

ROSTRUM

April 2009

Volume 83

Issue 8



Giving Youth a Voice:
A Safe and Secure Investment!

CDE Pre-Nationals

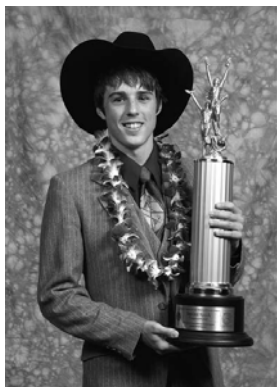


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SESSION 2 IS JULY 14—AUGUST 3, 2009

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A TIME FOR RENEWAL

by
Michael Wilhelm
Corporate Branding & Advertising



It was a long, long winter for many people. One of the great joys of life, however, is that we can take solace in the fact that throughout our lives there is always another day, another chance to make things right, another season to turn. There is another spring to come.

Something happens to us during the course of the year, at least in all the places in this country where we enjoy a weather cycle. During the summer we are outdoors, active, and alive. In the fall we are still able to enjoy nature, but there is a chill in the air, darkness falling forever earlier, football games waiting on television. Though we still go to school or work during the winter months, we are dormant in a lot of ways, crammed indoors without sunlight or warmth. Our tans are long forgotten, many of our interests become stagnant, and our bodies become atrophied. We are bored and restless.

There are those great moments in February and March, however, when we can feel it coming. We walk outside in the early evening, expecting the bleak blackness of night, and are met with the last remnants of fading sunlight. A day or two pop up when we can venture outside to play catch or go for a run without torturing ourselves. Long forgotten plans and interests are reignited in anticipation of what is to come. Spring is on its way.

Soon enough, our baseball teams are going to Florida or Arizona for Spring Training. This annual event is special to us because baseball is America's pastime, the quintessential summer activity, played on soft green grass on unforgettably beautiful warm evenings. Even for those who don't know Mickey Mantle from Mickey



Mouse, the inane news reports of stars returning from injury or looking for redemption, highly paid pitchers getting shelled in their first outing, and enterprising rookies, inevitably bring warmth to our hearts and hope to our minds.

Then, one weekend in March, the energy really kicks into high gear. With the changing of the clocks, a changing of the emotional guard arrives. It still might not be that warm, but we are officially over the hump and on the sunny side of the year. What do we do that day? Go

outside, stay inside, work, play, it doesn't matter. Newness and hope have arrived. The funny thing is that it's such a truly minor change. We don't change nature, all we change is the clock, and yet we suddenly have newfound motivation to finish our daily tasks and enjoy ourselves.

By the time April arrives it feels as though we have picked up where we left off. It is time to celebrate, to see our friends and family again, to travel, to take time off from our daily grind. We can put many bleak troubles behind with only a simple change in attitude. Spring allows us to alter our perception of the world, and to remember that there is always, without fail, hope on the other side of despair, sunlight on the other side of the icy cold.

As our daily challenges continue, as individuals and as a people, let us not waste our opportunity this spring to try to take our spirits to a new and better place. Life is perhaps more a matter of perspective than circumstance. Positive thinking, energy, and an aggressive hunger for joy and contentment can overcome nearly any challenge. This is a perfect chance to leave negativity and despair in the past and attack live with a newfound zeal. Let this spring be the springtime of our positive resolve, and let us see where it may take us.

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From the Editor

J. Scott Wunn



Dear NFL:

Open up any newspaper, turn on the television, or visit an online news portal, and you are sure to see and hear a barrage of expert commentary on the current economic situation. Consumers are "tightening the belt." Companies and organizations are determining the best strategies for maintaining their mission while meeting financial challenges. Our schools are no exception. In fact, 2009 will most likely invite the largest level of budget scrutiny within public and private school systems in the past 60 years.

Our community's natural reaction to this situation is concern for the future of forensics. Although this concern has incredible merit, I would like to posit another theory. I believe that this is a time for opportunity. At well over a century old, high school and collegiate forensics in the United States is among the oldest activities because of the benefits it brings to education.

Instead of "flying under the radar," NFL chapters need to showcase the benefits of the activity while there is an audience. Although a forensics program does not have the benefit of the "Friday Night Lights," it can still be recognized and supported for higher order thinking, speaking, and listening literacy; reading and writing competency, and research, argumentation and analysis skills it teaches young people.

I encourage our members to take a proactive approach and provide specific statistics beyond tournament trophies. Show school leadership and your community the direct benefits forensics is having through college entrance and scholarship statistics, alumni testimonials, local news coverage, and community interaction. Visit www.nflonline.org/AboutNFL/Advocate for tools to advocate your program.

The best way to protect forensics during this time is to establish it as the safest and securest investment for your school and community.

Sincerely,

J. Scott Wunn
NFL Executive Director

Rostrum

Official Publication of the National Forensic League

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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.

T opics

2008-09 Policy Debate

Resolution:

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

2009-10 Policy Debate

Resolution:

Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.

April 2009 Public

Forum Debate Resolution:

Resolved: That the Employee Free Choice Act of 2009 serves the best interest of the American people.

March/April 2009

Lincoln Financial Group

NFL L/D Debate

Resolution:

Resolved: Vigilantism is justified when the government has failed to enforce the law.



2009 STORYTELLING THEME

To allow for maximum levels of creativity this year, contestants entered in Consolation Storytelling at the 2009 National Tournament may select a story with **ANY** theme appropriate for NFL competition.

2009 HALL OF FAME VOTING

On April 1, 2009, the NFL Hall of Fame ballots will be mailed to all current Hall of Fame members and all active 3rd through 8th Diamond Coaches. The ballot must be postmarked no later than April 24, 2009 in order for your vote to count. If you do not receive a ballot, please contact Sandy at nfirostrum@nflonline.org.

CALL FOR SUBMISSIONS

The NFL is always looking for new, fresh articles to publish in *Rostrum*. If you have innovative research, great ideas, or general tips that have helped you in your coaching career, please consider submitting an article. Submissions should be less than 3000 words long. Please note that NFL does not guarantee when or if submissions will be published.

For a complete list of writing guidelines, please visit <http://www.nflonline.org/Rostrum/Writing>.

Topic Release Information

*L/D Debate topics available by calling the NFL Topic Hotline: (920) 748-LD4U
OR*

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

L/D Topic Release Dates:

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

Public Forum Topic Release Dates:

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

Policy Debate Topic for New Year

- Topic ballot & synopses printed in October *Rostrum*
- Final ballot for Policy debate topic in December *Rostrum*
- Topic for following year released in February *Rostrum*

ROSTRUM



April 2009, Volume 83, Issue 8



In This Issue

Assigned Advocacy, Argumentation, and Debate in High School Classrooms

by James M. Wade and Leslie

Wade Zorwick *pg. 13*

The Coach as Counselor: Where to Draw the Line

by Audra L. Colvert *pg. 19*

The Line Between Policy and Value Debate: Note from the National Circuit

by Jeffrey A. Richards *pg. 25*

Civility: More Important than Ever

by Rusty McCrady *pg. 35*

Past Presenting the Future

by Rev. B.A. Gregg *pg. 49*

Oh Mr. Lincoln and Mr. Douglas! Look What Has Become of You

by Joseph Martin III *pg. 55*

In Memoriam *pg. 76*



Featured Topic

National Tournament Information

pg. 41



In Every Issue

Letter from the Editor

pg. 3

How are YOU Giving Youth a Voice?

by Bethany Rusch

pg. 9

Curriculum Corner

by Adam J. Jacobi

pg. 31

NDCA Coaches Corner

by Monica Olsen

pg. 63

Congress Connection

by Adam J. Jacobi

pgs. 71

Billman Book Club

by Jennifer Billman

pg. 73

NFL District Standings

pg. 78

Welcome New Affiliates!

pg. 80

Whitman National Debate Institute



Policy, LD, Public Forum

July 19 - August 7, 2009 (3 week Policy or LD Session)

July 19 – July 31, 2009 (2 week Policy or LD Session)

July 31 – August 7, 2009 (1 week Public Forum Session)

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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 (NFL National Champ), Matt Schissler (NDT Octas), Luke Sanford (CEDA Quarters), Meghan Hughes (CEDA Elims), Nate Cohn (CEDA Octas), Nicholas Thomas (4 time NFL LD), Joe Allen (TOC LD Quals).

6. Transportation to and from the airport

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

7. Cost Effective

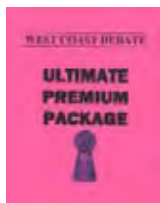
Compare prices. You will not find any camp that provides the individualized attention, quality of staff and instruction, and amenities we provide at anywhere near the price. See our web page for details.



ONLINE REGISTRATION, SEE OUR STAFF, AND MORE INFO AT:

www.whitman.edu/rhetoric/camp/

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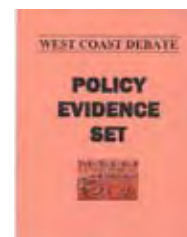
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- **September Supplement** (Over 150 pages, updates, answers and new Renewable Energy cases, DAs, CPs)
- **October-June Updates** (Six updates with 290 total pages on Renewable Energy, The 10th of Oct-Mar, and June)
- **PolicyFiles** (web page with above evidence plus key backfile evidence and all our theory blocks)

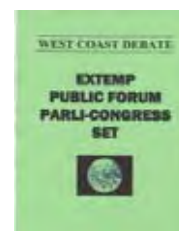


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THE UNIVERSITY OF ALABAMA

How are YOU Giving Youth a Voice?

by NFL Director of Development, Bethany Rusch

Individuals across the country are giving NFL youth a voice each day. Each month, an NFL giver will be featured in this format to highlight the incredibly dedicated efforts of parents, coaches, students, and other supporters. Our long-standing tradition of excellence in high school speech and debate education will shine through the stories of our lifeline - YOU.

Diane Rasmussen is not unlike any other mother who wants only the best for her child. Some might even argue that mother is a synonym for advocate. These two roles both involve passion, unwavering support, and a lifelong commitment to the cause.

For Diane, being a mother is most assuredly synonymous with being an advocate. Diane's daughter, Dahlia, was diagnosed with Attention Deficit Hyperactivity Disorder in first grade and later Autism Spectrum Disorder, which is a pervasive development disorder that involves impairment in thinking, feeling, language, and the ability to relate to others. It was in the moment of that initial diagnosis that Diane made the conscious choice to never allow her daughter to be categorized by her disability or in any way impeded by it. Nothing would stand in Dahlia's way – and definitely not if her mother had a voice in it.



Diane fought hard to keep her daughter mainstreamed throughout her education within the Ripon, Wisconsin school district and won every one of those battles. Further, Diane encouraged her daughter to take full advantage of every opportunity that crossed her path. Diane saw Dahlia struggle to find her “place in the crowd” – something all young people encounter, but those with disabilities experience in far more pronounced ways. As Dahlia entered Ripon Middle School, her mother – a longtime member of the NFL National office staff – suggested she participate in the NJFL program. Dahlia had already shown an interest in acting, so forensics seemed a natural fit. Throughout her middle school years, Dahlia was active in the NJFL program and also tried her hand at musicals and theatre.

Dahlia went on to join the NFL team at Ripon High School and as a Senior competes mainly in Prose and Storytelling. Her talents of self-expression come to life in front of an audience as she weaves her tales. Storytelling has built a significant communications skill set for Dahlia that she will take with her on her intended journey to college this fall.

Dahlia's story doesn't stop there. Diane credits her daughter's participation in Ripon's NJFL and NFL programs with helping her daughter become the confident young woman she is today. Her forensics experience motivated her to join the tennis team, and she earned a place on both student council and the honor roll. Dahlia's journey has not been easy, as she must daily overcome barriers that result from her disability. But between a mother who moonlights as an advocate and forensics unlocking the communicator within, there is no stopping Dahlia Rasmussen.

Forensics coaches around the nation have stories similar to Dahlia's to tell. Perhaps their champion debater was the quiet kid in the hallway or they found their skilled interper hiding in the back row of a required speech class. No matter where we find our NFL youth, we absolutely must find them. Talent and drive are often found where we least expect it. To expose students to the lifelong benefits of a forensic education must remain the goal of our NFL community.

What if Diane Rasmussen would have allowed a diagnosis to define her daughter? A beautiful voice could have been lost. But because of a mother's encouragement, a young NFL woman stands tall, poised, and ready to fully embrace her life. Diane and her daughter, Dahlia, serve as excellent testimonials to the importance of giving ALL youth a voice.

Think someone you know should be featured here? E-mail ideas to : bethany@nflonline.org

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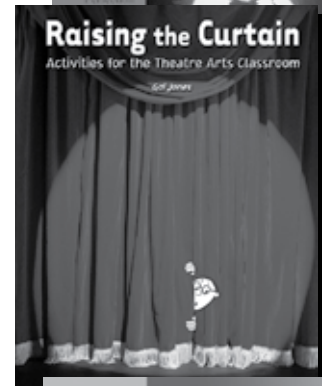
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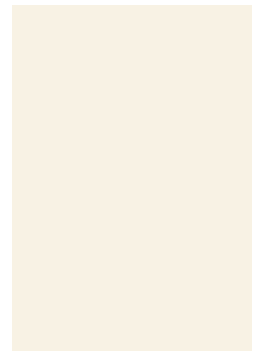
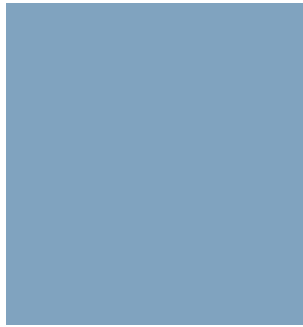
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ASSIGNED ADVOCACY, ARGUMENTATION, AND DEBATE IN HIGH SCHOOL CLASSROOMS

by
James M. Wade
and
Leslie Wade Zorwick

A student attends a History class as Andrew Jackson so that she can explain the federal policy of Indian removal and answer classmate questions. A student-defense attorney cross-examines Curley during a trial of George Milton following the murder of Lennie Small in a trial based on John Steinbeck's *Of Mice and Men*. Social Studies students representing Zambia, Senegal, Ghana, and Botswana appeal to classroom investors for money to support the infrastructure development in their nations. A group of Science students argue a proposal for adopting a carbon tax in the Senate Energy Committee. Students in a Spanish class debate an open campus policy at their high school in Spanish. What do these things have in common? The answer is obvious. Each involves a teacher who has used assigned advocacy and argument in a classroom.

The assumption underlying this article is that all teachers seek to develop successful classrooms. By success, they generally mean an active classroom where students energetically approach learning in an open and supportive environment. It is a classroom where students learn content material and develop understanding and skills that they will take into their future classes and lives. In a successful classroom, students feel a sense of accomplishment and ownership, while teachers feel a sense of satisfaction.

The argument made by this

article is that teachers can improve classroom success by consciously developing assignments that use advocacy and argumentation. This success takes its form in positive changes in the classroom environment, student attitudes, classroom management, and actual academic performance. We argue on behalf of a notion of argumentation in the classroom that goes beyond the traditional view of forensics as an extra-curricular, interscholastic activity. This also goes far beyond the direct application of competitive debate formats into content area classes. Assigned advocacy and argument includes traditional forensic concepts of debate, but expands that to include all types of role-playing advocacy and controversy generated by a classroom teacher.

Competitive debate provides a model for engaged, cooperative learning. It creates an interactive environment where students are directly encouraged to gain command of specific information in order to participate in competition as representatives of a specific side of an argument. The impact of debate as an educational tool has been proven through decades of interscholastic competition and a diverse range of academic studies (Allen, *et. al.*, 1999; Collier, 2004). Translated into a classroom, debate offers an intentional and directed use of advocacy and controversy in order to improve learning in almost

any academic setting. Moreover, debate transforms the classroom environment into an intellectually challenging and engaging world where ideas are explored through discourse and argument. In the process, students develop an ability to identify, support, and articulate their ideas. They learn how to give voice to their thoughts. Such self-awareness is incredibly empowering and makes a student more motivated to learn, while giving them new tools that can fundamentally improve their learning skills.

Every teacher knows that learning, not teaching, is the real goal of education. Students who hear information presented by a teacher may or may not understand that information. In contrast, when students are asked to explain an idea to others, they *must* be in command of that idea. Learning is a prerequisite to advocacy. Role-playing can situate students as advocates in a classroom, where the course content gives that role-playing a context and purpose. When controversy is added through opposing advocacies, learning becomes a social activity where ideas are tested and evaluated. In the process, reasoning, critical thinking, and oral communication skills develop. Since education exists to prepare students to deal with the demands of an unpredictable and dynamic future, the value of specific facts will always be limited, but the values of analysis, critical

thought, and oral competence create a foundation for adult life in a rapidly changing world.

Widespread anecdotal evidence exists supporting the use of debate and argumentation across the curriculum. In addition, over two hundred academic articles have been written since 2000 describing teacher success using debate and argumentation in a wide diversity of classrooms. Ironically, most of those writings come from college classrooms, and a great many are from other nations. Very little has been done to examine the effectiveness of argumentation in traditional content area high school classrooms in the United States.

While studies are limited, there is a great source of insight into the educational power of classroom advocacy and argument. The forensics community includes thousands of teachers who actively coach students who participate in speech and debate competition. Each of these teachers prepares students for weekend tournaments, and most judge competitions as part of their involvement in forensics. The experience of speech and debate coaches is a storehouse of data on the impact of classroom discussion and argument because many speech and debate coaches use these activities in their classrooms.

In an effort to gain data on the use of advocacy and argument in secondary classrooms, we surveyed forensics coaches to gain some insight into the perceived impacts of those activities. With the support of the National Forensic League, the National Debate Coaches Association, Emory University, and Urban Debate Leagues in Milwaukee, Boston, and Atlanta, a survey invitation was sent to hundreds of coaches. Respondents were asked to participate in an online survey, and we received 139 completed surveys. (Teachers who read this and wish to participate are

invited to do so by going to http://www.surveymonkey.com/s.asp?sm=zVUY2cxEnNk4j_2fx3H0rOzQ_3d_3d. The accumulation of data is on-going for future research and publication.)

This survey reflects a strong belief in argumentation as a teaching tool. Ninety percent of respondents use assigned argument in non-debate classrooms. And, the majority of our survey respondents have used a content-based format to generate formal arguments (40%), assigned advocacy (40%), and role-playing activities (43%) in *more than four of the classes they teach*.

The reasons for the heavy inclusion of argumentation as a teaching tool become obvious when the perceived benefits of this inclusion are examined (see Table 1 for all results). The majority of respondents saw moderate or significant improvement in engagement and participation (92.3%), increased skill development (88.6%), growth in content knowledge (84.2%), and academic performance (66.2%) following the inclusion of argumentation and debate into their class.

In addition to greater learning and engagement, respondents also noted substantial changes in classroom environment. Our respondents saw moderate or significant improvement in student-teacher interaction (76.1%), students' interaction with other students (82.3%), and commitment to learning (80.3%). Finally, over half of our respondents (52.9%) perceived a moderate or significant increase in their ability to manage their classrooms. These data suggest particular value for beginning teachers who are new to classroom management challenges.

These results provide a strong justification for the expanded use of assigned advocacy and argument

across the curriculum. We believe that our results speak to the powerful impact of classroom advocacy and argument. While some previous research has documented the improvement in grades following debate performance (Fine, 1999; Winkler, 2008), a great deal of psychological research has identified the importance of *perceptions* of improvement and success. Researchers have found that when teachers expected success on the part of their students, they tended to see success; in this case, perceptions of success tended to breed future success (Rosenthal & Jacobson, 1966). We believe that asking about teacher perception offers a useful addition to research considering the benefits of argumentation and advocacy in the classroom. Advocacy, argumentation, and debate in the classroom offer wonderful opportunities to teach students new skills, improve classroom environments, and increase student achievement.

(Jim Wade is a retired high school teacher and NFL Diamond Coach, presently teaching at Georgia State University. He is also Director of the Coaches' Workshop at the Emory National Debate Institute.)

(Leslie Wade Zorwick is an Assistant Professor of Psychology at Hendrix College. She has been involved in debate as a participant, coach, or camp instructor for the last 15 years.)



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Table 1. Reported change in student performance

After including classroom argumentation/debate into a class, how much positive change have you seen in your students':

	Significant	Moderate	Small	No Change
Level of Engagement/Participation	61.3%	31%	7%	0%
Level of Skill Development	56%	32.6%	9.2%	1.4%
Level of Content Knowledge	55.4%	28.8%	15.1%	0%
Positive interaction with other students	44.7%	37.6%	9.2%	7.8%
Positive interaction with teachers	41.3%	34.8%	14.5%	7.2%
Commitment to learning	37.3%	43%	14.8%	4.2%
Academic Performance	25.2%	41%	22.3%	6.5%
Change in teacher's ability to effectively manage student behavior	23.6%	29.3%	17.9%	22.9%



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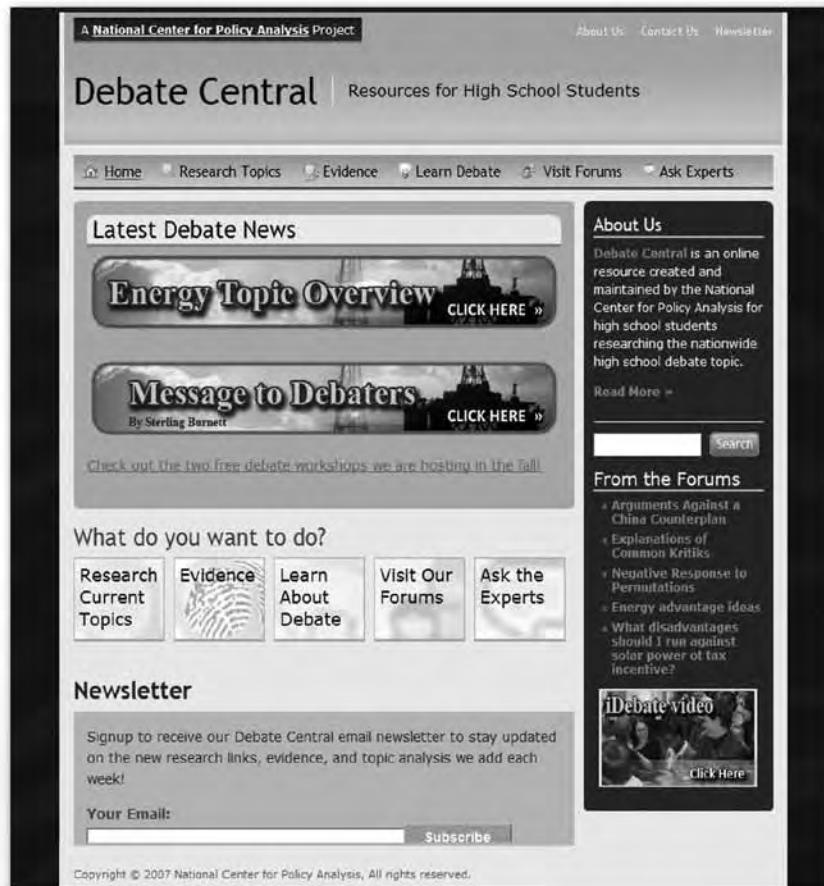
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THE COACH AS COUNSELOR: "WHERE TO DRAW THE LINE"

by Audra L. Colvert

As a competitor, I thought my team was unique. One of my debate partners was bulimic, two were on antidepressant medications, and everyone hated their home life. I remember one tournament where I watched my debate partner eat dinner and then excuse herself to go to the restroom. I wasn't more than five seconds behind her, yet she was able to vomit before I entered the restroom. The next day, she was so weak, she couldn't concentrate at the tournament. Other teams didn't have these problems--did they? As a coach, I have once again been faced with student's problems ranging from low self-esteem to rape. As I sought advice from colleagues, I learned that I wasn't the only coach being confronted with forensicator's problems. Other teams **did** have many of these same problems.

As authority figures, with whom students spend a lot of time, coaches are being asked to counsel or help them through these psychological difficulties. When students bring these kinds of problems to the coach it creates a unique situation. We are no longer just teaching them how to write a good introduction, now we are being asked advice.... As coaches/counselors we are asked to move beyond our training, and become counselors. But are we qualified?

At the 1992 Speech Communication Conference in Chicago a roundtable discussion entitled "I'm your coach not your therapist" was held. This panel discussed the ramifications of coaching a person's life as well as their individual events. While few solid conclusions were drawn, the panel did set the groundwork for a new area of study. The panel identified a number of questions coaches should address if they are considering helping students with their personal problems. Are we qualified? Should we counsel students? And if so, how far should we go? All of these are valid concerns when considering our expanding roles as coaches.

It is the goal of this article to look at the role of coach as counselor and attempt to define the role more clearly. It will offer guidelines and suggestions concerning where to draw the line between coaching and counseling forensicators, first by defining our roles as coaches; then examining where the line is drawn. It is my premise

that we do have a responsibility to our students. And this responsibility includes significant dimensions of counseling.

As coaches, we have a responsibility to help our students through these troubled times when it affects their individual performances and the team.

Lawrence Brammer, a counseling theorist, defines helping as a process of enabling another person to grow in the directions that person chooses, to solve problems, and to face crises. Brammer believes that helping is a function of all concerned human beings and is not limited to professional helpers. He states, "Help consists of providing conditions for helpees to meet their needs. The kind and amount of help given depends on the needs at the time" (Brammer, 1985, p. 8).

William Schutz suggests that the three basic human needs that influence individuals are inclusion, control, and affection (Schutz, 1966). Forensics provides for each of these factors. Choosing which events to enter, examples to use, or selections to perform gives students control over their environment. For others, it is the interactions at team meetings, tournaments, and in vans that makes them feel a part of a group. Also, their interactions with coaches can meet the basic need for affection. Coaches can act as substitute caregivers by being concerned about how a student is feeling. The emotional support team members give to each other and coaches give to their teams creates a healthy environment which allows students' interpersonal needs to be met.

While many students are well adjusted and enjoy the positive interactions and achievements that forensics has to offer, some students require more attention and have greater needs. This creates problems for coaches when individual needs start to interfere with the needs and goals of the team. At this point, coaches must consider what type of action should be taken. Do they remove the student from the team or do they work through the problem?

A winning performance is more than delivering a well-written speech. A student must be convinced that they have the talent necessary to succeed. Forensics is a

co-curricular activity that supports the concept of improving students overall communication skills. Helping students grow as individuals is one of our responsibilities as educators.

If Klopff and Lahman (1976) were correct in stating that the paramount goal of the forensics program is the total growth of the student, then I believe it is the responsibility of the coach to work with the whole student. In fact, I contend the well-being of individual competitors is *necessary* for a successful team. When you have one student draining the energy from the coach and other team members, it will impact performances.

Forensics can and should address the whole student. As a result of the Delphi Conference, which was conducted in the mid 1970's to formulate a statement which would define forensics, resolutions were adopted by the American Forensic Association and the Speech Communication Association concerning the goals and roles of forensics as a communication activity. Resolution four states:

"Forensics should be viewed as humanistic education. Forensics educators should provide a wholesome, exciting, learning environment in which students are encouraged to develop positive attitudes toward the worth of ideas and toward themselves, other persons, and society at large" (McBath, 1975, p. 14).

The discussion that followed this resolution dealt with students' personalities and how they are affected by their experiences in forensics. Conferees acknowledged that: "Inquiry into, and confrontation among ideas and values inevitably must affect their own conscious and unconscious choices in personal values, self-images, and world views. **Hence, the forensics educator should be concerned that the impact of forensics participation upon the student be positive. Such a result is enhanced by regarding forensics as an enterprise in humanistic education**" (McBath, 1975, p. 92). While trying to coach a poetry selection, we ask students to interpret the feelings of the authors. In persuasive speeches we ask

students to appeal to our emotions as well as our sense of logic. Forensics is a communication activity. If we ask the students to explore their emotions and internalize the characters we must be available to work with the results.

Sillars and Zarefsky, believe if "we were to limit our definition of the roles of forensics and forensics directors to pedagogy and scholarship, there would be enough to do within the interdisciplinary goal structure set out there. But there may be other roles" (McBath, 1975, p. 92). Traditionally, a coach was thought of as a teacher of skills, an administrator, and a chaperon. The coach is much more than that. As coaches, we have a great deal of contact with the students. We see them in practice, at team meetings, and during the tournaments. The coach must also be a friend, a parent, a role model, and a counselor. Many teachers do not get to know students very well in a personal sense, but a coach who has built up rapport with students by establishing trust and building relationships in real life contexts is both exposed and accessible to those with troubles (Jones et al, 1982 p. 22).

If we are to be effective coaches, we must be aware of the duties it involves and prepare to be confronted with the problems they bring. Creating a positive climate where students feel welcomed is very important (Destephen, 1982, pp. 5-6). If they do have low self-esteem or poor self-concepts, coaches sometimes need to address the behaviors associated with these feelings in order to be able to focus on individual performances. If a student is unwilling to look you in the eye then as their coach we must address that behavior. Once we start trying to change behaviors we are counseling.

"Behavior therapy is a belief that emotional, learning, and adjustment difficulties can be treated through a variety of prescriptive, mechanical, usually nondynamic techniques and procedures" (Belkin, 1987, p. 92). Even if we use the traditional definition of coach--the teacher of skills--we are using practice and repetition to change performance behaviors. The key to incorporating counseling philosophies is being very conscious of our limitations in each specific situation.

Limitations

There are many reasons why we should limit our involvement in helping students with their problems. The amount of time it consumes, the legal ramifications, and our qualification are three very serious is-

ues that must be addressed.

Time. There never seems to be enough of it. Trying to balance a personal life with coaching and teaching seems almost impossible. Adding a new dimension to the coaching role does not have to take a lot of additional time. Some will argue that if you open your door to students you will end up doing more and more helping and less coaching (Kuper, 1991, p.3). Helping may require some extra time, but by adding esteem building techniques to your coaching style and empowering students with confidence, the long term benefits outweigh any additional time commitment that may be involved in helping students. It may even be as simple as listening to students in the van on the way to a tournament.

Legally, there are many dilemmas coaches face when they become involved in the personal lives of students. If the student is a minor, teachers and coaches are required by law to report cases of abuse or neglect to the appropriate child welfare agencies. As students become adults, the legal line is very complicated. "Establishing trust with students is a paramount goal. Being able to keep information confidential is very important, but, coaches may be asked to testify in an action involving information learned through the counseling situation. Privileged communication is a formal legal confidentiality extended to a few such as priests, lawyers, and physicians, but is not given to teachers and coaches" (Jones et al, 1982 p. 25).

The 1992 SCA panel recommended the creation of a contract between coaches and students to protect coaches from liability. One possibility is to have that contract notarized. Some states such as California have medical release forms for students. Perhaps altering that type of document could protect coaches. Legally, the grounds are very unclear. In certain cases you may be confronted with turning your students over to the proper authorities. Do you handle someone who is stealing from the team or do you report them to the police? It is a tough call. I challenge forensic theorists to investigate the legal ramifications of counseling students more closely.

Lack of experience and qualifications are the greatest limitations which may present coaches from counseling students.

While coaches feel relatively comfortable identifying the problems, they feel much less comfortable counseling or helping students with specific problems. (Colvert, 1993)

When looking at psychological problems such as depression, substance abuse, eating disorders, severe anxieties, and dealing with sexuality problems, on average less than thirty percent of the respondents believe they are qualified to help students with these problems. This is not surprising. The frequency of occurrences as well as the lack of training in these areas does not qualify us to be primary counselors in these situations. So what should we do if we have students with these problems?

GUIDELINES AND RECOMMENDATIONS:

--General--

Dr. Alan Schwitzer, a licensed psychologist and counselor at the James Madison University Counseling Center recommends if you are going to counsel a student you should be aware of what obligations you are going to be taking on and what your motivation is for taking on the role of counselor (Colvert, 1993).

Being able to notice the problem or having someone bring the problem to you is the first step towards treatment. Next, you must decide on what approach is right for the situation. Is it something that you should approach with a student? Is it something that could be solved by working with the team? Is it something that should be referred to outside professionals? Or should you simply stay out of this situation?

Lawrence Brammer suggests using helping skills that will promote understanding of the student and their problems. Brammer clusters these skills into seven areas. Listening, leading, reflecting, summarizing, confronting, interpreting, and informing skills are all important for a helper to learn before they enter a counseling situation (Brammer, 1985 p. 61).

As communication teachers these skills are already taught in a variety of our classes. The key is learning how to successfully implement them into a counseling situation and where to draw the line of involvement.

For some people, coaching is their life. Dr. Schwitzer cautions coaches from becoming too involved in student's personal lives. Examine your motivations for helping students. Are you helping students because they have asked, or is there a risk to them or the team? If so, you are probably engaging in healthy interactions. However, are you helping students because of your interpersonal needs for control, affection, or inclusion? If so, you may be crossing the

line and doing more harm than good. Students must be as self sufficient as possible. Coaches should be available to help students when *they* need it.

Many of the problems we are asked to deal with are communication based and we are qualified to handle these situations. Mediating conflicts among team members, teaching assertiveness, and preparing students for their first job interviews are topics we are qualified to handle and should handle. I believe we must be willing to practice what they are teaching in the classroom. However, while helping students with relationship problems may be within our grasp, it is the other psychological problems that are outside of our expertise and where great caution is advised.

No one will argue with the fact that forensics attracts an eclectic group of students. However, we also attract their problems, some which may be potentially life-threatening. The following guidelines are offered for dealing with students with three major psychological problems that coaches reported facing during their careers (Colvert, 1993).

- Eating Disorders -

Eating disorders such as Anorexia Nervosa (starving one's self) and Bulimia (bingeing and purging) are potentially life-threatening problems. Eating disorders usually affect young women who have low-self esteems and a predisposition to intense mood swings. Eating disorders occur in both sexes and usually occur during adolescence and young adulthood. Frequently, eating disorders occur in our female students who we consider to be "ideal". It is this need to be perfect that causes a person to try to change their body to meet the perfect "standard" (University of Illinois, 1999).

The forensic community prides itself on our competitors's being brighter and more motivated than the average student body. This motivation may drive a perfectionist. It also drives a bulimic. The pressure to succeed can often set the person off and cause an attack. So what can you do to help the student before it affects the team?

Meal times at tournaments are usually a time for social bonding. If you know that you have a student with an eating disorder, or even if you don't, I offer a suggestion concerning food. Forensics tournaments are not the most healthy settings. Donuts and coffee at 8:00 a.m. and lunch if there is time, makes eating regularly very difficult. Everyone is concerned about their

health. If you can help your team eat better-do so. Try to avoid restaurants that specialize in high fat foods. Also, if you can pack healthy lunches or snack foods instead of skipping meals or eating fast food all weekend, it will help everyone on your team increase the energy they have while competing. Your team will appreciate the break from fast food and the student with the disorder will feel less threatened by their environment.

One coach reported that her student was recovering from bulimia. When the student joined the team, she was very open with the coach about her disorder. The student asked if they could avoid eating pizza. It seems that the student was especially vulnerable to bingeing on this food. It was easy enough to eliminate pizza from the menu when that student was traveling. This change let the student concentrate on competition rather than eating. You can't let the student control the teams actions, but you can adjust your habits if it's beneficial to everyone.

- Depression -

Dr. Schwitzer, mentioned that depression is a life threatening illness that cannot be ignored. He states: "In your roles [as coaches] you need to take on the responsibility of approaching students. But first, you must be educated on the signs of depression and realize they may even be present when the person gets help".

There must be a distinction made between a student in a blue mood and student with a depressive illness. A student with a depressive illness may have any or all of the following: prolonged feelings of sadness and irritability, loss of interest or pleasure in activities (such as forensics), changes in weight or appetite, changes in sleeping pattern, feeling guilty, hopeless, or worthless, inability to concentrate, remember things, or make decisions, extreme fatigue or loss of energy, restlessness or decreased activity; and finally thoughts of death or suicide (Diagnostic and Statistical Manual of Mental Disorders III, 1994). Students who feel blue today can feel good tomorrow. A person with a depressive illness cannot.

The American Psychiatric Association recognizes several different types of depression. The first type of depression is a normal depressed mood and grief due to loss of a loved one. This type of depression is caused by a triggering life event and recovery is expected. The second type of depression is an adjustment disorder with a

depressed mood. Coping with life changes such as a move to a new city or a new school may send students into a gloomy or angry period. It is the duration of this period that can become troublesome and may cause concern. It may lead to a mild depression (dysthymia) which includes chronic depressed moods, poor self-esteem, and lower daily functioning. This type of depression does not disable individuals, but keeps them from feeling good.

The "seriously depressed" student experiences profound despair and hopelessness. Major depression may strike without a triggering loss, it lasts for at least two weeks and is characterized by sleep problems, appetite problems, lack of energy, difficulty concentrating, and possible suicidal thoughts. Other forms of depression include bipolar disorder (cycles of elevation and depression), Seasonal Affective Disorder (winter blues), or even post-partum depression. (Depression.com, 1999).

A depressed student can seriously affect the morale of the team. Dr. Schwitzer emphasized that a student should not be allowed to manipulate the team. If behaviors become disruptive, the coach must be consistent with team policies and enforce appropriate consequences.

Suicide is a great possibility in people who are lonely and depressed. Don't let the warning signs go unnoticed. Many persons state their intent while others may hint at their plans. General statements describing feelings of hopelessness, despair, self-doubt, and, extreme loneliness may suggest suicidal thoughts (National Depressive and Manic-Depressive Association, 1999). Tragically, the forensics community has been made aware of the effects of suicides on surviving coaches and team members. As one coach stated: "It causes me to be more proactive and aggressive in getting students help." If you suspect a student is severely depressed and experiencing suicidal tendencies, refer the student to the appropriate resources. If you have to, go with them to seek professional counseling. The risk of not getting involved in this type of problem is too great.

--Substance Abuse--

Most [schools] have a policy concerning alcohol consumption on sponsored activities. Once again, students must be responsible for their actions. Consumption of alcohol becomes the team's problem when it starts to interfere with a person's emotional or physical well-being. When drinking starts interfering with a student's per-

formance in rounds the next morning, something needs to be done. Alcohol abuse can result from attempts to cope with stress, depression, loneliness, anxiety, pressure and also from social environments that encourage heavy drinking (Halek, 1991, p. 37). Heavy drinking is often a sign that there is a more severe problem that needs to be examined. There is something we can do as coaches.

What you do and how you behave is extremely important. Students watch their coach carefully. When [students] like and respect their coach, they imitate their behavior; they see and accept many attitudes they detect in the coach (Coaching Theory Level Two. 1981 p. 1-6). I am not saying that if you set a good example it will prevent an alcoholic from drinking. If a student physically needs the drink and the student's drinking is harming the performance of the individual or the team enforcing an alcohol policy is your only option. As an individual, you can only help an alcoholic, if they want it. Your first responsibility is to the team.

If you suspect students are using drugs, once again you have a decision to make. Drug use and abuse are beyond the abilities of coaches. Being a good listener and supporter of the student should be a main objective after a student has received help for a substance abuse problem.

Many students are already in recovery programs and simply need someone to support them and help them rebuild their self-esteem. Forensics can offer students an outlet for building self-confidence. Providing students with an environment that promotes growth and understanding can be a healthy alternative to a past lifestyle.

Conclusions

The forensics coaching community does have a responsibility to help students grow both mentally and emotionally. This responsibility requires commitment. Since the forensics community does not require coaches to be certified or have any formal training in counseling, educators should strive to reach this commitment by educating themselves on crisis counseling and basic counseling techniques. To prepare for problem situations it is recommended that in-services or panels at major communication conferences attack specific guidelines for dealing with students needs. Also, we must delve into researching the interpersonal communication patterns in the forensics arena. Ultimately, students must direct their own course of events in which they participate and their lives outside of foren-

sics. If we can instill self-confidence and self-esteem in our students by helping them through troubled times by: listening, advising, referring, and helping when we feel qualified then we will be accomplishing our goal as humanistic educators which is aiming for the total well-being of students and fostering social and mental growth. Ultimately, the coach who cares about the team and its competitive success will also care about the players [forensicators] and will listen, help, advise, and stand by the players [forensicators] as a true friend and counselor (Jones et al 1982 p. 24).

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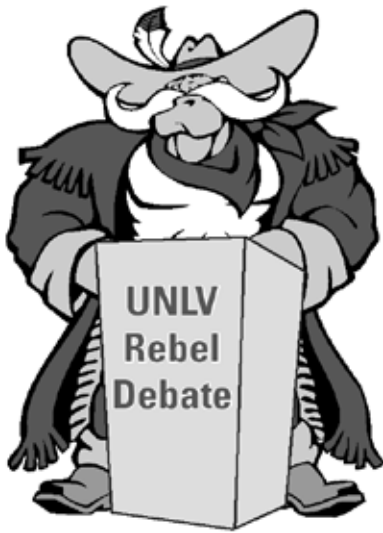
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(Audra L. Colvert, Assistant Professor Towson University, presented this paper at the SCA Convention, 1993. This revised and edited version is used with permission.)

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"Forensic coaches spend a great deal of time with students, whether in practice or traveling to tournaments. When a student reveals sensitive personal information with a coach, it often puts the coach in a delicate situation. Coaches who are not teachers may be unaware of the various laws governing reporting of various circumstances that may trigger a variety of social service agencies, but even teachers often lack the specialized training to deal with the complex, emotionally-charged issues a young person may bring to them. As a younger coach, I found great support from Audra Colvert's perceptive article, and even as I became more seasoned, I would often return to the article to remind me of its great advice."

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THE LINE BETWEEN POLICY AND VALUE DEBATE: NOTES FROM THE NATIONAL CIRCUIT

by
Jeffrey A. Richards

In 1996, the Cross Examination Debate Association (CEDA) – the largest organization of intercollegiate team debate in the United States – moved away from propositions of value and began using policy resolutions. But long before then, I recall the in-round arguments inching away from pure considerations of value toward quasi-policy implications of accepting the resolution. Value objections (V.O.s, for short) were the value debate cousins of disadvantages in policy rounds, imagining the terrible impacts of the practical implementation of the value advocated by the affirmative. Counter-resolutions developed as almost-counterplans to the assumed implementation of the affirmative version of the resolution. This trend toward policy-inspired arguments in value debate rounds should have been fairly predictable, since there were decades of policy theory for value debaters to draw on, and virtually none for value debate at the time. Similarly, some in the current high school debate community have warned against the tendency of Lincoln-Douglas debate – the high school iteration of value debate – to become too much like policy debate when LDers speak too quickly or rely too heavily on evidence instead of analytics.

It seems that now, policy debate is taking pains to return the favor.

Most debaters compete in local competitions in or near the city where their high school is located.

There is, however, a small subset of high school debaters, often from elite, private, preparatory schools, which travels around the country to tournaments that are commonly referred to as the “national circuit.” I recently had the privilege of judging policy debate rounds for the high school tournaments at Stanford and Harvard, held during the first two full weekends of February 2009. These national circuit tournaments featured some of the best and brightest policy teams in the country. There are, of course, many tournaments on the national circuit, including the Glenbrooks in Chicago, the Barkley Forum at Emory University, and the Greenhill and St. Mark's tournaments in Texas. You can tell which ones they are by the preeminence of the TOC bids they harbor. Stanford and Harvard happen to be a week apart in February and attract teams from all over the country.

As a former CEDA value debater in college, I was struck by how much national circuit policy debate has come to resemble some of the essentials of value debate. Plans have collapsed into what is now largely a general notion, similar to the value advocated by value affirmatives. Kritiks -- which were born in CEDA value debate rounds twenty years ago -- dominate negative strategy in policy debate at the national circuit. And policy negatives at the national level routinely make inconsistent arguments, any one of which if successfully proven will disprove the

affirmative case and plan, but which are not compatible with each other. This is a break from a long standing policy tradition of consistent advocacy on behalf of the status quo or a counterplan, and owes its evolution to the influence of hypothesis testing against the resolution in value debate.

Don't Sweat the Plan Text

First, it has been commented that policy plans are increasingly brief. To use an example I encountered in an elimination round at Stanford, the affirmative advocated “the extensive and widespread use of ocean energy as a supplement to fossil fuels, where feasible; funding through appropriate means.” Up until a decade or so ago, plans advocating ocean energy would take 45 seconds to 2 minutes to explain the agency (who would be accountable for the change), mandates (details, like whether the affirmative was relying on tidal power technology or thermal energy conversion, or some other type of ocean energy), enforcement (the power to implement, held by the agency), funding (where the large sums of money required for building such facilities were going to come from; e.g., a tidal barrage between Wales and England is estimated to cost the equivalent of \$22 billion), and implementation (fiats). But today's national circuit plans are very brief, indeed, and are better characterized as general ideas that the affirmative wishes to advocate and then invoking “normal means” of implementation.

This is ground normally claimed by LDers. Value debate is pre-policy, by definition. More than one value debate round has seen affirmatives argue against negative value objections that the disadvantages of implementation were premature, since the precise method of implementation has not yet been suggested. Rather, the resolution rests on evaluation of the general idea being advocated. As such, affirmative value debaters have the responsibility to represent the resolution in general (or risk a negative “whole res” topicality attack), while policy affirmatives, on the other hand, merely have to demonstrate that their plan falls reasonably under the resolution.

The typical high school negative response in national circuit policy rounds to this plan compression is to run an “a-spec” argument. a-spec, or agency specification, arguments are jurisdictional, similar to a topicality attack. As such, many judges struggle to vote for them, since thresholds are typically higher on arguments that call for the judge to intervene and call the affirmative out of bounds.

This argument might be better presented by negatives as solvency presses against the plan, which is not specific enough to truly evaluate solvency or workability. Solvency arguments more easily attract normal scrutiny, as they do not call for judge intervention and a conclusion that one team is abusing the other.

The Increasing Domination of Kritikal Analysis

Second, many policy rounds at national tournaments, particularly at the varsity level, have demonstrated a propensity to favor kritikal analysis. I judged several rounds at Harvard and Stanford with 6½ to 8 minutes of 1NC time spent on eco-fem, capK, Heidegger, and eco-Buddhism, just to name a few. All of these philosophical frameworks argued for

either the debate-ballot-as-real-world-advocacy against the implied-but-abhorrent features of the affirmative case or plan or for an a priori, vote-here-first jurisdictional.

Of course, there is nothing new about Kritiks. But their dominance over traditional on-case attacks against warrants for the need for a change continues to grow on the national circuit. This is not surprising, since it is a de facto negative case, prepared and refined long before the round.

Once again, high school policy debate takes much of its lead here from the realm of value debate. Many of these kritik theories grew up in college CEDA debates in the 80s and early 90s as extended value objections with disaster and dehumanization impacts from adopting the resolution. I remember advocating increased visibility for third parties in Presidential elections and encountering an eco-feminism critique stemming from the fact that much of my evidence came from Daniel Mazmanian and others: entrenched, white male Political Science professors who advocated moving away from a two-party system. The unintended-but-devastating impact on the environment from using WASP masculine advocacy was not evident to me before the round, and I was ill-prepared for what I considered to be ad hominem attack. Turned out that such philosophical objections not only grew to predominate CEDA value debate rounds but later spilled into intercollegiate NDT, and then high school policy rounds.

Inconsistent Advocacy is Now the Norm

Third, policy negatives have moved to employing a strategy of inconsistent advocacy as a matter of course. Once, nearly all negative teams accepted that they were advocates of the status quo,

or occasionally, of a non-topical counterplan that solved the problem better or with net benefits over the affirmative plan. Either way, negatives were consistent advocates of a system. It was rare for negatives to argue inconsistent arguments, and when they did, they heavily blocked the framework on the front end, taking the time to move the judging paradigm to hypothesis testing (à la Northwestern University’s David Zarefsky) or tabula rasa before running multiple or conditional counterplans along with case presses.

This is no longer the case. At both Stanford and Harvard, all but two negative teams I encountered in 17 policy debate rounds ran conditional counterplans or K alternatives while still punching defensive holes in the affirmative technology’s solvency or the need for a change. And every one of them did so without thinking twice, even though it meant that the negative was providing better-solving alternatives for ills which did not need curing and using technology that was not going to work anyway. Affirmatives get in on the fun, too, often perming counterplans as a test of competitiveness rather than defending their plan against all takers.

Inconsistent advocacy, now the norm in negative strategy, also got its start in value debate. Propositions of value are tested at the resolutorial level, and any counter-justification more persuasively argued by negative teams was considered grounds to reject the resolution. Value debate rounds focused on competing values (sometimes many), rather than two competing policies, and as such were more friendly to hypothesis-testing against the resolution.

Conclusion

Much of the argumentation that develops in high school policy debate does so at the national circuit level first. These debaters attend summer

camps, work off of sophisticated briefs, cut volumes of cards, and debate statistically more tournaments than other high school policy debaters. Materials used at the national circuit level inevitably find their way into the hands of local debaters throughout the season and are incorporated into to their cases and arguments. What began as a competitive strategy advantage for a few becomes the zeitgeist for the many. It therefore behooves coaches and debaters, regardless of their feelings about the national circuit, to pay attention to

the arguments that gain popularity at these tournaments.

If the current trend toward collapsed plans, kritikal argumentation, and inconsistent advocacy continue at national circuit tournaments, we can reasonably expect the line between value and policy debate to blur widespread. If that happens, we may need to rewrite the textbooks and theory articles to more accurately reflect the argumentation in contemporary policy debate and discuss its implications for debate education, judging paradigms,

and the rise of alternative formats for competitive debate.

(Jeffrey Richards is the author of two debate textbooks published by National Textbook Company (now McGraw-Hill): *Moving from Policy to Value Debate: A CEDA Handbook* (1992) and *Debating By Doing* (1995). He is currently one of the coaches the policy and Lincoln-Douglas debate programs at Sammamish High School in Washington State.)

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Building Blocks for Interpretation II: Using Ambiguous Dialogue to Teach Characterization

by Adam J. Jacobi

Imagine the prima donna actor who says to his director, “What’s my motivation!?” Many acting teachers would retort that because a character’s objectives for his actions come from within, it’s up to the actor to draw those conclusions based on his interpretations of the character’s psychological biography. Such is the cornerstone of Constantine Stanislavski’s *System* of acting.

Generative Topics

Adding obstacles to objectives creates conflict and additional layers for helping a story come alive to seize and sustain the audience’s interest. In turn, the performer manifests the character’s inner thoughts through outward physicalization. Renowned professor of drama, director and author Robert Cohen, DFA, recommends in *Acting One* using what he calls “contentless scenes” to exercise the building blocks of performance techniques.

Using such ambiguous dialogue allows a performer to creatively devise the circumstances and actions that feed objectives and pose obstacles, which “provides an opportunity to explore the playing of goals, tactics, and relationships... Physicalizing the scenes may bring out subtle meanings and pointed moments that are valuable in an acting performance” (Cohen 33). The brevity and self-sufficiency of ambiguous dialogue is also helpful in teaching the notion of “beats” or units of action within the greater scheme of a play.

Understanding Goals & Backward Design

Brief, ambiguous dialogues or contentless/open scenes are available in *Acting One*, as well as from vendors or online (see the

bibliography for resources). As a relatively short/quick unit in an acting class, this exercise works with groups of two to three self-directed students with a few days of rehearsal before performance. The unit meets the following specific goals:

- Ability to work productively in an ensemble (group) situation, exploring new ideas and perspectives.
- Bringing an original interpretation to characterization and given circumstances and performing motivation clearly, both verbally and physically.
- Commitment to the group and task within specific deadlines (including memorizing lines).
- Effective and believable performance techniques.
- Ability to complete written assignments/reflections relevant to given requirements and expectations.

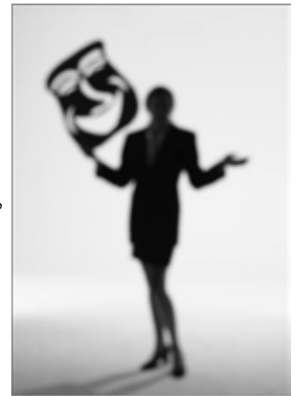
Additionally, students meet the following national standards for theatre education:

- Acting by developing, communicating, and sustaining characters in improvisations and informal or formal productions (2.a-e).
- Directing by interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions (4.a-d).
- Analyzing, critiquing, and

constructing meanings from informal and formal theatre, film, television, and electronic media productions (7.a-f).

Working backward from those goals and standards, assessment includes:

- **Journal entries** (30%) – each giving insight as to how performers apply principles of acting they’ve already learned about, why things are working or not; and what they’re doing to contribute to the group’s overall success. Journals should explain how a performer is trying to be a “team player” rather than complain and whine about a group. Prompts include:
 1. What are your initial thoughts about the dialogue and expectations for your pair/trio? Since you’re working collaboratively, how have you decided to run rehearsals? Will you uphold deadlines?
 2. How are rehearsals going? How are you applying what you’ve learned about the acting process, either as an actor or director?



3. (Post-Show) How did the audience react to your actual performance? Did the finished product meet, exceed or fall short of your expectations? What might you do differently next time?

- **Participation** (15%) – the extent to which a student stayed on task, worked collaboratively, with little direct supervision, answered spontaneous questions from the instructor about rehearsals, and associated exercises/class activities.
- **Scene Analysis** (20%) – actors collaboratively analyze their characters and circumstances for the scene.
- **Blocking** (5%) – copy of the script with detailed blocking notes.
- **Performance** (20%) – a rubric, based on the following benchmarks:
 1. Memorization: Did you know your lines EXACTLY as they were on the page?
 2. Voice: Could the actor's lines be heard clearly/crisply and

loudly? ("C" grade for gum in mouth)

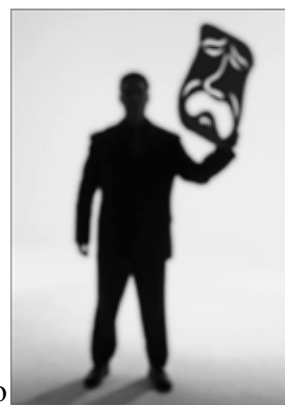
3. Characterization: Did the actor create a character with appropriate expression or just recite the lines?
 4. Natural Blocking: Did the actor gesture and move realistically and appropriately on stage.
- **Self/Peer Evaluation** (10%) – each student evaluates his/her own progress, as well as his/her group members' progress in the scene.

Ongoing Assessment & Performances of Understanding

The assessment strategy above illustrates a central tenet of my philosophy of education, from the Chinese proverb, "the journey is the reward." We often become so wrapped up in the final product that we forget to take care in the process that takes us there. An important overarching lesson in this unit is one of patience and allowing the artistic process some time to develop into a

greater reward of creativity.

The teacher plays the essential role of the "guide on the side, not the sage on the stage." Students are so used to being spoon-fed situations to ascribe to, that when they're asked to be truly creative, it can be a painful prospect! That's why collaborative learning works so well with this unit; the students are a support mechanism for each other. The teacher can ask guiding or Socratic questions, but in the end, the interpretation must be uniquely the student's.



Resources

You can download sample handouts/worksheets referenced in this column (such as the "Scene Analysis") from www.teachingspeech.org (under "Interpretation/Theatre").

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No waiting to get paid.

CIVILITY: MORE IMPORTANT THAN EVER

by
Rusty McCrady

“All the education the young receive will be in vain if they do not learn good manners.”
--Mohandas Gandhi

“Be impeccable with your word.”
--Don Miguel Ruiz

While we in the 21st century may feel that Gandhi was overstating the importance of manners, and that the ancient Toltec wisdom referred to by Ruiz is obsolete, the opposite may indeed be the case. Consider the following observations, gleaned from experiences with debate and forensics leagues during the past decade.

In the middle of a debate round, the judge's phone rings. She answers it.

"Yes..., hi! Well, actually, I can't really talk right now. I'm judging a debate. But can I call you back?... OK... How about in a few minutes?...OK! I'll get back to you. Bye... (*Hangs up and puts away the phone.*)...Sorry about that, folks. Now where were we?"

Two judges at two different tournaments are observed text messaging during a round--both during actual speeches.

One of the league's top debaters calls the opponent's case "foolish" and "stupid."

Following the published guidelines for the Middle School Public Debate Program, students are required to interrupt during the middle three minutes of their opponent's five-minute speech with questions or comments of up to 15 seconds in length.

The above are only a few

examples of what has been happening or encouraged to happen at forensics events in recent years.

In books, newspaper and magazine articles, blogs and tweets, there has been a great deal of commentary and discussion about civility, the definition thereof, and the lack thereof. Much of the discussion centers around the key question of whether, in a multicultural society that espouses freedom of expression, civility can even be defined, and whether any widely accepted criteria for it still exist. Decades ago, men discovered that holding the door open for a woman was deemed by some to be not only far from polite, but unnecessary or even condescending. More recently, the criteria for distinguishing between what in public discourse is considered hurtful or libelous and what is merely "snarky" (i.e., satirical and funny) have defied definition and agreement.

As teachers have known for thousands of years, bad manners fall into two categories: passive (not paying attention) and active (acting blatantly rude and disruptive). The examples at the beginning of this article fall into both categories. When a judge, whose duty it is to listen carefully, take notes and render fair and substantiated decisions regarding points, rank or win/loss, is allowing

or even causing distraction from this task, the entire communication process is threatened. The discourse -- what we in forensics are dedicated to both cultivating and protecting -- breaks down. Even worse, when we judges and coaches actively encourage participants to interrupt or use abusive language, our students are learning the lesson that civility is an outmoded virtue, and that the way to get ahead in life is to be brazen and inconsiderate. The message is: bullying your opponent is OK if it gets you the win.

Cultural critics such as David Denby, whose recent book *Snark* has garnered quite a bit of media attention, run the risk of being labeled humorless, old-fashioned, and squeamish. The author of this article will no doubt be subject to the same sort of criticism. Granted, in the sphere of politics, celebrity, and the vast unregulated media world, asking for restraint or good manners is probably futile. The vulgar language of the Internet is probably here to stay for a while. Traditional print media are striving to be current in their coverage, style and jargon. The Monday after the World Figure Skating Championships last winter, the front page of The Washington Post ran a huge lead headline, "Where are the Golden

Girls?" It was accompanied by three very unflattering pictures of wincing, grimacing, and off-balance U.S. woman skaters. In an effort to compete with trendy mass media that pervade the Internet and the myriad cable TV channels, the Post seems to feel the need to be ever more edgy, in this case adopting the *modus operandi* of Simon Cowell.

Given the tone and influence of contemporary mass culture, what the adults who run forensics and debate events for the benefit of young people need to bear in mind is simply this: our students do indeed learn from us. It is our duty to transmit the institutional memory of how people should conduct themselves not only in public debates, but also as both speakers and audience members at meetings, lecture halls and forums. We need to explain rules of decorum, discourage uncivil behavior, and set examples of good behavior. Furthermore, we need to distinguish between how celebrities, athletes, and politicians are treated, and how our students should both be treated and should treat one another. The former are all highly paid public figures. Our students are not. Hence they deserve kinder, gentler treatment, both because they are somewhat more

vulnerable than adults, and because they need to experience and learn the value of courtesy and civility so that they might actually practice these virtues later in life.

This past February, during President Obama's address to the joint session of Congress, quite a few senators and representatives could be seen twittering on their personal communication devices. In the course of the presidential campaign we heard the taped voice of a reverend damning the U.S.A. in the name of

Now more than ever, it behooves us, as the adults in charge, to exemplify and require civility in our practices, our team meetings, and most of all, at our competitions. We have a much higher priority than producing winners. Our mission, first and foremost, is to be educators of youth.

God, and we heard of Hillary Clinton being called a "monster" by a Harvard professor who should have known better. More recently, Senator Jim Bunning, a veteran of more than two decades in politics, suggested in a speech that Supreme Court Justice Ruth Bader Ginsburg, who is battling cancer, might not be alive in nine months (he later apologized).

Now more than ever, it behooves us, as the adults in charge,

to exemplify and require civility in our practices, our team meetings, and most of all, at our competitions. We have a much higher priority than producing winners. Our mission, first and foremost, is to be educators of youth. So I encourage the leaders of the Middle School Public Debate Program to delete the practice of interrupting and the use of "effective heckle" from their guidelines and rubrics. Otherwise, irrelevant personal comments about hair and appearance, as occurred in at least one debate round at the NFL National Tournament in Las Vegas last June, could become a routine phenomenon. In all leagues and districts, coaches should discourage the practice -- widely seen in LD Debate -- of cutting off opponents before they have a chance to answer

a question during cross ex. In all tournaments, judges should model and enforce good audience behavior.

If forensics coaches and judges don't stand up for civility, who will?

(**Rusty McCrady** has coached debate and forensics at Walter Johnson High School in Bethesda, Maryland, for more than two decades. Prior to that, he served as a judge in Maryland and Virginia for fourteen years.)

Director of Forensics Positions Open

The San Dieguito Unified High School District (Calif.) is seeking Directors of Forensics to lead programs at several high schools in the district beginning in the Fall of 2009. We offer:

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**POLICY DEBATE
JULY 24-AUGUST 1
DIRECTED BY SCOTT WIKE AND DANA CHRISTENSEN**

**PUBLIC FORUM
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DIRECTED BY TONI HEIMES AND SPENCER WAUGH**

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About the Staff

*****Public Forum instruction will be led by Lincoln Southwest coach Toni Heimes and Indianola coach Spencer Waugh. Former Millard South coach Scott Wike and current coach Dana Christensen will lead the policy debate staff. Our LD staff will be led by Fred Robertson. Matt Heimes will be in charge of hosting in one of the nicest facilities in the state, and just ask former NDI staff and students about the food at this camp.**

*****We have always hired plenty of staff for all debate events and keep the overall student/staff ratio at under 4/1. Students get individualized instruction at NDI. Additional staff confirmed for policy debate include Jeff Roberts, Halli Tripe, Paul Bellinger, Dylan Sutton, and Tim Royers; in LD debate, Jenn Larson, Charles McClung and Adelle Burk; and in Public Forum, Aaron Schurevich and Janet Eckerson.**

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*****I will once again work to provide housing for students who come in from out of state who do not have someone to stay with in Lincoln. Students who request this housing will be asked to pay an additional \$75 for the policy and LD camp stays and an additional \$50 for PF campers so that we can help compensate parents who house students. Students can also make arrangements to stay with relatives or family friends in Lincoln.**

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A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS

Birmingham will be an excellent location for the 2009 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 and Opening Ceremony)

This year, the tournament registration and NFL vending EXPO will take place on Sunday, June 14th from 8am to 3pm in the ballrooms of the Sheraton-Birmingham. In addition to the normal registration events, the local host committee has planned an incredible opening ceremony at Samford University at 6pm on Sunday.

Monday and Tuesday (Preliminary Rounds/Early Elims/Host Party)

There will be five venue areas used for the preliminary competition. The Sheraton-Birmingham and Birmingham Convention Center will host the National Student Congress. The Oak Mountain High School/Oak Mountain Intermediate School complex will host Policy Debate and both United States and International Extemporaneous Speaking. The Spain Park High School/Berry Middle School complex will host Lincoln Douglas, Public Forum, and Duo and Dramatic Interpretation. Humorous Interpretation will be hosted by Our Lady of the Valley Catholic School, and Briarwood Christian School will host the preliminary competition of Original Oratory.

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

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

Wednesday (Elimination Rounds/Supplemental Events)

There will be three venues used on Wednesday, June 17th. Students who qualify for elimination Round 9 of all main event speech and debate events (Policy, LD, PFD, Interps, OO, and Extemp) will compete at Spain Park High School on Wednesday. The National Student Congress semifinals will be held at the Sheraton/BJCC complex. Those students re-registered for supplemental events (Expository, Commentary, Prose, and Poetry) will compete at Oak Mountain High School on Wednesday. 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 Spain Park High School complex. The National Student Congress will hold its final round sessions at the Birmingham Convention Center. All supplemental and consolation events will occur at Oak Mountain High School.

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

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 Birmingham Convention Center Complex.

On Friday evening, the National Awards Assembly will be held in the Birmingham Convention Center's Concert Hall.

Coaches who have any major questions about the logistics of the 2009 Stars Fell on Alabama Nationals should feel free to contact the National Office at 920-748-6206 or at nfl@nflonline.org.

**IMPORTANT!! CONSIDERATIONS WHEN SELECTING AND
RESERVING HOTELS AT THE
STARS FELL ON ALABAMA NATIONALS 2009
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 OUTSIDE THE BLOCK.** Morning and afternoon traffic jams could add substantial time to your commute if you are located outside the block.
2. When calling hotels, all coaches must mention the NFL Stars Fell on Alabama 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 within the block are subject to an automatic two-night non-refundable deposit per room to avoid double-booking.**
3. 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 will have downloadable maps from every hotel to the Sheraton/Birmingham-Jefferson Civic Center, the Birmingham Airport, and the competition sites. You can print all needed maps before ever leaving home.
4. The **Tournament/Congress Hotel** is the Sheraton-Birmingham. This hotel is an excellent choice in both price and features. All National Student Congress events and opening day registration will be held at the Sheraton and the adjoining convention center. The Thursday and Friday final rounds will be held at the Birmingham-Jefferson Civic Center which is adjacent to the Sheraton.
5. **Student Congress Logistics-** It is highly recommended that if a school has both Student Congress competitors and speech or debate competitors that your school stay at the Sheraton or at the Doubletree to avoid morning and evening rush hour traffic which will add substantial time to the morning competition commute.
6. It is recommended that coaches go to the local host Web site at www.deepsouthdebate.com or to the individual Web sites of the hotels to determine which property 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:**
Sheraton and Doubletree to Schools (20 min.)
Sheraton and Doubletree to Student Congress and finals (Less than 5 min. or walking distance)
All other Hotels to Schools (Less than 10 min)
All other Hotels to Student Congress and finals (15 minutes)
Any School to Any School (2 to 10 minutes)(Less than 5 miles)
8. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Birmingham/Hoover area to get a better perspective on the logistics of travel. Also look at downloadable maps on the host Web site. 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.deepsouthdebate.com**

2009 Stars Fell on Alabama Hotel List

Hotel Name	Rate	Phone	Special Notes	Address (in Birmingham unless noted)	Amenities	Web site
CONGRESS						
Sheraton Birmingham	\$89	205-324-5000	HOTEL	2101 Richard Arrington Blvd N.	IP, F, W, S, R	<u>sheraton.com/birmingham</u>
Hilton Perimeter Park	\$119	205-967-2700		8 Perimeter Park South	L, F, P, R	<u>hilton.com</u>
The Wynfrey Hotel	\$110	205-987-1600		1000 Riverchase Galleria	S, F, OP, R, IP	<u>wynfrey.com</u>
DoubleTree Hotel Birmingham	\$109	205-933-9000		808 South 20th Street	F, P, R, IP	<u>doubletree.com</u>
Residence Inn Hoover	\$109	205-733-1655		2725 John Hawkins Pkwy, Hoover	CB, L, OP, F, CI	<u>mariott.com</u>
Residence Inn Inverness	\$99	205-991-8686		#3 Greenhill Pkwy	CB, L, F, OP, CI	<u>mariott.com</u>
Hyatt Place-Inverness	\$99	205-995-9242		4684 Highway 280 East	CB, F, OP, CI	<u>birminghaminverness.place.hyatt.com</u>
SpringHill Suites	\$99	205-969-8099		3950 Colonnade Drive	L, CB, F, CI	<u>springhillbirmingham.com</u>
Drury Inn and Suites Southeast	\$99	205-967-2450		3510 Grandview Parkway	CB, L, IP, OP, W	<u>druryhotels.com</u>
Drury Inn and Suites Southwest	\$99	314-587-3069		160 State Farm Parkway	CB, F, L, IP, OP, W	<u>druryhotels.com</u>
Holiday Inn Lakeshore	\$99	205-942-6070		492 Wildwood Circle N., Homewood	R, OP, F, W, CI	<u>holidayinn.com</u>
Hyatt Place Birmingham/Hoover	\$99	205-988-8444		2980 John Hawkins Parkway	CB, OP, CI, F, R	<u>birminghamhoover.place.hyatt.com</u>
Colonnade Courtyard Marriott	\$95	205-967-4466		4300 Colonnade Parkway	CI, L, F	<u>mariott.com</u>
Hoover Courtyard	\$95	205-988-5000		1824 Montgomery Hwy, Hoover	L, OP, W, F, CI	<u>mariott.com</u>
Best Western Carlton Suites	\$94	205-940-9990		140 State Farm Parkway	CB, L, F, IP, CI	<u>carltonsuiteshotel.com</u>
Comfort Inn	\$92	205-916-0464		226 Summit Parkway	OP, F, CB, L, CI	<u>comfortinn.com</u>
Hampton Inn Lakeshore	\$89	205-313-2060		30 State Farm Parkway	CB, L, F, P, CI	<u>hamptoninn.com</u>
Hilton Garden Lakeshore	\$89	205-314-0274		520 Wildwood Circle Dr N	L, F, P, W, CI	<u>hiltongardeninn.hilton.com</u>
Hilton Garden Liberty Park	\$89	205-503-5220		2090 Urban Center Parkway	L, F, P, W, R, CI	<u>hiltongardeninn.hilton.com</u>
Holiday Inn Exp Hwy 280	\$89	888-400-9714		156 Resource Center Parkway	F, W, L, IP, CB, R	<u>hiexpress.com</u>
Holiday Inn Irondale	\$85	205-957-0555		811 Old Grants Mill Rd	F, OP, L, CB, S, CI	<u>holidayinn.com</u>
Best Western -Mtn. Brook	\$85	205-991-9977		4627 Highway 280 S	OP, CB, F, CI, L	<u>bestwestern.com</u>
Comfort Suites Pelham	\$82	205-982-1999		2235 Pelham Parkway, Pelham	CB, IP, F	<u>comfordsuites.com</u>
Wingate Inn	\$80	205-995-8586		800 Corporate Ridge Rd	CB, F, OP, W, CI	<u>wingatehotels.com</u>
Comfort Inn & Suites	\$78	205-968-3700		4400 Colonnade Parkway	CB, OP, CI	<u>comfortinn.com</u>
Riverchase Inn	\$71	205-985-7500		1800 Riverchase Drive	OP, CB, L, F, CI	<u>daysinn.com</u>

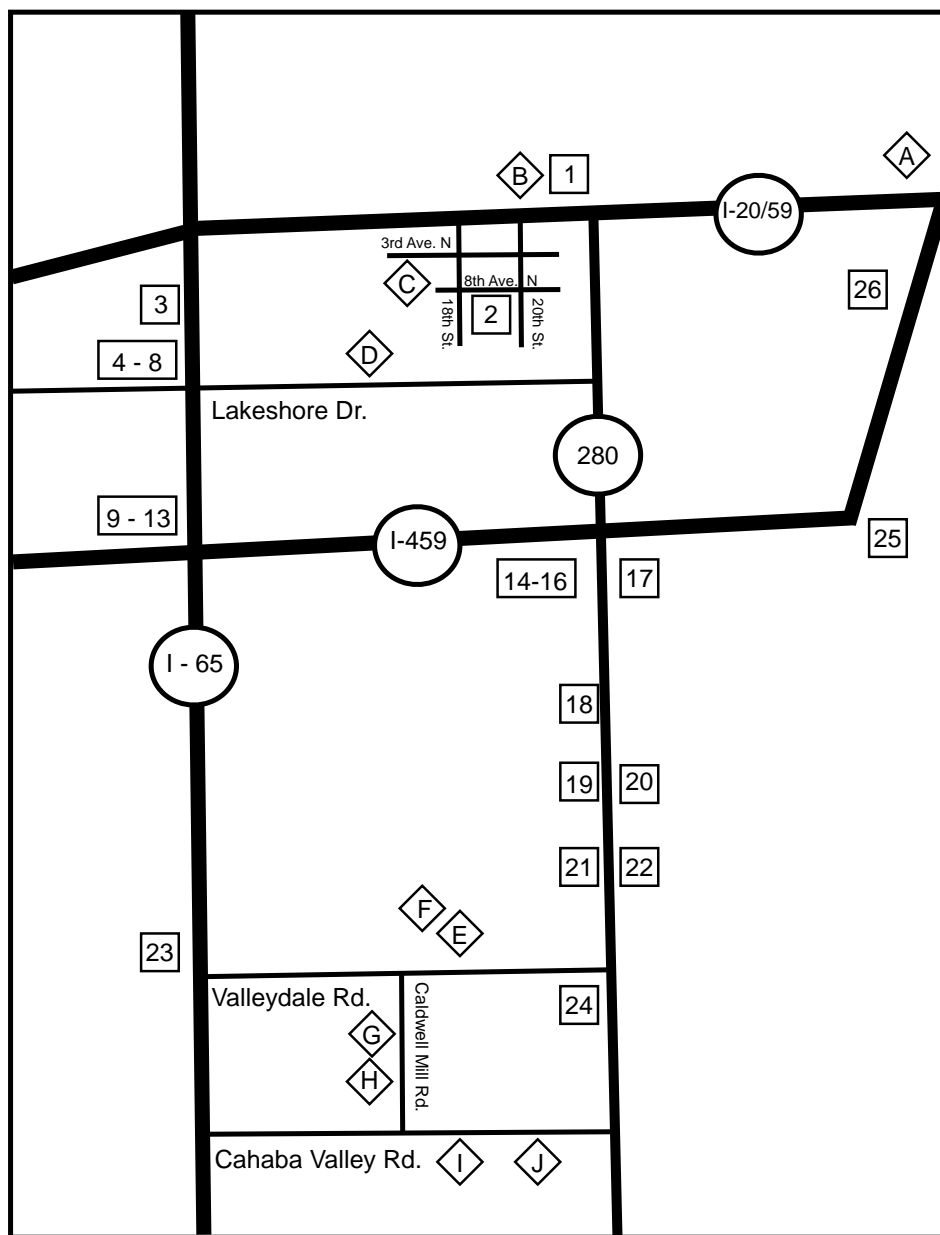
Advanced Booking

Reminder: When you book, it is NFL policy that you immediately send a two night **non refundable** (**check/money order**) deposit to hold each room/suite. 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 (you will see charges on your credit card statement prior to nationals). NFL wishes to eliminate "Speculative" booking ("reserving rooms now in case we qualify"); and double booking ("booking two places and when I arrive; I choose the one I like"). 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.



Tournament Hotels & Venues

(map is not to scale)



- A - B'ham Int. Airport**
- B - B'ham- Jefferson Civic Center**
- C - McWane Center & Alabama Theatre**
- D - Samford University**
- E - Spain Park HS**
- F - Berry MS**
- G - Oak Mtn HS**
- H - Oak Mtn Intermediate**
- I - Our Lady of the Valley Catholic**
- J - Briarwood Christian School**

- | | | | |
|---------------------------------|-----------------------------------|--------------------------------|-------------------------------------|
| 1 - Sheraton Hotel | 8 - Hilton Garden Inn - Lakeshore | 15 - Courtyard Colonnade | 22 - Residence Inn - Inverness |
| 2 - Double Tree | 9 - The Wynfrey Hotel | 16 - Springhill Suites | 23 - Comfort Inn & Suites |
| 3 - Alta Vista | 10 - Residence Inn - Hoover | 17 - Drury Inn - SE | 24 - Wingate Inn |
| 4 - Drury Inn - SW | 11- Hyatt Place - Hoover | 18 - Hilton - Perimeter Park | 25 - Hilton Garden Inn - Liberty Pk |
| 5 - Holiday Inn Lakeshore | 12 - Courtyard - Hoover | 19 - Holiday Inn | 26 - Holiday Inn - Inverness |
| 6 - Best Western Carlton Suites | 13 - Riverchase Inn | 20 - Best Western - Mtn. Brook | |
| 7 - Hampton Inn - Lakeshore | 14 - Comfort Inn & Suites | 21 - Hyatt Place - Inverness | |

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Summer 2009

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KSU Debate coaches:

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Jeff Roberts

Halli Tripe-Roberts

Sarah Snider

Dan Stout

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Alex Parkinson—Harvard

Beth Mendenhall—KSU

Derek Zeigler—KSU

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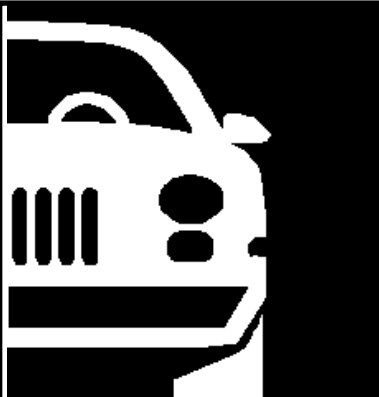
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June 27th - July 11th

Session Two

Emerson College
Boston, MA.
July 18th - August 1st



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PAST PRESENTING THE FUTURE: EXPLORING THE QUESTION OF LAPTOPS IN THE EXTEMP PREP ROOM

Part Three: The Pragmatic Limitations of Laptop Usage in Extemp Prep

by
Rev. B. A. Gregg

One of the great benefits of history is hindsight. When we examine the predictions made in the 1950 *Popular Mechanics* about the nature of housework in 50 years: "When Jane Dobson cleans house she simply turns the hose on everything. Why not? Furniture (upholstery included), rugs, draperies, unscratchable floors – all are made of synthetic fabric or waterproof plastic. After the water has run down a drain in the middle of the floor (later concealed by a rug of synthetic fiber) Jane turns on a blast of hot air and dries everything." Though sounding somewhat like my grandmother's living room in 1970, society has not fully embraced the wash-and-wear plastic couch. Though possible, there were pragmatic limitations for plastic furniture. As H. Ross Pierot was fond of saying with his charts and graphs, "The devil is in the detail." And though, in the last article, we examined that there were no philosophical issues barring laptops in Extemp prep, the pragmatic limitations of allowing laptops in Extemp prep are significant and need to be realized and handled.



How much laptop do we allow?

Ever since that Sandra Bullock movie, "The Net," we have crossed over the threshold of considering a laptop in isolation. Now, laptops and Internet connectivity go hand-in-hand. And though I am sure that Sandra Bullock may not have played as great a role in the development of the mobile Internet as I credit her, we have reached a time where people working on their laptops at Starbucks has transcended writing unpublishable

screenplays to doing incredibly unproductive Internet activities.

But we beg the question that, if the NFL allowed laptops in Extemp prep, should we allow all the capabilities of the laptop, namely Internet connectivity? Rami Hernandez argues strongly in his March 2007 *Rostrum* editorial, "On the Brink of Being Elite," for, not only laptops, but Internet connectivity in the prep room. In thinking about laptops in prep for a number of years, I have wrestled with this question myself. Why would Internet connectivity be acceptable to prepare for a tournament, but not prepare for a speech at the tournament? Wouldn't we be encouraging students to develop the skills of smart searching in the time frame of the 30-minutes prep for a speech?

Chris Palmer makes the counterpoint glowingly in his May 2007 *Rostrum* article, "Embracing the Future," that Internet connectivity in the prep room would weaken students' preparation beforehand. I would tend to agree with Chris, primarily in terms of trusting a coach who understands both Extemp and the Internet – its

"If the NFL allowed laptops in Extemp prep, should we allow all the capabilities of the laptop, namely Internet connectivity?"

strengths and limitations – very well. But I would argue that Internet connectivity does not necessarily make worse speeches, or removes the thought from students, in itself. As many scholarly articles on the Homeric bard argues, when writing enters into a culture, the ability to memorize starts to deteriorate. When we added calculators into math class curricula, students have a hard time doing math in their heads. Yet, it has been argued that freeing the mind up from the drudgery of memorization of rote materials allows greater creativity and mastery of more complex materials. Of course, lower math scores for American students than students in the developing world and our literate students slipping into txt talk 4 an important essay for ur class seems to bely that argument.

However, the question of Internet connectivity in the prep room is solved rather simply... the Internet is not omnipresent. If a school has a wireless network; chances are that network is usually (and rightfully so) secure. If the prep room faces the right direction at Yale or U Penn, you might be able to tap into the public network at Starbucks. If you get an air-card and have cell access, you might be able to get a slow connection speed to the Internet many places. That's way too many sentences starting with "if." The Internet is not everywhere, nor everywhere accessible. Just last December, while running a tournament from the web-based tabroom.com at Fort Defiance High School in the town of the same name in rural Virginia, not only was cell coverage spotty, but (given the plethora of Fallout Shelter signs) the reinforced concrete walls of the

library frustrated every effort to even get the air-card to hook into the internet.

As a coach with a fairly competitive travel schedule over the years, I believe in one thing for tournaments: given the fog of confusion that is a tournament, the fewer variables you throw your team, the better. I would never bet on the Internet being accessible and, given the headache implicit in seeing batteries last a tournament and hard drives not crashing and laptops not getting stolen, we should stay far away from the concept of Internet connectivity in the prep room, if only on the basis that such connectivity can never be relied on.



The Secondary Skills of Extemporaneous Speaking

Yet this question of prior preparation (the printing and filing) and the laptop compels up to examine the purpose of Extemp. Granted, we have an explicit purpose of teaching students to create a persuasive and well-documented speech that answers a question of current events with a limited preparation time. But, in order to get to this goal of a well-documented speech, there is a great

deal of time spent in preparation. Similar to Policy Debate, Extemp features an ongoing struggle for evidence. But unlike Policy, which has a narrow-cast, Extemp needs to cast a broad net to handle any question from Silvio Berlusconi to Venus Williams. Printing and filing, systematically considered, becomes a series of secondary skills.

The secondary skills found in Extemp preparation can be broken down to:

- 1) knowing what sources are valid, or more valid, than others;
- 2) understanding, in those sources, what articles are essential and which are not; and
- 3) analyzing that information quickly and filing that information for later access.

There is a huge educational worth in these secondary skills; but oftentimes, we go awry. As Nicholas Lemann argues in his August 7th, 2008 *New Yorker* article "Amateur Hour: Journalism without Journalists," "Societies create structures of authority for producing and distributing knowledge, information, and opinion. These structures are always waxing and waning, depending not only on the invention of new means of communication but also on political, cultural, and economic developments." What are good sources for Extemp? Would my old copies of *Time*, *Newsweek*, and *US News* cut the mustard in an Extemp round today? Would the Economist or Foreign Affairs? Would the Web site, The Drudge Report? The world of blogging, these citizen journalists, are starting to press the envelope on what constitutes journalism and return us, in some respects, back to the

"Teaching students how to use Boolean searches (AND, OR, AND/NOT), as well as delimiting their searches using time stamps, will help to recreate this final secondary skill into a lifelong one."

“We are not teaching students how to be file clerks, but how to access digital information quickly, effectively, and correctly. This ability to weigh-out evidence and access information almost becomes as important, in our modern Information Age, as the ability to stand before a panel of judges and deliver a speech.”

free-wheelin’ pamphleteer days of the early American era of questionable journalism, scurrilous broadsides, and at virtually all times outright and open bias. Yet, sometimes these bloggers get it right. Normally, CBS News would have greater perceived verity than the Drudge Report. Yet, in regards to George W. Bush’s National Guard service, those perceptions were reversed. As our society becomes more connected to the internet and as traditional newsprint newspapers move farther and farther away from print to internet-only editions (such as the *Christian Science Monitor* did just a few months ago), Extemp coaches will need to be addressing more and more what Internet news sources are more or less reliable.

In returning to the secondary skills of Extemp preparation, though we can fairly easily focus our students’ reading on good sources, determining which articles in those sources are targets for Extemp harvesting, the focus wanders. Will we ever get a question on the girl trapped in a well in Anacostia? Probably not... until one analyzes the response time for the 911 call, the question of race and socioeconomic status, and how our current disaster management works. Just note, for example, the amount of time spent on the disappearance of Natalie Holloway versus the amount of news coverage spent on other missing girls the same age of minority-status. As such, there is a question of cogency that every Extemp squad needs to wrestle with every time they prepare to print an article. Luckily, due to the ability of the Internet to look

backwards much better than forwards, an article on that Anacostia well might be missed... but can be back-tracked when dealing with the media fallout of the 911 failure.

So, with the secondary skills of selecting the best sources and targeting the correct articles for printing, the worst disconnect, of course, comes in the question of filing. A student will oftentimes scan an article, see a phrase such as “Africa economies” and file it in “Africa” – all the while not seeing the full scope of the article deals with China and ASEAN investment in African countries. More, to remember Thomas Friedman’s ever popular flattening world thesis and his chain of flat-world flat bread sandwich shoppes that is surely coming, the very nature of filing many international Extemp articles forces a student to make a single choice when there is an ever-growing connected international world – especially in terms of economics and transnationals. Therefore, the task of filing Foreign Extemp and, more and more, Domestic Extemp, becomes an increasingly difficult one of which the analog use of paper files is less than able to meet the needs.

However, though the laptop offers the ability to create digital file structures in lieu of analog ones, the laptop should never be viewed as a panacea. Even should we develop a workable program to crawl the news and archive it, programs are frightfully indiscriminating. Every major periodical (even minor ones) have RSS (Really Simple Subscription) feeds that can dump the

entire contents of every issue of every newspaper every day on to a hard drive. Search programs, even Google Desktop, are also non-discriminating; just type in any keyword (e.g. Iraq) into Google and you see the difficulty of too much information. With too much information, given the need for speed in Extemp prep, we create a situation where information may not be as appropriate as we want and the caliber of sources only becomes more varied, not necessarily more cogent.

Should the NFL adopt laptops in Extemp prep and we move our squads toward digital filing, we will need to redefine the final secondary skill of extemp preparation and teach students the nature of more discrete searches, using more unique parameters. Teaching students how to use Boolean searches (AND, OR, AND/NOT), as well as delimiting their searches using time stamps, will help to recreate this final secondary skill into a lifelong one. We are not teaching students how to be file clerks, but how to access digital information quickly, effectively, and correctly. This ability to weigh-out evidence and access information almost becomes as important, in our modern Information Age, as the ability to stand before a panel of judges and deliver a speech.

(Rev. B.A. Gregg is the District Chair for Virginia -- the nation’s largest NFL District -- and the Director of Forensics at Randolph-Macon Academy. He has received his 10th NFL Service Plaque and was the Best New Chair in 2006.)

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POVERTY

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2009-10

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DISADVANTAGES

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Net Widening
Tipping point
Welfare dependence
Work requirements vs. the "dole"

COUNTERPLANS

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NGOs
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Int'l Organizations
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Relative poverty/Measuring Poverty

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Significance & quantification
Substance abuse

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Proceduralism
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Affirmative Action
Block Grants
Community Action Agencies
Culture/cycle of poverty
Disability payments
Earned Income Tax Credit
Flaws in defining and or measuring poverty

Food Stamps/Food

Assistance

Funding levels

Incrementalism

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Job training programs

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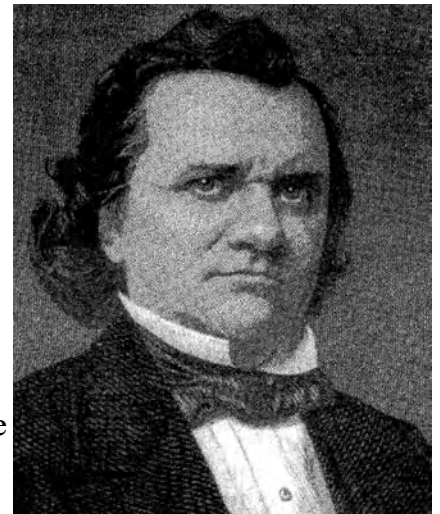
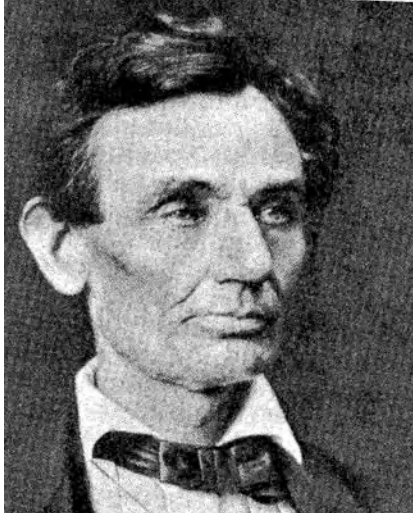
Oh Mr. Lincoln and Mr. Douglas!

Look What Has Become of You:

Part II

A Call to L/D Debate Action

by
Joseph Martin III



In Part I of this article I looked at the state of Lincoln-Douglas (L/D) Debate through a review of *Rostrum* literature on the subject across the past 14 years. That review revealed a preoccupation in L/D with theoretical issues as opposed to issues of style and delivery, as seen in the 4:1 ratio of papers in favor of theoretical topics. Of the few articles concerning style and delivery, almost all were consistent in noting a decline in the public speaking/communication abilities of L/D debaters. I

looked at a few reasons, based upon my own experience, why this may be happening. I also addressed one article that was critical of L/D, but not on either style or argumentation (Timmons 1994), and offered a refutation of two of the points within that article.

It is now time to look at exactly what is the relevance of L/D Debate in our world. Why is it taught? Why should we care what happens to the style of L/D? And from this starting point I will draw my overall conclusions and recommendations that involve judges, coaches, competitors, and the NFL itself in rescuing Lincoln-Douglas Debate from its increasingly muddled mind.

IV. The Context and Relevance of L/D and Policy Debate

Several years ago I had the pleasure to spend four years living and working in the United Kingdom as an Assistant Psychologist in brain-injury rehabilitation, and the opportunity through involvement in a client's civil case to gain some insight into the English legal system, which provides some additional insight into the educational context and relevance of Policy and L/D debate. Several authors, including Nelson (2008), look towards law as a model for L/D. I share this belief to a *limited* extent. My model of a good L/D debater is based upon the best of trial attorneys and politicians (always remember L/D honors a political

debate that was done in public between two candidates for office.... and of course for the longest time in our nation's history most politicians/lawmakers were attorneys.....*just a coincidence?*) who persuade with a natural tone and walk lay persons through the complexity of cases and the evidence. They are also crackerjack cross-examiners who do not waste their time with pointless questions and let their opponents dig their own graves with their responses.

Returning to the topic of my experiences in England, the legal system there has both solicitors (an attorney) and barristers (a position unseen in the American legal system). Solicitors investigate,

prepare cases, interview witnesses, and research the law. Attorneys do not, however, appear before the bar. That is the responsibility of the barrister, who reviews the evidence, prepares the case for trial, drafts pleadings, and presents the case at trial, acting at the solicitor's behest to represent the client before the court. As such, they are similar to today's trial attorneys and trial advocates who specialize in the requirements and demands of trial preparation and presentation. One may be a magnificent and dogged researcher and case preparer but be absolutely horrible at effectively presenting the case before a judge or jury.

In my own modest model of relevance, Policy debaters learn

the skills of exhaustive research, meticulous case preparation, and argumentation similar to solicitors, non-trial attorneys, law clerks (used in the formal sense of an attorney or law student who performs legal research for a judge) and legislative aides who research and prepare materials for lawmakers. Lincoln/Douglas debaters learn many of these same skills but are more specialized in the *persuasive presentation* of arguments and evidence before juries, judges, and the general public. As such, they are the trial attorneys, trial advocates, barristers, sales/marketing professionals, and politicians. They are not the fast-talking used car salesmen and telemarketers.

And this particular model of relevance should not be taken as a slight upon Policy debaters or as an elevation of L/D debaters, for a simple truth remains: neither form of debate gives the complete picture. Whether in law, politics, sales, or so many other careers and professions, the best of the best combine the skills of research and case preparation of the Policy debater with the skilled, fluent, and slower persuasive presentation of the Lincoln/Douglas debater. As skill sets to learn, both forms of debate are like scales tipped in slightly different directions, Policy emphasizing analysis and evidence to a greater degree and L/D emphasizing speaking skill, style, and ability to communicate complex issues in a way that is appropriate to the intended audience.

I think it is far past the time for coaches, judges, and the NFL to acknowledge, celebrate, and codify these differences.

IV. Conclusions and Suggestions

In over 14 years of *Rostrum*, for every *four* articles written on theories L/D debate, and theories of L/D theory, *etc.*, you will only

find approximately *one* article making mention of theories of L/D delivery. We are awash in a sea of paradigms, resolution analyses, kirtiks, and value criteria. And there is nothing inherently wrong with these topics. Theoretical issues and analyses are great ways to enhance student's understanding of the *internal* workings of a debate. It does not necessarily make them better debaters. If not presented in a manner that clearly indicates "for internal debate use only" and the need for translation of jargon and technical terms into ordinary language for actual use in a debate, I believe it can in fact make them worse debaters.

L/D debaters can understand the theory of debate, critical arguments, impacts, disads, kirtiks, paradigms, topicality, frameworks, *etc.*, all they want until they are blue-in-the-face walking textbooks, but if L/D is to maintain both its historical and its future relevance (to legal argumentation, advocacy, and political debate), debaters must understand that at the core L/D debate is a form of *public* speaking, *public* communication, and *public persuasion*. If the only people qualified to judge and *enjoy* L/D debates are others well-versed in the arcane jargon and theory of the debate world and the world of philosophy, then one might become the universe's greatest "debater", but he/she will also become a boring, uninteresting speaker who is capable of only persuading other "debaters." The rest of the world will fall asleep and not have the faintest clue or care about what he/she is talking about.

There is a danger that debaters are becoming like a baseball player that becomes well-versed in the biomechanics of successful hitting to an expert level, but is incompetent in the performance of hitting the

baseball. The Warring States Period (circa 400 B.C.E.) Chinese Taoist philosopher Zhuangzi tells a similar cautionary tale in his parable of a man who, in trying to learn to walk a particular way, forgets how to walk altogether and has to crawl home (Chung, 1992 p. 68).

Another danger in all of the intellectualization of L/D that I have observed is a loss of both passion and compassion in debates. I have heard debaters make callous and heartless arguments, sure to offend or outrage an average listener, presenting them or refuting them with all of the passion of reading the ingredients off a box of cereal. I still recall a round at a State Tournament two years ago where, in response to a Darfur example, the Affirmative rebutted something to the effect of "people always have the option to leave if they don't want to get killed." More surprising than this was the Negative's failure to note the Affirmative's lack of human decency and compassion. To me, this is one of the end results of debate becoming an intellectual game. In the realm of real-world debate, anyone offering such a sentiment does so at serious risk of undermining their entire position. How many politicians or public figures have watched their careers disintegrate after uttering just one misspoken phrase? But in the L/D debate that appears to often exist today, it is just another point on the flow sheet.

And within this idea seems to me to be one of the lessons of debate that is lost when it is turned into a purely intellectual affair, and decisions of judges are geared only to that sacred flow sheet: the actions, demeanor, and attitudes of a debater *is* an embodiment of the very position they argue for. As a whole, Western Philosophy has evolved antithetically to this viewpoint,

emphasizing explanatory power and consistency of theories as opposed to the practical consequences of those theories being put into practice. In Eastern Philosophies internal consistency of theories is joined to the ability of a theory to be put into practice as the measure of a theory's success. In some ways this is much like our own personal experience of theories and the people that advocate a particular viewpoint: anyone that says they believe in a certain theory but acts in ways contradictory to the theory is seen as less credible (a hypocrite). More importantly, people who advocate particular viewpoints and act in ways that we think are contrary to a deeply held value lead us to think there just might be a flaw in that viewpoint that leads person to act that way. The rude, insensitive, or callous debater who advocates a position that is heartless or insensitive is actually silently telling the world that to vote for him/ her is to become like her/him.

Some might be thinking that this is an endorsement or support of ad hominem fallacious attacks in debate. But the ad hominem fallacy occurs when the attack is irrelevant to the argument. But the question is, when someone is claiming or making an argument that their position upholds particular values, do their actions reflect on that argument? I think often they do, and if one looks to politics and political debate, people rise and fall on their ability/inability to act in a way consistent to the viewpoint argued. Take special notice of national politicians, who for the most part hold at least Bachelor Degrees, and many hold Masters and Doctorates, or professional degrees such as the Juris Doctor (J.D.) for law. These are highly intelligent and well-read individuals who could speak like an academic if they choose to, but to succeed in politics

at the highest levels they have learned that no matter how complex the issue, they must know how to explain it to even the least educated member of their constituency without sounding patronizing or condescending. And their way of interacting communicates more than just a particular position on an issue- it communicates the type of leader, representative, and human being they want the public to know. To ignore this in L/D is to ignore a reality of the world. To teach L/D as primarily an intellectual argument only teaches debaters less than half of what the need to know to become well-rounded speakers and debaters. Lincoln and Douglas didn't just present intellectual arguments before an audience: through their way of presenting those arguments they related to their audience.

With all this being said, it is not enough to give lip service to the need for reform/rebirth in L/D, for as the literature suggests, we have discussed these issues over and over for 14 years with no appreciable changes enacted. If we truly believe in the nature of Lincoln/Douglas Debate as its own unique debate discipline we must push for more action, not words. If we are to resurrect and repair a broken world of L/D, I do not believe this can be accomplished through more theoretical articles.

What should be done? Here are four suggestions:

- 1) The NFL should state unequivocally, once and for all, the nature of an L/D debate and the context in which it should be viewed. Is this a version of a political debate? Is this a version of philosophical or an academic debate? Who is the intended, imaginary "audience" that the debaters should gear their speaking style and arguments towards. If it

is decided that the audience is coaches and those schooled in debate theory, then we will have a very different form of debate than if it is decided that the debaters should imagine that they are trying to persuade a room of high-school peers, or a group of registered voters. As such, the basic Judging Philosophy for L/D debate needs to be decided and agreed upon, and stated explicitly by the NFL, not the judges. Every coach, judge, and competitor should walk into rounds already knowing the basics of how the round will be judged. And if the Judging Philosophy is codified, then every judge needs to agree and sign a copy of it before they judge L/D. If they disagree, that is fine, but if they will not follow the Philosophy, then they don't need to be judging L/D. Hopefully this might also curtail the inane current trend of debaters asking judges their preferences. Perhaps this is what passes now for "audience analysis" in debate, but it is not the same. When I am asked for my preferences, I'd rather debaters give me what they think is their best debate rather than trying to curry my favor and doing things they think will please me. I believe the rest of the world speaks of people doing that sort of thing by making reference to an earthy shade of nose coloring. Competitors should know before walking into a round the criteria upon which they will be judged, and it should be relatively consistent from round to round.

- 2) To assist in bringing the above changes to fruition

it is time to change the L/D ballot. Other than the facts that they are now shorter, no longer in triplicate, and now less detailed than when I debated, there have been no significant changes in the ballot in over 20 years. I would advocate a qualitative ballot that is quantitatively scored, with the winner being the individual who has the higher point total. As my own opinion is that the argument/style balance in L/D is 40/60, then on a 100 point ballot scale, 40 points total would be available through case/argumentation areas (case structure, evidence, argumentation, cross-examination technique, and refutation for instance). Perhaps 50 points total would then be allotted to the delivery elements (clarity, speed/pace, explanation, attitude, poise/presence, and vocal variety, for example). The remaining 10 points could be bonus points to be given or withheld as the judge desires. Again, this would serve both competitors and judges in knowing exactly how a round will be judged.

3) Coaches, judges, and teachers of debate need to firmly establish for debaters and speakers the essential difference between talking

about debate and theory, and actually presenting a case or speech to an audience. Jargon has its role as a form of short-hand communication between people who share the profession/field that the jargon comes from. It is fine behind the scenes of debate, for example when judges might be talking to debaters outside a round, or after a round to help them understand the decision. Inside the debate round, however, jargon does not enhance debaters' communication. Instead, jargon kills it.

4) As an educational tool, and as a socially relevant activity, we need to stop looking at changes in the style of L/D as "progressive" or "simply the way it goes." I believe if we go back in time to 1858 (and we can by reading the transcripts of the original seven Lincoln-Douglas debates, which can be found at <http://www.nps.gov/archive/liho/debates.htm>) we find that outside making allowances for the differences in ordinary language use between then and now, there are few if any essential differences between the speaking style of Lincoln and Douglas' debates, and watching Clinton and Obama,

or any other candidates' debates in our own time. This should raise an important question. How can it be that stylistically these speakers have not significantly changed in 150 years, with no formal rules, yet the style of L/D debate as a competition event should keep changing or "progressing" in just under 30 years? I think we find the answer in the fact that whether 1858 or 2008, the audience for these debates, voters, are not so different. The audience now may be somewhat better informed, somewhat better educated, but what made a speaker persuasive and convincing then is just as relevant today. Of course, the real question should be: in today's world of L/D competition, would Abraham Lincoln or Stephan Douglas ever win a round? Sadly, I think the answer is "no."

I have no great optimism that my arguments in this paper will persuade the NFL, or anyone else other than those that already agree with me, to make changes I firmly believe will help keep L/D debate vibrant and relevant as we approach the third century since the original Lincoln-Douglas debates. But I do hold out hope.

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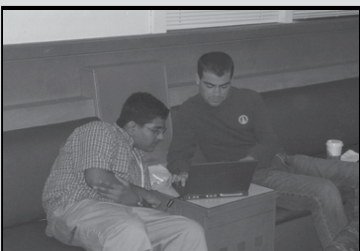
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“WHY WE WENT TO THE SWAMP: PLANNING A LEADERSHIP RETREAT”

**by
Monica Olsen**

As we rounded the corner of the kitchen, 17 miniature plastic water guns sat waiting for eager fingers. Some students finished unloading our groceries for the weekend, while others dropped everything to be the first to grab a gun. Small white plastic stoppers dangled as we tried to force water into the tiny openings. Then, everyone scattered and the strategizing began.

Strategizing for how to win the secret assassin water gun game.

Why were we sneaking around this swampy campsite in August, with multi-colored plastic water guns? This adventure began the previous April.

The Problem

My student leaders at the Ruston High School Speech & Debate Team in Ruston, Louisiana were smart students, courteous, hard-working. So why did I often find myself frustrated with them for not meeting my expectations? I expected my veterans to quickly volunteer when something needed doing. Only a few students grudgingly agreed to work an extra shift at the fund-raiser. I expected my veterans to set the example and, with a good attitude, attend elimination rounds after they didn't break at a tournament. Only a few wanted to quit their game of cards in the cafeteria to do this. I expected my veterans to work hard,

knowing the “fun” would come later, as a result of the work. Only a few were having fun or working hard.

What happened to my squad?

Day after day students would pull me out into the hall.

“Debate just isn't fun anymore, Mrs. Olsen.”

“The team doesn't have any unity, Mrs. Olsen.”

“I want to quit, Mrs. Olsen.”

I encouraged them, “Wait until the first tournament, it will be fun. The work must precede the fun.” It didn't work. All year they struggled along, lamenting that the team was not like “last year”, while all year I grew more frustrated that they were not doing what I thought they should be doing. On a long drive home from a tournament, I asked a parent what she thought of the situation, and she thoughtfully commented, “They can't meet your expectations unless you have clearly communicated what you expect.”

I had expected them to automatically know what to do. Just do what last year's captains and seniors did! Are you telling me that I must *communicate* with my students?

The irony of my career

mocks me: with my degree in Communication, I am constantly learning how poorly I communicate. However, I also am learning better ways to connect, transfer information, and share ideas. The most recent method of improving my communication with my squad I shamelessly stole from other coaches and organizations: we held a Leadership Retreat before school begin, so that I could communicate my expectations and the students could have fun together and start to build team unity.

The Preparation

In April I had students call all the local state parks, camp sites, conference centers, and ropes courses to get prices for the following August. We settled on a “Group Camp” site at the Lake Bistineau State Park, an hour drive from school. For \$150 a night, we could use a dining hall/kitchen and 6 cabins. I decided to bring every returning student, since they would all be leaders to the novice, even if all of them didn't hold the title *officer*.

We made up flyers and mailed them to every family that May, so that everyone could be sure to keep that weekend free. Students were given a packing list that included two 2-liter drinks and a snack to share. Parent drivers volunteered. Captains

would be voted on at the end of the retreat, after students had a chance to reflect on what *being a captain* should mean. The squad seemed pretty excited.

With help from my new coach, Larkin Norton, we chose 4 topics we felt we most needed to communicate. I would give talks on two topics and she would give a talk on a third. Student discussion would handle the fourth topic. Over the summer, we worked on our talks, made a shopping list, and sent out a reminder letter to everyone on the team.

The Format

Noon Thursday to noon Friday would be our time, but what would we do while there? Here is a little of the thinking behind how we organized our overnight retreat with 17 students. Since the dining hall was so big, we divided it into 3 sections: the left side saw lined up chairs and tables used for dining, the middle was a good game area, and the right side patiently waited to be set up for the talks and table discussions.

For these talks, we divided the 17 students into 4 tables. Each table would stay together for the whole retreat. After each talk, we would give the tables prompts for discussion, and students would reflect on the topic. Each table was equipped with markers, poster paper, and scissors, so groups could create a poster, skit, or song for the Poster Party later that night. Each table would have its own creation to represent each talk for the Poster Party. This way the 4 main ideas would have a triple chance of getting transferred from coach to student: 1) we would say an idea; 2) students would discuss the idea; 3) students would say the idea back to us and each other as they presented their posters, songs, skits, or other creations. Also, we could keep the posters for my classroom and pull

them out whenever we needed them throughout the year.

Each year will probably bring new topics, but that August we discussed these 4 issues:

Talk #1
Attitudes & Expectations

Talk #2
Responsibility & Excellence: the Value of Forensics

Talk #3
Team Work, Geese, Handling Conflict ("Lessons from Geese" was transcribed from a speech given by Angeles Arrien at the 1991 Organizational Development Network and was based on the work of Milton Olson. You can find it in a number of places online).

Talk #4
How to Motivate Those You Lead

Lecture notes for Talks #1 & #3 are available online at the National Debate Coaches Association website: www.debatecoaches.org. You can also download our letter to parents, shopping list, and schedule as a starting point for your own projects, though I think any time spent talking about expectations, regardless of the format, would be time well spent.

Chewing on the meat of these talks is only part of what we wanted to accomplish during our retreat. We also wanted to develop a willingness to serve each other, create the beginnings of team unity, and *have fun*.

To cultivate service, the students and coaches cleaned our fund-raiser concession stand and my classroom before we left to the campsite. We also scheduled each of us to take turns in the cooking and cleaning during the retreat; consequently,

confident smiles and a sense of responsibility filled the kitchen.

To nurture team unity, we ate at a local favorite pizza joint before driving out to the lake. At the campground, natural cliques were dispersed among the four tables. The swampy camp site did the rest, for it required walking through the woods after dark, while carrying a flashlight on the way to the bath-house to brush your teeth. In *Trauma*, by Cathy Caruth, we see how hardships like natural disasters often bring people together. Hopefully our retreat was not traumatic, but dodging spiders in the shower and finding creative ways to drain spaghetti without a colander also can create an "outpouring of communal feeling" (published by JHU Press, 1995, pg. 189).

To ensure *fun*, we planned silly warm-ups and played group games I had learned 20 years ago at summer camp. One favorite is "Never Have I Ever" – with topics edited to be appropriate for school. We make a circle of chairs with 1 less chair than there are people playing. One person stands in the middle and says "Never Have I Ever...(fill in the blank)." Anyone who has done that thing must leave their chair and run to find a new one, while the person in the middle also claims a chair. Whoever is left without a chair is the next person to say "Never Have I Ever." We also made sure there was free time so students could create their own fun.

The Outcome

I knew the retreat was a good idea, but I had no idea that my students were going to end up creating something much better than everything we had planned. They were receptive to the talks and of course they had very entertaining posters, songs, and skits for the Poster Party.

Most surprising, however, was the organic team response to Talk #4 - "How to Motivate Those You Lead." I still don't know if it was the late hour in the evening, the preceding kitchen cooperation, the heads bent over the tables together working on posters, or the individual spirit of students bubbling over, but the atmosphere was ripe for honest self-reflection and sincere openness to one other. The only thing I did to prompt the discussion was to ask the students who they thought had been good captains in previous years. Then we thought about what those people had done that motivated us. As students shared about their former teammates, they were inspired with memories of how certain people had positively impacted their own lives. Throughout the discussion, I listed on a huge sheet of butcher paper all of the ways these outstanding past student leaders had motivated them.

After students finished sharing, the questions for table reflection followed. *What things on this list do you already do? What 2 or 3 things would you like to choose to work on for this upcoming year?* My students exceeded all my expectations as they came up with their answers, which I wouldn't even know about until later that night.

For the Poster Party, we went in order, talk by talk. All the posters, songs, and skits about the first talk were presented. Then all the posters for the second talk, and so forth. Fun, serious, hilarious, the table creations were shared as the coaches sat back in wonder, grateful that the expectations we wanted to communicate were being explained



back to us in the squad's own words. Then it was time for the 4th talk posters. No laughs, no jokes this time. Student by student stood up and exposed themselves before their teammates. Our students joke now about the "therapy" session we had that night, and vehemently urge us not to ask them to do that again anytime soon. Pains from past hurts were healed and hugs were shared. Without betraying the trust of my students, I can share a general template for the comments that were made:

"I know I often do (fill in the blank) and end up hurting people. I want to (fill in the blank) to change, and I'm sorry if I've hurt you."

"I never thought I was good enough at (fill in the blank), so I acted (fill in the blank), but I want that to change."

"I want to be a better person, better teammate, better leader because (fill in the blank) and this is how I want to do it."

I sat in the back of the room repeating a prayer of thanksgiving. Mrs. Norton and I could not have planned or foreseen this moment. The last table finished sharing, and the "therapy session" was broken up as we headed to the kitchen for snacks and 2nd Supper. The next morning we set goals for the year, made plans, and elected officers. With a sweep of the dining hall and a roll of a sleeping bag, the Leadership Retreat ended and we headed home.

The retreat helped the year start off much better than the previous one. We've still had

frustrations and miscommunications, but we've also had a common foundation of understanding to refer to when working through these problems. Once I did a better job of communicating my expectations to my team, the students did a great job of stepping up to meet them, and they are infinitely more creative and diligent in doing their job than I would envision.

One such creative student knew we needed to start the retreat with *fun*. He is the one who thought to bring the mini-water guns. As we loaded cars to head to the camp ground, he also very sneakily slipped each of us a tiny sheet of paper with the name of our "target." Immediately the ice was broken as we unloaded our gear and played assassin at the same time. Mrs. Norton and I may have facilitated the Leadership Retreat, but the students made it a valuable experience; and to this day, *they* continue to teach *me* how to be a better leader.



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Zachary Prax is joining us for his fourth year as an instructor and his second as the Director of Individual Events with SNFI. A coach of six years at Apple Valley High School in Minnesota, Zach coaches LD and Public Forum, student congress, and extemporaneous speaking. In extemporaneous speaking, he has coached students to the final round of the NFL National Tournament, the NCFL Grand National Tournament, and the Minnesota State Tournament, and to outrounds at the TOC of Extemp. In Congress, Zach's students have appeared in the final round of Glenbrooks, Emory, and the NCFL Grand National Tournament.

With combined coaching experience of over 40 years - Sarah Rosenberg and Luis Cardenas have had students in hundreds of final rounds across the country. Their students have won DUO at CFL Nationals and have tied for 1st in DUO at NFL Nationals twice. They have had over 20 National Finalists and have won countless of State Champions in California, New York, Philadelphia and Florida. They have coached for Stuyvesant High School, Bronx High School of Science, Florida Forensic Institute, Bronx Prep, Holy Ghost Prep, San Marino High School, Cleveland High School and The PUC Schools.

Anish Mitra is the current captain of the Stanford University Parliamentary Debate team. In addition to winning the 2007-2008 National Championship in Parli, Anish enjoyed great success during his high school career in Extemp. His results include winning the Harvard tournament, placing second at CFL Nationals, competing three times in Finals of NFL Nationals in US Extemp and placing 3rd at Nationals in US Extemp.

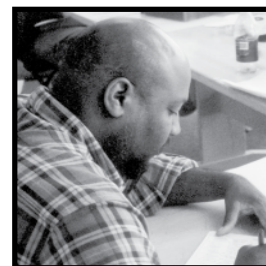
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We ask that you enclose a copy of your transcript to verify that you have completed the required number of classes and/or NFL/OPD modules (for more information about NFL/OPD modules, please visit <http://www.nflonline.org/CoachingResources/ProfessionalDevelopment>). Your signature and your principal's signature are also required to verify the other requirements.

How will you publicize my accreditation?

NFL will notify your Principal and Superintendent of your accreditation(s) with a letter signed by the NFL President and Executive Director. Additionally, a list of accreditations will appear annually in Rostrum magazine and on the NFL Web site.

Where do I send my application?

You may send your application for accreditation to the NFL Professional Development Accreditation Program, P.O. Box 38, Ripon, WI 54971-0038. You may also fax your application to (920) 748-9478.



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APPLICATION FOR PROFESSIONAL ACCREDITATION

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Please initial to indicate fulfillment:

- _____ 3 years as a full or part-time high school or middle school educator
- _____ 2,000 coaching points **OR** 1 coach diamond, **OR** 7 years as a member coach
- _____ Successful completion of at least 4 CEUs or 3 graduate credits through the NFL/OPD **OR** at least 6 undergraduate credits in speech, debate, or theatre related courses (Please attach a transcript)

ADVANCED PROFESSIONAL FORENSIC EDUCATOR

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- _____ Professional Forensic Educator Accreditation
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- _____ 10,000 coaching points **OR** 2 coach diamonds **OR** 10 years as a member coach
- _____ Successful completion of 8 CEUs or 6 graduate hours through the NFL/OPD **OR** at least 4 CEU units and 3 graduate credits through the NFL/OPD **AND** 15 undergraduate credits or 20 CEUs **OR** 8 graduate credits in forensics-related courses (Please attach transcript)

PROFESSIONAL FORENSIC COACH

Please initial to indicate fulfillment:

- _____ 7 years of coaching **OR** 1 coach diamond **OR** 3,000 coaching points
- _____ Successful completion of 8 CEUs or 6 graduate credits through the NFL/OPD **OR** 4 CEUs **AND** 3 graduate credits through the NFL/OPD **OR** at least 6 undergraduate credits in speech, debate, or theatre related courses (Please attach a transcript)

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Congress Connection

Keep it Real: A Recipe for Speaking in Student Congress

by Adam J. Jacobi

A coach-mentor who first introduced me to congress described it as incorporating the clash of debate, the artistic rhetoric of oratory, the spontaneity of extempore, and the role-playing of interpretation. That's why you will often meet students in congress who also compete in other forensic events, but love the dynamism congress creates by bringing these myriad personalities together.

Congress should not be thought of as "just another IE event" or grouped with IE events, because it is by no means an individual presentation. Congress relies on sustained engagement in the course of debate on legislation, to allow students to respond to the flow of arguments in a meaningful manner. That said, because it is also a simulation, it demands a certain seriousness of purpose and mentality of decorum not often prioritized in other debate events. Students should not lose focus of how important effective delivery is toward ensuring the impact of their message to the audience of their peers and judges.

Ingredients:

- Enthusiastic, earnest desire to improve problems facing our nation
- Credible research (not just a superficial Web search or online encyclopedia entry)
- Sound logic, organization and signposting of ideas
- Ability to listen and respond to other students in a chamber
- Courage to field questions with confidence
- Compelling use of language and word economy

- Extemporaneous* delivery that balances smoothness with spontaneity

** Extemporaneous in the academic sense; well-prepared in knowledge of the topic, speaking with the aid of little or few notes, but not necessarily memorized. Students should not recite word-for-word from a manuscript or notecard.*

Serves: 16-24 legislators per chamber

Directions:

The best congressional debaters are well-read young people, who have a solid working knowledge of how the federal government works, who are versed on current events, who can research information strategically enough to build a sound working knowledge of an issue before finding more specific, finer points to explain in their speeches.

The following high-performance descriptors were adapted from a rubric in the Florida Forensic League's guide to Congress as edited by Jason Wysong. They give a great frame of reference for what should be considered as "superior" by judges when evaluating speeches.

- Content is clearly and logically organized, and characterized by depth of thought and development of ideas, supported by a variety of credible quantitative (statistical) and qualitative (testimony) evidence analyzed effectively to draw conclusions. Compelling language, a poignant introduction and conclusion and lucid transitions clearly establish the speaker's purpose and frame the perspective of the issue's

significance.

- The speaker contributes to the spontaneity of debate, effectively synthesizing response and refutation of previous ideas with new arguments. If the speaker fields questions, he/she responds with confidence and clarity.
- The speaker's vocal control and physical poise are polished, deliberate, crisp and confident. Delivery should be extemporaneous, with few errors in pronunciation. Eye contact is effective and consistent.

Variations:

Don't forget to breathe while speaking in a high altitude. Drink more water (see, I tried to keep the recipe metaphor going).

Students who pay attention during a session are more successful, because they are aware of others' viewpoints and tailor each speech to the right circumstances. Initially, the most effective speech introducing legislation (authorship or sponsorship) sets the stage by establishing adequate ground for debate. Next, the best refutation speeches disprove issues brought up by the opposing side of debate, while rebutting (rebuilding) arguments on the same side. Finally, the best crystallization speeches holistically weigh arguments on both sides and provide a "big picture" set of implications for which direction the speaker urges action towards. Most of all, speeches should avoid "rehash," that is, the redundant use of arguments that really do not extend the debate beyond its existing scope, or help refute or synthesize the course of debate itself.

Spring into a good book....



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Encouraging Life Learning in Leadership

April's Book of the Month:

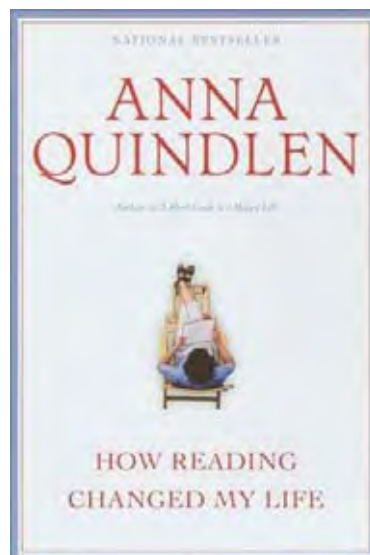
How Reading Changed My Life
By Anna Quindlen

With this month's book club selection entitled *How Reading Changed My Life*, I would be remiss if I did not comment on my experience with reading. One of my favorite memories from childhood is waking up, although I was – am – not always a “morning person.” My mother, a teacher, would climb into bed with me and read a chapter in a book, beginning with *Number the Stars* and *The BFG* and graduating to *A Wrinkle in Time* and even Hemingway's *The Old Man and The Sea*. Through books, I witnessed places and events far beyond small town Kentucky. Perhaps more important, I absorbed priceless lessons about language, morality, and the value of reading.

While I don't customarily greet the day with a book anymore, I firmly agree with Alberto Manguel, who opined: “I don't think I could live without reading.” It is no coincidence that I participated in debate, a reading-intensive activity, or that I now pen a book review every month. One of my mother's greatest contributions to me was a lifelong love of reading.

Not surprisingly, it was my mother who gave me this month's selection. In it, best-selling author Anna Quindlen shares her experience with reading, which isn't wholly unlike mine. She explains, “Reading has always been my home, my sustenance, my great invincible companion...I did not read from a

sense of superiority, or advancement, or even learning. I read because I loved it more than any activity on Earth” (p. 9). While she uses her own love affair with literature as a springboard, she also discusses the impact of reading on others both individually and collectively. She does not articulate a highly technical



argument, as other books reviewed here have done; still, she provides as compelling a case as one might ever encounter. From her beautifully written essay we can conclude the following:

Readers are unique.

Quindlen suggests that “readers” are a unique breed of human. She references her childhood to make this point, recalling that she preferred to stay inside reading rather than play with the other kids. Periodically other children would draw her

outside, requesting that she put down “that stupid book” (p. 9). She writes, “I have clear memories of that sort of life, of lifting the rocks in the creek that trickled through Naylor's Run to search for crayfish, of laying pennies on the tracks of the trolley and running to fetch them, flattened, when the trolley had passed. But at base it was never any good. The best part of me was always at home, within some book that had been laid flat on the table to mark my place, its imaginary people waiting for me to return and bring them to life” (p. 5).

As her playtimes suggest, others did not understand Quindlen's passion for reading. She laments that readers are often dismissed as dreamers and wanderers, which is somewhat antithetical to our nation's sensibilities. She writes, “There is something in the American character that is even secretly hostile to the act of aimless reading, a certain hale and heartiness that is suspicious of reading as anything more than a tool for advancement...Any sort of turning away from human contact is suspect, especially one that interferes with the go-out-and-get-going ethos that seems to be at the heart of our national character” (p. 9-10). For this reason, she concludes, the “bookworm” is often misunderstood or forcibly changed into someone he or she is not.

Common wisdom seems to suggest that the successful among us are the ones who will get out

and talk and do – the movers and the shakers. In defiance of this, the author notes that readers and thinkers have a valuable place in society, with their own unique contributions to make. As leaders, we ought to be sensitive to the temperament of our team members – not only for their sake, but for the success of the team. Perhaps your “bookworm” isn’t a showman or saleswoman. Rather than try to force your reader into a role that does not fit, allow him or her to focus on that at which he or she is truly gifted, that which he or she actually enjoys.

Reading is Powerful.

Quindlen’s essay contends that we ought not confuse the quiet thoughtfulness of reading with passivity. In fact, the well-read are often more likely to evaluate their governments, empathize with diverse peers, and examine their own lives. The author explains that as the written word became accessible to the masses, “Reading became a democratic act... The Big Lies of demagoguery required more stealth and cleverness, for careful reading of books and newspapers could reveal their flaws to ordinary people. Not for nothing did the Nazis light up the night skies in their cities with the burning of books. Not for nothing were free white folks in America prohibited from teaching slaves to read, and slaves in South Carolina threatened with the loss of the first joint of their forefingers if they were caught looking at a book; books became the greatest purveyors of truth, and the truth shall make you free” (p. 18-19).

The iron link between reading and democracy should not be lost on members of the National Forensic League. Our organization has committed to upholding democratic ideals and training our members in

critical thought: Reading is one of the primary vehicles by which we accomplish this. First, forensics teaches teens *how* to read. While many are functionally literate, forensics substantially increases reading levels among its participants. Next, forensics teaches participants how to read *effectively*; what makes a piece of evidence valuable, for example, or what separates a DI that will break from a DI that will win. Finally, forensics teaches students to *appreciate* reading, even after the season ends. By encouraging students to read, and rewarding those who do, forensics ensures the strength of the upcoming generation of readers.

Reading is here to stay.

One of the stronger arguments Quindlen makes, especially as her essay draws to a close, is that reading – of books, in particular – will remain a treasured activity. “A computer is no substitute for a book,” Quindlen writes. “No one wants to take a computer to bed at the end of a long day, to read a chapter or two before dropping off to sleep... No one wants to pass *Heidi* on disk down to their daughter on the occasion of her eighth birthday, or annotate William Carlos Williams on screen (p. 64). She quotes Albert Manguel, who notes, “It is interesting to note how often a technological development – such as Gutenberg’s – promotes rather than eliminates that which it is supposed to supersede” (p. 66).

Even as discussions occur about the place of technology in forensics (including the debate and extemp rounds) Quindlen would probably assert that speech and debate students will never entirely relinquish their books. That means that even if your limited prep student transitions to online journals or electronic filing, even if your interpers begin to find

scripts online, nothing will replace the stories they read in a book. In fact, these same students will probably be among the most ardent supporters of books as they develop a love of reading through forensics. “It is not possible that the book is over,” the author notes. “Too many people love it so” (p. 68).

Ironically, *How Reading Changed My Life* involves less reading than one might expect, with only 70 pages in heft. However, the author uses her seventy pages to build strong contentions concerning the importance of reading. As speech and debate aficionados, but more importantly, as educators, it is important for us to understand and be able to explain the significance and complementarity of reading to what we do. Beyond this, we may be motivated to extend our passion for learning to new students based on the significance of reading in our own lives. After all, many of us would agree with Quindlen when she writes, “Books are the plane, and the train, and the road. They are the destination and the journey. They are home” (p. 70).

Reference:

Quindlen, A. (1998). *How Reading Changed My Life*. New York: Random House.

(Jennifer Billman is the Coordinator of Public Relations and Marketing for the National Forensic League. She holds an MA and a BA in Communication, both from Western Kentucky University, where she was a 4-year member of their forensic team and a Scholar of the College. She comes from a long line of readers and she, too, loves to read. Questions? Comments? Suggestions? E-mail Jenny.Billman@nationalforensicleague.org).



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Crowne Plaza San Antonio Airport	1111 NE Loop 410 San Antonio, TX 78209	210-828-9031 800-972-3480	ichotelsgroup.com/h/d/cp/1/en/hotel/SATTD	2.0

Tentative Schedule

Reception (registration) of coaches and events will start Friday morning, June 26. Awards will happen in the early evening on Sunday, June 28.

Registering Online

The International Debate Education Association (IDEA) will again handle registration. You can watch the NJFL Web site, www.nflonline.org/AboutNFL/NJFL for more details, or see the “Events” section of the IDEA Web site, www.idebate.org.

In Memoriam

Rev. Fred Winters

Rev. Fred Winters was killed last Sunday during his sermon at the First Baptist Church in Maryville, IL by a gunman. Fred was a member of the Raytown South (MO) debate squad and the National Forensic League. I had the honor of coaching Fred and his colleague in policy debate during the NFL district tournament of 1982. He was literally one of the first students I had the opportunity to coach. His sense of humor made him a joy to work with and his work ethic almost earned him a qualification to the national tournament.

Although we have followed different paths in life, I was not surprised to hear that he followed his heart by working in the church where he displayed leadership and guidance to a sizable number of people who attended his sermons. I was deeply saddened to hear about Fred after all of these years on the national news as the victim of this attack. Fred is an example of what we should value about membership in the National Forensic League.

- Jay Stubbs, Bellaire HS, TX

In Memoriam

Alumnus Chris Glaser

Chris Glaser, a three year member of the Ohio University Speech Team and a 2008 Ohio University Graduate lost his battle with cancer on March 4, 2009.

In Memoriam

Trenton Bruce Logan

Trenton Bruce Logan, best known to the world of forensics as the former coach for Robert E. Lee High School in San Antonio, died on February 15, 2009. Logan first met with success coaching debate at South San Antonio High School, but is most closely associated with the meteoric rise of the Lee team during the period of his tenure, which began in 1980. Logan rapidly brought the team from relative obscurity to state and national prominence. Only one student from Lee had ever qualified for NFL Nationals when Logan took the program's helm (William Holmes, in 1978). Students from Lee qualified for Nationals every year that Logan coached there, beginning in his second year, 1982. Logan also consistently traveled with large entries of debaters to national-circuit tournaments such as Harvard, Berkeley, Santa Fe, Bronx High School of Science, and Tulane. By the second year of Logan's leadership, Lee was able to claim the TFA State Sweepstakes trophy and become first in the Central Texas NFL District in enrollment. By 1986, Lee had earned the Leading Chapter Award -- even while competing in only four events (Boys and Girls Extemporaneous Speaking, Policy and Lincoln-Douglas Debate). An astonishing 31 students competed at NFL Nationals in Logan's eight years as head coach at Lee, and 22 of them took home finalist or top speaker awards. With the help of assistant coach Alan Haynes, the team of Noah Levine and Don Gibbons won the H.B. Mitchell Trophy in Policy Debate in 1989. But Logan's signature event was Extemporaneous Speaking. He taught a summer Extemp lab at American University alongside James Copeland and Lanny Naegelin. In addition, Bruce coached champion girl Extempers. One of his coaching techniques was to play Frank Sinatra records to teach students fluency and vocal variety. After two consecutive 2nd place finishes in the sweepstakes competition at NFL Nationals, Logan's coaching career culminated with a rare "double-win" in both International and U.S. Extemporaneous Speaking in 1991 by Christina Rodriguez and Robin Thorner -- the same year another Lee student, Alison Tedor, also placed 2nd in International Extemp. Although he continued teaching until 2004, Logan retired from coaching forensics on that remarkable high note in 1991, with the status of "Triple Diamond Coach." He is survived by his wife Linda, two children, two grandchildren -- and many grateful students.



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(as of March 2, 2009)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	265	Blue Valley North HS	663
2	--	Calif. Coast (CA)	240	Leland HS	813
3	--	East Los Angeles (CA)	205	Gabrielino HS	745
4	1	San Fran Bay (CA)	200	James Logan HS	706
5	-1	Kansas Flint-Hills	199	Washburn Rural HS	436
6	2	Show Me (MO)	193	Belton HS	450
7	-1	Ozark (MO)	192	Central HS - Springfield	642
8	-2	Northern South Dakota	184	Watertown HS	359
8	2	Sunflower (KS)	184	Wichita East HS	350
10	3	New York City	183	Bronx High School of Science	719
11	--	Heart Of America (MO)	181	Liberty Sr HS	732
12	3	Southern Minnesota	177	Eagan HS	573
13	-1	East Kansas	174	Shawnee Mission East HS	472
14	2	Nebraska	172	Millard North HS	446
15	-1	Illini (IL)	171	Downers Grove South HS	498
16	-8	Northwest Indiana	168	Munster HS	507
17	--	Central Minnesota	166	Eastview HS	556
18	--	Rushmore (SD)	161	Sioux Falls Lincoln HS	485
18	--	Sierra (CA)	161	Sanger HS	699
20	-2	Florida Manatee	152	Nova HS	594
21	--	Eastern Ohio	150	Perry HS	339
22	--	South Texas	148	Bellaire HS	797
22	3	Northern Illinois	148	Glenbrook South HS	413
24	-1	Northern Ohio	146	Canfield HS	266
25	-2	Carver-Truman (MO)	144	Neosho HS	428
26	--	New England (MA & NH)	142	Manchester Essex Regional HS	343
27	--	West Kansas	140	Buhler HS	305
28	3	Golden Desert (NV)	129	Green Valley HS	392
29	3	Montana	128	Bozeman HS	277
30	-2	Idaho Mountain River	126	Hillcrest HS	369
31	-2	Rocky Mountain-South (CO)	124	George Washington HS	301
31	1	Utah-Wasatch	124	Sky View HS	328
33	1	Eastern Missouri	123	Pattonville HS	405
33	-4	Great Salt Lake (UT)	123	Skyline HS	264
35	1	Inland Empire (WA)	122	Gonzaga Prep HS	172
36	-1	Florida Panther	121	Trinity Preparatory School	319
37	2	South Kansas	115	Fort Scott HS	314
38	2	Sundance (UT)	113	Bingham HS	265
38	2	Idaho Gem of the Mountain	113	Mountain Home HS	302
40	-3	Southern California	111	Claremont HS	346
41	-3	Arizona	110	Desert Vista HS	511
42	3	New Jersey	109	Ridge HS	308
43	--	Tarheel East (NC)	107	Pinecrest HS	255
44	-2	Colorado	106	Cherry Creek HS	445
45	-2	Heart Of Texas	105	Del Valle HS	230
45	6	Hole In The Wall (WY)	105	Cheyenne East HS	328
47	7	Nebraska South	104	Lincoln East HS	317
47	1	Deep South (AL)	104	The Montgomery Academy	302
49	1	North East Indiana	102	Chesterton HS	510
50	14	Wind River (WY)	100	Green River HS	301
51	8	Pittsburgh (PA)	98	North Allegheny Sr HS	276
51	-3	West Iowa	98	West Des Moines Valley HS	274

NFL DISTRICT STANDINGS

(as of March 2, 2009)

Rank	Change	District	Average No. Degrees	Leading Chapter	No. of Degrees
53	-2	East Texas	97	William P Clements HS	224
53	3	Louisiana	97	Comeaux HS	202
53	-8	Central Texas	97	Winston Churchill HS	262
53	-6	West Los Angeles (CA)	97	Fullerton Joint Union HS	321
57	-1	Northern Lights (MN)	96	St Francis HS	221
58	-5	Carolina West (NC)	94	Myers Park HS	307
58	1	Southern Wisconsin	94	James Madison Memorial HS	217
60	9	North Coast (OH)	91	Gilmour Academy	258
61	6	Florida Sunshine	90	Pine View School	177
61	8	Hoosier Heartland (IN)	90	Ben Davis HS	220
61	8	Western Ohio	90	Notre Dame Academy	132
64	--	Colorado Grande	89	Canon City HS	156
65	2	Hoosier Crossroads (IN)	88	Kokomo HS	215
65	4	Space City (TX)	88	Alief Elsik HS	184
67	6	North Oregon	87	Gresham-Barlow HS	176
67	-9	Georgia Northern Mountain	87	Henry W Grady HS	317
67	9	West Virginia	87	Wheeling Park HS	111
70	-11	North Texas Longhorns	85	Colleyville Heritage HS	203
70	-6	Northern Wisconsin	85	Appleton East HS	272
70	-11	Lone Star (TX)	85	Grapevine HS	279
73	10	Puget Sound (WA)	82	Kamiak HS	205
73	1	North Dakota Roughrider	82	Fargo South HS	212
75	4	West Oklahoma	81	Norman North HS	302
76	-2	Rocky Mountain-North (CO)	80	Moffat County HS	197
76	-17	South Carolina	80	Southside HS	256
78	14	South Florida	79	Belen Jesuit Prep School	141
79	2	Valley Forge (PA)	78	Truman HS	183
80	-25	Chesapeake (MD)	77	Walt Whitman HS	348
80	-3	Greater Illinois	77	Belleville West HS	190
80	-2	New York State	77	Scarsdale HS	221
83	-4	East Iowa	75	West HS - Iowa City	246
84	-1	New Mexico	74	Albuquerque Academy	172
85	--	East Oklahoma	73	Jenks HS	239
85	-4	Michigan	73	Portage Northern HS	164
87	1	Kentucky	72	Grant County HS	204
87	-2	Tall Cotton (TX)	72	Seminole HS	126
89	-1	Western Washington	70	Gig Harbor HS	286
90	-3	Mississippi	68	Oak Grove HS	202
90	-2	UIL (TX)	68	Lindale HS	182
92	1	Big Valley (CA)	67	Lodi HS	159
93	--	Gulf Coast (TX)	66	Gregory Portland HS	225
93	--	Tennessee	66	Ravenwood HS	136
93	-2	LBJ	66	Princeton HS	178
96	1	Virginia	62	Randolph Macon Academy	207
97	3	West Texas	61	Ysleta HS	100
98	1	Sagebrush (NV)	60	Reno HS	184
99	-1	Georgia Southern Peach	59	Fayette County HS	168
100	--	Maine	58	Bangor HS	122
100	3	Pennsylvania	58	Bellwood-Antis HS	169
102	-6	South Oregon	57	Ashland HS	183
103	-1	Capitol Valley (CA)	54	Granite Bay HS	143
104	--	Iroquois (NY)	49	The Family Foundation School	118
105	1	Hawaii	42	Kamehameha School	124
106	-1	Pacific Islands	28	CheongShim Int'l Academy	93

Affiliates - Welcome!

**The National Forensic League National Debate and Speech Honor Society
welcomes the following New NFL Programs**

THUNDERBIRD HS	AZ	R. J. REYNOLDS HS	NC
CENTRAL UNION HS	CA	ATRISCO HERITAGE ACADEMY HS	NM
GLENDALE HS	CA		
LA CANADA HS	CA	NAZARETH REGIONAL HS	NY
NATIONAL CATHEDRAL SCHOOL	DC	CHIPPEWA HS	OH
EASTSIDE HS	FL	CORVALLIS HS	OR
WINDERMERE PREP. SCHOOL	FL	CRESCENT VALLEY HS	OR
		NORTH EUGENE HS	OR
BENJAMIN BANNEKER HS	GA		
		DREHER HS	SC
IL MATH AND SCIENCE ACADEMY	IL		
		NASHVILLE SCHOOL OF THE ARTS	TN
ASSUMPTION HS	IA		
		CEDAR HILL HS	TX
MULVANE HS	KS	CROCKETT HS	TX
		VERITAS ACADEMY	TX
HANCOCK COUNTY HS	KY		
		DESERT HILLS HS	UT
PONCHATOULA HS	LA		
		AVIATION HS	WA
SHERWOOD HS	MD	SAMMAMISH HS	WA
EUCON INTERNATIONAL SCHOOL	MP	MADISON COUNTRY DAY SCHOOL	WI
		WAUWATOSA EAST HS	WI

Coaches: Earn Credit While Attending Nationals

For newer coaches, attending the national tournament means an opportunity to see the best of the best in competition and learn through both observation and networking with other coaches. For veteran coaches, it represents an opportunity to observe trends of performance styles and to share thoughts on best practices.

To make the entire experience even more worthwhile, the NFL has partnered with Minnesota State University, Mankato to grant continuing education units (CEUs) or graduate credit for coach clinics at the National Tournament.

Newer coaches can earn CEUs for a basic clinic on managing a program. Seasoned coaches can earn CEUs or graduate credit for advanced, theory-driven curricular development clinics, including brain-based teaching, teaching by design/for understanding and other research-based proven approaches to reaching students in classroom or co-curricular speech and debate.

Whether or not your students qualified to nationals, you're invited to take advantage of this opportunity. Coaches of qualifiers can still make their judging obligation in rotation with attending clinics.

Watch your e-mail and visit the NFL's professional development portal at <http://www.nflonline.org/CoachingResources/ProfessionalDevelopment> for more details.

Summer Forensics Institute

JULY 12-25, 2009

WHY CHOOSE BRADLEY?

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\$875 includes two weeks of coaching, instruction, room and board, and there are no hidden charges or add-ons.

We focus on process over product.

At Bradley's camp, students leave with a polished product and the time-tested process to make all their pieces shine.

Our coaches travel, judge, and coach on a national circuit.

They know what other judges are looking for and can help you create it.

Let's face it—size does matter.

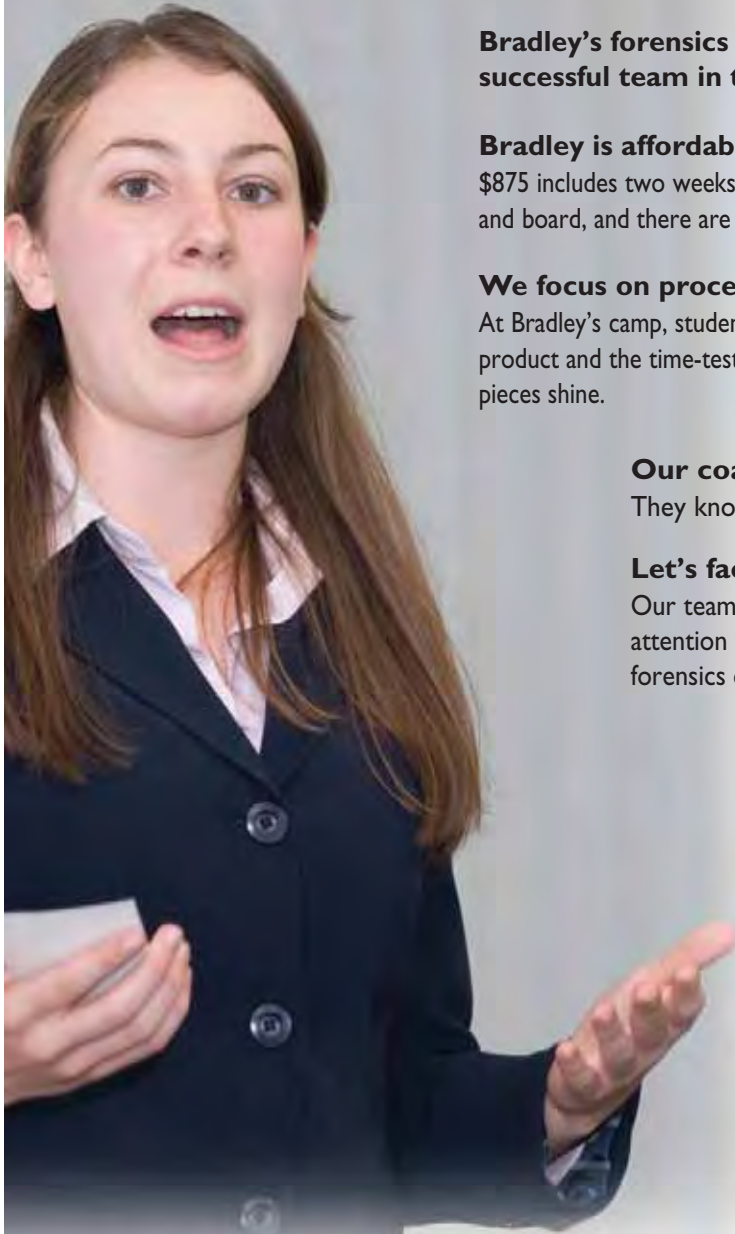
Our team of top high school and college coaches will give you the personal attention you require and teach you everything you need to succeed in forensics competition. Bradley is the right size for you.

WANT MORE INFO?

Emily Skocaj: Continuing Education
309.677.3900; eskocaj@bradley.edu

Tyler Billman: Assistant Director of Forensics
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