

ROSTRUM

VOLUME 84

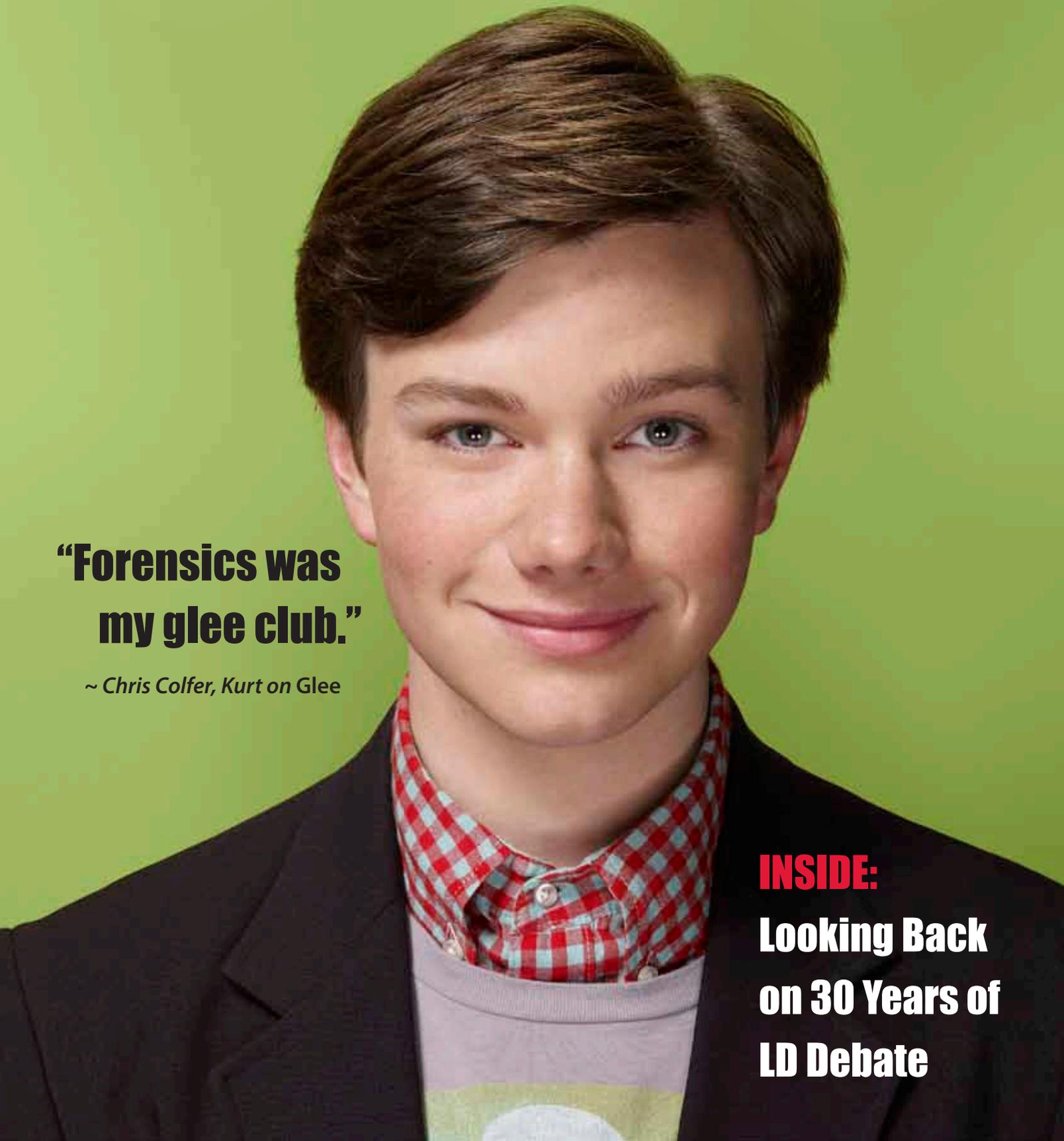
ISSUE 8

APRIL 2010

**“Forensics was
my glee club.”**

~ Chris Colfer, Kurt on Glee

INSIDE:
**Looking Back
on 30 Years of
LD Debate**



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Vol. 1
W. Bennett

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- NATIONAL CAMP SURVEY ranks CDE Handbooks “the best in the nation.”
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- The ROCKY MOUNTAIN EDUCATION Survey looked at CDE, Baylor, Paradigm, DRG, Squirrel Killers, West Coast, Michigan, Communican, and Harvard. They rank CDE best in every category except editing.



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Summer, 2010

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What will you spend your summer preparing for?

Session	Arrival	Departure
Individual Events	June 22, 2010	July 6, 2010
Individual Events + Extension	June 22, 2010	July 10, 2010
CX Debate Session 1 (Marathon & Experienced)	June 20, 2010	July 9, 2010
CX Debate Session 2 (Marathon & Experienced)	July 12, 2010	July 31, 2010
CX Debate Supersession/Survivors	June 20, 2010	July 31, 2010
UTNIF CX Novice	July 16, 2010	July 25, 2010
Lincoln-Douglas Debate	July 12, 2010	July 25, 2010
Lincoln-Douglas Debate + Extension	July 12, 2010	July 30, 2010
UIL Focus CX Minisession A	July 13, 2010	July 19, 2010
UIL Focus CX Minisession B	July 21, 2010	July 27, 2010

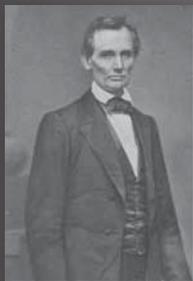
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Dept. of Communication Studies
1 University Station
Mail Code A1105
Austin, Texas 78712-1105

Phone: 512-471-1957
Fax: 512-232-1481

Email:
Speech: mrcox@mail.utexas.edu
Debate: jd.rollins@mail.utexas.edu





Lincoln

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Looking Back

Lincoln Financial Group has been a valued partner in growing forensic education since 1995. The NFL extends its deepest thanks to Lincoln Financial Group for its outstanding commitment to tomorrow's leaders.

Below are excerpts from the National Forensic League (1995, March). "Lincoln Life Sponsors NFL Lincoln Douglas Debates." *Rostrum*, 69 (7), 7.

High school debating named after Abraham Lincoln and his most famous adversary was celebrated in Washington, DC, in February, just a few days before Lincoln's birthday.

At a special ceremony, Lincoln National Life Insurance Company ("Lincoln Life") announced its sponsorship of the National Forensic League's Lincoln Douglas Debates. Two respected National Forensic League alumni, NBC-TV news anchor Jane Pauley and C-SPAN CEO Brian Lamb, received awards. Pauley was presented with the National Forensic League's "Communicator of the Year" Award. Lamb received the "Spirit of Lincoln" Award from Lincoln Life and the Lincoln Museum. The Lincoln

Museum, located in Fort Wayne Indiana, has one of the largest collections of Lincoln memorabilia in the world.

"Lincoln Life is proud to sponsor the Lincoln Douglas Debates," said Jon Boscia, Lincoln Life President. By sponsoring the debates, we're not only preserving the legacy of President Lincoln, we're also underwriting the future of America."

Held at the prestigious National Press Club, the Washington celebration also included prize-winning student debaters Jason Baldwin and Claire Carman who gave a model debate on the topic, "Resolved: That the spirit of the law ought to take priority over the letter of the law"...

..."We are extremely excited that Lincoln Life has become the sponsor of the 1995 Lincoln Douglas Debates," said National Forensic League Executive Secretary James Copeland. "This company, which originally received permission from Lincoln's son, Robert Lincoln, for its name, is the ideal sponsor for an event which is modeled after the original debates. Abraham Lincoln spent his entire political career debating and speaking about the moral questions facing American society. The Lincoln Douglas Debates carry on that tradition." ■

Thank You!

1995-Present

National Forensic League

William Woods Tate, Jr., President
Montgomery Bell Academy
4001 Harding Road
Nashville, TN 37205
Phone: 615-269-3959
tateb@montgomerybell.com

Don Crabtree, Vice President
Park Hill High School
1909 6th Avenue
St. Joseph, MO 64505
Phone: 816-261-2661
crab@ponyexpress.net

Bro. Kevin Dalmasse, F.S.C.
Christian Brothers Conference
3025 Fourth Street, NE
Washington, DC 20017
Phone: 202-529-0047
kdalmasse@cbconf.org

Harold C. Keller
2035 Lillie Avenue
Davenport, IA 52804
Phone: 563-323-6693
HCKeller@aol.com

Kandi King
Winston Churchill High School
12049 Blanco Road
San Antonio, TX 78216
Phone: 210-442-0800 Ext. 352
kking@neisd.net

Pam Cady Wycoff
Apple Valley High School
14450 Hayes Road
Apple Valley, MN 55124-6796
Phone: 952-431-8200
Pam.Wycoff@district196.org

Tommie Lindsey, Jr.
James Logan High School
1800 H Street
Union City, CA 94587
Phone: 510-471-2520 Ext. 4408
Tommie_Lindsey@nhusd.k12.ca.us

Pamela K. McComas
Topeka High School
800 W. 10th
Topeka, KS 66612-1687
Phone: 785-295-3226
pmccomas@topeka.k12.ks.us

Timothy E. Sheaff
Dowling Catholic High School
1400 Buffalo Road
West Des Moines, IA 50265
Phone: 515-222-1035
tsheaff@dowling.pvt.k12.ia.us

Christopher McDonald, Alternate
Eagan High School
4185 Braddock Trail
Eagan, MN 55123-1575
Phone: 651-683-6900
chris.mcdonald@district196.org

From the Editor J. Scott Wunn



Dear NFL,

This month we celebrate 30 years of Lincoln Douglas Debate as a national event. During milestone years like this it is common to ask, "How has this event changed our community?"

Primarily, thousands upon thousands of students have used the event as a vehicle for learning. With priceless life skills at their command, many former Lincoln Douglas competitors have assumed leadership roles in top businesses, law firms, political organizations, nonprofits, and educational institutions. Their impact extends far beyond the forensic community to touch lives throughout our nation and world.

The content of the debates has also influenced forensics and society. Lincoln Douglas Debate exposes participants to value propositions, encouraging them to consider moral value judgments and philosophical premises when making decisions. Examining our core beliefs is a crucial—and often overlooked—prerequisite to progress.

Lincoln Douglas Debate has certainly broadened the scope of high school debate and provided incredible opportunities for many. We are proud to support Lincoln Douglas debaters, coaches, and scholars as we look forward to the next 30 years of dialogue, development, and growth.

Sincerely,



J. Scott Wunn
NFL Executive Director

Rostrum

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PO Box 38
Ripon, Wisconsin 54971-0038
Phone 920-748-6206
Fax 920-748-9478

J. Scott Wunn, Editor and Publisher
Jenny Corum Billman, Assistant Editor

Sandy Krueger, Publications Coordinator
Vicki Pape, Graphic Design Coordinator

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

TOPICS

April 2010 Public Forum Debate

Resolved: On balance, government employee labor unions have a positive impact on the United States.

March/April 2010 Lincoln Douglas Debate

Resolved: In the United States, the principle of jury nullification is a just check on government.

2009-2010 Policy Debate

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

Partnership Contest

The People Speak March/April 2010 Topic

Annex I Countries of the UN Framework Convention on Climate Change (UNFCCC) should provide significantly increased aid to developing countries for the specific purpose of climate change adaptation.

2010 National Tournament Storytelling Topic

Fairy Tales



Thirteen Seek Board of Director Seats



Ballots were mailed to all NFL advisors April 1, 2010. Any chapters not receiving ballots by April 9, 2010, should contact the national office.

All returned ballots must be postmarked by May 1, 2010. Please send ballots to

*Credentialing Services, Inc.,
PO Box 1502, Galesburg, IL 61402-1502*

The 2010 IDEA/NJFL National Middle School Tournament will be hosted in Des Moines, Iowa, June 24-27



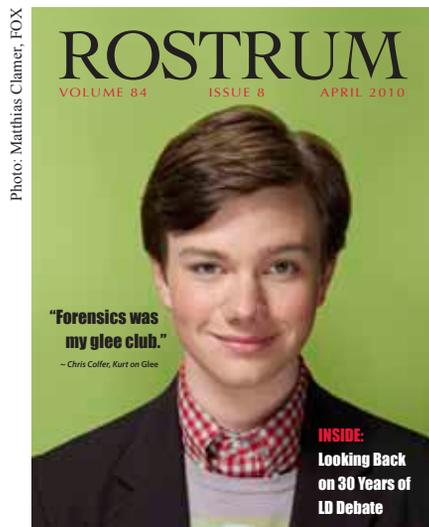
Now is a **great time** to reach out to your feeder schools and encourage them to become involved in the NJFL!

Promoting **meaningful** middle school participation is a great way to build your program and expose even more students to the **life-changing** potential of speech and debate.

Visit www.juniorforensicleague.org for more details.

ROSTRUM

Volume 84 Issue 8 April 2010



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Whitman National Debate Institute



Policy, LD, Public Forum

July 18 - August 6, 2010 (3 week Policy or LD Session)
July 18 – July 30, 2010 (2 week Policy or LD Session)
July 30 – August 6, 2010 (1 week Public Forum Session)

1. Individual attention

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

2. Practice debates and drills

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3. Evidence and Arguments for Success

Our staff research before the camp and you supplement staff research so you won't go home with a few paltry pieces of evidence and you won't spend endless hours as a research slave. You'll leave with at least 2,500 pages of policy, 1,000 pages of LD, and 300 pages of Public Forum materials. Each debater receives chosen prints of files plus electronic versions of all files.

4. Beautiful location and housing

Whitman is located in southeast Washington State. Modern, comfortable classrooms feature fast wireless Internet access with multiple computers and an excellent library. Residence rooms are comfortable, showers are private, and the lounges bring 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: Andy Baker (NDT First Round), Ben Meiches (NFL National Champ), Nate Cohn (NDT First Round), Anjali Vats (NDT Octas), Luke Sanford (CEDA Quarters), Daniel Straus (CEDA Quarters), Mike Meredith (NPDA and CEDA Elims), Paul Montreuil (NDT First Round), James Culver (Semis, Berkeley), Joe Allen (TOC LD Quals), Brie Coyle (NPDA and NPTE Elims).

6. Transportation to and from the airport

Whitman is easily accessed via plane or bus and we provide 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.



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www.whitman.edu/rhetoric/camp/

West Coast Publishing



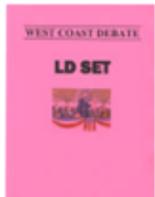
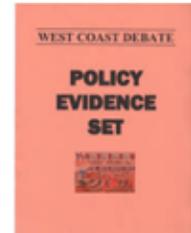
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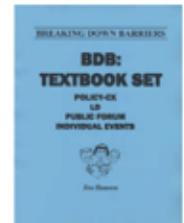
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2010

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How are YOU Giving Youth a Voice?

by Jenny Corum Billman



Brad Kornfeld

NFL alum Brad Kornfeld demonstrates excellence in both his work and commitment to service. He heads the Colorado-based Kornfeld Real Estate Group, overseeing a retail portfolio of more than two million square feet of retail space in the western United States. He also serves as a leader in the national organ donor community, traveling to Washington, DC, in March to advocate for changes in organ donor laws and regulations.

Before he became a leader to so many, Kornfeld honed his communication, cognitive, interpersonal, and leadership skills in the NFL. I recently caught up with this busy alum to discuss his experience with speech and debate and the way it affects his life even today.

Jenny Corum Billman: *Talk to me about your speech and debate background.*

Brad Kornfeld: I did speech and debate all four years in Cherry Creek High School in suburban Denver. I did Cross Ex for three years and Extemp for my last year. I went to nationals in Extemp, and I was the co-captain of the team my senior year.

After high school, I went to Emory University. I double majored in political science and sociology. I did a couple of internships in TV news. I worked for CNN in college, and after college I worked for them as well. Then I went to Georgetown law school in 1990, graduating in 1993. After graduation, I did litigation for a few years, then joined a company involved in commercial real estate. I stayed with the company for 15 years. Then I took sole control of the company in 2009.

JB: *So you're a busy person!*

BK: (Laughs) I am busy! And I have three little kids, ages four, six, and eight, and we have three dogs. So we're a little nutty.

Every day, individuals from across the country model the NFL Code of Honor through their service to their community, country, and the league. This column highlights the outstanding efforts of alums who commit time, effort, or resources toward making the world a better place. The NFL's longstanding tradition of excellence shines brightest through the dedication of its alums—alums like YOU.

JB: *That's understandable! Looking back, how did speech and debate affect you?*

BK: You know, I think it really laid the groundwork for a lot of what I did after high school. Obviously, there's the speaking component, which had an impact for me in TV news and in law school. It also taught me a lot about study habits, work ethic, and opened up my thought process as well, which

is very helpful in college, law school, and the business world.

There's also the social aspect. You form such meaningful friendships and relationships in speech and debate—friendships that can last a lifetime. I'm 42 years old—I graduated in 1985—but I can say that, to this day, the majority of my best friends are from not only high school, but from speech and debate.

JB: *It sounds like your friends have stayed with you. What skills that you gained from speech and debate have also stayed with you?*

BK: Certainly the advocacy component helps when I'm negotiating deals. It also teaches you to think of both sides of the argument. On a personal level, it teaches you to think about how other people are going to react. There is the old expression about putting yourself in other person's shoes. Speech and debate shows you how to do that, to think of both sides of the argument. That, to me, is the core benefit of speech and debate.

JB: *Why do you think speech and debate is uniquely beneficial for today's students?*

BK: There are a lot of reasons. One is that Americans in general tend to have a very small view of the world, an American-centric view. That's not a good thing—it's a very big place! Speech and debate opens kids up to a much bigger world. Without getting too philosophical here, war and prejudice come from ignorance. Young people in debate, who are at a formative period in their lives, can learn about other cultures, and other ways of thinking, and that can only be beneficial to them.

JB: *Why do you think it's important to give back?*

BK: If you got something out of it, it's nice to give back and provide a better program for today's students. It's a fun way

Think someone you know should be featured here? E-mail ideas to jenny.billman@nationalforensicleague.org

to see how it's changed and reconnect with that part of your life. I do a lot of volunteer work in the community, and it's a great way to give back and spend some time away from work, doing something meaningful.

JB: *Talk to me more about your volunteer work.*

BK: Well, I donated a kidney to my dad in 2004, so I do a lot with organ donation.

I'm the past board chair of Donor Alliance, which is the federally-chartered organization for organ procurement for Colorado and Wyoming. I also do a lot of work with UNOS, the national committee that was set up by Congress to help establish a national organ donor policy. I'm also involved with Rose Community Foundation, which gives

grants to nonprofits in the Denver area.

JB: *Any closing thoughts for us?*

BK: Just like anything—with speech and debate, you get what you put into it. I chose to become very involved with the program in high school, and I think I'm still seeing the rewards both personally and professionally to this day. ■

Families *Leading* the Way...

The parents of the students featured here made a recent gift to the **Bruno E. Jacob Youth Leadership Fund** in honor of their 2009 National Tournament competitor. Their generosity supports the NFL in giving youth a voice for generations to come!

Student: **Adam Bernbaum**
Central Valley High School, WA
Parent: Lawrence Bernbaum

Student: **Carly Carano**
Cardinal Mooney High School, OH
Parent: Stephanie Carano

Student: **Justin T. Kieran**
Newton South High School, MA
Parents: Mark and Janet Kieran

Student: **Carolyn Mao**
William P. Clements High School, TX
Parent: Vanessa Mao

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Please send your tax-deductible donation to: Bruno E. Jacob Youth Leadership Fund, PO Box 38, Ripon, WI 54971
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Leaders Academy Seeks Forensics Director/Instructor

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- 1) Teach students speaking, acting, debating, and English. Design and manage curriculum for assigned courses.
- 2) Provide differentiated instruction to a variety of abilities and counsel students to find appropriate competitions.
- 3) Provide in-depth feedback and guidance to both students and parents about the progress of each student.

Qualifications

- 1) Bachelor's Degree
- 2) Competitor & coaching experience
- 3) Extensive knowledge of forensics

Preferences

- 1) Teaching certificate
- 2) Middle School teaching experience
- 3) Humanities-related degree



Contract

- 1) Year-long contract
- 2) Salary based on qualifications
- 3) Housing included

Leaders Academy

Jaesok Building floors 3 & 4,
908-1 Daechi, Gangnam, Seoul, Korea
Phone: 82-2-562-9799

Applicants should send CV and cover letter to leadersdebate@gmail.com. Include "NFL Recruitment" in the subject heading.



Earn Free Money!

The top 50 scoring schools will earn a **\$200 NFL credit voucher** to apply toward **merchandise, individual student memberships, and more.**

Coaches, it's not too late!

(P.S. IT'S *easy*, TOO.)

Do your students have something to say about global issues? Join high schools from around the world this April in *The People Speak*. In recent years, more than 100 NFL chapters and 88 countries have participated by holding public debates in their schools!

The top five schools in the US will earn an all-expenses paid trip to The Netherlands for IDEA's Youth Forum, July 22 - August 4, 2010.



Hold a Performance Showcase or Debate in April!

Get started: nflonline.org/Partners/ThePeopleSpeak

Stanford National Forensic Institute Policy Debate 2010

July 25- August 14

August 14 - August 21

The Stanford National Forensic Institute offers a unique national caliber program conducted by the Stanford Debate Society of Stanford University, a registered student organization of the Associated Students of Stanford University.

The Three Week Program: The Three Week **Accelerated** program balances improving students' debate technique through expertly critiqued practice rounds, along with in-depth discussion of debate theory and the topic for the year. Students will work with each other and the faculty on research and argument construction to create a full set of evidence available to all SNFI students. The **Core** program is an intensive but value priced option for students who are seeking a program of depth and quality on a great campus. Students may also apply to the Swing or Sophomore Scholars labs, two special programs within the larger Three Week program. **The Swing Lab** program is designed to provide a continuation of participants' prior camp experience with an advanced peer group and the finest instructors. To be eligible to apply students must have previously attended at least one debate institute during the summer of 2010. The Sophomore Scholars lab is an intense program emphasizing technique and research skills for rising sophomores.

The Four Week Program: The Four Week Program is fully integrated with the Three Week Program, but adds an additional week, which focuses primarily on technique and practice rounds. Students are guaranteed to get at least 10 fully critiqued practice rounds in the final week! In addition to the average of 12 rounds during the three week program, the extra rounds give participants nearly 25 rounds by the end of the summer, the equivalent of a semester or more of experience by the start of the school year! Four Week students are welcome to apply to the Swing Lab for the first three weeks of the camp.

Faculty: The SNFI faculty is composed of current and former competitors and coaches from successful programs across the country. Past staff members and initially confirmed staff for summer 2010 include:

Corey Turoff - SNFI Policy Debate Program Director, Co-Policy Coach for Stanford Debate and The Head Royce School of Oakland:

jon sharp - U. of Kentucky
Judy Butler - Augusta Prep, GA
JR Maycock - Highland HS, UT
Alex Zavell - Emory Univ
Brian Manuel - Harvard Univ & Lakeland
Rich Boltizer - Stanford Debate

Shanara Reid - U. of Pittsburgh
Sara Sanchez - Lexington HS, MA
Rachel Schy - Redlands University, CA
Matthew Fraser - Stanford Debate / HRS
Jenny H Creek - formerly Stanford
Jeff Martin - Stanford Debate (coach)

*"I learned more at this camp than I did during the entire school year."
- Justin Mardjuki, previous SNFI Participant*

*Prices are tentative and subject to change



Three Week Program Accelerated Program

July 25 - August 14

Resident: \$3385*

Commuter: \$2665*

Core Program

July 25 - August 14

Resident: \$2635*

Commuter: \$1960*

Extended Week

August 14 - August 21

Resident: \$1440*

Commuter: \$1150*



Phone: 650-723-9086 • Web: www.snfi.org • Email: info@snfi.org

Policy Debate Special Programs at the 2010 Stanford National Forensic Institute

The SNFI now offers two exclusive labs for the summer of 2010! These programs are designed to improve on specific skill sets for debaters serious about dramatically improving understanding of debate technique as well as argument production and development. For the same price as our accelerated program, students can work closely with our most experienced staff to fine tune their debate skills.

The Swing Lab July 25 - August 14
Resident: \$3,385* Commuter: \$2,665*

The Swing Lab is a “second camp only” option taught by one of the community’s most talented instructors, Jon Sharp, of the University of Kentucky. The Swing Lab features in-depth practice for mastering in-round technique and argument development with a master teacher of debate. **New changes** to the swing lab curriculum for 2010 include: An extended round-robin conducted through the course, a judge proctor program where swing students will judge debates with instructors to gain a new perspective from the other side of the ballot, and a new emphasis on evidence production balancing augmenting existing arguments with creating/innovating new ones.

The Sophomore Scholars Lab July 25 - August 14
Resident: \$3,385* Commuter: \$2,665*

The Sophomore Scholars Lab offers exclusive education in debate skills for rising sophomores led by veteran instructor Judy Butler, formerly of Emory University. This lab provides extended heavily critiqued practice debates and step-by-step instruction of the evidence production process.

*Prices are tentative and subject to change



Phone: 650-723-9086 Web: www.snfi.org Email: info@snfi.org



DIXIE STATE
COLLEGE OF UTAH

225 S. 700 E.
St. George, UT 84770
Steve Bringham
(435) 652-7901
brings@dixie.edu



32ND ANNUAL SUN COUNTRY FORENSICS INSTITUTE

Workshop in Policy Debate,
Lincoln-Douglas Debate,
Public Forum, and Individual Events

July 18–31, 2010

THE PROGRAM — The Policy, LD and Public Forum programs offer an interactive learning environment for students of all levels (beginning, intermediate, advanced). **Learning is targeted to both national circuit debaters and regional competitors.** The instructional staff includes accomplished collegiate and high school coaches as well as current collegiate debaters who are former NFL, Catholic and TOC National qualifiers and finalists.

DIVERSIFIED STAFF — Ashley Anderson (Hollins University, VA); Stacie Anthony (Canyon Springs High, NV); Andrew Arsht (Rowland Hall, UT); Moses Baca (Juan Diego High, UT); Josh Bentley (Lone Peak High, UT); Chase Burton (Berkley, CA); Mario Feola (Rowland Hall, UT); Oliver Gappmayer (Lone Peak High, UT); Richard Jaramillo (Rowland Hall, UT); Danielle Jennings (Idaho State); Wade Johnson (Lone Peak High, UT); Abigail Kingsford (Utah State); Kirk Knutson (the Meadows, NV); JR Maycock (Rowland Hall, UT); Stephanie Monson (Lone Peak High, UT); Carol Shackelford (Bingham High, UT); Daniel Shackelford (University of Utah); David Shackelford (University of Utah); Mike Shackelford (Rowland Hall, UT); Michael Wagner (Bingham High, UT).

CURRICULUM

POLICY — Lectures focus on the topic, debate theory, unique and rival views of positions, and “cutting edge” argumentation. Labs focus on research, document-mapping, briefing, refutation, rebuttal reworks, delivery, and practice.

LD — Lectures focus on philosophy, values, criteria development, and several relevant topics. Labs focus on affirmative and negative case construction, delivery, research, and practice.

PUBLIC FORUM — Lectures and labs focus on current events, crossfire cross examination skills, argumentation, clash, refutation, persuasion, and practice.

IF — Lectures and practice for all NFL events.

12 CRITIQUED ROUNDS (TOURNAMENT)

RESEARCH FACILITIES

Dixie State College features a “state of the art” computer lab

- Each student will have **full time internet access** including **LEXIS-NEXIS** and **EBSCO**.
- **All evidence is shared.**

COLLEGE CREDIT — Each student will receive three (3) hours of **transferable** college credit (COMM 2020).

SCHOLARSHIPS — Winners of each varsity debate event will receive a scholarship to Dixie State College.

ATMOSPHERE — SCFI provides a safe environment where students will feel connected to the staff and other students.

COST

\$685 includes **room** (apartments/dorms, air conditioned, pool) and **board** (lunch and dinner)

\$415 for commuters (*no room and board*)

Lab Fees (maximum): Policy **\$65** / LD **\$40** / Forum **\$25**

If traveling fly in/out of Las Vegas, NV

CHECK US OUT ONLINE

www.scfi.wikispaces.com

REGISTER ONLINE

www.dixie.edu/workshops/registration.php

COACHES WORKSHOP

July 18–24, 2010

Coaches will receive **lesson plans** and **training** for Policy debate, LD debate, Public Forum and all NFL individual events.

COST **\$435** includes room, board
\$295 for commuters

THREE WEEK POLICY WORKSHOP

July 11–31, 2010

The additional week features: case construction, negative positions and round robin tournament.

COST **\$1070** includes room, board
\$615 for commuters

INDIVIDUAL EVENT WORKSHOP

July 25–31, 2010

Instruction, practice and a tournament in Congress, Expository, Extemp, Impromptu, Interp, Oratory and Spontaneous Argumentation. Participate in two (minimum), four (maximum). Featuring **Tarzan** (at Tuacahn)

COST **\$395** includes room, board
\$255 for commuters

★ JULY 11th to JULY 31st ★

CAPITOL CLASSIC DEBATE INSTITUTE

★ LOYOLA COLLEGE, BALTIMORE ★

Offering Instruction in Cross-X Debate and Public Forum Debate.

Capitol Classic is dedicated to skill improvement through hands-on instruction, focusing on the skill sets that debaters need to have to reach the next level. Critical to our curriculum are small group seminars that supplement each debater's understanding of lectures; small theory classes that focus on in-depth understanding of vital theoretical issues; and lots of skill exercises followed by thorough critiques. We have a history of producing champions – be the next star!



CROSS-X FACULTY

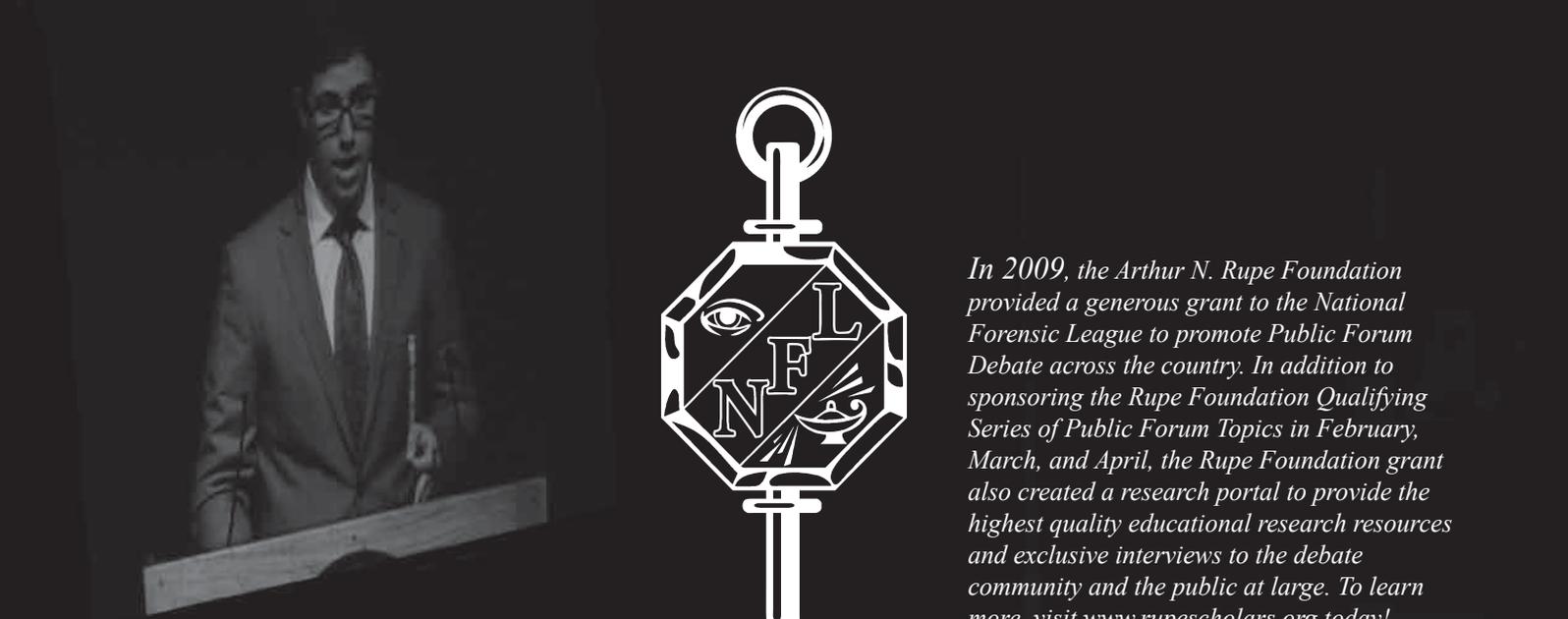
Michael Antonucci Georgetown University ★
Adrienne Brovero Mary Washington ★
Daryl Burch Capitol Debate ★
Brian Manuel Harvard-Lakeland ★
Patrick Waldinger Boston College ★

PUBLIC FORUM FACULTY

Jason Kline, Myers Park High School ★
Director ★
Lynne Coyne Ridge School ★
Jay Rye Montgomery Academy ★

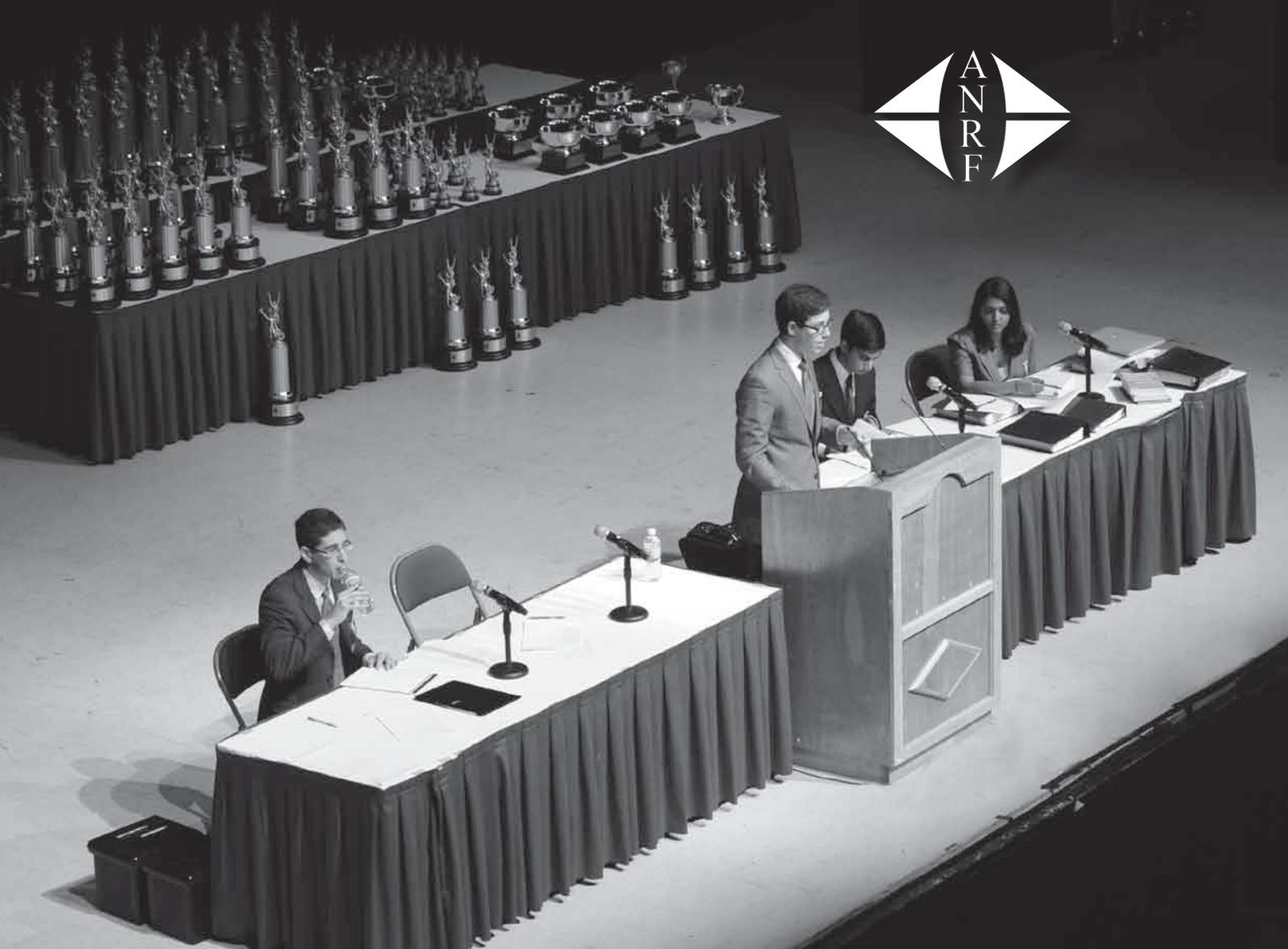
★ TO ENROLL, GO TO **WWW.CAPITOL-DEBATE.COM** ★

For more information contact: **Ronald Bratt, Director of Capitol Classic**
Phone: 443.538.4992 | Email: bratt@capitol-debate.com



In 2009, the Arthur N. Rupe Foundation provided a generous grant to the National Forensic League to promote Public Forum Debate across the country. In addition to sponsoring the Rupe Foundation Qualifying Series of Public Forum Topics in February, March, and April, the Rupe Foundation grant also created a research portal to provide the highest quality educational research resources and exclusive interviews to the debate community and the public at large. To learn more, visit www.rupescholars.org today!

RupeScholars.org



A Conversation with Jennifer Stanton

by Jenny Corum Billman

When New York's Delhi Central School speech team faced dissolution, teacher and advisor Jennifer Stanton jumped into action. She explains, "I had to fight for the club to build its membership and become an active participant in the local and district events. I knew that the Speech and Debate Club would give children confidence and speaking skills that were vital in today's world." Determined to show students what they were missing, Stanton did something unconventional: She decided to invite another successful school's forensic team to Delhi to help promote forensics. "In a sense they were begging for some competition," Stanton notes.

After working out the visit with administrators at both schools, the Pennsylvania's Sayre High School Forensic Team made its way to Delhi. The group arrived at 8 a.m. after a two-hour drive. Sayre's team, its coaches, and Stanton visited several classrooms, explaining speech and debate and demonstrating Humorous and Dramatic Interpretations, a Prose, and an Oratory. Students were then invited for a meet-and-greet after school in Stanton's classroom. "The response was overwhelming and incredible," she notes. "Approximately fifteen students came to tell me that they were interested in joining Speech and Debate. It was thoroughly thrilling."

Bolstered by the success of the Sayre team's visit, the Delhi team began to prepare for its competition season. On October 17, the team made its first outing to the Catskill Area School Study Council Forensics Tournament at SUNY Oneonta. Six students competed in the tournament, and despite the newness of many in the group, the team came home with three

awards. The team continued competing and even plans to host a tournament later this year.

According to Stanton, Sayre's team visit had a huge impact on Delhi's team. Thanks to the Coach Sally Hickey, Assistant Coach Tom Yonkin, and the Sayre squad, students were shown what had to be done and many took on the challenge. Coach Stanton notes that for Delhi, Sayre's visit was "exactly what we needed to build a team of winners."

I recently had the opportunity to speak with New York's Delhi Central School coach Jennifer Stanton about forensics, recruitment, and growth. Below, she offers stories from her coaching experience as well as suggestions for other coaches of up-and-coming teams.

Jenny Corum Billman: *When did you decide to be a teacher and/or coach?*

Jennifer Stanton: I knew in fourth grade I would teach and coach! So, I also knew that when any opportunity presented itself I'd take it!

During my second year of teaching I was approached by the coach and he asked if I was interested in helping with middle school forensics. I jumped aboard and have been involved since. This is my third year as the coach because I took over when he left. I was so overwhelmed in learning all of the details at once.

JB: *Why is forensics important for students?*

JS: The number one reason that I think forensics is so important is that it allows students to face their fears and build their self-confidence. As an English teacher I see great value in the Interpretation department; students learn to read fluently and read with meaning, therefore improving their comprehension. Also, I believe debate is important because it instills the sense of a

very important value, the value of standing your ground and standing up for what you believe. Debate also allows participants to realize that supporting your opinion has great value. Joining and attending competitions in forensics can develop skills that are an asset to any student.

JB: *How has a growing forensic team affected your school?*

JS: Our program is growing and it's growing rapidly. The growth seems to bring more students weekly. I have new students almost weekly. Students were exposed to some very talented high schoolers from another forensic team and I think they said, "Hey, I can do that too!" And so it began. For some that have a competitive nature but don't take interest in athletics it has given them an outlet for their competitiveness and talent. Forensics can also positively impact students' academic performance and self esteem.

JB: *What has been your greatest challenge as a coach? How did you address it?*

JS: Membership has certainly been my greatest challenge. I was at my wits' end. For two straight years I tried to encourage kids to join. I tried to explain to them how good they'd be. I made announcement after announcement trying to get members to join, even offering refreshments. We have never had a huge team at Delhi, but I had no one who was truly committed to forensics. During those two years, I never gave up. I tried to learn everything I could about forensics. I continued to develop my ideas, and this year my new approach was *show, don't tell!* So with this major issue of low membership I thought, what better way to encourage kids than to *show* them, by exposing them to the types of things they too could do. I invited Sayre Area High School's team. I developed a rigid packed schedule for the visitors to see many students and classes throughout the



day. Sally Hickey has really been a great mentor to me. They have a small program in comparison to some nationwide schools, but a larger program in our region. Sally has taught me how to run a successful program. Sally and her team are a major part of the reason we are turning our program around.

JB: *What can veteran schools do to encourage new schools in forensics?*

JS: Veteran schools can provide support to new coaches and new members through encouragement and sharing their successes and struggles. Knowing I was not alone in the fight to keep forensics going was a huge help. It has also been helpful that a veteran school is willing to share documents and information with us. I have had some great assistance from Sayre Area High School, Hancock Central, and Franklin Central School over the last few years. They have been supportive and encouraging. One student in particular from Sayre, Sarah, really has been a mentor to our students.

At the tournament we attended at Sayre she engaged my team, offering them advice and encouragement. Simple gestures do really make a difference in a great program.

JB: *How are programs from small schools different than programs from larger schools?*

JS: The major difference I see is numbers. At times, it's difficult for my students to understand why the larger schools get so many of the trophies. I am constantly explaining to them that they have a lot of



Jennifer Stanton

experience, a long running program, and they have two, sometimes three times, as many in attendance compared to us. I am always praising my team for their improvements, no matter how large or small.

JB: *What advice can you give to new coaches?*

JS: Persevere; never give up. This program is vital to helping our students become well-rounded citizens, citizens who can stand up for what they believe and can use their talents to succeed in and enjoy life.

I also think it's important for new coaches to find a mentor coach; find someone who is always answering your questions and providing encouragement and support. Thank them endlessly, and know they are a major part of the reason you haven't pulled your hair out just yet. ■

2010 Stanford National Forensic Institute Public Forum Camps

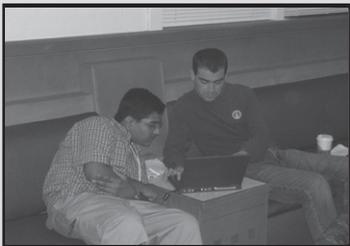
The Stanford Public Forum Debate camps are committed to the same professionalism with Public Forum debate that SNFI has brought to Policy debate and Lincoln-Douglas debate for the past 20 years. Serious student of public forum debate wanting to take their activity to the next level are encouraged to attend, as are those just beginning in this style of argumentation. A special Advanced debate section is planned for this summer, a week focusing on practice rounds, and a beginners level week. Activities are often in small groups so as to maximize improvement.

We offer three different one-week long Public Forum programs. These camps are designed to build skills similar to our Parliamentary program but with a specific focus on the structure and strategies unique to Public Forum Debate. This program also offers students with little to no experienced coaching at their schools the opportunity to develop the necessary skills to coach themselves effectively to success.

These exclusive one-week programs will feature:

- A low staff to student ratio - averaging 1 staff for every 8 to 10 students
- Lots of practice debates - half of the total instructional time will be spent on conducting practice debates with extensive critiques
- Seminars on brainstorming, constructing and supporting arguments and theory of argumentation from the ground up
- Topic analyses on a number of commonly used topic areas through a spirited examination of current events
- Public Forum will be headed by Les Phillips, formerly of Lexington High School, Lexington, MA; and Ashley Artmann, UC Berkeley Invitational Champion in Public Forum, 2008. Additional staff will be added as necessitated by enrollment. All instructors will have extensive personal experience in debate, and will draw from different disciplines including value debate and policy oriented debate to maximize the depth and breadth of each student's experience.

The sessions are held in an intimate setting that allows plenty of question and answer sessions and one-on-one interaction with instructors, not just rote learning. Students are allowed to develop their talents in a relaxed and supportive atmosphere with excellent supervision. Students will emerge from the program as more confident public speakers and as experts on the rules, style, and strategies of Public Forum Debate, ready to compete in the fall!



*Prices are tentative and subject to change.

Public Forum Debate Programs

August 1 - 7

Resident: \$1195*

Commuter: \$985*

August 8 - 14

Resident: \$1195*

Commuter: \$985*

August 14 - 21

Resident: \$1440*

Commuter: \$1150*

*"I would recommend
this camp to all
debaters at every level.
The staff is exceptional
and you leave with a
much higher
understanding of
debate as a whole"*

*- Victoria Anglin
2007 SNFI
Participant*

Summer Forensics Institute



JULY 11-24, 2010

WHY CHOOSE BRADLEY?

Bradley's summer camp creates winners.

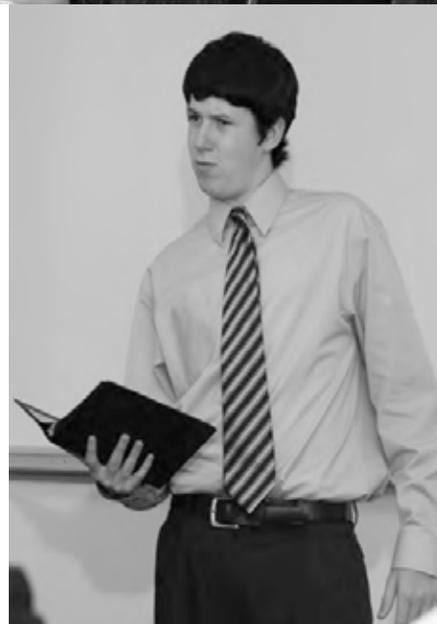
Bradley's forensics team is the most successful team in the nation's history.

Bradley is affordable.

\$995 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.

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309.677.3900; eskocaj@bradley.edu

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www.bradley.edu/continue

CONTINUING EDUCATION
BRADLEY
UNIVERSITY

2010 National Debate Institute, Lincoln-Douglas Debate Program 2-week LD option: June 20 – July 3

Designed for beginners as well as experienced, circuit debaters the CNDI LD program will teach students research and argument construction, in round strategies as well as the fundamentals of philosophy and public policy. Run by Ryan Lawrence, director of debate at Lynbrook and Time Case, director of debate at Presentation the CNDI will give students the opportunity to learn from the best coaches in the nation

Public Forum Debate Program 2-week Public Forum option: June 20 – July 3

Run by Carol Green, coach of the 2009 TOC Champion Harker School, the CNDI Public Forum program will teach students of all levels the skills necessary to be competitive. Students will learn research techniques, case construction, strategic use of questioning techniques during the cross fire and much, much more.

Policy Debate Program 4-week policy option: June 13 – July 10 3-week policy option: June 20 – July 10 2-week policy option: June 27 – July 10

The policy program at the CNDI features UC Berkeley's top ranked debaters and coaches as well as some of the best high school and college debate coaches in the nation. There is a reason that the Cal Debate Team is consistently one of the top 5 teams in the nation and the CNDI gives students a chance to learn strategy and techniques from the very best. Specifically, the Cal Regents Lab offers students who desire success at the national level a chance to work with Dave Arnett (Co-Director of Debate at Cal), Sarah Holbrook (coach of CEDA National Champion and winner of CEDA Nationals as a debater) and many other outstanding lab leaders and guest lecturers.

More information about all of these programs can be found at
cndi.wikispaces.com

Also feel free to email the Director Greg Achten at
gregachten@berkeley.edu

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An Instructional Videotape Series
Forensics Library: Interp.
- Suratt & Brasher on Coach
- Analysis: PF Lobbying Topic
- Analysis: PF Lobbying Topic
- Interview: PF Lobbying Topic
- Ethics in Competit

FEATURED VIDEOS

Analysis: PF Lobbying Topic

For additional Public Forum Resources, visit RupeScholars.org

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July 25 - August 7
 Resident: \$2,210*
 Commuter: \$1,750*

Stanford National Forensic Institute

Individual Events Camp

The SNFI Individual Events program offers a comprehensive program which accounts for regional differences in style, content, and judging. Students will have the opportunity to work with coaches and national champions from around the nation. The Institute is designed to provide a strong technical foundation in an enjoyable atmosphere, students at all levels of experience will be accommodated.

**Dramatic Interpretation...Humorous Interpretation
 Oratory...Extemporaneous...Impromptu...Expository
 Thematic Interpretation...Prose...Poetry...Duo Interpretation**



Phone: 650-723-9086
 Web: www.snfi.org
 Email: info@snfi.org

Zachary Prax is joining us for his fifth year as an instructor and his third as the Director of Individual Events with SNFI. A coach of seven 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.



Additional staffing are added as student enrollment and particular event interest dictates. Last year this resulted in staff including a former national champion in both extemp and collegiate parli debate to the extemp staff, for example, and a nationally competitive high school interp champion as well. High standards will be maintained for any staff which are added so as to insure the most positive possible experience for all attendees.



*Prices are tentative and subject to change.

In Memoriam



Donovan Cummings

Donovan Cummings, a Hall of Fame coach, passed away February 17, 2010, after a lengthy illness. He was 75.

Cummings was born in Rice Lake, Wisconsin, attending Kenosha High School and competing three times in the National Tournament. After attending Northwestern University, he relocated to Stockton, California, and began teaching English and coaching speech at Edison High. Cummings later assumed the same duties at Stagg and coached at Franklin for two years, moving between the three schools. In addition to the NFL Hall of Fame, he was a member of the California High School Speech Association Hall of Fame and Edison High's Hall of Fame. He was a five-diamond coach.

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Nebraska Debate Institute



Dates:

LINCOLN-DOUGLAS

JULY 23—JULY 31 DIRECTED BY JENNIFER LARSON*
POLICY DEBATE

JULY 23 -JULY 31 DIRECTED BY SCOTT WIKE AND DANA
CHRISTENSEN

PUBLIC FORUM

JULY 26—JULY 31 DIRECTED BY FRED ROBERTSON

NDI TOURNAMENT

FOR ALL DEBATE DIVISIONS SATURDAY, JULY 31

About the Staff

Public Forum instruction will be led by Millard West coach Fred Robertson, with former Lincoln Southeast coach Janet Eckerson, current Lincoln Southeast coach Steve Foral, and Millard West assistant coach Aaron Schurevich assisting. Former Millard South coach Scott Wike and current Millard South coach Dana Christensen will once again lead the policy debate staff, with Paul Bellinger, Dana Christenson, Jeff Roberts, Halli Tripe, Chris Spurlock, Ryan Wash, Tim Royers and Dylan Sutton returning on staff. Our LD staff will be led by former TOC champion Jennifer Larson with Marshall Bunde, Adelle Burk, Charles McClung assisting. We always provide high quality staff and a staff-student ratio that no other camp can match.

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

Cost

A \$100.00 deposit is due from student or coach

participants by May 30 in order to save a spot at 2010 Summer NDI

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

Policy	\$550 per student
LD	\$450 per student
Public Forum	\$350 per student

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In October 2009, more than 230 debate teams from around the world registered to compete in the 2009-2010 Bickel & Brewer/New York University International Public Policy Forum (IPPF). After five months and three rounds of written competition, the "Elite Eight" teams have been chosen. These schools are now preparing for the IPPF Finals in New York City and the chance to win the \$10,000 grand prize!



On April 17, 2010, you can be a part of this event! View the IPPF Finals Weekend debates live on the Internet and vote for the winning school!

Join us at www.bickelbrewer.com/debate at 10:15 and 11:30 a.m. EST to view the semi-final debates. Then log back in at 4 p.m. EST to watch the finals and cast your ballot!

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Session 1: July 18-24

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July 11-17

July 18-24

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Cover Story



**“Forensics was
my glee club.”**

~ Chris Colfer, Kurt on Glee

Chris Colfer's Big Break

by Jenny Corum Billman

It seems that America is in love with Chris Colfer, the talented actor behind fiery underdog, Kurt Hummel, on the Golden Globe-winning comedy *Glee*. Despite being the youngest member of the cast and a relative newcomer to the business (*Glee* was his first major role), Chris has captured our attention and playlists with his quirky charisma and incredible vocal ability. What some Americans may not know is that before Chris was a television star, he was a member of the NFL chapter at Clovis East High School in California. In fact, he remains in constant contact with his high school coach, Mikendra McCoy, who he tells me “was one of the most influential people in my high school experience.”

Colfer agreed to talk with me while filming the end of season one of *Glee*. From even a brief conversation, his forensic talent and training were obvious. He spoke quickly but thoughtfully, answering every question with a remarkably self-aware and reflective response. Additionally, Colfer was gracious and friendly, still humble after a whirlwind rise to prominence this past year. We spoke about forensics, making the transition to acting, and staying true to “one dream.”

Jenny Corum Billman: *How did you get involved in forensics?*

Chris Colfer: It was completely by accident. During my sophomore year, I had a free period at the end of the day and so I took speech and debate as an elective. A few of my friends were in there, so I joined

and I stayed for the rest of high school. Forensics was my glee club. It was the only place where I found kids just like me, where I belonged.

JB: *What is your best memory from forensics?*

CC: There are so many... Well, I am the only one from my district to win three consecutive Valley Championships, in OPP, HI, and DI.

JB: *Which of those three was your favorite?*

CC: I liked them all equally... although, I guess I liked OPP best, because it let me create my own story. You could immerse yourself in the character.

JB: *When did you decide that you wanted to be an actor?*

CC: I was four and I loved movies. I've wanted to do it for a long time.

JB: *What did you learn from forensics that you use today as an actor?*

CC: There are lots of different things. Impromptu is good for when you ad-lib. It makes you quick-minded and quick-witted. When you are part of a group of smart kids it rubs off on you. Also, reporters will try to trick you sometimes into saying something that you don't want to say. Training in speech and debate helps me re-word questions the way that I want to answer them.

JB: *How do tournaments compare to auditions?*

CC: Tournaments are easier! The first round of a tournament is the hardest, though. I remember it being very nerve racking.

JB: *We often hear that every actor struggles before he or she succeeds in Hollywood, but you seemed to find instant success. Was it a struggle for you?*

Once a fixture in Interp final rounds, this speech standout has moved on to star in 2009's breakout new series, *Glee*.

CC: There were four long years of no luck [before *Glee*], so there was a bit of struggle there. But I wasn't willing to accept an alternative. I just kept one goal, one dream.

JB: *How did you find out that you would be on *Glee*?*

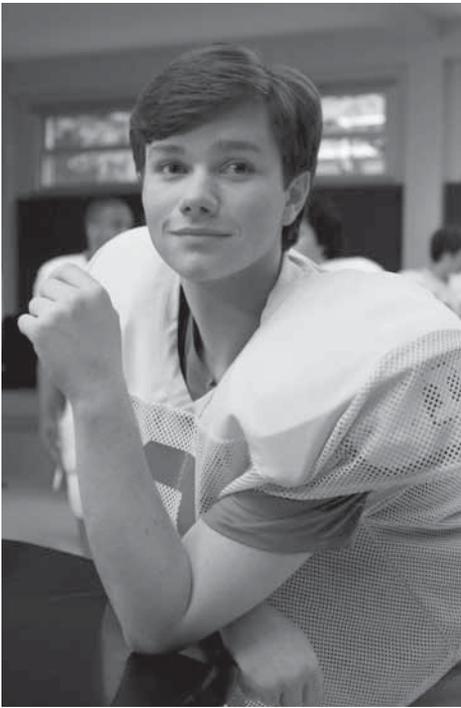
CC: I was in the car with my mom when I got the call. I actually called my aunt first to tell her. My dad was kind of mad about that.

JB: *How is your character on *Glee*, Kurt, like Chris?*

CC: We are totally different. We look alike, and we have high pitched voices. Other than that, there is not much comparison.

JB: *I've heard that it's easier to play someone who is totally different from you. Do you find this to be true?*

CC: It is easier to play someone different, because there is a line between you and the character. There are different speech patterns, different ways to stand. Without that line, you have to stop and think, “Oh,



did I respond to this as me, or did I respond to this as the character?"

JB: *Speaking of characters, how did you develop Kurt?*

CC: He's just a 16-year-old kid trying to find himself. I actually used some of the same methods I used in forensics. I used a character blender [where you blend characteristics of a number of different people]. Kurt is a mixture of several people from pop culture. He has a Nicole Kidman vibe, he's part Tim Gunn, part Victoria Beckham, part Anna Wintour, the editor of *Vogue* magazine. He's a lot of people.

JB: *Do you learn about yourself by playing other characters?*

CC: That's a good question! No one has ever asked me that before... You do learn about yourself. You think about how they would react to something, and then you think about yourself and, "Oh, this is how I would have reacted." It's an eye-opener.

JB: *Do you think Kurt would have done forensics?*

CC: Kurt would not have done forensics. He might have done a fashion club, but not forensics. He would like to argue, but he wouldn't like to listen to the other side.

JB: *I've read that the writers of Glee have incorporated some of your life experiences into the show. Is that true?*

CC: There was one experience written into the show. In high school, we had a talent show in drama. I asked them to let me sing "Defying Gravity," [a song from the musical *Wicked*], which is my favorite song in the whole world. And every year the students and teachers turned me down. I was from a conservative area that didn't like to think outside the box, especially about gender issues. The writers wrote that into the show.

JB: *Do the writers ask about your high school experience, or do you volunteer stories from high school?*

CC: It just kind of comes up. One day you are all sitting around telling stories like, "You're never gonna believe what happened to me in high school!"

JB: *As a huge fan of the show, I have to know—what has been your favorite episode?*

CC: I liked "Wheels," because I was able to do so much in it. And also because I got

to sing my favorite song in the world.

JB: *Is it tough to juggle the demands of acting, and singing, and dancing, all in one show?*

CC: Everything happens very fast, but you just have to take it one step at a time. There's no method to the madness!

JB: *I know that many of our members also want to pursue a career in entertainment after they graduate. What's your advice to them?*

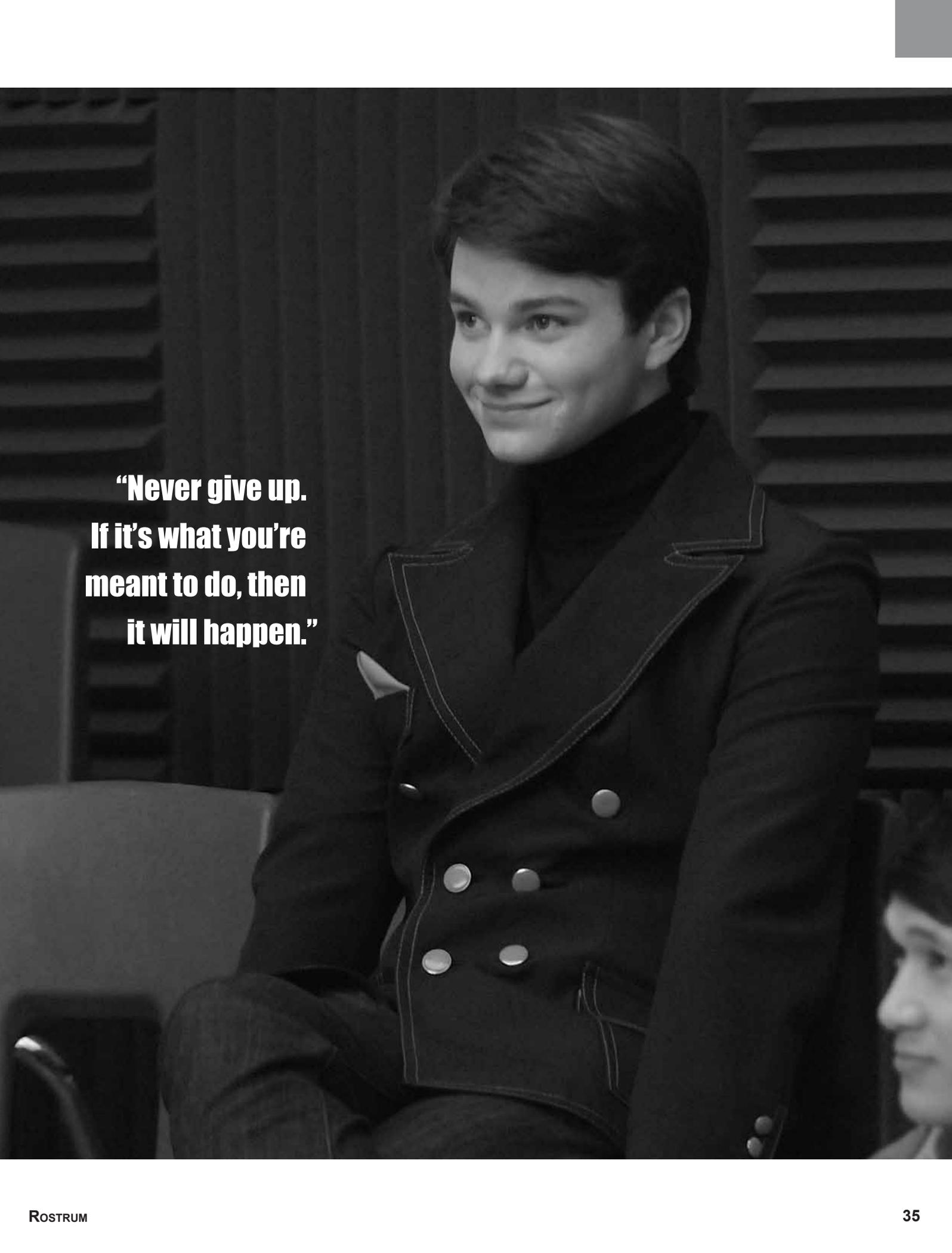
CC: Never give up. If it's what you're meant to do, then it will happen. ■

About the Author

Jenny Corum Billman is the Coordinator of Public Relations 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 the forensic team and a Scholar of the College.



Glee cast members, clockwise from left: Jenna Ushkowitz, Chris Colfer, Cory Monteith, Amber Riley, Kevin McHale, and Lea Michele.



**“Never give up.
If it’s what you’re
meant to do, then
it will happen.”**

National Speakers' Forum

INTERPRETATION - ORATORY - EXTEMP

National Speakers' Forum

June 27th - July 11th, 2010

Nova Southeastern University, Ft. Lauderdale, FL.

The National Speakers Forum (NSF) is an institute of Summit Debate Enterprises offering instruction in **Interpretation, Oratory** and **Extemporaneous Speaking**.

NSF is proud of its national reputation, built around its low student/teacher ratio, innovative curriculum and dedication to the continued and long lasting educational growth of each of its attendees. The staff is composed of some of the finest speech educators in the nation, many of whom are NSF alumni themselves. We strive to ensure that students leave the institute prepared to compete in any region of the country, with a strong sense of ethics and professionalism.

NSF Interp to be Sponsored by InterProd

This year, the National Speakers' Forum Interpretation program is being sponsored by InterProd. We are excited at this change in approach as the InterProd model has proven to be one of the most successful and innovative curriculums among the summer institutes. The proof is in the success of its students. This year alone, InterProd students have been in out rounds of every major tournament as well as produced finalists and champions. Some of the highlights include:

Yale: Multiple out rounds including 2 finalists in Duo and one in HI.

Blue Key: Multiple out rounds, Three finalists in Duo including the 1st and 2nd place contestants, Champion in HI.

Glenbrooks: Multiple out rounds, Champions in Duo and HI Finalist.

Harvard: Multiple out rounds including a finalist in Duo

Berkeley: 1st and 2nd in HI

There are numerous reasons for the success of this program. Besides a top-tier staff and the lowest student to coach ratio of any summer program, the curriculum and format at InterProd is truly designed to help the student get the most out of their experience.

1. Literature selection is conducted by all staff members, not just one lab or coach.
2. Rotations that allow each student to work with many staff members, not just one lab or coach.
3. The best script library of any institute.



Success Starts Here at Summit Debate

The success of the Summit Debate programs involves many students from a multitude of schools. This year alone, we helped students reach their potential and succeed from many regions including California, Florida, Pennsylvania, Oregon, New York, Iowa, North Carolina, Maryland, Texas, Arizona, Minnesota, South Dakota, Hawaii, Wyoming, Massachusetts, New Jersey, Georgia, New Mexico and even China! Our effect literally reaches around the world!

If you would like more information on any of our programs, please contact us at Info@summitdebate.com

NSF Confirmed Staff

OO and Extemp. Faculty and Presenters: Jenny Cook (University School, FL), Steve Schappaugh (University School, FL), Max Solomon (FSU), Charles Dahan (UNC/Durham Academy), Jessica Sheehan (Walt Whitman), Kenneth Colonel (Vanderbilt), Robert Colonel (Yale), Ashley Mack (UT Austin), Linda Winrow (University School, FL) and Kelley Siart (American).

Interpretation Faculty: David Kraft (Leland HS/Trinity Prep.), Ryan Knowles (New York), Jennifer Parker (Nebraska), Camille Norman (Lake Highland Prep.), Chris Wilgos (University School, FL), Connor White (New York), Gabe Gonzalez (Brown), Brittany Squier (DePaul) and Sachi Barstein (Jupiter, FL)

INTERPROD

Interpretation and Performance Studies Institute

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



A Program for Everyone

InterProd has stages for performers of all experience levels. **STAGE ONE** (Led by Chris Wilgos and Camille Norman) focuses on the beginner who has a year or less of experience. **STAGE TWO** (Led by Ryan Knowles and David Kraft) is for the advanced performer who is looking for a curriculum that will bring them to the next level. **STAGE THREE** (Led by David Kraft and Ryan Knowles) is for students who have either gone through Stage Two or have attended multiple interprod or acting summer institutes.

Audition Workshop

New this year to InterProd is an audition workshop for students preparing for college or professional auditions. Students who wish to attend this class need no forensic experience. This two week workshop not only will help students find and work on monologues, but work on cold reading, character development, indentifying character type, and more. For more information please email info@summitdebate.com.

Confirmed Faculty

David Kraft (Leland/Trinity Prep.), **Ryan Knowles** (New York), **Chris Wilgos** (University School, FL), **Camille Norman** (Lake Highland), **Connor White** (New York), **Gabe Gonzalez** (Brown), **Sachi Barstein** (Jupiter, FL) and more to be announced on our website.

What Makes InterProd Unique?

InterProd uses play production as its model to teach **Interpretive Performance**. Students will study the various roles that are played when producing a theatrical production. Once the areas have been identified and explained, the InterProd student will apply each area to their production. The goal is to provide the student with production method that they can use every time they create a new production.

This unique model has produced many champions throughout the years. This year alone, InterProd students won Duo at Glenbrooks and Blue Key, HI at Crestian, Blue Key and Berkeley, as well as multiple finalists and students in out rounds at Yale, Harvard, Glenbrooks, Blue Key, Crestian, The Sunvitational, Logan and Berkeley in HI, DI and Duo.

THE LYCEUM FOR ORATORY

The Lyceum is an intense two-week Original Oratory institute designed for passionate and remarkable high school competitors. Our limited enrollment provides an unheard of 2:1 student ratio with our nationally-recognized coaches. The primary goal of the Lyceum is the writing and editing of a national-level Oratory speech and then honing its performance. Along the way, innovative hands-on activities and lectures help students grow as performers and develop their critical thinking skills.

If you're ready to get serious about Oratory in a fun, creative and engaging way, we hope you'll join us this summer in Boston.

Confirmed Faculty

Ashley Mack (High School National Finalist & College National Champion), **Lydia Nelson** (High School & College National Champion), **Kelley Siart** (2007 Glenbrooks Champion), and **Emily Schlichting** (2008 NFL Semi-Finalist).

Congrats to the 2009 Lyceum students and their accomplishments this fall. Notably:

Allie Pridmore was the Champion at Blue Key, Glenbrooks, Wakeforest and Emory in addition to being an Octa-Finalist at Harvard;

Sophia Chokshi was a Quarter-Finalist at Blue Key and a Finalist at Wakeforest;

Vinita Akula was a Finalist at Emory and Wakeforest in addition to being an Octa-Finalist at Harvard and a Semi-Finalist at Blue Key;

Priyanka Atreya was a Semi-Finalist at Harvard;

Gracie Chang was a Quarter-Finalist at Glenbrooks;

Hayley Brooks was a Semi-Finalist at Blue Key and a Quarter-Finalist at Harvard.



Summit Debate

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National Debate Forum

LD -PFD - CONGRESS - MODEL UN

The National Debate Forum (NDF) is the founding institute of Summit Debate Enterprises offering instruction in Lincoln Douglas, Public Forum, Model UN and Congress. NDF offers two sessions each summer; the first located at Nova Southeastern University in Fort Lauderdale and the second at Emerson College in downtown Boston.

NDF is proud of its national reputation, built around its low student/teacher ratio, innovative curriculum, and dedication to the continued and long lasting educational growth of each of its attendees. The staff is composed of some of the finest debate educators in the nation, many of whom are NDF alumni themselves. We strive to ensure that students leave the institute prepared to debate in any region of the country, with a strong sense of ethics and professionalism.

2010 Dates

Session One: June 27th - July 11th, Nova Southeastern University, Ft. Lauderdale, FL.

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

2010 Confirmed Faculty

Congress Directors: Robert Colonel (Yale) and Kenneth Colonel (Vanderbilt)

Congress Jr. Faculty: Joseph Perretta (Christopher Columbus), Mitch Blenden (Georgia Tech) and Jessica Sheehan (Walt Whitman)

Model UN Directors: Kenneth Colonel (Vanderbilt) and Max Solomon (FSU)

LD/PFD Debate Director: Steve Schappaugh, Director (University School, FL)

Curriculum Coordinators/Senior Faculty PFD: Charles Dahan (UNC/Durham Academy), Patrick Toomey (UNC/Trinity Prep.), Aaron Blumenthal (Leland), Brad Hicks (Stoneman Douglas), Spencer Waugh (Indianola), Rachel Urban (American University) and Greg Stevens (Okoboji)

Junior Faculty: Alex Edelman (University of Vermont), Aaron Schifrin (Walt Whitman) Josh Zoffer (Durham Academy), Alex Casariego (Chicago) and Meredith Potter (Yale)

Curriculum Coordinators/Senior Faculty LD: Dario Camara (Royal Palm Beach HS), Tom Evnen (University of Chicago), Kris Wright (Southlake), Tara Tedrow (University of Florida Law School) and Ernie Rose (University of Iowa Law School)

Junior LD Faculty: Andrew Waks (NYU/Bronx HS of Science), Catherine Tarsney (St. Louis Park HS), Ellen Noble (Macalester College/Apple Valley HS), Pat Donovan (Glenbrook North HS), Devin Race (TX), Emily Massey (Walt Whitman HS), and Ross Brown (Valley HS).



Congress, Extemp and Model United Nations offered at both Sessions

This summer program component provides superior training in argumentation, Parliamentary Procedures, scenerio and political character preparation, skills drills, individualized coaching sessions and a curriculum that focuses on historical and current political analysis to prepare students to be at the top of their game.

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SPARTAN DEBATE INSTITUTES 2010

Two-Week Session: July 11–23

Three-Week Session: July 11–30

Four-Week Session: July 11–August 6

Five-Week Session: July 11–August 14



What's New at the 2010 SDI?

- **Introducing Spartan Seniors!**

This year's four-week program will include a new set of labs focused on rising seniors, and will feature senior instructors such as Bill Batterman, Greta Stahl, Brett Bricker, and Aaron Hardy.

- **New Fifth Week Curriculum!**

This year's fifth week program will offer a revised curriculum featuring a chance to work on strategies one-one-one with instructors such as MSU Debate Head Coach Will Repko. It will also offer each student an opportunity to see themselves speak on video.

- **Apply for Early Lab Notification!**

For a low \$50 fee, students who apply by April 1st can receive notification of their lab placement by April 15th. This won't change your lab, but will offer you a chance to go into the camp knowing who some of your labmates and instructors will be.



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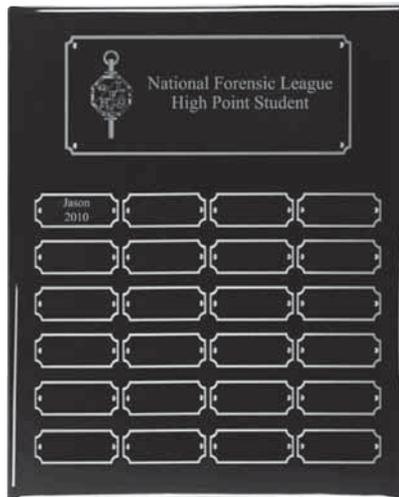
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Student of the Year Spotlight

by Danielle Camous



The first Saturday after the last tournament of every season usually began with me snapping awake at 7:30 in the morning. Always bewildered—frustrated that someone didn't have the decency to wake me up, and panic-stricken that I was still in bed and not in a bathroom at some Colorado high school getting ready for first round—it always took a minute or two for me to realize that normal people sleep in on Saturdays. Those Saturdays were the days when I rejoined normal high school teens and their lives.

But my first Saturday after the 2009 Birmingham National Tournament was different than most. That Saturday, I woke up at a typical forensic time and got in the car. But I didn't drive to a high school. Instead I drove to the airport to fly to Florida—for a much-needed vacation. For a week, my family and I spent seven days aboard the *Disney Magic* in the Caribbean. For the first time in four years, I didn't ask, *what's next?*

For veteran forensic seniors, this *what's next?* feeling isn't an uncommon one. For two, three, or four years, you have continually pushed yourself on a mental and physical level. Having experienced sleep deprivation, time management nightmares, and an unending to-do list, your motto has become, *what's next?* as a way to motivate yourself toward your goal. This *what's next?* attitude can leave you burned out and ready for graduation—or a vacation.

But after you celebrate and return from a relaxing sabbatical, *what's next?*

Push through the finish line

For some, you have closed the chapter on your high school forensic career, so congratulations! You have made it through one of the most grueling activities in which a high school student can compete (unless, of course, you are also an Olympic athlete, which might be a little more intense). But you should be proud of your career and everything you have accomplished!

For others, you find yourself trying to recuperate before returning to another six weeks or so of practice before your final tournament. Despite your excitement about qualifying to nationals, that burnout may still be a lingering feeling. But don't let that feeling determine how you spend the next few months, because the finish line *is* in sight.

Regardless of whether you qualified to the National Tournament or not, everyone has the same to-do list item in front of them. Push through the finish line.

I know it sounds cliché. It sounded cliché when 2006 FX National Champion Spencer Rockwell told a few of us during the qualifying season of our senior year to push through state and nationals. It sounds cliché even as I say it now, but it doesn't diminish its truth. Choosing to throw in the towel now only provides a list of regrets. It may not seem so at the time, but early one Saturday morning, I promise it will.

Few things are worse than hearing you had the potential, skill, and opportunity to succeed but didn't because you gave up just short of the finish line. Push through academically in the final months of your senior year. Push through in your last high school forensic tournament. Push through—because you won't get a second chance. *What's next...* is college.

Find a way to move on

That cruise I took with my family was the best and most relaxing vacation I have ever taken. The perfect Caribbean weather and laid back attitude probably didn't hurt with the overall relaxed feel of the trip, but my ability to relax came from having nothing on my plate. No impossibly long CX to-do list to complete or hours of reading in *The Economist* or *Atlantic*. As much as I love forensics, the consistent flow of work from school, forensics, and my other extra-curricular activities was exhausting, and even I was burned out.

If you can't get away on a seven-day Disney cruise, find some relaxing and enjoyable way to spend your summer. For most of you, this will be the first summer in a while in which you haven't had to start looking for pieces or researching a new Policy topic. Take time to catch up with friends. Let go of the responsibilities of high school. Enjoy your last summer before college, and the next step toward adulthood.

If you're like me, then you'll find that summer slips away far too quickly. Before you know it, you are packing up the van and heading to college for what parents usually find an emotional trip. (Don't worry; you're not alone. ALL parents seem to do it.) Here's where many struggle to transition from high school to college: If forensics has been a central part of your life—especially for four years—something may feel like it's missing during that first semester of college. It's tempting to call friends on your high school team for constant updates on the day-to-day activities of the team; but don't. This doesn't mean ignoring texts or cutting yourself off from everyone in your forensic community back home. Instead, allow yourself to grow and investigate the multitude of activities that college has to offer. Join a club or intramural team, or go Greek! Each of these offers an opportunity to connect with a new community which may be similar to your high school forensic team.

Don't forget where you came from

As important as it is put some distance between yourself and your debate team back home, it is a fine line to walk. It is one thing

to still know the latest gossip about your district, and quite another to remain a crucial resource for your team and others when they need you.

Being a resource comes in multiple forms. This may mean answering questions about philosophy in LD, or watching interp pieces to offer a new perspective or explaining (and re-explaining) kritiks and how to beat them in CX. Most important, however, it means volunteering your time to help those still actively competing whenever possible. Often, this takes the form of judging at tournaments when you are home, or even once a month at a local tournament near your college. Forensics provided each of us with thousands of opportunities. It helped to shape who we are today and who we will be in the future. But we would never have had these opportunities if the ones who had come before us hadn't chosen to give back to an activity that means so much to them. As you transition from an active competitor to an alum, it is important to contribute to that legacy which others have left before you.

In Colorado Grande, former district chair Mrs. Pauline Carochi likes to remind the outgoing senior class at nat quals every

year, that it is our responsibility to give back to the forensic family no matter where we go, whether it's as a judge, coach, or resource for the community. It's Mrs. Carochi's challenge to Colorado Grande senior classes, and it's my challenge to you now. Thousands have come before us, and thousands more will come after us, with the hope of gaining the same positive experience, confidence, and opportunities that we have enjoyed. Remembering where you came from—and consciously giving back—is how we form the next generation.

Because, honestly, *they are what's next.* ■

About the Author

Danielle Camous is the 2009 NFL Student of the Year. An alumna of St. Mary's High School in Colorado Springs, CO, Danielle earned awards in debate, congress, and US Extemp during her four-year career and achieved a degree of Premier Distinction. She is now a student at the University of Colorado at Boulder.

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Lincoln Douglas

Jake Nebel, 2009 NFL LD Finalist

“When I first started Lincoln Douglas Debate, I was totally disoriented. I almost quit after my first practice debate. It seemed difficult and not particularly fun. I loved philosophy, politics, and arguing with my teachers, but I was unfamiliar with competition. Had my first debate not been at camp, I probably would have quit on the spot.

“I couldn’t leave Boston in the middle of camp, so I was stuck for two weeks with my novice lab leaders. I thought, ‘I have to be better than someone, and if that someone is sticking with it, so should I.’

“So I guess you could say that I only decided to stick with debate after my first crush. No, not a romantic crush. A face crush. Since I had never been good at a competitive activity before, the adrenaline was otherworldly. I don’t remember who I crushed, but I remember the feeling. And I guess you could say that my debate career revolved around an addiction to that feeling—victory.

“I soon learned that there was more to debate. I think most debaters are, like me, addicted to victory. If I can offer one piece of advice, however, it would be this: don’t let your addiction become the goal. The addiction is instrumentally valuable because it propels us to improve, to never burn out, and to keep learning. But the friends we meet, the skills we develop, and the knowledge we gain on the way are what really matters; they are intrinsically valuable. I know that’s beating a dead horse, but it’s true, and nobody can repeat it enough. A lot of things have changed in 30 years, so this could be the only timeless truth about LD.”

Jake Nebel is the runner up from the 2009 NFL National Tournament. He is now a freshman at Princeton University and an Assistant Debate Coach for The Greenhill School in Dallas.

**“I think most debaters are,
like me, addicted to victory.”**

~Jake Nebel

Reflections:

Lincoln Douglas Debate Turns 30

Since Lincoln Douglas Debate made its National Tournament debut in 1980, tens of thousands of youth have engaged philosophy, weighed evidence, and examined their own values in rounds. For many, LD began as a hobby and grew into a passion. Some featured here pursued debate all the way to the national final round. Others continued into college. For many, debate served as a springboard for a career in law, politics, or public service. The following reflections represent only a handful of the lives transformed by LD. Their stories cover an expanse of three decades. Some achieved a national championship; others found personal victories. For each, LD debate showed the way to become a logical thinker, an able communicator, and an ethical individual.

Shalini Ramanathan, NFL LD Champion, 1990



“I’m a sharper, more articulate person because of LD Debate. It taught me how to organize my thoughts, speak clearly, and think on my feet. These are skills I use every day in both my professional and personal lives. It also gave me a sense of community, at a time in my life when I really needed it. I recently ran into a friend from my debate days at an airport, and that sense of having been part of something together was still there—I’m grateful for all the people I met and the lessons I learned through debate.”

“I’m grateful for all the people I met and the lessons I learned through debate.”

~Shalini Ramanathan

Shalini Ramanathan is the 1990 National Champion from Newman Smith High School in Texas. She holds a BA from the University of Texas and a Master’s degree from the Yale School of Forestry and Environmental Management. Ramanathan joined Renewable Energy Systems (RES) Americas in 2007 as a Project Developer and was later named Director of Development for Emerging Renewables. In 2009, she was awarded the position of Vice President of Development for the South Central region.

To view her final round, visit <http://nfltv.org/2010/01/27/1990-san-jose-nationals/>

“Strive to have conversations that are relevant to our personal and political realities.”

~Bryce Pashler

Bryce Pashler, NFL LD Semifinalist, 1994

“In the course of its three decades, LD Debate has significantly reinvented itself a number of times. The last time I saw a debate round in-person was 2002. When I watch videos online of debate rounds today, I find them completely unfamiliar from anything I participated in, and certainly beyond my quickly diminishing abilities of comprehension (after all, I am four years older than LD, and my mental faculties are quickly declining). Each successive “generation” of debaters undoubtedly feels they have reached some previously unimagined pinnacle of intellectual achievement; each previous “generation” undoubtedly feels the standards of the activity have degenerated and the future is lost. Neither is right. The conversation continues; the form and the rules are, in the long run, largely irrelevant. It has and always will be the substance of the conversation that gives the activity life-blood.

“So what will we see over the next 30 years? Here is my birthday wish for LD: that debaters strive to have conversations that are relevant to our personal and political realities; that they strive to make this conversation inclusive and to strike down barriers of entries that prevent the other from participating; and that they strive to make the conversation understandable and part of our wider academic, political, and social communities. I hope that LD will equip students to engage the world and to give voice to those who are currently drowned out in political discourse by the elites, the hacks, the screamers, the tribalists, the talking heads, the game-players. Good luck.”

Bryce Pashler is a graduate of Valley High School in West Des Moines, Iowa, and a semifinalist at the 1994 NFL National Tournament. After graduating from high school, he coached students at his alma mater to a still unmatched three TOC championships and four final round appearances in so many years. Today, he is an associate in the New York office of Simpson, Thatcher, and Bartlett.

Reflections: Lincoln Douglas Debate Turns 30

Steve Davis, NFL LD Champion, 1999



“LD is an evolving event. I remember in 1998, Ben Silbermann and I would look at videos of the National Championship from 5 years before and marvel at how slowly competitors spoke. I recently saw a clip of someone at Nationals in 2009 and could barely understand him for the speed. Format aside, debate taught me quite a bit. Of course, we learned to construct and deconstruct

arguments. We learned to structure thoughts in a compelling way. And we learned to speak articulately.

“But I didn’t realize the deeper benefits of participating in debate until much later. I learned the difference between being articulate and being right, the enormous difference between convincing an audience and convincing the person you’re talking to, and the incredible way that being articulate magnifies your contributions in any setting. The greatest part of participating in debate, though, was the articulate, ambitious people it introduced me to. The people I met on high school weekends have gone on to clerk at the Supreme Court, investigated the space shuttle Columbia disaster for NASA, and started their own companies—and that’s just the group from my state championship! Even a decade later I continue to count debate friends as some of my closest, and that for me has been the greatest reward.”

Steve Davis is the 1999 National Champion from Des Moines-Roosevelt High School in Iowa. He is a Project Leader at the Boston Consulting Group, a global management consulting firm. He has a BA in Sociology and an MBA from Harvard University. His final round is available online at <http://nfltv.org/2009/11/04/1999-phoenix-nationals/>

“I didn’t realize the deeper benefits of participating in debate until much later.”

~Steve Davis

“LD may be one of the best events to help expand a student’s way of analyzing a topic.”

~Brian Bloss

Brian Bloss, NFA LD Semifinalist, 2008

“Participating in high school Lincoln Douglas was invaluable to me as a competitor for two reasons: first, it is high school Lincoln Douglas that provides the format the National Forensic Association has adapted to create its own version of the event in college. When I auditioned to compete for Western Kentucky University’s debate team, I was told part of the reason I would be a good fit was that I was familiar enough with the basic LD format and could apply my time in Policy Debate in a single person format. In retrospect, a few high school Lincoln Douglas Debate tournaments provided the key to an undergraduate education. More importantly, having the privilege to go to Western Kentucky gave me the chance to meet some of my closest and dearest friends.

“Additionally participating in high school Lincoln Douglas debate was very useful in my collegiate Parliamentary Debate career. While a large majority of Parliamentary debates have a familiarity with the structure of policy debate cases, they are not necessarily familiar with the value debate structure. Although my participation in high school LD was limited, that limited experience helped me and my Parliamentary Debate partners successfully invoke the value debate paradigm in college when it was advantageous to do so.

“In retrospect, Lincoln Douglas may be one of the best events to help expand a student’s way of analyzing a topic. It is relatively easy to explain how a certain policy will work when implemented, but it is much more difficult to compress a discussion of a philosophical value system and its application to the real world within the time constraints of the event. You would be hard pressed to find another competitive activity for high school students grounded in the spirit of effective and precise communication of complex philosophical ideas and systems. These are the invaluable lessons competitors will take with them long after their time in the activity has come to a close.”

Brian Bloss was a Lincoln Douglas and Policy debater at Coppell High School in Texas under Glenda Ferguson. He went on to debate for Western Kentucky University, finishing 3rd in the nation in Lincoln Douglas Debate at the 2008 NFA National Tournament. He was also a National Parliamentary Debate Association All American Debater. Today, Bloss is a graduate student seeking a Master’s of International Affairs with a concentration in National Security Affairs at the George Bush School of Government and Public Service at Texas A&M University.

Lincoln Douglas Debate, First Place Winner, 1980

Mary C. Ambrose-Gerak, the first winner of Lincoln Douglas Debate, examined the financing mechanism of the Social Security system en route to claiming the inaugural LD title thirty years ago. Today she lives in Illinois, the Land of Lincoln and Douglas. Originally from Marian High School in Omaha, Nebraska, Ms. Gerak attended the Huntsville tournament as the winner of Nebraska's Girls' Extemporaneous Speaking competition. She remembers enrolling in Lincoln Douglas Debate after her coaches insisted that the Marian team participate in either LD or Policy Debate. She started defeating other "second eventers" and after over a dozen rounds, entered the mainstream Lincoln Douglas competition.

Practicing at night with her Marian debate coach, Mary Lou Kipfel, and speech coach, Ms. Kassmeier, Mary improved quickly in content and delivery. Nebraska coaches such as Alex Pritchard from Creighton Prep also assisted. The topical research in 1980 arrived with Ms. Gerak's luggage from Nebraska in books, newspapers, and magazines. Without the Internet and access to the libraries in Huntsville, her nightly scrambles through documents continued throughout the week-long competition. Resting one's voice and using homemade remedies at night assisted her.

Capitalizing on fresh evidence, organization, and concise delivery, Ms. Gerak earned the first Lincoln Douglas Debate National Championship in 1980. In addition to the trophy and plaques, she received a Phillips Petroleum college scholarship toward her Honors program admission at Creighton University. Her status enabled her to fund her college education by judging at local tournaments on the weekends during college.

A group of debate coaches and Ms. Gerak co-authored a textbook through the University of Kansas entitled, *The Lincoln Douglas*

Debate Experience (University of Kansas, 1981). She acquired skills that she utilized at Notre Dame Law School. At Notre Dame in 1984-87, Ms. Gerak won Notre Dame's Client Counseling competitions (competing at the ABA Regionals), earned fourth place in the Moot Court tournament, and earned faculty selection as a Notre Dame Barrister (awarded to the 18 top trial advocacy students). She taught Legal Writing at Notre Dame as a third year.

During the 1990's, as she practiced at Katten Muchin, one of Chicago's top three law firms, she also taught at night at Loyola and DePaul Law Schools. She now resides in Lake Barrington with her family after a career at major law firms, top 50 corporations, and as a federal prosecutor. She ran a shelter for the homeless, as well. In her own practice as a litigator and employment attorney, she spends nighttime teaching business law classes to adults at the local community colleges. During the spring, she volunteers as a speech judge/coach at the local Barrington Middle School and High School tournaments. She enrolled the local Catholic elementary school for the first time in the District 220 tournament. "The judging criteria and point system are different, but the topics the same," states Ms. Gerak. She attributes her successful career in public policy advocacy to her lifelong gift of communication and advocacy skills from the NFL.

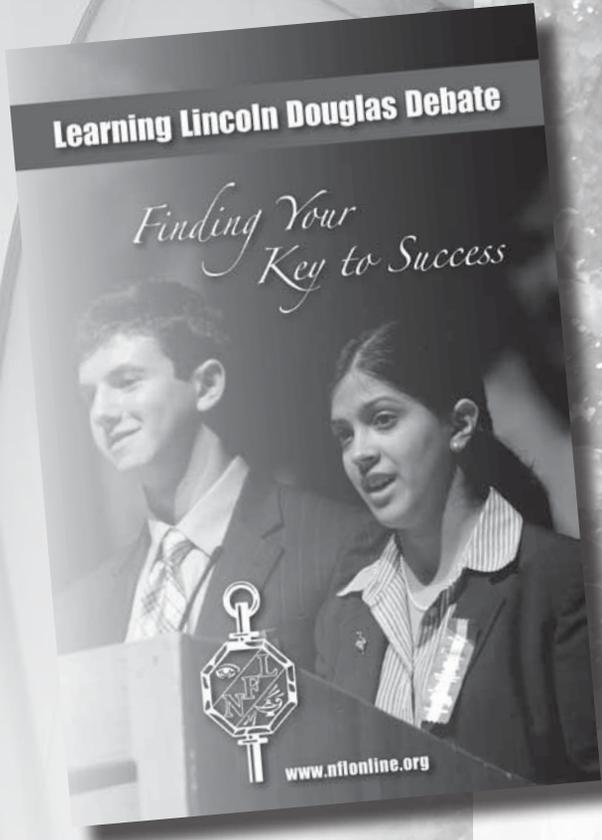


"Spending weekends and summers researching and writing debate arguments propelled me forward in my career pursuits and in life. I hope that all students take time to educate themselves on the intricacies of argument and oral presentation. Lincoln Douglas Debate techniques—reading, analyzing, and discussing important issues in the spirit of our forefathers, Abraham Lincoln and Stephen Douglas—serve as terrific life skills." ~Mary Ambrose-Gerak

Lincoln Douglas Debate Champions • 1980 to Present

Mary Ambrose	Omaha-Marian	NE	1980
Oscar Cantu	San Antonio-Curchill	TX	1981
Melissa Obegi	The Marlborough School	CA	1982
James Kincaid, Jr.	Tulsa-Washington	OK	1983
David Yalof	The Bronx High School of Science	NY	1984
Patrick Bannon	Regis High School	NY	1985
John Werthelm	St. Michael's High School	NM	1986
Bailey Irwin	West Charlotte High School	NC	1987
Anoop Mishra	Homewood High School	AL	1988
Rob Berry	Battle Ground Academy	TN	1989
Shalini Ramanathan	Newman Smith High School	TX	1990
Thomas Marlowe	Chesterton High School	IN	1991
Jay Steed	Providence High School	NC	1992
Matthew Whitley	San Angelo Central High School	TX	1993
Claire Carman	Vestavia Hills	AL	1994

Justin Osofsky	Newman School	LA	1995
Dan Vukelich	Benilde-St. Margaret's High School	MN	1996
Marc Wallenstein	The Greenhill School	TX	1997
Allison Pickett	Vestavia Hills High School	AL	1998
Stephen Davis	Des Moines-Roosevelt High School	IA	1999
Adam Preiss	Danville-Monte Vista High School	CA	2000
Maya Babu	Eagan High School	MN	2001
Oscar Shine	El Cerrito High School	CA	2002
Adam Chilton	Mountain View High School	AZ	2003
Jed W. Glickstein	Edina High School	MN	2004
Tara Tedrow	Celebration School	FL	2005
Douglas Jeffers	Dulles High School	TX	2006
Taarini Vohra	Hockaday School	TX	2007
Todd Liipfert	Houston Jesuit High School	TX	2008
Shivani Vohra	Hockaday School	TX	2009



A modern, comprehensive approach to teaching and learning Lincoln Douglas Debate, aligned with curriculum created by the NFL's Lincoln Douglas Committee!



NEW LD VIDEO!

The National Forensic League proudly presents *Learning Lincoln Douglas Debate*. This is the perfect companion to the NFL's online text and series of lesson plans, available at www.teachingdebate.org/ld. This instructional DVD is intended as a tutorial for students and coaches alike, and can be used in the classroom, or to catch up a student who has missed instruction.

The DVD is hosted by two coaches who wrote the NFL's Lincoln Douglas Debate lesson plan series. Hall of Fame coach Pam Cady Wycoff of Apple Valley High School in Minnesota introduces Lincoln Douglas Debate, explaining its benefits and what makes it unique. Coach Joe Vaughan of Scarsdale High School in New York brings his award-winning coaching experience and process-oriented mind as a science teacher to the segments that parallel the lesson plans:

- What is an Argument?
- Understanding Values
- Refutation and Clash
- Case Structure
- Research Methods
- Structure of a Round
- Cross-Examination
- Flowing
- Crystallization and Voting Issues

Additionally, the DVD includes a demonstration debate by two alumni champion debaters, with commentary by Mr. Vaughan.

www.nflonline.org/community/catalog/82/dvds

Reflections: Lincoln Douglas Debate Turns 30

Tara Tedrow, NFL LD Champion, 2005



“Without fail, public speaking seems to yearly rank as people’s top fear. I will always be shocked that some find it less frightening to be submerged in a shark tank than to speak before an audience. With such an awful statistic, you might imagine Lincoln Douglas Debate to be a rather sadistic event. But for anyone who is or has been a debater, you know that the exact opposite is true.

Perhaps things are different in the debate world. For one, it’s a group of students

who spend their weekends and even summers doing an academic activity that requires more effort than most, if not all, of their high school courses. It’s an event where you wake up earlier on Saturday and Sunday than you would on a school days, and dress as if you are heading to another day at the office. Which all goes to show why the top fears amongst debaters probably include forgetting your cases at a tournament or hitting a critical position that has more German sounding words than English.

“But that is what makes debate so special. Debate is unlike any activity you will find at high school. It’s an activity that is thrilling, invigorating and enlightening. To say that debate has impacted my life would be a disservice to the activity and an understatement of its power. Lincoln Douglas Debate changed my life in almost every conceivable respect by providing me with opportunities that classroom academics and sports teams could never create. It gives you the chance to become an advocate- sometimes for positions you find hard to reconcile your own personal beliefs with. But in the process of being conflicted over arguments to run and cases to write, I learned the value of never putting blind faith into a belief and of pushing myself to become more educated and articulate. I was forced to manage my time between traveling sometimes three

weekends a month and staying ahead in school. I was required to think on my feet, expand my knowledge base and speak in front of audiences whose job it is to analyze and criticize everything you said.

“As with any activity, styles change and new lines of thinking emerge. But the essence of debate is not how fast you speak or how outrageous of a position you run, but the lifelong benefits you derive and the friends you make along the way. I will always believe that the best debates are substantive ones, where issues are explored and ideas clash not solely by reading at hyper-speed and putting out as many one sentence responses as possible, but by having an actual discussion of the issues and leaving the judge and audience with a better understanding of your position. But even as LD has morphed into the pseudo-Policy Debate realm, the principles behind it have never changed. It will always remain an activity open to various styles of debate and divergent points of view. Though some may find its Policy aspects more appealing, the traditional lines of debate are still strong and remain formidable. Despite any changes, LD will continue to positively impact the lives of not just those competing, but those who are later taught by former competitors and coaches. To those who continue to compete, always maintain a sense of ethics and an eye toward really gaining rich insight on issues that will inevitably affect your life. And to those who teach, I hope the next 30 years will be full of praise for your efforts at helping students gain the wisdom and skills necessary to one day become their own advocates.”

Tara Tedrow is the 2005 NFL National Champion and the 2004 and 2005 NCFL National Champion. She remains the only person to repeat an NCFL championship and the only person to win both NCFL and NFL in a single year, the closest person to the triple crown. Tedrow is a graduate of Celebration High School and a Presidential Scholar for Debate at Wake Forest University. Currently, she is a Juris Doctor Candidate at University of Florida Levin College of Law, class of 2012, and Curriculum Coordinator for the National Debate Forum. Her final round is available online at <http://nfltv.org/2010/02/24/2005-philadelphia-nationals/>

“To those who teach, I hope the next 30 years will be full of praise for your efforts at helping students gain the wisdom and skills necessary to one day become their own advocates.”

~Tara Tedrow



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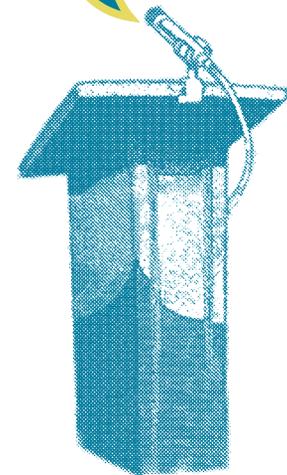


The tournament will provide competition opportunities to talented middle level students from across the nation, consistent with the mission of the National Junior Forensic League (NJFL) to extend the benefits of debate and speech education to young adolescents.

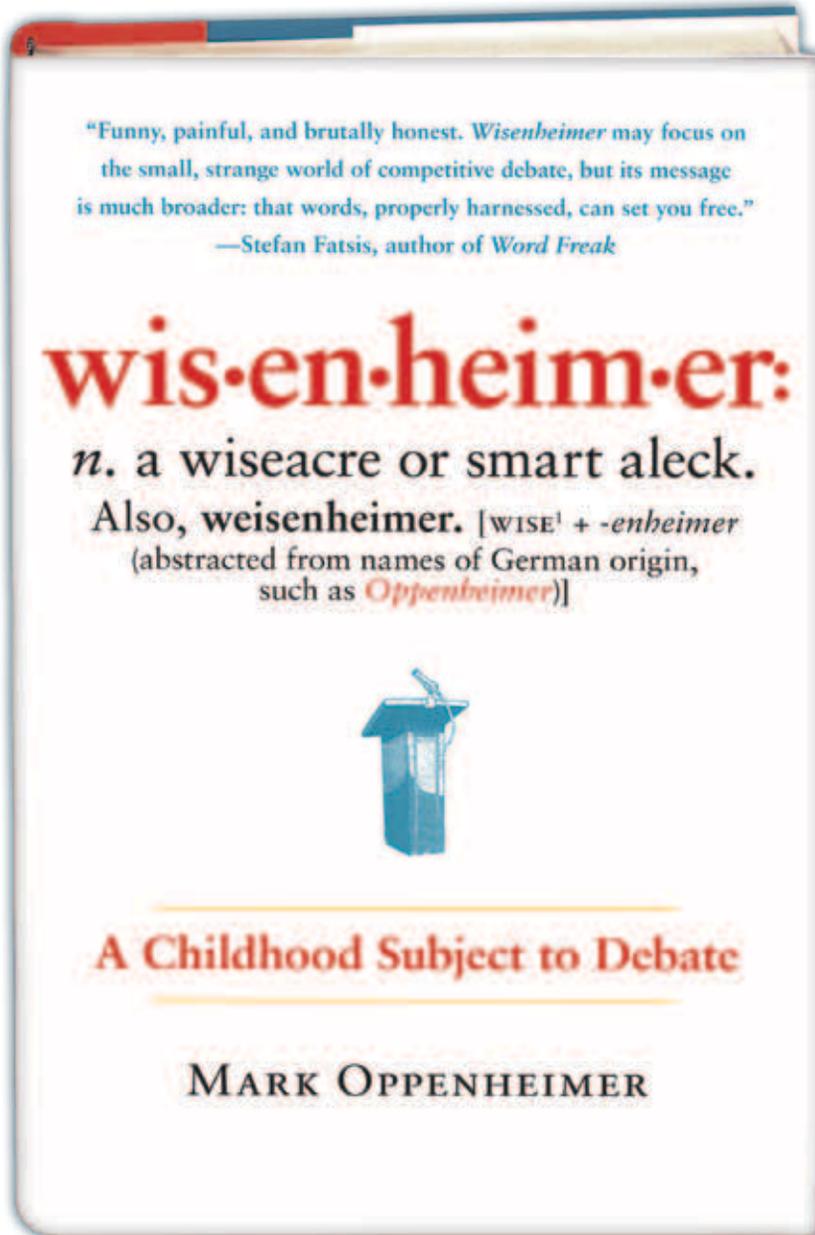
Visit www.juniorforensicleague.org for more details.

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—A. J. Jacobs, *New York Times* bestselling author of *The Year of Living Biblically*



As a young man, MARK OPPENHEIMER’S smart mouth didn’t always work in his favor. But he eventually discovered an outlet for his loquaciousness: the debate team. Frank and comical, *Wisenheim* chronicles the travails of a hyperarticulate child who found salvation in the heady world of competitive oratory.



“An intimate look at the high school team—no, not the football team—the debate team! You think only physical athletes make interesting subjects; try mental athletes. Who knew?” —Judy Blume, bestselling author of *Summer Sisters*

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- **Eddie Robinson**

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- ☛ Public Speaking: Oratory & Declamation

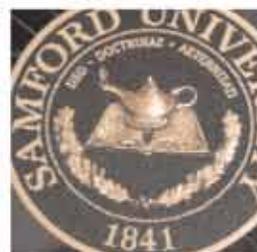


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THE KANSAS CITY AREA is an excellent location for the 2010 LFG/NFL National Speech and Debate Tournament. To make planning a little easier, the National Office is happy to provide a preliminary overview of the tournament. Please keep in mind that all logistics are *tentative* and *subject to change*.

A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS

• **Sunday (Registration)**

This year, the tournament registration and NFL vending expo will take place on Sunday, June 13th from 8am to 4pm at the KCI Expo Center. The KCI Expo Center is centrally located from all hotels and other competition venues.

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

There will be six venue areas used for the preliminary competition. The Marriott KCI Airport and the Hilton KCI Airport will host Congressional Debate. Park Hill South High School will host Policy Debate. Park Hill High School/Congress Middle School will host Lincoln Douglas Debate and Public Forum Debate. Oak Park High School will host the Extemporaneous Speaking events and Original Oratory. Staley High School will host Humorous, Dramatic, and Duo Interpretation.

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 Kansas City, MO at the Power and Light District and the adjacent College Basketball Experience. Students eliminated from main event competition on Tuesday will re-register for Wednesday supplemental events at the College Basketball Experience during the local host party.

• **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 (Interps, Original Oratory, US Extemp, International Extemp, Lincoln Douglas Debate, Policy Debate, and Public Forum Debate) will compete at Park Hill South High School on Wednesday. Congressional Debate semifinals will be held at the Marriott KCI Airport. Those students re-registered for supplemental events will compete at Park Hill High School/Congress Middle 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 Park Hill South High School. Congressional Debate will hold its final round sessions at the Hilton KCI Airport. All supplemental and consolation events will occur at Park Hill High School/Congress Middle School.

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

• **Friday (Supp/Cons/Main Event Finals and National Awards Assembly)**

The remaining main event final rounds (Original Oratory, US Extemp, International Extemp, Lincoln Douglas Debate, Policy Debate, and Public Forum Debate), as well as the supplemental and consolation event finals, will be held throughout the day on Friday at the KCI Expo Center.

On Friday evening, the National Awards Assembly will be held at the KCI Expo Center.

Do you have important questions about the logistics of the 2010 "Jazzin' it up in KC" Nationals that weren't answered here? Feel free to contact the National Office at **920-748-6206** or e-mail nfl@nflonline.org.

IMPORTANT CONSIDERATIONS

WHEN SELECTING AND RESERVING HOTELS AT THE 2010 "JAZZIN' IT UP IN KC" NATIONALS



PLEASE READ BEFORE SELECTING LODGING!

1. All schools should stay at one of the NFL recommended hotels. The lowest rates have been negotiated for our members. **Please do not stay outside the block.** Properties that do not appear on this list are likely highly inconvenient for participation in the tournament. Morning and afternoon traffic could add substantial time to your commute if you are located outside the block. In addition, hotels not on the list have no contractual obligation to the NFL and therefore, we cannot provide any level of reservation protection at these properties.
2. When calling hotels, all coaches must mention the NFL National Tournament block to receive the posted rate. **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 on the NFL list are easily accessible and are within 15-20 minutes by interstate or surface streets of every Monday-Friday competition venue. The host Web site will have downloadable maps from every hotel to the KCI Expo Center, the KCI Airport, and the competition sites. You can print all needed maps before ever leaving home.
4. **The Congressional Debate hotels are the Marriott KCI Airport and the Hilton KCI Airport.** It is recommended that teams with congressional debaters stay at one of these two properties if possible. These hotels are an excellent choice in both price and feature. Travel time between each hotel is less than 10 minutes. The Hilton will host the preliminary sessions of the Senate and the final session of both the House and Senate. The Marriott will host the preliminary sessions of the House and the semifinal sessions of both the House and Senate.
5. It is recommended that coaches go 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.
6. **Key Travel Times to Note:**
 - All hotels to KCI Expo Center (1 to 10 minutes)
 - All hotels to any of the schools (5 to 20 minutes)
 - Any school to any school (10 to 20 minutes)
7. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the North KC area to get a better perspective on travel logistics. 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.) will be available on the NFL Web site at www.nflonline.org/NationalTournament and at the local host site at <http://debatekc2010.org>.

2010 "JAZZIN' IT UP IN KC" NATIONALS HOTEL LIST



Map No.	Hotel Name / Web Site	Address (in Kansas City, MO unless otherwise noted)	Phone	Rate (sorted by)	Amenities
11	Hilton Kansas City Airport CONGRESS HOTEL • http://www1.hilton.com/en_US/hi/hotel/MCIAPHF-Hilton-Kansas-City-Airport-Missouri/index.do	8801 NW 112th Street	816-801-4011	\$114	R, IP, FC
1	Marriott Kansas City Airport CONGRESS HOTEL • http://www.marriott.com/hotels/travel/mciap-kansas-city-airport-marriott/	775 Brasilia Avenue	816-891-7500	\$102	IP, AS, FC
18	Embassy Suites Kansas City Airport http://embassysuites1.hilton.com/en_US/es/hotel/MKCPDES-Embassy-Suites-Kansas-City-International-Airport-Missouri/index.do	7640 NW Tiffany Springs Parkway	816-891-7788	\$111	FC, IP, GL
19	Hyatt Place Kansas City Airport	7600 NW 97th Terrace	816-891-0871	\$109	CI, CB, OP, AS
14	Residence Inn Kansas City Airport http://www.marriott.com/hotels/travel/mciar-residence-inn-kansas-city-airport/	10300 N. Ambassador Drive	816-741-2300	\$107	CB, GL
7	Holiday Inn KCI Airport and Expo Center	11728 NW Ambassador Drive	816-801-8400	\$103	CI, R, IP, FC, AS
17	Courtyard Kansas City Airport http://www.marriott.com/hotels/travel/mcica-courtyard-kansas-city-airport/	7901 N. Tiffany Springs Parkway	816-891-7500	\$99	GL, AS
16	Drury Inn & Suites KCI	7900 NW Tiffany Springs Parkway	800-436-1164	\$99	CB, AS, IP, OP
23	Guesthouse Int'l Hotel, Suites & Conf Center	1601 N. Universal Avenue	816-245-5512	\$99	IP, OP, FC
5	Radisson Hotel Kansas City Airport	11828 NW Plaza Circle	816-464-2423	\$99	IP, FC, AS, R
26	The Elms Resort and Spa	401 Regent Street • Excelsior Springs, MO	816-630-5500	\$98	CI, FC, IP, OP, R
12	Candlewood Suites KCI Airport http://www.ichotelsgroup.com/h/d/cw/1/en/hotel/MKCCW	11110 NW Ambassador Drive	816-886-9700	\$96	FC, GL
6	Fairfield Inn & Suites Kansas City Airport	11820 NW Plaza Circle	816-464-2424	\$94	CB, AS, GL
2	Hampton Inn Kansas City Airport	11212 North Newark Circle	816-464-5454	\$94	AS, CB, FC, GL, OP
24	Hampton Inn - Kansas City / Liberty	8551 N. Church Street	816-415-9600	\$94	CB, GL, IP, FC
25	Holiday Inn KC Northeast http://www.ichotelsgroup.com/h/d/hi/1/en/hotel/mkcne	7333 NE Pervin Road	816-454-2629	\$94	IP, FC
4	Four Points by Sheraton KCI Airport http://www.starwoodhotels.com/fourpoints/property/overview/index.html?propertyID=1567	11832 Northwest Plaza Circle	816-243-5561	\$91	AS, FC, OP
15	Chase Suite Hotel	9900 NW Prairie View Road	816-891-9009	\$90	CB, FC, GL, OP
13	Comfort Inn KCI Airport	1201 Branch Street • Platte City, MO	816-464-5500	\$90	CB, CI, AS, IP, FC
0	Best Western Airport Inn and Suites	2512 NW Prairie View Road	816-214-6027	\$75	CB, FC, IP
22	American Inn http://www.myamericaninn.com/northkansascity.htm	1211 Armour Road • North Kansas City	816-471-3451	\$69	R, OP, GL
3	Hawthorn Suites by Windham Kansas City Airport http://www.hawthorn.com	11951 Ambassador Drive	816-464-5500	\$69	AS, CB, FC, IP
10	Super 8 / Country Inn KCI Airport http://www.super8.com/	11900 NW Plaza Circle	816-464-2002	\$69	AS, CB, CI
21	Howard Johnson Plaza Hotel KCI Airport http://www.hojo.com/HowardJohnson/control/Booking/property_info?propertyId=01240&brandInfo=HJ	7301 NW Tiffany Springs Road	816-268-1600	\$67	AS, CB, FC, CI
20	Sleep Inn Airport	7611 NW 97th Terrace	816-891-0111	\$58	AS, CB, CI
9	Microtel Inn and Suites Kansas City Airport	11831 NW Plaza Circle	816-270-1200	\$50	AS, CB, CI
8	Extended Stay America http://www.extendedstayamerica.com/minisite/?hotelID=724	11712 NW Plaza Circle	816-270-7829	\$34	GL, AS

MAP LEGEND

CONGRESS SITES

- 1 • Marriott Kansas City Airport
- 11 • Hilton Kansas City Airport

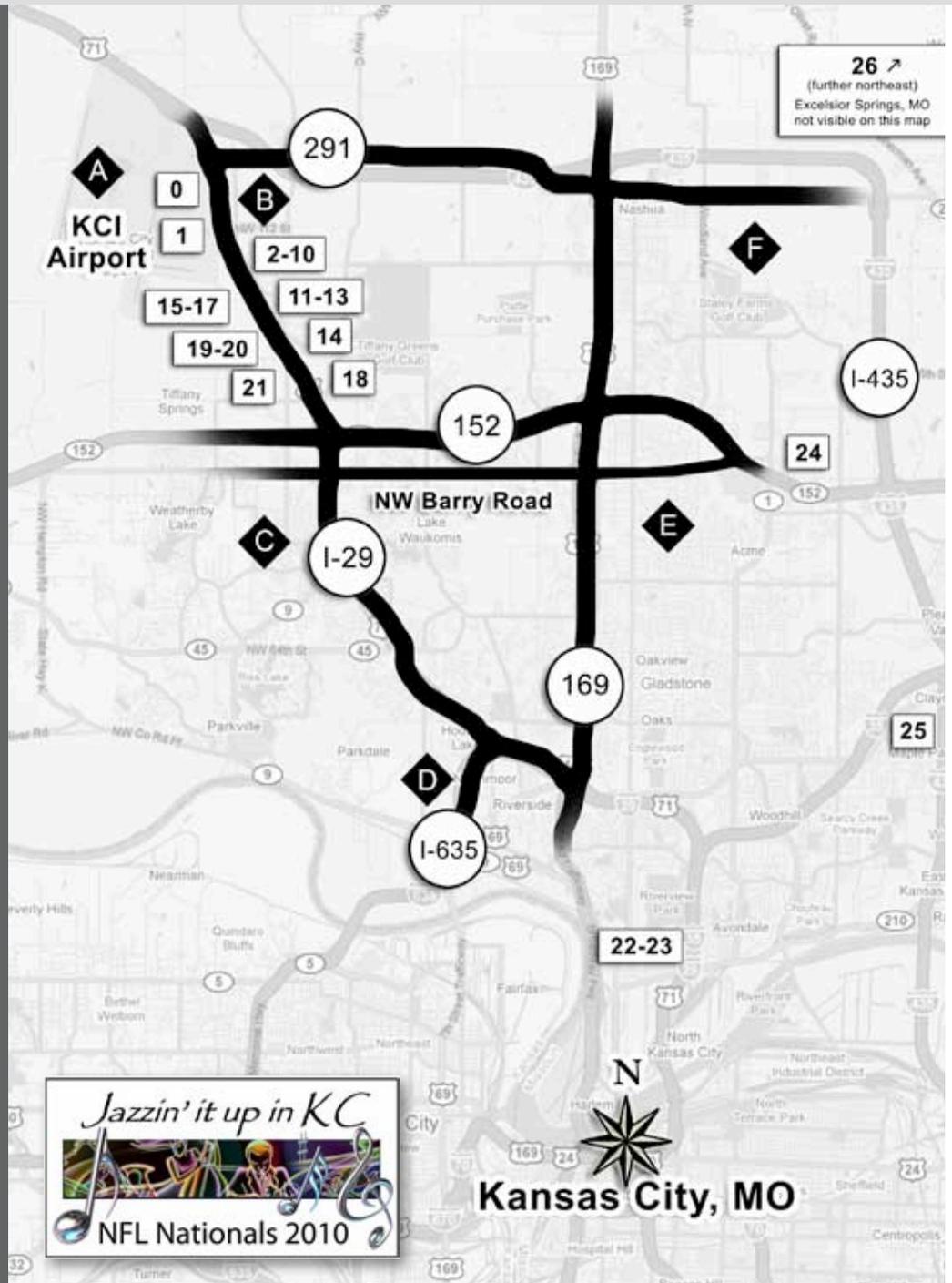
VENUES

- A • KCI Airport
- B • KCI Expo Center
- C • Park Hill High School / Congress Middle School
- D • Park Hill South High School
- E • Oak Park High School
- F • Staley High School

HOTELS

- 0 • Best Western Airport Inn and Suites
- 1 • Marriott Kansas City Airport
- 2 • Hampton Inn Kansas City Airport
- 3 • Hawthorn Suites by Wyndham Kansas City Airport
- 4 • Four Points by Sheraton KCI Airport
- 5 • Radisson Hotel Kansas City Airport
- 6 • Fairfield Inn & Suites Kansas City Airport
- 7 • Holiday Inn KCI Airport and Expo Center
- 8 • Extended Stay America
- 9 • Microtel Inn and Suites Kansas City Airport
- 10 • Super 8 / Country Inn KCI Airport
- 11 • Hilton Kansas City Airport
- 12 • Candlewood Suites KCI Airport
- 13 • Comfort Inn KCI Airport
- 14 • Residence Inn Kansas City Airport
- 15 • Chase Suite Hotel
- 16 • Drury Inn & Suites KCI
- 17 • Courtyard Kansas City Airport
- 18 • Embassy Suites Kansas City Airport
- 19 • Hyatt Place Kansas City Airport
- 20 • Sleep Inn Airport
- 21 • Howard Johnson Plaza Hotel KCI Airport
- 22 • American Inn
- 23 • Guesthouse International Hotel, Suites & Conference Center
- 24 • Hampton Inn - Kansas City / Liberty
- 25 • Holiday Inn KC Northeast
- 26 • The Elms Resort and Spa

Note: Map is to scale, but hotel and venue notations are approximate. Please look at a road atlas and enlargement of the North KC area to get a better perspective on travel logistics.



2010 NATIONAL TOURNAMENT VENUES



Marriott Kansas City Airport



Hilton Kansas City Airport



KCI Expo Center



Park Hill High School



Congress Middle School



Park Hill South High School



Oak Park High School



Staley High School



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**National Forensic League
Kansas City, MO
June 13-18, 2010
CV# 04JZ0001**

**Rates available from Kansas City, MO
June 6-25, 2010**

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B-COMPACT	\$53.00	\$24.00	\$190.00
C-MID-SIZE	\$54.00	\$27.00	\$205.00
D-STANDARD	\$55.00	\$31.00	\$221.00
F-FULLSIZE 4DR	\$59.00	\$33.00	\$231.00
G-PREMIUM	\$64.00	\$46.00	\$272.00
I-LUXURY	\$78.00	\$66.00	\$331.00
L-4WD/AWD SUV	\$78.00	\$66.00	\$331.00
R-MINIVAN 2WD	\$81.00	\$68.00	\$339.00
U-CONVERTIBLE	\$78.00	\$66.00	\$331.00

General Information

Meeting rates are guaranteed from one week prior through one week after the meeting dates and are subject to availability. Advance reservations are recommended, blackout dates may apply. Government surcharges, taxes, tax reimbursement, airport related fees, vehicle licensing fees and optional items, such as refueling or additional driver fees, are extra. Minimum rental age is 25 (exceptions apply). Standard rental conditions, qualifications and return restrictions apply. In the continental U.S. and Canada weekend rentals are available for pick-up between noon Thursday and noon Sunday and must be returned no later than Monday at 11:59 p.m. Thursday pick-up requires a minimum three-day keep. Friday pick-up requires a minimum two-day keep, and Saturday and Sunday pick-up require a one-day keep. Weekly rentals are from five to seven days. Extra day rate for Weekly rentals will be charged at 1/5 of the Weekly Rate.

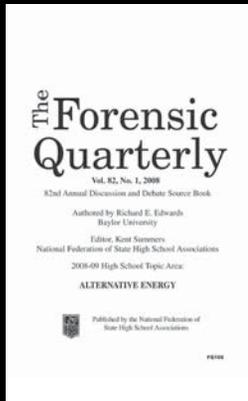
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For 84 years, **The Forensic Quarterly** has remained one of the most credible and valuable resources for policy debaters and coaches across the country. Four issues are published each year at \$6.75 per issue. FQ1 is an overview of the topic; FQ2 is a bibliography of possible research materials; FQ3 includes potential affirmative cases; and FQ4 includes possible negative cases.

The **NFHS Coach's Manual for Speech and Debate** is designed specifically for novice coaches. The manual contains information on a number of elements of coaching, including contest descriptions, finances, travel, judging, attending tournaments and building and developing a squad. The loose-leaf notebook format makes it easy to add information specific to your state. Cost is \$20.20 plus shipping and handling.

Thirty-one low-cost speech and debate booklets are available. Titles of some of those booklets are: An Introduction to Debate; Lincoln Douglas Debate: The Basics of Value Argumentation; Oral Interpretation: Preparing and Performing Literature; Parliamentary Debate; Rebuttals and Extensions in Debate; Understanding the Counterplan; Public Forum Debate: An Introduction; Topicality: Theory and Practice; and Preparing and Performing a One-act Play. Each booklet is \$3.25.

DVDs and Videos are available on a variety of topics. A video on Public Forum Debate is available in VHS format. A DVD is available on both Original Orator and Lincoln Douglas Debate, and a DVD on the Military Presence Policy debate resolution will be available in July 2010.

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

To order any of these materials, call NFHS customer service toll free at

1-800-776-3462

or

order online at www.NFHS.com.

Coming Soon – All booklets will be available online to NFHS Speech, Debate and Theatre Association members. \$1 million excess liability and access to all 31 booklets for an annual membership fee of \$20. Go to www.nfhs.org, and click on "join or renew."

Illinois State University

Summer Speech and Debate Institutes



Important Dates:

Debate & Public Address: July 11-July 16

Oral Interpretation: July 18-July 23

Why should you choose ISU ?

- ◆ *Debate students can choose from **LD, Policy, Public Forum or Congress***
- ◆ *IE Students can complete up to **four events***
- ◆ *Policy students receive a **substantial evidence packet** upon arrival*
- ◆ *Our counselors are **nationally ranked** in high school or college competition*
- ◆ *Competitors both qualify for and succeed at **NFL Nationals***
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- ◆ *Full & partial IE scholarships available*



What do our campers have to say?

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"I always had a good time no matter what I was doing!"

"I've never felt so PREPARED for the season!!"

For more information:

Speech - Megan Koch
mkoch@ilstu.edu
(309)438-8447

Debate - Donald Peters
djpete2@ilstu.edu
(309) 438-2321

Complete an application:

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A not-for-profit camp dedicated to making quality debate instruction affordable

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2-week programs: **\$975**

LD: July 19-31st, 2010

Policy Debate: July 19-31st, 2010

1-week programs: **\$650**

Public Forum: July 19-25th, 2010

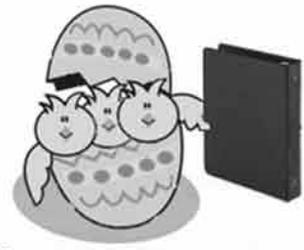
Student Congress: July 25-31st, 2010

The Southwest Debate Institute will be held in the summer of 2010 on the campus of Barrett, the Honors College at Arizona State University. This brand-new, state-of-the-art facility will bring together coaches with a broad range of skill and experience, guest speakers with unique perspectives and ideas, and students from around the country for a couple of weeks of awesome instruction, high-energy debate, and quality preparation for the 2010-2011 season.

www.southwestdebateinstitute.org



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Of Forensics

July 11th-25th, 2010

Extended Session

July 26th-28th



More information at
www.gmuforensics.org/gmif

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Dr. Peter Pober at
(703)993-4119



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National Summer Institute in Forensics

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June 27th - July 4th

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Director: Fred Robertson, coach TOC PF Top Speakers

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Other Program Offerings

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3 week CX: June 21st—July 10th \$2,100.00*

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Policy Debate

Director: Dr. Brian Lain, University of North Texas

Four Week Session:	June 20 - July 17, 2010	\$3100
Three Week Session:	June 20 - July 10, 2010	\$2200
Two Week Session:	June 20 - July 3, 2010	\$1600
Skills Session:	July 10 - July 17, 2010	\$1000

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Lincoln-Douglas Debate

Director: Aaron Timmons, Greenhill School

Three Week Session:	June 20 - July 10, 2010	\$2200
Two Week Session:	June 20 - July 3, 2010	\$1600

Congressional Debate, Public Forum Debate, & Public Speaking

Director: Cheryl Potts, Plano Senior High School

Two Week Session:	June 20 - July 3, 2010	\$1600
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The Trophies You Will Earn

by Gay Brasher and Stacy Chang

NFL membership has benefits that extend far beyond tournaments and trophies: The skills students acquire through participation in speech and debate activities last a lifetime. Learning communication, leadership, social, and professional skills help forensic alumni succeed in many diverse situations, beginning with the classroom and continuing in the job market.

The following job descriptions are real ones. Organized by event, it is easy to see that forensics teaches students the skills that employers want. Clearly, trophies that students earn in competition are just the first of many “earnings” that result from an NFL education.

CLASSIFIEDS

Expository Speaking (Expos)

Learn skills in preparation for careers in research, marketing/advertising, public relations, communications, enterprise, education, journalism, TV journalism.

AAN Television: Marketing Coordinator
Skills Needed: Ability to present a professional demeanor, work well under pressure and maintain flexibility. Produces promotional materials by developing basic presentation approaches directing layout, design, and copy writing. Develops marketing strategies by examining client objectives planning, scheduling, and completing design.

Apple: Market Research Analyst EMEA
Skills Needed: Excellent communication/presentation skills. Excellent organizational and documentation skills. Strong data analysis (e.g., identifying data sources and needs). Proven ability to manage to deadlines.

Baker & McKenzie: Market/Business Development
Skills Needed: Excellent written and verbal communication skills. Superior attention to detail in the preparation of marketing materials. Ability to establish priorities and meet deadlines.

Apple: Communications Project Manager
Skills Needed: Flexibility that enables professional, efficient reaction to

directional changes. Excellent written and verbal communication skills. Strong analytical skills and ability to identify and communicate recurring questions and issues. Commitment to identifying and communicating innovative ideas to improve processes and performance.

Original Advocacy (OA) / Original Oratory (OO)

Learn skills in preparation for careers in public relations, international relations, human resources, enterprise, education, research, journalism, TV journalism.

Google: Account Associate (Advertising Department)

Skills Needed: Ability to absorb complex technical concepts and communicate them to a non-technical audience. Demonstrated creative problem-solving approach and strong analytical skills.

Google: Enterprise Business and Operations Analyst

Skills Needed: Superior communication—ability to take complex, ambiguous topics and create stories for different audiences. Excellent problem-solving, modeling, and analytical skills, and impeccable business judgment.

Mentornet.com: Media and Communications Director

Skills Needed: Ability to shape culturally sensitive messages across a wide range of audiences. Highly developed, positive,

motivating and effective written, oral, and interpersonal communication skills to engage an elite, diverse, intelligent professional community

Public Library of Science: Publications Assistant

Skills Needed: Excellent communication skills (written and verbal). Organizational skills (strong ability to prioritize, multitask, and work independently). Language ability (knowledge of grammar and attention to detail in proofreading)

NBC: Commercial Leadership Program
Skills Needed: Strong problem solving, written, verbal, presentation skills.

Original Prose and Poetry (OPP)

Learn skills in preparation for careers in publishing, editorial, creative writing, journalism.

Systemates: Creative/ Marketing Writer
Skills Needed: Strong technical writing, copyediting expertise; proofreading, fact-checking. Energetic, hard working, and flexible. Editing experience from creative writing. Ability to research and write case studies.

Macmillan: Development Editor
Skills Needed: Strong writing, presentation and other communication skills. Strong project management skills. Capacity to manage multiple projects concurrently

in a fast-paced environment. Ability to effectively communicate with customers, vendors, project managers, marketing managers, and sales reps. Proven ability to meet deadlines and work accurately.

Pearson Education: Project Editor

Skills Needed: Excellent oral and written communication, collaboration, and leadership skills; innovative; good planning, organizational, and multitasking abilities; strong computer skills.

**Dramatic Interpretation (DI) /
Humorous Interpretation (HI) /
Thematic Interpretation (TI) /
Duo Interpretation (Duo) /
Oratorical Interpretation (OI)**

Learn skills in preparation for careers in publishing/editorial, creative writing, broadcasting/music/film, journalism, TV journalism, theater, digital media, research.

McGraw Hill Company: Editor/Writer

Skills Needed: Communication, organization and ability to work with others. Must be able to work quickly under extreme pressure due to time deadlines while maintaining the integrity of the product and ensuring that the true meaning of the individual news stories is not compromised. Computer skills required to retrieve scripts. Able to utilize archive system. Editing and writing experience.

Showtime: Digital Media & Content

Skills Needed: Ability to take initiative and work independently and also work well in a team environment. Excellent writing skills and demonstrable ability to self-edit. Creative flair.

Sirius (XM) Radio: Talk Show Host

Skills Needed: Excellent time management skills, with the ability to prioritize and multi-task, and work under shifting deadlines in a fast paced environment. Ability to project a professional image on the air, over the phone and in person. Good public speaking skills. Ability to prepare and execute entertaining program on a daily basis. Do research necessary to conduct interviews and present topics effectively.

Cambridge Associates: Editorial Project Manager

Skills Needed: Ability to balance time between multiple projects simultaneously while ensuring accuracy and quality of reports and other materials. Exceptional proofreading skills; careful attention to quality and detail. Proven writing, editing, copyediting, and publications and project management skills.

Parliamentary Debate / Impromptu Speaking / Congressional Debate / Extemporaneous Speaking (Extemp)

Learn skills in preparation for careers in law/legal services, government, project/program Management, business/ strategic management, media/broadcasting, public relations, international relations, communication, international journalism.

Confidential Company: Staff Attorney

Skills Needed: Must be able to use time effectively, prioritize responsibilities and maintain high level of productivity. Must be capable of addressing and resolving obstacles. Must be capable of identifying processes or issues which are disruptive to the rapid and sizable flow of activity. Utilize writing skills and pretrial procedures to resolve case. Must also communicate well both verbally and in writing. Must research, develop strategy and prepare discovery.

Laureate Education, Inc.: Government Relations

Skills Needed: Knowledge of public policy issues. Solid research skills, using both Internet and hard-copy resources. Ability to work in team-oriented environment under tight deadlines, experience in a highly collaborative environment. Ability to maintain and ensure accuracy of a high volume of records and files.

Keyrose Corporation: Resolutions Team

Skills Needed: Able to prepare cases by establishing and monitoring calendar; expediting requirements and deadlines; documenting actions. Able to conclude cases by developing communication with parties; negotiating possible settlements.

Tides: Human Resource Generalist, Projects

Skills Needed: Superior verbal and written communication skills. Excellent interpersonal, coaching, investigative,

conflict resolution, mediation and negotiation skills. Self-motivated and able to work both independently and as a collaborative team member.

**Lincoln Douglas Debate (LD) /
Policy Debate / Public Forum (PF)**

Learn skills in preparation for careers in law/legal services, government, public relations, international relations, communication, human resources, education, business/entrepreneurship, international journalism, administrative.

MedImpact: Staff Attorney

Skills Needed: Experience resolving conflict between groups with opposing perspectives, agendas, or priorities. Ability to respond to inquiries from regulatory agencies, customers, and business community. Excellent analytical and writing skills. Possess strong interpersonal and communication skills.

Triple 1: Project Administrator

Skills Needed: Must have strong problem solving skills. Must have excellent verbal and written communication skills. Good organizational and documentation skills required

Department of Treasury Internal Revenue Services (IRS): Direction of Research, Analyst & Statistics

Skills Needed: Must have leadership skills, ability to work with an organization of people, must be comfortable discussing complex economic and tax administration issues.

IBM: Collections Manager

Skills Needed: Able to make coherent arguments and explain complex techniques to the wider business. Ability to draw conclusions from limited data. ■

About the Authors

Gay Brasher is a five-diamond coach and NFL Hall of Fame member from Leland High School in California. **Stacy Chang** is a 2008 Leland graduate, where she was a member of NFL and a state finalist in Expository Speaking.

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- **Just Write It:** Help students find out what college faculty are really looking for in their writing.
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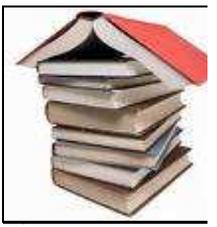
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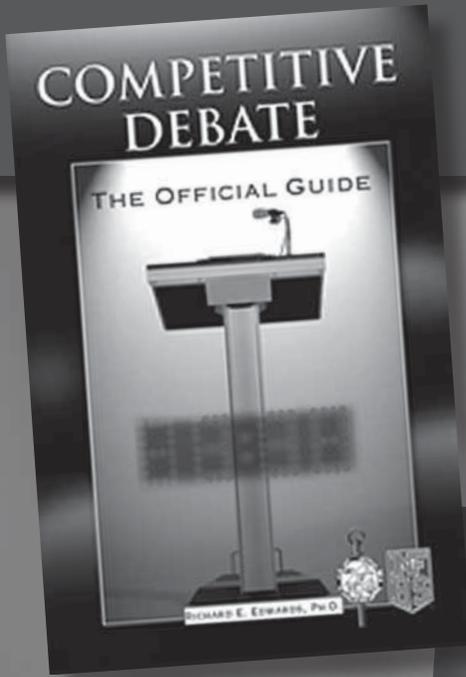
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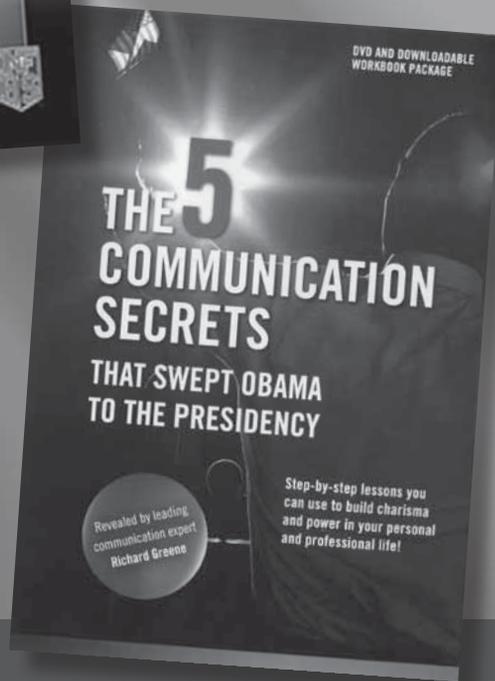
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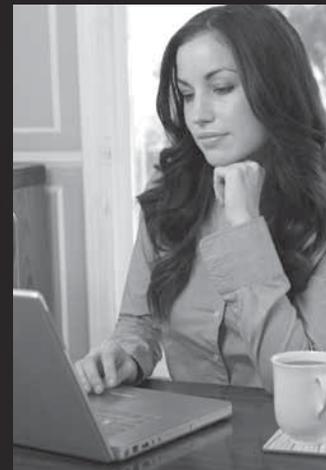
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Curriculum Corner

Pedagogical and Scholastic Arguments for Forensics

Scholastic Benefits of Speech and Debate Activities

Prepared by the National Forensic League

Freedom of expression is the cornerstone of a democratic society, and intrinsic to the mission of National Forensic League. It is also inherent in the purpose of K-12 education to instill literacy and civic engagement. With many experts calling the 21st century economy “cognitive,” it’s more important than ever to teach young people **how to think**.

Speech and debate provide powerful instructional and assessment tool for advancing many of the goals required by such measures as *No Child Left Behind*.



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- ❖ **Research methodology and information literacy**
- ❖ **Higher-level thinking through application, analysis, synthesis, evaluation and creativity**
- ❖ **Listening and speaking—two overlooked zones of language literacy**

1. **Critical thinking skills.** A wide body of research conducted at institutions including Yale University, Truman State University, and the National Forensic League has established that students involved in debate and speech consistently display higher levels of critical thinking skills, which correlates to increased problem-solving abilities and overall academic performance.
2. **Unique benefits for gifted and at-risk students.** Students who need to move at their own pace find intellectual stimulation in debate. When engaged, both groups of students act out less, by as much as 50%, according to a 2005 study.
3. **Higher performance on standardized tests.** Debate students tend to score better on standardized tests including the SAT and ACT, as well as state accountability assessments. As high school coach Rusty McCrady notes, “Not only do forensics and debate foster creative and intelligent citizens for the 21st century, they may even help your local school system win the numbers game.”
4. **Improved graduation and retention rates.** Students who participate in debate and speech are more likely to graduate high school and attend college than their peers. A study by Professor Briana Mezuk in the *Journal of Negro Education* revealed, “among African American male students, debaters were 70 percent more likely to graduate from high school, three times less likely to drop out, 50 percent more likely to reach the ACT college-readiness benchmark for English, and 70 percent more likely to reach the ACT benchmark for reading” (from NFL partner, the National Association for Urban Debate Leagues). Additionally, Professors Colbert & Biggers noted in the *Journal of the American Forensic Association* that 90% of debaters go on to earn at least one graduate degree.
5. **Improved access to content material.** Students who speak and debate form personal connections with material, improving their memory and understanding of the material. As concluded by the journal *Argumentation and Advocacy*, incorporating oral language skills into instruction enables students to “build links between words and ideas that would otherwise be perceived as separate and as having less meaning” (2000, p. 163).

R = Reading

S = Speaking

W = Writing

L = Listening

SS = Social Studies

Meeting Cross-Disciplinary Core Standards

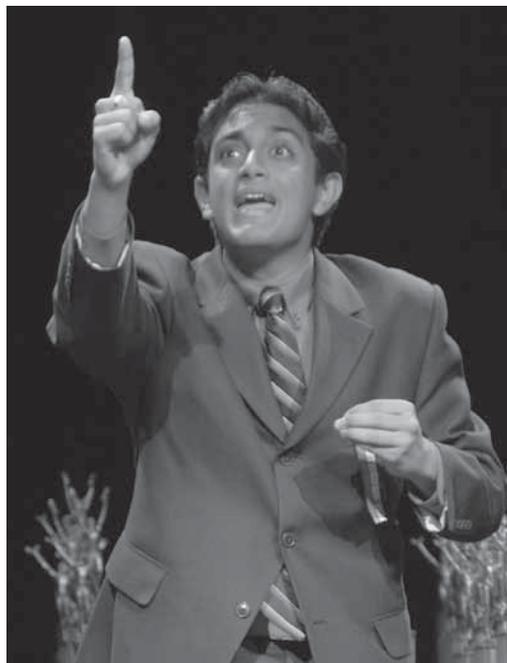
Prepared by the National Forensic League

Traditional teaching methods of lecturing to students who would passively take notes have been widely abandoned in favor of more interactive, student-centered, experiential learning. While the *No Child Left Behind* law has attracted immense controversy, it has forced school districts and states to more closely measure and monitor achievement, and hold schools accountable for results. The law advocates experiential learning and higher-level critical thinking, since research has shown those approaches to positively affect achievement.

Mirroring that traditional, passive approach are scholarship programs, such as oratorical contests, where students enter, may advance to further levels of competition, and win prizes. This progression is very linear and quite finite. There is little interaction among students, and once the contest is over, there's little continuity of participants from year to year.

Through fostering intrinsic motivation through contest speaking, students who engage in forensic activities are driven to express themselves and their understanding of issues through research and critical thinking. Here, several skills cultivated through various speaking, debating and literary interpretive events are matched with College Board Standards for College Success (CBSCS) in English Language Arts (<http://professionals.collegeboard.com/k-12/standards>), covering the four zones of literacy: Reading (R), Writing (W), Speaking (S) and Listening (L). The National Communication Association endorses these competencies, which are comparable to standards enumerated by the National Council of Teachers of English.

The following charts also acknowledge where National Council for the Social Studies (SS) standards (<http://www.socialstudies.org/standards/strands>) are met. Finally, where use of media and technology help students construct their speeches, debate cases, and literary programs, they employ several standards of the International Society for Technology in Education (<http://www.iste.org/NETS>).



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Giving Youth a Voice

Standards Met: Debate, Oratorical, and Extemporaneous Speaking

Skills and Activities	Standards Met
<ul style="list-style-type: none"> ❖ Researching to build a debate case or construct a persuasive speech. ❖ Building vocabulary specific to the discipline to which they speak or debate. 	<p>R1. Comprehension of words, sentences, and components of texts</p>
<ul style="list-style-type: none"> ❖ Evaluating credibility of research found, as well as challenging others' in debate. ❖ Drawing on myriad expert sources to develop a credible argument in a speech or debate case. ❖ Showing sensitivity to diverse views and cultures, as well as historical factors that influence perspective is key in building a credible speech or debate case. ❖ Explaining geopolitical and economic factors that influence the inherent forces at work with a particular speech or debate topic. Where applicable, weighing interdependence of foreign policies as they relate to peace, human rights, trade and global ecology. 	<p>R2. Using prior knowledge, context, and understanding of language to comprehend and elaborate the meaning of texts. R3. Author's purpose, audience and craft. R4. Using strategies to comprehend texts. SS1/3. Understanding culture, people, places, and communities. SS2. Time, continuity and change. SS4. Individual development and identity. SS5. Individuals, groups and institutions. SS6. Power, authority and governance. SS7. Production, distribution and consumption. SS8. Science, technology and society. SS9. Global connections. SS10. Civic ideals and practices.</p>
<ul style="list-style-type: none"> ❖ Outlining a speech or debate case and tailoring it to the specific type of contest event parameters. ❖ Understanding the ethical importance of honesty, students cite sources they've consulted. 	<p>W1. Rhetorical analysis and planning of purpose, goals, audience and genre. W2. Generating content—based on research. W3. Drafting text with an organizational structure and stylistic choices.</p>
<ul style="list-style-type: none"> ❖ Taking feedback from coaches and contest judges to adapt and improve. 	<p>W4. Evaluating and revising texts. W5. Editing to present technically sound texts.</p>
<ul style="list-style-type: none"> ❖ Exchanging ideas through debate. ❖ Connecting with audiences when speaking, influencing viewpoints of judges and other contestants. 	<p>S1. Understanding the transactional nature of the communication process.</p>
<ul style="list-style-type: none"> ❖ Engaging in cross-examination. 	<p>S2. Speaking in interpersonal contexts.</p>
<ul style="list-style-type: none"> ❖ Practicing and repeated presentation engenders enhanced proficiency. ❖ Using a formal, sophisticated, and rhetorical linguistic register. 	<p>S3. Preparing and delivering presentations.</p>
<ul style="list-style-type: none"> ❖ Taking notes in debate to track coverage of arguments by both sides. ❖ Preparing to ask meaningful questions in cross-examination. 	<p>L1. Understanding the transactional nature of the communication process. L3. Listening for diverse purposes: to comprehend, to evaluate, and to achieve empathy.</p>
<ul style="list-style-type: none"> ❖ Mastering tactics of focusing attention to listening to arguments by the debate opposition. 	<p>L2. Managing barriers to listening.</p>
<ul style="list-style-type: none"> ❖ Harnessing a variety of sources by which to consult as evidence for speeches and debate cases, and evaluating their credibility. 	<p>M1. Understanding the nature of media communication. M2. Understanding, interpreting, analyzing, and evaluating media communication.</p>

Standards Met: Literary Interpretive Performance

Skills and Activities	Standards Met
❖ Finding literary texts to perform.	R1. Comprehension of words, sentences, and components of texts
❖ Delving into the themes and meanings of texts to create meaningful performances that explore various facets of the human condition, bringing the author's intent to life.	R2. Using prior knowledge, context, and understanding of language to comprehend and elaborate the meaning of texts. R3. Author's purpose, audience and craft. R4. Using strategies to comprehend texts. SS1/3. Understanding culture, people, places and communities. SS4. Individual development and identity.
❖ Deriving themes from literature to craft an original introduction that prepares an audience to understand tone and purpose of the interpretive performance. ❖ Selecting the most poignant passages to perform, to drive expression of their central thematic concept, and to show character progression and/or progression of ideas.	W1. Rhetorical analysis and planning of purpose, goals, audience and genre. W2. Generating content. W3. Drafting text with an organizational structure and stylistic choices. SS2. Time, continuity and change.
❖ Taking feedback from coaches and contest judges to adapt and improve.	W4. Evaluating and revising texts. W5. Editing to present technically sound texts.
❖ Performing dialogue that acknowledges human motivations and conflicts.	S1. Understanding the transactional nature of the communication process.
❖ Working with coaches and peers to improve performance.	S2. Speaking in interpersonal contexts.
❖ Rehearsing and presenting literature that advances thematic ideas, and engages audiences.	S3. Preparing and delivering presentations.
❖ Listening to peer performances and contestants from other schools. Competition motivates students to incorporate tactics and ideas they encounter to improve their own performance.	L1. Understanding the transactional nature of the communication process. L3. Listening for diverse purposes: to comprehend, to evaluate, and to achieve empathy.
❖ Using a variety of media platforms as inspirational stimulus for gathering their literary selections.	M1. Understanding the nature of media communication. M2. Understanding, interpreting, analyzing and evaluating media communication.

Breaking Ranks Through Forensics: Achieving Reform with Debate and Speech Education

The National Association of Secondary School Principals adopted the *Breaking Ranks* series of strategies for high school and middle level reform that recognizes weaknesses in education and strives to bridge certain gaps to promote achievement. Many of these strategies can be actualized by embracing debate and speech education, whether curricular, extra-curricular, or both:

- ❖ **Core Area 1** (professional learning communities) calls for school communities to “*recognize diversity* in accord with the core values of a democratic and civil society” and provide **professional development** “to help educators appreciate issues of diversity and expose students to a rich array of viewpoints, perspectives and experiences.” The NFL is a professional organization for coach-educators, and offers several free and low-cost professional development resources and opportunities, such as **school faculty seminars**.
- ❖ **Core Area 2** (personalized school environment) calls for teachers to “convey a sense of caring.” **Coaching** of speeches, performances, and debate cases is one of the purest forms of teaching, because it’s **one-on-one** and happens over time. Students **build a rapport** with forensic educators, much like they do with counselors and advisers.
- ❖ **Core Area 3** (curriculum/assessment) is reached through the **myriad standards** enumerated above. Students are actively involved in their own learning, with repetitious interscholastic presentations serving as a form of ongoing, authentic assessment where students constantly improve based on **evaluative criticism**. As an honorary society, the NFL encourages students to speak beyond interscholastic contests: in **service** of a cause or community issue, and **outreach in the continuum** of middle and high school forensics.

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*as of January 26, 2010

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NCFL Champions '04, '05, '06, '08, '09

(Re) Presenting How to Defeat the Representations Critique Without Theory

by Scott Phillips

A representations critique is an argument that links not to the affirmative's plan text, but instead to the way they have described the world in order to explain why their plan is necessary. These critiques have a long list of possible justifications, but the most common one stems from the idea that the affirmative's descriptions of reality are not objective or value neutral, but are instead ideologically laden constructions. The most simple form of a representation critique can be thought of as a "bias" argument; no one would be shocked to see a piece of evidence from the Heritage Foundation about the benefits of tax cuts or from the Sierra Club about the dangers of global warming. Institutions or individuals who have a track record of arguing consistently for a certain political ideology are labeled (rightly or wrongly) conservative or liberal to represent this bias. When evaluating evidence from a source that is thought to be biased, many judges will naturally discount the weight they give to such "biased" evidence. This is because the judge assumes that the ideological "glasses" worn by the author filter/limit their interpretation of the world in such a way that their conclusions can no longer be trusted. While few would object to a bias argument with debate theory, they usually will when that bias argument is explained as a representations critique.

In order to understand how to defeat the representations critique, it is important to understand exactly what they are saying. Therefore, let us first examine two crucial arguments contained in most representations critiques—the distinction between "problem solving theory" and "critical theory" and the idea of social constructionism. As with many ideas in debate, these two theories have been appropriated by debaters, and as such, there is not a direct one-to-one translation into the debate context, they have largely been

instrumentalised to fit the mold of debate argument.

The distinction between problem solving theory and critical theory comes (primarily) from Robert Cox and an article in the 1981 *Millennium Journal of International Studies*.¹ According to Cox, problem solving theory "takes the world as it finds it, with the prevailing social and power relationships and the institutions into which they are organized, as the given framework for action. The general aim of problem solving theory is to make these relationships and institutions work smoothly by dealing effectively with particular sources of trouble... the general pattern of institutions and relationships is not called into question." This is in contrast to critical theory which "stands apart from the prevailing order of the world and asks how that order came about." As used in debate, the affirmative represents an example of problem solving theory; they take existing orders (the government, the law, certain theories of international relationships) and attempt to make them function more smoothly (to eliminate harms). The negative's representations critique represents critical theory—it says before we can consider using these structures/systems to improve their function, we should ask a series of related questions about where these things come from and whether or not they are legitimate. The affirmative may say the US should enact a "cap and trade" program to spur investment in green technology and shore up US technological competitiveness, because failure to do so would result in a collapse of US leadership, which is crucial to global stability. The negative would say that such an argument presupposes many ideas about the world, and more specifically, theories of economic and international relationships that are in many ways suspect. The negative will argue that if the affirmative's understanding of the international system is flawed, then it does not make sense to adopt cap and

trade—since the arguments in favor of it are therefore also suspect. To sum up, the negative is arguing that in order to properly make a decision about a policy, we must interrogate the justifications for that policy, and more specifically, the epistemological (knowledge systems) and ontological (ideas about identity) assumptions of that system.

The second argument is that language affects reality. This argument is often misunderstood or over claimed, and so analytical clarity here is particularly important. The weak form of this argument basically says that language does not change material reality, but it does change our perceptions/interpretations of reality. This is the argument advanced by Roxanne Doty in probably the most influential work from which these critiques draw:

The goal of analyzing these practices is not to reveal essential truths that have been obscured, but rather to examine how certain representations underlie the production of knowledge and identities, and how these representations make various courses of action possible... Such an assertion does not deny the existence of the material world, but rather suggests that material objects and subjects are constituted as such within discourse. So, for example, when US troops march into Grenada, this is certainly "real," though the march of troops across a piece of geographic space is in itself singularly uninteresting and socially irrelevant outside of the representations that produce meaning. It is only when "American" is attached to the troops and "Grenada" to the geographic space that meaning is created.²

This weak form does not deny that there are certain things/people/events that exist in the world; it merely acknowledges that how we perceive those things is heavily influenced by language. In essence, it

argues that perception is not a passive exercise, but is instead an active attempt to impose order on the world—an order informed by the perceiving subject’s prior knowledge. Thus, if you think that China is hostile and expansionist, you would perceive certain actions—say, their development of a space program—as an attempt to militarize space instead of a peaceful scientific endeavor. The strong version of this argument, and what I believe to be a misrepresentation, is to argue that language literally alters material reality. This is most often explained by negatives through reference to a self-fulfilling prophecy—constructing China as a threat causes them to become a threat. However, this explanation is faulty because it is not the language of the affirmative’s representations that cause China to become a threat; it is the actions policy makers take, based on this explanation, that cause an action/reaction cycle of enmity and arms racing. Since policy makers believe China to be a threat, they take actions to defend themselves, and those actions are then (mis)perceived by China and used as justification for Chinese build up, etc. While the weak form is almost impossible to deny, the strong form falls prey to any number of simple arguments (*does saying, “it’s hot outside” end winter? is a classic example from a prominent affirmative card*). For the sake of the rest of this piece, we will assume the negative is advancing the weak form.

Theory indictments of representations critiques are, in my mind, problematic because the negative argument that our understanding of the world influences the choices we make about what policies to support is almost uncontested. How we should approach China, for instance, would be radically different depending on whether we thought China was a rising realist power, or if we thought China was an emerging liberalist state. Since most theory arguments are unable to explain how we can include these important discussions, but still focus on the plan, they are fatally flawed. The negative will be able to win that it is better for education and for the process of policy making, that we include a discussion of representations. Furthermore, they argumentatively take a gun to a knife fight. The negative is not advancing a “theory” based reason for why representations should be important. They are making a logical, philosophical case for their relevance. Saying “this discussion should not be allowed” does not answer that the discussion is crucial to a proper understanding of the issues at hand. If a rich understanding of the issues is prevented by theory, the activity of debate

becomes vacuous. Since the negative is not using theory to prove the importance of representations, it is my contention that the affirmative should engage them in the substance of their substantive arguments.

The first argument the affirmative needs to make revolves around using the negative’s evidence against them. The negative advances the argument that language shapes reality in order to prove that any harmful rhetoric employed by the affirmative will cause damage in the real world. The flip side of this coin, however, is that the affirmative can argue that any positive language they use will equally have real world effects. So while it may be true that an advantage about the Middle East peace process does cause increased hostility between Israeli and Palestinian authorities, if that rhetoric also promotes US leadership, it could still be, on balance, desirable. A form of this argument that most teams have been making for a decade (but poorly explaining) is the claim that “realism is inevitable.” Realism is a theory of international relations that (generally) posits that states are the dominant actor, they act in their own self interest, and as a result, the international arena is prone to anarchy or instability. The argument that realism is inevitable is used to answer critiques that offer an alternative version of how the world operates—for example, the common critique of security as advanced by the Copenhagen School. This argument says that instead of being an objective feature of reality, security is a social construct. What it means to be secure (as a subject or nation) is defined by language, and since language is unstable, therefore security is unstable. The impact claim is that since total security is an illusion, the process of striving to achieve security will necessarily be a violent one as states misperceive and overreact to the actions of other states (often referred to as the security dilemma). Here the argument that realism is inevitable is essentially a uniqueness press—states will always act this way, so the security dilemma is unavoidable. One of the many reasons given for why realism is inevitable is that it is embedded in the minds of policy makers around the globe. The negative’s argument that the affirmative security representations feed the security dilemma implicitly concedes this claim by acknowledging that other leaders will act to arm themselves when they perceive it to be in their own self interest. Saying the affirmative’s language can cause this sort of realist action is recognition of the inevitability of realism. Students of the Copenhagen school explicitly acknowledge this point:

although the evolution of realism has been mainly a disappointment as a general causal theory, we have to deal with it... To dispose of realism because some of its versions have been proven empirically wrong, ahistorical, or logically incoherent, does not necessarily touch its role in the shared understandings of observers and practitioners of international affairs. Realist theories have a persisting power for constructing our understanding of the present... Despite realism’s several deaths as a general causal theory, it can still powerfully enframe action. It exists in the minds, and is hence reflected in the actions, of many practitioners. Whether or not the world realism depicts is out there, realism is... realism is a still necessary hermeneutical bridge to the understanding of world politics. Getting rid of realism without having a deep understanding of it, not only risks unwarranted dismissal of some valuable theoretical insights that I have tried to gather in this book; it would also be futile. Indeed, it might be the best way to tacitly uncritically reproduce it.³

While this evidence does not directly discuss the value of representations critiques, it is an on-point answer to the idea that changing our representations would result in a better form of politics/process of policy making. Furthermore, the negative’s epistemological claim, that security is not objective, is also answered explicitly. While these arguments may be “defensive” in nature, they so fundamentally respond to the negative’s argument that it will be easy to win a small risk of your case, enough for the judge to vote affirmative.

The second important argument is to challenge the preeminent position of representations in the debate. As mentioned previously, the negative is arguing that representations logically must come first because we have to understand the world/the problem before we can decide what to do about it. While this may seem obvious, it is in fact a disputed concept—we don’t always have the luxury of waiting for epistemological certainty before we are able to make a decision. Writing in response to Cox, Owen states it this way:

‘[a] frenzy for words like “epistemology” and “ontology” often signals this philosophical turn... such a philosophical turn’ is not without its dangers... it has an inbuilt tendency to prioritise issues of ontology and epistemology over

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explanatory and/or interpretive power as if the latter two were merely a simple function of the former... prioritisation of ontology and epistemology promotes theory-construction from philosophical first principles, it cultivates a theory-driven rather than problem-driven approach to IR... this is to misunderstand the enterprise of science since ‘whether there are general explanations for classes of phenomena is a question for social-scientific inquiry, not to be prejudged before conducting that inquiry.’⁷ Moreover, this strategy easily slips into the promotion of the pursuit of generality over that of empirical validity.⁴

The ability of problem solving theories to act based on empirical evidence and generalities are in this light an advantage crucial to coping with a rapidly changing international arena. If a crisis is looming, representational purity is probably a standard we cannot afford. This evidence is also powerful because it provides a solid defense of empiricism. It may be true that our understanding of a subject is necessarily incomplete, but if a particular understanding has been effective in guiding action, then we can act with a reasonable degree of certainty. It is important to remember that one of the arguments the negative absolutely must win for a representations critique to be effective is that the affirmative representations are not just dangerous but are in fact inaccurate. If China is hostile and plans to attack the US, then it is probably irrelevant that the way we know that is not epistemologically sound; just because you’re paranoid doesn’t mean that they aren’t after you. A thorough reading of this article will arm you with all the necessary evidence to respond to the epistemological and ontological justifications for the prioritization of representations or any other form of critique.

The final argument you must respond to is the political one—that representational systems are always designed for someone and for some purpose, so we must challenge their support of oppressive and/or hierarchical social structures. While agreeing that these structures should be challenged, many critics disagree that representations (or language) are the crucial site at which people should resist. In many cases, representations critiques are used to argue against affirmatives whose plans would no doubt improve material conditions for many. The negative team who argues that

representations are more important than this pragmatic benefit leaves themselves open to a counter critique that their extreme focus (or obsession) with language is in and of itself politically disastrous:

the discourse and concerns of foreign policy decision makers are quite different, so different that they constitute a distinctive problem solving, theory averse, policy making subculture. There is a danger that academics assume that the discourses they engage are more significant in the practice of foreign policy and the exercise of power than they really are... The assumption that it is representations that make action possible is inadequate by itself. Political, military, and economic structures, institutions, discursive networks, and leadership are all crucial in explaining social action and should be theorized together with representational practices... there is a danger of fetishizing this concern with discourse so that we neglect the institutional and the sociological, the materialist and the cultural, the political and the geographical contexts within which particular discursive strategies become significant. Critical geopolitics, in other words, should not be a prisoner of the sweeping ahistorical cant that sometimes accompanies ‘poststructuralism.’⁵

So in the same way the negative is arguing that the affirmative’s epistemology is incomplete, the affirmative can argue that the methodology of the representations critique is likewise incomplete because it ignores structures, institutions, and other factors that go into political decision making. This is an important argument for the affirmative because if they can win that the judge should not exclusively look to representations but should instead look at the entire IAC in context, they will be in a much better position. This can be illustrated by way of example. If the affirmative reads a hegemony advantage, the negative may argue that their desire to police and control the globe betrays a violent belief in US omnipotence.⁶ If the affirmative is debating next year’s topic, however, and is arguing for a full withdrawal from Iraq and Afghanistan, their plan adds crucial context to the debate that would change how their representations should be interpreted. In short, while an exclusive focus on the plan may ignore the crucial issue of representations, exclusive focus on

representations is not a sound remedy.

These arguments barely scratch the surface of the substantive responses the affirmative can make to critiques of representations. Depending on what your affirmative is about, you can find specific indictments of representations critiques from environmentalists, Marxists, feminists, and most other schools of political theory. These more specific answers are more useful than theory because they implicitly set up an “even if” comparison: even if representations do affect reality and the likelihood that our plan would solve for the harm, you should still vote affirmative because XYZ. Unlike theory based objections, they engage directly with both the negative’s policy related impacts and their claim that representational analysis should have unique weight in the debate. Direct argumentative clash not only improves the competitive aspects of debate, but also the educational ones. ■

End Notes

- 1 Robert W. Cox, “Social Forces, States and World Orders: Beyond International Relations Theory,” *Millennium Journal of International Studies*, Vol. 10(2), 1981 p. 126-55
- 2 Roxanne Lynn Doty, *Imperial Encounters*, p. 5-6
- 3 Stefano Guzzini, *Realism in International Relations and International Political Economy*, 1998 p. 234-5
- 4 David Owen, “Reorienting International Relations,” *Millennium Journal of International Studies* Vol 31(3), 2004 p. 655-7
- 5 Gearoid Tuathail, “The patterned mess of history and the writing of critical geopolitics: a reply to Dalby,” *Political Geography* 15(6-7), 1996 p. 664
- 6 Robert Lifton, *The Superpower Syndrome: America’s Apocalyptic Confrontation with the World*, 2003

About the Author

Scott Phillips is the Director of Debate at The Potomac School in McLean, Virginia, and an assistant debate coach for Dartmouth University. In high school he was a four-time NFL nationals qualifier, CFL champion, and top speaker at the Tournament of Champions.

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In the spring of 2010, the NFL Board of Directors approved the creation of the first supplemental debate event for pilot implementation at the 2010 Kansas City National Speech and Debate Tournament.

Crafting a supplemental debate event requires many considerations including time, format, structure, and understandability. After significant discussion and collaboration, a model has been developed that would modify existing rules of Parliamentary Debate to address the needs of a supplemental event at nationals.

The one-on-one debate format will address a topic that changes each round. The debate does not permit published material to be used or consulted during the round, but debaters may reference scholarly work in their speeches. Debaters will not read pre-written speeches, briefs, or evidence. Instead, debaters speak impromptu from a few notes that record the arguments the other debater made, as well as outline his/her own main points. Each of these points should be signposted, explained, supported by relevant facts and examples, and given impact. Debaters must learn to think on their feet, adding and elaborating upon arguments while speaking. However, unlike Parliamentary Debate, all time is protected. A speaker may not interrupt another. There is designated cross-examination of the proposition and opposition by the opposing debater immediately following the constructive speeches.

Time Limits

- Each debater is allotted up to two minutes per speech and three speeches.
- All speech time is protected time. A speaker may not interrupt another.

- One minute of mandatory prep time will occur prior to each set of rebuttal speeches, to be used by both debaters at the same time.

Resolutions

- A different resolution for each round will be used. The list of all possible resolutions will be presented to the debaters during supplemental re-registration. The list will include approximately 20 resolutions.
- All resolutions debated will be straight resolutions (meant to be debated literally) in the form of “Be it resolved that...”
- The topic of each round will be about current affairs or philosophy. The resolutions will be general enough that a well-educated high school student can debate them. They will be phrased in literal language.
- Resolutions to be debated might include:
 - Be it resolved that the Middle East peace process is futile.
 - Be it resolved that the minimum wage in the United States should be reduced.
 - Be it resolved that looting is morally acceptable in times of crisis.

Objective of the Debate

- The proposition debater must affirm the resolution by presenting and defending a sufficient case for that resolution. The opposition debater must oppose the resolution and/or the proposition debater’s case. If, at the end of the debate, the judge believes that the proposition debater has supported and successfully defended the resolution, they will be declared the winner. If the

judge believes the opposition debater has successfully undermined the case for the resolution, he or she will be declared the winner.

During the Debate

- No published materials (dictionaries, magazines, books, etc.), prepared arguments, or resources for the debaters’ use in the debate may be brought into the competition room.
- Debaters may refer to any information that is within the realm of knowledge of liberally educated and informed citizens. Judges will disallow specific information only in the event that no reasonable person could have access to the information: *e.g.*, information that is from the debater’s personal family history. ■

Format • Time Limits

Proposition Constructive.....	2 min
Cross-Examination of Proposition.....	1 min
Opposition Constructive	2 min
Cross-Examination of Opposition.....	1 min
Mandatory Prep Time	1 min
Proposition Rebuttal.....	2 min
Opposition Rebuttal	2 min
Mandatory Prep Time	1 min
Proposition Rebuttal.....	2 min
Opposition Rebuttal	2 min
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April's Book of the Month:

Wisenheimer: A Childhood Subject to Debate

Oppenheimer, M.. (2010). *Wisenheimer: A Childhood Subject to Debate*. New York: Free Press.

This month's Billman Book Club selection is an optimistic auto-biographical look at the talkative childhood and, later, outstanding debate career of Mark Oppenheimer. Today, Oppenheimer is a regular writer for *The New York Times Magazine*, *Slate*, *The New York Times Book Review*, *The Boston Globe*, and *The Forward*. He is the author of two books, a founding editor of *The New Haven Review*, and an occasional commentator on NPR's *All Things Considered* and *Day to Day*. Before he was any of these things, he was a wisenheimer.

As the book's interior notes, a wisenheimer is a smart aleck—someone a bit too precocious for his or her own good. Oppenheimer fits the bill perfectly, recalling childhood debates with adults and mischievous exploits that often landed him in trouble. After years of struggling with his gift for language, he finally finds a niche in debate. The book, which covers both the prelude to debate and the magical years in the trenches, explores just how fun being a talkative kid can be.

I had the opportunity to speak with Oppenheimer on the eve of *Wisenheimer's* publication. We talked about debate, language, and finding a place to fit in when you aren't like everyone else.



Jenny Corum Billman: *How did you decide to write a memoir?*

Mark Oppenheimer: It didn't start out that way—I was initially going to write a book about oratory in American culture generally. I had a whole outline for the book—it was going to start with the Revolutionary Era, debates about secession

and so forth—all the way to the present tense, ending with Obama's speech at the Democratic National Convention in '04. But I was bored by my own research—not because the topic was boring, but because I realized my relationship to oratory was a very personal one. The only way I wanted to talk about oratory was what it meant to me in my own life and how it helped me grow up as a kid.

So I scrapped a year's worth of research and started writing a memoir. My first publishing house refused to publish a memoir. I had to give the money back and start looking for another publisher. I was very grateful when an editor at Free Press liked the idea.

JB: *Some of the stories you share (one in particular involves a prank on a girl named Kelly) are very personal. Was it difficult to share intimate details of your life?*

MO: That one wasn't hard for me because I have no idea where Kelly is, and I



Mark Oppenheimer

“Too often when we think of gifted children, we think of math and science prodigies, and they get a lot of attention. It’s very different being gifted with words.”

don’t worry that she will find [the book]. It was harder writing about girls from my high school years. Nina, a former girlfriend, read the section about herself and graciously said, “That’s fine, go ahead and print that.” Sari, another girl mentioned in the book, never got back to me. I assume that she thought it was fine. One old friend threatened to sue me if I included certain stories in the book. He wrote me back and Cc’d his lawyer on the e-mail. Whenever you are writing about living people, you are putting yourself on the line.

JB: *It sounds like writing a memoir can be fairly risky! Did anyone try to discourage you from doing it?*

MO: No, people were very encouraging. I think it’s very important that this isn’t a typical memoir; it’s really about a specific aspect of my childhood. It’s about [my childhood] as it relates to language and speech and debate. People might be less enthusiastic if I wanted to tell everything. Who would want to read that? I’m not that interesting. It’s not about that. It’s not about every bit of gossip. It’s really about the amazing people I knew through speech and debate.

JB: *Was it difficult to transition from debating to writing?*

MO: Writing is a different art. There are lots of people who are good talkers who are bad writers, and vice versa. It’s unusual to

find someone who can do both. Hanna Rosin writes for *The Atlantic* magazine. She can do both, but she is the exception. If you want to switch from speaking to writing, you have to be prepared to get your butt kicked again. You may be a champion debater, but you may be a novice writer.

JB: *What message do you want people to take away from Wiseneheimer?*

MO: I think it’s about kids who talk a lot. It’s about growing up as a child and as a teenager in America, enjoying words, and big words. Too often when we think of gifted children, we think of math and science prodigies, and they get a lot of attention. It’s very different being gifted with words. It changes your relationship with other children, with adults. A lot of people think it’s a bad thing. So the book is sort of a defense of gifted children.

JB: *The last line of Wiseneheimer is, “Good talkers aren’t made, they are born.” What do you mean by that?*

MO: I do think that the best orators have a natural gift. I don’t think that you can teach someone to be great. I think you can teach someone to be good. Great speech or oratory is an art form, and it has to come from a love of language. I think that unfortunately, there are coaches who don’t think that language is part of it. They think that it is simply about reason and logic. Those are certainly important parts of it, but I would

never discount the importance of rigor and philosophy.

JB: *Looking back on your career as a debater, what skill that you learned then do you use most now?*

MO: Definitely the thinking skills. That it’s not just about winning arguments, it’s really about clarifying ideas. The best coaches teach their students a love of thinking, a love of ideas. The other great thing you learn is how you give a good speech. You learn to give a speech that anyone could understand.

JB: *It sounds like you have gotten a lot out of forensics. Do you think your daughters will debate?*

MO: Only one of them talks so far. She certainly talks a lot! I hope that she figures out what the best activity for her is. [But if they wanted to debate] I would tell them to do it. I would tell them not to think too much about the winning and losing. Just think about learning, learning ideas, becoming more intellectually sophisticated. Think of it as a life skill. ■

About the Author

Jenny Corum Billman is the Coordinator of Public Relations 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 the forensic team and a Scholar of the College.

Note: This feature is intended to discuss literature for the benefit of NFL members. The views expressed by the authors of books discussed in this column do not necessarily reflect the views of the National Forensic League or its employees. Review of a book does not constitute endorsement by the NFL.



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Spokane, WA • July 11-24, 2010

Events: Policy Debate

Gustavus Adolphus College Summer Speech Institute

St. Peter, MN • July 25-31, 2010

Events: Speech/Interp

James Madison University Speech & Debate Institute

Harrisonburg, VA • June 20-July 3, 2010

Events: Policy, LD, Congress, PF, Speech/Interp

Kansas State Wildcat Debate Workshop

Manhattan, KS • July 4-25, 2010

Events: Policy

Liberty Debate Institute

Liberty University, Lynchburg, VA • June 20-26, 2010

Events: Policy, LD, Congress, Rhetoric/Logic (Oratory)

Mean Green Workshops

University of North Texas, Dallas • June 20-July 3, 2010

Events: Policy, LD, Public Speaking

Nebraska Debate Institute

Southwest High School, Lincoln, NE • July 23-31, 2010

Events: Policy, LD, PF

Ohio University

Athens, OH • July 18-24, 2010

Events: PF, Speech/Interp

The Perfect Performance

Creekview HS, Carrollton (Dallas), TX • June 21-30, 2010

Events: Speech/Interp, Congress

Spartan Debate Institute

Michigan State University, East Lansing • July 5-10, 2010

Events: Policy

Summit Debate Institutes

Session 1: Nova Southeastern University, Ft. Lauderdale, FL

June 27-July 11, 2010

Events: Congress, LD, PF, Model UN, Speech/Interp & Audition Workshops

Session 2: Emerson University, Boston, MA

July 18-Aug. 1, 2010

Events: Congress, LD, PF, Model UN, Oratory, Extemp, InterProd (Interp/Audition)

Sun Country Forensics Institute

St. George, UT • July 18-31, 2010

Events: Policy, LD, PF, Speech/Interp

Victory Briefs Institute

University of California, Los Angeles • Aug. 8-14, 2010

Events: LD

Whitman National Debate Institute

Walla Walla, WA • July 18-Aug. 6, 2009

Scholarships Available: (1) one-week tuition + (2) \$250

Discounts (Note: Coaches also must submit three letters of recommendation, attesting to their professionalism and commitment to coaching.)

Events: Policy, LD, PF



For convenient links to each of these Web sites, visit www.nflonline.org/CoachingResources/CoachWorkshops

New Diamond Coaches



Paul Gieringer has coached 31 of his 32 years at Marshall High School in Missouri. During this time, his students have qualified for eight National Tournaments and 30 consecutive Missouri State Tournaments. His students won the State Championship in Policy Debate in 1984. A student he coached for three years transferred to North Carolina and became the National Champion in Policy Debate his senior year. Paul is a past Chairman of the Heart of America District, and he still serves on the District Committee. He has been greatly influenced by three Hall of Famers: He was a student under Richard Rice, student-taught under Wayne Brown, and was mentored by Don Crabtree. In addition to his forensic responsibilities, Paul is a longtime tennis coach at Marshall High School, a marathoner, and a member of the Missouri Heart Institute Board of Directors.

• **SIXTH DIAMOND** •
Paul Gieringer
 Marshall High School, MO
 November 23, 2009
 18,714 points

Congratulations!

DIAMOND COACH ADVANCEMENT

(five years between each diamond)

First Diamond.....	1,500 - 2,999 pts	Fifth Diamond.....	13,000 - 15,999 pts
Second Diamond	3,000 - 5,999 pts	Sixth Diamond.....	16,000 - 18,999 pts
Third Diamond.....	6,000 - 9,999 pts	Seventh Diamond	19,000 - 21,999 pts
Fourth Diamond	10,000 - 12,999 pts	Eighth Diamond	22,000 - 24,999 pts
(After the fourth diamond is earned, points are in 3,000 increments)		Ninth Diamond	25,000 - 27,999 pts

ALL COACHES WHOSE DIAMOND DATES ARE AFTER MAY 15, 2009
 WILL BE HONORED WITH THEIR DIAMOND AWARD AT THE 2010 NATIONAL TOURNAMENT.

New Diamond Coaches

During Coach Vickie Fellers' tenure at Wichita High School East, teams have won the NFL's "Top 15" sweepstakes award in District competition for the last 13 consecutive years. In 2004, 2005, and 2007, East was named a School of Excellence in debate at the National Tournament. The East Chapter has earned the Leading Chapter award twice. Over 100 students qualified for the National Tournament, with many advancing to late out rounds. In 2009, an East student was National Champion in Expository Speaking. In 2006 and 2007, East Policy Debate teams finished in the top six at the National Tournament. In 2004, an East congressperson finished 7th in the House, and another East student was 10th in LD. Seven East students have been State Champions in forensic events. East students have earned hundreds of awards at invitational and state tournaments. In addition to her work with the East team, Fellers is a member of Sunflower District Committee. She also served as co-host of 2007 National Tournament.



• **FIFTH DIAMOND** •

Vickie Fellers

Wichita East High School, KS

December 13, 2009

18,114 points

Chuck Ballingall began his coaching career as a 17-year-old college student, assisting the debate program at Marlboro High School, New Jersey, and, after transferring to the University of Redlands, working with both debaters and speakers at Yucaipa High School in California. He started teaching in the fall of 1982 at Damien High School, and is now in his 28th year of coaching debate there.

Chuck has coached 38 policy debate teams to NFL nationals, including the 2009 Policy Debate champions and a team that placed 3rd in 1990. He has also qualified students in Extemporaneous, Dramatic Interpretation, and Congressional Debate. Over 100 Damien debate teams have qualified for the California state tournament during his career, with a 1st place finish in 1993, as well as several 2nd and 3rd place finishes.

Chuck has been actively involved in the Policy Debate topic selection process since the early 90s, serving as a representative to the National Federation Topic Committee meeting, including two three-year terms as Wording Committee Chair. He wrote the topic paper for the current Policy Debate topic on poverty. He was also vice president on the National Debate Coaches Association, and has been a member of the California State Speech Council for several years, currently holding the office of secretary. He was elected to the California High School Speech Association Hall of Fame in 1998, and the National Forensic League Hall of Fame in 2008.

In addition to debate, Chuck also teaches AP US History and AP Economics. In his spare time he is the public address announcer for Damien basketball and baseball. This involvement has also led to his announcing games for the LA Dodgers and the LA Clippers. He is an avid sports fan and reader of history.



• **FIFTH DIAMOND** •

Chuck Ballingall

Damien High School, CA

January 14, 2010

13,150 points

New Diamond Coaches



• **THIRD DIAMOND** •
Arianne G. Fortune
KC Oak Park High School, MO
January 12, 2010
12,835 points



• **THIRD DIAMOND** •
David Abel
Goddard High School, KS
January 23, 2010
8,354 points



• **THIRD DIAMOND** •
Richard D. Brown
Creighton Preparatory School, NE
January 30, 2010
6,011 points



• **THIRD DIAMOND** •
Cindi H. Havron
Magnolia High School, TX
January 31, 2010
7,480 points

New Diamond Coaches



• **SECOND DIAMOND** •
Toni Heimes

Lincoln Southwest High School, NE
January 10, 2010
4,894 points



• **SECOND DIAMOND** •
Matt Heimes

Lincoln Southwest High School, NE
January 16, 2010
4,227 points



• **SECOND DIAMOND** •
Paul S. De Maret

Rocky Mountain High School, CO
January 17, 2010
5,030 points



• **SECOND DIAMOND** •
Martha Anne Pierson

Clear Lake High School, TX
January 18, 2010
3,699 points



• **SECOND DIAMOND** •
Tessa Kunz

SkyView High School, UT
February 1, 2010
6,998 points

New Diamond Coaches



• **FIRST DIAMOND** •

Raul Ruiz

Sandra Day O'Connor High School, TX

October 3, 2009

1,562 points



• **FIRST DIAMOND** •

Ryan Ray

Grant County High School, KY

December 4, 2009

4,355 points



• **FIRST DIAMOND** •

Chris Sheldon

Bancroft School, MA

January 9, 2010

1,563 points



• **FIRST DIAMOND** •

Richard J. Kawolics

Laurel School, OH

January 10, 2010

1,583 points



• **FIRST DIAMOND** •

Michael Priem

Mankato West High School, MN

January 13, 2010

1,557 points



• **FIRST DIAMOND** •

Nate Smith

Lee's Summit High School, MO

January 19, 2010

1,862 points



• **FIRST DIAMOND** •

Pam Lucey

Glenrock High School, WY

January 21, 2010

1,513 points



• **FIRST DIAMOND** •

Janelle M. Brown

Sumner Academy, KS

January 25, 2010

3,378 points

New Diamond Coaches



• **FIRST DIAMOND** •
Alexander Clarkson

Sylvania Southview High School, OH
January 25, 2010
1,531 points



• **FIRST DIAMOND** •
Beth Eskin

Timber Creek High School, FL
January 25, 2010
1,784 points



• **FIRST DIAMOND** •
Jordan Mayer

Munster High School, IN
January 25, 2010
1,514 points



• **FIRST DIAMOND** •
Kristin Chapman

Lawrence North High School, IN
January 26, 2010
1,533 points



• **FIRST DIAMOND** •
Jon Cruz

The Bronx High School of Science, NY
January 29, 2010
7,179 points



• **FIRST DIAMOND** •
Lee Nicholas Droege

Smoky Hill High School, CO
January 31, 2010
1,504 points



• **FIRST DIAMOND** •
Timothy Case

Presentation High School, CA
February 1, 2010
1,500 points



• **FIRST DIAMOND** •
Adam Nelson

The Harker School, CA
February 28, 2010
1,513 points

NFL DISTRICT STANDINGS

(as of March 1, 2010)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	219	Blue Valley North High School	670
2	--	Calif. Coast (CA)	210	Leland High School	781
3	1	Kansas Flint-Hills	180	Washburn Rural High School	379
4	1	Florida Manatee	178	Nova High School	647
4	1	Nebraska	178	Millard North High School	408
6	1	Show Me (MO)	177	Blue Springs High School	422
7	-4	Northwest Indiana	173	Munster High School	499
8	--	East Los Angeles (CA)	169	Gabrielino High School	786
9	-1	New York City	168	The Bronx High School of Science	801
10	--	San Fran Bay (CA)	166	James Logan High School	663
11	2	Sierra (CA)	165	Sanger High School	814
12	-1	Rushmore (SD)	163	Sioux Falls Lincoln High School	499
12	3	Illini (IL)	163	Downers Grove South High School	454
14	-2	East Kansas	160	Shawnee Mission East High School	395
15	-1	Northern South Dakota	156	Aberdeen Central High School	314
16	1	Southern Minnesota	148	Eagan High School	527
17	-2	Ozark (MO)	147	Central High School - Springfield	620
18	1	Heart Of America (MO)	146	Liberty Sr. High School	707
19	-1	Eastern Ohio	145	Perry High School	351
20	--	Sunflower (KS)	142	Wichita East High School	284
21	2	Montana	135	Bozeman High School	279
21	--	South Texas	135	Bellaire High School	784
23	-2	Southern California	134	Claremont High School	356
23	1	Northern Ohio	134	Canfield High School	262
25	--	Northern Illinois	133	Glenbrook South High School	386
26	4	Utah-Wasatch	122	Sky View High School	302
26	--	West Kansas	122	Buhler High School	317
28	-1	Idaho Mountain River	121	Hillcrest High School	350
29	-1	New England (MA & NH)	119	Manchester Essex Regional High School	287
30	3	New Jersey	116	Ridge High School	322
30	2	Golden Desert (NV)	116	Green Valley High School	423
32	-4	Rocky Mountain-South (CO)	115	George Washington High School	369
32	8	Eastern Missouri	115	Pattonville High School	329
32	-2	Carver-Truman (MO)	115	Neosho High School	407
35	-2	Central Minnesota	112	Eastveiw High School	510
36	1	Sundance (UT)	111	Bingham High School	277
36	-1	Idaho Gem of the Mountain	111	Mountain Home High School	356
38	-2	Chesapeake (MD)	109	Walt Whitman High School	406
39	1	Great Salt Lake (UT)	107	Skyline High School	238
40	-2	Colorado	106	Cherry Creek High School	478
41	1	East Texas	105	William P. Clements High School	243
41	-3	South Kansas	105	Fort Scott High School	285
43	1	Tarheel East (NC)	103	Pinecrest High School	201
44	-2	Deep South (AL)	101	The Montgomery Academy	284
45	--	Florida Panther	98	Trinity Preparatory School	322
46	3	Arizona	97	Desert Vista High School	408
46	2	Wind River (WY)	97	Green River High School	287
46	13	Nebraska South	97	Lincoln East High School	294
49	5	Central Texas	95	Winston Churchill High School	263
49	2	South Carolina	95	South Side High School	283
51	--	West Los Angeles (CA)	93	Fullerton Joint Union High School	256
51	3	Western Ohio	93	Notre Dame Academy	168
53	--	Heart Of Texas	92	Del Valle High School	298

NFL DISTRICT STANDINGS

(as of March 1, 2010)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
53	6	Hole In The Wall (WY)	92	Cheyenne East High School	300
55	10	Inland Empire (WA)	91	Lake City High School	169
55	-8	North East Indiana	91	Chesterton High School	440
55	-9	North Coast (OH)	91	Gilmour Academy	187
58	-9	West Iowa	89	West Des Moines Valley High School	285
59	3	Pittsburgh (PA)	88	North Allegheny Sr. High School	333
60	-3	North Texas Longhorns	85	Flower Mound High School	191
60	3	Colorado Grande	85	Central of Grand Junction High School	175
60	1	Carolina West (NC)	85	Myers Park High School	263
63	--	Northern Lights (MN)	84	St. Francis High School	255
63	-6	Greater Illinois	84	Belleville West High School	193
65	--	Valley Forge (PA)	83	Truman High School	171
65	-11	Hoosier Crossroads (IN)	83	Kokomo High School	239
67	5	Southern Wisconsin	82	Brookfield East High School	205
67	-2	Lone Star (TX)	82	Plano Sr. High School	230
67	3	Louisiana	82	Comeaux High School	202
70	3	Space City (TX)	81	Alief Elsik High School	199
71	-6	Western Washington	79	Gig Harbor High School	261
71	2	Northern Wisconsin	79	Appleton East High School	279
73	-3	North Dakota Roughrider	78	Fargo South High School	201
74	-5	Georgia Northern Mountain	76	Henry W. Grady High School	266
74	5	Hoosier Heartland (IN)	76	Fishers High School	171
76	6	New York State	75	Scarsdale High School	189
77	-2	New Mexico	73	Albuquerque Academy	169
77	1	Tall Cotton (TX)	73	Seminole High School	146
77	-2	East Iowa	73	Indianola High School	239
80	3	Rocky Mountain-North (CO)	72	Rocky Mountain High School	192
80	-1	Kentucky	72	Grant County High School	200
82	1	West Oklahoma	71	Norman North High School	284
82	-3	Mississippi	71	Oak Grove High School	179
82	1	Big Valley (CA)	71	James Enochs High School	150
85	1	Florida Sunshine	70	Pine View School	207
86	9	Puget Sound (WA)	69	Kamiak High School	234
86	--	UIL (TX)	69	Hallsville High School	168
86	7	East Oklahoma	69	Jenks High School	256
89	-1	North Oregon	67	Tigard High School	154
89	-12	Michigan	67	Portage Northern High School	157
91	-2	Tennessee	66	Morristown West High School	177
92	-3	Gulf Coast (TX)	65	Gregory Portland High School	192
93	--	LBJ (TX)	63	Princeton High School	166
94	-3	Capitol Valley (CA)	62	Mira Loma High School	237
94	-3	South Florida	62	Michael Krop High School	140
96	1	West Virginia	57	Wheeling Park High School	91
96	-1	Georgia Southern Peach	57	Carrollton High School	148
98	--	Sagebrush (NV)	55	Reno High School	184
98	2	West Texas	55	El Paso Coronado High School	90
100	-1	Maine	54	Bangor High School	103
101	--	Hawaii	53	Punahou School	158
102	-1	Virginia	51	Salem High School - Salem	121
103	-2	South Oregon	50	Ashland High School	123
104	1	Iroquois (NY)	48	R. L. Thomas High School	100
105	-1	Pennsylvania	47	Bellwood-Antis High School	141
106	--	Pacific Islands	38	CheongShim Int'l Academy	66

Welcome New Schools!

El Molino High School, CA
Eagle Valley High School, CO
Ralston Valley High School, CO
Tampa-Jesuit High School, FL
GSMST High School, GA
Maine West High School, IL
Bishop Luers High School, IN
Rushville Consolidated High School, IN
Regina High School, IA
Fair Park College Prep Academy, LA
Life Skills Center of Metropolitan Detroit, MI
DeLaSalle High School, MN
Belgrade High School, MT

Gardiner Public School, MT
Hanover High School, NH
Dublin Jerome High School, OH
Maumee Valley Country Day, OH
Altus High School, OK
Bishop Ready High School, OH
Timken High School, OH
Denver City High School, TX
Saginaw High School, TX
Clover Hill High School, VA
Monticello High School, VA
Dominican High School, WI
Green Bay West High School, WI



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- The only team to win the National Forensic Association, American Forensic Association, and International Forensic Association Championships in the same year. WKU accomplished this feat multiple times.
- Winners of the International Forensic Association World Championship every year in attendance.
- Kentucky Forensics Association State Champions for over two decades.
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- Recognized by the United States Senate and House of Representatives for Forensics Excellence.
- Designated as a Program of Distinction by the Post-Secondary Education Council.
- WKU's SFI is one of the most reasonably priced summer forensics institutes, coached by numerous collegiate and high school national champions.

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