

ROSTRUM

April 2008

Volume 82

Issue 8



JUNE 15-20, 2008
LAS VEGAS, NV

The Meeting of Great Minds

CDE DEBATE HANDBOOKS 2008-2009: Alternative Energy



**ALTERNATIVE
ENERGY 2008-09
Vol. 1**

CDE

W. Bennett

TESTIMONIALS

"Unique evidence and arguments unavailable elsewhere." J. Prager, California

"I wouldn't go a year without CDE." V. Zabel, Deer Creek

"So much more complete than all the other handbooks that I don't see how they stay in business." J. Dean, Texas

"These are the best handbooks I have ever seen." Coach, Highland Park H.S.

"Of the 700 plus pages in your 3 books there wasn't one thing we didn't end up using; we discarded or gave our novices most of the handbooks we bought from other companies." Jen Johnson, Florida

"Your generic blocks are really good. I get bothered by how much duplication all the other handbooks have, its like they're all written by the same person."

John Denton-Hill

- **NATIONAL CAMP SURVEY ranks CDE**

Handbooks "the best in the nation."

- Texas-based speech newsletter finds CDE Handbooks and Affirmative Cases Book the biggest, most complete, and best debate books available.



- The **ROCKY MOUNTAIN EDUCATION** Survey looked at CDE, Paradigm, DRG, Squirrel Killers, West Coast, Michigan, Communican, and Harvard. They rank CDE best in every category except editing.

CASE SPECIFIC BLOCKS on:

Alt. Fuels Credit
Battery electric vehicle
Big Beef/Methane
Bioconversion
Biodiesel
Bioenergy
Biofuels
Biogas
Biorefineries
Blue energy
Building Codes
Carbon Taxes
Clean Ren. NG Bonds
CHP (combi. heat & Power)
Clean technology
Coal bed methane
Dams/Hydroelectric
Energy-efficiency Tech.
Energy tower
Ethanol
Fission and Fusion
Fuel Cell
Geothermal (both dry & Hot rock)
Geothermal heat pump
Green building
Green NG certification
GTL (Gas to liquid)
Hybrid or Green vehicles
Hydrogen/Hyd. Vehicle
Hydrokinetics
Jathropa bean
LED/Light Emitting Diodes, LNG
Loan guarantees
Low-carbon economy
Microturbine
Natural gas
Nonbusiness NG Property
Tax Credit

Nuclear Energy/Power
Ocean NG
Ocean Thermal NG
Oil sand/Tar sand
Photovoltaics
Photovol. Power stns.
Plug-in hybrid vehicles
Pyrolysis
Renewable NG Certificates
Recycled Energy Systems
Renewable NG Stubs
Renewable natural gas
Renewable Portfolio Stand.
Residential solar systems
Residential Wind Energy
Resource Standards
Seasonal thermal store
Soft energy, Solar design
Solar guerilla
Solar silicon, Solar Wafers
Switchgrass
Tax break repeal;
Tax Credit
Tax Incentives
Tidal power
Tight gas
Two-way Meters
Waste mgt.
Waste-to-energy
Wave energy
Wind Farms
Wood chips
Wood fuel /pallets
Wood gas
Zero-energy building/Low NG building



**ALTERNATIVE
ENERGY 2008-09
Vol. 2**

CDE

W. Bennett

DISADVANTAGES & Harm Turns

Cost-Benefit/Expense
Env. Harms of NG Gen.
Environmental Ethic
Ice Age
OPEC
Terrorists
Tipping point

COUNTERPLANS

Building Codes-Local/State
NGOs,
Int'l Organizations
Interstate Compacts
States/Federalism

HARMS

Fuel poverty, Global Warming
Peak oil, Tipping Point, water or air pollution, Runoff, import vulnerability,

national security, war, deforestation, desertification, petroauthoritarianism
KRITIKS
Anthropocentrism
Deep Ecology, Earth-talk
Ecofeminism
Eco-Modernism
Ecological Terror, Eco-Scam,
Environmental Externalization,
Env. Scapegoating,
Nuclearism
Nuclear Numbing, Nuke-speak, Science, Scientific Realism, Techno-Strategic
SOLVENCY & ATTACKS

Person power shortages
Bureaucracy
Infrastructure
Enforcement
Export Growth
U.S. action not enuf
INHERENCY
CAFÉ Standards
Clean NG Trends
Econ Security & Rec.Act
Energy infrastructure
Energy Tax Act
EPA, Federal vehicle standards, Incandescent light bulb out, Solar, Wind, Geothermal Power Incentives Act



**ALTERNATIVE
ENERGY 2008-09
Vol. 3**

CDE

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Building Brighter Futures



The National Forensic League: Where Dreams Come True

by Lori Johnson

 **Lincoln**
Financial Group®



The National Forensics League held the 2007 National Championships in Derby, Kansas with the final events at Century II convention hall in Wichita. The catchphrase was *“Over the Rainbow Where Dreams Come True.”*

The first week I started working for Lincoln Financial, coworkers told me about Lincoln’s proud sponsorship of the NFL and about how district tournaments worked. As a volunteer representing Lincoln Financial, the national championship was my first exposure to any NFL tournament.

Having arrived on Thursday morning, I was looking forward to catching the tail-end of the week-long national competition. Viewing the lobby of the convention center from the balcony above gave me the first indication of just how large this event was.

Hundreds of students were visibly excited and waiting to get good seats at the finals competition. The buzz around the place was tremendous, and it was still hours before the doors of the auditorium would open. That’s when I realized what an extraordinary event this was going to be.

I walked downstairs into a sea of students, skirted the crowd, and headed up front to the Lincoln Financial table. My coworkers were giving away frisbees and other items. Some of the students took enough toys that snapped together, that they were able to form a long chain which helped them pass time.

As the time of the next competition grew closer, the students compacted into the front area. One student

acted like he was going to bang on the glass doors with both fists. It seemed he could have started a riot and broken the doors down but turned away with a mischievous smile.

This all led up to the Humorous Interpretation. The top six students gave their all, and we were enthralled. The first contestant was my most memorable. He did hilarious imitations of all the main Harry Potter characters. This speech and the four others that didn’t take first place were high quality and tremendously fun to experience.

I was also fortunate to attend the Dramatic Interpretation and the Duo Interpretation as well as a Domestic Extemporaneous Speaking competition. The competition was fierce with the finalists taken from thousands of students competing.

The awards ceremony was held Friday night. The voices in the audience were charged with excitement. We volunteers were directing award recipients down from the stage and into another area for picture taking. The winners were so ecstatic; most of them seemed disoriented to the point that they needed guides to help them once they were down from the stage.

“Over the Rainbow Where Dreams Come True” was spot on, not just a catchphrase. The events were awe-inspiring to witness. I’m glad I had the chance to attend an NFL tournament, and would highly recommend the experience to anyone interested in going.

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From the Editor

J. Scott Wunn



Dear NFL:

A key component of the National Forensic League is its honors and recognition system. For eight decades, this system has provided excellent ways in which coaches can recognize students for their achievements throughout the season and their careers. Coaches should seriously consider awarding NFL honor cords to all seniors to be worn during their graduation ceremony. These cords are a symbol of the student's commitment to the honor society and the tenets of the NFL honor code. In addition, coaches can reward seniors with diploma seals and graduation pins. The rewards system does not end with the seniors. Each member should be presented with an NFL membership key to compliment their official certificate and membership card.

In addition to the NFL membership honor system, some select students are eligible for more advanced recognition. The NFL Academic All-American Award represents the highest achievement in both NFL participation and academic success. Students who have earned 750 points or more could be eligible for this prestigious and academically recognized honor. Coaches should also consider establishing program legacy awards that recognize members of their program for individual and group achievement. The NFL has created several perpetual plaque awards that schools can use to represent the history and success of their own programs.

One of the greatest rewards that a student can receive from participation in forensics is a scholarship. All students should immediately register for the NFL's College and University's of Excellence Program. During the 2008-2009 academic year, partner schools will award several thousand dollars in undergraduate scholarships to NFL student members. Students must be NFL members and must be registered to be eligible for these scholarships.

The NFL is proud to honor the achievements of its members. Please take this opportunity to ensure your students gain the recognition they deserve. The best way to access all award opportunities is to go to www.nflonline.org!

Sincerely,

J. Scott Wunn
NFL National Director

Rostrum

Official Publication of the National Forensic League

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Member Schools:

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subscription

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

Topics

April Public Forum Debate Topic:

Resolved: That the Economic Stimulus Act of 2008 will successfully mitigate economic slow-downs over the next year.

March/April Lincoln Financial Group/ NFL L/D Debate Topic

Resolved: Hate crime enhancements are unjust in the United States.

2007-2008 Policy Debate Topic

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

Executive Council Election

Ballots have been mailed to all chapter schools. Due by May 1st.

Don't send to NFL. Send to:

Dr. James Hecht
Credentialing Services, Inc.
P.O. Box 1502
Galesburg, IL 61402-1502

Submit Public Forum Topic Ideas

Go to www.nflonline.org to share your ideas for good Public Forum Debate Resolutions with the National Topic Selection Committee.

2008-2009 Policy Debate Topic

Resolved: The United States federal government should substantially increase alternative energy incentives in the United States.

Submit Articles for Publication

The NFL Office is always looking for well-written articles by both NFL coaches and students. Please consider contributing feature articles, editorials, pictorials, and special interest stories to the NFL. All articles should be sent to:

Sandy Krueger, NFL Publications Director
Email address is: nflrostrum@nflonline.org

Topic Release Information

L/D Debate Topics available by calling NFL Topic Hotline (920) 748-LD4U

OR

Check the NFL Website under "Resource" tab, Current Topics at www.nflonline.org

L/D Topic Release Dates:

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

Public Forum Topic Release Dates:

<i>August 15</i>	--	<i>September Topic</i>
<i>1st of prior month</i>	--	<i>October-April Topic</i>
<i>February 1</i>	--	<i>March-April Topic</i>
<i>May 15</i>	--	<i>National Tournament Topic</i>

Policy Debate Topic for New Year

- Topic Ballot & Synopsis Printed in October *Rostrum*
- Final Ballot for Policy Debate Topic in December *Rostrum* Topic for following year released in February *Rostrum*

ROSTRUM



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Honor & Recognition

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Whitman National Debate Institute



Policy, LD, Public Forum

July 20 - August 8, 2008 (3 week Policy or LD Session)

July 20 - August 1, 2008 (2 week Policy or LD Session)

August 1-8, 2008 (1 week Public Forum Session)

1. Individual attention

4 to 1 staff to student ratio and the vast majority of your time will be spent in small labs with four to six people, not in huge faceless lectures and oversized classrooms.

2. Practice debates and drills

In policy debate, you do 4 practice debates, 4 drills and a tournament during the first two weeks; 5 practice debates and another tournament during the third week. In LD and Public Forum, you do 2 debates each day of the camp culminating in tournaments.

3. Evidence and Arguments for Success

Our staff research before the camp and you supplement staff research so you won't go home with a few paltry pieces of evidence and you won't spend endless hours as a research slave. We guarantee at least 4,000 pages of policy, 1,500 pages of LD, and 400 pages of Public Forum materials. Each debater receives chosen prints of files plus electronic versions of all files.

4. Beautiful location and housing

Whitman is located in southeast Washington State. Modern, comfortable classrooms feature fast wireless Internet access with multiple computers and an excellent library. Residence rooms are split in two or apartment style, showers are private, our lounge brings people together for fun.

5. Family feel with a great staff

People at our camp feel connected, not isolated. You'll work with our fantastic staff: Ben Meiches (NDT Octas), Matt Schissler (NDT Octas), Katie Kauf (NFL CX Champ Coach), Sam Allen (CEDA Elims), Candi Kissinger (CEDA Elims), Ross Richendrfer (NDT First Round), Nicholas Thomas (4 time NFL LD), Joe Allen (TOC LD Quals), Aimi Hamraie (NDT Champion).

6. Transportation to and from the airport

Whitman is easily accessed via plane or bus and we have a shuttle to and from the Pasco and Walla Walla airports.

7. Cost Effective

Compare prices. You will not find any camp that provides the individualized attention, quality of staff and instruction, and amenities we provide at anywhere near the price. See our web page for details.



**ONLINE REGISTRATION FORMS, SEE OUR STAFF, AND MORE INFO AT:
www.whitman.edu/rhetoric/camp/**

West Coast Publishing



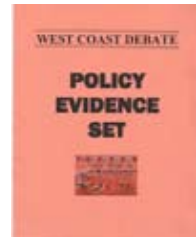
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- **Negative Handbook** (Over 170 pages; Renewable Energy disadvantages, CPs, answers to cases, definitions, more)
- **Kritik Handbook** (Over 170 pages; Renewable Energy specific kritiks and answers to those kritiks)
- **September Supplement** (Over 150 pages, updates, answers and new Renewable Energy cases, DAs, CPs)
- **October-June Updates** (Six updates with 255 total pages on Renewable Energy, The 10th of Oct-Mar, and June)
- **PolicyFiles** (web page with above evidence plus key backfile evidence and all our theory blocks)



LD Evidence Set

- **NFL LDFiles** (50 to 60 pages with topic analysis, aff. and neg. evidence provided for each announced NFL LD topic)
- **UIL LDFiles** (50 to 60 pages with topic analysis, aff. and neg. evidence on each UIL LD topic)
- **PhilosopherFiles** (All of our West Coast Philosopher-Value Handbooks on a web page)
- **LDFiles** (includes over 100 previous West Coast LD Supplements on a web page)

Extemp-Parli-Congress-PublicForum Set

- **NewsViews** featuring articles with the pros and cons on current issues. You receive 20 page updates every two weeks (Sept, Oct, Nov, Jan, Feb, Mar, and one in June). Learn and cite key arguments on current events to do well in Extemp.
- **ParliCongressFiles** provides 20 pages each month with cases and opposition strategies on the latest and recurring arguments. Great for Student Congress and Parliamentary Debate.
- **PublicForumFiles** offers for each Public Forum debate topic 20 pages including a topic analysis, affirmative case and supporting evidence, negative arguments and evidence.



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- **Includes the Prepbooks** that involve students in preparing cases, refuting, and flowing using real evidence on this year's POLICY-CX topic and great example LD and PUBLIC FORUM topics PLUS Parli instruction.
- **Includes the Dictionary of Forensics** with definitions, examples, and uses of terms from Policy, LD, Parli, Public Forum, Argumentation, Rhetoric, and Individual Events. A fantastic resource.
- **Includes the BDB IE Textbook** with 142 pages chock-full of step by step instructions, advanced tips, examples and more on extemp, impromptu, oratory, expository, interpretation and more IEs!



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Apollo Debate

Debate Deep

Apollo Goes *Hollywood* (Now On YouTube) ***Behind The Parody: The Apollo Girl Chronicles***

This month's focus is on the elasticity of Apollo services.

Apollo Debate is a living, breathing resource (just don't tell Antonin Scalia). Purchasing the Discourse Series is not just buying a book; you're purchasing a yearly subscription, receiving dynamic and continual support from the Apollo Debate Staff from June to June.

Email Support.

The particulars of forensics can vary depending on what area you are in. A general commentary won't always be applicable or beneficial to you. After designating a primary account your squad is welcome to email specific questions or comments as often as you like (as long as you don't spoil next week's episode of *Lost* or *Grey's Anatomy*). Emails received by Apollo Debate will be answered by a member of our staff within 24 hours.

Newsletter.

On a bi-monthly basis the Apollo Staff will select a sampling of questions received during that time and answer them in a formal email release to all members. Often it will be in the form of analysis and explanation or the offering of opposing viewpoints on a subject. Occasionally it will include cut evidence. We may even release blocked positions and complete strategies for a commonly received query from the emails.

Patches.

Software companies have the right idea. They don't believe a product is finished simply because it's been received by the end user. In addition to scheduled supplements we'll continue to correct, revise and even add to our product in the form of "patches". Examples include revised or new articles for instructional books and special releases when current events affect the resolution.

Visit ApolloDebate.com to watch the Apollo Videos and find more information on Apollo's Instructional Books, Topic Resources, Scheduled Supplements, and support resources for Extemporaneous Speaking and Original Oratory.

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Florida Forensic Institute

And The

National Coaches Institute

July 21 - August 1, 2008

Extension: August 1 - 4, 2008

Alternative Programs: July 25 –August 4, 2008

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NFL Summer Workshop Program

2008 Scholarship Sponsoring Summer Forensic Institutes

Baylor Summer Debate Workshop

Dates: July 6-13

Location: Waco, TX

Events offered: coaching, administering a squad and tournament, argumentation and debate

www.baylordebate.com

Bradley University Summer Forensic Institute

Dates: July 13-26

Location: Peoria, IL

Events offered: Interp, Oratory, Extemp

www.bradley.edu/continue/sfi/index.html

CDE National Institutes

Dates: July 15-31

Location: Albuquerque, NM

Events offered: Extemp, Lincoln-Douglas, Policy, Public Forum

www.cdedebate.com

Florida Forensic National Coaches Institute

Dates: July 18-August 1

Location: Davie, FL

Events offered: Student Congress, Oratory, Public Forum, Interp, Lincoln-Douglas

www.ffi4n6.com

George Mason Institute of Forensics

Dates: July 26-30

Location: Fairfax, VA

Events offered: Interp, Oratory, Extemp

www.gmuforensics.org/gmif

IDEA Debate & Citizen Journalism Institute

Dates: June 29-July 19

Location: Decemko Resort near Dikili Town, Turkey

Events offered: Advanced Argumentation and Rhetoric, Coaching Debate, Worlds Debate, Lincoln-Douglas, Parli

www.idebate.org

Liberty Debate Institute

Dates: June 22-June 28

Location: Lynchburg, VA

Events/type of instruction offered: lectures, small group discussion, and debate observation.

Mean Green Workshops

Dates: June 22-July 5

Location: Denton, TX

Events offered: Lincoln-Douglas, Policy, Student Congress

www.meangreenworkshops.com

Nebraska Debate Institute

Dates: July 25-August 2

Location: Lincoln, NE

Events: Lincoln-Douglas, Policy, Public Forum, Student Congress

<http://nitdebate.lps.org/stories/>

Spartan Debate Institute

Dates: July 6-11

Location: East Lansing, MI

Events offered: Lincoln-Douglas, Policy, Public Forum

<http://debate.msu.edu>

The Championship Debate Group

Dates: July 27-August 1

Location: Austin, TX

Events offered: Lincoln-Douglas, Policy

www.thechampionshipgroup.com

Victory Briefs Institute

Dates: July 20-August 2

Location: Los Angeles, CA

Events offered: Lincoln-Douglas, Policy, Public Forum

<http://www.victorybriefs.com/institute/>

Sun Country Forensics Institute for Coaches

Dates: July 13-19

Location: St. George, UT

Events offered: Lincoln-Douglas, Policy, Public Forum and all NFL Individual Events

University of Iowa National Summer Institute of Forensics

Dates: June 30 - July 6

Location: Iowa City, IA

Events offered: LD, Policy

<http://www.continuetolearn.uiowa.edu/debate/>

Western Kentucky University Summer Forensic Institute

Dates: July 13-18

Location: Bowling Green, KY

Events offered: Interp, Oratory, Extemp

www.wku.edu/forensics/sfi/index.html

Whitman National Debate Institute

Dates: July 20-27

Location: Walla Walla, WA

Events offered: Lincoln-Douglas, Policy, Public Forum

www.whitman.edu/rhetoric/camp/index.htm

NFL
SUMMER WORKSHOP PROGRAM
FOR COACHES AND TEACHERS
Scholarship Application
(type or neatly write)

Name: _____ Home Phone: _____

School: _____ Mobile Phone: _____

School Address: Street _____ City _____ State _____ Zip _____

School Phone: _____ Fax: _____ No. of yrs. coaching: _____

Email: _____ No. of yrs. teaching: _____

Please check all boxes that best describe your educational interests:

- | | |
|---|--|
| <input type="checkbox"/> Individual Events education and coaching | <input type="checkbox"/> Lincoln-Douglas Debate education and coaching |
| <input type="checkbox"/> Policy Debate education and coaching | <input type="checkbox"/> Student Congress education and coaching |
| <input type="checkbox"/> Public Forum education and coaching | |

Please expand on your educational needs below including your coaching strengths and weaknesses (please be specific and feel free to type a separate document for details and elaboration):

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_____	_____	Yes <input type="checkbox"/> No <input type="checkbox"/>
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MEET THE NFL DISTRICT CHAIRS

In appreciation and recognition of our dedicated District Chairs, the NFL will be featuring some of the League's outstanding leaders each month. Look for your District Chair in upcoming issues and tell them how much you appreciate them.



ANDREW WEST, CAROLINA WEST DISTRICT

Andrew West, Myers Park HS in Charlotte, North Carolina, has been the district chair of Carolina West for the past two years. Having coached for the past 16 years, Andrew has an extensive amount of experience that gives him insight on the NFL and the Carolina West District. "We all understand the overwhelming support, funding, attention and publicity that high school football (and other spectator sports) receives from the school system, the individual schools, and the media, especially those of us in the South. As coaches and facilitators of academic teams (Debate, HOSA, DECA, HI-Q, Odyssey of the Mind, Chess, etc.), we often have to struggle more than we should have to for both funding and recognition for our successes. The NFL is vital to us as they help communicate both our importance and successes to superintendents, school boards, principals, and the local media." Andrew was the Myers Park Teacher of the Year (2007-2008); NFL Third Diamond Coach (2008); Tarheel Forensic League Coach of the Year (1996, 2005); Carolina West District Coach of the Year (2000, 2001); received National Board Certification (2006); and has had teams win the state championship (6 times) and the district championship (9 times). "I have learned that we are in this event for the education of students, and not our personal egos, and that it is in our best interest to build strong programs throughout the state; that an organization dominated by a few strong programs is not productive and will not build the organization as a whole and thus would work against us in many ways."

DAVID MCKENZIE, NORTHWEST INDIANA DISTRICT

David McKenzie, Plymouth High School in Plymouth, IN, has been the district chair of the Northwest Indiana district for seven years and is in his 28th year of coaching. "We are seeking to grow NFL. For established NFL programs, we are offering small student scholarships and special school awards based on growth of programs and NFL participation. For new programs, we are developing a system of mid-week novice after-school tournaments throughout northern Indiana that are less time consuming and require less travel. All of these efforts are intentionally designed to increase participation in competitive speech and debate." David is certainly celebrated in his state and in the nation for his work in speech and debate. David was the NFL Coach of the Year (2007); a four diamond coach; has earned Silver and Bronze District Chair Awards and Three NFL Service Awards; named Indiana's National Federation Speech and Theatre Teacher Award; Manchester College Alumni Teacher of the Year (2003); Indiana High School Forensic Association Hall of Fame (1999). "Our committee plans to grow and prosper competitive speech and debate in Northwest Indiana! We will seek to continue to develop the ideas we have generated in the past and continue to think "outside the box" as we work to meet our goals."



KATHY MARTIN, NORTHERN LIGHTS DISTRICT

Kathy Martin, Dilworth Glyndon Felton HS in Glyndon, Minnesota, has been coaching for 33 years and serving as chair for four years. Kathy leads the Northern Lights district with goals in mind. "I would like to see Northern Lights retain its nickname as the "friendly" district. I hope to attract more schools in the area to the NFL. I would like to see more student involvement in Debate and Congress. Last year, 11 of the 21 schools in our district qualified for Nationals and I would like to see that trend continue." Kathy is a three diamond coach; Minnesota Speech Coaches Association Class A Coach of the Year (2005); and has received the Minnesota Speech Coaches Association Service Award (2006). "The NFL is important in our area of the country as we tend to be overshadowed by the amount of publicity surrounding athletics. The NFL, because of its national reputation, has helped bring more attention to the world of forensics; furthermore, it has enhanced the quality of forensics in the state. NFL also provides a level playing field for all students. One of the reasons that I value the NFL is that as an educational vehicle it provides for the development of leadership in each and every student whether or not they win a "prize"."

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Coach Profile

MEET LOIS GORNE

by
Tyler Billman
NFL Staff



Lois Gorne is the head coach at Federal Way High School in Federal Way, WA. She is a five diamond coach.

When was your first NFL experience? Explain that time and how it affected you.

It was my second year of coaching at Federal Way High School, we had just joined NFL and I had been persuaded to attend the qualifying tournament in Spokane. At that time Washington just had one NFL District. We had three students that entered and I was unfamiliar with all of the NFL rules. When we arrived at the tournament, we realized that the interp selections had to be memorized! The students competed sans scripts. For me the valuable lesson learned was to carefully read and be informed of all of the rules for tournaments.

What is your team philosophy at Federal Way HS? Do you have a team motto?

Every member is encouraged to choose the event/s they are drawn to and try it out. Once they have had a tournament experience, as a coach, I help steer them in the direction that I feel they are best suited in. Everyone has strengths, sometimes it takes a bit of experimenting to find the right fit. The students also have to enjoy the event that they are doing, as well as be challenged by it. As far as the motto, this sign has been in my classroom since day one: EVERYONE IS SOMEONE IMPORTANT.

How many hours do you spend with this activity a week?

In the height of the competitive season (September - March) outside of the regular class period, after school an average of 35 hours which does not include tournaments on the weekends. The team goes to 20 tournaments a year, not including nationals. Honestly, I have never figured out the exact hours spent.

What do you consider your coaching strengths?

I also am the drama instructor at Federal Way, and fortunate that there is quite an overlap of students in both programs. This certainly helps in coaching the interp areas, since many of the techniques are used in both disciplines. The original events, oratory and expository also are ones that I enjoy coaching because of the creativity involved.

Do you have any fundraising secrets that you use with your team at Federal Way HS?

A rule of thumb is sell/provide items/activities people want. The fundraiser needs to be something the team can buy into and support. Finally, the fundraiser should be done in a short span of time and have a big

return for the team. We sell poinsettias for the holidays, do a 40 hour non-stop Blabathon for the school and this year did an alumni play for the public which was a big hit.

What qualities do you look for when recruiting students for your program?

Some of our best recruiting comes from word of mouth by team members, seeing the fun they are having, awards in the showcase and the individual as well as team success of the program. In my classes, writing skills, creativity, dedication, risk takers, and a curiosity to try new things. Then there is that sense of seeing the possibility in a student by their actions or what they say.

How important was mentoring to you as a new coach? Do/Did you have a mentor and if so, who and how have they changed the way you look at forensics and/or coach?

This will date me, but when I started coaching "mentors" weren't exactly an in thing. However, there certainly were experienced coaches that were very helpful in answering questions, giving advice, that I would consider excellent role models. Craig Beetham, Carol Coe and Mike Burton rate right there at the top.

Coach Profile Interview

Lois Gorne

What is exciting about being an NFL coach in the state of Washington?

Federal Way is in the Western Washington NFL District and the exciting thing about our district is that we really are like one family. We all genuinely like one another, we work well together, support one another, and still are very competitive in a positive way. We look forward to the beginning of another debate season because it is a time to be with our friends, to laugh, tell stories and face the challenge of a new year.

What is unique about Federal Way as a NFL chapter?

Federal Way HS has a very diverse culture made up of students of wide variety of ethnic, economic backgrounds and range of interests. It is exciting to see this mix of students come together to form a common bond in speech/debate. The program has really broken down some barriers at school. It is gratifying to observe the impact former students have also had on the program in their way of giving back in coaching, judging and financial support.

What is your favorite memory from a National Tournament?

This wouldn't be classified as a "favorite" memory but it does make for a good story. The Fargo, North Dakota Nationals was a disaster from the beginning: Our plane couldn't land in Minneapolis due to a lightning storm, we sat in Duluth for 3 hours on the plane without any water or air, missed the flight to Fargo, had to sleep in the airport in Minneapolis, fly out the next morning via Chicago, no transportation once arriving in Fargo, reservation given away, student ended up in the emergency room, it rained buckets and we were soaked the majority of the tournament.

What do you find to be your greatest challenge as a coach?

Not having enough hours in the day to do all that I'd like to do. And being able to spend more individual time with students.

What is your vision for the future of NFL?

It is exciting to see the changes that are occurring, there are so many more opportunities for students and coaches that are positive.

Do you have any advice for new NFL coaches?

Don't be afraid to get your "feet wet," jump in, get involved, ask questions. Start with a few events, build the program. It's an activity you only learn by "doing!"

Has forensics changed since you first entered the activity? If so, explain.

Most definitely. The addition of LD Debate, Duo, going from Boys/Girls Extemp to International/Domestic, and implementing Public Forum has certainly changed things and given more opportunities to student's interests.

"When students on my team graduate from Federal Way High School, I hope I have taught them to have confidence, recognize their strengths, to challenge themselves, and most of all to enjoy the journey."

-Lois Gorne

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NFL Chapter may present Award to any NFL member who meets the above criteria

We certify that the above information is true and accurate and that the student nominated, in addition to the above criteria, has demonstrated character, leadership and commitment.

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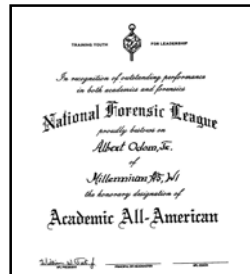
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**I have enclosed money
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Quantity

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Total Enclosed \$ _____

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Your School Doesn't Have to Win Nationals:

Pedagogical and Practical Benefits of Forensics to Educators and Administrators



As anyone who participates in forensics understands, our activity generates myriad positive effects for all who participate. In fact, the so abundant are the benefits of forensics that one article could not contain them all. This article is the first installment of a 3-part series which explains the benefits of forensics to students, educators/administrators, and communities.

By Jennifer Billman

If only students benefited from competitive forensics, the activity would still be worth our effort and support; however, educators and school systems gain benefits tantamount to those of students. Forensics improves GPAs, standardized test scores, and student retention, frequent litmus tests of school efficacy. It also encourages sound pedagogical aims and rewards different ways of knowing, two keys to effective instruction. Forensics uniquely benefits both gifted and at-risk populations, providing a rigorous and relevant education to everyone involved. Finally, it serves very pragmatic aims of reducing disciplinary problems and increasing community support from school stakeholders.

While institutionalized speech and debate classrooms are critically important to students (see Tucker and Phipps, 2002), the benefits outlined below are most evident when classroom instruction accompanies competitive forensic opportunities. As Minch explains, "While classroom instruction of speech is vitally important for teaching fundamental concepts of oral communication, such a schedule cannot provide the detailed feedback, rehearsal and polish that an after-school, co-curricular program in speech, debate or theater can" (2006, p. 10). Because research overwhelmingly indicates that competitive forensics advances education to

a degree that no other activity can replicate, this essay seeks to justify a co-curricular competitive forensics program in addition to speech and debate classes as part of each high school's standard curriculum.

Forensics improves standardized test scores, graduation rates, and proportion of college-bound students.

Initially, the academic benefits from a forensic team improve a school's performance at large. Owing in no small part to well-documented gains in critical thinking skills, (Allen, Berkowitz, Hunt & Loudon, 1999; Bellon, 2000; Colbert & Biggers, 1985; Fine, 2001; Luong, 2000; Minch, 2006), forensics promotes proficient work that reflects high-level understanding of standards of content and performance. Forensics provides a tool for learning, a way for practitioners to synthesize a wide body of information (Bellon, 2000); because of this, myriad concepts, including core concepts assessed at state and local levels, become more relevant and accessible to students. Not surprisingly, members of forensic teams tend to excel in the classroom. Minch (2006) wrote that his team members typically had high school GPAs between 3.5 and 3.8. NFL's own alumni survey (Billman & Christensen, 2008) indicated that alumni respondents had a median GPA of 3.75 on a 4.0 scale (n=126, M=3.6). While forensics tends to

attract top students, research indicates that speech and debate education translates into higher academic achievement for nearly every student who participates, regardless of skill level. Collier's year-long study in urban public schools indicated that students who debated improved their reading scores 25 percent more than their counterparts (Open Society Institute, 2004). Anecdotal examples also affirm academic growth as a direct result of forensic involvement (Billman & Christensen, 2008; Carr, 2002).

Not only do forensic students excel in the classroom, placing on average in the top ten percent of their high school class, they tend to outscore their counterparts on national testing measures such as the ACT and SAT (Fine, 2001). Such predictable increases in standardized test scores stem from gains in literacy, comprehension, vocabulary, and writing skills (McCrary, 41). Higher test scores are critically important to educators because their institutions are frequently judged by the test scores they produce. As McCrary explains, "Not only do forensics and debate foster creative and intelligent citizens for the 21st century, they may even help your local school system win the numbers game" (2004, p. 44).

Forensics also increases student retention among participants. As Hinck explains, "Forensics activities can provide an interesting enough challenge to keep

students in school, keep them on track to graduate, or contribute to personal development” (2003, p. 65). Minch (2006) reported on a Kansas study which determined that 94 percent of high school dropouts were not involved in fine arts activities, including forensics. A number of former competitors have reported that forensics kept them in school when they otherwise would have dropped out (Billman & Christensen, 2008). Forensic students also tend pursue college at an exponentially higher rate than their peers: Fine’s survey of high school debaters indicated that 99 percent of them planned to go on to college after high school (2001). Data from the NFL survey indicates that 98.58 percent of respondents attended college after their high school graduation (n=141). One alumnus reported, “I whole-heartedly believe that I would not have attended a four year university if it were not for forensics. My family did not have a history of attending college and while encouraging of me did not have the resources to enable me to attend...Forensics opened up my eyes to colleges and universities, and without it, I do not know where I would be” (Billman & Christensen, 2008).

Forensics serves sound pedagogical aims.

The report of the New Commission on the Skills of the American Workforce points out that American students are in a unique situation, faced with competition from high-skilled workers from other countries who are willing to perform skilled labor at a fraction of American salaries. The commission postulates that students will need to master innovative thinking and problem-solving skills to maintain a marketable position in the workforce and their present standard of living. Unfortunately, current systems of education are insufficient to accomplish this. Students have been groomed to achieve low baselines of competence, conditioned to memorize information ad nauseum and passively receive education. This system, the commission argues, will never generate the type of graduates that can survive at present income levels in the developing world economy (National Center on Education and the Economy, 2007).

While the goal of helping students develop the capacity to understand content that is complex and challenging, forensics helps provides the functional, thorough education that educators currently seek. Sellnow explains that “forensics is an activity which promotes experiential

learning and has been doing so long before experiential education became an educational buzzword” (1994, p. 11-12). Competitive speech and debate students learn to examine the relationships between subject areas, as Bellon explains: “Constructivist research shows how students arrive at new understandings and new meaning only once the opportunity to use new words and concepts in a realistic context exists. Incorporating oral language skills into instruction offers students this opportunity, allowing them to build links between words and ideas that would otherwise be perceived as separate and as having less meaning” (2000, p. 163). By promoting learning that integrates theoretical instruction with structured training, forensics enables students to achieve a richer understanding of content instruction.

Forensics also delivers education superior to that legislated by various state and federal actors by encouraging students to take an active role in the process. Bellon explains that “students, not teachers or texts, are necessarily at the center of the learning process. Because knowledge is constructed by students, schools cannot legislate the achievement of meaningful goals by altering the content teachers deliver” (2000, p. 162). For this reason, forensics is especially meaningful in that it motivates students to direct their own learning experiences (Carroll, 2007). Sellnow (1994) advances this idea, arguing forensics requires students to develop cases, speeches, or selections that they consider to be personally relevant, teaching them to pursue areas of interest for their own edification. This situation is compounded by the fact that students gain access to vast new bodies of information, such as college-level philosophy and a litany of historic events (Carr, 2002). Students learn to comfortably negotiate this new, often highly technical information through countless instances of use in competitive rounds, which enables them to take an active role in decision-making in society at-large (Tucker & Phipps 2002). As one NFL alumnus reported, “I can talk with doctors, lawyers, scientists, and journalists (far better than myself!) and make logical, reasoned statements that lead me to greater understanding” (Billman and Christensen, 2008).

Forensics may also help resolve some of the complaints surrounding the mechanization of American education. As the New Commission explains, “too

often, our testing system rewards students who will be good at routine work, while not providing opportunities for students to display creative and innovative thinking and analysis” (2007, p. XX). In stark contrast, forensics teaches students to exercise creativity and implement different ways of knowing (Sellnow, 1994). In this vein, forensics may be an especially helpful outlet to self-expressive learners, highly creative and motivated students who are underserved by current assessments. In fact, forensics may provide gifted students who have not tested to their potential with a vehicle to demonstrate, even quantify their talents, equalizing the playing field when they go to apply for college (Carroll, 2007).

Forensics provides unique benefits for gifted and at-risk populations.

While the benefits of forensics are available to every student who participates, forensics provides unique benefits for gifted and talented students. Minch explains that “Many students involved in forensics cite their experience in the activity with giving them a sense of direction and the intellectual stimulation that they felt they lacked in their normal curriculum” (2006, p. 18). Carroll (2007) expands this notion, arguing that forensics enables the core tenets of gifted education, acceleration and enrichment. By allowing gifted students to learn at their own pace, as well as moving beyond the traditional curriculum to allow students to choose their course of study, forensics provides educational opportunities to gifted students that far exceed regular classroom experiences. Without proper outlets, gifted students may be disruptive to their peers; engagement in forensics provides students with a vehicle to channel their energy, reducing their need to act out. Carroll also explains that mentorship might be the most significant aspect of gifted and talented education. Forensic coaches are ideal to serve as mentors, given that they spend time with the students, share interests, and harbor mutual respect. By mentoring gifted and talented students, forensic coaches can teach them to actualize their own potential, as well as valuable lessons about relating to peers and collaborating with others.

At risk students have also found new possibilities in forensics. Minch (2006) reported studies which indicated growth in leadership ability, increases in school attendance, and improvement in behavior among at-risk populations. Another study found that debate education decreased

disciplinary problems among participants by 50 percent (Glanton, 2005). Educators involved with forensics indicate that the activity can “steer high-risk students away from the temptations of drugs and gangs” (Hoover, 2003, p. A29). Forensics may also help at-risk students deal with new factions of society; as one NFL alumnus explained, “Coming from a primarily minority school and from a lower income neighborhood, forensics taught me how to adapt and also how to deal with “white America” (Billman & Christensen, 2008).

Some of the most consequential gains for at-risk populations come in the form of reductions in violence. Infante and Wigley (1986) proposed the idea that verbal precociousness could mitigate violent tendencies by affording the aggressor a means of release. Forensics puts this concept into practice, offering an outlet to students who, prior to their involvement,

would have no recourse to conflict outside of physical confrontation. As one debate instructor explained, “I was angry at the world, and nobody would listen – debate was the first place where I could yell and scream and people would listen” (Hoover, 2003, p. A29). In fact, research so strongly supports the idea that forensics can offer at-risk students an alternative to violence that some institutions are adopting forensics as a tool for intervention (Glanton, 2005).

Final Focus

Regardless of the competition side of forensics, every school benefits from housing its own speech and debate team. The sheer impact of forensics on students justifies its continued support from the administrative level, but forensics also poses unique benefits to teachers and administrators which additionally warrant its sustenance. Because students

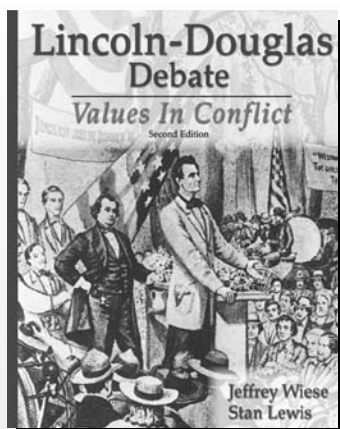
receive a more comprehensive education, teachers gain a more orderly and engaging classroom, and administrators are rewarded with higher test scores and graduation rates, every high school that maintains a competitive speech and debate program, wins.

Jennifer Billman, M.A. is a summa cum laude graduate of Western Kentucky University, where she was a four-year member of the forensic team, the Outstanding Communication Studies Graduate, an Ogden College Scholar, and a member of the University Honors Program. Billman was the Top Speaker in Lincoln-Douglas Debate at the 2005 NFA National Tournament and coached for WKU for two years before coming to NFL. She received her Masters in Communication from WKU in 2007.

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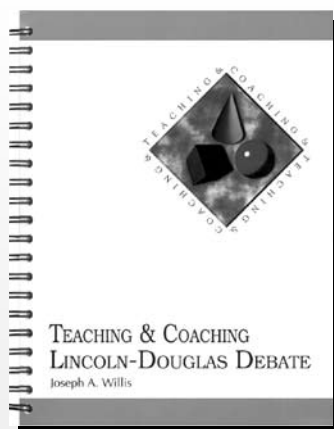
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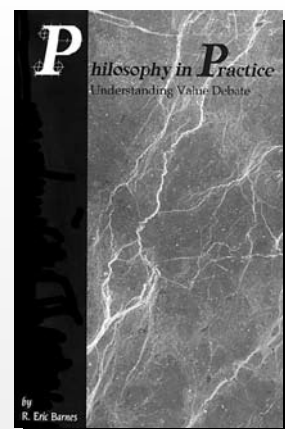
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TOWARDS A COMPREHENSIVE THEORY OF LINCOLN-DOUGLAS DEBATE

Author

Adam F. Nelson, J.D.¹

This article is an attempt to open a dialogue within our community about how best to resolve these issues, by offering a comprehensive vision of what I hope will be a step towards a universally agreeable approach to the activity, or at least a cease-fire.

I. INTRODUCTION

Even following the admirable work of the LD Rules and Recommendations Committee, Lincoln-Douglas Debate is broken. There is a great deal of animosity between advocates of different approaches to the activity. There is a great deal of confusion amongst students and coaches about how best to adapt to those various styles. And there is a great deal of frustration resulting from the refusal of some individuals to engage in discussion about, or adapt to, those different styles. This article is an attempt to open a dialogue within our community about how best to resolve these issues, by offering a comprehensive vision of what I hope will be a step towards a universally agreeable approach to the activity, or at least a cease-fire.

II. THE ROLE OF LD

In my experience, educational enterprises are best served by specialization. And I have always been impressed by the many opportunities for specialization forensics provides. Original oratory seems a perfect vehicle for teaching students public speaking skills. Humorous, Dramatic, and Duo interpretation seem to be perfect vehicles for teaching students about the interpretation of literature. Extemporaneous speaking seems to be a perfect vehicle for teaching students analytical thinking. And the debate events seem to be perfect vehicles for teaching students logical and strategic thinking. Given this understanding, the difference between the debate events is not the skills they teach, but the medium through which they teach those skills, giving students with different academic interests the same opportunity to master those skills. And, at most tournaments, our students are able to enter several of these events, allowing them the ability to maximize their mastery of a wide range of these skills.

Many may believe the primary educational value of the debate events to be the substantive knowledge about each resolution that students gain as a result of participation in the activity. But I believe that focus to be erroneous. Our expertise as educators has never been mastery of the subject matter implicated by the resolutions our students debate. Even though I am a lawyer, I am far from a law professor, and could not possibly hope to teach legal concepts to my students to the same extent they could expect from such a professional. And I am certainly neither a philosopher nor a professor of that discipline, and would never claim to have any specialized knowledge of philosophy when compared to that of my most advanced students, especially those who study even obscure works of philosophy in their free time.

But I, like my colleagues, do know debate, its theory, strategy, and practice, better than even my most successful students. And that is the unique education with which I can provide them. Accordingly, the activity should be structured in a way that maximizes its ability to teach those skills.

III. THE ROLE OF THE RESOLUTION

And that approach has implications for our understanding of the role of the resolution. Unfortunately, it seems many coaches, students, and judges approach the resolution as though it were a truth-statement, giving the affirmative the burden of proving that claim and the negative access to any strategy that denies the truth of the affirmative's arguments.

But the NFL's new Lincoln Douglas Debate Event Description explicitly repudiates such a model by placing parallel burdens amongst one of the hallmarks of the

¹ Director of Lincoln-Douglas Debate and Mock Trial at The Harker School, San Jose, CA. I would like to thank Michael Mangus, whose writings provided the basis for many of these ideas, Ryan Lawrence, who convinced me to adopt my current view of the value/criterion model and whose late-night conversations at VBI first got me thinking about alternative approaches to LD, and to Cameron Baghai and Daniel Khalessi, whose final round at this season's CPS tournament provided the impetus for the writing of this article.

activity:

No question of values can be determined entirely true or false. This is why the resolution is desirable. Therefore neither debater should be held to a standard of absolute proof. No debater can realistically be expected to prove complete validity or invalidity of the resolution. The better debater is the one who, on the whole, proves his/her side of the resolution more valid as a general principle.²

And the truth-statement model of the resolution imposes an absolute burden of proof on the affirmative: if the resolution is a truth-claim, and the affirmative has the burden of proving that claim, in so far as intuitively we tend to disbelieve truth-claims until we are persuaded otherwise, the affirmative has the burden to prove that statement absolutely true. Indeed, one of the most common theory arguments in LD is conditionality, which argues it is inappropriate for the affirmative to claim only proving the truth of part of the resolution is sufficient to earn the ballot.

Such a model of the resolution also gives the negative access to a range of strategies that many students, coaches, and judges find ridiculous or even irrelevant to evaluation of the resolution. If the negative need only prevent the affirmative from proving the truth of the resolution, it is logically sufficient to negate to deny our ability to make truth-statements or to prove normative morality does not exist or to deny the reliability of human senses or reason. Yet, even though most coaches appear to endorse the truth-statement model of the resolution, they complain about the use of such negative strategies, even though they are a necessary consequence of that model. And, moreover, such strategies seem fundamentally unfair, as they provide the negative with functionally infinite ground, as there are a nearly infinite variety of such skeptical objections to normative claims, while continuing to bind the affirmative to a much smaller range of options: advocacy of the resolution as a whole.

Instead, it seems much more reasonable to treat the resolution as a way to equitably divide ground: the affirmative advocating the desirability of a world in which people adhere to the value judgment implied by the resolution and the negative advocating

the desirability of a world in which people adhere to a value judgment mutually exclusive to that implied by the resolution. By making the issue one of desirability of competing world-views rather than of truth, the affirmative gains access to increased flexibility regarding how he or she chooses to defend that world, while the negative retains equal flexibility while being denied access to those skeptical arguments indicted above. Our ability to make normative claims is irrelevant to a discussion of the desirability of making two such claims. Unless there is some significant harm in making such statements, some offensive reason to reject making them that can be avoided by an advocacy mutually exclusive with that of the affirmative such objections are not a reason the negative world is more desirable, and therefore not a reason to negate. Note this is precisely how things have been done in policy debate for some time: a team that runs a kritik is expected to offer some impact of the mindset they are indicting and some alternative that would solve for that impact. A team that simply argued some universal, unavoidable, problem was bad and therefore a reason to negate would not be very successful. It is about time LD started treating such arguments the same way.

Such a model of the resolution has additional benefits as well. First, it forces both debaters to offer offensive reasons to prefer their worldview, thereby further enforcing a parallel burden structure. This means debaters can no longer get away with arguing the resolution is by definition true or false. The “truth” of the particular vocabulary of the resolution is irrelevant to its desirability. Second, it is intuitive. When people evaluate the truth of ethical claims, they consider their implications in the real world. They ask themselves whether a world in which people live by that ethical rule is better than one in which they don’t. Such debates don’t happen solely in the abstract. We want to know how the various options affect us and the world we live in.

This does not, however, mean this “worldview comparison” model would necessarily remove the ability of debaters to argue values or philosophy in the abstract. We have long recognized that purely deontological arguments have offensive impacts that can be compared against other such implications. This model would

simply require debaters to more directly compare, for example, the importance of avoiding treating people as means to an end or protecting rights with the importance of saving lives or maximizing economic efficiency, for reasons I will explore shortly.

Consequently, I believe worldview comparison better adheres to the NFL’s vision of the activity while providing better, more real-world, education about how to effectively and persuasively discuss the issues implicated by LD resolutions.

IV. THE ROLE OF THE BALLOT

But this raises important questions about the appropriate role of the ballot. Yet the implications of the worldview comparison model are, for the most part, not the least bit revolutionary. Instead of focusing on whether the affirmative proved the resolution true, or even on whether the resolution was proven more likely true or false, the decision ought to be made on the basis of which world is more desirable: that of the affirmative or that of the negative.

The affirmative still has the ability to interpret the resolution as he or she sees fit. And the negative, instead of being able to either disprove the affirmative or prove the converse of the resolution, has the option of either defending the desirability of a world in which we follow an ethical rule mutually exclusive of that of the affirmative or in which the affirmative’s ethical rule simply is not followed. Either way, both debaters have to be making offensive arguments defending those claims.

As discussed briefly above, this also means neither debater has access to arguments that purport to either affirm or negate by definition, or that reject our ability to make or evaluate statements like that of the resolution. The affirmative world cannot be desirable simply because it is, or currently exists. And the negative world cannot be desirable if it is impossible to evaluate its desirability.

The most important contribution of the worldview comparison model, in my estimation, is that it makes it possible to reject the value/criterion model that many new students, coaches, and judges find counter-intuitive, and provides a coherent alternative to that approach.

² <http://www.nflonline.org/uploads/AboutNFL/distman102007.pdf>, last accessed 12/26/2007.

When first exposed to Lincoln-Douglas Debate, many believe that the value/criterion model to be an awkward method of evaluating ethical claims. They object, quite intuitively, that even the simplest questions should be decided on the basis of more than one standard. With my students, for example, I use a simple resolution, like Resolved: Macs are better than PCs, to introduce the many concepts necessary to be successful in debate. And I've found this approach to be quite successful in explaining the fundamentals of argument, such as the claim/warrant/impact structure of argumentation, and even some components of case construction. But, almost universally, students are stumped when asked to provide a value and criterion for evaluating the resolution. Certainly, the value provided by each type of computer is crucial in evaluating its desirability. But how does one measure how much of a value a computer is? Cost is certainly a factor. But cost alone is insufficient to determine value; the benefits offered by each type are equally important. Yet, to adopt a generic "cost/benefit analysis" criterion is too vague to be of any use in helping us understand the relevant factors in making out decision. Why waste time articulating a criterion when all it will ultimately be is some vague explanation that the winner should be the debater who proves they provide the most benefits for the least costs? So, when presented with these options, students remain either confused about what a criterion is supposed to be or unconvinced that such a structure is useful in their debating.

Similarly, it is impossible to construct a useful criterion for evaluating the resolutions we actually debate. Take the current resolution as an example: Resolved: It is just for the United States to use military force to prevent the acquisition of nuclear weapons by nations that pose a military threat. Presumably, one would use justice as their value. Yet, what standard could possibly be a useful mechanism for determining justice? Giving each their due? But what are people due, and how is that determined? Protection of rights? But certainly there are things people are due beyond their rights. Even if rights are the most important component of what people are due, that doesn't mean everything else is irrelevant to the evaluation

of the resolution. Our options appear to be either being unrealistically narrow-minded in our evaluation or wasting time stating the obvious, that the affirmative world is more desirable if its benefits outweigh its costs.

Instead, it seems we should accept that obvious conclusion: any reason why the affirmative or negative world is either desirable or undesirable is relevant to evaluating the resolution. It makes no sense to exclude arguments from our discussion merely because they do not link to some arbitrary standard established external to consideration of the resolution itself.

Now, that does not mean all costs and/or benefits ought to be treated equally. Indeed, there are many persuasive arguments that, as far as justice is concerned, economic efficiency is irrelevant, or at least of very little significance, to any question of justice when rights are being violated. Yet, there are also many who would advocate the need for economic stability and vitality before rights are the least bit important. And this is an issue students should be prepared to debate. But that should not end the conversation. Even if protection of rights is more important, that does not mean economic efficiency is utterly irrelevant. Yet, that is precisely the result in the status quo: if one standard is proven to prerequisite, impacts to the other will be considered irrelevant. (This is another reason to reject the value/criterion model: we've all seen the frustrating debates where students spend much of their time arguing which standard is prerequisite to the other, in hopes of precluding their opponent's offense entirely, when, intuitively speaking, impacts to both standards are extremely important to evaluation of the resolution.)

Contextualizing this debate, by forcing debaters to directly compare the importance of their contentions, rather than their criteria, will provide a more intuitive, and more realistic, experience for our students. The current approach to the criterion debate allows debaters to avoid some of the most difficult, and important, questions posed by the resolution. When a deontological standard is employed, teleological implications of the resolution become irrelevant. When a teleological standard is

employed, deontological implications of the resolution become irrelevant. Yet, we consider both sides of that coin when we debate moral questions in our everyday lives. The debate is not about which is important, but about which is more important, and how much. We don't, to take a common example from this season's September/October resolution, say the number of innocents executed is irrelevant to the justness of capital punishment, seeing as it is a proportional punishment. We argue the execution of a small number of innocents, though regrettable, is not a reason to reject the death penalty entirely, given the need for a proportional punishment for murder. Shouldn't our students do the same? While such debate is, of course, possible under the current model, the worldview comparison model makes such clash necessary.

It seems the most likely objection to this reasoning is that there simply is not enough time to contextualize comparison of impacts in an LD round. But I think that argument is problematic for two reasons. First, I don't think contextualization of the impact debate will take significantly longer than the value/criterion debate does currently. In the examples I've given above, the contextualized comparison takes only a little more time than does the attempt to preclude one's opponent's impacts so common in the status quo. And, under the worldview comparison model, there is no need to spend time establishing and explaining a value and criterion, thereby easily making up any additional time needed to debate impacts under that model. Second, I think it's unwise to allow such a relatively minor practical concern to prevent such a significant improvement in the educational value of the activity, especially given our primary role as educators. (See how easy, and much more realistic, contextualized impact comparison is?)

V. THE ROLE OF PRESUMPTION

That leaves the thorny issue of presumption, the decision to vote consistently for either the affirmative or negative in the event of a tie or the failure of either debater to successfully generate offense.³ Presumption has always been somewhat controversial in LD, given the NFL's explicit repudiation of any prescribed

³While this issue may be too technical for some, or even most, judges and coaches, there are many in our community who struggle with this issue. And, just as importantly, I think it is an issue we are all faced with, whether we recognize it or not, and is therefore a matter we should all consider. Accordingly, I have attempted to offer an alternative to current thinking on this issue. Those uninterested in this discussion, for whatever reason, are welcome to skip to the next section, which discusses an issue I hope will be more universal.

burdens in the activity.⁴ And giving one side the burden of proof, the functional result of presumption, is clearly such a burden. But that often leaves judges in an impossible position. They are forced to make a decision in each and every round, based solely on the debaters' performance in that round. Yet, they are supposed to refrain from imposing any sort of prescribed burden upon the debaters. So, what is a judge to do in the event of a tie? Certainly some judges will vote for the debater with the better speaking skills, but not all judges are comfortable making their decision on that basis. And, more importantly, that is not always an option: a judge may at some point be faced with a round that is tied in every sense of the word, from the substance of the argumentation to the quality of delivery.

Perhaps the best option available to judges is to grant presumption to the debater who most closely advocates the status quo.

In policy debate, the negative has presumption because they defend the status quo, and there are opportunity costs associated with changing the way things are that would require some justification to endure. Thus, when the affirmative fails to effectively prove the desirability of their plan, there is no reason to spend those resources, and the judge negates. Similarly, in LD, there are risks associated with adopting a new value system. We know the problems attendant with the status quo, and, despite these problems, the world continues to function. We cannot have that same certainty regarding the consequences of some new ethical system, and the implications of particular changes could be significantly worse than the status quo.

And, at the same time, it is rarely entirely clear which side most closely represents the status quo. Even with resolutions where it may seem obvious that one side is forced to defend the way things are, that debater still has the option to advocate some other system. Take, for example, this season's November/December topic: Resolved: In the United States, plea-bargaining in exchange for testimony is unjust. At first glance, it would seem clear that the negative is forced to defend the desirability of the status quo: obviously, there is currently plea-bargaining in exchange for testimony in the US right now. Yet, remember the negative is not necessarily bound to the converse of the affirmative advocacy. The

negative could just as easily advocate the desirability of some ethical rule that is otherwise mutually exclusive with that advocated by the affirmative. So, in a round in which the affirmative argues plea-bargaining in exchange for testimony should merely be prohibited, the negative could very well advocate more sweeping reform that would solve the problems identified by the affirmative while preserving the ability of prosecutors to plea-bargain in exchange for testimony. While such a negative advocacy would obviously depend on that debater proving the use of the word "is" in the resolution does not limit the debate solely to the desirability of the way things are now, I think it is entirely feasible the negative could win that argument. And



that would leave the affirmative defending the world that most closely resembles the status quo: the number of plea-bargains in exchange for testimony are relatively small, so their elimination would not be nearly as drastic as some radical restructuring of the criminal justice system.

Therefore, status quo presumption would not give one side an inherent advantage, or impose on either debater some prescribed burden. It would simply require debaters who fear they may need to rely on presumption to engage another issue in round. And there would be strategic advantages and risks associated with arguing either you or your opponent better represents the way things are now. An affirmative. For example, might advocate changing the status quo because of his or her personal belief in, and therefore

ability to persuasively make and defend, those arguments. Yet, at the same time, that incurs the risk of needing to win some offensive reason to prefer the desirability of their advocacy in order to win. Similarly, an affirmative might choose to defend the status quo, thereby gaining the advantage of being able to win in the event of a tie, but risking a creative negative case that offers a well researched, and extremely persuasive, alternative to the way things are. And, either way, both students are forced to engage that issue, and debate just who it is that has access to defense of the status quo. Consequently, by not being necessarily tied to either side of each resolution, status quo presumption both remains true to the NFL rules and guidelines and gives judges a way to make their decision based solely on the arguments made by the debaters during the course of the round even when neither debater is able to win offensive arguments defending the desirability of their ethical statement.

Yet, there is always a possibility the issue of who is most closely associated with the status quo will remain unresolved at the end of the round. But that frequently occurs with critical issues, even given the way things are now. And, in that case, the judge would simply be forced to intervene, just as they must in such circumstances in the status quo. Under the worldview comparison model, however, the judge would merely intervene in favor of the debater he or she felt most closely defended the status quo, given the arguments that were made during the course of the round. And I expect that form of intervention to be more, or at the very least just as, predictable as that occurring in the status quo, thus alleviating concerns that this model would make judges' decisions less based on the arguments made by debaters in the round.

I also think this more closely approximates real-world ethical reasoning. Often, during debates about value judgments in a variety of contexts, we will hear participants referring to the traditional acceptance of their position as a reason to reject change. But such arguments are rarely persuasive in the face of justifications for such reform. And that is precisely how LD rounds would work out under this model.

VI. THE ROLE OF THEORY DEBATE

One effect of the current state of flux in the activity that, while not unique to my

⁴Id

proposals, may be exacerbated by adoption thereof, at least in the short term, is the relative proliferation of theory debate, attempts to determine the appropriate rules for LD during rounds themselves. Many students, coaches, and judges are uncomfortable with this development, either because of its misuse or the common perception that such claims are merely an excuse for “whining” about particularly good arguments made by one’s opponents.

But I firmly believe the evolution of theory debate in LD is desirable, for a number of reasons. First, it forces debaters to be even more familiar with what it takes to be logical and strategic thinkers, by making them engage in another kind of reasoning that adds another layer of strategic complexity to the activity. Second, it provides debaters with a language to persuasively force the round to return to a discussion of the substance of the resolution. Frequently, the most unfair or uneducational arguments, and therefore those that are most theoretically objectionable, also serve to prevent discussion of the central conflict posed by the resolution. And the threat of having to defend against a particularly persuasive theory argument will create an incentive to avoid making such arguments in the first place, this increasing substantive discussion of topics in the long run. Moreover, it is an intuitive form of argumentation that can level the playing field. In a world in which theory debate is discouraged, the only way to deal with complex, yet theoretically objectionable, arguments is to first lose to them and then invest a great deal of time researching the best answers to the argument. And, even then, the nature of such arguments is that one will likely continue to lose against

them regardless, unless one employs a strategy that seeks to preclude the argument without having to engage it substantively. Either way, the result is less desirable than substantive engagement of the fair and educational approaches to the resolution. Yet, anyone can make theory arguments, even those who don’t have large teams or experienced coaches who assist them in research. And, once there is the consistent threat of having to deal with an especially persuasive theory argument when one runs such strategies, the incentive will be to avoid making those arguments in the first place. Finally, it consists purely of analytical reasoning. Accordingly, even when rounds arise in which debate theory is appropriately made an issue, it allows judges to evaluate who is the better debater, which is ultimately what the round seeks to determine.

Moreover, theory debate, like all the practices I have advocated here, has clear parallels in the real world, especially the legal profession with which I am most familiar. During trials there are two obvious opportunities for attorneys to debate the rules of the proceeding. First, throughout the process, litigants will file procedural motions and make objections. While these are sometimes rote appeals to established rules, there are often issues of interpretation that need to be debated by the participants. And a skilled attorney, by successfully arguing such motions, can significantly influence the outcome of a trial. Second, when a jury is involved, the judge needs to instruct those individuals on how to make their decision. But those instructions are far from set in stone. Indeed, common practice is for the judge to ask both parties’ counsel to submit their proposals, which

are often discussed in the judge’s chambers or a more formal setting before the judge decides on the final instructions to be the read to the jury. And, once again, success at this stage of the proceeding can dramatically increase one’s chances of success in the trial as a whole. So, not only is debate about the rules of a proceeding during the course of that same event far from unique to academic debate, it is a useful skill that serves our students well in their careers.

Concordantly, I am a strong advocate of theory debate, and would like to see such arguments made more frequently and be more widely accepted by our community. For the reasons I have articulated above, I truly believe it to be a useful vehicle for addressing many of the challenges the activity currently faces.

VII. CONCLUSION

This article is far from a comprehensive proposal, and is not even the most complete defense of these ideas possible. (I wouldn’t want to bore you with all the details. It is instead intended merely to start a more open and frank discussion about the activity, and the optimal way to teach and play the game. I welcome your comments, questions, and challenges, and hope they will appear in these pages. But, in the event you would like to discuss these issues more privately, please feel free to contact me at adamn@harker.org. (Adam Nelson is currently a member of the Communication Studies faculty and the Director of Lincoln-Douglas Debate at The Harker School in San Jose, California. His students have had significant local and national success in LD, closing out the semi-finals of the 2006 Arizona 4A State Championship and reaching the elimination rounds of the Tournament of Champions.)



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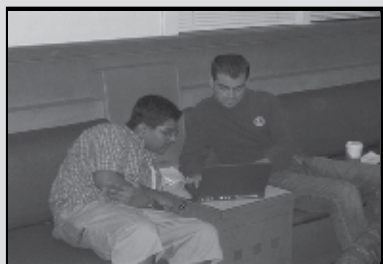
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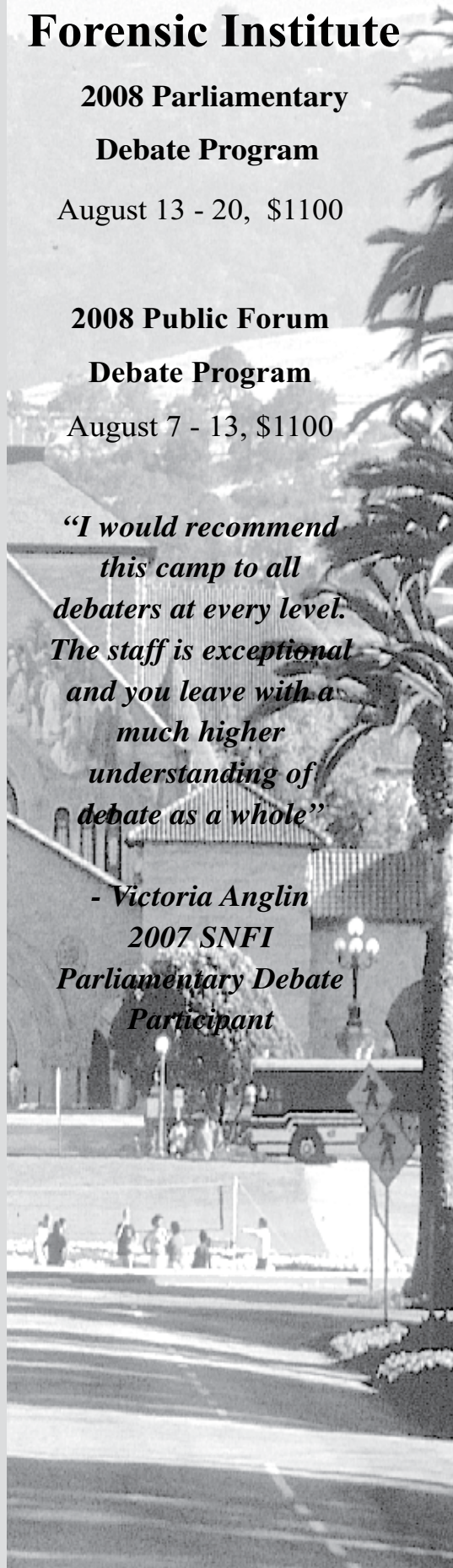
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From Cheerleader to Debater

by
Aja Gerrity

MTV

When I heard that MTV's Made wanted to come to my school, the first question I asked was, "why?" I live in the very small town of Ridgefield, Washington. My school is surrounded by cows and basically in the middle of nowhere. After the amazement I felt when I heard that MTV was coming to my school, I realized that this really was a blessing.

The night before the casting call I remember that I was filling out the application for the audition, but the problem was that I didn't know what I wanted to be made into. My ultimate goal would be to become smart, serious and respected, and not to be seen as the ditzy cheerleader I sometimes came across as. And then it hit me: speech and debate. I thought of all the people that I knew on the speech and debate team and realized that these people embodied everything that my ultimate goal was to be.

When I got the call from New York that I was actually going to participate in the show, I realized what I had actually gotten myself into and I was terrified! Would the people on the team like me? Would I be able to debate? Would I be able to get in front of people and not sound stupid when I opened my mouth? I was going to have to deal with this for 8 weeks!

The first week of my journey began. A camera crew showed up and I was given the personal help of a "made" coach who specialized in the art of speech and debate. My first tournament was to be at the end of that week, so I really had to get a jump on what I was doing. I went to my very first practice extremely nervous and just wanted to fit in. Everyone on the team was so kind and generous and I knew that I wasn't going to have any problems in that realm.

It was time to get serious. I met up with the coach of the team, Mr. Bisbee, to

decide what I was going to do. We picked an interpretive reading, probably the most comfortable event to ease me into speech for my first time. My pieces chosen were to be centered on Abraham Lincoln. The first poem we picked was "Oh Captain, My Captain" by Walt Whitman. I liked this piece because it had an interesting story and would be challenging enough for the rest of the season.



Aja holding the District 4 speech trophy which she helped the team win by tying for first in Oral Interp and taking third in Expository.

We also decided to add "Abraham Lincoln Walks at Midnight" by Vachel Lindsay and Lincoln's Second Inaugural address.

The first tournament rolled around and I was very anxious to begin competing. I was lucky that it ended up being our own home tournament so things wouldn't be as scary. I went to check the listings for the room and when I was to perform. I had to go first! That certainly added to my level of nervousness. I walked into the room where the judge was with my small black binder and sweaty palms. I stood up to read my pieces and everything went perfectly! I didn't die, faint or even go into cardiac arrest. It went just as planned. All of my freaking out was completely unnecessary. I finished the rest of my rounds for the day and awards came. I placed second in novice Interpretive Reading. It was really great to be apart of a team where they were cheering for me and I was cheering for them. I really felt like I belonged there.

My final event for MTV was to be debating at Pacific Lutheran University in Tacoma, Washington. The type of debate that we decided to do was Public Forum, which meant I had to get a partner. My fellow junior and friend, Chris Smith, decided to really help me out and offer to be my debating partner. I was a little intimidated at first because he was a very intelligent guy and a great speaker. I knew that we would work great together. To help get my feet wet in the realm of debating, we decided to enter Parliamentary Debate because they didn't offer Public Forum at Pacific University. It was a pretty big tournament and I knew we would have our work cut out for us going against some very talented teams. Once again I felt nauseous walking into my first round just praying that I wouldn't be horrible or start crying. Speech and Debate was really going to put a damper on my mental health. I was going to be second speaker, so luckily I was able to get a hold on myself before I had to go. My turn came to speak, and once again everything just fell

into place. Words flowed, hands gestured, debating wasn't as terrible as I thought, and dare I say it, it was fun. Chris and I left that first debate of the morning feeling great and so excited. I was speaking a new language full of words like contentions, and refute. Things were just falling into place.

In every great story there must be conflict, and mine was no exception. With only a week to go until my final event for MTV, I was left without a debate partner. Chris was in Jazz band and there was a festival the very day that we were to debate. There was no way that he would be able to make it to the tournament. Chris and I had been debating at the other tournaments together and I was finally getting the swing of things. But I wasn't going to let this small obstacle get in the way of my goal at becoming a debater. I quickly found a new partner who was basically a debating god in my eyes. Nick Green and I spent the remainder of the week writing new cases for the January. I walked into my rounds of debate with Nick feeling confident and victorious despite what the ballots at the end of the day may show.

Through all the nerves and fright, I ended up finding something that I really enjoy doing and making some amazing friends in the process. The exposure to the speech and debate world not only helped me grow as a speaker but also helped me grow as person who is able to overcome obstacles and feel confident with myself. I am definitely not the ditzy cheerleader anymore but a hardcore debater! Even though there were roadblocks in the way and things may have been extremely overwhelming I wouldn't take back my practice and skill for the world. My MTV experience may have ended but my speech and debate experience has barely just begun.



Aja Gerrity and her debate partner, Chris Smith.



Aja Gerrity and Chris Smith waiting for the awards at R. A. Long High School in January. The two girls in the background are also RHS students Amber Graviat and Paislie Hill (left to right). The lady standing in the background is San, one of the MTV camera crew staff members.

My Life As An MTV Secondary Coach

MTV

by
Ken Bisbee

MTV

MTV's Made was not part of my plan for the Ridgefield High School speech team's season.

MTV interviewed students at our high school in September. They selected Aja Gerrity, a cheerleader who wanted to be taken seriously. When the powers decided that the speech and debate team would be the perfect venue, we had one decision to make. Did we open up our team to reality TV?

Emails and phone calls to New York followed, and we agreed to open up the team to camera crews for six weeks. My only condition to accepting this was that Aja compete the entire season – not just until the camera finished rolling. When she agreed, we were off.

Nervous – absolutely! There are storied programs in our state and throughout the country. How was I going to represent the speech and debate coach fraternity? And I knew many great coaches who should have been in this position instead of me.

Of course the first of those six weeks coincidentally hit the tournament we hosted. With all the other time demands, I relied on the Spudder Speech parents who made the tournament run more smoothly as they fed coaches and competitors a Friday dinner and Saturday lunch.

Aja was anxious to begin her journey and wanted to compete at our tournament. Selections for an oral interp had to be in public domain since her debut definitely would be shown on television, so we put together a program. For the first time but certainly not the last, I was impressed with this young lady. The two poems I offered were “Oh, Captain, My Captain” and “The Highwayman.” Aja is a redhead and had seen Megan Follows’ great interp of “The Highwayman” in *Anne of Green Gables*. She opted for Walt Whitman

because she felt it would challenge her more. We added Vachel Lindsay’s “Abraham Lincoln Walks at Midnight” and Lincoln’s Second Inaugural Address – tough material for a first-time interper. Aja sat in on the Student Congress, our opening event, where she spoke in support of a resolution despite her lack of familiarity with the format. In addition she watched LD debate and Public Forum debate before presenting her OI.

Aja was also a great natural ambassador for us – and our activity. A team from Ione High School in Eastern Oregon had registered one day before, as the tournament they planned to attend was canceled. Instead they came to Ridgefield – Home of the Spudders. After they check in Friday afternoon, as they were heading off, I told them MTV would be filming during the tournament. The double-takes were huge. They called their buddies (total enrollment at Ione H.S: 54) to inform them that MTV was filming and they might appear on the TV show. Aja visited with them, trying to make them feel welcomed and comfortable during Pattern A when she wasn’t watching other events. At the end of the tournament, she placed second in novice Oral Interp. Other members of the cheerleading squad came to awards – that was a first.

As part of the format of MADE, MTV hired Aja a life coach. I was informed that he was the primary coach, and I was the secondary coach. Jeff worked with her individually and attended practices. It was a little weird watching another adult give advice at practice! He directed her to do an expository on bee colony collapse with which she did well for the remainder of the season.

When Aja placed well at our local tournaments, the bar was raised. For her culminating activity, Aja was to try partner debate at Pacific Lutheran University in Tacoma. Southwest Washing-

ton does not offer CX debate, so Public Forum was the choice. Aja partnered up with junior Chris Smith, who does interp and limited-prep events. They started at Pacific University in Forest Grove, Oregon with Parli/Public debate. This is my team’s favorite debate style because each round features a different topic and the prep time is an intense fifteen minutes. Chris had run a few rounds the previous season. They trundled off to their competition in good spirits and came back talking about how the debate had gone. When Aja and Chris returned from the third round, the transformation was complete. “They didn’t cover our second contention well, and they completely dropped our third,” she explained. “We destroyed their case!” Banter was flying on the way home from Pacific U. Sam and Aja were talking datability. He told her he only dated girls with IQs higher than their shoe size. Her retort: “Sam, I have awfully big feet!” The hooting and laughing that erupted and the ribbing Sam took showed us she could take care of herself verbally – welcome to the club, Aja!

Great success can also bring great pain. A major meltdown occurred with two weeks remaining. (MTV assured us that this is usually when it happens) For Aja and Chris to prepare for Public Forum, the needed to debate another team. However, my only other PF team is quite experienced and skilled. Aja and Chris chose to write the affirmative case for January’s Civil Disobedience topic. Nick and Donovan, who authored the negative case, let them start the debate. The crossfires were rigorous, and Aja felt overwhelmed. Although the guys eased off, the tears started flowing. We all should have realized that with five guys in the room and Aja feeling upset, logic was not the best way to deal with the situation. (Is it any wonder debaters have the reputation of having no romantic life at all?) She left the library in tears. The camera

followed. When things didn't improve, I took her to the office and asked that the cameras be turned off. She felt that MTV was trying to make her look stupid, she was tired and wanted her life back. She just wanted to be part of the team without them there. I agreed with her except they couldn't make her look stupid. She'd taken on two good debaters and was still standing. Everything else would be easy.

Chris and Aja won one of our local tournaments. Then the problem surfaced for our final event. Chris and a good portion of the team would be unable to attend the debate at Pacific Lutheran's tournament. They were in the jazz band and had a festival they'd practiced for for months. Chris was the only baritone sax and had to be there. Nick stepped in with less than

a week and cases were rewritten and practiced with a new partner.

There were victories and a sense of freedom with the final event. It showed a speech and debate team member who also happens to be a cheerleader.

My team was gracious, as they would have been to almost anybody. What a wonderful group of young men and women with whom I am privileged to share Tuesday afternoons and weekends. They provided support, a shoulder to lean on, and to cry on. They were a cheering section and the team with whom she could joke and show that she has wonderful abilities. My team even tried to smile when San, Alexis, and Joe, the MTV camera crew, wanted things said again, done over,

wanted to show them walking to a door and opening it and then shot it from the front for continuity. We now know how much reality there is in reality TV. I have no idea how many hundreds of OTF (On the Fly interviews we did as a team. "How do you think Aja is doing?" "Do you think she will win?" I hope they got the times when my response was "We see improvement all the time. This is an activity about learning and growing." But they'll probably show the one where some flip answer popped out.

Since that time Aja has grown and had more success. She has earned her Distinction degree and wears her ruby pin proudly. She was the district co-champion in Oral Interp and earned a berth to state in Expository too.

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IDEA also offers a major for students wishing to improve their English communication skills. Instructors for our English as a Foreign Language major will use a mixture of teaching approaches, including teaching English through debate, to help students gain confidence communicating in both oral and written English.

The 2008 Institute will take place at Decemko Resort, near Dikili Town, on the west coast of Turkey. The arrival date for participants is June 29th, and the departure date is July 19th. Decemko is located on a private island and offers many activities for participants, including swimming and volleyball, during free time. Students will also travel on escorted excursions to historical and educational sites on scheduled days.

The cost to attend the Institute is \$1900. A limited number of partial scholarships are available and are awarded based on financial need and merit.

To register for the Institute and get additional information about the Institute schedule and instructors, please visit www.idebate.org/institute.

Please address questions or concerns to Arminda Lathrop at: alathrop@idebate.org.

Institute Instructors are:

John Towsen, Jackson Miller, Kate Hamm, Ioana Cionea, Sharon Porter, Dalbir S. Sehmbly, Arminda Lathrop, Jeffrey Romanow, Bor Ceh and Alex Dukalskis.

Registration: from January 10th until May 20th.

The Institute is endorsed by the National Forensic League - NFL

The Great Debaters Draws a Full House in Wyoming

On Thursday, January 31, 2008, The Cody Theater, a historic Art Deco movie theater in downtown Cody, Wyoming, showing its final movie, ever: The Great Debaters. The owners of the theater wanted to bring in something very special for the last movie, and chose this wonderful film both because of its subject matter and as a way to support the Cody High School Speech & Debate Team. Their son is on the team, so they contacted Head Coach, Janet Bucknell, and offered to donate half the concessions receipts to the team from the final night, and encouraged the team to take about a half hour and demonstrate some events.

It didn't take long to decide to run a full-blown Public Forum debate on the January topic, Resolved: Civil Disobedience, since there was such an obvious tie-in with the debating depicted in the movie.

The Cody team invited a Public Forum team from cross-country, arch-rival Powell, Wyoming to participate in the debate event. Powell Coach Jack Brimhall, coach of last year's National Poetry champion, Danyon Satterlee, and two-time winner of the Class 3A Wyoming State Forensics Championship, said, "In terms of showcasing the importance and worth of forensics, the night was absolutely perfect. It was truly one of the most powerful and unforgettable events that I have been fortunate enough to witness."

Cody, Wyoming celebrates a Public Speaking tradition that spans three centuries - stretching from Buffalo Bill speaking before thousands throughout his career, all the way to the students of the 21st Century, who are learning those same skills today. The CHS Speech and Debate Team has a long history of great public speakers and debaters. The current "great debaters" Public Forum team of Cody High School seniors Caitlin Ajax, and Jayme Fraser debated a team of "great debaters" from Powell High School, junior Shelby Moore and senior Ben Norberg



in a round of Public Forum Debate. The topic: "Resolved: In a democracy, civil disobedience is an appropriate weapon in the fight for justice" was the current nation-wide Public Forum topic and a perfect debate to showcase a film involving civil liberties.

A panel of former Cody High School and Powell High School speech and debate team members and area coaches judged the debate. There was enthusiastic support from forensics teams from the surrounding area, with coaches bringing teams in for the evening from Greybull, Riverside School in Basin, Thermopolis and Shoshoni and the entire team from Powell, Wyoming.

All these teams, including host Cody and participants from Cody - so the evening was a big commitment on the part of all these teams. Shoshoni Head Coach, Zane Fross (one of the judges as a Powell High School alumnus), said, "Were I to put in a word the amazing experience the Cody and Powell, Wyoming speech teams provided us with that evening, it would have to be 'Momentous'. The Shoshoni Speech team and the general public were treated to a fantastic display of what young people learn in our craft as well as how truly critical the ability to communicate is. This incredible evening continues to touch lives on so many levels. The early morning drive home was worth every minute."

The public was invited to come and support the CHS Speech & Debate Team by attending this once-in-a-lifetime event marking the passing of this historic movie theater - and, as the theater manager said, "come they did!" The Cody Theater can seat 440 people and expectations were high for a good house, but the event was actually *completely* sold out - quite a feat in a small town of around 10,000 on a weeknight! The evening began with remarks and the Public Forum Debate at 7pm, with the movie following. The event was heavily covered by local photographers from the small weekly papers in the area, as well as a film crew from the high school and a local reporter from a Casper, Wyoming TV news station.

The student debaters were "nothing short of brilliant", said Coach Bucknell. The visiting team from Powell High School

is actually a Cross Examination Policy Debate team this year, and although Shelby Moore debated Public Forum last year, her partner Ben Norberg was new to Public Forum Debate. He gamely agreed to try Public Forum Debate for the first time at this public event, doing a masterful Final Focus speech in front of this



The Great Debaters Draws a Full House in Wyoming

crowd of hundreds. The audience was at first quiet and respectful, but spurred on by the visiting forensics teams, quickly began applauding enthusiastically after every speech and crossfire session. "It was exhilarating - and everything that a vigorous debate should be" said Jayme Fraser of the Cody team of Ajax and Fraser, who eventually won the debate. Head Coach Patti Hutchinson,

of the Lovell, Wyoming and Rocky Mountain High School teams said, "My speech team was so inspired and excited that two of the students came up to me on the ride back to Lovell and

asked for a topic to debate. One student is now going to take up debate next year. I plan on purchasing this movie when it comes out on DVD and each year will show it to my speech team. The whole evening brought my team closer together.

Among the coaches who brought their teams and also helped to judge the event was Ted Menke, Head Coach of the Breybull, Wyoming High School forensics squad for 28 years. After the evening,

Menke state, "I thought the combination of events and circumstances including the last night in a classic theater, speech students from all over the area, the student Public forum debate, the matching resolution, the excellent movie, and our respect and love for this activity, made this one of the most emotionally satisfying and powerfully provoking experiences of my career as

coach and a teacher."

In terms of a significant and appropriate way to "bring down the curtain" on this fine, old theater, the event could not have been better. The Manager of the Cody Theater, Mack Frost of Cody, commented, "I have been involved with motion picture exhibitions for over 30 years, and the only other time I ever completely sold out a performance was with Jaws. However, *it was the live debate that sold out, not the*

*movie...*a lot of the crowd left after the debate finished. If I had known that I could sell out that easily, I would have closed the theatre EVERY Thursday night! Be that as it may, every single person who stayed to see the movie said it was a terrific show, and a great way to close out the Cody Theatre's 72+ year run of movies. I cried all the rest of the night, after I locked the doors for

the final time!
If I ever get the chance to "close" again, I'll never have another night like this one!

The event brought over \$1000 into the team's club account (which they

shared with their friends from Powell High School!) which will "jump-start" their team fundraising this spring if they qualify any members to attend the NFL finals tournament in Las Vegas. "This was just a win, win situation for everyone involved, "summarized Bucknell, "for the team, for the town and certainly for the art of forensics!"

It was, most certainly a **Great Debate!!**"



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CYNDY WOODHOUSE, B.A. Successful high school coach at Iowa City West; experienced LD workshop instructor; author of several LD theory articles; coached debaters to late rounds of national tournaments, including NFL.

JON CRUZ: Director of Forensics & Lincoln-Douglas Debate, The Bronx High School of Science; has served as Director for multiple summers at the Victory Briefs Institute & edits the Victory Briefs web site; he has coached debaters to championships & final round appearances at the NFL Nationals, Novice Nationals & the Wake Forest National Earlybird.

PATRICK MAHONEY: Champion debater, Strake Jesuit College Prep., Houston; only junior to clear at the 2006 TOC; winner of Greenhill, Wake Forest & UT tournaments; finalist at Bronx & Grapevine; semi-finalist St. Mark's, Stanford & Victory Briefs;

DOUG JEFFERS: Champion debater, Dulles High School, Texas; winner of the NFL National Championship in 2005; TOC semi-finalist; Bronx Assistant Coach; Texas A & M junior.

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JONATHAN PEELE: Director of Debate, Manchester Essex; formerly Public Forum coach at Myers Park, North Carolina; Instructor, Florida Institute 2007; Coach of many Public Forum champions.

DANIEL CELLUCCI: Brown University; former Manchester Essex debater winning the TOC & runner-up at NFL; 1st place at The Glenbrooks & Yale.

JAMIE PATES: Champion debater, Manchester Essex; TOC National Champion 2006; winner of numerous invitational tournaments.

For Institute information & application, contact:

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JON SHARP: Assistant Dir. of Debate, Univ. of KY.; Champion debater, Emory Univ; Institute Instructor, Stanford, Bates & KY for over 10 yrs; PhD candidate.

ROGER SOLT: Assistant Dir. of Debate, Univ. of KY. since 1981; has coached numerous champion college debaters; has served as Institute Instructor at Institutes including Wake Forest & Michigan.

STEFAN BAUSCHARD: Director of Debate, Lakeland HS, NY; Assistant Debate Coach, Harvard; Wake Forest Institute Instructor 1998-2007.

ANDREW JENNINGS: Champion debater, Wichita SE; champion debater, Univ. of Kansas; runner-up champion, Harvard 2007; Institute Instructor, Univ. of Kansas 2004-07.

THEODOSPOULOS, ANGELO: Champion debater, Buffalo Grove HS and University of Kentucky.

CHIPP SCHWAB: Champion debater, Emory Univ., NDT 1st round bid; Kentucky Fellow 2004.

BRIAN MANUAL: Debate Coach at Cathedral Prep; this year's team has won 1st at Emory Univ., reached finals at Wake Forest and Michigan and semi-finals at Bronx and Georgetown Day.

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Dates, staff, and fees are tentative and subject to change. Watch the website for updates!

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UNIQUE DEBATE IN FLORIDA

A news article discussing high school debate and a Denzel Washington movie turned into an unexpected financial boost for two southeast Florida high school debate programs. Members of the Wellington and Dreyfoos School of the Arts debate programs tackled the hot-button issue of affordable housing on Tuesday, February 26.

Roughly 100 residents and members of both programs watched public forum debate teams from each school weigh ideas and facts. In the end, everybody won, as each team received \$3,000 donations from Boynton Beach real estate broker/owner, Carmen Basilovecchio, who propped the idea after reading about the debate programs in early February.

"High School students have no political agenda. You can get a pure, honest answer if you have a really good question," Basilovecchio told the audience.

Basilovecchio, a former high school debater from his high school days in Philadelphia, thought it would be a great idea to get word to the public about ways to solve the current housing crisis. He pitched the concept to Wellington Coach Paul Gaba and Dreyfoos Coach Angela Weber, who were both surprised and honored to take on the unique project.

"We really didn't see this coming," Gaba said. "We had about a two-week window in which to put this whole thing together, from creating a topic to finding a location

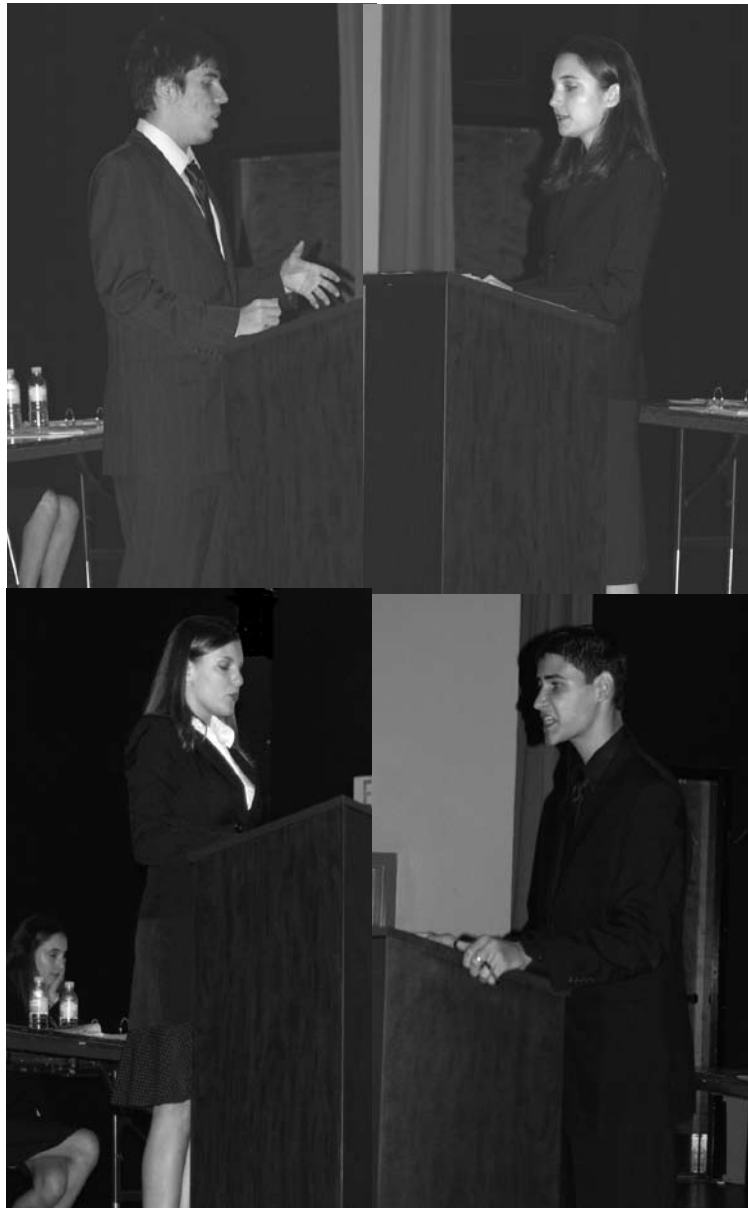
William Fetzko and Kevin Sopczak. Dreyfoos handled the affirmative side of the topic, "Resolved: the federal government should offer foreclosure and affordable housing solutions."

The two schools agreed in advance to modify National Forensic League rules by designating sides ahead of time, since there would be only one round of exhibition debate. The two sides also ended up with a 6-minute long Grand Crossfire, but no one in the audience seemed to mind.

Judges for the debate were Florida state Rep. Shelley Vana, Attorney Tim Morrell and Regulatory Compliance Commission President David A. Barie. While they voted 3-0 in favor of the affirmative argument, both teams ended up winners. Following the debate, Basilovecchio spent 45 minutes answering questions from the audience about the current housing situation and how to best resolve the crisis. Debaters from both teams were on hand to discuss their programs and high school debate in

general as well.

Pictured: top left, Kevin Sopczak, top right, Zoe Friedlander, bottom left, Rachael Mielke and bottom right, William Fetzko.



to doing the research. But it really went smoothly. I am so very proud of all four of the students who debated this topic."

Dreyfoos debaters Zoe Friedlander and Rachael Mielke faced off against Wellington's

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PUBLIC FORUM

by
Rev. B. A. Gregg

When Public Forum Debate (the event formerly known as Controversy Debate, the event formerly known as Ted Turner Debate) was formally debuted at the 2001 NFL District Tournaments through the incentive of a free slot for Districts, the event was an instant magnet to coaches. After all, a free slot for Districts is like offering free prosthetic limbs at a spider convention – you already have enough, but no one would turn down just one more. When the event debuted, we really didn't know much of what we were doing. We knew the times and the topic, but the rest was pretty free-flowing. Some former policy debaters picked up a slot to Districts. Some Lincoln-Douglas debaters picked up a slot to Districts. A few extempers, a few interpers. It was an incredibly heterogenous bunch who had only one thing in common: no one knew exactly what they were doing, but they were doing it enthusiastically.

In 2001, we only knew one thing: this was a debate event that was open to the public and should be focused on the public and was to be judged by the public. In fact, NFL made clear that no debate judge should be judging a round of Public Forum. The purpose of this rule was to make clear and manifest that Public Forum was a debate event to be judged by the Medieval Everyman. Of course, this rule made it very difficult on a number of coaches to find the properly unqualified person to judge a Public Forum round – we debate coaches are a fairly insular people and, like religious churchgoers, only really know primarily people in the congregation.

The next year, NFL allowed anyone to judge public forum, including debate coaches. This was, I fear, the nose of the camel entering the tent. Soon, a tent full of camel and section after section of PF rounds being judged by debate coaches. With this change in the judging pool, I am afraid, we have seen a change taking place in the Public Forum paradigm. Debaters, more and more, are carrying card boxes, small filing cases, Sherpa guides. Speed and clarity is starting to become an issue. Cards, rather

than contentions, are being referenced in the rebuttal. Elimination rounds are starting to have weighing mechanisms and standards. Public Forum has not yet crystalized into as formulaic debate as is LD or Policy, but it is quickly moving in this direction. Of course, there is nothing wrong with becoming more crystallized as a debate event. The only issue comes when Public Forum crystallizes into a debate event that leaves out the public. When Public Forum has evolved into another stock-debate event, a JV Policy or a two-person LD debate, we have lost the vital nature of Public Forum and should just call it, "Forum."

This article is not so much a critique of the event, since events evolve based on marking the winning teams and following their model. Rather, this article is a critique of how tournament directors, inadvertently, are artificially shaping the focus of Public Forum away from the public and are shutting out the audience from the debate.

... "tournament directors should be encouraged to create schedules that allow cross-entry with speech events."

Scheduling of Public Forum

First, in critiquing Public Forum's evolution, we must look at how it this event is scheduled in many tournaments. In the larger national tournaments, Public Forum oftentimes is scheduled at a swing-slot from LD Debate. Such a scheduling encourages double-entry between LD and PF, which is fine, in itself; many national tournaments have huge extemp prep rooms because LD and Extemp can cross-enter. However, when two debate events are offered in swing-slots, the line between hard-flow of LD debate smudges over into the synthetic flow of PF... creating a speed trap to get every point on the flow covered in time.

As well as scheduling Public Forum across from LD, many national tournaments block-out double-entry between PF and Speech events. This blocking-out draws an artificial cleavage between the two disciplines; as many PF Debaters cross-entered as forensicators (a name far more salacious to type than to actually judge). Many strong extempers and orators would elevate the tone of Public Forum and would help speed not supercede delivery.

In keeping in sight that the purpose of Public Forum is public-centered, tournament directors should be encouraged to create schedules that allow cross-entry with speech events. By this single adjustment, elevated discourse would tend to move the pendulum of PF closer to an event more accessible to the public. We can allow this double-entry with a double-check of entries the day before the tournament. If we figure a speech round to be about 90 minutes and Extemp prep to be an additional half-hour at the start of that round, we could easily put a double-flighted Public Forum round during the same time block. If one of the PF partners is double-entered in Extemp, the team should be flighted in PF and the speaker set first in the draw order for Extemp. If one of the PF partners is double-entered in a non-Extemp event, the team should be flighted and the speaker moved to the end of the speaking order in the speech event. If PF teammates are double-entered, and one is in Extemp, then the PF team should be always B-flighted and the non-Extemp partner also needs to be first in speaking order. TRPC does allow speakers to be set for A- or B-flighted throughout the tournament. Of course, through creating the flighting constraints in TRPC, we do create somewhat of a two-pod system with some flow-through of PF teams not double-entered. However, if a tournament has enough size, there should not be too great a skewing of the schematic... no more than if a school entered a large amount of entries into a smaller tournament.

A close coordination between Speech and PF Tab is, of course, in order. Case in point: the 2006 U Penn Liberty Bell Classic allowed

double-entry between speech and PF. However, through not carefully watching the events of the competitors and flighting accordingly, the tournament schedule ran off the tracks and cranked out four rounds of PF in only 15 hours. The 2007 Liberty Bell Classic, however, carefully tracked double-entries and flighted each round accordingly. Not only was the PF field larger in 2007 than the previous year, but there were no late rounds and the tournament ran like a Swiss sewing machine. At our NFL District Tournament, we have allowed double-entry between LD, PF, and Speech. A careful notation on the cards allowed us to properly flight the rounds with very little disruption.

Judge Pools for Public Forum

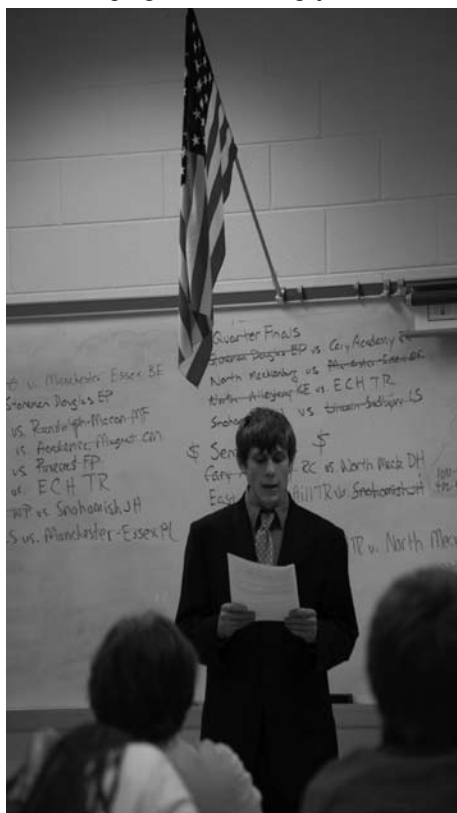
In turning to the second line of analysis in critiquing the evolution of Public Forum, we must look at the judge pools. Most tournaments will have a separate pool for PF, but supplement this pool with LD judges. By definition, many PF judges are PF-centered – either coaches or dedicated parents. However, one could argue that these judges, through being so well-versed in PF debate, are not necessarily the lay judges we would hope to see. Granted, having run a number of PF tournaments at the local and national level, I'm not crying when I see a judge pick up a ballot and turn it back in properly filled out, without me resorting to my patented hand puppet demonstration of what a Public Forum rounds should look like.

But, in thinking about the discipline of Public Forum, when judges have judged so many PF rounds that they become, in this event, experts, isn't that creating a professionalism of Public Forum debate judging that the event should avoid? More, through not sharing the judge pool between Speech and PF (a difficulty, given that these pools are managed usually by two different programs, tab staffs, and tournament religions), tournaments starve themselves from speech judges... the closest thing many tournaments have to a "public, lay debate judge." With a selective pool of judges, either PF judges or LD judges, we are accidentally altering the evolution of Public Forum debate to be far more "debate" than "public."

In addressing this issue of a specialized judging pool, the fix is a little more complex than laying out the schedule. The main reason why the judging pool is problematic is that, for a debate event designed for the

public, Public Forum is one of the most complex ballots to fill out, and the most difficult round to start, for the novice judge. Think of it: It all starts with a coin flip. Winner gets to choose speaking order or side. Loser chooses the left-over option. Then the ballot has a box on the right that just has Speaker 1/ Speaker 3 and the box on the left has Speaker 2/ Speaker 4. Okay, complex. Try that one with sock puppets.

In addressing the coin-flip for NFL Public Forum, I am always torn. CFL simply fixed sides and speaking order. This system is much easier for the novice, lay judge to understand. Contrariwise, this system allows for a flex Con, much like the flex Neg of LD Debate. A flex-Con basically is a series of cards that directly clash with the Pro Case, not developing a case for Neg, just a direct



attack on the Pro. This technique of debate, I fear, moves PF farther from the public and forces the event into a harder flow-orientation. With a coin-toss, the flex-Con is not a viable likelihood that would alter the event, as speaking order and case position would be too random for "stategyery."

However, coin-flip aside, what's still missing? The novice judge. We still don't have the novice judge in the round. And, in a way, it's understandable. Many community judges don't understand that debate judges need to spend an entire day at a debate tournament and may not get

to judge for a number of hours; but when we need you, we really need you. Or, conversely, judges may be judging round after round at a tournament. But, lay judge vagaries notwithstanding, the debate community has a real animus against the lay judge. At a tournament last year, I heard a coach complain on and on that we don't have enough qualified Public Forum judges. If I really listened to what the coach's complaint was, I would conclude that we would need to look harder for the more average Average Joe, for someone to better represent the mediocre people, for a judge whose favorite ice cream was vanilla, favorite color was grey, and favorite musician had something to do with the pan pipes. But what this coach's real complaint was is that there aren't enough specialized Public Forum judges.

As a coach myself, I often second-guess the lay judge if they have filled out the ballot accurately – especially when all the comments on my team were great and the comments on the opponents' were horrific and the opponents still picked up the ballot. Yet we must, as a debate community, figure out how to bring the novice judge into the round more fully and more commonly.

To help us bring more of the public, lay judges into Public Forum, I would encourage that tournaments begin using two-judge panels in preliminary rounds. One judge, a more experienced debate judge, should be on the panel to set up the round (yes, coin-flipping is a skill) and handle the time signals and do all the things we expect debate judges to do. The other judge should be either a community judge or a speech judge to provide the necessary balance to the debate. By having balanced preliminary judge panels, possible through TRPC and judge ratings, we can balance out the schematics and make sure that we are presenting a wide variety in the judge pools for the competitors. At our District tournament, through the financial sponsorship of the American Legion, we have been able to have three-judge panels in Public Forum preliminary rounds for the last four years, allowing us to use community and parent and speech judges, along with debate coaches, to make sure that we had efficiently run rounds that presented the widest variety of judges for whom our PF debaters needed to modify their presentation in order to persuade. At the Big Bronx, we have worked hard to balance out the elimination rounds to always make sure that, on a three-judge panel, we have one

parent judge, one debate coach, and then a wild-card of a college judge, a bus driver, or a debate judge from another discipline. When competitors are told that we will purposefully balance-out each elimination panel, this will force the debate to take the middle-road of communication and persuasion over flow and data dump.

Additionally, in order to be more user-friendly to novice judges, some rethinking of the ballot should be done (yet again!). We have already commented earlier in the article about the complexity of the unlabeled boxes on the ballot. Perhaps we should label the left-hand box, Team A: Speaker 1, Speaker 2. Then label the right-hand box, Team B. The ballot instructions should tell the judge that Team A goes first, then Team B. Additionally, instead of putting a score of 30 points on the team, we should give a letter grade to each speaker. Lay judges may not fully understand a scale of 30 points, but everyone who has gone through the American educational system understands A+ to F. When the ballot goes to Tab, tab staff rescues the ballot on a 99-point scale. At Bronx this last year, we ended up converting to a 30-pt scale, but saw a number of teams getting converted speaker points of 3 or 4. At Princeton, we converted to a 99-point scale for converted speaker points, which allowed a greater spread of speaker points and kept the bottom of the scale at 59 points, roughly the equivalent to a 24 on a 30-point ballot. Yet there were, instead of six points separating perfect from low, there were now 40 points. Students still got a bottom-level cushion, lay judges had an understandable scale, and coaches had a greater feedback of stronger partners within pairings. I would add, however, unless you have a large tab staff with nothing to do (in which case, there is a fire somewhere that is burning unnoticed), putting the 99-point scale on the ballot and allowing the judge to assign the letter grade, with a scale to convert to points would expedite matters in Tab.

Public Forum has come a long way since 2001. CFL has adopted it as a main event. Many state leagues have adopted it as a main event. Virtually every national-level tournament also has opportunities for Public Forum debate. Now, at this juncture as Public Forum is starting to exponentially grow, I encourage tournament directors to think of what we want this event to look like in ten years and realize that, how we set up a tournament, how we create judges' panels, will determine if Public Forum is still recognizable as a public debate event in ten

years or if the NFL will have to develop yet another form of debate to allow debate to be judged by the community and keep the good work of our students ever in the public eye.

(Rev. B. A. Gregg is the Director of Forensics at Randolph Macon Academy in Front Royal, Virginia. In 2006, he received the Best New District Chair Award and is the holder of eight NFL Service Plaques. He is the chair of the NFL Mid-Atlantic District, the nation's largest district.)



CDE Pre-Nationals

Camp

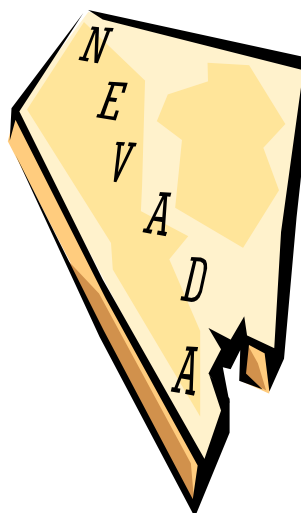
2008



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- June 12-14 for interp, policy, oratory, and duo (and short length enrollees in LD, extemp, and PF)
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www.desertlights.org

Desert * Lights



JUNE 15-20, 2008
LAS VEGAS, NV



* **Book Hotels**

* **Things to do in Las Vegas**

* **Transportation Information**

* **Schedule of Events & Locations**

2008 Desert Lights Nationals



**Barbara and Hank Greenspun
Junior High School**
140 North Valle Verde Drive
Henderson NV 89074
Humorous & Duo Interp



Green Valley High School
460 Arroyo Grande
Henderson, NV 89014
Public Forum and Extemp



Foothill High School
800 College Drive
Henderson, NV 89002
Policy and Congress at Community College (next door)

National Tournament School Sites



Bob Miller Middle School
2400 Cozy Hills Circle
Henderson, NV 89052
Original Oratory & Dramatic Interp



**Jack and Terry Mannion
Middle School**
155 East Paradise Hills Drive
Henderson, NV 89002
Lincoln Douglas

A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS

The “Desert Lights” will be an excellent location for the 2008 LFG/NFL National Speech Tournament. To make planning a little easier, the National Office is happy to provide a preliminary overview of the tournament. Please keep in mind that all logistics are tentative and subject to slight changes.

Sunday (Registration)

This year, the tournament registration and NFL vending EXPO will take place on Sunday, June 15th from 8am to 3pm at the Student Center on the campus of UNLV. In addition to the normal registration events, the local host committee has planned an incredible afternoon of events near the student union.

Monday and Tuesday (Preliminary Rounds/Early Elims/Schwan Event)

There will be five venues used for the preliminary competition. Foothill High School will host the preliminary rounds and early elim rounds of Policy Debate. Green Valley High School will host the preliminary rounds and early elim rounds of Public Forum Debate and U.S. and International Extemporaneous Speaking. Mannion Middle School will host preliminary and early elim rounds of Lincoln-Douglas Debate. Greenspun Middle School will host the preliminary and early elim rounds of Duo and HI. Bob Miller Middle School will host the preliminary and early elim rounds of DI and OO. The National Student Congress will be held at the College of Southern Nevada adjacent to Foothill High School.

All main event preliminary and early elimination competition on Monday and Tuesday will occur between 8am and 6pm.

The Schwan Event will take place near the two high schools at the state-of-the-art Henderson Pavilion in the evening on Tuesday. Students eliminated from main event competition on Tuesday will re-register for the Wednesday supplemental events at the Schwan Event.

Wednesday (Elimination Rounds/Supplemental Events)

There will be two venues used on Wednesday, June 18th. Students who qualify for elimination Round 9 of Policy, Lincoln Douglas, or Public Forum will compete at Foothill High School on Wednesday. All main event speech competitors (HI, DI, DUO, OO, USX, IX) who have qualified for round 9 will compete at Foothill High School. The National Student Congress semifinals will be held at the College of Southern Nevada adjacent to Foothill High School. Those students re-registered for supplemental events (Expository, Commentary, Prose, and Poetry) will compete at Green Valley High School on Wednesday. All students eliminated prior to round 9 of speech and debate events as well as, the prelims of Student Congress will have the opportunity to re-register and compete in up to two supplemental events (if pre-registered).

All competition will occur between 8am and 7pm on Wednesday.

Thursday (Elim Rounds/Supp/Cons Events/Interp Finals/Diamond Awards)

On Thursday morning, debate elimination rounds will continue at the Foothill High School complex. The National Student Congress will hold its final round sessions at the Cox Pavilion on the campus of UNLV. All supplemental and consolation events will occur at Green Valley High School.

On Thursday evening, attendees will enjoy the national final rounds of Humorous Interp., Dramatic Interp., and Duo Interp., as well as the Schwan Coaches’ Diamond Ceremony at the Cox Pavilion on the campus of UNLV.

Friday (Supp, Cons, and Main Event Finals and National Awards Assembly)

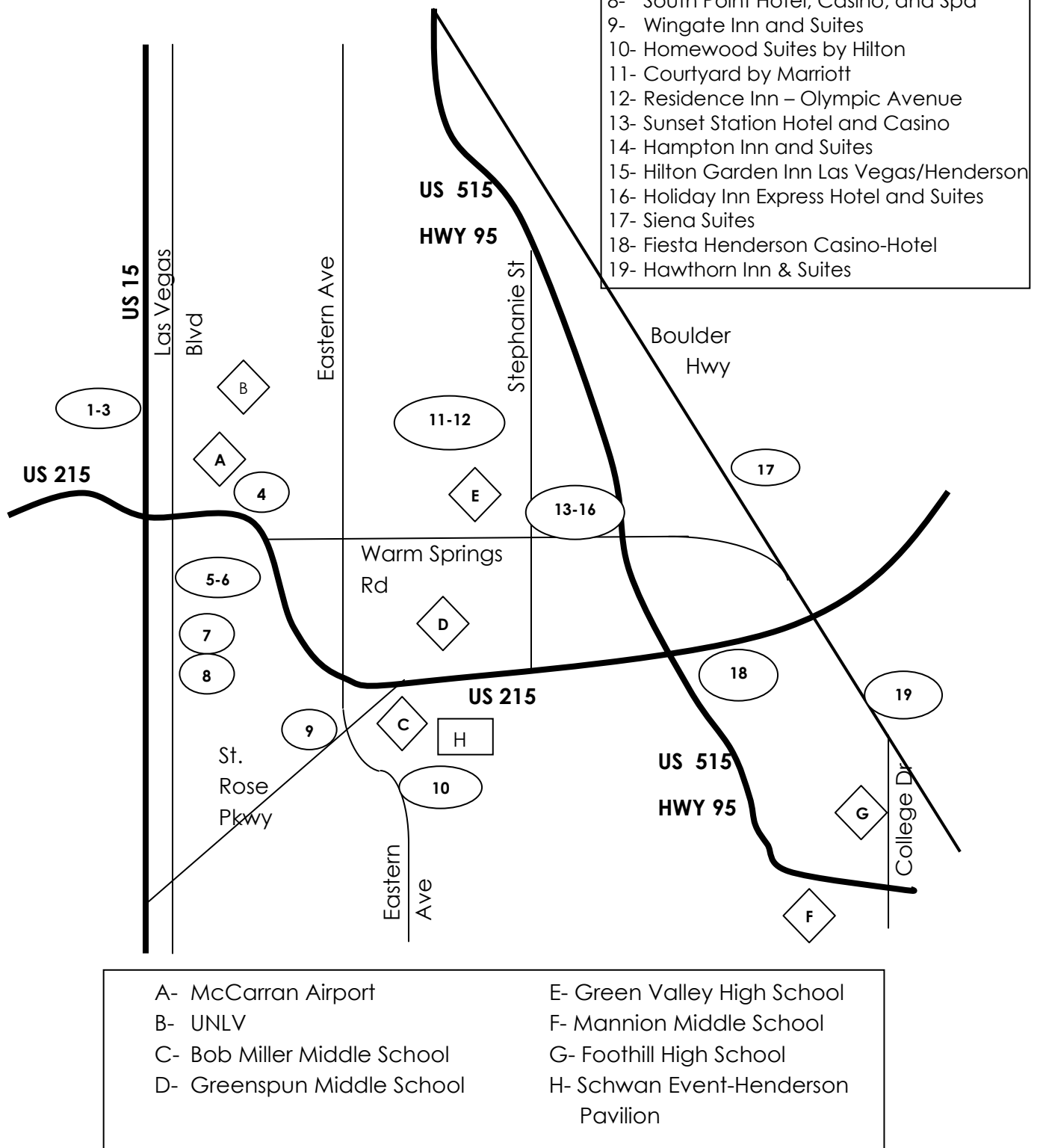
The remaining Main Event final rounds (Original Oratory, U.S. Extemp, International Extemp., Lincoln-Douglas, Policy, and Public Forum), as well as, the Supplemental and Consolation Event finals will be held throughout the day on Friday at the Cox Pavilion on the campus of UNLV.

On Friday evening, the National Awards Assembly will be held in the Cox Pavilion at UNLV.

Coaches who have any major questions about the logistics of the Desert Lights Nationals should feel free to contact the National Office at 920-748-6206 or at nfl@nflonline.org.

2008 Desert Lights Nationals

Tournament Hotels and Venues



IMPORTANT!! CONSIDERATIONS WHEN SELECTING AND RESERVING HOTELS AT THE DESERT LIGHTS NATIONALS PLEASE READ BEFORE SELECTING LODGING

1. All schools should stay at one of the NFL recommended hotels. The local host committee has negotiated the lowest rates available at these properties for our members and has chosen them for their convenience in tournament preparation. PLEASE DO NOT STAY ON THE LAS VEGAS STRIP. Morning and afternoon traffic jams could add 45 minutes to an hour to your commute.
2. Hotels are listed in the ***Rostrum*** as to either be booked at the host website, www.desertlights.org, or by phone. Properties that can be booked online have the rate code for Desert Lights pre-loaded on the site. If a rate code is not pre-loaded, book by phone and be sure to give the rate code to the booking agent.
3. When calling hotels, all coaches must mention the NFL Desert Lights National Speech Tournament block to receive the posted rate. Also, some properties have special instructions that are listed on the hotel grid provided. **All room reservations are subject to an automatic two-night non-refundable deposit per room to avoid double-booking.**
4. **All** hotel properties are easily accessible and are within 15-20 minutes by highway or surface streets of every Monday-Friday competition venue. The host website has downloadable maps from every hotel to UNLV, McCarran Airport, and the five competition sites. You can print all needed maps before ever leaving home.
5. The **Sponsors' Hotel** is the South Point Hotel and Casino. This hotel is an excellent choice in both price and features. The South Point boasts a 64 lane bowling alley, 16 screen movie theater, and an incredible video arcade.
6. It is recommended that coaches go to the local host website at www.desertlights.org to determine which hotel fits the needs of their program. All hotels on the list are convenient to the tournament venues. Schools are encouraged to book early as hotel blocks will fill up rather quickly.
7. Key Travel Times to Note:
All Hotels to High Schools (Less than 15 min)
Green Valley HS to Foothill HS (Less than 15 minutes)
Each Middle School is less than 10 minutes from each High School and one another.
UNLV is only 15-20 minutes from all hotels.
8. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Henderson area to get a better perspective on the logistics of travel. Also look at the map printed in the ***Rostrum*** and the downloadable maps on the host website. The key to a less stressful week is to seriously consider following the above lodging suggestions provided by the National Office.

Additional Tournament Information (Logistics, Complete Driving Directions, Maps, Individual Event Schedules, etc) are available on the NFL website at www.nflonline.org/NationalTournament and at the local host site at www.desertlights.org

2008 Desert Lights Nationals

Hotel Name	Rate	Phone	Address	Amenities	Book Online at Host Website	Book by Phone
Sponsors' Hotel South Point Hotel & Casino	\$74	866-791-7626 Rate Code: "Desert Lights"	9777 Las Vegas Blvd. South Las Vegas, NV 89183	OP, S, R, W, M, B		866-791-7626 Rate Code: "Desert Lights"
Courtyard by Marriott - Henderson	\$119	702-434-4700 800-321-2211	2800 N. Green Valley Pkwy. Henderson, NV 89014	OP, F, S, L, R, H, W	www.desertlights.org	
Courtyard by Marriott South	\$119	702-895-7519 702-948-9999 x 6671 866-847-2002 Rate Code: "Desert"	5845 Dean Martin Dr. Las Vegas, NV 89118	OP, H, F, L, R, S, W	www.desertlights.org	702-948-9999 x 6671 866-847-2002 Rate Code: "Desert"
Emerald Suites	\$59-\$79		9145 Las Vegas Blvd. South Las Vegas, NV 89123	OP, F, L, H, S		
Fairfield Inn South	\$109.99	702-895-9810 800-MARRIOTT	5775 Dean Martin Dr. Las Vegas, NV 89118	OP, H, F, CB, L, W	www.desertlights.org	
Fiesta Hotel & Casino	\$76	1-800-634-3101	777 W. Lake Mead Dr. Henderson, NV 89015	OP, R, M, FC	www.desertlights.org	
Hampton Inn & Suites	\$99	702-992-9292 702-568-7800 Rate Code: "CCSD"	421 Astaire Dr. Henderson, NV 89014	CB, L, H, OP, F, W	www.desertlights.org	702-568-7800 Rate Code: "CCSD"
Hawthorn Suites	\$95		910 S. Boulder Hwy. Henderson, NV 89015	IP, W, F, CB, L, Spa		
Hilton Garden Inn - South Las Vegas Blvd	\$99	702-459-7830 800-HILTONS Rate code: "DES"	7830 Las Vegas Blvd. South Las Vegas, NV 89123	S, W, L, F, OP, H, R		702-459-7830 800-HILTONS Rate code: "DES"
Hilton Garden Inn - Henderson	\$99	702-322-9000	1340 W. Warm Springs Rd. Henderson, NV 89014	OP, W, H, F, R, L	www.desertlights.org	
Holiday Inn Express	\$99	702-990-2323	441 Astaire Dr. Henderson, NV 89014	F, W, L, H, OP, CB	www.desertlights.org	
Homewood Suites - Airport	\$111-\$161	800-call-home	230 Hidden Well Road, Las Vegas, NV 89119	OP & Spa, S, CB, F, L		800-call-home

Hotel Name	Rate	Phone	Address	Amenities	Book Online at Host Website	Book by Phone
Homewood Suites - Henderson	\$101-\$121	702-450-1045 702-273-2500 Rate Code: "CCSD"	10450 S. Eastern Ave. Henderson, NV 89052	OP, F, CB, L, W, H		702-450-1045 702-273-2500 Rate Code: "CCSD"
Microtel	\$99		55 E. Robindale Rd Las Vegas, NV 89123	IP, W, F, CB, L		
Residence Inn by Marriott O Henderson	\$129-\$169	800-331-3131 702-434-2700	2190 Olympic Ave. Henderson, NV 89014	S, CB, L, OP, H, F, W	www.desertlights.org	
Residence Inn by Marriott South	\$130	800-MARRIOTT 702-795-7378 702-648-2100 Rate Code: "Desert Lights National Tournament"	5875 Dean Martin Dr Las Vegas, NV 89118	OP, F, CB, W, H, L	www.desertlights.org	702-648-2100 Rate Code: "Desert Lights National Tournament"
Siena Suites	\$59-\$89		6555 Boulder Hwy. Las Vegas, NV 89122	L, OP, F, W, H		
Sunset Station Hotel & Casino	\$89	888-786-7389	1301 W. Sunset Rd. Henderson, NV 89014	S, R, OP, F, M, B, FC	www.desertlights.org	
Wingate by Wyndham	\$109	702-568-0027 Rate Code: "Desert Lights"	3041 St. Rose Pkwy. Henderson, NV 89052	OP, F, H, S, CB, L, W		702-568-0027 Rate Code: "Desert Lights"
Amenities Key:		OP = Outdoor Pool S = Airport Shuttle R = Restaurant M = Movie Theatre	IP = Indoor Pool CB = Complimentary Breakfast W = Complimentary Internet CL = Complimentary Light Lunch	F = Fitness Facility L = Laundry Facilities H = Whirlpool B = Bowling	FC = Food Court	
* Go to the host website, www.desertlights.org , for additional information about each hotel property *						

Advanced Booking

Reminder: When you book, it is NFL policy that you provide a two night **non refundable** deposit for each room suite booked. You will be asked to send cash, check, or money order immediately to hold your rooms. If the money does not arrive in a timely fashion, your rooms will be canceled and sold to others. Should you choose to use a credit card, the hotel will enforce NFL policy and bill your card immediately for the two night non refundable deposit. If you book rooms, you will see charges on your credit card statement prior to nationals.

NFL wishes to eliminate "Speculative" booking ("I will reserve rooms now in case we qualify"); and double booking ("I always book two places and when I arrive I choose the one I like and cancel the other"). If a coach chooses to book excess rooms on several properties, s/he will pay a two night **non refundable** deposit for each room booked, even if canceled later.

**National Tournament Information
Go Online!**

www.nflonline.org

Desert * Lights



- **Tentative Schedules**
- **Tournament Logistics**
- **Important Hotel Information**
- **Directions for Online National Tournament Registration**

**Additional Host Information Provided at
www.desertlights.org**

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For details go to:

<http://www.nflonline.org/NationalTournament/Vending>

Contact Heidi Christensen at hschristensen@nflonline.org



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JUNE 15-20, 2008
LAS VEGAS, NV



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The \$12 million Henderson Pavilion, is a haven for artists, and musicians. Within months of its September 2002 opening, the Pavilion was playing host to the Las Vegas Philharmonic, the Nevada Ballet Theater and Opera Las Vegas, as well as concerts from such nationally known artists as Lee Greenwood, an arts and crafts fair, and the first Vegas Valley Book Festival. The outdoor venue is also the new home for Nevada's annual Shakespeare in the Park festival.

The new facility is part of a \$28 million project at Liberty Pointe, situated on 40 elevated acres that are also home to the new Paseo Verde Library and a Multigenerational Center and Aquatic Complex. The sail-like tension-fabric roof over the Pavilion's 2,500 covered seats is vaguely reminiscent of the Sydney Opera House. There is additional lawn seating for 5,000, though there's only parking on site for a fraction of a crowd that size.

If you love roller coasters, check out the rides at the New York New York, Circus Circus, Sahara, and Strato-sphere hotels!

Things To Do

Free Stuff To Do

- Bellagio Hotel**
 - Fountains
 - Conservatory
 - Botanical Gardens
- Caesars Palace**
 - The Lost City of Atlantis Show
 - Fountain Festival Show
 - Forum Shops
- Circus Circus Hotel**
 - Circus Acts on the Mid-way
- Excalibur Hotel**
 - Castle Moat show
- Ethel M Chocolate**
 - Factory tour and samples
 - Cactus Gardens
- Flamingo Hotel**
 - Wildlife Habitat
- Freemont Street Experience**
- Golden Nugget Hotel**
 - World's largest golden nugget
- Lake Las Vegas**
- MGM Grand Hotel**
 - Lion Habitat
 - CBS Television Research Center
- Mirage Hotel**
 - Volcano
- Planet Hollywood**
 - Desert Passage Rainstorm
- Rio Hotel**
 - Masquerade Show in the Sky
- Sam's Town**
 - Sunset Stampede
 - Mystic Falls Park
- TI Hotel**
 - Sirens of TI
- Tropicana Hotel**
 - Lion Habitat
 - Birdman of Las Vegas
- Venetian Hotel**
 - The Grand Canal Shoppes

Don't forget

A drive down the **Las Vegas Strip**

Cheap Stuff To do

- Bellagio Hotel**
 - Fine Arts Gallery
- Caesars Palace**
 - 3-D Motion ride
- Circus Circus Hotel**
 - Adventure Dome
- Elvis-A-Rama Museum**
- Excalibur Hotel**
 - Fantasy Faire (carnival games)
- Gameworks**
- Hilton Hotel**
 - Star Trek: The Experience
- Hoover Dam Tour**
- Imperial Palace Hotel**
 - Auto collection
- Lake Mead Recreational Area**
- Las Vegas Monorail on the Strip**
- Las Vegas Natural History Museum**
- Lied Discovery Children's Museum**
- Liberace Museum**
- Luxor Hotel**
 - IMAX and Motion Rides
 - King Tut's Tomb and Museum
- Madame Toussand Wax Museum**
- Mandalay Bay Hotel**
 - Shark Reef
- Mirage Hotel**
 - Secret Garden
 - Dolphin Habitat
- Old Las Vegas Mormon Fort**
- Paris Hotel**
 - Eiffel Tower Observation Deck
- Red Rock Canyon**
- Spring Valley Ranch State Park**
- Stratosphere Tower**
- Venetian Hotel**
 - Guggenheim Museum
 - Hermitage Museum
 - Gondola Rides

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Jon Sharp - U. of Kentucky

Judy Butler - Augusta Prep

JR Maycock - Highland

Jacob Polin - UC Berkeley

Bobby Lepore - Stanford

Jenny Herbert Creek - Stanford

Matt Fraser - Stanford/Head Royce

Toni Nielson - CSU Fullerton

Nichelle Klosterboer - Idaho State

Janelle Rivard - U. of Georgia

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Technology for the Interpers

Cherian Koshy's Tips are dedicated to all the drama teachers, interp coaches, and interpers themselves.

Each month, this column will be used to provide the forensics community with technology insights that students, coaches, and other members of the community may find helpful in improving productivity as well as making life just a little bit easier.

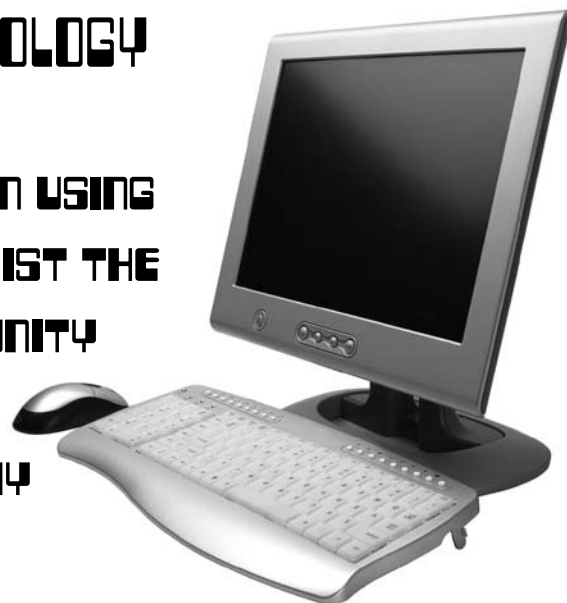
Do you have a technology question or suggestion for the forensics community?

Email your thoughts to: cheriangkoshy@gmail.com.

FORENSIC TECHNOLOGY

NEWS AND ADVICE ON USING TECHNOLOGY TO ASSIST THE FORENSIC COMMUNITY

BY
CHERIAN KOSHY



Suggestions

I had the great pleasure of attending the Heart of America District Tournament as part of my duties as the NFL liaison for the Joy of Tournaments software. While we enjoyed the excellent food and awaited ballots, I solicited some advice for my next column of Forensic Technology. Knee-deep in debate rounds, one coach who I don't want to single out (Kim Lenger, Truman HS http://www.nflonline.org/points_application/coachprofile.php?id=1232437) took brief pause from her extensive scrapbooking to mention that while there are a lot of resources for debaters out there, the same is not true for interpers. Touche, Mrs. Lenger, touché. So this month's column is not just for Mrs. Lenger but for all of the drama teachers, interp coaches, and interpers themselves.

Finding Material

Having spent my days almost exclusively in the debate world, it's true that our research and preparation can be done almost exclusively on the internet. But for interpers and their coaches, the internet is rarely the route to go...until now. The Internet Theatre Bookshop (<http://www.stageplays.com/>) provides a great service to the interp community. In addition to providing access to "virtually every play in the world" including new works, the site provides reviews of plays and sorts them by genre. My favorite part of the site is that within many genres the user can search for plays based on the ratio of males and females. For the drama student or teacher, there are also plenty of resources for study on improving your skills as an actor. Dramatists

Play Services (<http://www.dramatists.com/>) also provides a tremendous catalogue that many interpers are familiar with. In addition to providing plot outlines, it has a great selection of new plays for the cutting edge performance. Baker's Plays (<http://www.bakersplays.com>) also provides an online catalogue of plays but doesn't provide as much information as the other sites. There are also many sites geared directly towards the NFL interper such as SpeechGeek.com and ThePerfectPerformance.com, which provide unique services by and from former interp competitors. As with any piece selection, students and coaches should always consider the type of material they are purchasing as well as the literary merit of the work. While the controversy surrounding the use of certain types of material is better left for another article by someone much more versed in interp events (my last experience was the East Iowa Duo & HI district final round five years ago where I judged Nick Kanellis in both events), the purpose of this article is to provide information about where to find scripts online. Suffice it to say, there are plenty of opportunities for the resourceful interper and coach.

Improving Performances and Understanding Interp

It should be clear that my limited experience in interp events is no secret even if, on occasions, the extemp/debate judge rears his ugly head in the back of an interp round. This, however, puts me in a remarkable position of attempting to find out how to learn the art of interpretation in the same manner as a new coach or new student. Being entirely

ASSISTING THE FORENSIC COMMUNITY

biased, I went to the obvious first choice for websites: NFLOnline. In addition to the resources provided under the Coaches Resources for interp and the final round videos, I was also pleased to find a number of great Rostrum articles that I would use as a coach or student to improve my interp skills. Under the "Archives by Topic," I found a number of very helpful articles. While Don Crabtree may not know how to spell "Beavis" from Beavis and Butthead, he sure does know interp! As well, the NFL Store offers several books for the interp coach and student that will be helpful for anyone getting started.

But my interp friends (it's surprisingly universal to classify friends by their NFL events), tell me that it's not enough to read about how to interp, you have to practice your interp skills in order to truly be a remarkable interper. Unfortunately, and as one of my former classmates, Anne Gerbensky Kerber, writes in an article in the National Forensic Journal, a huge potential exists to increase the amount of forensic-related scholarship. Hopefully Anne's article will serve as a call-to-action on the part of the interp coaches to provide additional

resources and materials for the forensic community.

My interp friends suggest, however, that students take every opportunity to perform. Technology has tremendous potential to assist the interper in this regard. As noted in earlier columns, interpers can take advantage of videotaping their performances. In addition to giving students the opportunity to see themselves as the audience sees them, videotaping practices gives students the opportunity to use the squad room as a laboratory. By testing different cuttings, interpretations, and changes, the student and coach can revisit past iterations of their piece to improve their performance. As well, the video gives students the opportunity to receive feedback from coaches or other mentors who may not have the ability to practice one-on-one with the student. Not only can the student videotape their performance for viewing at another time by a coach but they can also create an interactive experience by using a web camera to put a long-distance coach or alumni in the room. Using a web camera is relatively straightforward. The Macs tend to have the webcam integrated while the PC

users can purchase an inexpensive webcam at any electronics store. The addition of an instant messaging program will make it easy to practice with someone anywhere in the world.

At the end of the day, interpers and their coaches may not be drinking Mt. Dew, eating Doritos, and going pale from the glow of a computer screen but that doesn't mean that the interper and technology must be complete strangers. For the resourceful student and coach, technology can provide some tools for finding pieces and improving performances. While it should surprise no one that interp is less technology oriented than other events, there is much more that the interp coaches can do to share resources and create materials for the interp community.

For now, Mrs. Lenger can go back to her scrapbooking knowing that the digital age is ready for the interp invasion.

(Cherian Koshy is the NFL's resident information technician and authors the "Forensic Technology column for the *Rostrum*.)

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“Clearer”, please! by Tim Mahoney, Member NDCA

The issue of clarity in policy debates has reached a critical level. Given the rapid changes in Lincoln-Douglas debate it is quite possible that clarity will become an increasingly problematic issue in that event also. Judges have a variety of different options when faced with unclear speakers. In this essay I will argue that the best option to rectify this situation is for judges to use verbal signals. To be more specific, I believe the judge should say “clearer”. If the speaker fails to accommodate the judge or does for a short period of time but then resumes speaking unclearly the judge should again yell “clearer”. If a third reprimand is necessary the judge should yell “minus point five” in recognition of a half a speaker point penalty that will be assessed at the end of the debate when speaker points are assigned. Each additional “clearer” that is necessary should be noted with an additional half point penalty. At the end of the debate a judge should award speaker points as they would normally, subtract the appropriate number of speaker point penalties assessed for lack of clarity, put the resulting number in the proper box and nearby put the number of points the student would have received with an “X” through it. This makes it clear to both the student and their coach that a lack of clarity had a detrimental effect on their performance in that debate without causing undue confusion in the tabulation room. I believe it is also appropriate to note this policy in your judging philosophy and probably is worth mentioning to students before a debate starts. Referencing your judging philosophy and quickly explaining these procedures both serves to avoid confusion

once the debate starts but also emphasizes to the debaters know that clarity is an issue you take seriously.

I’m not a critic of debaters who attempt to speak as quickly as they can. In fact, quite the opposite; I definitely agree with Michael Korcok when he says,



“Debate pedagogy is sometimes criticized because debate competitors speak ‘like auctioneers’, are ‘incomprehensibly fast’, or talk ‘at a ridiculous pace’. Occasionally, those objecting press the point by insisting that either individual debaters or that debate as a whole ‘slow down or else’. The proper response to the critics is that speedy speaking is a pedagogically sound practice: speaking faster improves cognitive ability.”¹

However, I am a detractor of debaters who don’t speak clearly. In particular, I’m increasingly concerned with both the practice of reading the text of evidence virtually incomprehensibly and the

practice of clipping cards. Both of these practices put the opponents of the unclear debater at a significant disadvantage. These practices can best be controlled by a judge willing to make verbal reprimands. Debaters and judge(s) ought to be able to sit and listen carefully as arguments are made and evidence is read and be able

to understand every word of a speech. Although it is certainly acceptable to acquire and read a piece of evidence that an opponent has read it shouldn’t be a mandatory practice just to understand what an opponent has said. A lack of clarity also makes it virtually impossible to determine if a student is claiming to have read more evidence than was actually read (“clipping cards”). This is a particularly insidious practice and when caught clipping cards it is a common and appropriate practice for judges to give

the offending debater zero speaker points and a loss. However, as clarity goes down the possibility of clipping goes up. It also makes it extremely difficult to determine if a debater is clipping cards or is just impossible to understand. Either situation requires judge intervention.

Unfortunately, the most common solutions to the clarity issue fail to remedy these problems. Many judges do nothing. As long as tags and cites are read clearly many judges are willing to ignore students who read the text of their evidence incomprehensibly. Other judges will occasionally yell “clearer” or provide another verbal reprimand, however, if the behavior isn’t corrected they just struggle on doing their best to flow what they can.

¹Korcok, Michael Speak Fast http://www.hsdebate.com/archives/theory/old/Korcok--Speak_Fast.html

This was my approach for several years. However, once I realized that it isn't fair to the opponents I knew that a more direct approach was necessary. Some judges feel like it isn't their role to interfere in the debate and hence do nothing. Sometimes that includes not flowing or just ignoring those students who don't speak with clarity. This is a disservice to all the students involved in the debate and also to the judge. Debaters often make strategic concessions of their opponent's arguments and a "give up" approach can only result in confusion. It would be an inappropriately ironic situation if a team linked turned a disadvantage and tried to win the debate on those link turns and the judge said they didn't flow the impact to the disadvantage and hence were unable to use that as a part of their decision calculus. Students can't know what arguments judges did or didn't flow and to make them guess just obfuscates a debate that is probably already difficult to follow. Not flowing just isn't just an appropriate response. Often a quick "clearer" solves

the problem which results in a debate that is both more enjoyable and educational for all involved. Given that many judges refuse to take action it's also entirely possible that a student doesn't realize that many of their words can't be understood. There are many different circumstances that affect a student's clarity. An individual judge's ability to hear can be influenced by tone, room acoustics, how close the judge sits to the debaters, the number of other observers, innate ability, and several other factors. Students should be given the benefit of the doubt and an opportunity to correct a lack of clarity. However, for some students a gentle reminder is insufficient. For these more obstinate students a more disciplinary approach should be pursued. If a student insists on speaking in a manner that is difficult to understand for their opposition and the judge, then it is entirely reasonable for the judge to penalize that students speaker points.

The reality is that students respond very quickly to potential

reductions in their speaker points. While polite reminders to be "clearer" often result in only minimal change which quickly reverts back to incomprehensible speech, when a polite reminder is coupled with a potential reduction in speaker points, conformity usually follows quickly. When emphasized before a debate via the judging philosophy or pre round comments it is often the case that no further follow up is necessary.

Much like enforcing time limits a lack of clarity should encourage a judge to put on their referee's hat and put a stop to a behavior that gives a strategic advantage to one team. "Clearer", "Clearer!", "minus point five", "minus one", "minus one point five", and continuing as necessary. This series of reprimands should make it abundantly apparent to the offending student that the judge will insist on clarity.

(Tim Mahoney, Director of Debate, St. Mark's School of Texas. He is a member of the NDCA Board.)





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Stage 2 is run by David Kraft. While the curriculum has been updated, this is still the same lab it was when InterProd started 5 years ago. There are only 16 slots that students must submit an application as well as a DVD of their performance to be considered. Stage 2 has produced many excellent performers that have gone on to great success on the circuit. From National Finalists to State Champions in a multitude of states, Stage 2 is the premier interp lab.

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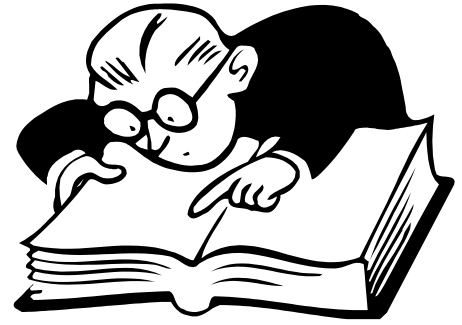


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Chris' Curriculum Guide



GOOD NEWS - The year is almost over! Many of you probably only have about six weeks of school left.

BAD NEWS - It's been a long year, you are running out of creative teaching ideas, and there are still about six weeks of school left.

Don't worry, I have a wonderfully creative idea for each you. This month I present an assignment I call, Characters in Real Life. The idea for this assignment comes from Judy Woodring, the Director of Forensics at Western Kentucky University. Before taking the helm of the speech and debate team at WKU, Mrs. Woodring was an English teacher at Union County High School in Kentucky. After reading Shakespeare's *MacBeth*, students in Mrs. Woodring's class were required to locate and identify a contemporary political leader that they felt personified the leadership style, personality traits, and character attributes of the Scottish king. This month's activity, Characters in Real Life, is an adaptation and expansion of Mrs. Woodring's creative assignment.

Characters in Real Life

Literature is full of unique - if not truly strange - characters. These characters are often the focus of lengthy discussions, as their individual character traits frequently serve as the driving force behind plot developments and conflict. Therefore, the ability to genuinely understand characters and the factors that influence their decision making process is arguably critical to fully comprehending great literature. Typically, attempts to develop an understanding of characters are limited to discussions of the character, the life of the author, the time and culture from which the character comes, and the relationships between various characters in a particular piece of literature. In essence,

we attempt to transport the reader to the location and time of the character, but Baz Luhrmann's 1996 interpretation of Shakespeare's *Romeo and Juliet* illustrates the power of transporting the character to the time and place of the reader. The goal of this activity is to challenge students in English and Theatre classes to transport the characters they encounter through their readings into the twenty-first century.

Objectives:

- To assist students in developing a full understanding of characters in major literary works.
- To provide students with a new context in which to view old characters.
- To help student actors in the process of character development.
- To offer teachers a means for evaluating a student's understanding of characters present in literature.

Preparation:

This activity can be easily worked into a unit on any significant piece of literature, and preparation for this assignment is minimal. In order for students to complete this assignment successfully, the only preparation that must be completed is the reading of a selected literary work. Once you have selected the literature and the students have read it, then they can begin work on the assignment.

The Assignment:

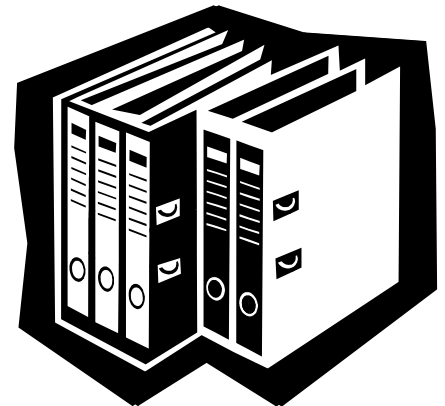
Each student should independently write a two page essay (you can increase the length if you like) comparing and contrasting the personality traits, actions, feelings, etc of a major literary character with a contemporary political leader, cultural icon, media mogul or otherwise well known individual (feel free to restrict options in this area however you see fit). The contemporary counterpart must be an individual who is commonly known to all

well educated individuals.

The essay should briefly introduce the character being analyzed and the contemporary figure to which this character is being compared (this should be the first paragraph - or perhaps first two paragraphs - of the essay). One or two paragraphs should then be devoted to discussing and illustrating similarities between the literary character and her/his contemporary counterpart. If any stark differences exist between the literary character and the contemporary counterpart, a paragraph or two should also be devoted to discussing and illustrating these differences. The essay should conclude with a well-developed conclusion that, among other things, might explain how this activity has helped shed new light on the literary character in question.

If you wish, this essay can be paired with an oral presentation on the character and her/his contemporary counterpart.

For more information on this assignment please contact Chris Joffrion at: cjoffrion@nflonline.org



Good luck at districts everyone!!

NFHS Speech and Debate Publications



For 82 years, **The Forensic Quarterly** has remained one of the most credible and valuable resources for CX policy debaters and coaches across the country. Four issues are published each year at \$6.50 per issue. FQ1 is an overview of the topic; FQ2 is a bibliography of possible research materials; FQ3 includes potential affirmative cases; and FQ4 includes possible negative cases.

The **NFHS Coach's Manual for Speech and Debate** is designed specifically for novice coaches. The manual contains information on a number of elements of coaching, including contest descriptions, finances, travel, judging, attending tournaments and building and developing a squad. The loose-leaf notebook format makes it easy to add information specific to your state. Cost is \$19.95 plus shipping and handling.

Thirty-one low-cost speech and debate booklets are available. Titles of some of those booklets are: An Introduction to Debate; Lincoln Douglas Debate: The Basics of Value Argumentation; Oral Interpretation: Preparing and Performing Literature; Parliamentary Debate; Rebuttals and Extensions in Debate; Understanding the Counterplan; Public Forum Debate: An Introduction; Topicality: Theory and Practice; The Value of Speech, Debate and Theatre Activities: Making the Case for Forensics; and a new booklet entitled Preparing and Performing a One-act Play. Each booklet is \$3.00.

DVDs and Videos are available on a variety of topics. Videos on Original Oratorical and Public Forum Debate are available in VHS format. A DVD is available on Lincoln Douglas Debate, and a DVD on the Alternative Energy CX debate resolution will be available in July 2008.

More information on all publications is available online at www.nfhs.org

To order any of these materials, call NFHS customer service toll free at 1-800-776-3462 or order online at www.NFHS.com.



The Billman Book Club

Encouraging Life Learning in Leadership

April's Book of the Month:

Tough Choices or Tough Times:
The Report of the New Commission on the Skills of the American Workforce.

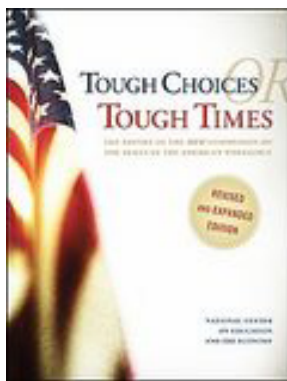
National Center on Education and the Economy. (2007). *Tough Choices or Tough Times: The Report of the New Commission of the Skills of the American Workforce*. San Francisco: Jossey-Bass.

The National Center on Education released its first report, *America's Choice, High Skills or Low Wages*, in 1990. This seminal work argued that many American jobs would be outsourced to workers in other countries who were willing to work for lower wages than their American counterparts. Nearly twenty years since the Commission's initial report, much of what they described has come to pass. However, the New Commission on the Skills of the American Workforce acknowledges that the first commission did not anticipate another source of competition for America's workers: highly skilled workers who were willing to work for low wages. These employees, which the Commission indicates hail mainly from China and India, can do the work of many American workers at a fraction of the cost. Compounding the situation, the development of many different forms of electronic media, including the internet and its many spinoffs, enables companies to access a global pool of potential employees for any given task.

The New Commission issued a report in 2007 to address this burgeoning challenge. Their report, *Tough Choices or Tough Times*, was recommended to us by Executive Council member Pam McComas. Due to the Commission's insightful observations of contemporary education and innovative recommendations for the future, it is the April Billman Book Club selection.

The Problem

Like a good oratory, the commission's report utilizes a problem-cause-solution framework for analysis. The problem, in this case, is two-fold; first, the world economy is changing so that intense competition will affect innumerable jobs. As noted above, even high-skilled jobs that once promised considerable job security are prone to outsourcing. The commission also points out that American workers face increased competition from automation; any job that can be condensed into an algorithm can be economically automated. Automation will reach farther into the employment sector than



previously realized, and coupled with outsourcing, will provide a heft challenge for the whole of the world's employees. To put it plainly, American workers must contend with cheaper workers and rampant automation to retain even highly skilled jobs which once promised job security.

The Commission contends that American jobs are doubly threatened by the decline of American education. While America once possessed the most educated population in the world, the

United States has slipped out of the top berth and gradually fallen farther in the list of developed countries. The commission argues that, analogous to the decline of British industrialization, the U.S. grew so content in its success that it failed to take proactive measures to ensure its continued success. Moreover, unless the United States can retrain its workforce, improving its education to the level that other countries have achieved, Americans across the board will see a marked decrease in their quality of life.

The Cause

The Commission argues that America's decreasing competitiveness on the global stage stems from a number of systemic problems in education. The system is encumbered by bureaucracy, which ensures that the people responsible for education (i.e. administrators and classroom educators) have relatively little control over the process, and those with the control over the process (many legislators fall into this category) have very little accountability. Perhaps students intuit the frustration of educators, because their attitude toward school is also problematic. Many perceive compulsory education as a necessary evil, a task that they are made to do, in effect "killing time" before the real education begins. Knowing that they need only to achieve low levels of literacy to graduate, many strive only to pass while exerting as little effort as possible.

The system itself also under serves teachers. Teacher compensation is back-loaded, in that educators receive many of their benefits upon retirement, after completing a career with relatively low pay. This system, according to the

commission, makes very little sense in that it rewards teachers for longevity in the profession without considering their efficacy in the classroom. It also fails to attract top-notch new teachers into the field.

The Solution

The Commission proposes a comprehensive new approach to education, the scope of which far exceeds this review. However, the primary recommendation is this: the core principles of education, including organization, assessment, and resource allocation, must change. For example, the Commission argues that standards for student achievement should be raised to reflect standards in other developed nations. Similarly, standardized tests should reflect international benchmarks of literacy and competence. School administrators would have tremendous latitude in their schedules, services, and structure as long as they met their state's standards. These changes would begin to return the control to administrators, empowering them to serve their students in a specialized and knowledgeable way. They would also help students understand that they must put forth tremendous effort to get anywhere – which, according to the Commission, is what they would do.

Interestingly, the Commission argues that, rather than spend more money to repair the system, the money needs to be spent differently. For example, teacher compensation must change. States should provide retirement benefits comparable to those of private organizations. The savings from this maneuver would be divested in two key areas; first to increase

teacher salaries, with added compensation for especially effective educators or educators willing to work in high-demand subjects (such as math and science) or locations (urban or rural communities). Second, a portion of the money would be used to recruit a top-notch teaching force, recruited from the top group of college students. Other savings from other recommendations would be deployed in other areas, including early childhood development and services for at-risk communities.



The role of forensics

The Commission does not focus on any particular area to address the problems it describes, but those of us in the forensic community can easily make the connections between the skills that the Commission insists are crucial and the benefits of participation in our activity. Creativity, critical thinking, and the ability to synthesize a number of different types of information are all skills that are critical to survival in the emerging world

economy, and all are common outgrowths of forensic participation. Equally important, forensics provides students with the life skills they will need to thrive in the midst of rapid societal changes. Speech and debate education teaches students to view challenges constructively and work with a team to resolve them. It also teaches them to be resourceful, exploring a number of different options before deciding on a particular solution. The Commission suggests that these intangibles are invaluable to coming-of-

age students. Fortunately, as forensic educators, we are in a unique position to provide them.

Tough Choices or Tough Times is dense, but profound. The executive summary provides foundational knowledge, but the explanations that follow are worth reading. The anecdotes throughout the text break up the book into digestible parts and provide corroborating evidence for the report's claims from popular media outlets. Educators with an interest in education policy reform would find this selection especially helpful in explaining the tough choices or tough times that face American education.

Tyler and Jennifer Billman have coached and competed on the high school and collegiate levels of forensics for the past 12 years. Tyler is the Coordinator of NFL programs & Coach Education and Jennifer is the Coordinator of Public Relations and Marketing.

Note: This feature is intended to discuss professional literature for the benefit of NFL members. The views expressed by the authors of books discussed in this column do not necessarily reflect the views of the National Forensic League or its employees. NFL makes no claims concerning the veracity of published material reviewed in this column.

Nebraska Debate Institute held at Lincoln Southwest H.S in Lincoln, NE



Dates:

LINCOLN-DOUGLAS

JULY 25-AUGUST 2 DIRECTED BY JENN LARSON AND MARSHALL BUNDE

POLICY DEBATE

JULY 25-AUGUST 2 DIRECTED BY SCOTT WIKE

PUBLIC FORUM

JULY 28-AUGUST 2 DIRECTED BY FRED ROBERTSON

STUDENT CONGRESS

JULY 25-27 DIRECTED BY JANET ROSE

NDI TOURNAMENT

FOR ALL DEBATE DIVISIONS SATURDAY, AUGUST 2

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participants by May 30 in order to save a spot at 2008 Summer NDI

Our price for instruction, meals included (10 of them for Policy and LD students), and **all copies and materials:**

Policy	\$550 per student
LD	\$450 per student
Public Forum	\$350 per student
Student Congress	\$125 per student
Public Forum/Congress Combo	\$450 per student

*Coaches, you can also attend and pay just \$50 per day for the Student Congress, LD, Policy, or PF camp. Coaches can sit in on student's practice rounds and lectures, as well as get practical advice from experienced coaches on all debate events. **There are also two full tuition and meal scholarships available via application to the National Forensic League on a first come, first served basis.***

About the Staff

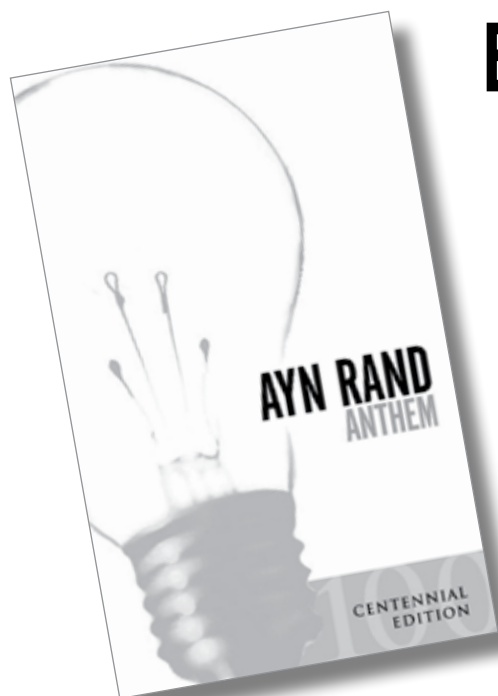
Public Forum instruction will be led by Millard West coach Fred Robertson, with former Lincoln Southeast coach Janet Eckerson and Millard West assistant coach Aaron Schurevich assisting. Millard South coach Scott Wike will once again lead the policy debate staff, with Paul Bellinger, Dana Christenson, and Dylan Sutton returning on staff. Our LD staff will be led by former TOC champion Jenn Larson and current Lincoln East coach Marshall Bunde. Our Student Congress instruction will be led by Kearney coach Janet Rose and promises to be a great learning opportunity for a growing forensics event. We always provide high quality staff and a staff-student ratio that no other camp can match.

Toni Heimes, debate coach at Lincoln Southwest, gets quality vendors like Olive Garden to supply lunches and dinners at great rates and also makes plenty of home-cooked meals. We provide a friendly staff, great facilities, excellent food, and quality instruction. At our camp-ending tournament, we have excellent, experienced coaches and judges who are willing to volunteer their time because they know NDI has been important to helping debate thrive in Nebraska, plus they know Toni will be feeding them lunch!

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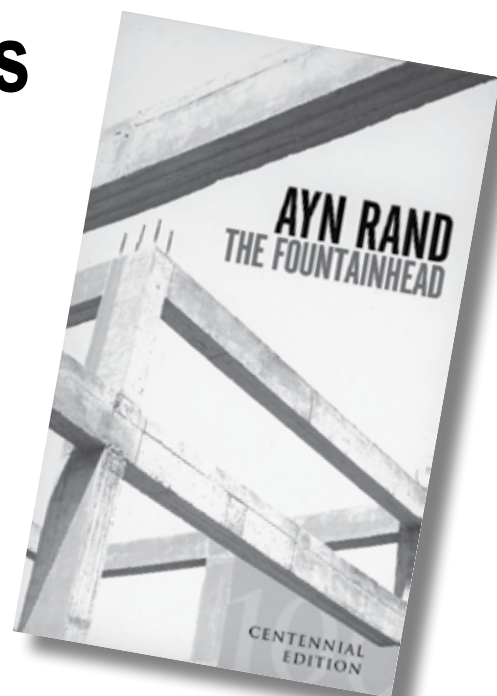
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Remembering

Richard R. “Dick” Warren New Hampshire



Richard R. “Dick” Warren, age 72, ice cream entrepreneur, teacher, guidance counselor, author and friend to all, died unexpectedly January 12, 2008 in Bartlett, New Hampshire, from injuries sustained in a ski accident.

During his high schools years, Mr. Warren was an NFL member carrying a Degree of Distinction. He attended Hyannis-Barnstable High School in Massachusetts.

Mr. Warren began his teaching career in Reading and spent most of his career at Barnstable High School, where he taught English and public speaking for 15 years, and served as a guidance counselor for 15 years before retiring in 1988. He also founded the school’s speech and debate program, and in 2001 he was inducted into the Massachusetts Forensic League Hall of Fame.

In 1960, he purchased Four Seas Ice Cream in Centerville, now the third oldest ice cream store in New England and rated one of the best in the country. The store was featured in a PBS documentary “An Ice Cream Show,” USA Today “Ten Best Ice Creams in America,” and Gourmet Magazine’s Best Ice Cream in the Northeast, and many other publications. In 2002, Mr. Warren passed on the business to his son and daughter-in-law, but remained involved in the business until his death.

Robert J. Tindel Pittsburg High School, Kansas

The Kansas speech community lost a colleague and friend on March 2nd when Robert J. Tindel passed away. Bob had retired from his coaching duties in 2005, but still taught speech and language arts classes and served as the English Department Chairperson at Pittsburg High School. Although he had given up the many weekends and long trips, Bob still kept in touch with area coaches and was always happy to assist when needed.

Bob graduated from Pittsburg High School before attending college at Pittsburg State University where he received his Bachelor’s Degree in Speech and Theatre in 1973. He taught at Kapaun Mt. Carmel High School in Wichita before returning to Pittsburg to teach speech and drama at St. Mary’s Colgan High School. While teaching at St. Mary’s Colgan, Bob began a successful policy debate program.

In 1978 Bob received his Masters Degree from PSU and in 1987 he left St. Mary’s Colgan High School to return to his alma mater, Pittsburg High. He was active in NFL and strongly supported the goals of the organization. He was part of the East Kansas District and the South Kansas District throughout his career. Bob received his Third Diamond Award in 2004 and the NFL Leading Chapter Award from the East Kansas District in 1999.

In addition to his NFL recognitions, Bob received the Joplin Globe Distinguished Educator Award in 1994, the Outstanding Young Speech Teacher Award from the Central States Speech Association, the Kansas Master Teacher Award in 2000, and was recognized by Pittsburg State University as their Outstanding Cooperative Teacher in 2003.

Bob was also an active member of the Pittsburg Community Theatre and loved attending Pittsburg State University Gorilla football games. He was a member of St. Peter’s Episcopal Church where he was active as the choir director, church treasurer, lay reader, Chalice bearer, and Vestry member. The community of Pittsburg, Kansas has lost one of their best assets, the National Forensic League has lost one of its best supporters, and Kansas coaches have lost a close friend. Robert J. Tindel was loved by all and will be missed by all.



Remembering

Garrett Clark



Garrett Addison Clark (July 10, 1989-March 4, 2008) passed away tragically in a car accident. He attended Blue Springs High School. Garrett loved debate and had just qualified to Nationals in policy as one half of the last undefeated team in the Show-Me District. He held the degree of premier distinction with 1512 points and was the 2007-2008 President of the Blue Springs chapter of the National Forensic League.

Garrett was unavoidably lovable and loved to have fun. Everyone who met him had a story, and he made everyone feel like a friend. During his junior year he discovered paisley ties and made them a part of his wardrobe. This year he chose to bring Pokemon back so competitors could relax before their rounds. Garrett found success in policy debate and United States Extemporaneous speaking using his charisma and intelligence to qualify to Nationals his junior year and placing in the top 60 in the nation. He dedicated himself entirely to the program, sacrificing basketball and most of his free time in order to do his best. Garrett's success was due to his preparation for his events. He lived by the phrase, *si vis pacem para bellum* (if you seek peace, prepare for war). Garrett was continually preparing for the next round, the next competitor and the next speech. Garrett was such an integral part of the debate community, the Blue Springs NFL and school, he will definitely be missed.

Yuriy Tutko



Fifteen year old Yuriy Tutko, a sophomore from Holy Ghost Preparatory School in Pennsylvania passed away unexpectedly on Saturday, February 16, 2008. Yuriy was in Boston with other Holy Ghost students, set to compete at the Harvard National Forensics Invitational.

Yuriy was active in both the swimming team and forensic team at Holy Ghost, carrying the Degree of Honor as an NFL member. He also played a key role in Tuned In, a school club whose members assist faculty and students with technology.

A special service in his memory was held at Holy Ghost Preparatory School, Bensalem, PA on February 21.

Tony Figliola sends loving thanks to the forensic community, truly a unique and wonderful family, whose words of support have helped to uplift the HGP team, and whose generosity have helped the Tutko family in so many ways.

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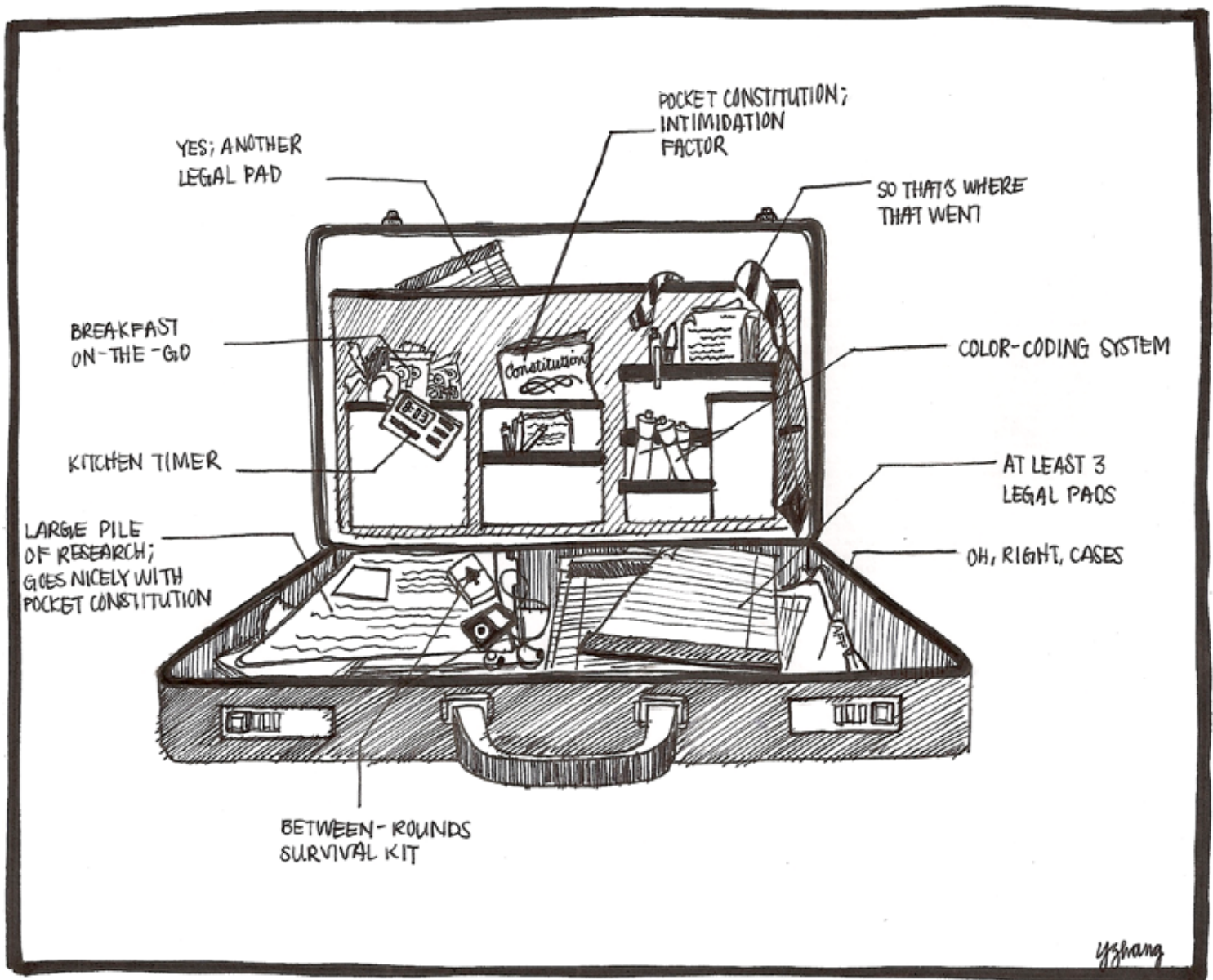
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Contact Information: Judy Woodring

Phone: 270-745-6340 Fax: 270-745-6341

Email: judy.woodring@wku.edu www.wku.edu/forensics/sfi

Featured Cartoon of the Month



— INSIDE A DEBATER'S BRIEFCASE —

Each month the *Rostrum* features Yilu Zhang's cartoon of the month. Yilu is a senior from North Allegheny High School, PA. Her NFL coach is Sharon Volpe.



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Report of NEW NFL Members & Degrees by State

February 1 - February 29, 2008

	Degree of Merit	Degree of Honor	Degree of Excellence	Degree of Distinction	Degree of Special Distinction	Degree of Superior Distinction	Degree of Outstanding Distinction	Degree of Premier Distinction
Alabama	27	48	26	18	6	2		
Alaska	6	4	4	6				
Arizona	24	21	21	11	5	4		1
Arkansas	2	1						
California	277	323	232	125	61	39	9	5
Colorado	118	111	79	51	28	17	12	2
Connecticut								
Delaware								
District of Columbia		2						
Florida	191	138	74	62	37	16	3	
Georgia	67	35	22	8	10	4	1	
Guam	2							
Hawaii	26	21	7	6	2			
Idaho	66	64	73	41	14	4	4	
Illinois	96	98	72	63	34	20	2	
Indiana	118	99	63	48	17	11	5	
Iowa	22	46	32	38	17	8	2	
Kansas	120	138	130	95	38	29	18	6
Kentucky	40	30	16	7	3	1		
Louisiana	38	30	29	18	14	8	3	
Maine	2	2	3	2	2			
Maryland	57	41	14	8	4	2		
Massachusetts	16	24	26	19	10	3	2	
Michigan		2	1					
Minnesota	286	130	129	81	31	14	11	3
Mississippi	29	31	24	18	5	3	2	
Missouri	259	190	172	121	57	24	18	8
Montana	6	5	6	6	2	2		
Nebraska	82	114	90	63	27	14	2	1
Nevada	30	37	20	18	1	5	1	
New Hampshire	5	4						
New Jersey	57	47	39	26	11	11	2	
New Mexico	17	24	15	9	8	1	1	1
New York	107	94	79	55	25	22	6	
North Carolina	59	42	41	25	16	10	2	
North Dakota	18	28	19	12	3	4	2	
Ohio	102	118	96	75	22	13	2	
Oklahoma	154	81	49	35	21	5	6	
Oregon	66	61	48	29	16	6	3	
Pennsylvania	130	103	92	71	31	9	5	1
Rhode Island								
Saipan	27	8	6	1				
South Carolina	32	26	26	16	4	1	1	
South Dakota	43	12	16	17	12	9	3	1
Tennessee	59	44	31	20	4	1	1	
Texas	381	375	200	148	81	39	13	4
Utah	126	126	90	64	16	13		
Vermont	18		3	1				
Virginia	49	62	30	25	16	4		1
Washington	110	90	67	49	26	15	8	1
West Virginia	6	10	7	6	3			
Wisconsin	73	43	34	21	5	7		2
Wyoming	26	67	69	53	30	19	9	1

NFL DISTRICT STANDINGS

(as of March 3, 2008)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	244	Blue Valley North	559
2	--	San Fran Bay (CA)	181	James Logan HS	689
3	+5	East Los Angeles (CA)	175	Gabrielino HS	689
3	+1	East Kansas	175	Shawnee Mission East HS	446
5	+1	Kansas Flint-Hills	174	Manhattan HS	366
5	-1	Florida Manatee	170	Nova HS	548
6	-4	Calif. Coast (CA)	170	Leland HS	772
6	+1	Ozark (MO)	170	Central HS-Springfield	603
9	+1	Show Me (MO)	168	Belton HS	434
10	+1	New York City	166	Bronx High School of Science	650
11	-3	Northern South Dakota	163	Watertown HS	391
12	+1	Sunflower (KS)	162	Wichita East HS	294
12	--	Nebraska	162	Millard North HS	419
14	+2	Southern Minnesota	158	Eagan HS	521
15	--	Illini (IL)	157	Downers Grove South HS	416
16	-2	Central Minnesota	156	Eastview HS	567
17	-1	Heart Of America (MO)	154	Liberty Sr HS	645
18	+2	Northwest Indiana	149	Munster HS	530
19	-1	Rushmore (SD)	145	Sioux Falls Lincoln HS	381
19	-1	Northern Ohio	145	Boardman HS	277
21	--	Eastern Ohio	141	Perry HS	358
22	+1	West Kansas	132	Buhler HS	273
23	--	South Texas	130	Bellaire HS	781
24	-2	Sierra (CA)	128	Sanger HS	574
25	+2	Utah-Wasatch	126	Sky View HS	332
26	+1	Northern Illinois	123	Glenbrook South HS	386
27	-2	Carver-Truman (MO)	122	Neosho HS	405
27	-1	Inland Empire (WA)	122	Gonzaga Prep HS	203
29	+1	Florida Panther	120	Trinity Preparatory School	326
30	+4	Idaho Mountain River	119	Hillcrest HS	346
30	-1	Rocky Mountain-South (CO)	119	George Washington HS	216
32	-1	New England (MA & NH)	117	Manchester Essex Regional HS	330
33	+2	Great Salt Lake (UT)	115	Skyline HS	242
33	-1	Golden Desert (NV)	115	Green Valley HS	353
35	+1	Nebraska South	114	Lincoln East HS	351
36	-4	Montana	111	Flathead HS	244
36	+1	New Jersey	111	Ridge HS	278
38	+11	Eastern Missouri	110	Pattonville HS	352
38	-1	Sundance (UT)	110	Bingham HS	288
40	+6	Hole In The Wall (WY)	107	Cheyenne East HS	256
40	+5	Pittsburgh (PA)	107	North Allegheny Sr HS	290
42	-1	Tarheel East (NC)	106	Pinecrest HS	269
43	-6	South Kansas	105	Fort Scott HS	275
43	-1	Chesapeake (MD)	105	Walt Whitman HS	222
45	-3	Idaho Gem of the Mountain	104	Eagle HS	268
46	-4	North East Indiana	103	Chesterton HS	515
47	-10	Arizona	102	Desert Vista HS	446
48	-2	West Los Angeles (CA)	96	Fullerton Joint Union HS	290
48	+4	Central Texas	96	Sandra Day O'Connor HS	267
48	+1	Colorado	96	Cherry Creek HS	403
51	+2	Wind River (WY)	95	Green River HS	253
52	+5	Northern Lights (MN)	94	Moorhead Senior HS	197
53	-4	Deep South (AL)	90	The Montgomery Academy	317
54	+3	Hoosier Heartland (IN)	89	Ben Davis HS	215

NFL DISTRICT STANDINGS

(as of March 3,2008)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
54	-1	West Iowa	89	Dowling Catholic HS	219
56	+1	Hoosier Crossroads (IN)	88	Kokomo HS	180
57	+6	North Oregon	87	Westview HS	171
58	+2	Southern Wisconsin	86	James Madison Memorial HS	191
58	+9	Lone Star (TX)	86	Grapevine HS	300
58	+14	West Virginia	86	Wheeling Park HS	128
61	+2	Louisiana	85	Lafayette HS	196
62	--	South Carolina	84	Mauldin HS	231
62	-1	East Texas	84	William P Clements HS	198
62	-7	Rocky Mountain-North (CO)	84	Rocky Mountain HS	168
62	-6	Carolina West (NC)	84	Myers Park HS	371
66	-18	Michigan	83	Portage Northern HS	195
67	+5	Colorado Grande	82	Canon City HS	201
67	+5	Florida Sunshine	82	Pine View School	179
67	+2	North Dakota Roughrider	82	Fargo South HS	186
70	-7	North Texas Longhorns	81	Colleyville Heritage HS	206
70	-3	Western Ohio	81	Notre Dame Academy	134
70	-7	Greater Illinois	81	Belleville West HS	175
73	-2	Southern California	78	Claremont HS	352
74	-5	North Coast (OH)	77	Gilmour Academy	238
75	+3	Tennessee	76	Montgomery Bell Acad & Morristown West	162
76	+2	West Oklahoma	75	Norman North HS	270
76	+5	Valley Forge (PA)	75	Truman HS	164
78	+3	New York State	74	Scarsdale HS	207
79	+13	Puget Sound (WA)	73	Kamiak HS	202
80	-5	Heart Of Texas	72	Del Valle HS	219
81	-5	Space City (TX)	71	Alief Elsik	159
82	+8	Western Washington	70	Gig Harbor HS	296
82	+1	Northern Wisconsin	70	Appleton East HS	318
84	-6	UIL (TX)	69	Lindale HS	183
84	+2	Tall Cotton (TX)	69	Seminole HS	125
86	+5	Big Valley (CA)	68	Lodi HS	161
86	+1	Mississippi	68	Oak Grove HS	181
88	-1	LBJ	67	Princeton HS	201
89	-6	Kentucky	67	Rowan County Sr HS	186
90	+2	New Mexico	66	Albuquerque Academy	182
91	-4	East Iowa	65	West HS - Iowa City	192
92	-7	Georgia Northern Mountain	61	Henry W Grady HS	211
93	+4	Virginia	60	Randolph Macon Academy	230
93	+2	East Oklahoma	60	Jenks HS	202
93	+1	Gulf Coast (TX)	60	Gregory Portland HS	234
96	-20	Georgia Southern Peach	57	Fayette County HS	181
96	+5	West Texas	57	El Paso Coronado	104
98	+1	Pennsylvania	56	Bellwood-Antis HS	149
98	-1	South Florida	56	Belen Jesuit Prep School	133
100	-1	South Oregon	54	Ashland HS	121
101	+2	Iroquois (NY)	51	R L Thomas HS	147
101	--	Maine	51	Bangor HS	97
103	+2	Capitol Valley (CA)	49	Granite Bay HS	122
104	--	Sagebrush (NV)	48	Reno HS	158
105	+1	Hawaii	41	Kamehameha Schools	146
106	-11	Pacific Islands	21	Harvest Christian Academy	63

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Louisiana

Parkway HS

Massachusetts

Natick HS

The Rivers School

Minnesota

Academy of Holy Names

New Jersey

Timothy Christian School

North Carolina

SandHoke Early College

North Dakota

Oak Grove Lutheran HS

Oregon

Lake Oswego HS

South Eugene HS

Pennsylvania

The Academy of Notre Dame

Texas

Bandera HS

Liberty Hill HS

Meridian HS

Vermont

Champlain Valley Union HS

Montpelier HS

Otter Valley Union HS

Woodstock Union HS

Washington

Nathan Hale HS

West Seattle HS



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