: June 30 - July 13

Public Forum Debate

Director: Bro. Kevin Tidd, Delbarton School

One Week: June 30 - July 6

Two Weeks: June 30 - July 13

***All new Staff!**

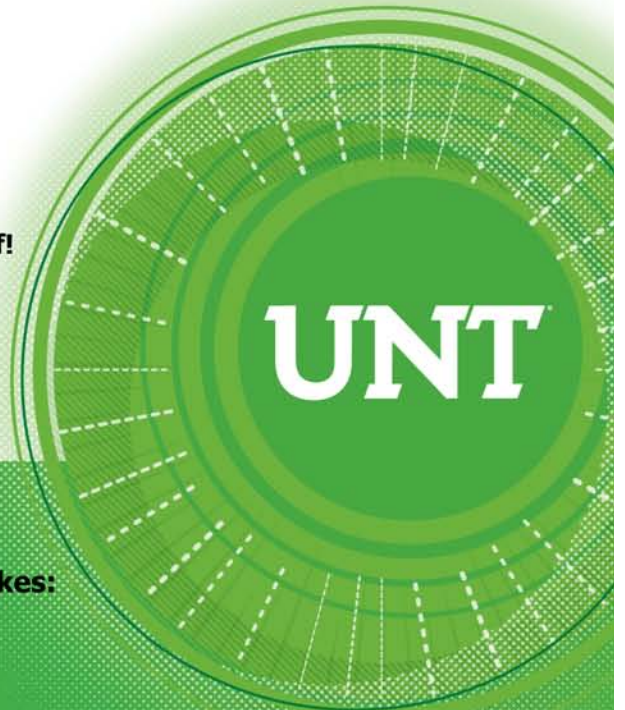
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League Membership Highlights

- **Honor Society membership** – student and coach certificates, honors, and service citations; student seals; online database and points tracking; automatic points uploading from Joy of Tournaments, TRPC/TRIEPC, and SpeechWire
- **Resources** – extensive resources include two copies of *Rostrum* magazine per month; access to the National Tournament final round online video archive (1983–2011)*; more than 600 videos, including topic analyses, skills, and coaching tips†; monthly practice Extemp questions; event-specific resources—and more!
- **District Tournaments and specialty awards** – access to National Tournament qualification series; awards for district level achievement, Student of the Year, coach Diamonds; All American and Academic All American; State All American; and service citations
- **Advocacy and recognition promotion** – more than 125,000 pieces of support and recognition materials distributed to administrators, alumni, parents, and coaches annually; access to a clearinghouse of advocacy and support materials



New Member Benefits Added in 2012!

- **Discounts** – GEICO (up to 15% off); Playscripts (10% off all purchases); access to Individual Resource Package (see reverse for details); access to 2013 Online Institute (25% off)
- **2012 Nationals Script List** (\$10 value)
- **Four eTextbooks, lesson plans, and activities** (\$300 value)
- **2012 semifinal rounds** available online (\$14.99 value/event)
- **2012 middle school final rounds** available online (\$9.99 value/event)
- **Free eLearning** evening classes for students and coaches, including topic analysis, new coach workshops with Q&A, district leadership seminars, and more (\$150 value)
- **Several thousand** additional pieces of recognition material to administrators

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See reverse for details.

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Here's a quick overview of the many tools, demonstrations, scripts, videos, and classes you and your students can access. Stay tuned: we'll be adding more resources throughout the year!

Team Resource Package

✓ \$150 Active Schools

Simply check the box on your membership application or renewal form—or upgrade online!

What's included?

Team Resource Package Highlights

- **Current year National Tournament final rounds** available online, including Interp events (\$199 value)[†]
- **50% off purchase** of current year National Tournament Final Round DVDs (\$98 value)
- **Fully searchable, multi-year Script Database** including all Interp pieces performed at the National Tournament in previous years; search by year, category, gender, and placement – coming soon! (\$199 value)[†]
- **Free coach access to Individual Resource Package** (\$18/year value)
- **Additional 50% off student access** to Individual Resource Package (\$9/year value)
- **Additional 25% discount to 2013 Online Institute**

[†] Not a member, but want access to our online resources?

For \$149, individuals can gain **basic access** to the National Tournament final round video archive (1983-2011) and more than 600 other instructional videos online. For \$299, you also get **premium access** to our searchable script database and the ability to watch current year National Tournament final round videos online.

Individual Resource Package

✓ \$9 with Team Package

✓ \$18 without Team Package

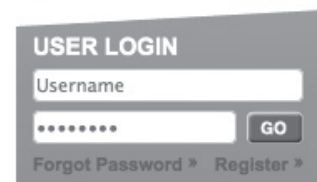
What's included?

Individual Resource Package Highlights

- **Analyses** of previous year's semifinal and final round performances
- **Two eLearning evening classes** per month
- **Policy Debate** – a demonstration debate on the 2012-13 topic with commentary; plus monthly 100-page update files and topic analysis videos
- **Weekly Congressional Debate and Extemp** – includes two topic area video briefings: 20 practice questions; two original pieces of legislation
- **Interpretation events** – access to our fully searchable, multi-year Script Database
- **Original Oratory** – topic/concept database; Oratory briefing (new books, studies, etc.)
- **Lincoln-Douglas Debate** – demonstration debate on each bi-monthly topic with commentary; 100-page evidence file including philosophical positions, case arguments and responses; topic analysis videos; philosopher's library (30+ videos)
- **Public Forum Debate** – demonstration debate on each monthly topic with commentary; 100-page evidence file including arguments, frameworks, and background; topic analysis videos
- **Current year National Tournament final rounds** available online, including Interp events

updated 10/13/12

Introducing Our New Script Database



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As part of our new Resource Packages, we've been making available the most cost-effective set of speech and debate resources available anywhere, including National Tournament videos, topic analyses, practice Extemp questions and Congressional Debate legislation, and much more. We've also been hosting interactive webinars—giving Resource Package subscribers the opportunity to work with some of the most successful recent graduates and most experienced coaches in the country. And all of this is in addition to the wide variety of resources that have been, and continue to be, available to every one of our members.


But the Resource Package just keeps getting better. We recently launched our Script Database, which includes every piece performed at the National Tournament in Duo, Drama, and Humor since 2009. In addition to basic bibliographical information, you'll also find descriptions of the pieces, information about the genders of the characters, and a link at which you can purchase the script.

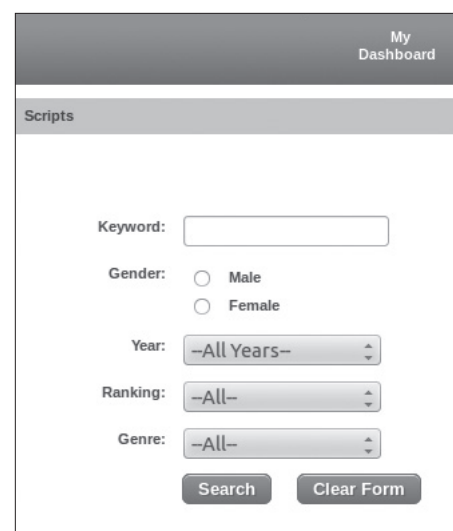
Just log in to our website, www.nationalforensicleague.org, and look for the "Script Database" link in the orange toolbar toward the top of the page. From there, you'll be able to search by keyword. Whether you know the title of the selection you're looking for, or if you just have a hunch regarding a word or

phrase that might be used in the piece's description, you can enter it there. You can also filter your results based on the genders of the characters, the year in which it was used at the National Tournament, the placement (ranking), and the event (genre) in which the script has been performed.

Additional details about existing pieces and those used in other events will be added throughout the year, so keep checking back as we continually add to the information already available.

It's not too late to purchase a Resource Package for either your school or yourself. Schools may purchase a Team Resource Package by logging in to the Points Application and clicking the upgrade arrow  next to your school's name. Individuals may upgrade by logging in to www.nationalforensicleague.org and clicking the link to upgrade their membership found on their dashboard. Don't know how to access your dashboard? Just click your name in the upper left corner of the site after you log in.

Don't miss out on this world of high quality, low cost resources that you can add to the wealth of information you already receive as a member of the National Forensic League! 



My Dashboard

Scripts

Keyword:

Gender: ☐ Male ☐ Female

Year:

Ranking:

Genre:



Scripts

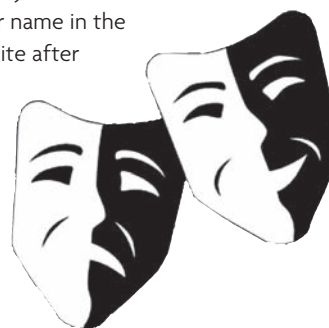
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NATIONAL FORENSIC LEAGUE

<http://tinyurl.com/985j5h6>



Transportation Priorities Need More Investment Now, and the Cost of Inaction

by Kirk T. Steudle, P.E.



Michigan, like most states, is struggling to meet the required level of investment to maintain and preserve its existing transportation system, improve public transit, and expand availability for intercity passenger rail. There's also the broad acknowledgment that a modern and efficient transportation system spanning all modes—roads and bridges, rail, marine, and air—is crucial to a vibrant and growing economy. Two separate in-depth studies in Michigan in the past few years called out the importance of significantly increasing transportation spending, and identified the perils of failing to act quickly. Greater investment is needed now not only to meet those goals, but because the price of waiting any longer becomes an even costlier proposition in the very near future.

The reason for a decline in transportation spending is shockingly simple: fuel taxes and registration fees, the primary sources of transportation funding in Michigan, have fallen dramatically. Michigan's gasoline taxes are set at \$0.19 per gallon, rather than a percentage, so the same amount is collected when prices are \$2 a gallon as they are when it's \$4 a gallon. This, predictably, has prompted drivers to

choose more fuel efficient vehicles or drive less entirely. Registration fees, the other half of our funding equation, are based on vehicle values. As drivers keep their vehicles longer, the registration fees paid are further reduced. At the same time, while revenues decrease, inflation has driven up the costs of the materials road agencies use in their work, such as concrete, steel, asphalt, and fuel for their vehicles. That leaves us in a tough spot, and facing the possibility of losing out on federal transportation funding that we're required to match at a 20 percent-to-80 percent ratio.

Michigan, as I mentioned, is not alone in this dilemma. The federal transportation funding system is in many ways a mirror image of the struggles faced at the state level. The National Surface Transportation Policy and Revenue Commission report released in 2007, *Transportation for Tomorrow*ⁱ, found that as a nation, we were only investing 40 percent of what we should to remain competitive globally. While the \$90 billion that's currently invested annually in transportation sounds impressive, it's a far cry from the \$225 billion a year, for the next 50 years, that the commission deemed is needed. Five

ⁱ The National Surface Transportation Policy and Revenue Commission. (2007). *Transportation for Tomorrow*. Washington, D.C.: U.S. Government Printing Office.

ⁱⁱ Transportation Funding Task Force. (2008). *Transportation Solutions*. Lansing, MI.

years later, and that need has not been addressed.

Here in our state, it's becoming increasingly apparent that our transportation system is suffering from decades of underinvestment. In fact, the Transportation Funding Task Force (TF2)ⁱⁱ created in 2007 by our legislature and the governor declared that Michigan "is moving from *underinvesting* in transportation, to *disinvesting* in transportation." This bi-partisan commission was chaired by representatives of business and labor organizations. They dismissed out of hand the choice of "doing nothing," and their final recommendation was to double Michigan's current investment in transportation, from \$3.2 billion annually to more than \$7 billion. They defined that level of investment as "good," allowing road agencies, including the Michigan Department of Transportation (MDOT), to keep roads and bridges in good condition, allow transit agencies to improve service and options including commuter and light rail, provide freight transportation more reliability and reduction of travel times, and support aviation improvements to support economic growth and safety. The commission also predicted real savings to Michigan drivers, households, and businesses. By reducing the estimated \$7 billion in costs from congestion, poor road condition, and crashes, savings would amount to \$2,000 per household. Including sustaining 126,000 jobs in the state, the commission expected that level of investment would provide \$41 billion in economic benefits, a more than 5-to-1 rate of return.

The commission also proposed a "better" level of investment, which would have the state quadruple current spending to \$14.4 billion annually. Not only would the resulting improvements and expansions make Michigan more economically competitive, but it would also support nearly a quarter-million jobs, and bring \$84 billion in economic benefits. (See Figure A.)

Figure A: Summary of Transportation Investment Scenarios

Investment Scenario	Aviation	Highway, Road, and Bridge ¹	Intermodal Passenger	Intermodal Freight	Total Across Modes
Do Nothing	\$121M	\$1,900M	\$241M	\$14M	\$2,276M
State and Local Funds	\$16M	\$1,653M	\$193M	\$7M ²	\$1,869M
Federal Funds Leveraged (avg per year)	\$105M	\$247M	\$48M	\$7M	\$407M
Federal Funds at Risk (avg per year)	(\$16M)	(\$954M) ³	(\$112M)	(\$0)	(\$1,082M)
Jobs Lost ⁴	(416)	(13,532)	(3,516)	Not available ⁵	(17,464)
Good	\$242M	\$6,136M	\$773M	\$19M	\$7,170M
State and Local Funds	\$79M	\$4,935M	\$508M	\$12M	\$5,534M
Federal Funds Leveraged (avg per year)	\$163M*	\$1,201M	\$265M*	\$7M	\$1,636M
Jobs Supported	3,800	87,000	35,100	250	126,150
Other Benefits	Not available	\$37,000M	\$4,369M	\$31M	\$41,400M
Better	\$327M	\$12,696M	\$1,336M	\$41M	\$14,400M
State and Local Funds	\$130M	\$11,495M	\$779M	\$34M	\$12,438M
Federal Funds Leveraged (avg per year)	\$197M*	\$1,201M	\$557M*	\$7M	\$1,962M
Jobs Supported	5,200	179,000	59,000	600	243,800
Other Benefits	Not available	\$76,200M	\$7,449M	Not available	\$83,649M

¹ Current investment among road agencies is \$3.2 Billion (FY 08), putting the current total across modes at \$3.576 Billion. Doing nothing will result in a decrease in funds available for investment in highways, roads, and bridges.

² This amount only reflects rail investment. Trucking and air cargo are in their respective columns. No other freight funds were identified.

³ Estimates of federal aid are subject to change based on decisions made by the federal government

⁴ **Aviation** – One job is estimated to be supported for every \$60,000 spent. This figure includes direct and indirect jobs from construction expenditures, but does not reflect additional jobs created by increased passenger or cargo traffic as a result. (Adapted from economic benefits studies of Detroit Metro and Willow Run Airports.) **Highway, Road, and Bridge** – One job is estimated to be supported for every \$70,500 spent. (Adapted from U of M's Economic Benefits of MDOT's 2007-2011 Highway Program.)

Intermodal Passenger – One job is estimated to be supported for every \$32,000 invested in capital for transit. (Adapted from Cambridge Systematics Study, E-1). **Intermodal Freight** – With no federal funds at risk, there will be no jobs lost.

⁵ The investment scenarios for intermodal freight were not included. Only rail investments were identified by the CAC Intermodal Subcommittee. Air and truck-cargo investment needs were included with their respective infrastructure, and no specific marine cargo investments were identified. Rail infrastructure supports over 4,000 jobs in the state; however, there was not a comparable calculation identified to accurately identify "jobs supported" by the investment scenarios as was done for other modes.

* Federal funds leveraged includes possible competitive federal grants that could be available.

In the fall of 2011, a similar report prepared by state representatives Rick Olson and Roy Schmidt arrived at comparable conclusions. The report focused on Michigan's roads and bridges, with condition goals consistent with those in the TF2 report, and

data gathered by Michigan's Asset Management Council. The analysis concluded that an additional \$1.4 billion was needed annually through 2015, and \$2.6 billion annually from then until 2023, just to meet those goals. Far from addressing all transportation needs,

the report conceded that this added investment would still result in some roads and bridges in fair condition. "The conclusion reached was that if the investments projected by these models are not done, either the deferred costs of maintaining our roads will be much higher OR we choose to accept lower quality roads."


Beyond mere projections of road quality, the report included actual data on what is already happening to federal-aid eligible roads in Michigan. The graph in Figure B (*see below*) shows that while the percentage of roads in "good" condition declined from roughly 24 percent in 2004 to 18 percent in 2010, and "fair" roads went from 63 percent in 2004 to 47 percent in 2010, the "poor" roads increased from about 12 percent to almost 35 percent in the same time period. Taking those figures forward and barring a change in the current level of spending, the combined percentage of "good" and "fair" roads in Michigan is projected to fall below 30 percent by 2020, leaving more than 70 percent in "poor" condition. By ensuring that Michigan matches all available federal funding, we could keep about 48 percent of roads in "good" or "fair" condition, but that still leaves more than half in "poor" condition.

MDOT's own analysis shows that the cost of waiting to address this shortfall only grows with time. For Michigan state highway trunklines under MDOT jurisdiction, we project that we can regain 90 percent "good" and "fair" condition by 2023 with additional investment of \$10 billion. The cost of waiting to increase investment is stunning, requiring \$14 billion additional if we wait until 2016, or \$22 billion if we wait until 2023, to put more funding into our roads. It's truly a case of pay now, or pay a lot more later.

It's notable that these two reports were not the work solely of construction industry interests, or transportation industries themselves. In both cases, they had strong representation from legislators from both parties, as well as private sector representatives from several major

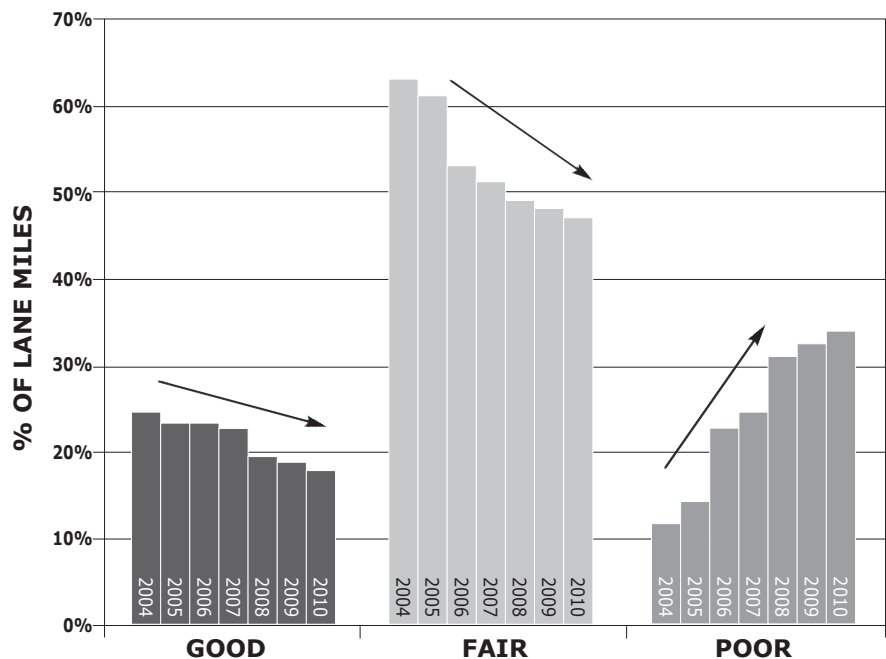
stakeholder groups. In both cases, they found that the immediate costs of implementing greater transportation spending were vastly outweighed by both the cost of waiting, and the economic benefits derived from increasing that investment immediately.

It's not as though road agencies have just been wringing their hands over this worsening situation. We've been changing the old ways of maintaining transportation infrastructure, no longer taking a "worst first" approach to fixing roads and bridges. By applying asset management principles, which hold that it's less expensive to keep good roads in good condition than to let them fall into poor condition before rebuilding them, we're stretching every dollar into the repair that derives the most benefit for the system. Most people understand the analogy in terms of home maintenance: that by replacing a few shingles that blow off in a storm is much less expensive than waiting until rain has damaged interior finishes and rotted wooden framing. The same is true with roads, and by spending a lesser amount now on minimal maintenance work, we can delay indefinitely the cost of expensive reconstruction.

The problem remains that Michigan and other states are no longer able to afford even that comparatively inexpensive maintenance work: sealing cracks in pavement, keeping drainage systems operating as intended, and keeping structural steel properly coated. We're falling further behind on not only the major reconstruction projects, but the simple maintenance as well, which is why the infrastructure conditions are anticipated to decline precipitously, and the cost to bring them back continues to rise exponentially. With the country still feeling the effects of the latest recession, it's certainly not an appealing idea to increase fees or taxes to fund transportation infrastructure maintenance or expansion. However, the cost of waiting and foregoing the economic benefits of making those improvements makes it imperative that we do so, and as quickly as possible. 

Kirk T. Steudle, P.E., is the Director of the Michigan Department of Transportation (MDOT), and current President of the American Association of State Highway and Transportation Officials (AASHTO).

**Figure B: 2004-2010 Pavement Conditions
Federal-Aid Eligible Roads**



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- ☐ GPA of 3.7 on a 4.0 scale (or its equivalent)
- ☐ **School transcripts with GPA must be included**
- ☐ ACT score of 27 or higher, or SAT score of 2000 or higher
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Chapter Advisor's Name (PRINT or TYPE)

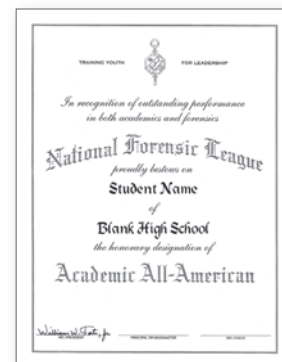
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District in Detail



District Committee

Cynthia Timmons, Chair
Greenhill School – Addison, TX

Jane Boyd
Grapevine High School – Grapevine, TX

Jonni Davis
Arlington High School – Arlington, TX

Patricia Weinbrenner
John Paul II High School – Plano, TX

Karen Wilbanks
Plano Sr. High School – Plano, TX

Lone Star, Texas

*compiled by
Cynthia Timmons*



► Tell us a little about the Lone Star district and what makes it unique.

The Lone Star district is one of two districts in the Dallas/Ft. Worth metroplex. It is 21 years old. Run by a five-woman committee, it is one of the most diverse districts in the nation. We have both public and private schools ranging in size from 500 to more than 5,000 students. We have elite suburban private schools, wealthy suburban public schools, suburban public schools undergoing demographic transition, rural public schools, and parochial private schools. The district also includes schools from Dallas Independent School District involved in the Dallas Urban Debate Alliance (DUDA). We are small in number but

diverse in our participation at the National Tournament; as many as ten different schools have qualified from our district in a given year. Our district values the benefits of strong competition and has won national championships in Policy Debate, Lincoln-Douglas Debate, Congress, Original Oratory, Humorous Interp, Dramatic Interp, Duo Interp, Prose, Poetry, Storytelling, and Impromptu. Three Hall of Fame coaches are active in our district.

► **What challenges do you face as a district?** We have some of the most experienced coaching talent in the country right here in Dallas. Our competitive success makes some coaches reluctant to join us, but we

“We are giving [students] the skills to make a difference in the world, and we are proud to accompany them on the first part of that journey.”

are a close and caring group who readily embraces new schools. This past year, two of our new schools (including one from DUDA) qualified students for nationals. Anyone can reach success in our district if they are willing to work! We work to reach out to our membership in supportive ways to help them throughout the year and are striving to continue the growth we have experienced over the past few years.

► **As district chair, what are some best practices you would like to share with other district leaders?**

Any success I have had as district chair is because we have a great committee. We work together as a team and delegate responsibilities among our members. New initiatives include our partnership with DUDA, expanding our outreach to middle schools and even elementary schools, taking advantage of all the educational development and leadership opportunities offered by the national office, offering financial assistance to our lower resource schools to encourage their participation, applying for District Impact Grants (DIGs), and having a North Texas dinner at nationals the night before competition begins. We believe it is important to participate in state and national professional growth opportunities, and most of our coaches are actively involved at all levels of our activity.

► **What advice would you give to a new coach joining the League?**

Look for that coach in your area who has been around the block a few times and who still has a sparkle in her eye. That person has the experience you can benefit from and the

energy to share it with you. Don't be intimidated! The vast majority of coaches in this activity are happy to help and share!

► **What are your favorite memories from hosting nationals?** We have participated in hosting the National Tournament in both 2006 and 2011 and look forward to 2015. Highlights from 2006 include the opening at Six Flags and the party in downtown Grapevine at the train depot; we focused on the rustic side of Texas. In 2011, we wanted to show our glitzy side with our theme, Denim and Diamonds. We hosted three parties downtown: the West End, Gilley's, and the Dallas Museum of Art. We were the first to offer the concept of a one-site tournament in a hotel. We will have a few surprises in store for 2015—Texas has so much more to offer!

► **Why is speech and debate important to students? to coaches?** Forensics has the ability to change the lives of our students. One of our national champions in Original Oratory was the first in his family to go to college after a successful high school experience in forensics. In college, he won another national championship and is now a Fulbright Scholar in Mexico earning his MBA. Others went from national championships in Interp to acting on Broadway and Hollywood and producing and directing films. Still others from our district moved from high school championships in debate to careers assisting the President in the White House, working in the office of the Attorney General, and clerking and presenting cases in the Supreme Court. Another student worked for the Federal Reserve.

Another helped start public health clinics around the world. One serves a governor. Another works for the EPA. One is a foreign policy expert, and another is a diplomat in the State department. One is a morning show host in a top ten-television market. The list is expansive. Our students have literally become the leaders in their fields because of their participation in forensics. Students benefit from the activity at whatever level they participate, whether they win a national title or just compete in local tournaments. Many continue to earn post-graduate degrees in their fields. We are especially proud of the teachers and coaches among our former students.

For coaches, the activity allows us the opportunity to give students a voice—sometimes we are the only ones equipping them with the ability to tell their own stories. We are giving them the skills to make a difference in the world, and we are proud to accompany them on the first part of that journey. As colleagues, we learn from and challenge each other to reach our own potential as teachers and coaches. The constant efforts we take to meet the needs of our students enables us to grow as well. We are better teachers because of our time in the activity.

► **Is there anything else you would like to add?** We are proud to be changing lives on a daily basis through the power of forensics. The Lone Star district wants to continue to be on the leading edge of this activity. ✎

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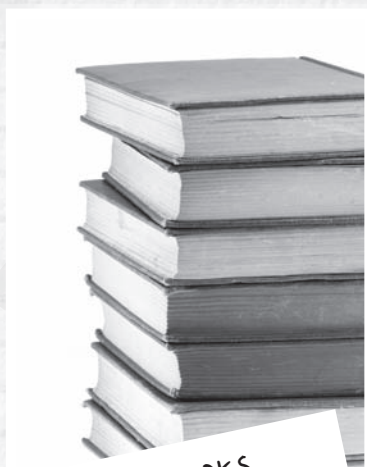
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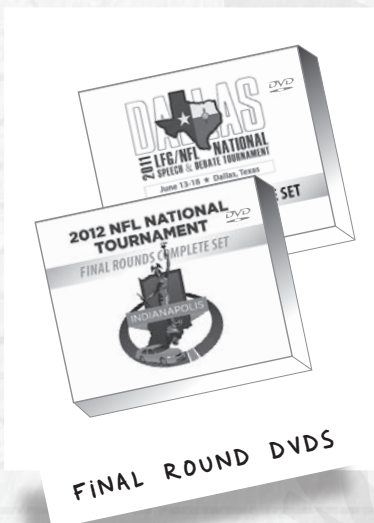
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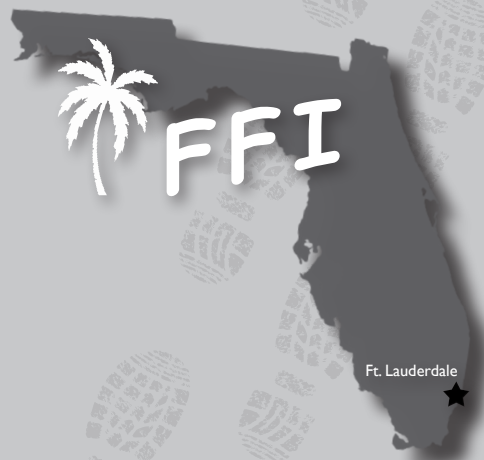
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Giving Thanks Has Its Rewards: Middle School Alumni “Pay It Forward”

by Jarod Fox and
Rudy Repa

It's the Big Hollow Middle School speech and debate kick-off meeting, and the coaches have asked us to come help out. The parents are waiting and students are goofing around and talking with each other. We walk in, and suddenly it hits us: we are in high school now, and this is our middle school that finally, we, the “older” kids, get a chance to give back to!

We are Jarod and Rudy, just two of a group who have made a number of really cool things happen, at three schools, with one big focus.

As the meeting started, it was a surprise (but should not have been) when one of the coaches (Rudy's mom)

looked to us and said: “Why don't you two explain the events?”

If you know Rudy's mom, you know one thing: you do not say no to her.

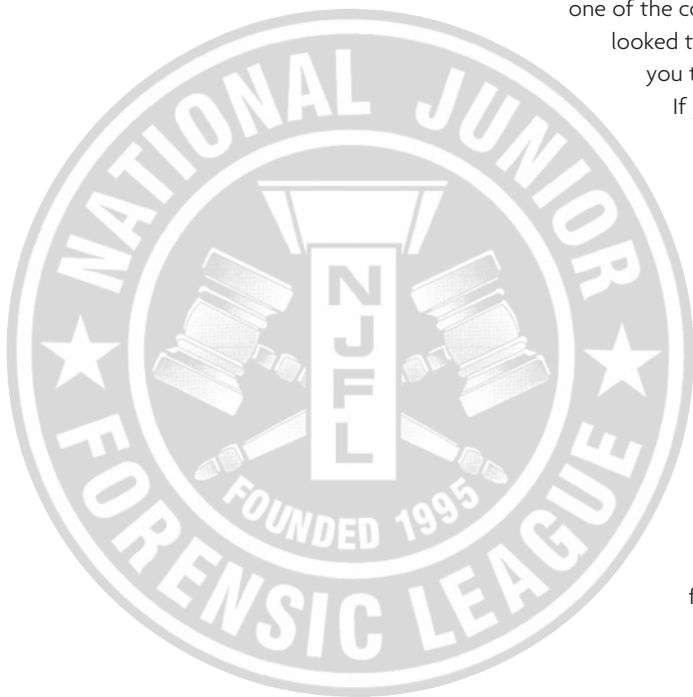
Besides, we've seen this done before.

Over the past three years, the Buffalo Grove High School team came out to Big Hollow to explain the activity.

Now we are the ones who get to pass on the invitation to become involved in forensics.

One of our mentors, Andrey Privin, was there and turned to us and said: “You can do it!” Andrey, a Buffalo Grove High School alum, is now in college and is coaching at Big Hollow Middle School. For about an hour we talked about all the events and demonstrated such things as blocking, voices, and debate. We talked about how to practice; we told them they had to work hard at home and come in prepared; we told them of being nervous before a tournament; and we also told them that being part of the National Junior Forensic League Speech and Debate Honor Society was wonderful. It was great to be with some of our former teammates, as well as meeting new ones!


Of course, Andrey is all about giving back. He and his good friend Jacob Custer drove out 45 minutes every Monday evening last year to coach us. Both of them have said coaching a middle school team was the most important and most rewarding thing they had done in high school. Then, when some of us went to NJFL Nationals in June, the Buffalo Grove team came with us, coaching and showing us the ropes. It was Jacob (and some of the girls) who asked of us middle school kids: “Can we keep them?” We all had such fun as one big forensic family, but one big concern was that while Grant High School (where Big Hollow Middle School kids head after eighth grade) did



have a new debate team, they did not have a speech team. Yet.

Working with two of our classmates and Big Hollow alumni, Danny Black and Brianna Urbina, we started meeting once a week to organize ourselves. We knew the administration was interested and doing the things administrators do to create an activity. In the meantime, we made plans. We figured that if we did our best to be ready for a team, it would happen. We wrote letters, we visited teachers to convince them to sponsor us, we talked to administrators, we designed a team logo, and we started recruiting friends to join the team. We even started working on material we were going to do for the season. It seems the administrators at Grant High School were working just as hard as we were, because on October 2, they announced there was a speech team at Grant!

Pretty cool, huh? Well it is. It's all about one high school helping out a middle school, a middle school showing a high school that the activity is worthy of attention, and now we are the ones who get to go in and help our sibling school become even stronger.

Getting back to that kick-off meeting at the middle school: The next week, 18 kids showed up again, and we helped them get ready for the audition. Then we started showing them how to do Congress, and we started showing them scripts. The entire time we just kept thinking: You are so lucky that you found this activity! It has the power to change your lives, and it has the power to change the focus and help you reach a goal. 

Jarod Fox and Rudy Repa graduated in 2012 from Big Hollow Middle School (IL) along with Danny Black and Brianna Urbina. All currently attend Grant High School, where they helped create a new speech team.



Reflections and Thanks

"I hope to establish a cycle of giving back that influenced me so greatly, so my amazing experiences can be had or even superseded by others." – *Danny Black*

"When I first learned about speech, I was enchanted. I want to help push them to be their best, just as the Buffalo Grove students did for me." – *Brianna Urbina*

"I've been astounded at how fast children can learn to take direction, and it is so much more evident at a younger age. The greatest asset they will learn is teamwork." – *Andrey Privin*

"Not only was it super fun watching these awe-inspired faces, but just like a key unlocking a door, it was like a chain reaction. Driving almost an hour to coach the successors of our future is worth it on every level." – *Jacob Custer*

"I come to high school with much more experience. Now I find myself not only bettering myself, but the students at my middle school, and plan to continue to coach them as far into the future as I can." – *Jarod Fox*

"I will be forever grateful to the National Forensic League for creating the NJFL; for the school board at Big Hollow for voting to create a team; to Grant High School for bringing in the activity in the middle of a recession and giving us students a chance to express ourselves; to my coaches, past and present, and my good friends' parents (and mine) who have driven us everywhere and been our champions." – *Rudy Repa*

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Hallandale High School	FL
Lake Wales High School	FL
Sarasota Military Academy	FL
Sheridan Hills Christian School	FL
Academe of the Oaks	GA
Lockport Township High School	IL
Notre Dame College Prep	IL
Leaders Academy	KR
Milton High School	MA
Kelliher High School	MN
Kimball Arga High School	MN
Sauk Rapids-Rice High School	MN
Virginia High School	MN
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Cleveland NJROTC High School	MO
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Father Tolton Catholic High School	MO
Gateway STEM High School	MO
McKinley Classical Leadership Academy	MO
Metro Academic & Classical High School	MO
Germantown High School	MS
Mississippi School for Mathematics & Science	MS
Caldwell Academy	NC
Charlotte Catholic High School	NC

Richmond Senior High School	NC
Northern Cass High School	ND
Northern Valley Old Tappan	NJ
Perth Amboy High School	NJ
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FLORIDA FORENSIC INSTITUTE

The Florida Forensic Institute sends its warmest congratulations to our alums, as they begin the long march to Birmingham...

- ❖ In September, FFI alums earned multiple Tournament of Champions bids in both Congressional Debate and Public Forum Debate!
- ❖ The Florida Forensic Institute continues its dominance in Congressional Debate with the Congressional Debate Champion at the 2012 Yale Invitational.
- ❖ This year's Champion in Humorous Interpretation at the 2012 Yale Invitational is an FFI alum!
- ❖ FFI congratulates finalists in Extemporaneous Speaking, Dramatic Interpretation, and Original Oratory!

Best of luck in December!

Don Crabtree,
Curriculum Director

July 19–August 2, 2013

Extension August 2–5, 2013



Unlock your potential with League resources!

To get started, log in to our new website! Then click to
www.nationalforensicleague.org » **High School** » **Resources**



* **Students**, be sure to request your **Website PIN Code** from your coach before registering on our site. Your advisor may access your PIN by logging in to the Points Application: www.nflonline.org/points_application.

Don't miss our online topic analyses, final round videos, webinars, and much more!

COACH PROFILE

Faye Varias



► **How did you become involved in speech and debate?**

I became involved in speech and debate during my junior year of high school when a friend of mine asked me to be her partner for Policy Debate. While we were completely demolished by the opposing team, I loved being in the National Forensic League and transitioned to compete in Original Oratory, where I qualified to compete at nationals.

► **Why did you decide to become a speech and debate coach?**

When I moved back to Guam, I wanted to become involved in the local National Forensic League program because I felt it played such a large role in my career as a journalist. I became a volunteer judge and learned that the program wasn't only dying out islandwide due to budget cuts at the Department of Education, but my alma mater (Academy of Our Lady of Guam) no longer had a team. After speaking to the administration, I decided to volunteer my services to rebuild what was such a great club and couldn't accept that so many students were missing out on this opportunity. So, beginning in 2009, I became heavily involved in the revival of the program both

at the district level and at my former high school.

► **Tell us a little about your school and forensic program and the features that make them unique.**

The Academy of Our Lady of Guam is an all-girl, college-preparatory Catholic high school with roughly 400 total students. I think this makes for a very unique and challenging program to run, mostly because of our population, but also because the regular curriculum is already intense. However, these traits also make it easier to conduct one-on-one training with the students and really work with them on a personal level. In addition, because the students are already used to an intense curriculum, I have very hard-working young women on my team.

► **What challenges do you face as a coach?**

I believe my biggest challenge is balancing my schedule to make sure all the students get enough one-on-one time to practice. Because my work at the school is on a volunteer basis, I still have to keep my "real job" so I can afford to keep providing my services to the school.

► **What is the most fulfilling part of your job?**

Every coach will probably say this, but seeing a student come out of her shell and succeed is such a great feeling. I had a student join the League in her sophomore year, and when we had an exercise on speaking in front of a group, she burst into tears from nervousness. A year later, she finished the season undefeated in the district and competed at nationals. To know I had a hand in that is so indescribable. It makes all the hard work worth it.

► **In what ways has the National Forensic League helped you as a forensic coach?**

Because we're so far away from the national office, I appreciate all the resources available online. The forums, introductory packets, training videos—all of them were so helpful in brainstorming training exercises, learning what other coaches are doing, and even how to recruit. This was especially helpful since we're in our rebuilding years.

► **How has coaching changed you?**

Coaching has made me more aware of the influence I have on young people, and in turn, I am more mindful of my decisions.

When I was faced with peer pressure in my younger days, I used to think, “Would my parents be proud of this decision?” Now, as an adult, I think, “Is this something I want my students to see me doing?”

► **How does participation in forensics change your students?**

There are several ways forensics affects my students. It makes them more confident, teaches them about time management and balancing their schedules, engages them in world issues—and they just become more aware of the things going on beyond their high school bubbles.

► **How do your students benefit from membership in the League?**

Being a member of the League is a key point on their academic resums. It's one of the few organizations recognizable on a national level coming out of Guam. For that reason alone, it's incredibly valuable. I have several National Forensic League graduates at Ivy League universities now, one of whom received a speech and debate scholarship.

► **What do you want your students to take away from their experience on your team?**


Something I always tell my students is that I'm not asking them to win. I'm simply asking for their best effort and not to give up. In the “real world,” you rarely get what you want. But to have the experience of putting yourself out there and trying your best despite the possibility that someone else is better—smarter, more experienced, more influential—is tough enough as an adult. I want my students to be prepared for that.

“[Forensics] makes [my students] more confident, teaches them about time management and balancing their schedules, engages them in world issues—and they just become more aware of the things going on beyond their high school bubbles.”

► **Why is forensics important?**

Communication skills are vital in any industry. Plain and simple.

► **What would you list as your top five reasons to get involved in the National Forensic League, as either a student or coach?**

As a student: Forensics teaches you to be an effective communicator; the National Forensic League is a nationally-recognized honor society; membership in the League looks great on a college application; you get to interact with people in your school who aren't in your grade; you have the opportunity to travel and represent Guam at a National Tournament. As a coach: Forensics allows a more creative way to engage students in world issues; the League is a great networking opportunity for coaches, teachers, and parents; the League is a nationally-recognized organization; you have the opportunity to travel and represent Guam; it's a great opportunity for personal growth. 

Coach Profile

Faye Varias coaches the National Forensic League team for her alma mater, the Academy of Our Lady of Guam. As a journalist, her career spans more than 12 years, covering stories across the Pacific Islands. Today, she manages a Guam-based media consulting company, produces a local television show, and manufactures pet products for her company, Puppy Love Guam.

Teaching Thanks and Giving to Students

by Nicole Serrano



A debate coach's job does not begin and end with the ring of a bell and often drags on past a debate season's completion. With the countless hours spent teaching ideas, thought processes, and appropriate social interactions to students, a debate coach quickly becomes a life coach.

In November, besides preparing students for another month of competition, coaches have a chance to teach students about Thanksgiving. More than a hallmark holiday punctuated with the smells of turkey and cranberry sauce, this month is about teaching students to be appreciative of what they have. In that vein, I want to suggest two major areas to teach Thanksgiving: giving thanks and giving back.

First, students should learn the lost art of writing thank you notes. A necessity for strong interview skills and for the adult professional and personal life, some students can't compute the concept of writing a thank you note for someone who

gave of their time. A great way to begin students on thank you notes is to ask them to identify individuals who have given their time, talent, or funds to support their debate success. An alumnus may have donated time to watch a practice debate; a coach of a nearby team may have given a particularly helpful post round decision. With a stack of thank you notes in hand (widely available in any Dollar Store, Dollar General, or other discount store), ask students to identify one individual and thank them for their investment. With a brainstorming list, these thank you notes not only will teach your students this important skill, but will also help your program continue to maintain folks willing to give of their time.

Although students will be inclined to first think of the individuals who are visible to them, brainstorm the many folks who are necessary to make the team run. The principal, a registrar, or counselor who assigns classes, the custodians who clean

Thoughts on this article—or others?

Comment on the NDCA website: www.debatecoaches.org. If you would like to submit an article for NDCA Coaches' Corner, please contact Carol Green at carolg@harker.org.


“Thanksgiving may only be one day a year, but the principles of appreciating other individuals can and should be applied year round even in our competitive activity.”

up after tournaments, and/or a bus driver all make the team happen. Really talk to them about what goes into making a team function.

Often people are quick to assume that because it is someone's job to do something that they needn't be thanked. However, debate teams are often at the margins of people's actual responsibilities. The number of school employees who spend extra time cutting a check, who wait to drive them home even when a tournament is an hour behind, or who do any of the other million necessary steps to get students safely to and from an event will amaze even some of the most sophisticated teenagers. Ask them again to write a thank you note to these individuals and include a message about what debate has meant to them. More than just teaching students to be thankful, you're also teaching students that debate is a large operation.

Giving is often a more complicated objective to teach. Students are often eager to judge at tournaments, but one of the best ways to teach them to give is by connecting them as mentors with younger students on your team. By having juniors and seniors “adopt” a first- or second-year team, they

create the sense of team unity that is so important for success. Turning over a debate practice or class to students is another great way to empower them and allow them to give back to students. Much like a debate round requires preparation, however, emphasize that teaching also requires advance preparation. Writing a lesson plan with an objective and activity to go with it will make you feel more comfortable about turning the period over to the students and also teach them how to think through major presentations in their adult careers.

Thanksgiving may only be one day a year, but the principles of appreciating other individuals can and should be applied year round even in our competitive activity. By teaching students not just how to anticipate an opponent's argument but also to anticipate the kind of gratitude someone would like to have, they will be stronger and more capable leaders. Hopefully they'll send you a thank you note for your patience in teaching them about thanking and giving. 

Nicole Serrano is the Executive Director of the Dallas Urban Debate Alliance, 2012 Outstanding League.

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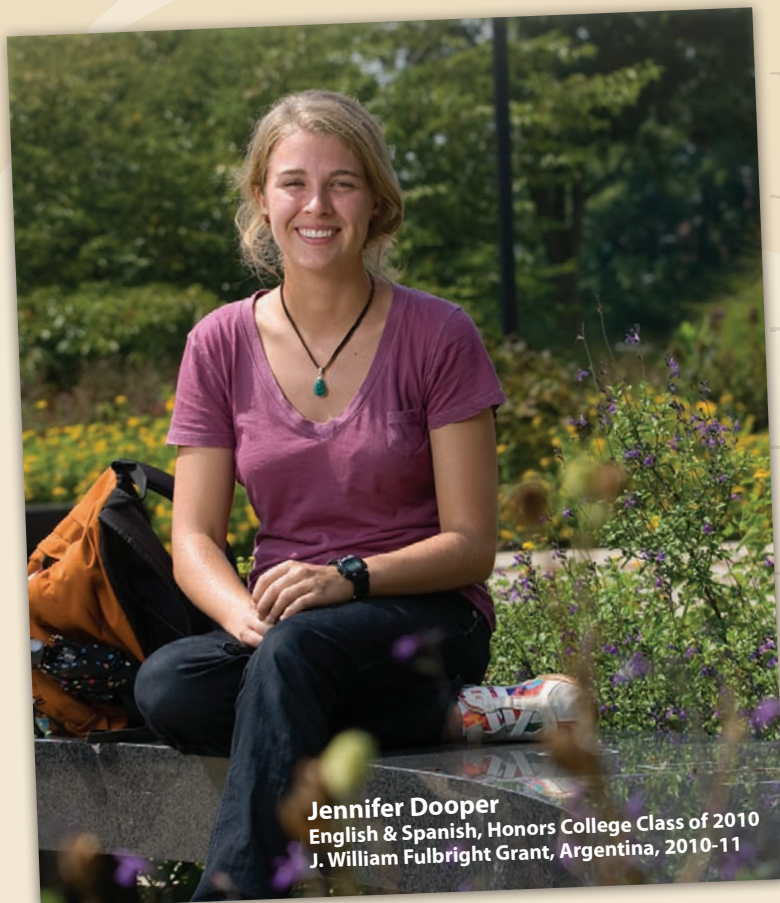
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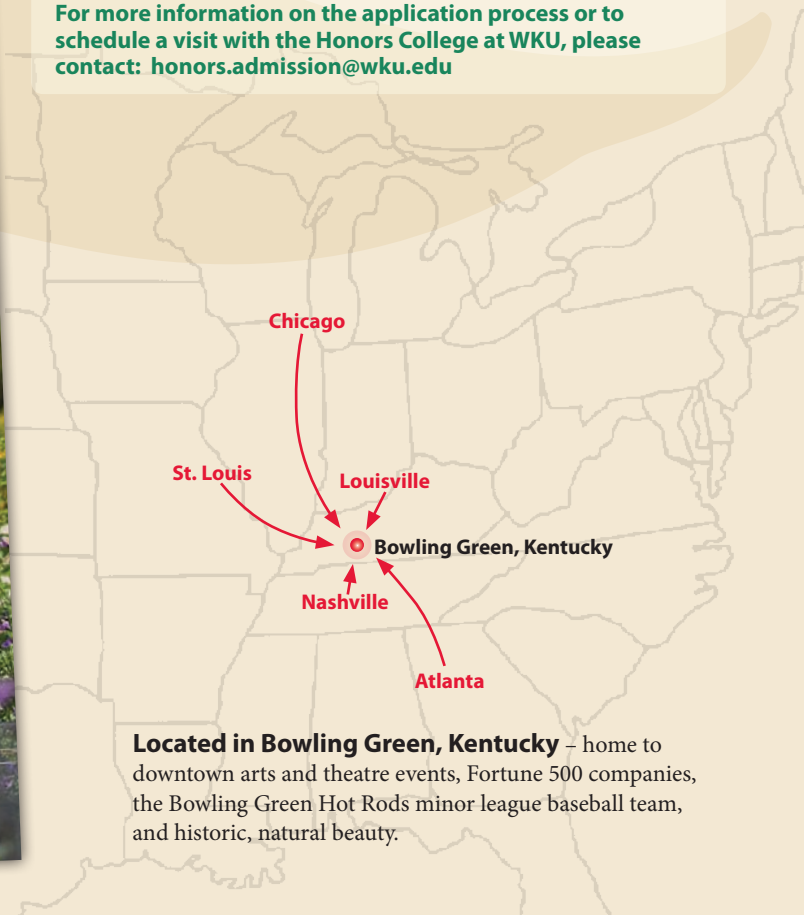
- 27 ACT composite or combined verbal and math SAT of 1210
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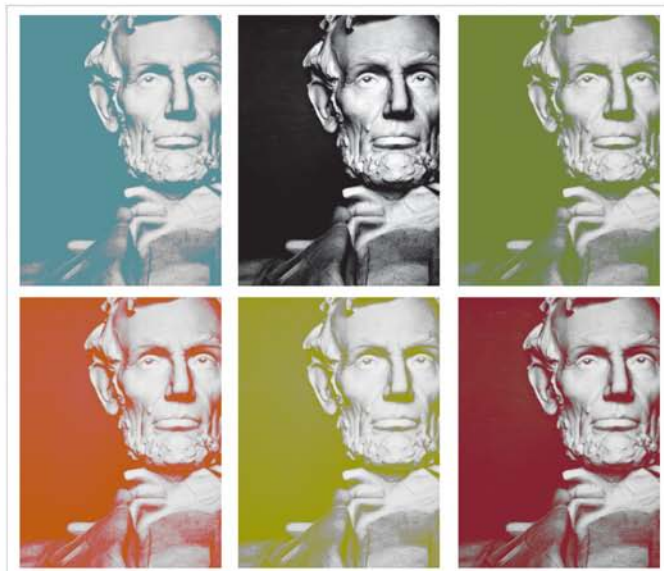
For more information on the application process or to schedule a visit with the Honors College at WKU, please contact: honors.admission@wku.edu



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